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

**LESSON CONTENT**
- Students complete stretching exercises alone or with others, and perform a slow jog around assigned area. Stretches include calf stretch, groin stretch, quad-stretch, hamstring-stretch, and shoulder stretch.
- Students should jog for 1 minute, stretch, jog for 2 minutes, etc.

**ROLE OF ASSISTANT**
- Lead stretches and time jog.

### 4 Corners (8 minutes)

**LESSON CONTENT**
- Station 1: Coffee Grinder - 10. Motor Movement: Skip to next station.
- Station 2: Crunches -10. Count to 5 while in "up" position. Motor Movement: Long jump to next station. Each jump starts in a standing position, uses an arm swing and jump. This activity is not continuous.
- Station 3: Goofy Jacks - 20. While in place, arms do "whatever" while legs are doing regular jumping jack motion. Motor Movement: Hop on right foot half way to next station then hop on left foot.
- Station 4: Forward Lunges - 10 with right foot, 10 with left foot. Motor Movement: Basketball Slide. Arms in front, knees bent, slide forward with dominant foot.

**ROLE OF ASSISTANT**
- Set out cones with task cards.
- Make sure groups are relatively even in number.
- Supervise students and offer feedback.
- Go through stations twice to familiarize students with activities.
- Students will be moving at their own speed through stations. If this is a problem, you may want to time each station.

---

**LESSON OUTCOMES**
- Use dodging and fleeing skills to play tag games with other students.
- Participate in conditioning activities involving running, jumping, and leaping.

**EQUIPMENT**
- 4 corners task cards
- 12 cones (3 set-ups)
- 1 jump rope for every 2 students

**BEFORE CLASS SET UP**
- HRPA: Set up cones 40 X 40 yards apart with task cards.
**Activity #1**  
**Shadow Tag**  
*(6 minutes)*

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Divide students into pairs and have each pair stand in scattered formation.</td>
<td>Help teacher with organization.</td>
</tr>
<tr>
<td>1 student stands behind the other, completely stretches arms out in front, places hands on other student's shoulders, then drops arms.</td>
<td>Promote safety by redirecting unsafe behaviors.</td>
</tr>
<tr>
<td>Object of game: for front partner to escape from other partner while staying within boundaries.</td>
<td></td>
</tr>
<tr>
<td>If front person is more than arm's length away from back person when whistle blows, then back person does 5 jumping jacks.</td>
<td></td>
</tr>
<tr>
<td>If front person is within reach at whistle, then he or she does 5 jumping jacks.</td>
<td></td>
</tr>
<tr>
<td>Switch roles after each round. As students learn the game, allow them to run to get away.</td>
<td></td>
</tr>
</tbody>
</table>

**Activity #2**  
**Circle Walk Game**  
*(8 minutes)*

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Groups of 6 form circles lying on their backs with their feet facing middle of circle, bottoms of their feet almost touching. After all students are in position, they turn over into down position for push-ups.</td>
<td>Assist with student grouping and organization.</td>
</tr>
<tr>
<td>Groups should look like a wheel with bodies as spokes.</td>
<td>Congratulate excellence and effort.</td>
</tr>
<tr>
<td>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.</td>
<td>Give feedback on push-up form and level of participation.</td>
</tr>
<tr>
<td>On your second signal, students stop and put 1 knee to floor to rest (15-20 seconds).</td>
<td></td>
</tr>
<tr>
<td>Repeat signals for starting and stopping. Groups can move in either direction.</td>
<td></td>
</tr>
</tbody>
</table>

**Transition**

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>As Shadow Tag ends, tell students they have 10 seconds to get into groups of 6.</td>
<td>Assist with grouping of students.</td>
</tr>
<tr>
<td>Countdown from 10.</td>
<td></td>
</tr>
<tr>
<td>Anyone not in a group at end of countdown joins you and you place them into a group.</td>
<td></td>
</tr>
</tbody>
</table>

 Italics indicate the teacher speaking directly to the student.
# Tuck Jumps & Squat Jumps Jog / Stretch Drill Extraordinaire
(7 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students are in scattered formation in activity area in their own personal space, standing with feet shoulder width apart with body straight.</td>
<td>Assist students with form and instructions.</td>
</tr>
<tr>
<td>Tuck Jump: Students jump straight up, bringing knees as close to their chest as possible, while trying to grasp knees with hands, then return feet to the floor. Repeat several times.</td>
<td>Commend good effort; success will be different for different skill levels.</td>
</tr>
<tr>
<td>All students move around area in free formation, jogging slowly, you signal to stop and all students stretch in place. Students may use leg, shoulder, arm, stretches.</td>
<td>Provide positive feedback.</td>
</tr>
<tr>
<td>Squat Jumps Extraordinaire: Students stand in a line on a baseline or football yard line. On your signal, all students take 3 small jumps, then 1 long jump. Make sure students are using good jumping technique; arm swing, leg drive, and landing. Repeat several times and have students try to improve after each jump.</td>
<td>Model stretches for students.</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 join you at mid-field and form a semi-circle around you and stretch.</td>
<td>Move among students helping with stretching and answers to questions.</td>
</tr>
<tr>
<td>Think, Pair, Share (After a minute or so with each question, have a few students share answers with class.)</td>
<td></td>
</tr>
<tr>
<td>Ask: How does your heart react to jogging? Stretching?</td>
<td></td>
</tr>
<tr>
<td>Ask: In the Circle Walk Game, what was the first body part to become tired?</td>
<td></td>
</tr>
</tbody>
</table>

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

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

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

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

## Jump Rope
### Instant Activity (3-5 minutes)
- Students divide into groups of 4 as they enter activity area, 1 long rope per group.
- Students take turns jumping and turning rope.
- Some jumping suggestions include:
  - Hot Pepper
  - Figure 8 (jump in rope, jump out, jog around a turner, jump back into rope, jump out, and jog around other turner)
- Instruct students to jump a specified number of times (10 in and 10 out).

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

## 2-Fer Tag
### Instant Activity (6 minutes)
- There will be 2 “taggers” per 15 students.
- Students are in scattered formation in a 40 x 40 square area for game.
- 1 set of taggers wear 1 color pinnie; other set of taggers wear another color.
- 1 set of taggers are the Jumping Jack Attack, other set are the Up-Crew.
- When a tagger tags a student, he or she must do the exercise that is assigned to that tagger. For example, if tagged by a Jumping Jack Attacker, tagged person must go to area marked off for jumping jacks and perform 5 jumping jacks to re-enter the game. If tagged by an Up-Crew, he / she must do 5 sit-ups or push-ups.
- No immediate tag backs are allowed after doing exercises. Student has right to re-enter game.
- Assign 1 area for Jumping Jacks and 1 area for Sit-Ups out of the activity area.
- After two minutes, switch taggers.

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

---

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

**4 Corners**
(6 minutes)

**LESSON CONTENT**
- Use previous 40X40 set-up. Use fitness level of students to choose yards or feet or set up one of each. Place task cards at each cone.
- Divide class into 4 groups, 1 group at each cone. On your signal, students begin tasks at their cones, and move to next station upon completion. Each cone has a movement suggestion for moving from 1 cone to the next.
  - Station 1: Jumping Jacks - 20. Motor Movement: Hop on left foot to next station.
  - Station 2: Hi-5s - 10 (students form pairs). Jump high and give Hi-5 at top of jump. Motor Movement: Long jump to next station.
  - Station 3: Lunges to each side - 10 to right and 10 to left. Motor Movement: Run backward to next station.

**ROLE OF ASSISTANT**
- Set up cones as needed. Large classes may need 2 set-ups.
- Assist students with the tasks at each cone.
- Divide area with teacher and monitor groups.
- Maintain compliance with movement methods.
- Provide feedback and positive praise for effort in activity.

### ACTIVITY #2

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

**LESSON CONTENT**
- Students stand, arm length apart in a line facing teacher and teacher assistant
  - Standing Start: (On Your Mark) - Feet are a half-stride apart, (Set) - Body leans forward, Weight on toes, Knees slightly bent, Arms down or slightly back, (Go) - Drive legs and swing arms.
  - Racing Start: (On Your Mark) - Kneel down, Front foot 4-12 inches behind start line, Thumb and finger parallel to line, Knee of other leg behind front foot, (Get Set) - Raise hips, Rear knee raised, Shoulders over hands, center of gravity forward and over hands, Eyes focused on the starting line or just behind. (Go) - Push with both feet, Raise body gradually, Drive one arm back and the other forward (punching action).
  - Sprinting Technique: Forward body lean, Arm swing, Knees forward and up.

**ROLE OF ASSISTANT**
- Assist students with form feedback and process of activity.
- Commend good effort. Success will be different for different skill levels.

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

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

ROLE OF ASSISTANT
- Move among students giving feedback and help on technique.
- Commend good effort.

Round-N-Round We Go
(8 minutes)

LESSON CONTENT
- This is a 6 person relay race.
- Students form groups of 6.
- 3 students line up behind first and last cones. First student gets into a racing start position and on your signal, runs to first cone, runs around it, and proceeds to last cone, where next student is in a racing start position. When first runner passes second runner, he or she takes off, runs to middle cone, runs around it, and proceeds to next student in line.
- Continue until all students have done 2 racing starts from each end.
- Repeat same process changing to standing start.

ROLE OF ASSISTANT
- Set up 3 cones per group; 1 for start, 1 10 yards away and 1 20 yards away.
- Move among groups to make sure students are using the proper starting form and waiting for the incoming runners to pass.

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

**COOL DOWN/CLOSURE**

**LESSON CONTENT**

- Students join you at mid-field and begin to perform stretches as you model them.
- Ask:
  - *What are some differences between a standing start and a racing start?*
  - *Which type of start is more effective in getting the runner off the line more quickly and why?*
  - *Which starting position do you like best and why?*
- Have all students model the standing start and the racing start while in personal space.

**ROLE OF ASSISTANT**

- Move through students assuring compliance with stretching and answering questions.
- Commend good form on start positions.

*Italics indicate the teacher speaking directly to the student.*
**LESSON OUTCOMES**
- Participate in FLOW activities for full body workout.
- Demonstrate and practice visual and blind handoffs.
- Demonstrate both types of handoffs during game.

**EQUIPMENT**
- 6 cones and Task Cards
- 1 baton for every 4 students
- FLOW equipment
- 12+ cones

**BEFORE CLASS SET UP**
- IA: Set up cones with task cards.
- Set up FLOW equipment.
- Have batons available.
- Activity #3: Set up cones, at least 10-20 yards apart, on either side of area to show students where to line up. Color code cones (all #1 cones are red, etc.)

**Cone Movement Skills**
(3-5 minutes)

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

**FLOW**
(15 minutes)

<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>Distribute and/or set up equipment. Monitor stations as necessary. Note any stations where safety may be an issue.</td>
</tr>
</tbody>
</table>

**HEALTH RELATED PHYSICAL ACTIVITY**

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

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

---

**Track and Field** 7th Grade : Lesson 3
## Visual Relay Handoff & Blind Relay Handoff Skill Development

### Activity #1

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

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

---

## Line Relays

### Activity #2

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

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

---

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

**Cool Down/Closure**

**LESSON CONTENT**

1. Students gather at mid-field with you in front of class.
2. Students perform stretches as modeled by you.
3. During stretching, ask:
   - How does a good pass help the team, and how does a bad pass cause problems? Name things that a team must do to prevent having bad passes?
4. Thank class for solid work today.

**ROLE OF ASSISTANT**

1. Move among students and help with stretches.
2. Model as necessary to affect compliance.

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

### Lesson Outcomes
- Develop agility and cardiovascular strength by participating in class activities.
- Demonstrate basic jumping techniques used in Long Jump and Triple Jump.
- Work cooperatively with others in tag games and game situations.

### Equipment
- 6 purple cones, 6 red cones, and 6 Green cones / task cards
- Half-cone markers 1 per student

### Before Class Set Up
- IA: Set out 3 lines of 6 cones each, 10-12 yards apart
- Activity #1: Set up 30 X 30 area for tag game.
- Activity #4: Scatter markers about area.

---

### Instant Activity: Cones

**Lesson Content (3-5 minutes)**

- As students enter activity area, they are to go to end of 1 set of cones.
- Students move by prescribed method at each set of cones.
- After completing 1 set of cones, students move to next set. Upon completion of all cones, students start over.
- Lines are:
  - Line 1 Purple is Over and students jump over all cones.
  - Line 2 Red is Through and students weave in and out of cones.
  - Line 3 Green, is Around and students jog around all 6 cones in line.
- Have students go through lines 1 at a time, but next student can begin after previous student has reached third cone in line.

**Role of Assistant**

- Set up 3 lines of 6 cones in field or length of gym. Keep 6-10 feet in between each cone.

---

### Cones (continued)

**Lesson Content (3-5 minutes)**

- Activity continues

**Instant Activity**

- Purple Cones
- Red Cones
- Green Cones

*Italics indicate the teacher speaking directly to the student.*
### Random Running
(10 minutes)

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

### Partner Tag
(5 minutes)

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

 Italics indicate the teacher speaking directly to the student.
### Lesson Content: Long Jump, Triple Jump

**ROLE OF ASSISTANT**

- Know cues and be able to assist students throughout activity by using those cues.

- Students standing in semi circle (or some such thing) to indicate transition.
- Explain the difference between standing long jump and running long jump. If no pit is available, running long jump is modified to jogging and small jumps.
- Approach to long jump is key to good jump. Demonstrate jogging approach, concentrating on takeoff point and attack of the jump.
- Long Jump: Foot is planted with knee flexed, Lift, leap, and reach with lead leg, Thrust arms upward, Feet and hands reach forward, Fall forward if necessary when landing.
- Triple Jump: Footwork - left, left, right, both OR right, right, left, both.
- Students can practice Triple Jump footwork independent of approach.
- Students shadow practice skills as you provide explanation.

### Lesson Content: Single Leg Bound, Alternate Bound, Combination Bound

**ROLE OF ASSISTANT**

- Help students having trouble with coordination or skill development.
- Make them understand that effort is more important than achievement.

- Students line up along basketball baseline or football yard marker. They do 1 of the movements below to far cone or line and do either same or different movement back. Repeat as often as needed.
- Single Leg Bound - Students perform hops on 1 foot, trying to cover as much ground as possible. Arms should be thrust forward with each jump. This is not always natural so has to be coached. Make sure they bound with both right and left leg. This will help students determine lead leg.
- Alternate Bound - Students take large strides to move forward. They should attempt to remain off ground as long as possible. Arms can be in opposition as in running. Knee drive upward and a clawing action which activates the hamstring is required here.
- Combination Bound - Students use triple jump form (left, left, right). This is difficult, and should not be tried until first 2 jumps have been accomplished.
### Marker Touch-‘N-Go

**ACTIVITY #4**

**Set Up or Prep Duties**
- Larger spaces are better for MVPA.
- Students form 4 groups, each group on a different sideline, Declare a specific motor movement for each round: skip, jog, hop on 1 foot, etc.
- On your signal, students move to a marker as quickly as possible, with only 1 student per marker.
- After students reach a marker, signal to return to sideline using same movement pattern. Repeat activity changing movement pattern.

**Variation**
- Pick a specific color marker for students to move to.
- Use a specific body part to touch marker.
- On your signal, students form groups of 4 and find a marker of a certain color, going there as a group.

**COOL DOWN/CLOSURE**

**Role of Assistant**
- Set up area by scattering markers.
- Place differing colors in differing places.
- If teacher changes game, help students understand and comply.
- Help with equipment retrieval and storage.
- Help students find partners and think and share about questions posed by teacher.

**Cool Down/Closure**

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

**Role of Assistant**
- Help with equipment retrieval and storage.
- Help students find partners and think and share about questions posed by teacher.
# Track and Field 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>Use dodging and fleeing skills to play tag games with other students.</td>
<td>1 ball per 2 students</td>
<td>✓ Activity #1: Distribute shot puts/balls</td>
</tr>
<tr>
<td>Continue to develop cardiovascular endurance through class activities.</td>
<td>Cones</td>
<td>✓ Activity #2: Set out cones to separate activity area. Have balls easily accessible.</td>
</tr>
<tr>
<td>Acknowledge differing skill levels and abilities and accept feedback and instruction from teacher</td>
<td>Use softballs if possible. Baseballs or tennis balls can be used too for those with smaller hands</td>
<td>✓ Activity #3: 1 ball per group of 6.</td>
</tr>
<tr>
<td>Work cooperatively with others.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate a few of the critical elements in shot put.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## INSTANT ACTIVITY

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

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

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

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

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**Notes:**
- Italics indicate the teacher speaking directly to the student.
- ✓ Set Up or Prep Duties
- ➤ Cues or Key Concepts
- ➔ Variation
- ★ Challenge

---

**Track and Field**

| 7th Grade | Lesson 5 |
**ACTIVITY #1**

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

**ROLE OF ASSISTANT**
- Know cues and be able to use them throughout drill and rest of lesson.

**ACTIVITY #2**

**LESSON CONTENT**
- Divide class in half. Back to back with a partner; one partner up, one down. All up people to shot, all down to TJ. Also a great way to create teams.
  - One group doing Triple Jump - Students stand in line formation facing same direction.
  - Students take a hop with 1 foot, hop on the same foot again, then hop on the other foot, and land on 2 feet. This should be short at first, and as steps become more comfortable, distances can be lengthened. Should practice both sides LLR and RRL to determine which side is stronger (and why).
  - Arms should thrust forward and block on each hop and reach out to land.

- The second group does Shot Put - Students form pairs and get a shot put or other ball for pair (i.e. softball). Students face each other about 15 feet apart.
  - Using proper form, student shot puts ball to partner, Focus is on lower body creating torque (lower body turns while upper body remains stable) The key is the lower body, which starts at the feet (stance is critical).
  - Students stand facing one another, feet facing forward and shoulder width apart. Turn with the shot side away from partner with opposite arm up. Initiate the turn by blocking the non-throwing arm, turning the hips and trying to get the shot to just fly out instead of actually putting it out.
  - Continue until you signal. 3-4 minutes.

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

**ACTIVITY #3**  
**Tunnel Ball Plus**  
(6-8 minutes)

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

### Cool Down/Closure

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

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

*italics indicate the teacher speaking directly to the student.*
### Lesson 6: Track and Field

#### Lesson Outcomes
- Develop fitness through participation in FLOW activities.
- Demonstrate basic discus throwing skill and ability.
- Demonstrate knowledge and ability to perform visual and blind handoffs.
- Work cooperatively in small groups.

#### Equipment
- 1 short jump rope for every 2 students
- 10-12 Discus
- Cones
- FLOW equipment
- 30 relay batons

#### Before Class Set Up
- IA: Set up jump ropes.
- FLOW: Have equipment ready to go by each station.
- Activity #2: Discus, Batons
- Activity #3: Have 4 batons available and set up 4 cones for boundaries and team markers.

### Instant Activity

#### Jump Rope

<table>
<thead>
<tr>
<th>Lesson Content</th>
<th>Role of Assistant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students find partners as they enter activity area, 1 short jump rope per pair.</td>
<td>Assist students as they enter area with partnering and finding ropes.</td>
</tr>
<tr>
<td>As 1 student jumps rope, partner is jogging around jumper and stretching. Jumper jumps 50 times, and then they change places.</td>
<td>Suggest different types of jumping styles.</td>
</tr>
<tr>
<td>Students should use different jumping styles each time: single rebound, Double rebound, one foot, side to side, etc.</td>
<td></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>Distribute and/or set up equipment.</td>
</tr>
<tr>
<td></td>
<td>Monitor stations as necessary. Note any stations where safety may be an issue.</td>
</tr>
</tbody>
</table>

### Activity #1

#### Review Relay Handoffs

<table>
<thead>
<tr>
<th>Lesson Content</th>
<th>Role of Assistant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students gather and sit / stand in semi circle to view demo.</td>
<td>Provide positive feedback on technique, cooperation, and inclusion.</td>
</tr>
<tr>
<td>Review Relay Handoffs using verbal or visual cues: Turn and look, Arm up, Slow jog, Baton to hand, Take off running. When performing Blind Relay Handoff: Trust passer, First “stick,” Extend arm straight back, Elbow up, Palm up, Feel baton, Take off running.</td>
<td></td>
</tr>
<tr>
<td>Discus: For a right handed student (adjust for left-handers) - Left shoulder toward target, Rest discus in first knuckle of all fingers but little and on “pad” near wrist, Body twists around, Arm swings straight out in a circular motion, Release pinky to index finger order.</td>
<td></td>
</tr>
<tr>
<td>Lower body creates torque due to initial stance and lower body turning while upper body remains stable. Non throwing arm is up and blocks so the throwing arm swings through like a whip.</td>
<td></td>
</tr>
</tbody>
</table>

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

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

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

**Activity #3**

**Never Ending Relay**  
*(6 minutes)*

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

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

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

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

## Instant Activity

### Cone Movement Skills

**Lesson Content**
- As students enter activity area, they should find partners at a cone and mirror movement skills from cone to cone.
- Cone 1 to Cone 2 - Slide (instep hits instep) while using arms as in a jumping jack.
- Cone 2 to Cone 3 - Backpedal.
- Cone 3 to Cone 4 - Carioca (move sideways-forward crossover, backward crossover).
- Cone 4 to Cone 1 - Sprint.

**Role of Assistant**
- Set up cones and task cards in an area at least 20 X 20 yards.
- Assist students getting to cone and performing activities.
- Maintain movement by moving from cone to cone encouraging the students.

### Track and Field Circuit

**Lesson Content**
- Divide students equally among 10 stations.
- Have students stretch in place while watching rapid demonstration of each station by you or a student.
- On your signal, students perform task at each station. On your next signal, students replace all equipment at station and move to next.
- Each station should take 45 seconds with a 15 second change of station. Continue until all stations have been completed.
- Students return equipment to storage area.
- Station 1: Shuttle Run - 2 hoops per pair. Students start at 1 hoop facing each other, and together shuffle step back and forth between 2 hoops.
- Station 2: Jump Kones - 2 cones and Jump Kone system needed. Set up at level comfortable for both participants. Students jump over cones with 2 feet back and forth.
- Station 3: Handoffs - 1 baton per pair. Practice visual and blind handoffs.

**Role of Assistant**
- Either have equipment ready to distribute or already set up.
- Help students form groups.
- Supervise all groups, especially the shot and discus to insure cooperation and safety.

## Lesson Outcomes
- Participate in the Cone Movement Skills activity to improve overall fitness levels.
- Improve fitness skills by participating in track and field circuit.
- Review and practice triple and long jump technique.
- Review shot put and discus technique, and relay handoffs.
- Demonstrate teamwork by playing Old Run Around.

## Equipment

- 4-12 cones, 1 bean bag or hackey sack for every 15 students
- 1 cone or poly spot per student
- HRPA-4 hoops, Jump Kone set-up, 2 batons, 2 shot puts or softballs, 2 long ropes, 4 short ropes, 2 discus
- 6-10 balls (basketballs, softballs, Nerf balls)

**Before Class Set Up**

- IA: Set up 4 cones in a 20 X 20 square with task cards.
- HRPA: Set up stations before class.
- Activity #2: Set up zigzag cones.

---

*Italics indicate the teacher speaking directly to the student.*
Track and Field Circuit (continued)
(15-20 minutes)

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

Distance Running Technique
(2 minutes)

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

The Old Run Around
(10 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students form groups of 4, 1 ball and 6 cones/markers per group. Groups are in zigzag formation with extra cone outside zigzag area. Cones must be 5 large steps apart and in zigzag formation. 1 student is at each cone/marker and first student in line has ball. Extra student is at cone on outside of area and is a runner. On your signal, student with ball tosses it to student at second cone, and so on until ball gets to end of line. While ball is being passed, runner is running around group. Object of game: for runner to make it around group and back to cone before ball is passed down line. If runner is faster, then he or she gets a point. If passing line is faster, then everyone in line gets a point. Change positions by having student who ends up with ball become runner and runner become first student in line that makes first throw. Students keep track of their own points. Variation: Have passers pass ball up and back before student finishes.</td>
<td>Assist students with setting up formation. Supervise groups by making sure the runners are following rules and passers are passing to the next student in line and not further down the line.</td>
</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>- Have all team members bring equipment to storage area and join you at mid-field to stretch.</td>
<td>- Move among students modeling the stretches and complimenting the students showing best effort.</td>
</tr>
<tr>
<td>- As students are doing stretches modeled by you, remind them of need for physical activity on a regular basis. 30 minutes a day is the minimum required but more is better.</td>
<td></td>
</tr>
</tbody>
</table>
## Lesson Outcomes
- Demonstrate running and cornering skills in Instant Activity.
- Develop running, turning and tag skills in class activities.
- Demonstrate basic hurdling technique.
- Work cooperatively with teacher, staff, and other students.

## Equipment
- 30+ cones/markers
- 6 Batons
- Stereo
- 18 hurdles
- 1 small fleece ball/bean bag per student

## Before Class Set Up
- IA: Scatter balls around activity area
- HRPA: Set up 4 cones in a rectangle 40 X 40 yards.
- Activity #1: Set up 2 cones per group, 20-30 feet apart.
- Activity #2: Set up 4 rows of 5 hurdles/cones. 2 rows of 18” hurdles and 2 rows of 28” hurdles

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

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

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

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

**Contact Information**
- Name: Track and Field
- Grade: 7th
- Lesson: 8

*Italics indicate the teacher speaking directly to the student.*
### ACTIVITY #1: The Loop (5 minutes)

**LESSON CONTENT**
- Students remain in groups, 2 cones per group. Students line up behind 1 cone facing the other.
- On your signal, first student runs to cone, rounds cone, and speed walks back to line. Students in line can take off when student in front of them gets to cone. Continue until all students have run around cone 4 times.

→ Variation: Students use different motor skills to move from cone to cone and back (jog, carioca, hop on 1 foot, jump, skip).

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

### ACTIVITY #2: Review Shot Hurdles (3 minutes)

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

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

### ACTIVITY #3: Hurdles (6 minutes)

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

**ROLE OF ASSISTANT**
- Set up a row of 2 hurdles per group.
- Move from group to group making sure the students are remaining on task and jumping correctly over the bar.
- Compliment good form, strength, and cooperation with other students in their group.
<table>
<thead>
<tr>
<th>ACTIVITY #4</th>
<th>Rat Race 5 minutes</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>LESSON CONTENT</td>
<td>ROLE OF ASSISTANT</td>
<td></td>
</tr>
<tr>
<td>■ Four cones and a lively music.</td>
<td>■ Set up 40X40 track with cones</td>
<td></td>
</tr>
<tr>
<td>■ Set up cones to create a safe track for students to jog around</td>
<td>■ Make sure students all move in the same direction at all times.</td>
<td></td>
</tr>
<tr>
<td>■ Students are positioned outside the cones in scatter formation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>■ While music is playing the students jog around the “track”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>■ When the music stops, the “rats” (students) move forward only (not allowed to go against the flow of the rat race) to find a partner &amp; sitting inside the cone track</td>
<td></td>
<td></td>
</tr>
<tr>
<td>■ After 5 seconds (teacher counts down), any student without a partner does five jumping jacks (teacher can change the exercise for each stoppage of the music)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COOL DOWN/CLOSURE</th>
<th>Cool Down/Closure (2 minutes)</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>LESSON CONTENT</td>
<td>ROLE OF ASSISTANT</td>
<td></td>
</tr>
<tr>
<td>■ Have students pick up equipment and return to storage area and then join you in the middle of the field. Students should form pairs.</td>
<td>✓ Assist with equipment retrieval and storage.</td>
<td></td>
</tr>
<tr>
<td>■ As students are led in stretches by student chosen by you, ask:</td>
<td>■ Move among students providing positive feedback about answers to questions.</td>
<td></td>
</tr>
<tr>
<td>■ What are 3 key skills in hurdling?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>■ Why is it important to stay low over the hurdle and not jump</td>
<td></td>
<td></td>
</tr>
<tr>
<td>■ Congratulate students on super effort for the day and dismiss.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Track and Field 7th Grade: Lesson 9

**LESSON OUTCOMES**
- Demonstrate previously acquired skills by participating in mock track meet.
- Work cooperatively with large group by taking scores for other students.
- Apply knowledge of previously learned physical and cognitive skills as they relate to track and field.

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

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

---

**Jump Rope**

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

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

---

**Heal the Heart Tag**

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

**ROLE OF ASSISTANT**
- Set up taggers and heart healers.
- Have pinnies and hackey sacks/beanbags ready for distribution.
- Supervise and support cooperation and healthy competition.

---

**INSTANT ACTIVITY**

**Jump Rope**

**LESSON CONTENT**
- (3-5 minutes)

**HEALTH RELATED PHYSICAL ACTIVITY**

**LESSON CONTENT**
- Heal the Heart Tag

**ROLE OF ASSISTANT**

*Italics indicate the teacher speaking directly to the student.*
### Activity #1
**Mock Track Meet: Triple Jump, Discus, Short Relay, Long Distance Running**

(26 minutes)

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

### Cool Down/Closure
(2 minutes)

<table>
<thead>
<tr>
<th>Lesson Content</th>
<th>Role of Assistant</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ All students are responsible for either getting equipment to the storage area or joining you at mid-field for stretching.</td>
<td>✔ Help gather equipment.</td>
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<tr>
<td>▪ Praise student effort for the entire unit.</td>
<td>▪ Jump for joy.</td>
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<tr>
<td>▪ Think, Pair, Share (After a minute or so with each question, have a few students share answers with class.)</td>
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<tr>
<td>▪ What was your favorite event and why?</td>
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<td>▪ What was the most difficult event and why?</td>
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✔ Set Up or Prep Duties  ➔ Cues or Key Concepts  ➔ Variation  ★ Challenge

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

### Track and Field

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

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

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

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

#### Tag Nutrition (7 minutes)

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

**ROLE OF ASSISTANT**
- Help students take on roles of healthy helpers and taggers.
- Maintain compliance with safety rules for tagging.

### Mock Track Meet:

**Long Jump, Hurdles, Shot Put, Individual Short Running, and Long Distance Relay (26 minutes)**

**LESSON CONTENT**
- Form 2 groups of 6 students for each station. Each group will have a clipboard and a sheet.
- At each station, there will be a task card and method of scoring. 1 team performs skill while other team marks, scores, or picks winners of event.
- If it is an individual event, each student performs task and has a score recorded. If it is a team relay event, divide group into 2 for competition. After 1 team completes a task, other team goes.
- Groups move to another station ONLY on your signal.
- If a group either is off-task, not following rules, or not cooperating, it is your option to disqualify a team from an event and give students scores of zero.

**ROLE OF ASSISTANT**
- Help set up stations.
- Move among all groups to ensure compliance to rules and safety precautions.

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**Set Up or Prep Duties**

**Cues or Key Concepts**

**Variation**

**Challenge**

*Italics indicate the teacher speaking directly to the student.*
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<th>COOL DOWN/CLOSURE</th>
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**Cool Down/Closure**

(2 minutes)

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

Cone

Student

Running Direction
Lesson 9 and 10 Mock Meet Scoresheets
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Lessons 9 and 10
Mock Meet Task Cards
TRIPLE JUMP

Jumpers
Each person gets 2 attempts

Scorers
1 at jump takeoff point
1 judging technique
1 marking landing point
2 measuring longest jump
1 recording score
DISCUS

Thrower
Each person gets 2 attempts

Scorers
1 at release line
1 judging technique
1 marking landing spot
2 measuring longest throw
1 recording score
SHORT RELAY

Runners
2 teams of 3 per group
1 baton per Team.

Scorers
1 at start line to start race
2 at each station to make sure passes are good.
2 at finish to pick first and second
1 recording finish order
LONG DISTANCE RUN

Runners
Whole group runs together

Scorers
1 at start, to start race
3 on course, spread out
1 to determine finish order
1 to record finish places
LONG JUMP

Jumpers
Get 2 jumps, both marked.

Use 1 color of dome marker per jumper.

Scorers
1 person at jump take off point
1 person judging jump
1 person recording score of longest jump by girl and boy of the group
2 persons marking jumps
HURDLES

Hurdlers
Race a partner

Scorers
1 person at start line who starts race
1 person at each hurdle (3-4 people)
1 person at finish line
1 person to record race winners.
SHOT PUT

Putters
2 attempts, both marked by dome marker

Scorers
2 at release line, putter must stay behind the line at all times.

1 judging technique
2 marking landing spot
1 recording longest put by girl and boy
SPRINTS

Runners
1 attempt/ Race a partner

Scorers
1 at start line, and is the starter
1 at start line to determine false starts
1 judge along the race course
2 at finish line to determine finishing order
1 recording fastest boy and girl
LONG RELAY

Runners
2 teams of 3.
1 baton per team

Scorers
1 at start line
3 judges along course
1 at finish line to pick finishing order
1 recording names of winning team
TRIPLE JUMP

Jumpers
each person gets 2 attempts

Scorers
1 at jump takeoff point
1 judging technique
1 marking landing point
2 measuring longest jump
1 recording score
DISCUS

Thrower
each person gets 2 attempts

Scorers
1 at release line
1 judging technique
1 marking landing spot
2 measuring longest throw
1 recording score
SHORT RELAY

Runners
2 teams of 3 per group
1 baton per Team.

Scorers
1 at start line to start race
2 at each station to make sure passes are good.
2 at finish to pick first and second
1 recording finish order
LONG DISTANCE RUN

Runners
Whole group runs together

Scorers
1 at start, to start race
3 on course, spread out
1 to determine finish order
1 to record finish places
Lesson 9 Track Meet
Set-Up and Equipment

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

**EQUIPMENT NEEDED FOR EACH STATION:**

- **Long Run**
  - Set up 8 cones around outside of activity area for students to run around.
  - Place one cone at start/finish line.

- **Short Relay Race**
  - Long jump rope to mark start line.
  - Long jump rope to mark finish line.
  - Cone at start and finish with 2 cones/markers to mark where baton exchanges occur (20 yards between cones/markers).
  - Need 2 batons. Cone and task card at start.

- **Triple Jump**
  - Jump rope to mark.
  - 6 different colored dome markers.
  - Cone and task card.

- **Discus**
  - Jump rope to mark line to stay behind.
  - 1 discus. 6 different colored dome markers.
  - Cone and task card.
Lesson 10 Track Meet
Set-Up and Equipment

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

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

**LONG JUMP**
Jump this direction

**HURDLES**
Run this direction

**SHORT PUT**
Throw this direction

**SPRINT**
Run this direction

**EQUIPMENT NEEDED FOR EACH STATION:**

- **Long Relay**-
  - Task Card
  - Jump rope for start line
  - 8 cones/markers to mark course
  - Race course is outside entire activity area
  - 2 batons
- **Long Jump**-
  - Task Card
  - Jump rope to mark take-off point
  - 6 different colored dome markers
- **Shot Put**-
  - Task Card
  - Jump rope to mark “put” point
  - 1 shot put
  - 6 different colored dome markers
- **Sprint**-
  - Task Card
  - 2 jump ropes
    - (1 to mark start, one to mark finish)
  - Helps to have a cone/ marker at start and finish.
- **Hurdles**-
  - Task Card
  - 2 jump ropes
    - (1 to mark start and 1 to mark finish)
  - Cones and hurdle bars.
  - Distance from start to 1st hurdle-20 feet, from 1st hurdle to 2nd, 20 feet, etc.
Task Cards for Lesson 3
Instant Activity
JUMP OVER CONES
WEAVE THROUGH CONES
JOG AROUND CONES
SLIDE WITH LEGS
JUMPING JACK ARMS
RUN IN REVERSE
CARIOCA
(FEET-CROSSOVER FRONT, CROSSOVER BACK)
HEALTHY

SPRINT
SHUTTLE RUN
JUMP KONES
STANDING LONG JUMP
ZIG-ZAG JUMPING
JOG AROUND AREA
Task Cards Track and Field L1HRPA 7th Grade
FORWARD LUNGES-10
10 right leg, 10 left leg

MOTOR MOVEMENT: BASKETBALL SLIDE
COFFEE GRINDER-10

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

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

MOTOR MOVEMENT:
LONG JUMP TO NEXT STATION
GOOFY JACKS- 20
Arms- Do something wild, new, funny
Legs- Do regular jumping jack style

MOTOR MOVEMENT:
HOP ON RIGHT FOOT TO NEXT STATION
# Hockey 7th Grade : Lesson 1

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

## Instant Activity

### Four Corners

**Activity Duration:** 5 minutes

**Lesson Content**
- Students enter activity area and jog in CCW direction around the perimeter of 4 cones.
- Freeze students and explain directions, they are to read the task card at each cone, performing that task until they reach the next cone.
- Long side activities can include jogging, skipping, grapevine or slide step.
- Short side activities can include squat lunges, crab walks, bear walks, broad jumps, or high knees (See Four Corners Task Cards).
- Once students have started the activity add music. Avoid having them wait to start activity “until music starts”.

**Role of Assistant**
- Assistant stands at the area entrance helping students with organization, and understanding of Instant Activity.
- During Instant Activity, assistant gets Partner Race Track Fitness set up by putting correct signs on cones - Large circle/square is set up using 6-8 cones on one half the activity area.

### Partner Race Track Fitness

**Activity Duration:** 8-10 minutes

**Lesson Content**
- Students get a partner and move to a cone.
- Partner 1 jogs CCW; partner 2 performs inner circle activity.
- Inner circle includes the task card - See (Partner Race Track Fitness Task Cards).
- Once activity begins, students switch roles 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, finds nearest cone and chooses next activity on task card. Inner circle partner moves outside and begins jogging. For variety change the outside aerobic move.

**Role of Assistant**
- Assistant supervising inner circle while teacher is supervising outer circle.
- At end of HRPA, Assistant can collect Task Cards and cones.

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

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

| Hockey | 7th Grade | Lesson 1 |
### Transition

**ROLE OF ASSISTANT**

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

### Proper stance, grip and carry

**ROLE OF ASSISTANT**

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

### Controlled dribble in open space

**ROLE OF ASSISTANT**

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

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

Hockey Dribble Challenge

(8-12 minutes)

LESSON CONTENT

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

ROLE OF ASSISTANT

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

LESSON CONTENT

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

ROLE OF ASSISTANT

- Help gathering equipment.
- Make sure that students return equipment to the correct spot.
- Reinforce students who are hustling and following directions.

Cool Down/Closure

(3-5 minutes)

LESSON CONTENT

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

ROLE OF ASSISTANT

- Help gathering equipment.
- Make sure that students return equipment to the correct spot.
- Reinforce students who are hustling and following directions.

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.*
Hockey 7th Grade : Lesson 2

**LESSON OUTCOMES**
- Demonstrate basic forehand and backhand passing and fielding/trapping.
- Participate in FLOW.

**EQUIPMENT**
- One hockey stick and puck per student.
- Cones
- FLOW
- Music for FLOW

**BEFORE CLASS SET UP**
- Hockey sticks/pucks spread around perimeter of play space. One puck placed next to each stick.
- FLOW equipment/music ready.
- Cones set-up in triangles about 5 yards apart.

---

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

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

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

---

**FLOW**
(15 minutes)

**LESSON CONTENT**
- FLOW

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

---

**Transition**

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

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

---

**Transition**

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

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

---

**LESSON OUTCOMES**
- Participate in FLOW.

**EQUIPMENT**
- One hockey stick and puck per student.
- Cones
- FLOW
- Music for FLOW

**BEFORE CLASS SET UP**
- Hockey sticks/pucks spread around perimeter of play space. One puck placed next to each stick.
- FLOW equipment/music ready.
- Cones set-up in triangles about 5 yards apart.

---

**Instant Activity**

**Controlled Dribbling Around the Area**

**Transition**

**Flow**

**Transition**

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

**Hockey** 7th Grade | Lesson 2
### Passing and Trapping/Fielding

**ACTIVITY #1**

**LESSON CONTENT**
- Students form partnerships from their FLOW group.
- Demonstrate the forehand pass and trap.
  - **Forehand Pass:**
    - Push puck with blade
    - Control push with lower hand
    - Puck should stay on the ground as it travels to receiver
    - Follow through keeping blade low to the ground
  - **Forehand trap:**
    - Good hockey stance
    - Keep blade on floor, slightly in front of front foot
    - Watch the puck come into the blade
    - As blade touches blade of stick, “give” with stick, cupping the puck with the blade while moving it toward the back foot
- Have one partner get two hockey sticks and the other partner get one puck to practice the activity.
- Students pass back and forth with their partner 10 feet apart.
- Partners watch for correct technique & provide feedback to each other.
- Challenge: How many traps can you do in 20 seconds? Can you improve?
- Demonstrate the backhand pass and trap.
  - **Backhand Pass:**
    - Puck starts at back foot, weight at back foot
    - Transfer weight to front foot
    - Push puck, keeping blade low to the ground.

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

**ACTIVITY #1 (continued)**

**LESSON CONTENT**
- **Backhand Receiving:**
  - Good hockey stance
  - Same as forehand receiving, reverse motion, watching puck and “giving” as the puck touches the blade.
- Students pass back and forth with their partner 10 feet apart.
- Focus feedback on technique
- **Challenge:** How many traps can you do in 20 seconds? Can you improve?
- Extension: moving dribble & pass – forehand and backhand

- Italic indicates the teacher speaking directly to the student.
Triangle Pass
(8-10 minutes)

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

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

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

ACTIVITY #2
Triangle Pass
(8-10 minutes)

Cool Down/Closure
(5 minutes)

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

ROLE OF ASSISTANT
- Assist with collecting equipment.

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

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

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

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

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

### Partner Dribble and Pass (5 min)

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

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

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

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

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

---

*Italics indicate the teacher speaking directly to the student.*
### Hockey Dribble Keep-Away (continued)

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

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

**LESSON CONTENT**
- Students quickly find partners. Each pair should have one puck.
- Demonstrate each skill. Students follow your instructions.
- Students get into a proper hockey stance and grip.
- Turn side to the target (i.e., if right handed, turn left side/shoulder to target).
- **Wrist Shot:** When shooting close to the goal.
  - Blade “cradles” puck before shot.
  - No backswing.
  - “Snap” wrist toward target and follow through, pointing blade at the target.
  - Keep blade close to the ground on follow-through.
- Students pass back and forth with their partner using a wrist shot.
- Challenge: How many traps can you do in 20 seconds? Can you improve?
- The teacher and assistant circulate around area to each group giving ideas for improvement and success with shooting.
- Be sure students keep stick below the waist on follow-through.

**ROLE OF ASSISTANT**
- The teacher and assistant circulate around area to each group giving ideas for improvement and success with shooting.
- Be sure students keep stick below the waist on follow-through.
ACTIVITY #1

Shooting Wrist Shot, Slap Shot (continued) (7 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students pass back and forth with their partner.</td>
<td></td>
</tr>
<tr>
<td>Challenge: How many accurate shots, close to the floor and to your partner's stick can you do in 20 seconds? Can you improve?</td>
<td></td>
</tr>
<tr>
<td>Progression might include individuals controlled dribbling and shooting on goals only when they are within 3-5 feet of goal with multiple goals around area</td>
<td></td>
</tr>
<tr>
<td>Progress to 1 v 1 with dribbling within designated area with one defender – shoot on goal – could add points then move to the 2 v 2 of Activity 3 below.</td>
<td></td>
</tr>
</tbody>
</table>

ACTIVITY #2

2 v. 2 Target Shooting (10-15 minutes)

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

Cool Down/Closure (5 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collect equipment. Players jog to sideline to replace sticks &amp; pucks where they found them.</td>
<td></td>
</tr>
<tr>
<td>Students stretch.</td>
<td></td>
</tr>
<tr>
<td>Partners Think-Pair-Share.</td>
<td></td>
</tr>
<tr>
<td>What is the difference between a Slap Shot and a Wrist Shot?</td>
<td></td>
</tr>
<tr>
<td>Why is the follow-through important when shooting or passing the puck?</td>
<td></td>
</tr>
<tr>
<td>What strategies helped you score goals in the 2 v 2 Target game?</td>
<td></td>
</tr>
<tr>
<td>Practice skills at home.</td>
<td></td>
</tr>
</tbody>
</table>

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

### LESSON OUTCOMES
- Demonstrate basic goaltending skills.
- Demonstrate passing and team play.

### EQUIPMENT
- Hockey Sticks/Pucks
- Pinnies
- Cones/Hockey Goals

### BEFORE CLASS SET UP
- Hockey sticks and pucks spread around perimeter.
- Cones or Hockey Goals ready.
- Pinnies for game play.
- Set up grids.

#### Partner Pass and Shoot
**5 minutes**

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

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

**CHALLENGE**: How many scores in a row can you make?

#### Triangle Tag
**6-8 minutes**

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

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

---

**ITALICS** indicate the teacher speaking directly to the student.
### Goaltending
(5-10 minutes)

**LESSON CONTENT**
- Students return to original partner.
- Demonstrate goal tending skills as students follow your instructions.
- **Goalie Stance:**
  - Use balanced crouch position, feet a little wider than shoulder width.
  - Grip stick by placing one hand in center of the shaft.
  - Other hand near the blade or next to the stick.
- Goalie moves from side to side to block puck with stick, hand or feet.
- One student shoots the puck towards their partner, who tries to block it. Reverse roles.
- **Challenge:** How many successful blocks in a row can you make?
- **SAFETY:** Does goalie have a mask? Or do shooters keep pucks below waist?

**ROLE OF ASSISTANT**
- Move around the area, supervising play and giving feedback as needed.

### Goalies Galore
(10 minutes)

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

**ROLE OF ASSISTANT**
- Have pinnies ready.
- Have cones/or goals ready for the game.
- Help students to find correct positions on the court.

---

**Transitions**

**LESSON CONTENT**
- Students form groups of 8.

**ROLE OF ASSISTANT**
- **Move around the area, supervising play and giving feedback as needed.**

---

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

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

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

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

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

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

### Instant Activity
**Push-Up Position Hockey**

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

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

### Health Related Physical Activity
**Partner “Rock, Paper, Scissors” Tag**

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

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

---

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

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

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>With your partner, get one puck and two hockey sticks then move to safe space and begin dribbling and passing under control.</td>
<td></td>
</tr>
</tbody>
</table>

### Hockey Face-off

**Activity #1**

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

### 2 on 2 Hockey

**Activity #2**

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

### Transition

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students hustle to return equipment and come back to stretch with a partner.</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>Sit and stretch.</td>
<td></td>
</tr>
<tr>
<td>Partners Think-Pair-Share.</td>
<td></td>
</tr>
<tr>
<td>Describe the face-off in Hockey and when it is used.</td>
<td></td>
</tr>
<tr>
<td>What are the keys to good defense?</td>
<td></td>
</tr>
<tr>
<td>Play 2 on 2 hockey at home.</td>
<td></td>
</tr>
</tbody>
</table>

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

## Lesson Outcomes
- Demonstrate a face-off.
- Demonstrate moving without the puck.
- Demonstrate passing and team play

## Equipment
- Hockey Sticks
- Cones/Hockey Goals
- Music for IA
- Hockey Pucks
- Cones/task cards for IA

## Before Class Set Up
- Spread cones and task cards for 4-Corners activity
- Hockey sticks and pucks spread around perimeter.
- Cones for IA, for HRPA. needed.
- 1 hockey court for every 8 students.

### Instant Activity

#### Four Corners
(5 minutes)

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

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

### Health Related Physical Activity

#### Partner Tag
(7 minutes)

**Lesson Content**
- Students quickly find partners.
- Object of game: to tag partner.
- Quickly demonstrate game.
- 4 cone boundaries should be fairly small to create a crowded situation.
- All “its” stand on outside of square. When game begins, students enter square and chase partner.
- Only speed walking allowed within boundaries. Safety: remind students to watch out for others and keep eyes forward.
- After being tagged, a student must spin 3 times then chase his or her partner.
- If a student bumps into someone else during chase he or she must stop momentarily and tell the other student “I won't do it again.” Partners do Rock, Paper, Scissors to see who is “it” first.

**Role of Assistant**
- Help set up equipment.
- Encourage participation.
- Help with demonstrations.

---

Set Up or Prep Duties  Cues or Key Concepts  Variation  Challenge

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

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

ROLE OF ASSISTANT

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

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

ROLE OF ASSISTANT
■ Set up grids
■ Have pinnies ready for half the class.
■ Help students find correct positions on the court.
■ Assist Teacher in supervision of games.

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

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collect equipment.</td>
<td>Collect equipment.</td>
</tr>
<tr>
<td>Stretch.</td>
<td>Assist with stretching</td>
</tr>
<tr>
<td>Partners Think-Pair-Share</td>
<td></td>
</tr>
<tr>
<td><em>Without a stick show your partner the correct way to face-off in Hockey.</em></td>
<td></td>
</tr>
<tr>
<td><em>Play hockey at home with friends.</em></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>LESSON OUTCOMES</th>
<th>EQUIPMENT</th>
<th>BEFORE CLASS SET UP</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Demonstrate moving without the puck.</td>
<td>▪ Hockey Sticks</td>
<td>✔ Hockey sticks and pucks spread around perimeter.</td>
</tr>
<tr>
<td>▪ Demonstrate dribbling, passing, shooting and team play.</td>
<td>▪ Hockey Pucks</td>
<td>✔ 1 hockey court for every 8 students.</td>
</tr>
<tr>
<td></td>
<td>▪ FLOW</td>
<td>✔ Set up FLOW stations</td>
</tr>
<tr>
<td></td>
<td>▪ Cones, hockey nets, folding mats for use as goals</td>
<td></td>
</tr>
</tbody>
</table>

#### Transition

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

#### Triangle Keep Away

**Instant Activity**

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Students form groups of four.</td>
<td></td>
</tr>
<tr>
<td>▪ One partner moves into the center of a triangle formed by three other partners</td>
<td></td>
</tr>
<tr>
<td>▪ Players in the triangle pass the puck around the triangle, keeping the puck away from the defender in the middle</td>
<td></td>
</tr>
<tr>
<td>▪ If the player in the middle steals the puck, s/he joins the triangle and trades places with the person s/he stole it from.</td>
<td></td>
</tr>
</tbody>
</table>

Transition to FLOW: Have students get into groups of 8-12 for FLOW.

#### FLOW

**Health Related Physical Activity**

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Spread Hockey sticks and pucks around the perimeter of the gym.</td>
<td></td>
</tr>
<tr>
<td>▪ Help get students started with the activity.</td>
<td></td>
</tr>
<tr>
<td>▪ Offer feedback and help students understand the activity.</td>
<td></td>
</tr>
</tbody>
</table>

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

---

*Italics indicate the teacher speaking directly to the student.*
# 4 v 4 Mini Floor Hockey

**ACTIVITY #1**

**LESSON CONTENT**

- Students form groups of 8, then divide into two teams of 4.
- Two cones or other type of goal for each team and one team on each court wearing pinnies.
- Play starts with a face-off on each court.
- Object of the game is to control the puck and drive toward the opponent's goal to shoot for a score.
- Players, except for the goalie, may move anywhere on the court.
- After a score, a new goalie takes over for each team, players rotate to different positions and the puck is brought to the center of the court for a face-off.
- Principle of 3's can be used during the game:
  - Must make 3 passes before shooting.
  - Can only hold the puck for three seconds, then player must pass or shoot.
  - Must guard the player with the puck 3 feet away.
- Challenge: Play games for 3-4 minutes. Teams leading move up one court and those behind move down.
- Encourage and reinforce students moving without the puck to get open for a pass.

**ROLE OF ASSISTANT**

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

---

# Cool Down/Closure

**LESSON CONTENT**

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

**ROLE OF ASSISTANT**

- Assist with stretching.
- Collect equipment.

---

**Transition**

**LESSON CONTENT**

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

**ROLE OF ASSISTANT**

- Collect equipment.
# Hockey 7th Grade : Lesson 8

## Lesson Outcomes
- Demonstrate how to “pass and go”
- Demonstrate moving without the puck.
- Apply dribbling, passing, shooting, goaltending and team play.

## Equipment
- Hockey Sticks
- Cones, hockey nets, folding mats for use as goals
- Hockey Pucks
- Pinnies

## Before Class Set Up
- Hockey sticks and pucks spread around perimeter.
- 1 hockey court for every 8 students.

## Lesson Content

### Transition

**LESSON CONTENT**
- Groups of 4 – one player picks up four sticks and one puck remaining 3 find safe space and form a triangle

**ROLE OF ASSISTANT**
- Assist groups in setting up the drill
- Give feedback to students as they practice, making sure they are moving to the line they pass to.

### Triangle Keep Away

**LES flip content**
- Students form groups of four.
- One partner moves into the center of a triangle formed by three other partners
- Players in the triangle pass the puck around the triangle, keeping the puck away from the defender in the middle
- If the player in the middle steals the puck, s/he joins the triangle and trades places with the person s/he stole it from.

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

### Hockey Dribble Keep-Away

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

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

### Transition

**LESSON CONTENT**
- Students within groups of 4 split to pairs for take away activity.

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

---

**Notes:**
- Italics indicate the teacher speaking directly to the student.

---

✓ Set Up or Prep Duties  ➙ Cues or Key Concepts  ➔ Variation  ★ Challenge
### Mini Floor Hockey (4 on 4)
**ACTIVITY #1**

**ORIGINAL MINI FLOOR HOCKEY (4 on 4)**

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

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

### Cool Down/Closure
**ACTIVITY #1**

**COOL DOWN/CLOSURE**

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

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

### Transition

**TRANSITION**

**LESSON CONTENT**
- Students hustle to replace sticks/pucks where they got them then move to sit with partner and begin stretching.
## Hockey 7th Grade: Lesson 9

<table>
<thead>
<tr>
<th>LESSON OUTCOMES</th>
<th>EQUIPMENT</th>
<th>BEFORE CLASS SET UP</th>
</tr>
</thead>
</table>
| - Apply hockey skills in a game situation. | - FLOW equipment and music.  
- Pinnies.  
- Hockey sticks and pucks.  
- Cones/nets for goals | - Hockey sticks/pucks spread around perimeter of play space.  
- Cones, nets, folding mats or other equipment ready for use as goals.  
- Hockey court for every 12 students.  
- Set up FLOW stations around perimeter of area. |

### Transition

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

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

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

### FLOW (15 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
</table>
| FLOW | - Start/Stop music if needed.  
- Supervise specific stations as needed.  
- Assist with equipment clean-up. |

### HEALTH RELATED PHYSICAL ACTIVITY

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

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

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

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>After FLOW, have students remain in or form groups of 12</td>
<td></td>
</tr>
</tbody>
</table>

### ACTIVITY #1

#### Regulation Floor Hockey (6 on 6)

**Lesson Content**

- Teams of 6 players each. Three forwards, 2 defenders, and 1 goalie per team.
- Review roles of forward/defenders.
- Two cones, folding mat or hockey net for each goal and one team on each court wearing pinnies.
- Play starts with a face-off on center court.
- Object of the game is to control the puck and drive toward the opponent's goal to shoot for a score.
- After a score, players rotate to different positions and the puck is brought to the center of the court for a face-off.
- If there is no score after 2 minutes, play stops and players rotate position.
- Penalty for high-sticking is a free shot for the opposing team from the spot of the foul.

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

#### Cool Down/Closure

**Lesson Content**

- Set up each court with cones/nets at each end for goals.
- Have pinnies ready for teams on each court.
- Help teacher supervise games.
- Watch for high-sticking.

**Role of Assistant**

- Return equipment.
- Partners Think-Pair-Share
  - What do you enjoy about hockey?
  - What is the hardest part about hockey?
  - Play hockey at home.

**Role of Assistant**

- Assist with stretching.

---

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

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

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

## INSTANT ACTIVITY

### Four Corners

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

**ROLE OF ASSISTANT**
- Assistant stands at the area entrance helping students with organization, and understanding of Instant Activity.

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

**LESSON CONTENT**
- Students find partners.
- Object of the game: students either tag their partners if they win “Rock, Paper, Scissors” or escape if they lose.
- Partners meet at center line to play “Rock, Paper, Scissors.” The partner who wins is the tagger.
- The partner being chased must cross the outside line or pass boundary cones before being tagged.
- 1 point is awarded for escaping, 2 points for tagging.
- Add points for ability stop on boundary line – lose points if player hit or touches wall.
- Must encourage quick transitions for this activity to have high MVPA.

**ROLE OF ASSISTANT**
- Assist partnerships in getting started.
- Set up the activity area with a center line and outside lines, using cones.
- Encourage student participation.
- Participate where appropriate.

---

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

*Italics indicate the teacher speaking directly to the student.*
### Regulation Floor Hockey (6 on 6)
(15-20 minutes)

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

### Transition

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Players hustle to return equipment to where they found it then move to sit with partner and begin stretching.</td>
<td></td>
</tr>
</tbody>
</table>

### Cool Down/Closure
(5 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Collect equipment.</td>
<td>- Assist with stretching.</td>
</tr>
<tr>
<td>- Students stretch.</td>
<td>- Collect equipment.</td>
</tr>
<tr>
<td>- Partners Think-Pair-Share</td>
<td></td>
</tr>
<tr>
<td>- When is it best to use the wrist shot?</td>
<td></td>
</tr>
<tr>
<td>- When is it best to use the slap shot?</td>
<td></td>
</tr>
<tr>
<td>- Play hockey at home.</td>
<td></td>
</tr>
</tbody>
</table>

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

### Lesson Outcomes
- Demonstrate a shake hands grip.
- Control a ball on the racket.
- Bounce a ball on the ground with the racket with control.

### Equipment
- 1 tennis ball per student
- 1 tennis racket per student
- 3 noodles
- 1 box for balls
- 3 racket boxes

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

### Instant Activity

#### Tug of War

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

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

#### Tennis Tag

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

**Role of Assistant**
- Keep students on task.
- Monitor wall throwers.
- Give specific positive feedback.

### Health Related Physical Activity

- Tug of War
- Tennis Tag

### Class Management

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

**Role of Assistant**
- Assist with rackets and containers.
- Encourage good listening skills.

---

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

### Transition

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

### Shake Hands Grip (1 minute)

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

### Ball Control (7 minutes)

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

** Italics indicate the teacher speaking directly to the student.**
**Tennis 7th Grade Lesson X**

### Activity #3

**ACTIVITY #3**

**Downward Bounces with Racket**

**(7 minutes)**

**LESSON CONTENT**

- Students bounce balls downward from stationary position (to work on control).
- Students bounce balls while walking (to work on control).
- Students bounce balls while walking and changing directions (to work on control).
- Students bounce balls while jogging (to work on control).

**ROLE OF ASSISTANT**

- Monitor students.
- Assist students with balls.
- Encourage students.

**Challenge:**

- How many accurate stationary bounces can each student make in 30 seconds? (If student loses control, start again at last number counted.)
- How many bounces can each student do in 30 seconds while walking? Can scores be improved?

### Activity #4

**ACTIVITY #4**

**Mosquito Tag**

**(8 minutes)**

**LESSON CONTENT**

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

**ROLE OF ASSISTANT**

- Assist with the equipment.
- Encourage participation.

### Transition

**LESSON CONTENT**

- Students return to their designated area or space.
- Students return their rackets and balls row by row

**ROLE OF ASSISTANT**

- Monitor equipment return

### Cool Down/Closure

**LESSON CONTENT**

- Without a racket show your neighbor a Shake Hands Grip.
- Together with your neighbor, discuss the benefit of bouncing the balls in various ways with rackets.
- Ask students:
  - Give several reasons why various bounces were used in today's lesson?
  - Practice the Shake Hands Grip and controlling the ball at home.

**ROLE OF ASSISTANT**

- Move among students.
- Keep students on task.

---

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

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

**LESSON CONTENT**
- Set up activity area with a center and outside lines and Success and Try Again sides.
- Students find partners.
- Partners meet at center line. Partners both make a fist and count “1,2,3.” On 3, both partners stick out some fingers. Partners have to add all fingers showing. The first partner to yell out the correct sum wins. Partner who wins chases partner who loses.
- If chased, a student must cross outside line before getting tagged.
- 1 point is awarded for escaping and 2 points for tagging.
- First partner to 3 points moves to Success area.

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

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

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

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

### 7th Grade Lesson 2

#### Transition

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

#### Forehand Stroke Shadowing

**Activity #1**

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

#### Partner Forehand Hits

**Activity #2**

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

#### Transition

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students find their last partners, 3 tennis balls per pair.</td>
<td>✓ Assist with equipment.</td>
</tr>
<tr>
<td>Students return rackets and balls to proper boxes and line up on end line.</td>
<td>✓ Assist with equipment.</td>
</tr>
</tbody>
</table>

---

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

 Italics indicate the teacher speaking directly to the student. 

## 3-Step Mickey

### ACTIVITY #3

**3-Step Mickey**

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

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

## Cool Down/Closure

**Cool Down/Closure**

- **Cool Down/Closure**
  - Students are seated in semi-circle in front of you.
  - Ask students:
    - What are the skills / critical elements of a forehand stroke?
    - Why do you swing from low to high?
    - Why do you return to ready position quickly after stroke?
    - Where do you transfer your weight during stroke?
  - Practice the forehand stroke with a friend at home.

**COOL DOWN/CLOSURE**

- Keep students on task.

---

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

**Tennis**

7th Grade | Lesson 2

*Italics indicate the teacher speaking directly to the student.*
<table>
<thead>
<tr>
<th>Tennis</th>
<th>7th Grade</th>
<th>Lesson 2</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.*
**Tennis**  7th Grade : Lesson 3

### LEssel Outcomes
- Demonstrate a shake hands grip.
- Track ball while moving.
- Execute a forehand stroke

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

### Before Class Set Up
- Place 8 tennis ball boxes on sideline near teacher (5 balls in each box).
- Place 3 racket boxes next to ball boxes.
- Place noodles on sidelines
- Place box of 20 tennis balls on sideline.

### Instant Activity

#### Side-Slides, Regular Tosses, Bounce Tosses
5 minutes

**Lesson Content**
- Pairs stand on 1 sideline with partners facing each other 5-10 feet apart.
- Pairs begin to side-slide across gym, tossing a ball to each other. They should maintain 5-10 feet distance between themselves while tossing.
- When pairs reach other side they repeat drill back to their starting place.
- Pairs continue back and forth across gym settling into their own pace.
- After sliding with tosses and catches several times, pairs switch to bounce tosses and catches.

**Role of Assistant**
- Help students line up.
- Initiate challenges.

**Variation**
- Challenge: How many consecutive passes can each pair make while sliding?
- Challenge: How many consecutive bounce passes can be made while sliding?

### Health Related Physical Activity

#### Heart Alert
6 minutes

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

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

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

### Transition

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

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

---

**Set Up or Prep Duties**

**Cues or Key Concepts**

**Variation**

**Challenge**

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

### Set-up/Demo

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

### Practice

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

### Transition

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

### Hi-10 Everyone’s It

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

### Cool Down/Closure

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

**ROLE OF ASSISTANT**
- Assist with equipment.
- Encourage participation.
- Clarify the rules.
- Keep students on task.

---

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

### Hot Potato Tag (7 minutes)

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

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

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

### Tennis Tag (6 minutes)

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

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

### Transition

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

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

---

**LESSON OUTCOMES**
- Demonstrate proper backhand grip.
- Execute backhand groundstroke

**EQUIPMENT**
- 3 tennis balls per pair
- 1 tennis racket per student.
- 3 noodles
- 1 box for balls
- 3 racket boxes
- 20 spots

**BEFORE CLASS SET UP**
- Place all full racket boxes near wall.
- Place all full ball boxes near wall.
- Place noodles near wall.
- Place spots near wall.

---

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

#### Activity #1
**Backhand**

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

**Role of Assistant**
- Monitor proper technique.
- Give specific positive and corrective feedback.

#### Activity #2
**Partner Backhand Hits**

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

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

#### Transition
**Lesson Content**
- Students find partners, 3 tennis balls per pair.

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

**Lesson Content**
- Students return rackets and balls to proper boxes.

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

---

*Set Up or Prep Duties ➔ Cues or Key Concepts ➔ Variation ★ Challenge Italic indicates the teacher speaking directly to the student.*
### Mosquito Tag
**ACTIVITY #3**

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

### Cool Down/Closure

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students sit in semi-circle in front of you.</td>
<td>■ Keep students on task.</td>
</tr>
<tr>
<td>Ask students to model and verbally describe the backhand stroke.</td>
<td></td>
</tr>
<tr>
<td>How is it similar to the forehand stroke? How is it different? When is it appropriate to use backhand or forehand strokes?</td>
<td></td>
</tr>
<tr>
<td>Practice your forehand and backhand strokes at home.</td>
<td></td>
</tr>
</tbody>
</table>
### Squat Challenge (5 minutes)

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

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

### FLOW (15 minutes)

**LESSON CONTENT**
- FLOW

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

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

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Player A (“It”) stands in middle of gym or play area. All other students stand on end line facing player A.</td>
<td>Monitor students.</td>
</tr>
<tr>
<td>Player A yells “3-step Mickey, 1,2,3!!!”</td>
<td>All tagged students must join “It”.</td>
</tr>
<tr>
<td>All other students take 3 steps toward player A when they hear command.</td>
<td>Player A initiates each new run to opposite end line with the call.</td>
</tr>
<tr>
<td>After 3 steps, all players try to run past player A to other end line.</td>
<td>Instruct Player A to wait 15-30 seconds between calls if students become too tired.</td>
</tr>
<tr>
<td>Player A runs after students as they try to arrive safely at opposite end line.</td>
<td>Instruct Player A and tagged students to employ strategies (Stretch across width of gym, choose fastest student to chase, move back towards end line, etc.).</td>
</tr>
<tr>
<td>Any students who were tagged join player A in middle.</td>
<td></td>
</tr>
<tr>
<td>After several runs from each end line, last 5 students left are winners.</td>
<td></td>
</tr>
<tr>
<td>Repeat game with new Player A.</td>
<td></td>
</tr>
<tr>
<td>Variation: Runners wear flags. Once a flag is pulled that student joins “Mickies” in middle.</td>
<td></td>
</tr>
</tbody>
</table>

### Everybody’s It

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

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Everyone in class is It.</td>
<td></td>
</tr>
<tr>
<td>Object of game: to tag as many students as possible, free as many students as possible, and to avoid being tagged.</td>
<td></td>
</tr>
<tr>
<td>If a student gets tagged he or she must sit or kneel down where they were tagged.</td>
<td></td>
</tr>
<tr>
<td>If 2 students tag each other at same time and argue, they both sit.</td>
<td></td>
</tr>
<tr>
<td>Seated students hold both hands up and can be freed when a free student gives a Hi-10.</td>
<td></td>
</tr>
<tr>
<td>No immediate tag backs.</td>
<td></td>
</tr>
</tbody>
</table>
## Tennis 7th Grade: Lesson 6

### Lesson Outcomes
- Execute forehand strokes.
- Execute backhand strokes.
- Execute both strokes with partner.

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

### Before Class Set Up
- Place full racket boxes near wall.
- Place full ball boxes near wall.
- Set up a 25 x 25 yard square with a corner marked as a cave.

### Lesson Content
#### Partner Rock, Paper, Scissors Tag (8 minutes)

**Instant Activity**
- Set up activity area with a center and outside lines and Success and Try Again sides.
- Students find partners.
- Object of game: for students to either tag their partners if they win Rock, Paper, Scissors or escape if they lose.
- Partners meet at center line to play Rock, Paper, Scissors. Partner who wins chases partner who loses. If chased, a student must cross outside line before getting tagged.
- 1 point is awarded for escaping and 2 points for tagging.
- First partner to 3 points moves to Success area.

**Lesson Content**
- Assist with partnerships.
- Encourage participation.

**Role of Assistant**
- Assist with partnerships.
- Encourage participation.

### Downward Bounces with Rackets (5 minutes)

**Lesson Content**
- Students bounce balls downward from stationary position (to work on control).
- Students bounce balls while walking (to work on control).
- Students bounce balls while walking and changing directions (to work on control).
- Students bounce balls while jogging (to work on control).

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

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

**Role of Assistant**
- Monitor students.
- Assist students with balls.
- Encourage students.

### Transition

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

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

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

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

**Forehand Backhand Strokes to partners**

(8 minutes)

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

(Rectangle=Gym/PlaySpace)

| X 1’s are partners hitting across the “courts” to each other. | |
| X 2’s, X 3’s, X 4’s are the same as X 1’s. | |
| < > are the cones creating a “net zone” for all partner groups. | |
| (25-30’ between partners X 1 to X 1, etc.) | |

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

**ACTIVITY #2**

**Strokes with rotations**

(8 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Partners continue forehand/backhand strokes but this time the partners on the right side can rotate to the next spot over to be across new left side partners who do not move or rotate. Teacher can signal rotations every 2-3 minutes.</td>
<td>Assist with rotations.</td>
</tr>
<tr>
<td></td>
<td>Provide specific positive and corrective feedback.</td>
</tr>
</tbody>
</table>

**ACTIVITY #3**

**Release Tag**

(8 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 corner of gym is a “Cave.” If outside, use cones to designate cave area.</td>
<td>Assist students with questions.</td>
</tr>
<tr>
<td>3 &quot;Its&quot; try to tag other classmates.</td>
<td>Make certain &quot;captives&quot; are tagged when they are freed.</td>
</tr>
<tr>
<td>When someone is tagged he or she must jog to cave and be a &quot;Captive.&quot; Captives must jog in place in cave.</td>
<td></td>
</tr>
<tr>
<td>Any player can be brave and try to release 1, 2, or all &quot;Captives&quot; by running into cave and tagging those students.</td>
<td></td>
</tr>
<tr>
<td>If &quot;freer&quot; is tagged while trying to free captives, he or she becomes a captive.</td>
<td></td>
</tr>
<tr>
<td>After 2 minutes, change taggers and start game over.</td>
<td></td>
</tr>
<tr>
<td>➔ Variation: Use different strategies: Try sending 2 &quot;freers&quot; from opposite sides of cave to rescue students at the same time. Try sending 5 or 6 “freers” all at the same time to rescue students. Some will be caught but some will free students.</td>
<td></td>
</tr>
</tbody>
</table>

**Transition**

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students return rackets and tennis balls.</td>
<td>Help collect equipment.</td>
</tr>
</tbody>
</table>

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

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

### (3 minutes)

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

*Italics indicate the teacher speaking directly to the student.*
<table>
<thead>
<tr>
<th>Tennis</th>
<th>7th Grade</th>
<th>Lesson 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>✔ Set Up or Prep Duties</td>
<td>➤ Cues or Key Concepts</td>
<td>➤ Variation</td>
</tr>
</tbody>
</table>

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

Lesson Outcomes
- Execute forehand stroke.
- Execute backhand stroke.
- Demonstrate modified singles play

Equipment
- 6 boxes for balls/3 balls per student
- 3 racket boxes
- 4 noodles marked with masking tape
- 1 tennis racket per student
- 4 noodles marked with masking tape

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

Heart Alert
(6 minutes)

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

Role of Assistant
- Monitor game.
- Keep students walking if tired.
- Change noodles periodically.

Transition

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

Role of Assistant
- Assist with equipment.

Racket Rush
(6 minutes)

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

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

Role of Assistant
- Monitor students’ positions.
- Ball must be placed under enough control to stay on racket faces.
- Watch for fatigue.

Set Up or Prep Duties
Cues or Key Concepts
Variation
Challenge

Italics indicate the teacher speaking directly to the student.

Tennis
7th Grade
Lesson 7
### Transition

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

### Forehand and backhand play

#### (10 minutes)

**Demo**

- **(5 minutes)**

#### Modified singles play

- **(8 minutes)**

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

### Forehand and backhand play (continued)

- **(10 minutes)**

**Demo**

- **(5 minutes)**

**Modified singles play**

- **(8 minutes)**

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

- X 1  <  >  X 1
- X 2  <  >  X 2
- X 3  <  >  X 3
- X 4  <  >  X 4
## 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>Keep students on task.</td>
</tr>
<tr>
<td>Students sit in semi-circle facing you.</td>
<td></td>
</tr>
<tr>
<td>Ask students;</td>
<td></td>
</tr>
<tr>
<td>Are there advantages/disadvantages to hitting toward your partner’s forehand/backhand sides? If any, why?</td>
<td></td>
</tr>
<tr>
<td>Practice modified singles with a friend at home.</td>
<td></td>
</tr>
<tr>
<td>Set Up or Prep Duties</td>
<td>Cues or Key Concepts</td>
</tr>
<tr>
<td>----------------------</td>
<td>----------------------</td>
</tr>
</tbody>
</table>

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

## LESSON OUTCOMES
- Participate in modified doubles.

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

## BEFORE CLASS SET UP
- Place full racket boxes near wall.
- Place full ball box near wall.

## Tug of War
**Instant Activity**

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

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

## Hi-10 Everybody’s It
**Health Related Physical Activity**

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

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

## Transition
**Transitions**

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

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

---

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

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

**Modified Doubles (20 minutes)**

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

#### Transition

**LESSON CONTENT**

- Students return equipment.

**ROLE OF ASSISTANT**

- Assist with equipment return.

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

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Students sit in semi-circle.</td>
<td>Keep students on task.</td>
</tr>
<tr>
<td>Ask students:</td>
<td></td>
</tr>
<tr>
<td>- What makes a good doubles team?</td>
<td></td>
</tr>
<tr>
<td>- Have students practice with friends at home.</td>
<td></td>
</tr>
</tbody>
</table>

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

- Participate in modified singles.

**Equipment**

- 1 box for balls
- 3 racket boxes
- 4 cones for square
- 1 tennis racket per student
- 6 cones for cave

**Before Class Set Up**

- Place full racket boxes near wall.
- Place full ball box near wall.
- Place cones near wall.

---

**Partner Rock, Paper, Scissors Tag**

*(8 minutes)*

**Lesson Content**

- Set up activity area with a center and outside lines and Success and Try Again sides.
- Students find partners.
- Object of game: for students to either tag their partners if they win Rock, Paper, Scissors or escape if they lose.
- Partners meet at center line to play Rock, Paper, Scissors. Partner who wins chases partner who loses. If chased, a student must cross outside line before getting tagged.
- 1 point is awarded for escaping and 2 points for tagging.
- First partner to 3 points moves to Success area.

**Role of Assistant**

- Assist with partnerships.
- Encourage participation.

**Release Tag**

*(8 minutes)*

**Lesson Content**

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

**Role of Assistant**

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

---

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### Transition

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

### Demo

**Modified Singles**

5 minutes

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

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

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

(3 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students return equipment and sit in semi-circle.</td>
<td>☑ Assist with equipment.</td>
</tr>
<tr>
<td>Ask students:</td>
<td></td>
</tr>
<tr>
<td>- What kind of skills and fitness helps someone be a better singles player?</td>
<td></td>
</tr>
<tr>
<td>- Play tennis with a friend at home.</td>
<td></td>
</tr>
</tbody>
</table>
### Squat Challenge

**Instant Activity**

**Squat Challenge**

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

**Role of Assistant**
- Assist with partnering.
- Clarify rules.

**Lesson Duration:** 5 minutes

---

### FLOW

**Health Related Physical Activity**

**Lesson Content**
- FLOW

**Role of Assistant**
- Help with the equipment.
- Encourage participation.
- Oversee stations that need the most supervision.

**Lesson Duration:** 15 minutes

---

### Transition

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

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

---

**Lesson Outcomes**
- Participate in Doubles.

**Equipment**
- 1 racket per student
- FLOW equipment
- 1 ball per 4 students

**Before Class Set Up**
- Place full racket boxes near wall.
- Place full ball boxes near wall.
- Set up FLOW equipment.

---

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

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

**Modified Doubles**

*(15 minutes)*

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 players play doubles; 2 players on each side of net. (One player gets 1 ball.)</td>
<td>Assist groups with play.</td>
</tr>
<tr>
<td>Spin racket or play Rock, Paper, Scissors to see which team starts.</td>
<td>Provide specific positive and corrective feedback.</td>
</tr>
<tr>
<td>Let’s say Team 1 starts.</td>
<td></td>
</tr>
<tr>
<td>Team 1 Starter stands on mid-line to start. He or she uses a self-bounce forehand to hit ball over the net.</td>
<td></td>
</tr>
<tr>
<td>Ball should go in an upward arc so it will travel over net and be easy to return.</td>
<td></td>
</tr>
<tr>
<td>Either of Team 2 members may return ball after it bounces once on their side.</td>
<td></td>
</tr>
<tr>
<td>Any player on either team can continue hitting (rallying) ball over net.</td>
<td></td>
</tr>
<tr>
<td>When ball hits net or goes “out” of doubles court players start another rally.</td>
<td></td>
</tr>
<tr>
<td>Team 2 starts. Continue to rotate starts between teams and players.</td>
<td></td>
</tr>
</tbody>
</table>

**Activity #1**

**Modified Doubles**

*(15 minutes)*

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

---

**Tennis 7th Grade Lesson 10**

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

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

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

### Cool Down/Closure (3 minutes)

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

*Italics indicate the teacher speaking directly to the student.*
# Shuttlecock Balancing

## Instant Activity

**LESSON CONTENT**
- Students get rackets as they enter activity area.
- Students spread out so they have enough room to hold their rackets at arm’s length.
- Students walk at a brisk pace around perimeter of gym balancing shuttlecocks on their rackets.

**ROLE OF ASSISTANT**
- Distribute equipment.
- Provide instructions.
- Ensure that students are spaced properly.
- Place rackets around perimeter with one shuttlecock on each racket. Train students to move safely inside boundaries and not to touch equipment placed outside boundary lines.

## Squad Leader Challenges

**LESSON CONTENT**
- Students form squads of 4.
- Each squad is given a “Squad Leader Challenge” task card (see Appendix).
- Students in each squad take turns acting as squad leader. All squad members perform tasks in unison – counting if appropriate (i.e. 10 sec on stretches.)
- Squad leader reads instructions from card. Once task is completed, a new squad leader reads next task. Alternative: perform task until music pauses then next person leads next activity. To increase MVPA further, group continues to jog in place during leader change.
- If a squad completes all tasks before other groups finish, instruct squad to start over. If they are using timed music to switch activities rather than a set number of exercises, all will finish together when teacher stops the activity.

**ROLE OF ASSISTANT**
- Distribute the task cards. Alternative: task cards are placed on cones around half gym – squad moves to one of cones to begin activity. This reduces transition time to hand out task cards.
- Explain the rules.
- Monitor the students.

## Transition

**LESSON CONTENT**
- Students quickly form groups of 3.

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

---

**ITALICS indicate the teacher speaking directly to the student.**
### Activity #1: Triangle Game

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

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

### Transition

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

**Role of Assistant**
- Collect balls
- Monitor quick transition to equipment, movement to safe space while jogging.

### Activity #2: Skill Demonstration

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

**Role of Assistant**
- Monitor discipline and cooperation.
- Assist with grip techniques.

Italics indicate the teacher speaking directly to the student.
**Skill Demonstration (continued)**
(1 minute)

**Quick demo**
(30 seconds)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>✤ Backhand Grip: Start with racket head in vertical position. Place thumb on fat part of grip in an upward position. Wrap other fingers around grip.</td>
<td>▬ Monitor discipline and cooperation.</td>
</tr>
<tr>
<td>After demonstration, students practice grips using rackets.</td>
<td>▬ Assist with grip techniques.</td>
</tr>
<tr>
<td>INTRODUCE SAFETY ISSUES related to spacing and care for equipment.</td>
<td></td>
</tr>
</tbody>
</table>

**Transition**
(1 minute)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>▬ On go, walk in safe space tapping shuttle in air (eye high) forehand or backhand grip. Increase to speed walk as you gain control. Watch out for others. Move with a partner to safe space -10 ft apart and try to continually rally or revise all of Activity 2 to the following.</td>
<td>▬ Move and monitor safe space – reinforce eye on shuttle and grip.</td>
</tr>
</tbody>
</table>

**Alternate Activity #2**

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>▬ On go, find a partner – move to opposite sides of imaginary half-court, hit back and forth using underhand shots. Start rally with any kind of serve or toss</td>
<td>▬ Courts can be designated with cones on baseline.</td>
</tr>
<tr>
<td>▬ Keep a rally going as long as possible</td>
<td>▬ Watch for correct grip &amp; safe space</td>
</tr>
<tr>
<td>▬ With large classes – some students could hit on the wall while others are rallying on small/narrow courts – half of regular</td>
<td></td>
</tr>
<tr>
<td>▬ Provide feedback on grip and shots as they rally. Stop whole class or small areas for quick instructions (30 seconds) to clarify correct technique.</td>
<td></td>
</tr>
</tbody>
</table>

**Wall Hitting Drill**
(5 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>▬ Each student locates space along gym wall to practice wall hitting.</td>
<td>▬ Explain the drill.</td>
</tr>
<tr>
<td>▬ Starting with a forehand grip, students hit shuttlecocks against wall continuously.</td>
<td>▬ Space the students properly.</td>
</tr>
<tr>
<td>▬ Students switch to backhand grip after 2 ½ minutes and continue hitting shuttlecock against wall.</td>
<td>▬ Assist with quality control.</td>
</tr>
<tr>
<td></td>
<td>▬ Provide positive feedback.</td>
</tr>
</tbody>
</table>

**ACTIVITY #2**

**Skill Demonstration**

**ACTIVITY #3**

**Wall Hitting Drill**

**Badminton**

| ✔ Set Up or Prep Duties | ✔ Cues or Key Concepts | ➤ Variation | ★ Challenge | Italic indicates the teacher speaking directly to the student. |

**Badminton**

| 7th Grade | Lesson 1 |
### Wall Hitting Game
**5 minutes**

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students in pairs.</td>
<td>Explain the game.</td>
</tr>
<tr>
<td>Using wall space, students hit shuttlecock against wall, alternating hits between partners and using their forehand and backhand grips.</td>
<td>Provide positive feedback.</td>
</tr>
<tr>
<td>Students count how many consecutive hits against the wall they can hit using their grips. See above.</td>
<td>Keep proper spacing.</td>
</tr>
<tr>
<td></td>
<td>Walk the classroom.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lead class in cool down exercises.</td>
<td>✓ Assist with equipment return.</td>
</tr>
<tr>
<td>Think, Pair, Share (After a minute or so with each question, have a few students share answers with the class.)</td>
<td>Move among students to help with exercises.</td>
</tr>
<tr>
<td>Why is it important to use the thumb on the backhand grip?</td>
<td>Provide feedback for answers to discussion questions.</td>
</tr>
<tr>
<td>Why did you learn how to grip the racket correctly first in this lesson?</td>
<td></td>
</tr>
</tbody>
</table>
# Badminton 7th Grade : Lesson 2

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

## INSTANT ACTIVITY

### Grip Practice

**(5-10 minutes)**

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

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

## LESSON CONTENT ROLE OF ASSISTANT

### Olympic Countries Tag

**(10-12 minutes)**

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

**HEALTH RELATED PHYSICAL ACTIVITY**

To make game more challenging, add additional taggers.

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

### Transition

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

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

### Transition

**LESSON CONTENT**
- Students quickly form groups of 3

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

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

**2-on-1 Game**

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

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

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

### Activity #2

**Skill Demonstration**

*Lesson Content*
- Backhand Serve: Stand with feet spread apart and lead foot slightly forward, pinch skirt of shuttlecock with thumb and index finger of non-dominant hand at waist height and extend dominant hand's arm in front of body, hold racket in dominant hand with thumb pointing upward on grip, turn thumb downward while holding racket, place shuttlecock slightly in front of racket head, let go of shuttlecock and push racket head forward using thumb, make sure racket head is below waist when hitting.

**Role of Assistant**
- Distribute badminton rackets.
- Provide instructions.
- Demonstrate serving skills.
- Assist with discipline and cooperation.
- Assist students with verbal cues.

### Transition

*Lesson Content*
- Retrieve rackets and shuttlecocks.

**Role of Assistant**
- Distribute equipment.

- Students form a seated or standing semi-circle around you to watch demonstration.
- After demonstration, students practice serving motion, first without rackets then with them.
### Short and Long Serve Drill

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

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

### Serving Game

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

**Challenge:** How many serves can each receiver hit back?

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

### Cool Down/Closure

**LESSON CONTENT**
- Lead class in cool down exercises.
- Think, Pair, Share (After a minute or so with each question, have a few students share answers with the class.)
  - What are the techniques used in serving?
  - Practice serving in front of a mirror at home.

**ROLE OF ASSISTANT**
- Assist with equipment return.
- Move among students to help with exercises.
- Provide feedback for answers to question.
# Badminton 7th Grade: Lesson 3

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

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

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

### Serving (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 serving to each other, 1 racket and 1 shuttlecock per student.</td>
<td>Distribute materials for the activity.</td>
</tr>
<tr>
<td></td>
<td>Provide instructions.</td>
</tr>
<tr>
<td></td>
<td>Ensure that students are spaced properly.</td>
</tr>
</tbody>
</table>

### French Fry Tag (5-7 minutes)

<table>
<thead>
<tr>
<th>Lesson Content</th>
<th>Role of Assistant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Object of game: French Fries try to tag and freeze entire class inside boundaries of the full basketball court, or half-court for a small class.</td>
<td>Set up play area using cones.</td>
</tr>
<tr>
<td>2-4 students are given a noodle; these students are French Fries.</td>
<td>Explain the activity.</td>
</tr>
<tr>
<td>Once tagged, a student must sit or kneel down.</td>
<td>Choose the taggers.</td>
</tr>
<tr>
<td>To be freed, another student must come up to tagged student and both students do 3 jumping jacks (3 push-ups, 3 sit-ups, etc.) together.</td>
<td></td>
</tr>
<tr>
<td>While exercising together, neither person can be tagged. Students can keep exercising if a tagger is too close.</td>
<td></td>
</tr>
<tr>
<td>Switch taggers after 1-2 minutes.</td>
<td></td>
</tr>
</tbody>
</table>

### Transition

<table>
<thead>
<tr>
<th>Lesson Content</th>
<th>Role of Assistant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students quickly place racket and shuttle quickly against the wall and return to the center for directions from the teacher.</td>
<td>Assist with equipment.</td>
</tr>
</tbody>
</table>

### Transition

<table>
<thead>
<tr>
<th>Lesson Content</th>
<th>Role of Assistant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students quickly form groups of 3 and pick up their equipment.</td>
<td>Assist with grouping.</td>
</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Groups of 3 play game in a triangle on a 20 x 20 grid, 1 racket per student, 1 shuttlecock per group.</td>
<td>Set up 20 x 20 grids using cones.</td>
</tr>
<tr>
<td>Stand about 10 feet apart in a triangle shape.</td>
<td>Distribute materials.</td>
</tr>
<tr>
<td>First student serves to another student in triangle and that student hits shuttlecock to third student. Shuttlecock is hit continuously in air using either forehand or backhand. (Game is similar to “bumping” in volleyball.)</td>
<td>Provide instructions.</td>
</tr>
<tr>
<td>Goal is to keep shuttlecock in air as long as possible.</td>
<td>Assist with grouping.</td>
</tr>
<tr>
<td>Challenge: How many times can shuttlecock be hit without touching the ground?</td>
<td></td>
</tr>
</tbody>
</table>

**Transition**

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students gather in the center for the demo/instruction.</td>
<td></td>
</tr>
</tbody>
</table>

**Activity #2**

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

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Forehand Drive – Horizontal Hits: Spread feet apart and place lead foot slightly forward, Use forehand grip, Hold racket in front of body at face level, Hold grip loosely until striking shuttlecock then grab it tightly (this will cause wrist to snap into stroke), Always have racket up.</td>
<td>Provide instructions.</td>
</tr>
<tr>
<td>Students sit in a semi-circle around you to watch demonstration.</td>
<td>Assist with discipline and cooperation.</td>
</tr>
<tr>
<td>Select a student to demonstrate forehand drive technique.</td>
<td>Walk area to provide feedback.</td>
</tr>
<tr>
<td>After demonstration, students perform skill.</td>
<td></td>
</tr>
</tbody>
</table>

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

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

### Forehand Drive Drill

**Activity #3**

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

### Forehand Drive Game

**Activity #4**

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students remain in pairs and stand facing each other about 12 feet apart.</td>
<td>Explain the game.</td>
</tr>
<tr>
<td>1 student serves shuttlecock to begin game.</td>
<td>Provide positive feedback.</td>
</tr>
<tr>
<td>Shuttlecock is driven back and forth between students using forehand drive and grip.</td>
<td>Keep proper spacing.</td>
</tr>
<tr>
<td>A point is awarded to server if opponent does not hit shuttlecock back.</td>
<td></td>
</tr>
<tr>
<td>Students continue to play until 1 student accumulates 15 points, or until you signal to end game.</td>
<td></td>
</tr>
</tbody>
</table>

### Cool Down/Closure

**Activity #5**

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lead class in cool down exercises.</td>
<td>Assist with equipment return.</td>
</tr>
<tr>
<td>Think, Pair, Share (After a minute or so with each question, have a few students share answers with the class.)</td>
<td>Move among students to help with exercises.</td>
</tr>
<tr>
<td>What are some important points of the forehand drive shot?</td>
<td>Provide feedback for answers to questions.</td>
</tr>
<tr>
<td>Why is it important to focus on the shuttlecock?</td>
<td></td>
</tr>
<tr>
<td>Find a friend and practice the forehand drive skill after school.</td>
<td></td>
</tr>
</tbody>
</table>

**Set Up or Prep Duties**

**Cues or Key Concepts**

**Variation**

**Challenge**

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

## Lesson Outcomes
- Demonstrate grip, serving, and the forehand drive.
- Demonstrate backhand drive skills.
- Promote teamwork and cooperative skill building.

## Equipment
- 1 racket per student
- Cones
- 1 shuttlecock per pair
- Set up cones for HRPA and game.
- Have shuttlecocks removed from the tubes for easy distribution.

## Instant Activity
### Forehand Drives
**Lesson Content**
- Students find partners, 2 rackets and 1 shuttlecock per pair.
- Pairs find space along gym wall to practice hitting forehand drives to each other.

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

### 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: for each student to tag their 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**
- Explain activity as needed.
- Monitor the game.

## Transition
**Lesson Content**
- Return rackets and shuttlecocks to initial location and find a partner. Return to the center for instructions.

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

---

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

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

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

### Triangle Drill

#### (6 minutes)

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

### Skill Demonstration

#### (3 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Backhand Drive – Horizontal Hits: Spread feet apart and place lead foot slightly forward with knees slightly bent, Hold racket in front of body with backhand grip at face level (“thumb up”), Hold grip loosely until striking shuttlecock then grab it (this will cause wrist to snap into stroke), Always have racket up.</td>
<td>Assist with discipline and cooperation.</td>
</tr>
</tbody>
</table>

### Transition

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>On signal move to semi circle… (Bring equipment)</td>
<td>Assist students with listening and verbal cues.</td>
</tr>
</tbody>
</table>

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

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

### Backhand Drive Drill

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

### Backhand Drive Game

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use same set-up and pairs as Backhand Drive Drill.</td>
<td>Explain the game.</td>
</tr>
<tr>
<td>1 student serves to begin game.</td>
<td>Provide positive feedback.</td>
</tr>
<tr>
<td>Shuttlecock is driven back and forth between students using backhand side and grip only.</td>
<td>Keep proper spacing.</td>
</tr>
<tr>
<td>A point is awarded if opponent does not hit shuttlecock back.</td>
<td></td>
</tr>
<tr>
<td>Students continue to play until 1 student accumulates 15 points, or until you signal to end game.</td>
<td></td>
</tr>
<tr>
<td>★ Challenge: How many drives can each student hit back?</td>
<td></td>
</tr>
<tr>
<td>★ Challenge: How many games can each student win?</td>
<td></td>
</tr>
</tbody>
</table>

### Cool Down/Closure

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lead class in cool down exercises.</td>
<td>Assist with equipment return.</td>
</tr>
<tr>
<td>Think, Pair, Share (After a minute or so with each question, have a few students share answers with the class.)</td>
<td>Move among students to help with exercises.</td>
</tr>
<tr>
<td>What are some important points of the backhand drive shot?</td>
<td>Provide feedback for answers to questions.</td>
</tr>
<tr>
<td>Why is it important to focus on the shuttlecock?</td>
<td></td>
</tr>
<tr>
<td>Find a friend and practice the backhand drive skill after school.</td>
<td></td>
</tr>
</tbody>
</table>

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

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

### Wall Practice
**5-10 minutes**

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Each student gets a racket and shuttlecock as they enter gym.</td>
<td>Distribute equipment.</td>
</tr>
<tr>
<td>Each student hits shuttlecock against wall.</td>
<td>Provide instructions.</td>
</tr>
<tr>
<td>Ensure that students are spaced properly.</td>
<td></td>
</tr>
</tbody>
</table>

### FLOW
**15-20 minutes**

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructions are provided in the FLOW Section.</td>
<td>Demonstrate station activities to students.</td>
</tr>
<tr>
<td>If necessary, review FLOW activities by having students quickly model at their station – Have all students around other stations join with the demo when appropriate – keep it really short – only review new or more challenging activities</td>
<td>Assist with organization of groups.</td>
</tr>
<tr>
<td>Set up and adjust equipment as needed.</td>
<td></td>
</tr>
</tbody>
</table>

### Transition

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Place rackets and shuttlecocks against the wall.</td>
<td></td>
</tr>
<tr>
<td>Students group and move into FLOW station.</td>
<td></td>
</tr>
</tbody>
</table>

### Transition

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students quickly divide themselves into groups of 3. Get rackets &amp; shuttlecock.</td>
<td>Assist with grouping.</td>
</tr>
</tbody>
</table>

---

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

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

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
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</thead>
<tbody>
<tr>
<td>Students find partners and face each other, about 20 feet apart, 2 rackets and 1 shuttlecock per pair.</td>
<td>✓ Set up a 30 x 30 area using cones.</td>
</tr>
<tr>
<td>1 student in each pair begins drill with a backhand serve.</td>
<td>✓ Explain activity as needed.</td>
</tr>
<tr>
<td>Shuttlecock is driven back and forth between partners using either forehand or backhand drives.</td>
<td>✓ Distribute shuttlecocks.</td>
</tr>
<tr>
<td>A point is awarded if partner does not return the shuttlecock over back.</td>
<td></td>
</tr>
</tbody>
</table>

How many drives can you hit consecutively?

### Cool Down/Closure
(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>Ask students:</td>
<td>✓ Give feedback for correct answers to questions.</td>
</tr>
<tr>
<td>- <em>What is the purpose for doing the FLOW activities?</em></td>
<td></td>
</tr>
<tr>
<td>- <em>Tell and show your parents and friends about FLOW and demonstrate some of the activities to them.</em></td>
<td></td>
</tr>
</tbody>
</table>

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

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

### Instant Activity

#### Wall Practice
**LESSON CONTENT**
- Each student gets a racket, shuttlecock, and a flag belt as they enter gym.  
- Each student hits shuttlecock against wall.

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

### Health Related Physical Activity

#### Partner Flag Snatch
**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 partner.

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

### Transition

#### LESSON CONTENT
- Return rackets & shuttles. Return to center for instructions.

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

#### TRANSITION

#### LESSON CONTENT
- Return belts/flag and gather in the center for instructions

#### ROLE OF ASSISTANT
- Assist with equipment.
### Activity #1: Triangle Drill

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

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

### Activity #2: Skill Demonstration

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

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

---

Set Up or Prep Duties  Cues or Key Concepts  Variation  Challenge

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

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

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

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teams of 5 students play against each other in a grid.</td>
<td>Set up grid of cones 30 feet apart.</td>
</tr>
<tr>
<td>Students stand behind cones with a leader in front of group.</td>
<td>Explain activity as needed.</td>
</tr>
<tr>
<td>Each student has a racket.</td>
<td>Provide positive feedback.</td>
</tr>
<tr>
<td>First student in line will serve shuttlecock to first student in line on opposing team, run to opposite side, and get in line.</td>
<td>Monitor spacing.</td>
</tr>
<tr>
<td>First student on opposing team clears shuttlecock back to new first student on opposite side.</td>
<td>Congratulate on improvement.</td>
</tr>
<tr>
<td>If shuttlecock falls to ground or if it is a bad hit, student has to do 10 jumping jacks before rejoining game.</td>
<td></td>
</tr>
</tbody>
</table>

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

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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Lead class in cool down exercises.</td>
<td>Assist with equipment return.</td>
</tr>
<tr>
<td>Think, Pair, Share (After a minute or so with each question, have a few students share answers with the class.)</td>
<td>Move among students and monitor responses.</td>
</tr>
<tr>
<td>Why is the racket angled at 45 degrees or higher?</td>
<td></td>
</tr>
<tr>
<td>Why is it important to step into your hit?</td>
<td></td>
</tr>
<tr>
<td>Find someone to hit with you at home.</td>
<td></td>
</tr>
</tbody>
</table>

---

**Transitions**

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>On signal find a partner</td>
<td>Assisting with partnering.</td>
</tr>
<tr>
<td>Gather in center for instruction.</td>
<td>Assists with grouping.</td>
</tr>
</tbody>
</table>

**Activity #3**

**Activity #4**

**COOL DOWN/CLOSURE**

---

**Set Up or Prep Duties**

**Cues or Key Concepts**

**Variation**

**Challenge**

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

<table>
<thead>
<tr>
<th>LESSON OUTCOMES</th>
<th>EQUIPMENT</th>
<th>BEFORE CLASS SET UP</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Demonstrate grip, serve, forehand and backhand drives, and forehand clear.</td>
<td>▪ Cones ▪ 1 racket per student</td>
<td>▪ Have shuttlecocks out of tubes.</td>
</tr>
<tr>
<td>▪ Demonstrate backhand clear hitting skills.</td>
<td>▪ Shuttlecocks ▪ Flag belts</td>
<td>▪ Have rackets ready to distribute.</td>
</tr>
<tr>
<td>▪ Promote teamwork and cooperative skill building.</td>
<td></td>
<td>▪ Set up cones in grid(s) for HRPA.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>▪ Have flag belts ready to distribute for HRPA.</td>
</tr>
</tbody>
</table>

### INSTANT ACTIVITY

#### Forehand Clears

**ROLE OF ASSISTANT**

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

**LESSON CONTENT**

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

#### Sharks

**ROLE OF ASSISTANT**

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

**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

### Transition

**ROLE OF ASSISTANT**

- Assist with grouping.

**LESSON CONTENT**

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

**LESSON CONTENT**

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

*Italics indicate the teacher speaking directly to the student.*
### 3’s Game
*(6 minutes)*

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

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

### Skill Demonstration
*(3 minutes)*

**LESSON CONTENT**
- Hitting Backhand Clears: Plant feet firmly before hitting shuttlecock, Place thumb in “up” position on grip when hitting shuttlecock.
- Overhead Backhand Clears: Start with racket head pointing toward ceiling with elbow above shoulder, Bend arm at elbow with racket face angled 45 degrees or more so the shuttlecock travels upward. Strike shuttlecock. Follow through by pushing with thumb (this will cause wrist to snap for more power).
- Below Waist Backhand Clears: Move arm toward shuttlecock with an upward motion and push with thumb on contact, Contact shuttlecock front of body.
- Students are seated in a semi-circle around you during demonstration.
- Select a student to demonstrate backhand and overhead clear skills.
- After demonstration, students stand and perform t motions.

**ROLE OF ASSISTANT**
- Monitor discipline problems.
- Assist students with the directions.
- Demonstrate skills if needed.
- Explain the significance of the snap.
- Walk and monitor skill.

### Transition

**LESSON CONTENT**
- Gather in the center for demonstration.

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

**LESSON CONTENT**
- Change in grouping

**ROLE OF ASSISTANT**
- Monitor discipline problems.
- Assist students with the directions.
- Demonstrate skills if needed.
- Explain the significance of the snap.
- Walk and monitor skill.

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

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<thead>
<tr>
<th>LESSON CONTENT</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Students find partners and space on gym floor.</td>
<td>Provide feedback.</td>
</tr>
<tr>
<td>Partners serve and practice hitting backhand clears to each other.</td>
<td></td>
</tr>
<tr>
<td>Challenge: How many overhead backhand clears in a row can each student hit?</td>
<td></td>
</tr>
<tr>
<td>Challenge: How many below waist backhand clears in a row can each student hit?</td>
<td></td>
</tr>
</tbody>
</table>

### Around the World Using Rackets Game  
**10-12 minutes**

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teams of 5 students play against each other in a grid made up of cones set up 30 feet apart.</td>
<td>Explain activity as needed.</td>
</tr>
<tr>
<td>Students stand behind cones with a leader in front of group.</td>
<td>Provide positive feedback.</td>
</tr>
<tr>
<td>Each student has a racket.</td>
<td>Monitor spacing.</td>
</tr>
<tr>
<td>First student in line will serve shuttlecock to first student in line on opposing team, run to opposite side, and get in line.</td>
<td>Congratulate improvement.</td>
</tr>
<tr>
<td>First student on opposing team clears shuttlecock using backhand method to new first student on opposite side.</td>
<td></td>
</tr>
<tr>
<td>If shuttlecock falls to ground or if it is a bad hit, student has to do 10 jumping jacks before rejoining game.</td>
<td></td>
</tr>
<tr>
<td>Game is played continuously.</td>
<td></td>
</tr>
</tbody>
</table>

---

**ACTIVITY #3**  
**Backhand Clears Drill**  
- **(5 minutes)**
- **LESSON CONTENT**
  - Students find partners and space on gym floor.
  - Partners serve and practice hitting backhand clears to each other.
  - Challenge: How many overhead backhand clears in a row can each student hit?
  - Challenge: How many below waist backhand clears in a row can each student hit?
- **ROLE OF ASSISTANT**
  - Provide feedback.

**ACTIVITY #4**  
**Around the World Using Rackets Game**  
- **(10-12 minutes)**
- **LESSON CONTENT**
  - Teams of 5 students play against each other in a grid made up of cones set up 30 feet apart.
  - Students stand behind cones with a leader in front of group.
  - Each student has a racket.
  - First student in line will serve shuttlecock to first student in line on opposing team, run to opposite side, and get in line.
  - First student on opposing team clears shuttlecock using backhand method to new first student on opposite side.
  - If shuttlecock falls to ground or if it is a bad hit, student has to do 10 jumping jacks before rejoining game.
  - Game is played continuously.
- **ROLE OF ASSISTANT**
  - Explain activity as needed.
  - Provide positive feedback.
  - Monitor spacing.
  - Congratulate improvement.

---

**Badminton**  
- 7th Grade
- Lesson 7

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

(5 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lead class in cool down exercises.</td>
<td>✔ Assist with equipment return.</td>
</tr>
<tr>
<td>Think, Pair, Share (After a minute or so with each question, have a few students share answers with the class.)</td>
<td>✔ Move among students and monitor responses.</td>
</tr>
<tr>
<td>Why is the racket angled at 45 degrees or higher</td>
<td></td>
</tr>
<tr>
<td>Why is it important to use your thumb?</td>
<td></td>
</tr>
<tr>
<td>Practice the backhand strokes with a shuttlecock on a wall after school with a friend.</td>
<td></td>
</tr>
</tbody>
</table>

COOL DOWN/CLOSURE

✔ Set Up or Prep Duties

مصطلحات مفتاحية

✔ Cues or Key Concepts

✔ Variation

★ Challenge

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

<table>
<thead>
<tr>
<th>LESSON OUTCOMES</th>
<th>EQUIPMENT</th>
<th>BEFORE CLASS SET UP</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Demonstrate grip, serve, forehand and backhand drives, forehand clears, and backhand clears.</td>
<td>- Cones</td>
<td>- Have shuttlecocks out of tubes.</td>
</tr>
<tr>
<td>- Demonstrate drop shot skills.</td>
<td>- Shuttlecocks</td>
<td>- Have rackets ready to distribute.</td>
</tr>
<tr>
<td>- Promote teamwork and cooperative skill building.</td>
<td>- 1 racket per student</td>
<td>- Set up cones in grids for HRPA</td>
</tr>
<tr>
<td></td>
<td>- Hula Hoops</td>
<td>- Set out rackets.</td>
</tr>
</tbody>
</table>

## Instant Activity

### Backhand Clears

**LESSON CONTENT**
- Students find partners and space on the gym floor, 1 racket per student and 1 shuttlecock per pair.
- Partners hit backhand clears to each other.

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

### Triangle Tag

**LESSON CONTENT**
- Students form groups of 4.
- 3 students form a triangle by facing each other and lock position by holding each other’s wrists or hands.
- Group elects 1 student outside triangle to be chased by remaining student who is outside triangle.
- Tagger cannot go over or under triangle, only around it.
- Once student is tagged, group will elect a new tagger and student to be chased.
- If tagger cannot tag the designated student, then they will switch roles after about 1 minute of chasing.

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

## Transition

### Transition

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

**ROLE OF ASSISTANT**

### Transition

**LESSON CONTENT**
- Students quickly divide themselves into groups of 3.

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

---

*Italics indicate the teacher speaking directly to the student.*
### Activity #1: 3’s Game

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 groups of 3 on each grid play against each other.</td>
<td>Explain the activity.</td>
</tr>
<tr>
<td>1 student will begin game by serving shuttlecock diagonally.</td>
<td>Set up 20 x 40 grids using cones.</td>
</tr>
<tr>
<td>After each hit, each team member will rotate counter clockwise (A&gt;B&gt;C.....).</td>
<td>Assist with grouping in 3s.</td>
</tr>
<tr>
<td>The opponent will rotate counter clockwise also after each time they return the shuttlecock.</td>
<td>Distribute shuttlecocks.</td>
</tr>
<tr>
<td>If the point is won, the same team serves. There must be a different server each time.</td>
<td>Distribute rackets</td>
</tr>
<tr>
<td>Teams can either drive or clear shuttlecock during game.</td>
<td></td>
</tr>
<tr>
<td>A point is awarded if shuttlecock is not hit back by opposing team.</td>
<td></td>
</tr>
<tr>
<td>Teams play against each other until your signal to stop or when 1 team reaches 15 points.</td>
<td></td>
</tr>
</tbody>
</table>

### Transition

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students gather in the center for instruction.</td>
<td>Assist with instruction.</td>
</tr>
</tbody>
</table>

### Activity #2: Skill Demonstration

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal is to make shuttlecock land as close as possible to net on the opponent’s side: Net Drop Shots (Shots from net position that land just over net on opponent's side: Hold grip on racket loosely, Extend serving arm and step into shot when making gentle contact with shuttlecock.</td>
<td>Help demonstrate skills if needed.</td>
</tr>
<tr>
<td>Select a student to demonstrate baseline and net drop shot skills.</td>
<td>Explain the significance of the snap.</td>
</tr>
<tr>
<td>Students are either seated or standing in a semi-circle during demonstration.</td>
<td></td>
</tr>
<tr>
<td>After demonstration, students perform motions.</td>
<td></td>
</tr>
</tbody>
</table>

### Transition

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Partner and go to play area.</td>
<td>Assist with partnering.</td>
</tr>
</tbody>
</table>

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

**Drop Drill**

(5 minutes)

**LESSON CONTENT**

- Baseline drop
  - Students find partners and line up at cones, 1 partner at either end.
  - 1 partner serves a baseline drop long to back cone. Second partner then hits a baseline drop from back cone trying make shuttlecock land as close as possible to middle cone.
  - After students hit, they run to middle cone and touch cone with racket and then back paddle to baseline.
  - Students repeat this pattern until you signal stop.
  - Partners switch roles when you signal.

- Net drop
  - Students find partners and line up at cones, 1 partner at either end.
  - 1 partner does a short hand toss that will land slightly beyond middle cone, then hits a net drop trying to cross middle cone and make shuttlecock land as close as possible to middle cone.
  - After students hit, they back paddle to baseline cone and touch it with racket, then run forward to front cone for next net drop.

**ROLE OF ASSISTANT**

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

**COOL DOWN/CLOSURE**

(5 minutes)

**LESSON CONTENT**

- Lead class in cool down exercises.
- Think, Pair, Share (After a minute or so with each question, have a few students share answers with the class.)
  - Why is it important to set up the same way as a clear?
  - Why is it important to hold the grip loosely?
  - Find a friend to practice with at home.

**ROLE OF ASSISTANT**

- Assist with equipment collection.
- Move among students and monitor responses.

---

**ACTIVITY 4**

**Net Drops Game**

(10-12 minutes)

**LESSON CONTENT**

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

**ROLE OF ASSISTANT**

- Explain activity as needed.
- Place 1 hula-hoop on both sides of the middle cone. The hula-hoops should be spaced approximately 1 foot away from the middle cone.
- Provide positive feedback.
- Monitor spacing.

---

**Badminton**

7th Grade  Lesson 8

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

## Instant Activity

<table>
<thead>
<tr>
<th>Serving (5-10 minutes)</th>
<th>Role of Assistant</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LESSON CONTENT</strong></td>
<td><strong>ROLE OF ASSISTANT</strong></td>
</tr>
<tr>
<td>- Students find partners, 1 racket per student and 1 shuttlecock per pair, and practice serving to each other.</td>
<td>✓ Distribute equipment.</td>
</tr>
<tr>
<td>- Provide instructions.</td>
<td>✓ Assist with instruction.</td>
</tr>
<tr>
<td>- Ensure that students are spaced properly.</td>
<td></td>
</tr>
</tbody>
</table>

## Health Related Physical Activity

<table>
<thead>
<tr>
<th>Bunny Hop Tag (3-5 minutes)</th>
<th>Role of Assistant</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LESSON CONTENT</strong></td>
<td><strong>ROLE OF ASSISTANT</strong></td>
</tr>
<tr>
<td>- Students spread out between cones.</td>
<td>✓ Set up grids using cones.</td>
</tr>
<tr>
<td>- 3 students are taggers and start in middle of grid holding noodles.</td>
<td>✓ Distribute noodles.</td>
</tr>
<tr>
<td>- All students must hop with both feet at all times or gallop when moving around grid.</td>
<td>✓ Explain activity.</td>
</tr>
<tr>
<td>- If a student is tagged, he or she is a new tagger and takes a noodle.</td>
<td></td>
</tr>
</tbody>
</table>

## Transition

<table>
<thead>
<tr>
<th>Transition</th>
<th>Role of Assistant</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LESSON CONTENT</strong></td>
<td><strong>ROLE OF ASSISTANT</strong></td>
</tr>
<tr>
<td>- Place equipment against the wall and go to the center for instructions.</td>
<td></td>
</tr>
<tr>
<td>- Assist with instruction.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Transition</th>
<th>Role of Assistant</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LESSON CONTENT</strong></td>
<td><strong>ROLE OF ASSISTANT</strong></td>
</tr>
<tr>
<td>- Students quickly divide themselves into groups of 5 and retrieve their equipment</td>
<td></td>
</tr>
<tr>
<td>- Assist with grouping.</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.*
### Around The World Game

**Activity #1**

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teams of 5 students play against each other in a grid.</td>
<td>✓ Set up cones 12 feet apart.</td>
</tr>
<tr>
<td>Students stand behind cones with a leader in front of group.</td>
<td>✓ Explain the activity.</td>
</tr>
<tr>
<td>Each student has a racket.</td>
<td>✓ Monitor the game.</td>
</tr>
<tr>
<td>First student in line will toss a shuttlecock to first student in line on opposing team, run to opposite side, and get in line.</td>
<td></td>
</tr>
<tr>
<td>First student on opposing team clears shuttlecock back to new first student on opposite side.</td>
<td></td>
</tr>
<tr>
<td>If shuttlecock falls to ground or if it is a bad hit, student has to do 10 jumping jacks before rejoining game.</td>
<td></td>
</tr>
</tbody>
</table>

**Transition**

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gather in the center for instruction.</td>
<td>✓ Assist with instructions.</td>
</tr>
</tbody>
</table>

### Skill Demonstration

**Activity #2**

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Determine which foot will be lead foot for students.</td>
<td>✓ Help gather students.</td>
</tr>
<tr>
<td>Students practice shuffling sideways, backward, and forward.</td>
<td>✓ Monitor discipline problems.</td>
</tr>
<tr>
<td>Select a student to demonstrate shuffling.</td>
<td>✓ Provide directions.</td>
</tr>
<tr>
<td>After demonstration, students model their skills for each other.</td>
<td>✓ Help demonstrate skills if needed.</td>
</tr>
</tbody>
</table>

**Transition**

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Partners join with one other set of partners, move to court and begin play.</td>
<td>✓ Assist with grouping.</td>
</tr>
</tbody>
</table>

### Shadow Drill

**Activity #3**

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students find partners and practice Shadow Drill.</td>
<td>✓ Set up cones.</td>
</tr>
<tr>
<td>Partners must decide which student will be leader.</td>
<td>✓ Monitor spacing.</td>
</tr>
<tr>
<td>Leader shuffles backwards and sideways trying to get away from his or her partner.</td>
<td>✓ Provide positive feedback.</td>
</tr>
<tr>
<td>Partners switch roles.</td>
<td></td>
</tr>
<tr>
<td>Students continue to move holding their rackets in front of them.</td>
<td></td>
</tr>
</tbody>
</table>

**Transition**

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Partner and go to play area.</td>
<td>✓ Assist with partnering.</td>
</tr>
</tbody>
</table>

Italics indicate the teacher speaking directly to the student.
### Altered Game

**ACTIVITY #4**  
**Altered Game**  
(10-12 minutes)

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

<table>
<thead>
<tr>
<th>Transition</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LESSON CONTENT</strong></td>
</tr>
<tr>
<td>Equipment return and group structure change</td>
</tr>
</tbody>
</table>

### Cool Down/Closure

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

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lead class in cool down exercises.</td>
<td>✓ Help collect equipment.</td>
</tr>
<tr>
<td>Think, Pair, Share (After a minute or so with each question, have a few students share answers with the class.)</td>
<td>✓ Move among students and monitor responses.</td>
</tr>
<tr>
<td>Why was it important to learn the proper footwork?</td>
<td></td>
</tr>
<tr>
<td>Practice the Shadow Drill at home with a friend.</td>
<td></td>
</tr>
</tbody>
</table>

** Italics indicate the teacher speaking directly to the student.**
**Badminton  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 grip, serve, forehand and backhand drives, forehand and backhand clears, drop shot, and footwork.</td>
<td>▢ FLOW equipment</td>
<td>✓ Set up FLOW.</td>
</tr>
<tr>
<td>▢ Engage in FLOW activities.</td>
<td>▢ Cones</td>
<td>✓ Have shuttlecocks out of tubes.</td>
</tr>
<tr>
<td>▢ Promote teamwork and cooperative skill building.</td>
<td>▢ Shuttlecocks</td>
<td></td>
</tr>
<tr>
<td>▢ 1 racket per student</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Wall Practice**  
(5-10 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>▢ Partner. Each student gets a racket and shares a shuttlecock between them.</td>
<td>✓ Distribute equipment.</td>
</tr>
<tr>
<td>▢ Find an open space and hit to each other.</td>
<td>▢ Provide instructions.</td>
</tr>
<tr>
<td></td>
<td>▢ Ensure that students are spaced properly.</td>
</tr>
</tbody>
</table>

**FLOW**  
(15-20 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>▢ Instructions are provided the FLOW Section.</td>
<td>▢ Demonstrate station activities to students.</td>
</tr>
<tr>
<td></td>
<td>▢ Assist with organization of groups.</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>▢ Place equipment against the wall and listen for instructions.</td>
<td>✓ Assist with equipment.</td>
</tr>
<tr>
<td></td>
<td>▢ Assist with grouping.</td>
</tr>
</tbody>
</table>

**Transition**

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>▢ Students find partners.</td>
<td>▢ Assist with grouping.</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

**Altered Game**

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>■ Teams of 2 students play against each other.</td>
<td>✓ Set up 20 x 40 area of play.</td>
</tr>
<tr>
<td>■ Students decide who serves first and then serve diagonally to opposite team.</td>
<td>■ Explain activity as needed.</td>
</tr>
<tr>
<td>■ Play continues until serving team earns 1 point.</td>
<td>■ Provide positive feedback.</td>
</tr>
<tr>
<td>■ A point is awarded only if team is serving.</td>
<td>■ Monitor spacing.</td>
</tr>
<tr>
<td>■ If a point is won on serve, next serve must be served diagonally to student that didn't receive first serve.</td>
<td></td>
</tr>
<tr>
<td>■ Play until you lose the point and then your partner does the same thing.</td>
<td></td>
</tr>
<tr>
<td>■ After both partners serve, opponents follow same format.</td>
<td></td>
</tr>
<tr>
<td>■ Play continues until teacher signal.</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.</td>
<td>✓ Assist with equipment return.</td>
</tr>
<tr>
<td>■ Lead class in cool down exercises.</td>
<td>■ Move among students to help with exercises.</td>
</tr>
<tr>
<td>■ Think, Pair, Share (After a minute or so with each question, have a few students share answers with the class.)</td>
<td>■ Give feedback for correct answers to questions.</td>
</tr>
<tr>
<td>■ What was your favorite FLOW activity and why?</td>
<td></td>
</tr>
<tr>
<td>■ Tell other friends about FLOW and how it could help them.</td>
<td></td>
</tr>
</tbody>
</table>
## Squat Challenge
**Instant Activity**

**Lesson Content**
- Students find partners.
- Both students squat down and try to push over their partner by using their hands.
- If a student falls over or puts a hand down, he or she crosses to Try Again area and challenges someone new.
- If a student knocks his or her partner off balance, he or she crosses to Success area and challenges someone new.

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

## Mosquito Tag

**Health Related Physical Activity**

**Lesson Content**
- Object of game: for mosquitoes to freeze entire class. They do that by tagging other students below shoulders with noodles.
- 4 cones form a 30 x 30 yard square.
- Demonstrate main rules of game.
- 2-3 students with noodles are “it.”
- Students can either run or speed walk.
- If tagged, student must sit or kneel down.
- A tagged student returns to game when given a high-10 by 2 other students and they yell “OFF” or any sort of mosquito repellent.
- To kill all mosquitoes, 6-8 students must line up shoulder to shoulder and on a count of 3, simultaneously clap their hands. If they do this, all mosquitoes give up their noodles to someone else and game starts again.
- Teachers rotate mosquitoes after a few minutes.
- If claps are not in unison, mosquitoes can try to tag group so they cannot clap again.

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

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

## Transition

**Transition**

**Lesson Content**
- Gather in center for instructions.

**Role of Assistant**
- Assist with instructions

---

**Set Up or Prep Duties**

**Cues or Key Concepts**

**Variation**

**Challenge**

*Italics indicate the teacher speaking directly to the student.*
## Class Management
(2 minutes)

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

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

## Care of Equipment
(2 minutes)

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

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

## Skill Demo
(3 minutes)

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

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

## Transition

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

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

---

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

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

**ACTIVITY #4**

**Skill Practice**
(7 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Each student needs a pickleball and a racket.</td>
<td>✓ Assist with equipment.</td>
</tr>
<tr>
<td>Demonstrate each drill.</td>
<td>✓ Clarify instructions.</td>
</tr>
<tr>
<td>Have students do following drills:</td>
<td>✓ Give positive specific feedback.</td>
</tr>
<tr>
<td>- Using a shake hands grip, students try to balance a pickleball on racket face for 20 seconds.</td>
<td></td>
</tr>
<tr>
<td>- Have students walk around activity area trying not to drop pickleball or bump into other students.</td>
<td></td>
</tr>
<tr>
<td>- Have each student, while stationary, bounce pickleball chin high (on racket, not floor) and try not to let it fall off racket.</td>
<td></td>
</tr>
<tr>
<td>★ Challenge: How many bounces in a row can students make? Can students walk around area bouncing pickleball without bumping into anyone or losing pickleball?</td>
<td></td>
</tr>
<tr>
<td>Have students try new drills:</td>
<td></td>
</tr>
<tr>
<td>- Alternate bouncing pickleball on each side of racket face.</td>
<td></td>
</tr>
<tr>
<td>- Walk around area bouncing pickleball on each side of racket face.</td>
<td></td>
</tr>
<tr>
<td>★ Challenge: How many alternating bounces in a row can students make? Can students walk around area bouncing pickleball without bumping into anyone or losing pickleball?</td>
<td></td>
</tr>
</tbody>
</table>

**ACTIVITY #5**

**2 Person Tap**
(5 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students find partners and open floor space standing about 8 feet apart. 1 student returns a pickleball to receptacle.</td>
<td>✓ Assist with equipment.</td>
</tr>
<tr>
<td>On your signal, partners gently taps the ball with 1 bounce on floor to each other. Remind students to use proper grip.</td>
<td>✓ Encourage participation.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students return equipment.</td>
<td>✓ Assist with equipment.</td>
</tr>
<tr>
<td>Students sit and stretch.</td>
<td></td>
</tr>
<tr>
<td>Think, Pair, Share (After a minute or so with each question, have a few students share answers with the class.)</td>
<td></td>
</tr>
<tr>
<td>- Show, without a racket, a shake hands grip</td>
<td></td>
</tr>
<tr>
<td>- Why is this grip so important? What does it mean to how the ball is hit? Connect students with the ‘whys’ as much as possible.</td>
<td></td>
</tr>
<tr>
<td>- What is the procedure for getting a racket?</td>
<td></td>
</tr>
<tr>
<td>- If you have a racket at home, find a friend to hit with and practice the grip.</td>
<td></td>
</tr>
</tbody>
</table>

*Italics indicate the teacher speaking directly to the student.*
<table>
<thead>
<tr>
<th>Pickleball</th>
<th>7th Grade</th>
<th>Lesson 1</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.*
### Tug of War
**LESSON CONTENT**
- Students find partners.
- Partners play tug-of-war by grabbing wrists and trying to pull partners across a line.
- If a student pulls partner across line, he or she crosses to Success side and challenges a new opponent. If a student is pulled across line, he or she crosses to Try Again side and challenges a new opponent.

**ROLE OF ASSISTANT**
- Set up Success and Try Again areas.
- Clarify rules.
- Encourage participation.

### Shuffle Tag
**LESSON CONTENT**
- 2 taggers start in middle while remaining students spread out across gym floor.
- Taggers must shuffle or gallop while trying to tag runners (play using right foot lead).
- If students are tagged, they become taggers and must shuffle to tag other students.
- Play until all students are tagged.

**ROLE OF ASSISTANT**
- Set up activity area.
- Assist with partnerships.
- Encourage participation.

### Transition
**LESSON CONTENT**
- Students gather around teacher for instructions.

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

### Transition
**LESSON CONTENT**
- Students get their rackets and find a partner.

**ROLE OF ASSISTANT**
- Assist with equipment.
### ACTIVITY #1
**Hit and Follow Through** (5 minutes)

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

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

### ACTIVITY #2
**Skill Practice** (5 minutes)

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

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

### ACTIVITY #3
**Game** (5 minutes)

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

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

---

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

*Italics indicate the teacher speaking directly to the student.*
### ACTIVITY #4

**2 Person Volley**  
(4-7 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Same partners stand about 15 feet apart.</td>
<td>✔️ Assist with game set-up.</td>
</tr>
<tr>
<td>On your signal, partners gently hit pickleball back and forth without a bounce using forehand only.</td>
<td>✔️ Encourage participation.</td>
</tr>
<tr>
<td>Challenge: How many hits in a row can each pair make?</td>
<td>✔️ Clarify rules.</td>
</tr>
<tr>
<td></td>
<td>✔️ Monitor footwork skill.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students collect equipment.</td>
<td>✔️ Assist with equipment.</td>
</tr>
<tr>
<td>Without rackets, have students show their partners:</td>
<td>✔️ Give positive specific feedback.</td>
</tr>
<tr>
<td>Get ready stance</td>
<td></td>
</tr>
<tr>
<td>Proper footwork and forehand stroke</td>
<td></td>
</tr>
<tr>
<td>Practice the forehand stroke and footwork with friends at home or practice hitting against a wall.</td>
<td></td>
</tr>
</tbody>
</table>
Partner Rock, Paper, Scissors Tag
(5 minutes)

LESSON CONTENT
- Students find partners.
- Object of game: for students to either tag their partners if they win Rock, Paper, Scissors or escape if they lose.
- Partners meet at center line to play Rock, Paper, Scissors. Partner who wins chases partner who loses.
- If chased, a student must cross outside line or pass cones before getting tagged.
- 1 point is awarded for escaping and 2 points for tagging.
- First partner to 3 points moves to Success area

ROLE OF ASSISTANT
- Assist with partnerships.
- Set up activity area.
- Encourage participation.

French Fry Tag
(6 minutes)

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

ROLE OF ASSISTANT
- Assist with equipment and set-up.
- Encourage participation.
- Clarify rules.

Transition

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

ROLE OF ASSISTANT
- Assist with equipment.

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

Italics indicate the teacher speaking directly to the student.
### Skill Demo (2 minutes)

**Lesson Content**
- Demonstrate backhand stroke.
  - Backhand Stroke: Shake hands grip, Adjust grip by sliding finger down and thumb up, Racket arm to front of body with elbow against side, Racket held away about waist high and slightly closed (tilted towards floor) Plant lead foot before striking ball. Racket pushed forward using thumb as leverage, Weight is shifted from non-racket side to racket side during swing, with feet turning sideways.
  - Students shadow motion.

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

### Game (5 minutes)

**Lesson Content**
- Partners rally back and forth using forehand and backhand strokes.
  - Point is scored if a student cannot return ball or hit is too far away from partner to return.
  - On your signal, students switch partners and continue playing.

**Activity #3**
- Assist with demonstration.
- Give positive specific feedback.
- Clarify instructions.
- Encourage participation.

**Activity #4**
- Monitor footwork skill.

### Skill Practice Forehand & Backhand (10 minutes)

**Lesson Content**
- Demonstrate drill.
  - One person from each partnership gets a pickleball
  - Find an open area.
  - 1 student is a feeder and partner is a hitter.
  - Feeder can either toss ball in air or on a single bounce on forehand side of hitter.
  - Partners switch roles after 5 tosses.
  - After one round of reviewing forehand, switch to backhand.
  - Hitter hits backhand slowly at first to control ball back to feeder.
  - Partners switch roles after 5 tosses.
  - Challenge: How many catches in a row can each pair make?

**Role of Assistant**
- Assist with demonstration.
- Give positive specific feedback.
- Clarify instructions.
- Help with equipment.

### 2 Person Volley (4-7 minutes)

**Lesson Content**
- Same partners stand a few feet apart.
- On your signal, partners gently hit pickleball back and forth with no bounce using both forehand and backhand.
- Challenge: How many hits in a row can each pair make?

**Activity #4**
- Monitor footwork skill.

### Cool Down/Closure (2 minutes)

**Lesson Content**
- Students collect equipment.
- Students stretch to cool down.
- Show a partner your forehand and backhand stroke.
- Why do you think it is so important to use your thumb on the backhand grip?
- Practice the forehand and backhand strokes with friends at home or practice hitting against a wall.

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

---

*Italics indicate the teacher speaking directly to the student.*
### Groundstroke Practice

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

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

### Mosquito Tag

**LESSON CONTENT**
- Object of game: for mosquitoes to freeze entire class. They do that by tagging other students below shoulders with noodles.
- 4 cones form a 30 x 30 yard square.
- Demonstrate main rules of game.
- 2-3 students with noodles are “it.”
- If tagged, student must sit or kneel down.
- A tagged student returns to game when given a high-10 by 2 other students and they yell “OFF” or any sort of mosquito repellant.
- To kill all the mosquitoes, 6-8 students must line up shoulder to shoulder and on a count of 3 simultaneously clap their hands. If they do this, all mosquitoes give up their noodles to someone else and game starts again.
- If claps are not in unison, mosquitoes can try to tag group so they cannot clap again.
- Variation: Tagged students can kneel and hold their hands up; another student can free him or her by giving a high-10.

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

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students get their rackets.</td>
<td>✓ Assist with equipment.</td>
</tr>
</tbody>
</table>

## Skill Demo

### ACTIVITY #1

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

## Footwork

### ACTIVITY #2

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

### ACTIVITY #3

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Same partners stand a few feet apart.</td>
<td>✓ Assist with equipment.</td>
</tr>
<tr>
<td>On your signal, partners gently hit pickleball back and forth with no bounce using both forehand and backhand.</td>
<td></td>
</tr>
<tr>
<td>Challenge: How many hits in a row can each pair make?</td>
<td></td>
</tr>
<tr>
<td>On your signal, students switch partners and continue playing.</td>
<td></td>
</tr>
</tbody>
</table>

## Cool Down/Closure

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students collect equipment.</td>
<td>✓ Assist with equipment.</td>
</tr>
<tr>
<td>Students do cool down stretches.</td>
<td></td>
</tr>
<tr>
<td>Without a racket, have students show their partners:</td>
<td></td>
</tr>
<tr>
<td>Forehand footwork</td>
<td></td>
</tr>
<tr>
<td>Backhand footwork</td>
<td></td>
</tr>
<tr>
<td>Why do you think it is so important to learn the correct grip?</td>
<td></td>
</tr>
<tr>
<td>How might footwork make a difference in a game?</td>
<td></td>
</tr>
<tr>
<td>Practice with friends at home or practice hitting against a wall.</td>
<td></td>
</tr>
</tbody>
</table>

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

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

## Instant Activity

### Partner Rock, Paper, Scissors Tag

**Lesson Content**
- Students find partners.
- Object of game: for students to either tag their partners if they win Rock, Paper, Scissors or escape if they lose.
- Partners meet at center line to play Rock, Paper, Scissors. Partner who wins chases partner who loses.
- If chased, a student must cross outside line or pass cones before getting tagged.
- 1 point is awarded for escaping and 2 points for tagging.
- First partner to 3 points moves to Success area

**Role of Assistant**
- Assist with partnerships.
- Set up activity area.
- Encourage participation.

## Flow

**Lesson Content**
- FLOW stations.

**Role of Assistant**
- Assist with equipment.
- Encourage participation.
- Oversee stations that require the most supervision.

---

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

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

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

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

**Serving toss**

**Lesson Content**
- Every student gets a ball and lines up in horseshoe formation.
- Demonstrate tossing ball for a serve. Students can shadow motion.
- Forehand Serve: Hold ball in empty (non racket) hand, Turns sideways and point ball-side shoulder at opponent, Toss ball in front of body letting it bounce once then strike it with other / racket hand.
- Students serve against a wall or fence.

**Role of Assistant**
- Give positive specific feedback.
- Challenge: How many consecutive serves can a student make?

### Transition

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

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

### Activity #2

**Skill Practice**

**Lesson Content**
- Demonstrate activity.
- Students find partners, 1 ball per pair, and stand 10 feet apart.
- Each student will serve by bouncing ball off floor and Forehand serves to a partner.
- Students aim at their partners.
- Partner catches ball and serves it back.

**Role of Assistant**
- Assist with equipment.
- Challenge: How many consecutive serves can each partnership catch?

### Cool Down/Closure

**Lesson Content**
- Students collect equipment.
- Students sit and stretch.
- Students find a partner and without a racket demonstrate to each other a forehand serve.
- Hold ball in empty hand,
- Turns sideways and point ball-side shoulder at opponent,
- Toss ball in front of body letting it bounce once then strike it.
- Why do you think tossing the ball correctly on the serve is so important?

**Role of Assistant**
- Assist with equipment.
- Set up a court in an open area and continue practicing your skills.

---

**Set Up or Prep Duties**

**Cues or Key Concepts**

**Variation**

**Challenge**

*Italics indicate the teacher speaking directly to the student.*
**Lesson Outcomes**
- Demonstrate receiving serve position.
- Play modified game using forehand, backhand and serves.

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

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

---

**Instant Activity**

**Ground Strokes**

(5 minutes)

**Lesson Content**
- Students find partners and hit ball back and forth.

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

**Activity #1**

**Receiving Serve**

(2 minutes)

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

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

---

**Transition**

Students get their rackets.

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

---

**Health Related Physical Activity**

**High 10 Everybody’s It**

(6 minutes)

**Lesson Content**
- Object of game: to tag and free as many people as possible, and to avoid being tagged.
- Everyone in class is it.
- If a student gets tagged he or she must sit or kneel down immediately.
- If 2 students tag each other at same time and argue they must both sit or kneel.
- Seated students hold both hands up over their heads. A student can be freed when another student, who has not been tagged, gives a high-10 to tagged student.
- After being freed there are no immediate tag backs.

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

---

**Transitions**

**Transition**

Students partner.

**Role of Assistant**
- Assist with partnering
- Use jump ropes or cones as net. Set up 1 net per pair.
### Serve & Serve Return
**(5 minutes)**

**LESSON CONTENT**
- Students find partners.
- 1 student serves and partner returns and server catches return hit.
- 1 partner serves 5 times and then partners switch roles.
- Challenge: How many consecutive serves, returns, and catches can be made by your group?

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

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

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

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

---

**ACTIVITY #2**

**Serve & Serve Return**

**Transition**

**Serve and Serve Return Game**

**Cool Down/Closure**

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

<table>
<thead>
<tr>
<th>LESSON OUTCOMES</th>
<th>EQUIPMENT</th>
<th>BEFORE CLASS SET UP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate an understanding rules of Pickleball</td>
<td>1 pickleball racket per student</td>
<td>✓ If nets are not available or extra courts are needed set up a net zone. A net zone is comprised of 4 cones set-up on either side of a center line, equal distance from the line. 6-8 feet gap is an estimated distance. Students hit the pickleball over the gap, which acts as a net.</td>
</tr>
<tr>
<td>✓</td>
<td>Racket container</td>
<td>✓</td>
</tr>
<tr>
<td>✓</td>
<td>4 cones / court (2 teams per court)</td>
<td>✓</td>
</tr>
<tr>
<td>✓</td>
<td>2-4 noodles</td>
<td>✓</td>
</tr>
<tr>
<td>✓</td>
<td>1 ball per 2 students</td>
<td>✓</td>
</tr>
<tr>
<td>✓</td>
<td>2-4 large paint buckets for pickleballs</td>
<td>✓</td>
</tr>
<tr>
<td>✓</td>
<td>Jump Ropes or Cones used as nets</td>
<td>✓</td>
</tr>
</tbody>
</table>

## INSTANT ACTIVITY

### Ground Strokes

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

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

### French Fry Tag

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

**ROLE OF ASSISTANT**
- ✓ Assist with equipment and set-up.
- ✓ Encourage participation.
- ✓ Clarify rules.

### Transition

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

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

### Rules of the game & Practice Game Doubles

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

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

---

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

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

### Doubles Game

**LESSON CONTENT**
- Students play a game (encouraging the use of the serve receive bounce rule).
- Team must be serving to win a point.
- Rotate partners every few minutes on teachers signal.

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

### Cool Down/Closure

**LESSON CONTENT**
- Students return equipment.
- Students stretch to cool down.
- Ask students “What are the rules of Pickleball?”
- Continue to play at home.

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

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

<table>
<thead>
<tr>
<th>LESSON OUTCOMES</th>
<th>EQUIPMENT</th>
<th>BEFORE CLASS SET UP</th>
</tr>
</thead>
<tbody>
<tr>
<td>➤ Successfully use rotation.</td>
<td>➤ 1 pickleball racket per student</td>
<td>➤ Set up courts using cones as nets. Assign a number to each court. Each court needs 2 pickleballs and a small container to hold them.</td>
</tr>
<tr>
<td>➤ Incorporate new rules.</td>
<td>➤ Racket container</td>
<td>➤ Mosquito tag: Set up 25 x 25 yard square.</td>
</tr>
<tr>
<td>➤ Demonstrate critical elements in serve, forehand and backhand.</td>
<td>➤ 2-3 noodles</td>
<td></td>
</tr>
<tr>
<td></td>
<td>➤ 2 pickleballs per court inside small bucket</td>
<td></td>
</tr>
<tr>
<td></td>
<td>➤ 4 cones</td>
<td></td>
</tr>
</tbody>
</table>

**INSTANT ACTIVITY**

**Rotation** (5 minutes)

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

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

**Mosquito Tag** (6 minutes)

**LESSON CONTENT**
- Object of game: for mosquitoes to freeze entire class. They do that by tagging other students below shoulders with noodles.
- 4 cones form a 30 x 30 yard square.
- Demonstrate main rules of game.
- 2-3 students with noodles are “it.”
- If tagged, student must sit or kneel down.
- A tagged student returns to game when given a high-10 by 2 other students and they yell “OFF” or any sort of mosquito repellant.
- To kill all mosquitoes, 6-8 students must line up shoulder to shoulder and on a count of 3 simultaneously clap their hands. If they do this, all mosquitoes give up their noodles to someone else and game starts again.
- If claps are not in unison, mosquitoes can try to tag group so they cannot clap again.

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

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

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

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

## Activity #1

### Doubles Game

**4 minutes**

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

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

### Activity #2

**Pickleball Doubles**

**20 minutes**

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

→ Variation: Alternate hitters (rotation).

## Cool Down/Closure

**1 minute**

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students return equipment.</td>
<td>✓ Assist with equipment.</td>
</tr>
<tr>
<td>Students stretch to cool down.</td>
<td></td>
</tr>
<tr>
<td>Think, Pair, Share</td>
<td></td>
</tr>
<tr>
<td>What are the rules for doubles?</td>
<td></td>
</tr>
<tr>
<td>Continue to play at home.</td>
<td></td>
</tr>
</tbody>
</table>

**Set Up or Prep Duties**

**Cues or Key Concepts**

**Variation**

**Challenge**

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

#### LESSON OUTCOMES
- Successfully play singles.
- Understand the rules for singles.

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

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

#### INSTANT ACTIVITY

**Doubles** (5 minutes)

**LESSON CONTENT**
- Students play doubles.

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

#### HEALTH RELATED PHYSICAL ACTIVITY

**High 10 Everybody’s It** (6 minutes)

**LESSON CONTENT**
- Object of game: to tag and free as many people as possible, and to avoid being tagged.
- Everyone in class is it.
- If a student gets tagged he or she must sit or kneel down immediately.
- If 2 students tag each other at same time and argue they must both sit or kneel.
- Seated students hold both hands up over their heads. A student can be freed when another student, who has not been tagged, gives a high-10 to tagged student.
- After being freed there are no immediate tag backs.

**ROLE OF ASSISTANT**
- Set up 4 cones to form a 25 x 25 yard square.
- Encourage participation.
- Clarify the rules

#### LESSON CONTENT

**Transition**

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

**LESSON CONTENT**
- Students get their rackets.
- Students form groups of 4.

**Rules for Pickleball Singles** (4 minutes)

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

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

**Lesson Content**
- Have students return to their courts to play singles.
- Have students rotate to new courts in pairs to find new opponents.
- A suggested rotation is to have 1 partnership rotate clockwise and other partnership stays to play new players.
- On teacher’s signal, rotate every 4 minutes.

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

### Cool Down/Closure

**Lesson Content**
- Students return equipment.
- Students stretch to cool down.
- Think, Pair, Share (After a minute or so with each question, have a few students share answers with the class.)
  - What are the rules for singles?
  - Continue to play at home.

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

*Italics indicate the teacher speaking directly to the student.*
LESSON OUTCOMES
- Successfully play doubles.
- Understand the rules for doubles.

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

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

Singles or Doubles
(5 minutes)

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

ROLE OF ASSISTANT
- Assist with equipment.
- Help organize courts.

FLOW
(15 minutes)

LESSON CONTENT
- FLOW stations

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

Transition

LESSON CONTENT
- Students get their rackets.

ROLE OF ASSISTANT
- Assist with equipment.

Pickleball Doubles
(15 minutes)

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

ROLE OF ASSISTANT
- Give positive specific feedback.
## Cool Down/Closure
(3 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students return equipment.</td>
<td>✓ Assist with equipment.</td>
</tr>
<tr>
<td>Students stretch to cool down.</td>
<td></td>
</tr>
<tr>
<td>Think, Pair, Share (After a minute or so with each question, have a few students share answers with the class.)</td>
<td></td>
</tr>
<tr>
<td>What was the strongest part of your doubles play and why?</td>
<td></td>
</tr>
<tr>
<td>What area of doubles needs the most improvement and why?</td>
<td></td>
</tr>
<tr>
<td>Continue to play pickleball after school.</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>LESSON OUTCOMES</th>
<th>EQUIPMENT</th>
<th>BEFORE CLASS SET UP</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Demonstrate a shake hands grip.</td>
<td>- 1 TT racket per student</td>
<td>✓ Racket container: A box of some sort that allows for all the racks-</td>
</tr>
<tr>
<td>- Control a ball on the racket.</td>
<td>- Racket container</td>
<td>ets to stand up with the ends of handles visible. All handle ends</td>
</tr>
<tr>
<td>- Understand how to care for the rackets.</td>
<td>- 1 ball per student</td>
<td>are numbered and correspond to an assigned number. Students</td>
</tr>
<tr>
<td></td>
<td>- 2-4 large paint</td>
<td>use the same racket number everyday.</td>
</tr>
<tr>
<td></td>
<td>buckets for TT balls</td>
<td>✓ TT Tables are not set up.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>INSTANT ACTIVITY</th>
<th>HEALTH RELATED PHYSICAL ACTIVITY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Squat Challenge</strong> (5 minutes)</td>
<td><strong>Mosquito Tag</strong> (6 minutes)</td>
</tr>
<tr>
<td>LESSON CONTENT</td>
<td>LESSON CONTENT</td>
</tr>
<tr>
<td>- Use a line to divide play area into Success and Try Again sides.</td>
<td>- Object of game: for mosquitoes to freeze entire class.</td>
</tr>
<tr>
<td>- Students find partners.</td>
<td>- If tagged, a student must kneel down.</td>
</tr>
<tr>
<td>- Partners squat down try to push each other over by using their hands.</td>
<td>- To be freed, 2 students have to High-10 above tagged student’s head and yell “OFF!” or any other type of bug repellant.</td>
</tr>
<tr>
<td>- If a student falls over or puts a hand down, he or she goes to Try Again side and challenges someone new. If a student knocks his or her partner off balance, he or she moves to success side and challenge someone new.</td>
<td>- Students can kill mosquitoes by getting 6-8 students together (shoulder to shoulder) and clap their hands in unison as if they crushed a mosquito in their hands.</td>
</tr>
<tr>
<td>ROLE OF ASSISTANT</td>
<td>ROLE OF ASSISTANT</td>
</tr>
<tr>
<td>- Assist with partnering.</td>
<td>- Assist with equipment.</td>
</tr>
<tr>
<td>- Clarify rules.</td>
<td>- Set up 4 cones to mark off a 20 x 20 stride area and pass out 1 noodle per 15-20 students.</td>
</tr>
<tr>
<td>HEALTH RELATED PHYSICAL ACTIVITY</td>
<td>Encourage participation.</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>ACTIVITY #1</th>
<th>Class Management (4 minutes)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LESSON CONTENT</strong></td>
<td><strong>ROLE OF ASSISTANT</strong></td>
</tr>
<tr>
<td>■ Students are seated.</td>
<td>✓ Assist with rackets and container.</td>
</tr>
<tr>
<td>■ Remind students to remember their roll call numbers or assign a number to each student.</td>
<td>■ Encourage good listening skills.</td>
</tr>
<tr>
<td>■ Show how the numbers on rackets correspond with their assigned numbers.</td>
<td></td>
</tr>
<tr>
<td>■ Each day they will use the same racket. At the beginning of class each student must report any damage done to their racket. The student from the previous period will be held responsible.</td>
<td></td>
</tr>
<tr>
<td>■ Students need to remember where they found their rackets. Rackets are returned to the same spot.</td>
<td></td>
</tr>
<tr>
<td>■ Assign good students to ensure all the rackets are returned and in the proper spot for the next period at the end of class.</td>
<td></td>
</tr>
<tr>
<td>■ You can use a racket management system as long as it keeps kids accountable for the care of the equipment.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ACTIVITY #2</th>
<th>Care of the Equipment (2 minutes)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LESSON CONTENT</strong></td>
<td><strong>ROLE OF ASSISTANT</strong></td>
</tr>
<tr>
<td>■ Demonstrate how to handle rackets.</td>
<td>■ Give positive specific feedback.</td>
</tr>
<tr>
<td>■ Rackets are to be held by handles and not by rubber on face.</td>
<td>■ Clarify instructions.</td>
</tr>
<tr>
<td>■ Rubber is not to be picked at.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ACTIVITY #3</th>
<th>Shake Hands Grip (3 minutes)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LESSON CONTENT</strong></td>
<td><strong>ROLE OF ASSISTANT</strong></td>
</tr>
<tr>
<td>■ Students stand in a horseshoe formation so they all can see you.</td>
<td>■ Assist with demonstration if asked.</td>
</tr>
<tr>
<td>➤ Shake Hands Grip: Hold head of racket with nondominant hand with handle showing, grip handle like shaking hands with racket, Racket is locked into place with finger across bottom of racket and thumb on opposite side, Remaining fingers wrap around.</td>
<td>■ Give positive specific feedback.</td>
</tr>
<tr>
<td>■ Students follow instructions and grip their rackets. Students show partners their grips and give feedback.</td>
<td></td>
</tr>
</tbody>
</table>

*Italics indicate the teacher speaking directly to the student.*
| Racket Skills  
(7 minutes) | ROLE OF ASSISTANT |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LESSON CONTENT</strong></td>
<td><strong>ROLE OF ASSISTANT</strong></td>
</tr>
<tr>
<td>- Each student needs a ball.</td>
<td>✓ Assist with equipment.</td>
</tr>
<tr>
<td>- Demonstrate each drill.</td>
<td>■ Clarify instructions.</td>
</tr>
<tr>
<td>- Have the students do the following drills:</td>
<td>■ Give positive specific feedback.</td>
</tr>
<tr>
<td>- Using a shake hands grip, students try to balance a ball on racket face for 20 seconds.</td>
<td></td>
</tr>
<tr>
<td>- Students walk around activity area trying not to drop balls or bump into other students.</td>
<td></td>
</tr>
<tr>
<td>- Have each student, while stationary, bounce ball chin high and try not to let it fall.</td>
<td></td>
</tr>
<tr>
<td>- Challenge: How many bounces can each student make in 20 seconds? Can they improve their scores? Can they walk around activity area bouncing ball without bumping into anyone or losing ball?</td>
<td></td>
</tr>
<tr>
<td>- Students try to spin ball by brushing racket underneath it quickly. As it goes upward it will have sidespin.</td>
<td></td>
</tr>
<tr>
<td>- Challenge: How many times in a row can each student spin a ball? Can they spin it and let it bounce back to them? How many times in a row can they do this? How fast can they make balls spin?</td>
<td></td>
</tr>
</tbody>
</table>

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

| Cool Down/Closure  
(3 minutes) | ROLE OF ASSISTANT |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LESSON CONTENT</strong></td>
<td><strong>ROLE OF ASSISTANT</strong></td>
</tr>
<tr>
<td>- Students sit and stretch.</td>
<td>■ Assist with equipment.</td>
</tr>
<tr>
<td>- Think, Pair, Share (After a minute or so with each question, have a few students share answers with the class.)</td>
<td></td>
</tr>
<tr>
<td>- Without a racket, show a shake hands grip.</td>
<td></td>
</tr>
<tr>
<td>- What are you to do every day when you come into class?</td>
<td></td>
</tr>
<tr>
<td>- What do you do if you find your racket damaged?</td>
<td></td>
</tr>
<tr>
<td>- If you have a table at home, find a friend to play table tennis.</td>
<td></td>
</tr>
</tbody>
</table>

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

Set Up or Prep Duties

Cues or Key Concepts

Variation

Challenge

 Italics indicate the teacher speaking directly to the student.
### Tug of War (5 minutes)

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

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

### Partner Rock, Paper, Scissors Tag (5 minutes)

**LESSON CONTENT**
- Students find partners.
- Object of game: to either tag a partner or avoid being tagged.
- Partners meet at a center line to play Rock, Paper, Scissors. Partner who wins chases partner who doesn’t.
- If chased, a student must pass the far cone before getting tagged.
- Students earn 1 point for escaping and 2 points for tagging their partners.
- Have Success and Try Again sides so partners can challenge new students.
- First partner to 3 points moves to Success side.

**ROLE OF ASSISTANT**
- Assist with partnerships.
- Set up activity area with center and outside lines.
- Encourage participation.

### Transition

**LESSON CONTENT**
- According to their numbers, students are sent to get their rackets. Remind them to inspect rackets for harm and immediately report any damage.

**ROLE OF ASSISTANT**
- Assist with equipment.
- Help with reported damages.
### Forehand Topspin

**Lesson Content (5 minutes)**
- Students remain in partners and stand in a horse-shoe formation so they can see you.
- Review Shake Hands Grip: Hold head of racket with non-dominant hand with handle showing, grip handle like shaking hands with racket, racket is locked into place with finger across bottom of racket and thumb on opposite side, remaining fingers wrap around.
- Students follow instructions and grip their rackets. Students show their partners their grips and give feedback.
- Demonstrate a good Ready Position and have students shadow practice: Feet shoulder width apart, knees slightly bent, weight forward on front of feet.
- Demonstrate Forehand Topspin Stroke: Shake Hands Grip, racket arm to side of body with elbow against side, racket held at waist height and slightly closed (tilted towards the floor), racket is brushed upward to a salute position.

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

### Forehand Topspin (continued)

**Lesson Content (5 minutes)**
- During explanation and demonstration, have students shadow practice.
- Have students shadow practice forehand topspin stroke as you check to make sure they have it.
- Have partners check each other on this stroke.
- Keys to look for are:
  - Racket slightly closed at start
  - Brush upward
  - Finish with salute
- Students can either remain standing or be seated during next demonstration.

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

### Topspin Practice

**Lesson Content (10 minutes)**
- Demonstrate this drill with a volunteer or teaching assistant and a TT ball.
- 1 student will be a feeder and his or her partner a hitter, so only 1 racket is needed. 1 partner needs to get a ball while other finds an open space to practice.
- Feeder can either make tosses in air or on a single bounce to forehand side of hitter.
- Hitter hits forehand topspin slowly at first to spin and control ball back to feeder.
- Object of drill is to 1) spin ball, and 2) control it back to feeder.
- Cue students that they will spin ball by brushing upward and saluting at end.
- After 5 tosses partners switch roles.
- Challenge: How many catches of a spinning ball can each feeder make in 30 seconds? Can scores be improved? Have partners switch roles and try again. How many catches in a row can each pair make?

**Role of Assistant**
- Assist with demonstration if needed.
- Give positive specific feedback.
- Clarify instructions.
- Help with equipment.

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

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students return TT balls to buckets and rackets according to numbers.</td>
<td>✓ Assist with equipment.</td>
</tr>
</tbody>
</table>

## 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>Without a racket, show your partner:</td>
<td>✓ Give positive specific feedback.</td>
</tr>
<tr>
<td>- Shake hands grip</td>
<td></td>
</tr>
<tr>
<td>- Forehand topspin stroke</td>
<td></td>
</tr>
<tr>
<td>If you have a table at home, practice the forehand topspin with friends.</td>
<td></td>
</tr>
</tbody>
</table>

---

## Pass the Fat Tag

### (4-6 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Object of game: to pass a noodle (fat) and not get stuck with it when a round ends.</td>
<td>✓ Assist with game set-up: 4 cones (30 x 30 square depending on class size), 3-6 noodles.</td>
</tr>
<tr>
<td>Partners link elbows or hold partner’s wrist.</td>
<td></td>
</tr>
<tr>
<td>Chose 3-6 pairs to be it and give them “fat” (noodle). These pairs try to tag noodle-less partnerships.</td>
<td></td>
</tr>
<tr>
<td>Once tagged, partners must freeze to receive a noodle. They must tag pairs to get rid of “fat.” No immediate tag backs.</td>
<td></td>
</tr>
<tr>
<td>At end of a round (1-2 minutes), students who have “fat” must perform 10 jumping jacks while rest of class does 5.</td>
<td></td>
</tr>
<tr>
<td>Continue with 2-4 more rounds.</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>LESSON OUTCOMES</th>
<th>EQUIPMENT</th>
<th>BEFORE CLASS SET UP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate the multi-ball drill.</td>
<td>1 TT racket per student</td>
<td>✔ Instant activity: Set up cones on each side of the center line equal distance from it.</td>
</tr>
<tr>
<td>Execute a forehand topspin stroke on a moving ball.</td>
<td>Racket container</td>
<td>✔ Set up tables set up with nets.</td>
</tr>
<tr>
<td></td>
<td>1 small paint bucket or container per table</td>
<td>✔ Equipment organization: Assign a number to each table. Each table needs 5 numbered TT balls, a small bucket, and a large bucket. The buckets can be numbered to correspond to the table and the TT balls.</td>
</tr>
<tr>
<td></td>
<td>2-3 noodles</td>
<td>✔ French Fry Tag: Set up a 25 x 25 yard square with cones.</td>
</tr>
<tr>
<td></td>
<td>5 numbered TT balls per table inside small bucket</td>
<td>✔ Awesome Add-On: Set up 4 cones at the corners of the tables.</td>
</tr>
<tr>
<td></td>
<td>1 large paint bucket per table</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4 cones</td>
<td></td>
</tr>
</tbody>
</table>

**Partner Rock, Paper, Scissors Tag**

(5 minutes)

**LESSON CONTENT**
- Students find partners.
- Object of game: to either tag a partner or avoid being tagged.
- Partners meet at a centerline to play Rock, Paper, Scissors. Partner who wins chases partner who doesn’t.
- If chased, a student must pass the far cone before getting tagged.
- Students earn 1 point for escaping and 2 points for tagging their partners.
- Have Success and Try Again sides so partners can challenge new students.
- First partner to 3 points moves to Success side.

**ROLE OF ASSISTANT**
- Assist with partnerships.
- Set up activity area.
- Encourage participation.

**French Fry Tag**

(6 minutes)

OR

**Awesome Add-On**

(6 minutes)

**LESSON CONTENT**
- Once tagged, a student must kneel down.
- To be freed, another student must approach tagged student and offer a solution to eating fatty foods, then both do 3 jumping jacks (3 push-ups, 3 sit-ups, etc.) together.
- While exercising together, neither student can be tagged. Students can keep exercising if a tagger is nearby.
- Switch taggers after 1-2 minutes.

**ROLE OF ASSISTANT**
- Equipment needed; 4 cones, 2-3 noodles (depending on class size-1 noodle per 15-20 students).
- Encourage participation.
- Clarify rules.

Italics indicate the teacher speaking directly to the student.

✔️ Set Up or Prep Duties  ➤ Cues or Key Concepts  ➤ Variation  ★ Challenge
### French Fry Tag (continued)  
**OR**  
**Awesome Add-On**  

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students jog/walk around table area. Movement pattern can be changed (skip, gallop, hop, etc.).</td>
<td>✓ Equipment needed; 4 cones, 2-3 noodles (depending on class size-1 noodle per 15-20 students).</td>
</tr>
<tr>
<td>Students begin when you give a signal (music, whistle, GO, etc.).</td>
<td>✓ Encourage participation.</td>
</tr>
<tr>
<td>When music stops (or on your second signal), students stop and perform a skill or exercise you designate. For example, touch the ground, change directions, turn around, 10 jumping jacks, 5 push-ups, or a shoulder stretch, etc.</td>
<td>✓ Clarify rules.</td>
</tr>
<tr>
<td>Each time you signal for students to stop, a new skill will be added on.</td>
<td></td>
</tr>
<tr>
<td>Students must do all previous skills first, from memory, before adding a new skill.</td>
<td></td>
</tr>
</tbody>
</table>

### Transition

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>According to their numbers, students are sent to get their rackets. Remind them to inspect rackets for harm and immediately report any damage.</td>
<td>✓ Assist with equipment.</td>
</tr>
<tr>
<td>Students form groups. Size of groups depends on number of tables. If you have 50 students and 10 tables, form groups of 5.</td>
<td>✓ Help with reported damages.</td>
</tr>
</tbody>
</table>

### Forehand Topspin  

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review Forehand Topspin Stroke: Shake Hands Grip, Racket arm to side of body with elbow against side, Racket held at waist height and slightly closed (tilted towards the floor), Racket is brushed upward to a salute position, Weight is shifted from racket side to non-racket side.</td>
<td>✓ Give positive specific feedback.</td>
</tr>
<tr>
<td>During explanation and demonstration, have students shadow practice.</td>
<td></td>
</tr>
</tbody>
</table>

### Multi-Ball  

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate this drill with volunteers.</td>
<td>✓ Assist with equipment and set up.</td>
</tr>
<tr>
<td>Have 5 volunteers move to a table.</td>
<td>✓ Give positive specific feedback.</td>
</tr>
<tr>
<td>Warn students about touching nets.</td>
<td>✓ Clarify student roles.</td>
</tr>
<tr>
<td>1 student will be a hitter (standing with back to wall), 1 is a feeder, 1 is a coach, and 2 are ball chasers.</td>
<td></td>
</tr>
<tr>
<td>Feeder is on left side of table with a small bucket with 5 marked TT balls. A feed can be done by:</td>
<td></td>
</tr>
<tr>
<td>Dropping ball for 1 bounce then forehand strike it over net</td>
<td></td>
</tr>
<tr>
<td>Striking ball over net without a bounce</td>
<td></td>
</tr>
<tr>
<td>Tossing ballBall is aimed to bounce once on hitter’s side of table on forehand side.</td>
<td></td>
</tr>
<tr>
<td>Ball is hit with forehand topspin over net to catcher(s).</td>
<td></td>
</tr>
<tr>
<td>Coach can give key points on technique.</td>
<td></td>
</tr>
<tr>
<td>Keys for coach are (Could provide a clipboard with cues):</td>
<td></td>
</tr>
<tr>
<td>Closed racket (slightly titled towards floor)</td>
<td></td>
</tr>
<tr>
<td>Brush upward to salute</td>
<td></td>
</tr>
<tr>
<td>Ball must spin</td>
<td></td>
</tr>
</tbody>
</table>

*Italics indicate the teacher speaking directly to the student.*
**Multi-Ball** *(continued)*

*LESSON CONTENT* | *ROLE OF ASSISTANT*
---|---
- After all 5 TT balls have been hit, group rotates in a clockwise direction. Hitter becomes coach, coach becomes catcher without bucket, catcher without bucket takes bucket, bucket catcher becomes feeder, and feeder becomes hitter. |  

**Transition**

*LESSON CONTENT* | *ROLE OF ASSISTANT*
---|---
- Assign groups a table to begin practicing forehand topspin. Let them know they will be in these groups for remainder of the week and to remember what table they practice on. | ✓ Assist with table groups.

**Activity #3**

**Forehand Topspin** *(10 minutes)*

*LESSON CONTENT* | *ROLE OF ASSISTANT*
---|---
- Each hitter gets 5 attempts at forehand topspin. | ✓ Help groups work together.
- Groups need to move quickly to make sure each student gets an opportunity to hit. | ✓ Give positive specific feedback.
- Challenge: Can each student forehand topspin all 5 balls over net onto table? How many successful topspins can each group make in 3 minutes? |  

**Transition**

*LESSON CONTENT* | *ROLE OF ASSISTANT*
---|---
- Students return TT balls to buckets and rackets according to numbers. | ✓ Assist with equipment.

---

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

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**Table Tennis**  7th Grade  Lesson 3
ACTIVITY #4
French Fry Tag
(6 minutes)
OR
Awesome Add-On
(6 minutes)

LESSON CONTENT

☐ Have a quick discussion on negatives of fatty foods. 2-3 students are given a noodle (they are Fries).
☐ French Fries try to tag and freeze entire class inside boundaries.
☐ Once tagged, a student must kneel down.
☐ To be freed, another student must approach tagged student and offer a solution to eating fatty foods, then both do 3 jumping jacks (3 push-ups, 3 sit-ups, etc.) together.
☐ While exercising together, neither student can be tagged. Students can keep exercising if a tagger is nearby.
☐ Switch taggers after 1-2 minutes.

OR

☐ Students jog/walk around table area. Movement pattern can be changed (skip, gallop, hop, etc.).
☐ Students begin when you give a signal (music, whistle, GO, etc.).
☐ When music stops (or on your second signal), students stop and perform a skill or exercise you designate. For example, touch the ground, change directions, turn around, 10 jumping jacks, 5 push-ups, or a shoulder stretch, etc.
☐ Each time you signal for students to stop, a new skill will be added on.
☐ Students must do all previous skills first, from memory, before adding a new skill.

ROLE OF ASSISTANT

☑ Assist with equipment and set-up.
☑ Set up a 25 x 25 yard space or use alternate activity below.
☑ Equipment needed; 4 cones, 2-3 noodles (depending on class size-1 noodle per 15-20 students).
☑ Encourage participation.
☑ Clarify rules.

COOL DOWN/CLOSURE

LESSON CONTENT

☐ Collect equipment.
☐ Cool down stretch.
☐ Show a partner your forehand topspin stroke.
☐ If you have a table at home, continue to practice your forehand topspin.

ROLE OF ASSISTANT

☑ Assist with equipment.

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

<table>
<thead>
<tr>
<th>LESSON OUTCOMES</th>
<th>EQUIPMENT</th>
<th>BEFORE CLASS SET UP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Execute a backhand topspin stroke on a moving ball.</td>
<td>1 TT racket per student</td>
<td>✓ Set up tables with nets.</td>
</tr>
<tr>
<td>Demonstrate receiving position.</td>
<td>Racket container</td>
<td>✓ Equipment organization: Assign a number to each table. Each table needs 5 numbered TT balls, a small bucket, and a large bucket. The buckets can be numbered to correspond to the table and the TT balls.</td>
</tr>
<tr>
<td></td>
<td>1 small paint bucket or container per table</td>
<td>✓ Mosquito Tag: Set up a 25 x 25 square marked with 4 cones.</td>
</tr>
<tr>
<td></td>
<td>2-4 noodles</td>
<td>✓ Boxer Training: Set up 4 cones at the corners of the tables.</td>
</tr>
<tr>
<td></td>
<td>“Rocky” theme song or any upbeat song</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5 numbered TT balls per table inside small bucket</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1 large paint bucket per table.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4 cones</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CD player</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>INSTANT ACTIVITY</th>
<th>Forehand Rally (5 minutes)</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>LESSON CONTENT</td>
<td>Students find partners, 1 ball and 2 rackets per pair.</td>
<td>Assist with equipment.</td>
</tr>
<tr>
<td></td>
<td>Partners hit ball back and forth using forehand topspin. When a table has at least 3-4 students begin Multi-ball practicing forehand topspin.</td>
<td>Clarify task.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>HEALTH RELATED PHYSICAL ACTIVITY</th>
<th>Mosquito Tag (5 minutes) OR Boxer Training (5 minutes)</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>LESSON CONTENT</td>
<td>If you have space play Mosquito Tag, otherwise play alternative game below.</td>
<td>Assist with equipment.</td>
</tr>
<tr>
<td></td>
<td>Object of game: for mosquitoes to freeze entire class.</td>
<td>✓ Set up 4 cones in 20 x 20 stride area and pass out 1 noodle per 15-20 students.</td>
</tr>
<tr>
<td></td>
<td>If tagged, a student must kneel down.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>To be freed, 2 students have to High-10 above tagged student’s head and yell “OFF!” or any other type of bug repellant.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students can kill mosquitoes by getting 6-8 students together (shoulder to shoulder) and clap their hands in unison as if they crushed a mosquito in their hands.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>If they clap in unison, all mosquitoes die and are replaced by new mosquitoes.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>If they don’t clap in unison, mosquitoes live and they can tag students in line before they can clap again.</td>
<td></td>
</tr>
</tbody>
</table>

*Italics indicate the teacher speaking directly to the student.*
**Mosquito Tag (continued)**

(5 minutes)

OR

**Boxer Training**

(5 minutes)

**ROLE OF ASSISTANT**

- Prepare music.

**LESSON CONTENT**

- Students jog, hop, skip, etc., clockwise or counterclockwise around tables.
- Call out commands: champions hold hands high, training-pretend to jump rope, shadow box; dead bug lie on back screaming and quickly get up.
- Add any other commands you can think of, sit-ups, push-ups, etc.
- Change how they move: run, walk, skip, hop, jump, gallop, etc.

**Transition**

**LESSON CONTENT**

- According to their numbers, students are sent to get their rackets. Remind them to inspect the racket for harm and immediately report any damage.
- Students return to groups from previous few days.

**ROLE OF ASSISTANT**

- Assist with equipment.
- Help with reported damages.

**Activity #1**

**Forehand and Backhand Topspin Stroke**

(4 minutes)

**LESSON CONTENT**

- Review Forehand Topspin Stroke: Shake Hands Grip, Racket arm to side of body with elbow against side, Racket held at waist height and slightly closed (tilted towards the floor), Racket is brushed upward to a salute position, Weight is shifted from racket side to non-racket side.
- During explanation and demonstration, have students shadow practice.
- Demonstrate Backhand Topspin Stroke: Racket held in front of body with back of hand pointed outward, Racket slightly closed, Brush upward and out towards net, Finish like a Frisbee throw.

**ROLE OF ASSISTANT**

- Give positive specific feedback.
ACTIVITY #1

**Forehand and Backhand Topspin Stroke**
*(continued)*

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>➢ During explanation and demonstration, have students shadow practice.</td>
<td></td>
</tr>
<tr>
<td>➢ Explain you get the racket in the way of the ball and then follow through brushing the ball.</td>
<td></td>
</tr>
<tr>
<td>➢ At a table, demonstrate where to stand and at what distance from the table.</td>
<td></td>
</tr>
<tr>
<td>➢ With racket on forehand side of your body align racket with middle line of the table.</td>
<td></td>
</tr>
<tr>
<td>➢ Reach out with racket and with a slight elbow bend you should be able to touch the edge of the table.</td>
<td></td>
</tr>
<tr>
<td>➢ Forehand to centerline allows the hitter to protect the backhand, which doesn't have the same reach.</td>
<td></td>
</tr>
</tbody>
</table>

**Transition**

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
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</thead>
<tbody>
<tr>
<td>Assign groups a table to begin practicing backhand topspin. Let them know they will be in these groups for the rest of the week and to remember what table they practice on.</td>
<td>✓ Assist with table groups</td>
</tr>
</tbody>
</table>

ACTIVITY #2

**Backhand Topspin**

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Each hitter gets 5 attempts at backhand topspin.</td>
<td>✓ Help groups work together.</td>
</tr>
<tr>
<td>Groups need to move quickly to make sure each student gets an opportunity to hit.</td>
<td>✓ Give positive specific feedback.</td>
</tr>
<tr>
<td>Coach can give key points on technique.</td>
<td></td>
</tr>
<tr>
<td>Keys for coach are: (Could provide a clipboard with cues)</td>
<td></td>
</tr>
<tr>
<td>➢ Closed racket (slightly titled towards the floor)</td>
<td></td>
</tr>
<tr>
<td>➢ Brush upward, like throwing a Frisbee</td>
<td></td>
</tr>
<tr>
<td>➢ Ball must spin</td>
<td></td>
</tr>
<tr>
<td>Students should be in the proper position at table before hitting.</td>
<td></td>
</tr>
<tr>
<td>After all 5 TT balls have been hit, group rotates in a clockwise direction. Hitter becomes coach, coach becomes catcher without bucket, catcher without bucket takes bucket, bucket catcher becomes feeder, and feeder becomes hitter.</td>
<td></td>
</tr>
<tr>
<td>Challenge: Can groups backhand topspin all 5 balls over net onto table? How many successful topspins can each group make in 3 minutes?</td>
<td></td>
</tr>
</tbody>
</table>
Table Tennis

Forehand Topspin
(5 minutes)

**ACTIVITY #3**

**LESSON CONTENT**
- Each hitter gets 5 attempts at forehand topspin.
- Groups need to move quickly to make sure each student gets an opportunity to hit.
- Challenge: Can groups forehand topspin all 5 balls over net onto table?

**ROLE OF ASSISTANT**
- Help groups work together.
- Give positive specific feedback.

**Transition**

**ACTIVITY #4**

**LESSON CONTENT**
- Students return TT balls to buckets and rackets according to numbers.

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

Mosquito Tag (continued)
(3-4 minutes)

**ACTIVITY #4**

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

**ROLE OF ASSISTANT**
- Assist with equipment.
- Set up 4 cones in 20 x 20 stride area and pass out 1 noodle per 15-20 students.
- Encourage participation.

Mosquito Tag
(3-4 minutes)

**OR**

Boxer Training
(3-4 minutes)

**ACTIVITY #4**

**LES SSON CONTENT**
- Students jog, hop, skip, etc., clockwise or counter-clockwise around tables.
- Call out commands: champions hold hands high, training-pretend to jump rope, shadow box; dead bug lie on back screaming and quickly get up.
- Add any other commands you can think of, sit-ups, push-ups, etc.
- Change how they move: run, walk, skip, hop, jump, gallop, etc.

**ROLE OF ASSISTANT**
- Prepare music.

**COOL DOWN/CLOSURE**

**ACTIVITY #4**

**LESSON CONTENT**
- Collect equipment.
- Students do cool down stretches.
- Without a racket, have the students show a partner
  - Forehand topspin
  - Backhand topspin
- If you have a table practice your forehand and backhand topspin strokes.

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

**COOL DOWN/CLOSURE**

**LES SSON CONTENT**
- Set up or Prep Duties
- Cues or Key Concepts
- Variation
- Challenge

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

<table>
<thead>
<tr>
<th>LESSON OUTCOMES</th>
<th>EQUIPMENT</th>
<th>BEFORE CLASS SET UP</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Execute a forehand topspin serve.</td>
<td>▪ 1 TT racket per student</td>
<td>✔ Instant activity: Set up cones on each side of the centerline equal distance from it.</td>
</tr>
<tr>
<td>▪ Understand serving rules.</td>
<td>▪ Racket container</td>
<td>✔ FLOW</td>
</tr>
<tr>
<td></td>
<td>▪ 4 cones</td>
<td>✔ TT Tables are not set up.</td>
</tr>
<tr>
<td></td>
<td>▪ 1 ball per student</td>
<td>✔ Racket container: A box of some sort that allows for all the rackets to stand up with the ends of handles visible. All handle ends are numbered and correspond to an assigned number. Students use the same racket number everyday.</td>
</tr>
<tr>
<td></td>
<td>▪ 2-4 large paint buckets for TT balls</td>
<td></td>
</tr>
</tbody>
</table>

### Partner Rock, Paper, Scissors Tag
(5 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Students find partners.</td>
<td>▪ Assist with partnerships.</td>
</tr>
<tr>
<td>▪ Object of game: to either tag a partner or avoid being tagged.</td>
<td>▪ Set up activity area.</td>
</tr>
<tr>
<td>▪ Partners meet at a centerline to play Rock, Paper, Scissors. Partner who wins chases partner who doesn’t.</td>
<td>▪ Encourage participation.</td>
</tr>
<tr>
<td>▪ If chased, a student must pass the far cone before getting tagged.</td>
<td></td>
</tr>
<tr>
<td>▪ Students earn 1 point for escaping and 2 points for tagging their partners.</td>
<td></td>
</tr>
<tr>
<td>▪ Have Success and Try Again sides so partners can challenge new students.</td>
<td></td>
</tr>
<tr>
<td>▪ First partner to 3 points moves to Success side.</td>
<td></td>
</tr>
</tbody>
</table>

### FLOW
(15 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ FLOW stations.</td>
<td>✔ Assist with equipment.</td>
</tr>
<tr>
<td></td>
<td>▪ Encourage participation.</td>
</tr>
<tr>
<td></td>
<td>▪ Oversee station with the most supervision needs.</td>
</tr>
</tbody>
</table>

**Instant Activity**

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

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

**Table Tennis** 7th Grade | Lesson 5
### Serving Toss (5 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Every student gets a ball and lines up in horseshoe formation.</td>
<td></td>
</tr>
<tr>
<td>Demonstrate skill of tossing ball upward to serve. Each student can follow with a ball in his or her hand.</td>
<td></td>
</tr>
<tr>
<td>Part 1 of Forehand Topspin Serve: Hold ball in open palm, Turn sideways and point ball-side shoulder at opponent, Toss ball up 6-12 inches and catch it.</td>
<td></td>
</tr>
<tr>
<td>Challenge: How many catches can each student make in 30 seconds? Can they improve?</td>
<td></td>
</tr>
<tr>
<td>Part 2 of Forehand Topspin Serve: Hold ball in open palm, Turn sideways and point ball-side shoulder at opponent, Toss ball up 6-12 inches, Racket hand held to side at waist height, As ball begins to come down, sweep racket hand up and catch ball before it strikes palm.</td>
<td></td>
</tr>
<tr>
<td>Challenge: How many catches can each student make in 30 seconds? Can they improve?</td>
<td></td>
</tr>
</tbody>
</table>

### Transition

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>According to their numbers, students are sent to get their rackets. Remind them to inspect the racket for harm and immediately report any damage.</td>
<td>✓ Assist with equipment. ✓ Help with reported damages.</td>
</tr>
<tr>
<td>Students need partners and 1 ball per pair.</td>
<td></td>
</tr>
</tbody>
</table>

### Topspin Serve (6 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate this activity.</td>
<td></td>
</tr>
<tr>
<td>Partners stand 10 feet apart.</td>
<td></td>
</tr>
<tr>
<td>Each student will do a topspin serve by bouncing ball off floor to partner.</td>
<td></td>
</tr>
<tr>
<td>Part 3 of Forehand Topspin Serve: Hold ball in open palm, Turn sideways and point ball-side shoulder at opponent, Toss ball up 6-12 inches, As ball comes down swing racket upward brushing ball and sending it spinning towards floor, Partner catches bounced ball and serves back.</td>
<td></td>
</tr>
<tr>
<td>Challenge: How many topspin serves can each pair make in 30 seconds? Can they improve?</td>
<td></td>
</tr>
</tbody>
</table>

### Transition

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students return TT balls to buckets and rackets according to numbers.</td>
<td>✓ Assist with equipment.</td>
</tr>
</tbody>
</table>

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

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

(2 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students are seated and stretching.</td>
<td></td>
</tr>
<tr>
<td>Think, Pair, Share (After a minute or so with each</td>
<td></td>
</tr>
<tr>
<td>question, have a few students share answers with the</td>
<td></td>
</tr>
<tr>
<td>class.)</td>
<td></td>
</tr>
<tr>
<td>What rules to serving did you learn today?</td>
<td></td>
</tr>
<tr>
<td>Ball must be held in open palm</td>
<td>Assist with</td>
</tr>
<tr>
<td>Ball is tossed up at least 6 inches</td>
<td>equipment.</td>
</tr>
<tr>
<td>Ball is to be hit on the way down</td>
<td></td>
</tr>
<tr>
<td>Ball must strike your side before going over the net</td>
<td></td>
</tr>
<tr>
<td>and hitting your opponents side</td>
<td></td>
</tr>
<tr>
<td>Find a table in your neighborhood and continue</td>
<td></td>
</tr>
<tr>
<td>practicing your skills.</td>
<td></td>
</tr>
</tbody>
</table>

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

Set Up or Prep Duties

Cues or Key Concepts

Variation

Challenge

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

## Instant Activity

### Forehand Rally (5 minutes)

- **Lesson Content**
  - Students find partners and hit ball back and forth using forehand topspin. When a table has at least 3-4 students begin Multi-ball practicing forehand and backhand topspin.

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

### High-10 Everybody’s It (6 minutes) OR Cannonball Run (6 minutes)

- **Lesson Content**
  - **Everybody’s It**:
    - Object of game: to tag as many students as possible, free as many students as possible, and avoid being tagged.
    - Everyone in class is it.
    - If a student gets tagged he or she must sit or kneel down immediately.
    - If 2 students tag each other at the same time and argue they must both sit or kneel.
    - Seated students hold both hands up over their heads. A student can be freed when another student, who has not been tagged, gives a High 10 to tagged student.
    - After being freed, there are no immediate tag backs between those 2 students.

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

## Lesson Outcomes

- Execute a forehand topspin serve.
- Understand serving rules.

## Equipment

<table>
<thead>
<tr>
<th>LEARNING OUTCOMES</th>
<th>EQUIPMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Execute a forehand topspin serve.</td>
<td>1 TT racket per student</td>
</tr>
<tr>
<td>Understand serving rules.</td>
<td>Racket container</td>
</tr>
<tr>
<td></td>
<td>1 small paint bucket or container per table</td>
</tr>
<tr>
<td></td>
<td>1 foam ball or utility ball for every 5 students</td>
</tr>
<tr>
<td></td>
<td>5 numbered TT balls per table inside small bucket</td>
</tr>
<tr>
<td></td>
<td>1 large paint bucket per table.</td>
</tr>
<tr>
<td></td>
<td>4 cones</td>
</tr>
</tbody>
</table>

## Before Class Set Up

- Set up tables with nets.
- Equipment organization: Assign a number to each table. Each table needs 5 numbered TT balls, a small bucket, and a large bucket. The buckets can be numbered to correspond to the table and the TT balls.
- Everybody’s It: Set up a 25 x 25 yard square.
- Cannonball Run: Set up 4 cones at corners of the tables.

**Italics indicate the teacher speaking directly to the student.**
### High-10 Everybody’s It (continued)
(6 minutes)
OR
Cannonball Run
(6 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>■ Students form 4-5 equal teams. 1 ball per team.</td>
<td>✓ Assist with equipment.</td>
</tr>
<tr>
<td>■ Each team stands in file formation at a different corner of play area facing in a CCW direction.</td>
<td>■ Clarify the activity.</td>
</tr>
<tr>
<td>■ When music starts, each team starts jogging around track with last runner carrying a ball. Students stay in this order and do not pass to each other.</td>
<td>■ Encourage participation.</td>
</tr>
<tr>
<td>■ On your signal, last runner sprints forward on inside of track, passing all team runners. As last runners reach front of teams, they yell “Cannonball!” This is a signal for whole team to turn sideways and slide step along as ball is passed from student to student to new last runner.</td>
<td></td>
</tr>
<tr>
<td>■ Music can be used as signal.</td>
<td></td>
</tr>
<tr>
<td>■ New last runner, when receiving ball, runs to front of team and continues to pass ball.</td>
<td></td>
</tr>
<tr>
<td>■ Continue at a steady pace until music stops. No team is permitted to pass another during a run.</td>
<td></td>
</tr>
<tr>
<td>■ Each team should yell out number of “cannonball runs” made by their team.</td>
<td></td>
</tr>
<tr>
<td>■ To cool down, students walk slowly around track inhaling and exhaling deeply. Each team can report their score to you.</td>
<td></td>
</tr>
</tbody>
</table>

### Transition

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>■ According to their numbers, students are sent to get their rackets. Remind them to inspect the racket for harm and immediately report any damage.</td>
<td>✓ Assist with equipment.</td>
</tr>
<tr>
<td>■ Students form groups from previous days.</td>
<td>✓ Help with reported damages.</td>
</tr>
</tbody>
</table>

### Topspin Serve
(4 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>■ Demonstrate Topspin Serve at table: Hold ball in open palm, Turn sideways and point ball-side shoulder at opponent, Toss ball up 6-12 inches, Racket is brushed upward against ball as it comes down, Ball hits server side and goes over net to opponent’s side, Ball must be struck behind back line of table.</td>
<td>■ Give positive specific feedback.</td>
</tr>
<tr>
<td>■ Key is to have ball strike near back line of serving side so it doesn’t go off far side of table.</td>
<td></td>
</tr>
</tbody>
</table>

### Topspin Serve
(10 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>■ Each hitter gets 5 attempts at forehand topspin serve.</td>
<td>■ Help groups work together.</td>
</tr>
<tr>
<td>■ Small bucket with 5 TT balls is next to server.</td>
<td>■ Give positive specific feedback.</td>
</tr>
<tr>
<td>■ Groups need to move quickly to make sure each student gets an opportunity to hit.</td>
<td></td>
</tr>
<tr>
<td>■ Coach can give key points on technique.</td>
<td></td>
</tr>
<tr>
<td>■ Keys for coach are: (Could provide a clipboard with cues)</td>
<td></td>
</tr>
<tr>
<td>■ Toss ball from an open palm 6 inches upward</td>
<td></td>
</tr>
<tr>
<td>■ Brush ball on its way down</td>
<td></td>
</tr>
<tr>
<td>■ Ball strikes table on serving side, goes over net and strikes opponent’s side</td>
<td></td>
</tr>
<tr>
<td>■ Servers aim for their own back lines when striking ball.</td>
<td></td>
</tr>
<tr>
<td>■ After all 5 TT balls have been hit, group rotates in a clockwise direction. Hitter becomes coach, coach becomes catcher without bucket, catcher without bucket takes bucket, bucket catcher becomes second coach (used to be feeder), and second coach becomes hitter.</td>
<td></td>
</tr>
<tr>
<td>■ Challenge: Can students’ topspin serve all 5 balls over net onto table? How many successful topspin serves can each group make in 3 minutes?</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Groups go to tables to begin practicing forehand topspin serve.</td>
<td>✓ Assist with table groups.</td>
</tr>
</tbody>
</table>

### Partner Topspin Serve (6 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Table is divided into 2 halves using center line.</td>
<td>✓ Assist with group organization.</td>
</tr>
<tr>
<td>Partners stand across from each other with 1 ball.</td>
<td>✓ Give positive specific feedback.</td>
</tr>
<tr>
<td>1 partner has a ball and is ready to serve while other partner places racket on table and gets ready to catch ball.</td>
<td></td>
</tr>
<tr>
<td>Server forehand topspin serves while partner catches ball.</td>
<td></td>
</tr>
<tr>
<td>Partners reverse roles and serve back and forth.</td>
<td></td>
</tr>
<tr>
<td>Challenge: How many legal serves can partners make in 30 seconds? Can they improve? How many legal serves can partners make in a row?</td>
<td></td>
</tr>
</tbody>
</table>

### Cool Down/Closure (5 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students cool down stretch.</td>
<td>✓ Assist with stretching.</td>
</tr>
<tr>
<td>Think, Pair, Share (After a minute or so with each question, have a few students share answers with the class.)</td>
<td></td>
</tr>
<tr>
<td>What are the rules for serving?</td>
<td></td>
</tr>
<tr>
<td>Held in open palm</td>
<td></td>
</tr>
<tr>
<td>Tossed up 6 inches or more</td>
<td></td>
</tr>
<tr>
<td>Struck on the way down</td>
<td></td>
</tr>
<tr>
<td>Must hit your own side before going over the net and striking your opponent's side.</td>
<td></td>
</tr>
<tr>
<td>Hit behind the line</td>
<td></td>
</tr>
<tr>
<td>Continue to play at home.</td>
<td></td>
</tr>
</tbody>
</table>

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

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

7th Grade | Lesson 6

Set Up or Prep Duties  Cues or Key Concepts  Variation  Challenge

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

### LESSON OUTCOMES
- Execute a backhand topspin serve.
- Understand serving rules.

### EQUIPMENT
- 1 TT racket per student
- Racket container
- 1 small paint bucket or container per table
- 2-4 noodles
- 5 numbered TT balls per table inside small bucket
- 1 large paint bucket per table
- 4 cones

### BEFORE CLASS SET UP
- Set up tables with nets.
- Equipment organization: Assign a number to each table. Each table needs 5 numbered TT balls, a small bucket, and a large bucket. The buckets can be numbered to correspond to the table and the TT balls.
- French Fry Tag: Set up a 25 x 25 yard square.
- Awesome Add-On: Set up 4 cones at corners of the tables.

### INSTANT ACTIVITY
#### Forehand Topspin Serve Practice
(5 minutes)

**LESSON CONTENT**
- Students find partners and hit back and forth using forehand topspin serve. When a table has 4 students divide it and have students practice serving back and forth on their side of the table.

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

### HEALTH RELATED PHYSICAL ACTIVITY
#### French Fry Tag
(6 minutes)

**OR**

#### Awesome Add-On
(6 minutes)

**LESSON CONTENT**
- Have a quick discussion on negatives of fatty foods. 2-3 students are given a noodle (they are Fries).
- French Fries try to tag and freeze entire class inside boundaries.
- Once tagged, a student must kneel down.
- To be freed, another student must approach tagged student and offer a solution to eating fatty foods, then both do 3 jumping jacks (3 push-ups, 3 sit-ups, etc.) together.
- While exercising together, neither student can be tagged. Students can keep exercising if a tagger is nearby.
- Switch taggers after 1-2 minutes.

**ROLE OF ASSISTANT**
- Assist with equipment and set-up.
- Set up a 25 x 25 yard space or use alternate activity below.
- Equipment needed: 4 cones, 2-3 noodles (depending on class size-1 noodle per 15-20 students).
- Encourage participation.
- Clarify rules.

*Italics indicate the teacher speaking directly to the student.*
### French Fry Tag (continued)
(6 minutes)
**OR**

### Awesome Add-On
(6 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students jog/walk around table area. Movement pattern can be changed (skip, gallop, hop, etc.).</td>
<td></td>
</tr>
<tr>
<td>Students begin when you give a signal (music, whistle, GO, etc.).</td>
<td></td>
</tr>
<tr>
<td>When music stops (or on your second signal), students stop and perform a skill or exercise you designate. For example, touch the ground, change directions, turn around, 10 jumping jacks, 5 push-ups, or a shoulder stretch, etc.</td>
<td></td>
</tr>
<tr>
<td>Each time you signal for students to stop, a new skill will be added on.</td>
<td></td>
</tr>
<tr>
<td>Students must do all previous skills first, from memory, before adding a new skill.</td>
<td></td>
</tr>
</tbody>
</table>

### Transition

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>According to their numbers, students are sent to get their rackets. Remind them to inspect the racket for harm and immediately report any damage.</td>
<td>✔ Assist with equipment. ✔ Help with reported damages.</td>
</tr>
<tr>
<td>Students form groups from previous days.</td>
<td></td>
</tr>
</tbody>
</table>

### Forehand Topspin Serve
(4 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review Forehand Topspin Serve at table: Hold ball in open palm, Turn sideways and point ball-side shoulder at opponent, Toss ball up 6-12 inches, Racket is brushed upward against ball as it comes down, Ball hits server side and goes over net to opponent’s side, Ball must be struck behind back line of table.</td>
<td>✔ Give positive specific feedback.</td>
</tr>
<tr>
<td>Demonstrate backhand topspin serve at table: Shake hands grip, Racket in front of body, Racket held at waist height and slightly closed (tilted towards floor), Face opponent, Ball is held in open palm, Ball is tossed upward at least 6 inches, Racket is brushed upward against ball as it comes down, Ball hits server side and goes over net to opponent’s side, Ball must be struck behind back line of table.</td>
<td></td>
</tr>
<tr>
<td>Key is to have ball strike near back line of server’s side so it doesn’t go off far side of table.</td>
<td></td>
</tr>
</tbody>
</table>

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

**Backhand Topspin Serve**

**10 minutes**

**Lesson Content**
- Each hitter gets 5 attempts at backhand topspin serve.
- Small bucket with 5 TT balls is next to server.
- Groups need to move quickly to make sure each student gets an opportunity to hit.
- Coach can give key points on technique.
- Keys for coach are (could provide a clipboard with cues):
  - Toss ball from an open palm 6 inches upward
  - Brush ball on its way down
  - Ball strikes server’s side and goes over net and strikes opponent’s side
  - Servers aim for their own back lines when striking balls
- After all 5 TT balls have been hit group rotates in a clockwise direction. Hitter becomes coach, coach becomes catcher without bucket, catcher without bucket takes bucket, bucket catcher becomes second coach (no feeder), and second coach becomes hitter.
- Challenge: Can students’ topspin serve all 5 balls over net onto table? How many successful topspin serves can each group make in 3 minutes?

**Role of Assistant**
- Help groups work together.
- Give positive specific feedback.

---

**Activity #3**

**Partner Backhand Topspin Serve**

**6 minutes**

**Lesson Content**
- Stop previous drill and explain while 1 table of students demonstrates this drill.
- Table is divided into 2 halves using center line
- Partners stand across from each other with 1 ball, 1 partner has a ball and is ready to serve while other partner places racket on table and gets ready to catch ball.
- Server backhand topspin serves while partner catches ball.
- Partners switch roles and serve back and forth.
- Challenge: How many legal serves can partners make in 30 seconds? Can they improve? How many legal serves can partners make in a row?

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

---

**Transition**

**Lesson Content**
- Students return TT balls to buckets and rackets according to numbers

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

---

**Cool Down/Closure**

**1 minutes**

**Lesson Content**
- Students cool down stretch.
- Without a racket, show your backhand topspin serve technique to your partner.
- Continue to play at home.

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

---

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

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

Set Up or Prep Duties

Cues or Key Concepts

Variation

Challenge

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

**Lesson Outcomes**
- Successfully play doubles.
- Understand the rules for doubles.

**Equipment**
- 1 TT racket per student
- Racket container
- 2-4 noodles
- "Rocky" theme song or any upbeat song
- 2 numbered TT balls per table inside small bucket
- 4 cones
- CD player

**Before Class Set Up**
- Set up tables with nets.
- Equipment organization: Assign a number to each table. Each table needs 5 numbered TT balls, a small bucket, and a large bucket. The buckets can be numbered to correspond to the table and the TT balls.
- Mosquito Tag: Set up a 25 x 25 yard square.
- Boxer Training: Set up 4 cones at corners of the tables.

---

### Instant Activity

#### Forehand Topspin Serve Practice (5 minutes)

**Lesson Content**
- Students find partners and hit back and forth using forehand topspin serve. When a table has 4 students divide it and have students practice serving back and forth on their side of the table.

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

#### Mosquito Tag (5 minutes)

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

**Role of Assistant**
- Assist with equipment.
- Set up 4 cones in 20 x 20 stride area and pass out 1 noodle per 15-20 students.
- Encourage participation.

---

**Activity continues**
### Mosquito Tag (continued)
*(5 minutes)*

**OR**

### Boxer Training
*(5 minutes)*

- Students jog, hop, skip, etc., clockwise or counter-clockwise around tables.
- Call out commands: champions hold hands high, training—pretend to jump rope, shadow box; dead bug lie on back screaming and quickly get up.
- Add any other commands you can think of, sit-ups, push-ups, etc.
- Change how they move: run, walk, skip, hop, jump, gallop, etc.

---

### Transition

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>According to their numbers, students are sent to get their rackets. Remind them to inspect the racket for harm and immediately report any damage.</td>
<td>Assist with equipment. Help with reported damages.</td>
</tr>
</tbody>
</table>

**OR**

---

### TT Doubles
*(10 minutes)*

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate game while explaining rules.</td>
<td>Clarify rules.</td>
</tr>
<tr>
<td>Rules for doubles:</td>
<td>Give positive specific feedback.</td>
</tr>
</tbody>
</table>
- All serving rules in effect. Violating a serving rule is a point for your opponent. |
- If a serve hits net but goes over and lands where it’s supposed to, it is a “do over” and server serves again. |
-Serve cross-court from right side of table to left. |
- Ball must land inside or hit line or it is opponent’s point. |
- No volleying ball (striking it before it hits table). |
- Players must alternate hits. |
- Student who misses ball or fails to hit it onto table and over net loses the point. |
- Server gets 2 serves. Student receiving serves becomes next server. |
- Student that just served changes places with teammate after 2 serves. |
- Students will always hit to same player and receive serve from other player. |

*Italics indicate the teacher speaking directly to the student.*
## TT Doubles (continued)
(10 minutes)

<table>
<thead>
<tr>
<th>ACTIVITY #1</th>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>To begin play 1 student, places the ball in 1 hand underneath table and then shows opposing team his or her hands. Opposing team tries to guess which hand has ball. Team guesses correctly can choose to serve first or not.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Send students to their tables to begin play. If you have more than 4 students at a table, have them rotate in.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ACTIVITY #2</th>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Demonstrate this drill.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Each partnership needs a ball.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students serve either forehand or backhand topspin serves cross-court to their partner.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1 partner has a ball and is ready to serve while other partner places racket on table and gets ready to catch ball.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Server topspin serves while partner catches ball.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students switch roles and serve back and forth. Serves will go from right to left and left to right.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Challenge: How many legal serves can partners make in a row?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ACTIVITY #3</th>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Have students return to their tables to play doubles.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>After 3 minutes stop play and have them rotate to new opponents.</td>
<td></td>
</tr>
</tbody>
</table>

## Transition

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students return TT balls to buckets and rackets according to numbers.</td>
<td></td>
</tr>
</tbody>
</table>

## Cool Down/Closure
(1 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students cool down stretch.</td>
<td></td>
</tr>
<tr>
<td>Think, Pair, Share (After a minute or so with each question, have a few students share answers with the class.)</td>
<td></td>
</tr>
<tr>
<td>What are the rules for doubles?</td>
<td></td>
</tr>
<tr>
<td>Continue to play at home.</td>
<td></td>
</tr>
</tbody>
</table>

**Set Up or Prep Duties**  **Cues or Key Concepts**  **Variation**  **Challenge**  
*Italics indicate the teacher speaking directly to the student.*
| ✓ Set Up or Prep Duties | ✈ Cues or Key Concepts | ➔ Variation | ★ Challenge |

*Italics indicate the teacher speaking directly to the student.*
Table Tennis 7th Grade : Lesson 9

<table>
<thead>
<tr>
<th>LESSON OUTCOMES</th>
<th>EQUIPMENT</th>
<th>BEFORE CLASS SET UP</th>
</tr>
</thead>
</table>
| ✗ Successfully play singles. | ✗ 1 TT racket per student  
| ✗ Understand the rules for singles. | ✗ Racket container  
| ✗ 1 foam ball or utility ball for every 5 students | ✗ 2 numbered TT balls per table inside small bucket  
| | ✗ 4 cones |

**INSTANT ACTIVITY**

<table>
<thead>
<tr>
<th>Doubles (5 minutes)</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
</table>
| | ✗ Clarify rules.  
| | ✗ Assist with equipment. |

**LESSON CONTENT**

- Students play doubles.

**LESSON OUTCOMES**

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

**EQUIPMENT**

- 1 TT racket per student
- Racket container
- 1 foam ball or utility ball for every 5 students
- 2 numbered TT balls per table inside small bucket
- 4 cones

**BEFORE CLASS SET UP**

- ✗ Set up tables with nets.
- ✗ Equipment organization: Assign a number to each table. Each table needs 2 numbered TT balls, a small bucket, and a large bucket. The buckets can be numbered to correspond to the table and the TT balls.
- ✗ Everybody's It: Set up a 25 x 25 yard square.
- ✗ Cannonball Run: Set up 4 cones at corners of the tables.

**HEALTH RELATED PHYSICAL ACTIVITY**

**High-10 Everybody’s It (6 minutes)**

- **OR**

  **Cannonball Run (6 minutes)**

**LESSON CONTENT**

- **High-10 Everybody’s It**
  - Object of game: to tag as many students as possible, free as many students as possible, and avoid being tagged.
  - Everyone in class is it.
  - If a student gets tagged he or she must sit or kneel down immediately.
  - If 2 students tag each other at the same time and argue they must both sit or kneel.
  - Seated students hold both hands up over their heads. A student can be freed when another student, who has not been tagged, gives a High 10 to tagged student.
  - After being freed, there are no immediate tag backs between those 2 students.

- **Cannonball Run**
  - Set up 4 cones forming a 25 x 25 yard square.
  - Encourage participation.
  - Clarify the rules.

**ROLE OF ASSISTANT**

- ✗ Clarify rules.
- ✗ Assist with equipment.

Italics indicate the teacher speaking directly to the student.
HEALTH RELATED PHYSICAL ACTIVITY

LESSON CONTENT

High-10 Everybody’s It (continued)
(6 minutes)

OR

Cannonball Run
(6 minutes)

ROLE OF ASSISTANT

OR

assist with equipment.
clarify the activity.
encourage participation.

Students form 4-5 equal teams, 1 ball per team.
Each team stands in file formation at a different corner of play area facing in a CCW direction.
When music starts, each team starts jogging around track with last runner carrying a ball. Students stay in this order and do not pass to each other.
On your signal, last runner sprints forward on inside of track, passing all team runners. As last runners reach front of teams, they yell “Cannonball!” This is a signal for whole team to turn sideways and slide step along as ball is passed from student to student to new last runner.
Music can be used as signal.
New last runner, when receiving ball, runs to front of team and continues to pass ball.
Continue at a steady pace until music stops. No team is permitted to pass another during a run.
Each team should yell out number of “cannonball runs” made by their team.
To cool down, students walk slowly around track inhaling and exhaling deeply. Each team can report their score to you.

LESSON CONTENT

TT Singles
(10 minutes)

ROLE OF ASSISTANT

Demonstrate game while explaining rules.

Rules for singles:
- All serving rules in effect. Violating a serving rule is a point for your opponent.
- If a serve hits net but goes over and lands where it’s supposed to, it is a “do over” and server serves again.
- Serve cross-court from right side of table to left.
- Ball must land inside or hit line or it is opponent’s point.
- No volleying ball (striking it before it hits table).
- Players must alternate hits.
- Student who misses ball or fails to hit it onto table and over net loses the point.
- Each server gets 2 serves.
- Official game is played to 11, win by 2 points; today play games to 5 and rotate players.
- Remind the students to hide the ball when seeing who will serve first.
- Send students to their tables to begin play.

LESSON CONTENT

Transition

ROLE OF ASSISTANT

According to their numbers, students are sent to get their rackets. Remind them to inspect the racket for harm and immediately report any damage.
Students form groups from previous days.

Assist with equipment.
Help with reported damages.

Set Up or Prep Duties  Cues or Key Concepts  Variation  Challenge

Italics indicate the teacher speaking directly to the student.
ACTIVITY #2
Forehand and Backhand Topspin Serves
(4 minutes)

LESSON CONTENT
■ Demonstrate this drill.
■ Each partnership needs a ball.
■ Students serve either forehand or backhand topspin serves cross-court to their partner.
■ 1 partner has a ball and is ready to serve while other partner places racket on table and gets ready to catch ball.
■ Server topspin serves while partner catches ball.
■ Students switch roles and serve back and forth. Serves will go from right to left and left to right.
★ Challenge: How many legal serves can partners make in a row?

ROLE OF ASSISTANT
■ Assist with demonstration.
■ Give positive specific feedback.

ACTIVITY #3
TT Singles
(10 minutes)

LESSON CONTENT
■ Have students return to their tables to play singles.
■ Have students rotate to new tables in pairs to find new opponents.
■ A suggested rotation is to have 1 partnership rotate clockwise 1 table and other partnership stays to play new team. Rotate every 3 minutes.

ROLE OF ASSISTANT
■ Clarify rules.
■ Give positive specific feedback.

Transition

LESSON CONTENT
■ Students return TT balls to buckets and rackets according to numbers.

ROLE OF ASSISTANT
✓ Assist with equipment.

Cool Down/Closure
(1 minutes)

LESSON CONTENT
■ Students cool down stretch.
■ Think, Pair, Share (After a minute or so with each question, have a few students share answers with the class.)
★ What are the rules for singles?
★ Continue to play at home.

ROLE OF ASSISTANT
■ Assist with stretching.
## Table Tennis 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>Successfully play doubles.</td>
<td>1 TT racket per student</td>
<td>✓ FLOW: Set up FLOW equipment on the perimeter of the tables or in separate area.</td>
</tr>
<tr>
<td>Understand the rules for doubles.</td>
<td>Racket container</td>
<td>✓ Set up tables with nets.</td>
</tr>
<tr>
<td>2 numbered TT balls per table inside small bucket</td>
<td>FLOW equipment</td>
<td>✓ Equipment organization: Assign a number to each table. Each table needs 2 numbered TT balls, a small bucket, and a large bucket. The buckets can be numbered to correspond to the table and the TT balls.</td>
</tr>
</tbody>
</table>

### INSTANT ACTIVITY

#### Singles or Doubles

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

**ROLE OF ASSISTANT**
- Assist with equipment.
- Help organize tables.

### HEALTH RELATED PHYSICAL ACTIVITY

#### FLOW

**LESSON CONTENT**
- FLOW stations

**ROLE OF ASSISTANT**
- Assist with equipment.
- Encourage participation.
- Oversee station with the most supervision needs.

### TRANSITION

**LESSON CONTENT**
- According to their numbers, students are sent to get their rackets. Remind them to inspect rackets for harm and immediately report any damage.
- Students find a partner to play doubles.

**ROLE OF ASSISTANT**
- Assist with equipment.
- Help with reported damages.

### TT Doubles

**LESSON CONTENT**
- Demonstrate game while explaining rules.
- Play doubles.
- Royal Court Tournament:
  - High score moves up and low score moves down
  - Play games for 2 minutes and then rotate
  - Play Rock, Paper, Scissors for all ties
  - High score at top table stays and low score on bottom table stays; everyone else moves.
- Send students to their tables to begin play.
- Extra doubles teams will have to have designated waiting spots to move to a certain table. For example, every time a team wins on table 3, instead of moving to table 2 immediately a team waiting goes to table 2. Winners on table 3 wait 1 game.

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

Italics indicate the teacher speaking directly to the student.
<table>
<thead>
<tr>
<th>Transition</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>LESSON CONTENT</td>
<td>✔ Assist with equipment.</td>
</tr>
<tr>
<td>Students return TT balls to buckets and rackets according to numbers.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cool Down/Closure (1 minutes)</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>LESSON CONTENT</td>
<td>✔ Assist with stretching.</td>
</tr>
<tr>
<td>Students cool down stretch.</td>
<td></td>
</tr>
<tr>
<td>Think, Pair, Share (After a minute or so with each question, have a few students share answers with the class.)</td>
<td></td>
</tr>
<tr>
<td>What was the strongest part of your doubles play and why?</td>
<td></td>
</tr>
<tr>
<td>What area of doubles needs the most improvement and why?</td>
<td></td>
</tr>
<tr>
<td>Continue to play table tennis after school.</td>
<td></td>
</tr>
</tbody>
</table>

 Italics indicate the teacher speaking directly to the student.
### Crazy Cones (5 minutes)

**LESSON CONTENT**
- The students pair up upon entering the playing area and spread apart from each other.
- Partners compete against each other – one team positions the cones so that they are standing, while the other team knocks them down.
- Organize the Crazy Cones Activity into 4 rounds:
  - Round 1: Use only 1 finger to knock down and stand up cones
  - Round 2: Use only your elbows to knock down and stand up cones
  - Round 3: Only use feet to push cones, NO kicking down and stand up cones
  - Round 4: Knock down cones using knees only, stand up cones using thumbs only

**ROLE OF ASSISTANT**
- Position the cones in the playing area so that half are standing and half are laying flat
- Instruct students how to knock down and set-up cones
- Supervise the students
- Announce the new round after each minute

### Jump Rope Club Day (10 minutes)

**LESSON CONTENT**
- Students read task cards on cones around the gymnasium; each card contains different club levels and the number of jumps it takes to get into each club level.
- The students jump rope, trying to reach the highest club level without missing a jump within a specified period of time (determined by the teacher: approximately 1 minute).
- For this activity use the following jump rope skills: short rope forward, short rope backward, short rope right foot, and short rope left foot.
- During the activity, the teacher signals the students to rotate stations CCW
- Timed music to signal move to next station. 60 x 5

**ROLE OF ASSISTANT**
- Provide jump ropes to the students
- Scatter task cards around the gym
- Supervise and encourage the students to improve their levels
- Collect the ropes at the end of the activity

### Transition

**LESSON CONTENT**
- On signal students hustle to pick up jump rope from placement around boundary lines, move to a cone and begin stretching with the rope.

**ROLE OF ASSISTANT**

---

**LESSON OUTCOMES**
- Demonstrate basic line dance skills: grapevine, ¼ turns, hitch, scoot, and slide.
- Perform line dances to music

**EQUIPMENT**
- 30-40 cones
- Jump Rope
- Task cards
- 3-4 foam balls

**BEFORE CLASS SET UP**
- Set-up cones around play area
- Have jump ropes in containers spread out around the activity area alternative: fold in quarters and place individually outside boundary. Ropes piled into containers are likely to knot and are difficult for individual students to access quickly.
- Have jump rope club cards ready or place on cones on boundary lines facing in
- Prepare music for the activity

---

*Italics indicate the teacher speaking directly to the student.*
**Jump Rope Club Day (continued)**

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example of sheet of paper at each station:</td>
<td></td>
</tr>
<tr>
<td>SHORT ROPE FORWARD</td>
<td></td>
</tr>
</tbody>
</table>

- **Club Level**: 01, 02, 03, 04, 05
- **Jumps**: 10, 20, 40, 75, 100

→ **Variation**: Before leaving each station, the students write their name and the highest club level they completed on a large piece of paper designated to record the students’ Jump Rope Club level for each station.

→ **Variation**: Mix in flexibility and upper body/abdominal muscular activities.

**Transition**

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students fold ropes in ¼ and return to original location then move in opens safe space</td>
<td></td>
</tr>
</tbody>
</table>

**The Scoot Line Dance**

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music: I Feel Lucky – Christy Lane’s Line Dancing Music</td>
<td>Move around students to monitor activity</td>
</tr>
</tbody>
</table>
- Grapevine right & left (8 beats) | Encouraging and assist students encountering difficulty |
- Walk backwards right-left-right (3 beats) | |
- Hitch (lift) left & scoot forward on right (1 beat) | |
- Step forward and down on left (1 beats) | |
- Slide right beside left (1 beat) | |
- Step left & make ¼ turn to left (1 beat) | |
- Touch right beside left (1 beat) | |
- Repeat dance | |
- Once students get the steps perform the dance to music. | |

**Celebration Line Dance**

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music: Get Ready For This – Jock Jams Vol. 1</td>
<td>Move around students to monitor activity</td>
</tr>
</tbody>
</table>
- 4 slides to the right, (4 beats) | Encouraging and assist students encountering difficulty |
- 4 slides to the left (4 beats) | |
- Walk forward right-left-right touch left beside right (4 beats) | |
- Grapevine right & left (8 beats) | |
- Walk backward left-right-left touch right beside left (4 beats) | |
- Grapevine right & left (8 beats) | |
- 4 slides to the right, (4 beats) | |
- Touch right foot out to the side 2x (4 beats) | |
- Touch left foot out to the side 2x (4 beats) | |
- Touch foot out to the side 1x right-left-right-left (4 beats) | |
- Pivot on left foot 90 degrees (keeping left foot in place, turn 4 steps to the left) (4 beats) | |
- Repeat dance | |
- Once students get the steps perform the dance to music. | |

**Activity #1**

**Activity #2**

**Set Up or Prep Duties**

**Cues or Key Concepts**

**Variation**

**Challenge**

*Italics indicate the teacher speaking directly to the student.*
### Veggie Tag
(5 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Depending on class size, choose 3-4 students to represent the junk food taggers (Foam ball or chickens).</td>
<td>✓ Distribute 3-4 foam balls to students in the class</td>
</tr>
<tr>
<td>Choose 3-4 students to represent the veggies (noodles).</td>
<td>✓ Distribute 3-4 noodles to students in the class</td>
</tr>
<tr>
<td>On the signal, the students try to avoid being tagged by junk food (chickens or balls).</td>
<td>✓ Help supervise game keeping opposite of the teacher</td>
</tr>
<tr>
<td>If tagged he or she must squat down and yell, “I need my veggies” with his or her hands raised up so the veggies (noodles) can come over and free him or her by tagging his or her hand with the noodle.</td>
<td>✓ Collect noodles and balls</td>
</tr>
<tr>
<td>Instruct the students to switch being the veggies and junk food taggers after 1 minute.</td>
<td></td>
</tr>
</tbody>
</table>

### Think/Pair/Share
(5 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lead cool down stretches.</td>
<td>✓ Supervise the cool down activities</td>
</tr>
<tr>
<td>Think-share-pair; Ask:</td>
<td>✓ Monitor student responses to the think/pair/share questions</td>
</tr>
<tr>
<td>- What do think are the benefits of warming up?</td>
<td></td>
</tr>
<tr>
<td>- Which do you prefer; knocking the cones down or picking them back up?</td>
<td></td>
</tr>
<tr>
<td>- What strategies did you use for Veggie Tag?</td>
<td></td>
</tr>
<tr>
<td>- Describe the grapevine, hitch, scoot and slide steps</td>
<td></td>
</tr>
<tr>
<td>- Dance to your music at home! Show your family members the dance you learned!</td>
<td></td>
</tr>
</tbody>
</table>

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

## Lesson Outcomes
- Perform creative line dances using the grapevine, ¼ turn, hitch, scoot, jazz box step, and slide.
- Perform a four wall dance.
- Conduct activities that promote teamwork and improve students’ dance skills.
- Identify 3 risk factors for Heart Disease

## Equipment
- 30 balls (of various types)
- 3-4 red & green pinnies
- Boom Box, CD’s
- Sideline cones for dance

## Before Class Set Up
- Spread balls around the play area
- Place balls in 8-10 hoops around perimeter for easy retrieval
- Prepare music for the activity

## Lesson Content
### Two Pass: Without Defenders
(5 minutes)

**Lesson Content**
- Move with a partner – on signal pick up a ball from one of the hoops
- The object of the activity is to pick up any ball and complete two passes with their partner. Then, set the ball back down and move to another ball.
- You can designate the type of passes used or allow students to use any pass.
- Establish a goal for the students (how many different balls, different types of passes, etc.) or time limit.
- Variation: balls are placed in hoops around area rather than simply placing on ground a foot or two from where last ball was placed. Retrieve and return balls to closest hoops. May need to increase hoop with a limit of one ball per hoop during game.
- Have students return balls and then line up on opposite sides of the area facing each other for HRPA.

**Role of Assistant**
- Spread different types of balls around the gym for set-up
- Supervise and remind students of the rules
- Assist with equipment return

### Cooperative Hi-5’s
(10 minutes)

**Lesson Content**
- The students remain in pairs for the HRPA activity.
- Instruct students to face their partner on opposite sides of the playing area about 20 yards apart.
- On the signal, the partners run to the middle of the playing area, give each other a hi-five, and run back to their line to do the exercise.
- Call out commands for steps to add on next. Previous commands will not be repeated – the students must remember them.
- Suggested sequence:
  - Hi-five right; 10 jumping jacks
  - Hi-five left; 5 push-ups
  - Hi-ten; 5 sit ups
  - Low-five right; 10 arm circles forward
  - Low-five left; 10 arm circles backward
  - Low-ten; 10 jump twists
  - Back-to-back over-the-head ten; 5 triceps dips (from crab position)
  - Back-to-back between-the-legs ten; 5 crab kicks
  - Sitting face-to-face touch bottom right foot; 10 skier jumps
  - Sitting face-to-face touch bottom of left foot, bottom of both feet; grapevine right & left
  - Finish with dead bug (lie on back screaming)

**Role of Assistant**
- Teacher assistant can cue students of previous command(s) if needed
- Keep on opposite end as teacher to keep students on task
- Help students line up correctly

---

**Set Up or Prep Duties**

**Cues or Key Concepts**

**Variation**

**Challenge**

*Italics indicate the teacher speaking directly to the student.*
### Review Line Dancing: The Scoot Dance

**ACTIVITY #1**

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
</table>
| Music: I Feel Lucky – Christy Lane’s Line Dancing |  ■ Monitor dance moves  
■ Provide assistance as needed  
■ Try to remain facing opposite of the teacher |
| Grapevine right & left (8 beats) |  ■ Move dance moves |
| Walk backwards right-left-right (3 beats) |  ■ Provide assistance as needed |
| Hitch (lift) left & scoot forward on right (1 beat) |  ■ Try to remain facing opposite of the teacher |
| Step forward and down on left (1 beats) | |
| Slide right beside left (1 beat) | |
| Step left & make ¼ turn to left (1 beat) | |
| Touch right beside left (1 beat) | |
| Repeat dance | |
| Perform dance to music | |

### Review Line Dancing: The Celebration Dance

**ACTIVITY #2**

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
</table>
| Music: Get Ready For This – Jock Jams Vol. 1 |  ■ Monitor dance moves  
■ Provide assistance as needed  
■ Try to remain facing opposite of the teacher |
| 4 slides to the right (4 beats) | |
| 4 slides to the left (4 beats) | |
| Walk forward right-left-right touch left beside right (4 beats) | |
| Grapevine right & left (8 beats) | |
| Walk backward left-right-left touch right beside left (4 beats) | |
| Grapevine right & left (8 beats) | |
| 4 slides to the right, (4 beats) | |
| Touch right foot out to the side 2x (4 beats) | |
| Touch left foot out to the side 2x (4 beats) | |
| Touch foot out to the side 1x right-left-right-left (4 beats) | |
| Pivot on left foot 90 degrees (keeping left foot in place, turn 4 steps to the left) (4 beats) | |
| Repeat dance | |
| Perform dance to music | |

**7th Grade Lesson 2**

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

*Italics indicate the teacher speaking directly to the student.*
### Factor Tag  
**Activity #3**  
**Duration:** 5 minutes  

**Lesson Content:**  
- Select 2-3 students to be wellness professionals & wear green pinnies (or heart shaped green tags) and 4-6 students to be risk factor taggers & wear red pinnies (or stop sign shaped red tags).  
- Taggers try to tag as many students as they can.  
- When tagged the first time the student places their hand over their heart.  
- The second tag puts them in cardiac arrest. They stop and scream “Help, I’m having a heart attack!”  
- Wellness professionals (carrying the green tags) free them by performing 3 jumping jacks with the tagged student.  
- Switch the taggers after a minute.  
- Have students get back in same lines from activity #2 for dances.  

**Role of Assistant:**  
- Distribute pinnies to students  
- Help supervise the game  
- Remind students to be honest when they are tagged

---

### Boot Scootin’ Boogie  
**Activity #4**  
**Duration:** 10 minutes  

**Lesson Content:**  
- Music: Boot Scootin’ Boogie – Christy Lane’s Line Dancing  
- Right heel-toe touch 2x- 2 cts  
- Left heel-toe touch 2x- 2 cts  
- Right foot touch front, back, & side & slap right foot behind left leg-4 cts  
- Grapevine right & left- 8 cts  
- Step forward right-left-right & turn left leg ¼ to the right-4 cts  
- Backup left-right-left & stomp right foot next to left- 4cts  
- Keeping the heel down, pivot right foot to the right 2x- 2 cts  
- Repeat steps  
- Perform dance to music

**Role of Assistant:**  
- Move through students to keep them on task  
- Assist students that are encountering difficulty  
- Try to remain facing opposite of the teacher.

---

### Think/Pair/Share  
**Activity #4**  
**Duration:** 5 minutes  

**Lesson Content:**  
- Lead cool down stretches.  
- Ask the students:  
  - Which dance did you like the most?  
  - Which dance was the easiest to learn? The most difficult?  
  - What are three risk factors for heart disease?

**Role of Assistant:**  
- Supervise the cool down activities  
- Monitor student responses to the think/pair/share questions

---

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

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

**LESSON OUTCOMES**
- Perform creative line dances using grapevine, ¼ turns, hitch, scoot, jazz box step, slide, and pump steps.
- Perform a four-wall dance.
- Identify at least 3 benefits of physical activity.

**EQUIPMENT**
- 6 cones different colors
- Boom Box, CD’s
- FLOW equipment
- Sideline cones for dance

**BEFORE CLASS SET UP**
- Have FLOW equipment ready on the side so students can set-up
- Alternative – have stations set up around the perimeter of half or full court area for quick transitions. This should work easily with rhythms since no other equipment is used.
- Music cued

**Transition**

**LES SON CONTENT**
- Groups of 4 in safe space.

**ROLE OF ASSISTANT**

**Instant Activity**

**Triangle Tag** (5 minutes)

**LES SON 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.
- Easier yet – two of the four standing side by side with joined hands become a dual target for tagger. Everyone continues to be active and this doesn’t change the activity or make it any easier or harder.
- Change taggers on outside frequently after 1 min or so.

**ROLE OF ASSISTANT**
- Supervise students
- Remind students to change roles
- Set-up for tag game

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

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

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>On signal, students stop and meet teacher in middle of tag area.</td>
<td>Monitor students</td>
</tr>
</tbody>
</table>

### FLOW (15 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Refer to FLOW section for complete instructions.</td>
<td>Direct student where to put equipment</td>
</tr>
<tr>
<td>When setting up FLOW, explain to the students what area of fitness each station represents.</td>
<td>Supervise and stay near activity where student can get wild or hurt</td>
</tr>
<tr>
<td>FLOW rotation 1 ½ - 2 minutes per station with 20 seconds (or less) in between to move/set-up. Use 45 sec/station and rotate thru 2x's – students will be much more likely to stay active and engaged.</td>
<td>Supervise students as they return equipment</td>
</tr>
<tr>
<td>Students should be evenly grouped for 6 stations with no more than 3 students per station. Teacher should stay near stations that require extra supervision.</td>
<td></td>
</tr>
<tr>
<td>When the music begins, students perform the task at the given station for the duration of the music.</td>
<td></td>
</tr>
<tr>
<td>Music stops, reset all equipment, move to the next station, and begin next task when music starts again.</td>
<td></td>
</tr>
<tr>
<td>FLOW cont.</td>
<td></td>
</tr>
<tr>
<td>After 6 rotations, end FLOW and have the students help put equipment away. Leave FLOW equipment on outside perimeter or half court to reduce transition time for this class and classes that follow.</td>
<td></td>
</tr>
</tbody>
</table>

### Activity #1

- Review Stray Cat Strut and Boot Scootin’ Boogie and introduce Whoomp It Up:
  - Music: Boot Scootin’ Boogie – Christy Lane’s Line Dancing Music

#### Boot Scootin’ Boogie

- Right heel-toe touch 2x- 2 cts
- Left heel-toe touch 2x- 2 cts
- Right foot touch front, back, & side & slap right foot behind left leg-4 cts
- Grapevine right & left- 8 cts
- Step forward right-left-right & turn left leg ¼ to the right-4 cts
- Backup left-right-left & stomp right foot next to left- 4cts
- Keeping the heel down, pivot right foot to the right 2x- 2 cts

#### Stray Cat Strut

- Right heel forward & back 2x, left heel forward & back 2x- 8cts
- Touch right heel forward 2x then back 2x 8cts
- Right heel forward 1x, Right toe backward 1x -4 cts
- Right heel forward 1x, Right toe backward 1x – 4 cts
- Step forward right heel, ball of foot down, step forward left heel, ball of foot down, step forward right heel, ball of foot down, step forward left heel, ball of foot down- 8 cts

### Transition

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>After the equipment has been secured, students need to quickly get into line dance formation. Music should be playing during transition and students can start doing the Stray Cat Strut.</td>
<td></td>
</tr>
</tbody>
</table>

**Set Up or Prep Duties**: ✅

**Cues or Key Concepts**: ✅

**Variation**: ➜

**Challenge**: ⭐

*Italics indicate the teacher speaking directly to the student.*
### Boot Scootin’ Boogie Review/And Introduce Stray Cat Strut (continued)

#### (10 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jazz box step ¼ turn- 4 cts:</td>
<td></td>
</tr>
<tr>
<td>- right foot cross over left foot:</td>
<td></td>
</tr>
<tr>
<td>- Step back on left foot</td>
<td></td>
</tr>
<tr>
<td>- Step slightly forward on right making ¼ turn to the right</td>
<td></td>
</tr>
<tr>
<td>- Step left beside right</td>
<td></td>
</tr>
<tr>
<td>Jazz Box- 4 cts:</td>
<td></td>
</tr>
<tr>
<td>- Cross right foot over left</td>
<td></td>
</tr>
<tr>
<td>- Step back on left</td>
<td></td>
</tr>
<tr>
<td>- Step right beside left</td>
<td></td>
</tr>
<tr>
<td>- Step left beside right</td>
<td></td>
</tr>
</tbody>
</table>

Repeat dance

### Think/Pair/Share

#### (5 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students participate in stretching cool down activities.</td>
<td>Lead stretching activities</td>
</tr>
<tr>
<td>Ask (for think/pair/share):</td>
<td>Supervise think/pair/share responses</td>
</tr>
<tr>
<td>- What was the activity you liked most in FLOW?</td>
<td></td>
</tr>
<tr>
<td>- Which was the hardest FLOW activity to perform?</td>
<td></td>
</tr>
<tr>
<td>- What are three benefits of physical activity?</td>
<td></td>
</tr>
</tbody>
</table>

 Italics indicate the teacher speaking directly to the student.
<table>
<thead>
<tr>
<th>Dance</th>
<th>7th Grade</th>
<th>Lesson 3</th>
</tr>
</thead>
</table>

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

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

<table>
<thead>
<tr>
<th>LESSON OUTCOMES</th>
<th>EQUIPMENT</th>
<th>BEFORE CLASS SET UP</th>
</tr>
</thead>
<tbody>
<tr>
<td>■ Perform creative line dances using grapevine, ¼ turns, hitch, scoot, jazz box step, slide, pump steps, kicks and cha-cha.  ■ Perform a four wall dance.</td>
<td>■ Long/Group Jump ropes  ■ Boom box, CD’s  ■ 1 rope/ 4 students  ■ 4 large cones for tag  ■ 3-4 pinnies for tag  ■ 4 large cones for tag</td>
<td>✓ Have jump ropes in 3-4 containers spread out in area  ✓ Fold long ropes and place around perimeter for easy distribution and collection.  ✓ Have music ready</td>
</tr>
</tbody>
</table>

## Rock Paper Scissors Partner Tag

**LESSON CONTENT**

- Students find a partner and compete against each other playing rock paper scissors. Rock (closed fist), beats scissors (index and middle finger apart simulating scissors), scissors beats paper (open hand, palm down), and paper beats rock.
- The winner must quickly turn and run to and stop on the line (safety) between cones. The loser simply tries to tag his or her partner before he or she gets to the line.
- After 3 matches change partners (best of 3 wins).
- Could go with success and try again sides.

### Variations:

- Divide the winners and the losers into separate groups and try again using best of 5.
- All complete an additional exercise but the loser does an extra one, (ex. Jumping jacks, the winner does 5 the loser does 6).
- If you bump into someone during the game you must stop, shake hands with that person and apologize by saying, “I am sorry for bumping into you and it won’t happen again.”

**ROLE OF ASSISTANT**

- Supervise students
- Participate with students

## Transition

**LESSON CONTENT**

- Have partners join another set of partners for HRPA.

**ROLE OF ASSISTANT**

- Monitor students

## Jump Rope Challenges

**LESSON CONTENT**

- Students form groups of 4, pick up a long jump rope, and find an open space on the floor.
- Two students turn the rope while the other two students jump.
- Change positions frequently so that everyone has an equal opportunity to jump and turn, (watch for students who only want to turn or jump). Use 4/4 music to jump.
- **Alternative**: half group turns other half jumping - jumps one rope then move to any other rope in area. After they run and jump 5 times they switch with any turner. Make sure the same students are not opting to continue as turners.

**ROLE OF ASSISTANT**

- Distribute jump ropes to students
- Supervise, encourage, and help students
- Keep students on task
### Jump Rope Challenges (continued) (10 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Variations:</strong></td>
<td></td>
</tr>
<tr>
<td>■ <strong>Rope jump challenge 2 people:</strong></td>
<td></td>
</tr>
<tr>
<td>■ See which group of partners can jump the longest (both jumpers must be jumping the rope). Which group of 4 can jump the longest? If two jumpers jump a long time that means the 2 turners are inactive. Count jumps then switch turners/jumps and add to the count. Music signals switch.</td>
<td></td>
</tr>
<tr>
<td>■ <strong>Rope exchange challenge:</strong></td>
<td></td>
</tr>
<tr>
<td>■ Begin with one jumper near each turner.</td>
<td></td>
</tr>
<tr>
<td>■ Left jumper, change places with the right turner after three jumps (three jumps and out)</td>
<td></td>
</tr>
<tr>
<td>■ Right jumper change places with the left turner after three jumps (three jumps and out)</td>
<td></td>
</tr>
<tr>
<td>■ Continue this pattern.</td>
<td></td>
</tr>
<tr>
<td>■ Try not to stop the rhythm of the rope’s turning.</td>
<td></td>
</tr>
<tr>
<td>■ <strong>Front door entry-run-exit pattern:</strong></td>
<td></td>
</tr>
<tr>
<td>■ Each jumper should stand near the left turner’s right shoulder.</td>
<td></td>
</tr>
<tr>
<td>■ Watch the rope as the turners turn it toward you, down, and away. As the rope passes your nose, enter and run through to exit near the right turner’s right shoulder.</td>
<td></td>
</tr>
<tr>
<td>■ Reenter front door near the right turner’s left shoulder.</td>
<td></td>
</tr>
<tr>
<td>■ Remember, run through—do not jump the rope!</td>
<td></td>
</tr>
<tr>
<td>■ Repeat three times for each jumper.</td>
<td></td>
</tr>
<tr>
<td><strong>Transition</strong></td>
<td></td>
</tr>
<tr>
<td>LESSON CONTENT</td>
<td>ROLE OF ASSISTANT</td>
</tr>
<tr>
<td>■ Have the students form lines even with the sideline cones facing the teacher for line dances.</td>
<td></td>
</tr>
<tr>
<td><strong>HEALTH RELATED PHYSICAL ACTIVITY</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Dance 7th Grade Lesson 4**

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

*Italics indicate the teacher speaking directly to the student.*
ACTIVITY #1
Review: Stray Cat Strut Dance; Introduce New Dance: Whoop it up Dance (15 minutes)

LESSON CONTENT
Music: Pump Up the Jam Jock Jams Vol. 1
Stray Cat Strut
- Right heel forward & back 2x, left heel forward & back 2x- 8cts
- Touch right heel forward 2x then back 2x -4cts
- Right heel forward 1x, Right toe backward 1x -2 cts
- Right heel forward 1x, Right toe backward 1x – 2cts
- Step forward right heel, ball of foot down, step forward left heel, ball of foot down, step forward right heel, ball of foot down- 4 cts
- Jazz box step ¼ turn- 4 cts:
  - right foot cross over left foot:
  - Step back on left foot
  - Step slightly forward on right making ¼ turn to the right
  - Step left beside right
- Jazz Box- 4 cts:
  - Cross right foot over left
  - Step back on left
  - Step right beside left
  - Step left beside right
Repeat dance

ROLE OF ASSISTANT
- Move around keeping students on task and helping students

ACTIVITY #1
Review: Stray Cat Strut Dance; Introduce New Dance: Whoop it up Dance (continued) (15 minutes)

LESSON CONTENT
Music: C’Mon & Ride It (The Train)
Whoop it up Dance
- Slide step right and bring left foot together with right, then slide step left together with right, right together left, left together right (8 counts)
- 4 pump steps forward, beginning with the right foot (8 counts):
  - Pump step- step and hold for one count; step right hold, step left hold, step right hold, and step left hold.
- Pivoting on the left foot, step back with the right 1/4 turn right (CW), then pivot turning 180 degrees facing the left wall (CCW 2 counts)
- Jump in a clockwise direction—3 jumps to face back to the front and clap on the final count (4 counts)
Repeat dance

ROLE OF ASSISTANT
- Move around keeping students on task and helping students

TRANSITION

LESSON CONTENT
- Have students meet in middle of tag area for instructions.

ROLE OF ASSISTANT
- Monitor students

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

Italics indicate the teacher speaking directly to the student.

Dance  7th Grade  Lesson 4
High Five Tag
(5 minutes)

LESSON CONTENT
- Chose 2-4 students to be taggers (depending on the size of the class).
- The rest of the students scatter around the gym.
- On the signal to begin, the taggers try to tag as many students as they can on the hand or arm.
- When a student is tagged, they sit or kneel with both hands held up at shoulder height until someone comes up to them and does Hi-5 right hand; Hi-5 left hand; Hi-10 both hands; 2 claps on thighs and 2 hip bumps.
- **Alternative** – those tagged jump, hop, ski jump or some other aerobic activity in place until someone comes to tag them. This would increase activity for those tagged rather than have them become inactive while they waited for help.
- The rescued person MUST SAY THANK YOU, while the rescuer responds, YOU’RE WELCOME.
- While being rescued, neither student can get tagged.
- Switch taggers after 1-2 minutes

ROLE OF ASSISTANT
- Distribute pinnies to taggers
- Help supervise and remind students to say thank you and you’re welcome

Think/Pair/Share
(5 minutes)

LESSON CONTENT
- Leg Dancing Stretches:
  - Sitting with knees bent, weight leaning back on hands.
  - Put music on and tap dance with feet following the leader.
  - Foot movements: both feet out/back, to right side/back, left side/back, split/back, up/down, up & clap feet, etc.

ROLE OF ASSISTANT
- Lead stretching activity

ACTIVITY #2

High Five Tag

4

LESSON CONTENT ROLE OF ASSISTANT
- Chose 2-4 students to be taggers (depending on the size of the class).
- The rest of the students scatter around the gym.
- On the signal to begin, the taggers try to tag as many students as they can on the hand or arm.
- When a student is tagged, they sit or kneel with both hands held up at shoulder height until someone comes up to them and does Hi-5 right hand; Hi-5 left hand; Hi-10 both hands; 2 claps on thighs and 2 hip bumps.
- **Alternative** – those tagged jump, hop, ski jump or some other aerobic activity in place until someone comes to tag them. This would increase activity for those tagged rather than have them become inactive while they waited for help.
- The rescued person MUST SAY THANK YOU, while the rescuer responds, YOU’RE WELCOME.
- While being rescued, neither student can get tagged.
- Switch taggers after 1-2 minutes

ROLE OF ASSISTANT
- Distribute pinnies to taggers
- Help supervise and remind students to say thank you and you’re welcome

Think/Pair/Share

LESSON CONTENT ROLE OF ASSISTANT
- Leg Dancing Stretches:
  - Sitting with knees bent, weight leaning back on hands.
  - Put music on and tap dance with feet following the leader.
  - Foot movements: both feet out/back, to right side/back, left side/back, split/back, up/down, up & clap feet, etc.
- Lead stretching activity

Set Up or Prep Duties

Cues or Key Concepts

Variation Challenge

* Italics indicate the teacher speaking directly to the student.*
## Lesson Outcomes
- Perform creative line dances using grapevine, ¼ turns, hitch, scoot, jazz box, slide, pump, kicks and cha-cha steps.
- Create a simple line dance using steps.

## Equipment
- Boom Box, CD’s
- 4 cones
- Create a Dance cards
- 3-4 noodles

## Before Class Set Up
- Have music ready
- Set-up Tag game area
- Put out cones to form Cannonball Run

### One on One Duck, Duck, Goose / Partner Tag
(5 minutes)

#### Lesson Content
- Find a partner and stand facing each other one arms length apart.
- Take turns tapping each other on the shoulder saying duck until one says goose.
- The partner who says goose runs/walks/crab walks away from the other (Students can designate before play).
- The partner who is the "goose" (i.e. chaser) performs a jumping jack/push-up from crab position, then attempts to tag partner.
- Start over after student is tagged.

#### Role of Assistant
- Supervise, or can participate if odd number of students.

### Cannonball Run & Medicine Ball Fitness
(10 minutes)

#### Lesson Content
- Place a cone at each corner and two along each sideline of a rectangular track that is about the size of a basketball court.
- Form 4-5 teams of equal size. Designate 1 player on each team to hold the medicine ball.
- Each team stands in file formation at a different corner of the area. If more than 4 teams use cones along track for start rather than just corner cones.
- When the music starts, each team starts jogging around the track with the last runner of each group carrying the medicine ball. Stay in this order. Do not pass the ball to other players.
- On the teacher’s signal, the runner with the medicine ball sprints forward on the inside of the track. As the last runner reaches the front of the line, the runner yells, “Cannonball!” This is the signal for the whole team to turn sideways and slide step along as the cannonball is passed from player to player down the line to the new last person (the music can be used as signal for rotating the medicine ball).

#### Role of Assistant
- Place medicine balls on perimeter in hoops for easy equipment distribution/collection.
- Stay opposite teacher to assist supervision.

### Transition

#### Lesson Content
- Partners join with one other pair for a group of 4. One person hustles to get medicine ball from hoop, while remaining group finds a cone and begins stretching. Person with ball returns to group and begins handing, rolling or tossing ball around the circle to group of 4.

#### Role of Assistant
- Monitor students

---

*Italics indicate the teacher speaking directly to the student.*
### Cannonball Run & Medicine Ball Fitness

**(continued)**

**LESSON CONTENT**

- When the last runner receives the ball, he 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 during the run.
- Each team should yell out the number of “cannonball runs” made by the team.
- To cool down, walk slowly around the track inhaling & exhaling deeply. Each team can report its score to the teacher.

**Variations:**
- Use a basketball or large utility ball.
- Increase the size of the track based on student ability and space.
- Increase the duration of the run as fitness improves.
- Introduce a break signal in which the team stops in place, quickly forms a circle, and while jogging in place, passes the ball back and forth across the circle to a teammate who is not on either side of them.
- Each group invents its own pattern or routine; increase the distance between students to increase effort.

**ROLE OF ASSISTANT**

- Assist students, giving encouragement and help when necessary
- Move around from group to group
- Collect medicine balls

---

### Cannonball Run & Medicine Ball Fitness

**(continued)**

**LESSON CONTENT**

- Remain in same groups formed for cannonball run.
- Each group forms a circle with students standing an arm length apart from one another.

**Variations:**

- **Medicine Ball Circle Pass**
  - Using both hands, pass the medicine ball clockwise around the circle. Count 1 point every time the ball returns to the leader (everyone must have received ball before returning it to leader). Reverse direction after 5 points. Which group can earn the best score in two minutes?

- **Medicine Ball Circle Roll**
  - Stand with feet apart. Roll the medicine ball across the circle to a person who is not directly next to you. Which group can complete 30 passes in the least amount of time?

- **Medicine Ball Derby**
  - Alternate pass and roll the medicine ball across the circle. Which group can complete 40 passes the quickest?

**ROLE OF ASSISTANT**

- Assist students, giving encouragement and help when necessary
- Move around from group to group
- Collect medicine balls

*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>Student with medicine ball hustles to place it back in the closest hoop before joining group - remaining students form groups of 4-5 and begin to stretch</td>
<td></td>
</tr>
</tbody>
</table>

### Create a Dance

**Activity #1**

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Explain to the students that they will be creating their own line dance.</td>
<td>Observe students for creativity</td>
</tr>
<tr>
<td>Students will be working in groups of 4-6.</td>
<td>Make sure students are working together, allowing everyone in their group to contribute</td>
</tr>
<tr>
<td>The dance must have a minimum of 4 parts, each to a count of 4. You could include that the dance has to face more than one wall.</td>
<td>If tag game was not set-up before class, set-up now</td>
</tr>
<tr>
<td>Students may select parts from the Create-a-Line Dance cards or they can create their own. (If they use their own movements they must be approved by the teacher and everyone in their group must be able to perform the move).</td>
<td></td>
</tr>
<tr>
<td>All the dances will be to the same music. Play the song throughout the time the students are working (use the repeat function).</td>
<td></td>
</tr>
<tr>
<td>After 15 minutes, have the students perform their dance for the class.</td>
<td></td>
</tr>
<tr>
<td>Performances could be solo or two groups at a time or half the class at a time depending on the comfort level of the students. The audience is to cheer and give positive feedback to the group that just finished.</td>
<td></td>
</tr>
<tr>
<td>To increase MVPA: Consider smaller groups of 3-4 with less time to “create” – 5 minutes max. Provide lists of possible dance moves to select from. Could categorize so group must choose one move from each category. The more showing their dance at one time the more active the students and less pressure on individual students.</td>
<td></td>
</tr>
</tbody>
</table>

**COOL DOWN/CLOSURE**

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
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<tbody>
<tr>
<td>Students sit in semicircle in front of teacher.</td>
<td>Lead the Hand Jive Activity while the teacher observes</td>
</tr>
<tr>
<td>Slap thighs two times, clap two times, cross right hand over left hand twice, and cross left over right hand twice (counts 1-8).</td>
<td></td>
</tr>
<tr>
<td>Next, with hands fisted, hit right fist on top of left fist two times, then hit left fist on top of right fist two times, (counts 9-12).</td>
<td></td>
</tr>
<tr>
<td>Then “hitchhike” (fist with thumb sticking up) twice with right hand and twice with left hand, (counts 13-16).</td>
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</tbody>
</table>

**Think/Pair/Share**

**Think/Pair/Share** (5 minutes)

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## Dance 7th Grade : Lesson 6

### LESSON OUTCOMES
- Review and perform the following square dance skills: circle left & right, forward and back, promenade, do-si-do, elbow swing, allemande left & right, grand right & left, split the ring, circle right, circle to a line, bend the line, four B’s chain, and right and left through.
- Develop movement combinations into repeatable sequences.
- Conduct activities that promote teamwork and improve students’ dance skills.

### EQUIPMENT
- 4 cones with task cards
- Boom box, CD’s
- Pinnies
- Medicine balls
- Jump ropes
- 2 foam balls

### BEFORE CLASS SET UP
- Set-up Four Corners activity space
- Have jump ropes in containers spread around the play area
- Prepare music for dance activities

### Four Corners

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students form groups of 3-4 and stand inside the activity rectangle.</td>
<td>✓ Set-up 4 cones in each corner of the gymnasium</td>
</tr>
<tr>
<td>The students perform different activities based on the task cards at each cone.</td>
<td>✓ Place a task card on each cone</td>
</tr>
<tr>
<td>Students continuously move around the perimeter of the rectangle to complete the activities on the task cards.</td>
<td>✓ Cones should be placed far enough away from walls to allow for teacher/student movement around perimeter</td>
</tr>
<tr>
<td>Activities for the long sides of the rectangle include: jogging, power skipping, basketball shuffle, and the grapevine step.</td>
<td>✓ Supervise the activities</td>
</tr>
<tr>
<td>Activities for the short sides include: squat lunges, crab walk, broad jumps, high knees, and the pump step.</td>
<td>✓ Make sure students follow the directions</td>
</tr>
<tr>
<td>When student reach each cone, they must perform an exercise at the cone for 10 seconds before moving around the perimeter of the rectangle to complete the activity on the task card. Examples of the activities the students can work on at each cone include: curl-ups, push-ups, ski jumps (back and forth over a line), passes with medicine ball</td>
<td>➜ Variations: Incorporate sports skills and equipment such as basketballs or team handballs (e.g., students can dribble a basketball along the perimeter of the rectangle).</td>
</tr>
</tbody>
</table>

### Transition

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>On the signal, students stop the instant activity and pick up a jump rope from the buckets set-up around the gym.</td>
<td>✓ Set-up buckets around the gymnasium with jump ropes in them</td>
</tr>
</tbody>
</table>

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*Italics indicate the teacher speaking directly to the student.*
### Jump Rope Record Setting Day #1
(10 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
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</tr>
</thead>
<tbody>
<tr>
<td>The students count how many jumps in a row they can perform for the following tasks:</td>
<td>Walk around supervising students</td>
</tr>
<tr>
<td>- Jump rope forward</td>
<td>Assist students when necessary</td>
</tr>
<tr>
<td>- Jump rope backward</td>
<td>Collect the ropes at the end</td>
</tr>
<tr>
<td>- Jump rope right foot forward</td>
<td>Prepare a sheet of paper for recording the students' activities</td>
</tr>
<tr>
<td>- Jump rope left foot forward</td>
<td></td>
</tr>
<tr>
<td>- Jump rope right backward</td>
<td></td>
</tr>
<tr>
<td>- Jump rope let foot backward</td>
<td></td>
</tr>
<tr>
<td>Each student must have someone count and verify the number of times s/he completes each activity. Afterwards, the record setting student must tell the teacher and announce, “I have a new record. The category is _______. The number is ___. My name is ____.”</td>
<td></td>
</tr>
<tr>
<td>Continue until signal to stop.</td>
<td></td>
</tr>
<tr>
<td>Note: The students do not have to complete all of the categories; they can work on any activities that they choose.</td>
<td></td>
</tr>
</tbody>
</table>

### Scatter Square Dance
(15 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Making Scatter Square Dance Fun and Successful</td>
<td>Help demonstrate the skill</td>
</tr>
<tr>
<td>1. Change partners often</td>
<td>Move around the students to assist the students having difficulty</td>
</tr>
<tr>
<td>2. Pick different people</td>
<td></td>
</tr>
<tr>
<td>3. Pick someone close</td>
<td></td>
</tr>
<tr>
<td>4. Lost and found (designated place to get a partner)</td>
<td></td>
</tr>
</tbody>
</table>

**Solo Formations**
- Keep time to the music- Clap, snap, move any part of your body with the beat of the music
- Turn one alone- Turn a circle alone
- Hit the lonesome trail- Walk by yourself any place around the room
- Deer – Stride Leaps
- Tornado – Jump Full Turns
- Spurs – Jump up and click heels

**General Formations**
- Turn and go the other way -Can be used to change directions in “circle up two”, “circle up four”, “circle up all”, “right or left star”, or right or left hand “cross”
- Star-Can be called for either right or left hand. Whatever hand is called, all dancers put correct hand up in center of circle and walk around the circle in line of direction. Can be done with two or four people
- Shoot that star- The star breaks up into whatever the next call is.
- Change Jockeys or Drivers- Use with either “horse and jockey” or “horse and buggy.” All people just turn and face the other direction so now there is a new person(s) in front

---

**Activity #1**

<table>
<thead>
<tr>
<th>Transition</th>
</tr>
</thead>
<tbody>
<tr>
<td>LESSON CONTENT</td>
</tr>
<tr>
<td>Students form groups of 8 members, which can be broken down into 4 pairs.</td>
</tr>
</tbody>
</table>

**Activity continues**

 Italics indicate the teacher speaking directly to the student.
### Scatter Square Dance (continued)

(15 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Partner Formations</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Honor your Partner</strong>- Partners face each other and recognize each other by either bowing or shaking hands.</td>
<td></td>
</tr>
<tr>
<td><strong>Promenade</strong>- Join hands with another person and walk around the room.</td>
<td></td>
</tr>
<tr>
<td><strong>Do-Si-Do</strong>- Partners face each other and pass right shoulder to right shoulder, passing back to back and return to original position.</td>
<td></td>
</tr>
<tr>
<td><strong>See Saw</strong>- Partners face each other and pass left shoulder to left shoulder, passing back to back and return to original position.</td>
<td></td>
</tr>
<tr>
<td><strong>Elbow Swing</strong>- Hook either right or left elbows with a partner and turn once around.</td>
<td></td>
</tr>
<tr>
<td><strong>Circle up two</strong>- Join hands with a partner and walk in a circle together.</td>
<td></td>
</tr>
<tr>
<td><strong>Horse and Jockey</strong>- Partners one behind the other, with the back person putting hands on front person's shoulders.</td>
<td></td>
</tr>
<tr>
<td><strong>Horse and Jockey Promenade</strong>- Everyone lines up behind lead couple in horse and jockey fashion.</td>
<td></td>
</tr>
</tbody>
</table>

**Big Circle Formations**

| **Circle up all**- All partners or individuals form one big circle. | |
| **Grand Right and Left**- Call out of “circle up all.” Give right hand to your partner and progress around the circle alternating left and right hands until you return to your partner. | |
| **Wind the Clock**- All hands remained joined and the designated leader leads the group around and around in an increasingly smaller circle until the group is “wound up”. Then group turns and unwinds. | |

**Line Formations**

| **Skin the Snake**- Call from “horse and jockey promenade”. Lead partners join hands and walk over kneeling behind them. Each couple in turn walks down the line the same way. Once at the end, “hit the lonesome trail.” | |
| **Tunnel**- Two people form an arch; other partners go under the arch and immediately form an arch next to the arches. When everyone has gone through the arch the first couple goes through and each couple continues through the arch in turn. Once out, everyone “hits the lonesome trail.” | |

**Group of Four Formations**

| **Circle up Four**- Two sets of partners (four partners) all join hands and walk in a circle together. | |

**Music**: Wild, Wild West – Christ Lane’s Line Dancing

**Sample Scatter Dance Call**

| **Hit the lonesome trail** | |
| **Turn one alone** | |
| **Spurs** | |
| **Find a partner: honor that partner** | |
| **R elbow swing: L elbow swing** | |
| **Circle up four** | |
| **Circle left: Circle right** | |
| **Star Right: Star left** | |
| **Shoot that star** | |
| **Hit the lonesome trail** | |
| **Tornado** | |
| **Find a new partner** | |
| **Horse and jockey promenade** | |
| **Promenade all behind ________** | |

*Italics indicate the teacher speaking directly to the student.*
### Scatter Square Dance (continued) (15 minutes)

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<tr>
<th>LESSON CONTENT</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Tunnel</td>
<td>Continue to move around the students to assist the students having difficulty</td>
</tr>
<tr>
<td>Hit the lonesome trail</td>
<td></td>
</tr>
<tr>
<td>Find a new partner and promenade</td>
<td></td>
</tr>
<tr>
<td>Promenade all behind ________</td>
<td></td>
</tr>
<tr>
<td>Skin the snake</td>
<td></td>
</tr>
<tr>
<td>Hit the lonesome trail</td>
<td></td>
</tr>
<tr>
<td>Hit the lonesome trail</td>
<td></td>
</tr>
<tr>
<td>Turn one alone</td>
<td></td>
</tr>
<tr>
<td>Spurs</td>
<td></td>
</tr>
<tr>
<td>Find a partner: honor that partner</td>
<td></td>
</tr>
<tr>
<td>Do si do your partner</td>
<td></td>
</tr>
<tr>
<td>See saw</td>
<td></td>
</tr>
<tr>
<td>Roundup</td>
<td></td>
</tr>
<tr>
<td>Grand Right and Left</td>
<td></td>
</tr>
<tr>
<td>Meet your partner and do si do</td>
<td></td>
</tr>
</tbody>
</table>

### Team Toss Tag (continued) (6-8 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>The taggers are not permitted to throw the ball at any time. The taggers must work together, by passing the ball to help each other in order to tag the other students.</td>
<td>✓ Provide foam balls to each of the designated taggers</td>
</tr>
<tr>
<td>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 the tagger in the other sections in order to tag a student. Once a student is tagged, s/he must “freeze.”</td>
<td>✓ Move around the students to supervise the game</td>
</tr>
<tr>
<td>Frozen students can re-enter the game, if they receive a hi-5 from another student.</td>
<td>✓ Remind students of the rules</td>
</tr>
<tr>
<td>Variations:</td>
<td></td>
</tr>
<tr>
<td>Add or take away the number of sections for the game.</td>
<td></td>
</tr>
<tr>
<td>Add more foam balls for the taggers to use to tag the other students.</td>
<td></td>
</tr>
<tr>
<td>Allow 4-6 students to free those who have been tagged.</td>
<td></td>
</tr>
</tbody>
</table>

### Transition

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<tbody>
<tr>
<td>Divide the gym into as many sections as there are members on a team. For example, use a team of 6 as taggers and divide the gym into 6 sections.</td>
<td>Assist with organization</td>
</tr>
</tbody>
</table>

### Team Toss Tag (continued)

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<tr>
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<tbody>
<tr>
<td>Provide a colored pinnie to each tagger.</td>
<td>✓ Distribute pinnies to students</td>
</tr>
<tr>
<td>The taggers must remain in their section at all times.</td>
<td></td>
</tr>
<tr>
<td>The other students are free to move anywhere they want in the gym.</td>
<td></td>
</tr>
<tr>
<td>Taggers can only tag students in their section using the foam ball.</td>
<td></td>
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</table>

### Hand Jive (5 minutes)

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<tbody>
<tr>
<td>Students sit in a semicircle in front of the teacher to receive instructions for the Hand Jive Cool Down Activity.</td>
<td>✓ Lead or supervise the closure activities</td>
</tr>
<tr>
<td>Below are the instructions for the Hand Jive Cool Down Activity:</td>
<td></td>
</tr>
<tr>
<td>Slap thighs two times, clap two times, cross right over left hand twice, and cross left over right hand twice (counts 1-8).</td>
<td></td>
</tr>
<tr>
<td>Next, with hands fisted, hit right on top of left two times, then hit left on top of right two times, (counts 9-12).</td>
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LEON OUTCOMES
- Review and perform the following Square Dance skills: circle left & right, forward and back, promenade, do-si-do, elbow swing, allemande left & right, grand right & left, split the ring, circle right, circle to a line, bend the line, four B's chain, and right and left through.
- Learn and perform new skills: left hand star, star promenade, inside out-outside in
- Conduct activities that promote teamwork and improve students’ dance skills.

EQUIPMENT
- 20-30 balls
- Boom box
- CD’s

BEFORE CLASS SET UP
- Have music ready
- Set-up area for tag game
- Spread many different types of balls around the gym

LESSON CONTENT ROLE OF ASSISTANT
Two Pass with Defender (5 minutes)
- The students pair up upon entering the gymnasium.
- The teacher assigns students as 4-5 students to be the “defenders,” who will attempt to disrupt the passes thrown by the other students.
- The object of the game is to pick up any ball, complete two passes with their partner, set the ball back down and move to another ball.
- Teacher can designate the type of passes, allow students to pass in a specific direction, or specify how many different types of passes should be made.
- Establish a goal (how many different balls, different types of passes, etc.) or time limit.
- Variation: play as a team game; two teams on each side of the gym. On go make two passes then roll ball to other side of gym. The object is to get rid of all the balls on your side.
- Move around the students to ensure quality control
- Remind students of the rules

Aerobic Circle (10 minutes)
- After the circles are formed, one partner goes inside the circle with the teacher, while the other partner stays along the perimeter of the circle.
- The assistant begins playing music with a strong 4/4 beat. (Gonna Make You Sweat – Jock Jams Vol. 1)
- Explain to the students that they have the opportunity to be the leader of the circle for 16 beats. The leader of the circle must stand in the center of the circle.
- After 16 beats, another student replaces the leader.
- Examples of aerobic activities:
  - Jog: clapping hands overhead, behind, in front, under right leg, and under left leg
  - Sailor jumps: jump with one leg forward and the other back while swinging arms in time to music
  - Jumping jacks
  - Combo Jacks: alternating jumping jacks and sailor jumps
  - Side kicks: kick legs from side to side and wave hands

ROLE OF ASSISTANT
- Help supervise and keep students on task

LESSON CONTENT ROLE OF ASSISTANT
Transition
- Keeping the same partner form the IA, all of the partners form two large circles facing in toward the center.
- Assist with organization

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

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### Aerobic Circle (continued)

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<thead>
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<tbody>
<tr>
<td>- Seat kicks: jump up and kick your buttocks with your heels</td>
<td></td>
</tr>
<tr>
<td>- Mule kicks: place hands on floor, kick legs straight behind</td>
<td></td>
</tr>
<tr>
<td>- Front kicks, kick legs out front</td>
<td></td>
</tr>
<tr>
<td>- Skier kick; jump from side to side</td>
<td></td>
</tr>
<tr>
<td>- Bell jumps; jump forward and back</td>
<td></td>
</tr>
<tr>
<td>- X-jumps- jump to cross and uncross legs</td>
<td></td>
</tr>
<tr>
<td>- Pantomime jumping rope</td>
<td></td>
</tr>
<tr>
<td>- Cool dancing</td>
<td></td>
</tr>
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</table>

### Christy Lane’s Square Dancing: Two Times (continued)

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<tbody>
<tr>
<td>- Four men star left</td>
<td>■ Assist students/groups having difficulty</td>
</tr>
<tr>
<td>- Right arm turn</td>
<td></td>
</tr>
<tr>
<td>- Left allemande the corner</td>
<td></td>
</tr>
<tr>
<td>- Promenade the corner</td>
<td></td>
</tr>
<tr>
<td>- Four ladies chain</td>
<td></td>
</tr>
<tr>
<td>- Repeat entire dance except bows to partner &amp; corner</td>
<td></td>
</tr>
</tbody>
</table>

### Transition

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<tr>
<td>- Instruct students to sit in the middle of the playing area.</td>
<td>■ Assist with organization</td>
</tr>
</tbody>
</table>

### Shadow Tag

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<tr>
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</thead>
<tbody>
<tr>
<td>- Students pair up with one partner standing with his or her back facing other partner. The other partner stands one arms length away.</td>
<td>■ Set-up 4 cones in a 20’x20’ area</td>
</tr>
<tr>
<td>- On teacher’s signal, the front partner tries to get away from “shadow” partner.</td>
<td>■ Play spy music (optional)</td>
</tr>
<tr>
<td>- After 20-30 seconds, the teacher signals and the shadow partner can now reach out and tag his or her partner.</td>
<td>■ Help supervise game</td>
</tr>
<tr>
<td>- When a student is tagged, he or she must perform 5 exercises (push-ups, sit ups, jumping jacks, etc).</td>
<td></td>
</tr>
<tr>
<td>- If the shadow cannot tag his or her partner, then he or she must do the exercises.</td>
<td></td>
</tr>
<tr>
<td>- Partners switch roles after 3 minutes and continue playing the game.</td>
<td></td>
</tr>
</tbody>
</table>

**Set Up or Prep Duties**

**Cues or Key Concepts**

**Variation**

**Challenge**

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### Stretching
(5 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
</table>
| - Lead stretching and asks the students:  
  - What skills did we learn in square dancing?  
  - Which skills can you put together to create a square dance? | - Assist with stretching activities  
- Monitor student responses to the think/pair/share questions |

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

#### Lesson Outcomes
- Review and perform the following Square Dance skills: circle left & right, forward and back, promenade, do-si-do, elbow swing, allemande left & right, grand right & left, split the ring, circle to a line, bend the line, four B’s chain, right, left through, left hand star, star promenade, and inside out - outside in.

#### Equipment
- Cones with task cards attached for IA
- Boom box, CD’s
- Pinnies
- FLOW equipment
- Square Dance skill cards

#### Before Class Set Up
- Set-up cones with task cards attached
- Have FLOW equipment ready on the side for students to quickly pick up
- Prepare music for the activities

### Partner Activities
- **LESSON CONTENT**
  - Students pair up upon entering the gymnasium.
  - Each pair sits back to back, do not allow pairs to hook elbows or try to stand up.
  - Instruct the students to complete the following activities using the instructions provided:
    - **Pair Bicycling**: Partners sit crab walk style, placing bottom of both feet together while lifting their bodies and attempting to “pedal” their feet like a bicycle.
    - **Wrang the Dishrag**: Join hands and lift hands up both turn to right (or left) spin all the way around back to the starting point without letting go.
    - **Stand-Off**: Each pairs stand facing each other at an arms length apart. The feet of each partner must be side by side together. Partners put their hands with palms facing their partners. The object is to cause your partner to lose his or her balance, (move his or her feet at all) however, you may only make contact with your hands. It is permissible to dodge and feint with your hands.
    - **Variation**: Each pair can begin the activity with their palms together. The student may not lose contact with their partner’s hands or he or she will lose the game.

- **ROLE OF ASSISTANT**
  - Walk around the activity area to supervise the students
  - Assist students if needed

### Partner Activities (continued)
- **LESSON CONTENT**
  - **Aura**: Face your partner at arms length apart. Touch palms (either right or left). Keeping eyes closed, each partner turns around 3 times and, without opening eyes, try to relocate your partner by placing palms together again
  - If time permits, students can then attempt activities with other students

- **ROLE OF ASSISTANT**
  - Assist students if needed

### Transition
- **LESSON CONTENT**
  - Students form groups of 4 to participate in the FLOW activities.

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

---

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

- Explain to the students what each area of fitness the FLOW stations represent.
- Students should be evenly grouped at 6 stations with no more than 3 students per station.
- Allow 1 1/2- 2 minutes to complete the activities at each FLOW station with 20 seconds (or less) in between stations to move or set-up materials.
- When the music stops, reset all of the equipment for the FLOW activity, move to the next station, and begin tasks when the music starts again.
- After 6 rotations, end the FLOW activities and have the students help put the equipment away.
- After the equipment has been put away, the students need to quickly meet in the middle of the area.

- Set up FLOW stations
- Supervise FLOW
- Stand near any activity where students can get hurt or too wild
- Monitor students as they return FLOW equipment

### Transition

- Instruct the students to form groups of 8, so that each group can be broken down into 2 subgroups of 4 for the square dance.

### Christy Lane’s Square Dancing Today; Two Times Review (10 minutes)

- Run through the skills a couple of times to help students become familiar with the calls before playing Christy Lane’s Square Dancing Today CD - Two Times
- Music: Two Times
- Bow to the partner
- Bow to the corner
- Four men star right
- Left allemande
- Weave the ring
- Do-si-do
- Promenade
- Promenade ½
- Right & left through
- Circle to the right
- Circle to the left
- Left allemande
- Do-si-do
- Four men star left
- Right arm turn
- Left allemande the corner
- Promenade the corner
- Four ladies chain
- Repeat entire dance except bows to partner & corner

- Help demonstrate the skill
- Move around the students to assist the students having difficulty

*Italics indicate the teacher speaking directly to the student.*
### Continuous Everybody’s It
(5 Minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Everyone in class is it</td>
<td></td>
</tr>
<tr>
<td>If a student gets tagged they must sit down where they were tagged</td>
<td></td>
</tr>
<tr>
<td>If two students tag each other at the same time, both sit. (if they can’t decide or argue, they must do a round of rock, paper, scissors, however if both put out the same sign they both sit)</td>
<td></td>
</tr>
<tr>
<td>This game is usually over quick with most students sitting, however, add 1-2 students wearing pinnies to be “un-freezers”</td>
<td></td>
</tr>
</tbody>
</table>

⇒ Variation: Assign “un-freezers” who can do a special high-5 handshake, exercise, hug, etc. with frozen student to free them

### Hand Jive
(5 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students sit in a semicircle in front of the teacher to receive instructions for the Hand Jive Cool Down Activity.</td>
<td></td>
</tr>
<tr>
<td>Below are the instructions for the Hand Jive Cool Down Activity:</td>
<td></td>
</tr>
<tr>
<td>➸ Slap thighs two times, clap two times, cross right over left hand twice, and cross left over right hand twice (counts 1-8).</td>
<td></td>
</tr>
<tr>
<td>➸ Next, with hands fisted, hit right on top of left two times, then hit left on top of right two times, (counts 9-12).</td>
<td></td>
</tr>
<tr>
<td>➸ Then “hitchhike” twice with right hand and twice with left hand, (counts 13-16).</td>
<td></td>
</tr>
</tbody>
</table>

| Supervise the cool down activities | |

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

<table>
<thead>
<tr>
<th>LESSON OUTCOMES</th>
<th>EQUIPMENT</th>
<th>BEFORE CLASS SET UP</th>
</tr>
</thead>
<tbody>
<tr>
<td>▶ Respect persons from different backgrounds and learn about dances from different cultures. ▶ Perform the Cotton Eyed Joe Folk Dance</td>
<td>▶ 30-40 Cones ▶ 8-10 Rubber Chickens ▶ Music ▶ 2-3 pinnies</td>
<td>▶ Set up cones for Four corners ▶ Have extra cones available on the side for HRPA</td>
</tr>
</tbody>
</table>

#### INSTANT ACTIVITY

**Four Corners**

**LESSON CONTENT**
- Students form groups of 3-5 as they enter the gym.
- Instruct groups to move around rectangle using the movement indicated on the task cards:
  - Activities for the long sides of the rectangle can include jogging, power skipping, basketball shuffle, and carioca/grapevine.
  - Activities for the short sides can include squat lunges, crab walk, broad jumps, and high knees.
- Start students in several different areas of the rectangle so there is less of a chance of “bunching.”
- Stop students periodically and have them do strengthening activity for 10 seconds such as curl-ups or push-ups.

  ➔ **Variations:** incorporate sport skills and equipment such as basketballs or team handballs (e.g., students can dribble when appropriate); incorporate tumbling skills (e.g., rolls) and pieces of equipment (e.g., low hurdles) to go over on the short sides of the rectangle.

<table>
<thead>
<tr>
<th>ROLE OF ASSISTANT</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>✔ Set 4 cones 20 x 20 depending on class size, with task cards on each cone</td>
<td></td>
</tr>
<tr>
<td>✔ Cones should be placed far enough away from walls to allow for teacher/student movement around perimeter</td>
<td></td>
</tr>
<tr>
<td>✔ Help supervising students, keep them moving and focused</td>
<td></td>
</tr>
<tr>
<td>✔ Help students find a partner</td>
<td></td>
</tr>
</tbody>
</table>

#### Transition

**LESSON CONTENT**
- Have students find a partner, and instruct one to stand and the other to sit. Form 2 teams from the standing and sitting students.

<table>
<thead>
<tr>
<th>ROLE OF ASSISTANT</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>✔ Assist with grouping</td>
<td></td>
</tr>
</tbody>
</table>

#### Crazy Cones

**LESSON CONTENT**
- Activity starts with cones randomly set-up in the activity area, with an equal number of standing cones and knocked over cones.
- Partners compete against each other: one team sets up the cones while the other team knocks them down.
- Vary method of knocking down and setting cones:
  - Round 1: only knock down and set-up cones with 1 finger
  - Round 2: elbows only
  - Round 3: feet only
  - Round 4 knock down with knees only, set-up with thumbs only

<table>
<thead>
<tr>
<th>ROLE OF ASSISTANT</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>✔ Help supervise, stay opposite from teacher, remind students of rules, how they are supposed to knock down and pick up cones</td>
<td></td>
</tr>
<tr>
<td>✔ At end of activity supervise students to put cones away</td>
<td></td>
</tr>
</tbody>
</table>

**Health Related Physical Activity**

**Transition**

**Instant Activity**

**Set Up or Prep Duties**

**Cues or Key Concepts**

**Variation**

**Challenge**

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

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>When the activity is over, ask students to grab the cone(s) next to them and bring them to a specified area.</td>
<td>Assist with organization</td>
</tr>
</tbody>
</table>

### Cotton Eyed Joe (10 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Run through the skills a couple of times to help students become familiar with the calls before playing the Christy Lane Square Dance Today CD – Cotton Eyed Joe</td>
<td>Help teacher demonstrate new skills</td>
</tr>
<tr>
<td>Cotton Eyed Joe</td>
<td>Walk the dance floor to assist with square dancing technique</td>
</tr>
<tr>
<td>- Bow to the partner</td>
<td>- Four ladies promenade in the center of the ring</td>
</tr>
<tr>
<td>- Bow to the corner</td>
<td>- Swing your partner</td>
</tr>
<tr>
<td>- Circle to the left</td>
<td>- Circle to the right</td>
</tr>
<tr>
<td>- Circle to the right</td>
<td>- Promenade single file</td>
</tr>
<tr>
<td>- Promenade single file</td>
<td>- Four ladies backtrack</td>
</tr>
<tr>
<td>- Four men backtrack</td>
<td>- Box the gnat</td>
</tr>
<tr>
<td>- Box the gnat</td>
<td>- Allemande left with the corner</td>
</tr>
<tr>
<td>- Right &amp; left grand</td>
<td>- Do-si-do partner</td>
</tr>
<tr>
<td>- Promenade</td>
<td>- Four boys star left</td>
</tr>
<tr>
<td>- Couples 1 &amp; 3 promenade ½ around</td>
<td>- Right arm turn partner by the right</td>
</tr>
<tr>
<td>- Couples 2 &amp; 4 right and left through</td>
<td>- Allemande left your corner</td>
</tr>
<tr>
<td>- Circle to the left</td>
<td>- Do a right and left grand</td>
</tr>
<tr>
<td>- Four men star right</td>
<td>- Promenade partner</td>
</tr>
<tr>
<td>- Left allemande</td>
<td>- Four boys promenade in the center of the ring</td>
</tr>
<tr>
<td>- Weave the ring</td>
<td>- Back home and swing your partner</td>
</tr>
<tr>
<td>- Promenade home</td>
<td>- Repeat from beginning without the bows</td>
</tr>
<tr>
<td>- Couples 1 &amp; 3 promenade ½ around</td>
<td>- Bow to partner, bow to corner</td>
</tr>
<tr>
<td>- Do a right and left through</td>
<td>-</td>
</tr>
</tbody>
</table>
# Chuck the Chicken

**ACTIVITY #2**

**Chuck the Chicken**

**LESSON CONTENT**
- Use 6-12 rubber chickens, (or tie knots in towels) depending on class size – equal to about a third of the class.
- Assign 2-3 students to be it. Have them wear pinnies. (Add more taggers if action is slow)
- To be immune from a tag, you can’t be holding a chicken.
- If carrying a chicken, to avoid being tagged the student can chuck the chicken to another student.
- Since there are only 10 birds in a class of 30, there is much “chucking the chicken.”
- Students must be carrying chicken in their hand and can only have one chicken.
- When tagged the student must go to the “Chicken Kitchen” (a small designated area) and perform these fitness tasks - 3 push-ups, 3 sit-ups, and three jumping jacks.
- If a tagger picks up a chicken from the floor or intercept a chicken, (chicken can not be taken from a student) ALL students being chased must stop and do three push-ups.

**ROLE OF ASSISTANT**
- Hand out pinnies and chickens
- Help supervise game
- Collect chickens and pinnies

**Cool Down/Closure**

**LESSON CONTENT**
- Student leads stretching
- Ask:
  - Which do you prefer; knocking the cones down or setting them back up? Why?
  - What is your favorite maneuver in Square Dancing?
  - How did you feel when you were being chased in Chuck the Chicken and no one passed a chicken to you? When someone did “chuck” the chicken to you?

**ROLE OF ASSISTANT**
- Can lead or supervise
Set Up or Prep Duties  Cues or Key Concepts  Variation  Challenge
LESSON OUTCOMES

- Respect persons from different backgrounds and learn about dances from different cultures.
- Perform the following dances: Locomotion and the Modified Virginia Reel

EQUIPMENT

- Steps: 1 per 2 students
- 4-8 cones
- 2-3 green pinnies
- Boom box, CD’s
- 5-6 red pinnies
- 2-3 noodles

BEFORE CLASS SET UP

- Set-up activity area
- Place steps along the side so students can get them easily
- Prepare music for the activity
- Mark off 20’ x 20’ area for tag game

INSTANT ACTIVITY

**Toe Fencing**

*5 minutes*

**LESSON CONTENT**

- Find a partner and face each other holding wrists or each other’s shoulders.
- Then try to tap the tops of each other’s toes with your feet.
- When one student scores 3 taps, they move to the success side while their partner moves to the try again side.
- Upon enter new side, find a new partner and repeat.

**ROLE OF ASSISTANT**

- Supervise students
- Make sure the students follow the instructions
- Participate in the game if there is an odd number of students

**HEALTH RELATED PHYSICAL ACTIVITY**

**Step Aerobics**

*Workout 2: Intermediate*

*10 minutes*

**LESSON CONTENT**

Please see Appendices C and D.

- Music: Robi Rob’s Boriqua Anthem & Don’t Stop Moving - Jock Jams Vol. 3
- Students stay in the same pairs from the IA.
- The student from each pair who won the last fencing match picks up a step from the assistant.
- Each pair must share one step for the aerobics activity.
- Below is a list of recommended steps listed in order of difficulty:
  - Basic right – these all need to be explained here or in appendix. I have a reference section where these steps can be found.
  - Basic left wide step
  - Alternating tap up
  - Alternating knee lift
  - Alternating leg lift
  - Alternating heel lift

**ROLE OF ASSISTANT**

- Distribute step platforms to students
- Move around the activity space to monitor quality control
- Supervise students as they return their step platform

Italics indicate the teacher speaking directly to the student.
**Step Aerobics**  
*Workout 2: Intermediate (continued)*  
*(10 minutes)*

**LESSON CONTENT**  
- Alternating wide-step tap down  
- Over the top  
- Straddle down  
- Hamstring heel press 12 repetitions  
- Alternating lunge B  
- Plie 12 repetitions  
- Outer leg lift 8 repetitions  
- Triceps push up 10 repetitions  
- Abdominal lift 12 repetitions  
- Abdominal cross over 12 repetition  
- Repeater knee lift  
- Repeater heel lift  
- Repeater leg lift  
- Alternating tap up/straddle down  
- Across the top  

**ROLE OF ASSISTANT**

The student in each pair who did not pick-up the step from the teacher at the beginning of the activity now returns the step to the assistant.

---

**Dance Mixer: Locomotion**  
*(10 minutes)*

**LESSON CONTENT**
- Music: Ready To Go – Jock Jams Vol. 3

**Locomotion**
- Walk fwd 8 steps on 8th step turn to face partner  
- Walk bkwd 4 steps (away from partner)  
- Walk fwd 4 steps (toward partner)  
- Slap rt hand 2x w/partner  
- Slap lft hand 2x w/partner  
- Slap both hands 2x w/partner  
- Slap own thighs 2x  
- Walk bkwd 4 steps away from partner  
- Walk fwd 4 steps & face counterclockwise to repeat dance OR walk fwd & up to new partner (Inner circle stays same)

**ROLE OF ASSISTANT**
- Supervise dance technique  
- Participate in the dance if there are an odd number of students  
- Help students who are having problems with the dance steps

---

**Transition**

**LESSON CONTENT**
- Instruct students to form two concentric circles (Inside – outside circles).

**ROLE OF ASSISTANT**
- Monitor organization of circles

**TRANSITION**
- 6 - 8 couples should be in each group, resulting in 12 – 14 students in each group.

**ROLE OF ASSISTANT**
- Assist with grouping

*Italics indicate the teacher speaking directly to the student.*
### Modified Virginia Reel

**Activity #2**

**Lesson Content** (10 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formation: partners stand facing each other in parallel lines.</td>
<td>Participate in the dance if there are an odd number of students</td>
</tr>
<tr>
<td>The couple closest to the music is the head couple.</td>
<td>Help students who are having problems with the dance steps</td>
</tr>
<tr>
<td><strong>Steps:</strong></td>
<td></td>
</tr>
<tr>
<td>- Walk fwd &amp; bow to your partner &amp; return to home position 8 cts.</td>
<td></td>
</tr>
<tr>
<td>- Walk fwd grab rt hands and circle 1x return to home position 8 cts.</td>
<td></td>
</tr>
<tr>
<td>- Repeat with lft hand 8 cts.</td>
<td></td>
</tr>
<tr>
<td>- Repeat with both hands 8 cts.</td>
<td></td>
</tr>
<tr>
<td>- Do-si-do with your partner 8cts.</td>
<td></td>
</tr>
<tr>
<td>- Walk fwd give partner a “high 10” and return.</td>
<td></td>
</tr>
<tr>
<td>- Head couple joins hands and slides down the line and back 16 cts.</td>
<td></td>
</tr>
<tr>
<td>- Head couple splits going to the outside leading their line to the back of the formation 8 cts.</td>
<td></td>
</tr>
<tr>
<td>- Lines make an arch &amp; each couple meets going through the arch and back into parallel lines 8cts.</td>
<td></td>
</tr>
<tr>
<td>- The head couple remains at the back of the line and the couple closest to the music becomes the new head couple.</td>
<td></td>
</tr>
</tbody>
</table>

### Think/Pair/Share

**Lesson Content** (5 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lead stretching</td>
<td>Monitor stretching technique and student answers to closure questions</td>
</tr>
<tr>
<td>Tell students to think, pair, share and asks:</td>
<td></td>
</tr>
<tr>
<td>- How would you describe the dance steps for the Virginia Reel?</td>
<td></td>
</tr>
<tr>
<td>- What makes a dance a mixer?</td>
<td></td>
</tr>
<tr>
<td>- Why do you think we need mixer dances?</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.*
## Dance 7th Grade : Lesson 11

### Instant Activity

#### West African Jumping

**Instant Activity**

**Lesson Content**
- Objective: Leg strength/endurance; problem-solving; cooperation.
- Students form pairs and stand facing each other.
- The students decide who the “same” winner is and who the “different” winner is.
- The game begins with the players jumping in place six times. On the sixth jump, both players randomly stick one foot forward when they land.
- If the feet match on the same side, the “same” player wins, if the feet are on opposite sides, the “different” player wins.
- The game continues with the students jumping six times again.
- After the third turn, each student raises his/her hand and looks for a new partner to play with.

**Role of Assistant**
- Walk around, supervise-keep students on task
- Help supervise students getting their steps

#### Intermediate Body Sculpting Steps

**Instant Activity**

**Lesson Content**
- Music: Pump Up the Volume & The Power Jock Jams Vol. 1
  - Basic right with biceps curl
  - Alternating knee lift with overhead press
  - Basic left with shoulder punch
  - Wide step with alternating upright row
  - Alternating wide-step down with alternating upright row
  - Turn with chest crossover
  - Alternating tap down with biceps curl
  - Over the top with overhead press
  - Repeater knee lift over the top with shoulder punch
  - Straddle down alternating knee lift with over head press
  - Alternating lunge with alternating shoulder punch
  - Straddle down with alternating biceps curl
  - Alternating knee lift straddle down with triceps back
  - Straddle down with alternating biceps curl
  - Repeater leg lift with biceps curl

**Role of Assistant**
- Move around, keep students focused.
- Praise students doing a good job

### Lesson Outcomes

- Respect persons from different backgrounds and gain appreciation for the cultural significance of dance.
- Perform Virginia Reel, Hully Gully, and Barn Dance.

### Equipment

- Steps
- Pennies
- Cones to mark tag game area
- Bean bags for IA
- Boom box, CD’s

### Before Class Set Up

- Have bean bags ready for IA
- Have steps on the side for students
- Have music ready
- Set-up tag game area

---

*Italics indicate the teacher speaking directly to the student.*
### Intermediate Body Sculpting Steps (continued)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alternating tap down with biceps curl</td>
</tr>
<tr>
<td>Wide step with alternating upright row</td>
</tr>
<tr>
<td>Basic left with alternating biceps curl</td>
</tr>
<tr>
<td>Repeater heel lift with triceps kick back</td>
</tr>
<tr>
<td>Basic right with upright row</td>
</tr>
<tr>
<td>Repeater knee lift with over head press</td>
</tr>
<tr>
<td>cross the top with over head press</td>
</tr>
<tr>
<td>Tap up/down with alternating biceps curl</td>
</tr>
<tr>
<td>Across the top tap up/tap down with overhead press</td>
</tr>
</tbody>
</table>

### Activity #1: Folk Dances: Virginia Reel/Hully Gully (continued)

#### Virginia Reel:
- Form sets of 6 couples. If there are more or less couples in each set, then watch the timing, wait until all dancers are in place at the end of a sequence and until they can begin the forward and back on an eight count phrase.
- Cts 1-8: All go forward and back with a high-5

#### Activity #1
- Cts. 9-16: All go forward and do it again
- Cts. 17-24: Turn your partner right hand around (can be an elbow swing or the pigeon wing handhold-hands joined with fingers up, elbows down, close to partner.)
- Cts 12-32: Turn your partner left hand around (elbow swing or pigeon wing handhold)
- Cts 33-40: Turn your partner both hands around
- Cts 41-48: All go forward and do-si-do
- Cts 49-56: First couple sashay down (with both hands joined take 8 sliding steps sideways down the center of the set)
- Cts 57-64: Re-sashay back to place (8 slide steps back up to the set place)
- Cts 1-40: First couple reel the set (see end of lesson for explanation)
- Cts 41-48: Same couple sashay up (head couple slides 8 back to the top of the set)
- Cts 49-56: March to the foot and arch (see end of lesson)
- Cts 57-64: Lines sashay to the head of the set (the second couple becomes the new head couple, while the old head couple stays at the end of the set)

Repeat the dance until all couples have been head couples

---

*Italics indicate the teacher speaking directly to the student.*
### Folk Dances: Virginia Reel/Hully Gully (continued) (20 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Music:</strong> Watermelon Crawl – Christy Lane’s Line Dancing Music <strong>Hully Gully:</strong></td>
<td></td>
</tr>
<tr>
<td>■ Measures 1-2: grapevine right with left foot kick at end, then grapevine left with right foot kick at end.</td>
<td></td>
</tr>
<tr>
<td>■ Measures 3-4: step R, touch L, step R, touch L; walk R, L, turn-step forward on right foot touch left toe beside R, step forward on L foot touch right toe beside left. Walk forward right, left, right; on the forth count, hop on right foot turning ¼ turn R</td>
<td></td>
</tr>
<tr>
<td>■ Measures 5: back up, 2, 3, swing-back-u left, right, left; on the forth count hop on left foot while swinging right foot across in front of left</td>
<td></td>
</tr>
<tr>
<td>■ Need music with a strong 4/4 beat and students must follow the beat, not the phrase of the music.</td>
<td></td>
</tr>
</tbody>
</table>

### Think/Pair/Share (5 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>■ Teacher leads stretching</td>
<td>■ Can lead or supervise</td>
</tr>
<tr>
<td>■ Teacher asks:</td>
<td></td>
</tr>
<tr>
<td>■ What is the difference between the Modified Virginia Reel and the Virginia Reel?</td>
<td></td>
</tr>
<tr>
<td>■ What are the risk factors for heart disease?</td>
<td></td>
</tr>
</tbody>
</table>

**Set Up or Prep Duties**

**Cues or Key Concepts**

**Variation**

**Challenge**

*Italicics indicate the teacher speaking directly to the student.*
Dance 7th Grade : Lesson 12

LESSON OUTCOMES
- Show consideration toward others in the physical activity setting by working and encouraging classmates during jump roping and folk dancing activities.
- Perform the following folk dances: Phraze Craze; Cotton Eyed Joe; Apat, Apat
- Jump rope with a partner to complete challenges.

EQUIPMENT
- Ropes
- 14 cones
- 2-4 noodles
- Boom box, CD's
- Task cards for HRPA to put on cones
- Bicycle inner tubes 1 per 2 students (if available)

BEFORE CLASS SET UP
- Have jump ropes ready for HRPA
- Put challenge cards on cones and place cones in area for HRPA
- Set-up cones for IA and Pass the Fat tag game
- Listen to Apat, Apat music
- Have music ready

Rock Paper Scissors 6 Step Getaway-(5 minutes)

LESSON CONTENT
- Students find a partner and play rock paper scissors. Rock (closed fist), beats scissors (index and middle finger apart simulating scissors), scissors beats paper (open hand, palm down), and paper beats rock.
- The winner must quickly turn and runway 6 steps. The loser tries to tag their partner before they get 6 steps away.
- After best of 3 matches change partners.
- If you bump into someone during the game you must stop, shake hands with that person and apologize by saying, “I am sorry for bumping into you and it won’t happen again.”

ROLE OF ASSISTANT
- Move around area supervising the students.
- Participate in the activity if there are an odd number of students
- Monitor quality control

Variations:
- Set up the gym in half with success & try again areas with a best out of 3 or 5.
- Allow the winner to do one less exercise than the loser.

Instant Activity

Jump Rope Record Setting Day #2 (10 minutes)

LESSON CONTENT
- Have students keep their partners from previous activity.
- Get a partner (you could have a group of three if necessary) and two short ropes, (one for you and one for partner) Here is the list for records to set today (tasks to put on cones- see appendix of this unit):
  - 2 people 1 turns
  - 2 people both turn (one rope)
  - 2X2 (2 people facing same direction, 2 ropes intertwined)
  - 2X2 facing opposite directions
  - 2 people backward, both turn
  - 2 people backwards, one turn
- Have a sheet of paper for listing the categories. For new record to go up, a student must have someone count and verify the number. The record setting student goes up to the teacher and announces, “I have a new record. The category is________. The number is___. My name is____.” Continue until signal to stop.
- Return the ropes to the assistant.

ROLE OF ASSISTANT
- Set-up ropes and challenge cards
- Distribute ropes to the students
- Supervise and encourage students
- Monitor the jump rope records
- Assist with the equipment return

Health Related Physical Activity

- Listen to Apat, Apat music
- Have music ready
### Folk Dance: Phrase Craze
**LESSON CONTENT**
Music: Lloyd Shaw Mixers/Novelty Dances CD – Phrase Craze
- Each student pair stands in a large circle with the other students.
- Double Circle partners facing LOD. Hands joined B’s on A’s right
- Below are the counts for the Phrase Craze:
  1-8- **Walk; Face:** Walk 7 steps forward turn to face partner
  9-16- **Back Away, Clap, Stamp:** walk 4 steps backward, away from partner. A’s moving toward the center, B’s moving away from center. Clap 3 times, quick, quick, slow, on cts 13 & 14; stamp feet 3 times quick, quick, slow on cts 15 & 16
  17-24- **To the Right, Do-Si-Do:** walk diagonally to the R to new partner and do-si-do [Changing partners increases the difficulty in this dance. Suggestion is for the regular dance they do these moves with the same partner and as a variation they can change partners.]
  25-32- **Swing New Partner:** elbow swing, end facing LOD, inside hands joined

### Lesson Content
**ROLE OF ASSISTANT**
- Supervise the students
- Participate in the activity if needed
- Help students who are having difficulty

### Cotton Eyed Joe
**LESSON CONTENT**
Music: Cotton Eyed Joe Jock Jams Vol. 3
- Begin with students learning by themselves, then add lines of 3 to 5 students or couples; hands joined, or hands on the shoulders of adjacent dancers, all facing the same direction.
- Below are the counts for the Cotton Eyed Joe Activity:
  1-2- **Cross Kick:** weight on R foot, then swing L foot in front of R, then kick forward with L
  3-4- **Back Up 2, 3:** step back 3 short steps, L, R, L
  5-6- **Cross Kick:** weight on L foot, then swing R foot across in front of L; then kick forward with R, R knee straight
  7-8- **Back Up, 2, 3:** step back 3 short steps R, L, R
  9-16- **Cross, Kick; Back Up, 2, 3; Cross Kick; Back Up, 2, 3:** repeat counts 1-8
  17-32- **Two-Step Forward:** Dance 8 forward two-steps, L close R, R close L, L close R, etc.

### Lesson Content
**ROLE OF ASSISTANT**
- Supervise the students
- Participate in the activity if needed
- Help students who are having difficulty

*Italics indicate the teacher speaking directly to the student.*
### Pass the Fat Tag (5 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students pair off and get inside a tube, (if no inner tubes, just link elbows or hold wrists)</td>
<td>Set-up a 30'x30' play area marked off by 4 cones</td>
</tr>
<tr>
<td>Chose 3-6 pairs to be “it” and give them the “fat” represented by the French fry (noodle).</td>
<td>Distribute 1 bicycle inner tube for every 2 students</td>
</tr>
<tr>
<td>If you have the fat, you try to tag another partnership.</td>
<td>Distribute 5 large sponges or noodles for every 10 students</td>
</tr>
<tr>
<td>Once tagged, the partners must freeze to receive the noodle. After receiving the fat they must tag another pair. Immediate tag backs are not allowed.</td>
<td>Help supervise students, remember to keep opposite of the teacher</td>
</tr>
<tr>
<td>At the end of designated time, 1 minute/round the students who have the fat must perform 10 jumping jacks.</td>
<td>Collect and put away equipment</td>
</tr>
<tr>
<td>Continue with 2-4 more rounds.</td>
<td></td>
</tr>
<tr>
<td>Students return equipment to the assistant at the end of the activity.</td>
<td></td>
</tr>
</tbody>
</table>

### Cool Down/Closure (5 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ask students if any group of students wants to demonstrate any of the dances learned.</td>
<td>Monitor students answers to the closure questions</td>
</tr>
<tr>
<td>If not, ask students to name their favorite dance(s) and then describe the dances.</td>
<td></td>
</tr>
</tbody>
</table>

**ACTIVITY #3**

**Pass the Fat Tag**

**LESSON CONTENT**

Students pair off and get inside a tube, (if no inner tubes, just link elbows or hold wrists). Chose 3-6 pairs to be “it” and give them the “fat” represented by the French fry (noodle). If you have the fat, you try to tag another partnership. Once tagged, the partners must freeze to receive the noodle. After receiving the fat they must tag another pair. Immediate tag backs are not allowed. At the end of designated time, 1 minute/round the students who have the fat must perform 10 jumping jacks. Continue with 2-4 more rounds. Students return equipment to the assistant at the end of the activity.

**COOL DOWN/CLOSURE**

Ask students if any group of students wants to demonstrate any of the dances learned. If not, ask students to name their favorite dance(s) and then describe the dances.

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.*
**Dance 7th Grade : Lesson 13**

<table>
<thead>
<tr>
<th>LESSON OUTCOMES</th>
<th>EQUIPMENT</th>
<th>BEFORE CLASS SET UP</th>
</tr>
</thead>
<tbody>
<tr>
<td>■ Show consideration toward others and team work skills during the jumping rope and tinikling activities.</td>
<td>■ Dyna-bands</td>
<td>✓ Have Dyna-bands in 3-4 containers HRPA</td>
</tr>
<tr>
<td>■ Perform tinikling steps: singles and doubles.</td>
<td>■ FLOW equipment</td>
<td>✓ Have music ready</td>
</tr>
<tr>
<td>■ Perform tinikling in a triangle formation.</td>
<td>■ Red pinnies</td>
<td>✓ Have FLOW equipment ready on the side of playing area for easy set-up</td>
</tr>
<tr>
<td>■ Perform tinikling in a triangle formation.</td>
<td>■ Boom box, CD’s</td>
<td>✓ Have jump bands in 3-4 containers</td>
</tr>
</tbody>
</table>

### INSTANT ACTIVITY

#### Individual Jump Rope skills

**Lesson Content**
- Student Instructions:
  - Select an individual jump rope.
  - Move into your personal space.
  - Practice individual jump rope skills you know or want to work on.
  - Reference task cards for help.
  - Return the ropes on teacher’s signal

**Role of Assistant**
- Supervise area, remind students of rules.

#### Dyna-Band Routine

**Lesson Content**
- Assign 2-3 students to help hand out bands, have students face teacher in squads or lines so that students can see and follow teacher.
- Steps for the Dyna-Band Routine:
  - Arm pull down; 8-12 reps
  - Horizontal pull down; 8-12 reps
  - Horizontal chest press; 8-12 reps
  - Incline chest press; 8-12 reps
  - Shoulder abduction; 6-12 reps
  - Shoulder adduction; 6-12 reps
  - Shoulder flexion; 6-12 reps

**Role of Assistant**
- Help give out bands
- Help supervise collection of bands

**Health Related Physical Activity**

- **Dyna-Band Exercises Used in Routine**
  - Arm pull down
  - Upright rowing; 8-12 reps
  - Vertical triceps press 8-12 reps
  - Kneeling bicep curl 8-12 reps

**Activity continues**
- **Shoulder extension; 6-12 reps**
- **Upright rowing; 8-12 reps**
- **Vertical triceps press 8-12 reps**
- **Kneeling bicep curl 8-12 reps**

**Health Related Physical Activity**

- **Dyna-Band Exercises Used in Routine**
  - Arm pull down
    - Grip band with both hands shoulder width apart above the head
    - Pull arms down and out to side (shoulder level)
    - Slowly raise arms overhead
  - Horizontal arm pull
    - Grip band with both hands shoulder-width apart
    - Keep palms up
    - Extend arms in front of body—approximately 4” below shoulder level
    - Pull arms to side, even with body—DO NOT HYPER-EXTEND THE BACK
    - Pinch shoulder blades together
    - Return arms to starting position

**Activity continues**

*Italics indicate the teacher speaking directly to the student.*
### Dyna-Band Routine (continued)

#### Horizontal Chest Press
- Place the band on back across the shoulder blades and beneath each underarm
- Grip the band with both hands taking up slack in the band until it rests snugly against the back
- Press arms forward
- Slowly return

#### Incline Chest Press
- Place the band on back across the shoulder blades and beneath each underarm
- Grip the band with both hands taking up slack in the band until it rests snugly against the back
- Press arms forward and up at a 45 degree angle
- Slowly return

#### Shoulder Abduction
- Grip one end of the band behind the back gripping the other end with the opposite hand
- Place alongside the body
- Raise arm to shoulder level, hold and slowly lower
- Alternate arms

#### Shoulder Adduction
- Stand on the end of the band with one foot forward
- Grab the band with the hand on the same side
- Pull the band toward the midline of the body
- Hold and slowly return
- Work both shoulders

#### Shoulder Flexion
- Stand on the end of the band with one foot forward
- Grab band with same side hand
- Raise the arm in front of body to shoulder level
- Hold and slowly return
- Work both shoulders

#### Shoulder (Hyper) Extension
- Stand on the end of the band with one foot forward
- Grip the band with the same side hand
- Press arm backward
- Hold and slowly return
- Work both shoulders

#### Upright Row
- Using a split stance (one foot fwd, one back), stand on the end of the band
- Grip the opposite end of the band
- Hold arm next to side, palm back
- Take up slack with arm extended
- Raise elbow NO HIGHER than shoulder level
- Lower slowly
- Switch arms

#### Vertical Triceps Press
- Use half the band
- Grip in the middle and at one end
- Place one hand next to opposite shoulder joint
- Place the other hand directly below
- Extend bottom arm down
- Hold and slowly return
- Remember to alternate arms

#### Kneeling Biceps Curl
- Kneel on one knee
- Place band under foot
- Bend opposite arm across the upright leg just above the knee
- Place elbow just over opposite arm next to the knee on the medial side
- Grab band in extended position
- Keeping wrist straight, curl
- Slowly return

---

**Dance 7th Grade Lesson 13**

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

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

(15-20 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arrange students in groups of 12 (two groups of six, eventually one group will be enders while the other jumps then they will switch)</td>
<td>✓ Distribute 3 pairs of bands per triangle</td>
</tr>
<tr>
<td>Lay jump bands on the floor in parallel lines (no enders) in a triangle formation so that the students jump without the bands moving</td>
<td>✓ Help give out bands and organize students into triangle formation</td>
</tr>
<tr>
<td>Move around triangles and provide encouragement to students</td>
<td></td>
</tr>
</tbody>
</table>

**ACTIVITY #1**

Tinikling (continued) (15-20 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arrows designate line of direction for students</td>
<td></td>
</tr>
<tr>
<td>All dancers face CW around outside of triangle with bands on the right side</td>
<td></td>
</tr>
<tr>
<td>All dancers right foot lead (step between bands first time on right foot)</td>
<td></td>
</tr>
<tr>
<td>Keep hands on hips except as otherwise directed</td>
<td></td>
</tr>
</tbody>
</table>

**Tinikling/Jump Band Dance Steps:**

1. **Singles** - when the bands are on the dancers right side (right foot lead) the foot work of two singles steps is:
   - a. Count 1 - hop on left foot outside bands
   - b. Count 2 - hop again on left foot outside bands
   - c. Count 3 - step on right between bands
   - d. Count 4 - step on left foot between bands
   - e. Count 1 - hop on right foot outside bands
   - f. Count 2 - hop again on right foot outside bands
   - g. Count 3 - step on left foot between bands
   - h. Count 4 - step on right foot between bands

2. **Doubles** - the foot work for two doubles steps (with right side next to bands) is:
   - a. Count 1 - jump on both feet outside the poles
   - b. Count 2 - jump again on both feet outside the poles
   - c. Count 3 - jump on both feet between the bands
   - d. Count 4 - jump again on both feet between the bands

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

Tinikling (continued) (15-20 minutes)

LESSON CONTENT

e. Count 1 – jump on both feet outside (straddling) the bands
f. Count 2 – jump again on both feet outside (straddling the bands)
g. Count 3 – jump on both feet between the bands
h. Count 4 – jump on both feet between the bands

3. Hops- the foot work for two hops steps (right foot lead) is:
   a. Count 1 – hop on left foot outside bands (near side)
   b. Count 2 – hop again on left foot outside bands
c. Count 3 – hop on right foot between bands
d. Count 4 – hop again on right foot between bands
e. Count 1 – hop on left foot outside bands (far side)
f. Count 2 – hop again on left foot outside the bands (far side)
g. Count 3 – hop on right foot between bands
h. Count 4 – hop again on right foot between bands

All three basic steps can be done in a similar (reverse) manner starting with the bands on the left side (left foot lead)

Activity continues
### Heart Disease Tag
#### (5 minutes)
<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have a poster on the wall/cone to show positive risk factors for Coronary Heart Disease.</td>
<td></td>
</tr>
<tr>
<td>Select 3-4 students to be taggers, each one wearing a red pinnie</td>
<td></td>
</tr>
<tr>
<td>Emphasize that students will keep their own score.</td>
<td></td>
</tr>
<tr>
<td>When the music starts, taggers try to tag as many students as they can.</td>
<td></td>
</tr>
<tr>
<td>Tagged students, run in place with arms overhead as a signal to another student to come free the tagged student by doing 3 jumping jacks together with you.</td>
<td></td>
</tr>
<tr>
<td>If tagged once, that student has one risk factor; tagged twice, two risk factors; tagged three times, three risk factors, etc.</td>
<td></td>
</tr>
<tr>
<td>When a student is tagged for the third time, that student has a “heart attack” and becomes a tagger by putting on a pinnie</td>
<td></td>
</tr>
</tbody>
</table>

### Think/Pair/Share
#### (5 minutes)
<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student can lead stretching</td>
<td></td>
</tr>
<tr>
<td>Ask students to think, pair, share to answer the following questions:</td>
<td></td>
</tr>
<tr>
<td>What did you like about tinikling?</td>
<td></td>
</tr>
<tr>
<td>What did you like about the Dyna-bands?</td>
<td></td>
</tr>
</tbody>
</table>

**ACTIVITY #2**

**Heart Disease Tag**

- **Heart Disease Tag** (5 minutes)
  - Have a poster on the wall/cone to show positive risk factors for Coronary Heart Disease.
  - Select 3-4 students to be taggers, each one wearing a red pinnie.
  - Emphasize that students will keep their own score.
  - When the music starts, taggers try to tag as many students as they can.
  - Tagged students, run in place with arms overhead as a signal to another student to come free the tagged student by doing 3 jumping jacks together with you.
  - If tagged once, that student has one risk factor; tagged twice, two risk factors; tagged three times, three risk factors, etc.
  - When a student is tagged for the third time, that student has a “heart attack” and becomes a tagger by putting on a pinnie.

**COOL DOWN/CLOSURE**

**Think/Pair/Share**

- **Think/Pair/Share** (5 minutes)
  - Student can lead stretching.
  - Ask students to think, pair, share to answer the following questions:
    - What did you like about tinikling?
    - What did you like about the Dyna-bands?

**ROLE OF ASSISTANT**

- Give out red pinnies.
- Move around, make sure students remember the rules.
- Collect pinnies.
- Help students form double circle.

**Monitor stretching technique and student answers to closure questions.**

**Set Up or Prep Duties**

- Cues or Key Concepts
- Variation
- Challenge

*Italics indicate the teacher speaking directly to the student.*
# Dance 7th Grade: Lesson 14

## LESSON OUTCOMES
- Perform tinikling steps: singles, doubles, and hops.
- Perform tinikling steps in a single cross and square formations.

## EQUIPMENT
- Paper and 2-3 small baskets
- Jump ropes
- 6-8 cones with task cards
- Jump bands

## BEFORE CLASS SET UP
- Paper for IA and 2-3 small baskets to put paper away when IA is over
- Have 6-8 cones with task cards set-up for HRPA
- 3-4 containers spread out with jump bands
- Bean bags in 3-4 containers spread out in area
- Prepare music needs

### Paper Walk
**LESSON CONTENT**
- Students walk in a circle with a sheet of paper on their chest. If they walk quickly enough the paper will not fall.
- If paper falls then do 3 jumping jacks (or whatever you would like), then proceed again with the paper.
- Return paper to basket.

**ROLE OF ASSISTANT**
- Move around area to supervise students
- Offer encouragement and keep students focused
- Make sure students put paper in baskets

### Jump & Jog Fitness
**LESSON CONTENT**
- 6-8 Cones with task cards with jump rope variations fastened on
- Set-up large circle/square using 6-8 cones
- Have students find a partner to begin activity (partner 1 jogs around cones and partner 2 performs jump rope activities on task cards at cones)
- Inner circle includes task card with several jump rope variations.
- Students either run or do the jump rope task while music is playing.
- When music stops, jogger stops and finds nearest cone/jump rope and chooses next jump rope activity down the line...inner circle partner begins jogging
- Variation: Integrate sport skills for the outer circle (e.g., dribble b-ball or soccer ball)

**ROLE OF ASSISTANT**
- Help students get organized
- Move around keep students focused
- Remind students of the directions
- Help students collect and return cones and equipment
- Help students organize quickly

**HEALTH RELATED PHYSICAL ACTIVITY**
- INSTANT ACTIVITY
- Paper Walk (5 minutes)
- Jump & Jog Fitness (10 minutes)

**ITALICS** indicate the teacher speaking directly to the student.
**Transition**

**LESSON CONTENT**
- Have students line up by their birthdays. Then take students in groups of 8 to form tinikling groupings.

**ROLE OF ASSISTANT**
- Assist with organization

**Tinikling**

**Single Cross Formation**

**LESSON CONTENT**
- Two dancers and two enders with each pair of bands.
- Lay jump bands on the floor in parallel lines (no enders) Two sets of bands per cross. Students jump without the bands moving (follow the arrows)

**ROLE OF ASSISTANT**
- Help students get their jump bands
- Move around area to help students having difficulty or to keep them focused

**Tinikling Dance Steps:**
- 1. Singles- when the bands are on the dancers right side (right foot lead) the foot work of two singles steps is:
  - a. Count 1 - hop on left foot outside bands
  - b. Count 2 - hop again on left foot outside bands
  - c. Count 3 - step on right between bands
  - d. Count 4 - step on left foot between bands

**Activity #1**

**Tinikling (continued)**

**LESSON CONTENT**
- All dancers facing out from the center of cross (back to back) with bands on right side
- All dancers right foot lead (step between the bands first time with right foot)
- Students keep their hands on their hips.
- As students become familiar with the jump band routine, add enders, BUT remember to switch enders every two minutes.
- Counts one and two are outside the bands; three and four inside.
- Steps:
  - 8 singles
  - 8 hops
  - 8 singles
  - 8 hops
  - 4 singles
  - 4 hops
  - 8 singles traveling right two full circles CW around square
  - 6 singles
  - Split (straddle bands facing center of square)

**ROLE OF ASSISTANT**
- Help students return bands and get ready for next activity

*Italics indicate the teacher speaking directly to the student.*
### Tinikling
**Single Cross Formation (continued)**
*(15 minutes)*

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>e. Count 1 – hop on right foot outside bands</td>
<td></td>
</tr>
<tr>
<td>f. Count 2 – hop again on right foot outside bands</td>
<td></td>
</tr>
<tr>
<td>g. Count 3 – step on left foot between bands</td>
<td></td>
</tr>
<tr>
<td>h. Count 4 – step on right foot between bands</td>
<td></td>
</tr>
</tbody>
</table>

**2. Doubles**
The footwork for two doubles steps (with right side next to bands) is:

<table>
<thead>
<tr>
<th>LEARNING CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Count 1 – jump on both feet outside the poles</td>
<td></td>
</tr>
<tr>
<td>b. Count 2 – jump again on both feet outside the poles</td>
<td></td>
</tr>
<tr>
<td>c. Count 3 – jump on both feet between the bands</td>
<td></td>
</tr>
<tr>
<td>d. Count 4 – jump again on both feet between the bands</td>
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<tr>
<td>e. Count 1 – jump on both feet outside (straddling) the bands</td>
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**3. Hops**
The footwork for two hops steps (right foot lead) is:

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<thead>
<tr>
<th>LEARNING CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Count 1 – hop on left foot outside bands (near side)</td>
<td></td>
</tr>
<tr>
<td>b. Count 2 – hop again on left foot outside bands</td>
<td></td>
</tr>
<tr>
<td>c. Count 3 – hop on right foot between bands</td>
<td></td>
</tr>
<tr>
<td>d. Count 4 – hop again on right foot between bands</td>
<td></td>
</tr>
<tr>
<td>e. Count 1 – hop on left foot outside bands (far side)</td>
<td></td>
</tr>
<tr>
<td>f. Count 2 – hop again on left foot outside the bands (far side)</td>
<td></td>
</tr>
<tr>
<td>g. Count 3 – hop on right foot between bands</td>
<td></td>
</tr>
<tr>
<td>h. Count 4 – hop again on right foot between bands</td>
<td></td>
</tr>
</tbody>
</table>

If the dance pattern called for four hops, the above footwork for two hops would be repeated twice. If the call was 8 doubles, this action listed for two doubles would be repeated four times. All three basic steps can be done in a similar (reverse) manner starting with the bands on the left side (left foot lead).

### Transition
**LESSON CONTENT**
- Have students return jump bands and stay with the person they were tinikling with.

**ROLE OF ASSISTANT**
- Assist with collection of equipment

### Think/Pair/Share
*(5 minutes)*

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student leads stretching</td>
<td></td>
</tr>
<tr>
<td>Ask students to think pair share to describe the two new tinikling routines:</td>
<td></td>
</tr>
<tr>
<td>Single Cross</td>
<td></td>
</tr>
<tr>
<td>Square</td>
<td></td>
</tr>
</tbody>
</table>

**ROLE OF ASSISTANT**
- Monitor stretching technique and student answers to closure questions

---

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

**LESSON CONTENT**
- Students form groups of 4. Three hold hands/wrists in a triangle, facing each other.
- One student in the triangle volunteers to be the target. The fourth player stands outside as the chaser.
- The chaser moves around the triangle attempting to tag the target.
- The three players in the triangle all cooperate to protect the target by moving and shifting.
- The target cannot be legally tagged on the hands or arms or from across the triangle.
- If you have an odd number of students you can have two triangles with targets and one chaser.

**ROLE OF ASSISTANT**
- Move around supervising and assisting students who need assistance.
- Help supervise students returning the ropes.

Movin’ It Routine  
(10 minutes)

**LESSON CONTENT**
- Use lively music for the activity.
- Have students get Dyna-bands.
- Students should form 4-5 lines equally spaced apart each consisting of 6-7 students.
- Lead aerobic routine (can start with 5-6 exercises and add additional ones as student progress):
  - Music: Ready To Go & I Like it Like That – Jock Jams Vol. 3
  - Jog in Place: jog on spot 16 times keeping in time to the music by clapping your hands.
  - Horizontal arm pull: with Dyna-band Grip band with both hands shoulder-width apart. Keep palms up. Extend arms in front of body—approximately 4”. below shoulder level. Pull arms to side, even with body 8 times (do not hyperextend back).
  - Jumping Cross-overs: place hands on hips and jump feet apart, then jump feet to cross each other. Alternate the front foot each time when crossing feet. Keep in time for 8 crossovers.
  - Arm pull down: grip band with both hands shoulder width apart above the head. Pull arms down and out to side (shoulder level). Slowly raise arms overhead 8 times.

**ROLE OF ASSISTANT**
- Move around keeping students focused
- Encourage students, give praise.

### LESSON OUTCOMES
- Work in a group to complete a task.
- Create a simple tinikling routine using learned skills.

### EQUIPMENT
- Jump ropes
- Jump bands
- CD’s
- Dyna-bands
- Boom box
- Pinnies

### BEFORE CLASS SET UP
- Place jump ropes in 3-4 containers spread out in area
- Place cones around with jump rope task cards attached
- Place Dyna-bands in 2-3 containers and spread out

---

*Italics indicate the teacher speaking directly to the student.*
### Movin’ It Routine (continued)
*(10 minutes)*

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Twist Hops: extend arms sideways to shoulder level. Keep feet together as you twist your trunk from waist down. From side to side 8 times.</td>
<td></td>
</tr>
<tr>
<td>Shoulder Extension/Flexion grip the band with both hands in front of body. Space hands approximately 12” apart. Place one hand slightly higher than the other. Align the top arm with same shoulder approximately 45 degrees shoulder flexion. Flex the top shoulder. Simultaneously, extend the bottom shoulder. Hold and slowly return. Work both shoulders 4 each shoulder.</td>
<td></td>
</tr>
<tr>
<td>Elbow to knee touches: hop on right foot while bringing the left knee up to touch right elbow. Switch and do left elbow to right knee. Repeat 8 times</td>
<td></td>
</tr>
<tr>
<td>Incline Chest Press: Place the band on back across the shoulder blades and beneath each underarm. Grip the band with both hands taking up slack in the band until it rests snugly against the back. Press arms forward and up at a 45-degree angle. Slowly return 8 times.</td>
<td></td>
</tr>
<tr>
<td>Rocker Step: hop twice on left foot while bringing the right knee up and forward. Then hop twice on right foot bringing the left back. Repeat 8 times.</td>
<td></td>
</tr>
<tr>
<td>Double Bicep Curl: Wrap the band around entire hand. Keep wrist straight. Palm is facing up. Stand with one foot forward. Bend knees. Place band behind and just above the knee joint of then front leg. Grip the band with both hands. Curl—keeping wrists straight. Hold and slowly return 8 times 4 beats up, 4 beats down.</td>
<td></td>
</tr>
<tr>
<td>Side Kicks: swing right leg to the right side while hopping twice on the left foot; then swing the left leg to the left side while hopping twice on the right foot. Repeat 8 times.</td>
<td></td>
</tr>
</tbody>
</table>

### Create a Tinikling Routine
*(20 minutes)*

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain to the students that they will be creating their tinikling routine.</td>
<td></td>
</tr>
<tr>
<td>Students will be working in groups of 4-8</td>
<td></td>
</tr>
<tr>
<td>The dance must have a minimum of 4 parts, each to a count of 4.</td>
<td></td>
</tr>
<tr>
<td>Students may select parts from the Create-a-Line Dance cards or they can create their own. (if they use their own movements everyone in their group must be able to perform the move).</td>
<td></td>
</tr>
<tr>
<td>All the dances will be to the same music. Play the song throughout the time the students are working (use the repeat function on the stereo).</td>
<td></td>
</tr>
<tr>
<td>Instruct students to be creative and to combine moves from previous taught dances: line, square, and folk.</td>
<td></td>
</tr>
</tbody>
</table>

**ACTIVITY #1**

- **Set-Up Tag Game**
- **Walk around while supervising students**
- **Make sure they are trying to work as a team, no one dominating the groups**
### Student Demonstration

**LESSON CONTENT**
- Students perform their routine while teacher and TA walk around to observe and assess Tinikling routines.
- Ask for groups that are ready and while everyone else is practicing
- This avoids the pressure of a performance in front of their peers and students sitting around while one group at a time performed.
- Since it was the last day of the unit you could also allowed groups to either create a line dance or a jump band routine
- Play the music the entire time. (suggested song “Cotton Eye Joe”)

**ROLE OF ASSISTANT**
- Help teacher assess student routines

### Think/Pair/Share

**LESSON CONTENT**
- Student leads stretch
- Ask for each group to talk about the process of creating a routine:
  - What was good about it, bad about it?
  - What strategies worked, and what would you do different to improve the process?

**ROLE OF ASSISTANT**
- Can lead or supervise

---

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

Italics indicate the teacher speaking directly to the student.

---

**Dance** 7th Grade Lesson 15
Dance Appendix A

Jump Rope Task Cards
JUMP ROPE

2 people 1 turns

2 people both turn (one rope)

2X2 (2 people facing same direction, 2 ropes intertwined)

2X2 facing opposite directions

2 people backward, both turn

2 people backwards, one turns
Set up or Prep Duties

Cues or Key Concepts

Variation

Challenge

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

Overhand Throw and 2-Handed Catch
(5 minutes)

LESSON CONTENT
- Have students seated for demonstration.
- Demonstrate overhand throw emphasizing key components.
  ➢ Overhand Throw: Step toward target with opposite foot and point to target with opposite hand, Draw throwing hand back past ear, Extend throwing arm, Lead with elbow and follow through.
- Have students all stand and shadow practice overhand throw without a ball.
- Demonstrate 2-handed catch.
  ➢ 2-Handed Catch: Catch ball below waist with hands open with thumbs out, Catch ball above waist with hands open with thumbs in or together, Absorb shock with a slight inward movement of hands (“soft hands”).
- Students shadow proper 2-handed catches for above and below waist.

ROLE OF ASSISTANT
- Assist with instruction.
- Help with demonstration.

ACTIVITY #2

Partner Throw
(7 minutes)

LESSON CONTENT
- Students are divided into partners (divide groups from above), 1 Super soft softball per pair.
- Partners should line up facing each other, standing about 8 feet apart.
- Each student should throw to his or her partner using overhand throw.
- Partners should offer positive reinforcement and constructive criticism to each other regarding proper throwing and catching form.
  ★ Challenge: How many catches can each pair make in 20 seconds? Can that score be improved?
  ★ Every 2 catches, 1 partner takes a step back. If ball is dropped, partners take a step forward. How far apart can each pair go?
  ★ How many consecutive catches can each pair make?

ROLE OF ASSISTANT
- Review proper throwing form for both the underhand and overhand throwing techniques as needed.

ACTIVITY #3

Around the World
(8 minutes)

LESSON CONTENT
- Students are divided into groups of 5 (1 batter, 1 catcher, and 3 basemen), assigned to a grid and given 1 ball.
- Each grid is set up to resemble a softball diamond (see diagram).
- 1 baseman should report to each base.
- Batter starts by throwing ball to first baseman. Batter follows throw and runs to first base.
- First baseman catches ball and throws it to second baseman; first baseman follows throw and runs to second base.
- This pattern is repeated until each player returns to his or her original position.
  ★ Challenge: How many catches in a row can each group make?
  ★ Challenge: How many catches can each group make in 1 minute?

ROLE OF ASSISTANT
- Set up each grid as a softball diamond complete with all bases.
- Grids can be set up side by side.

 Italics indicate the teacher speaking directly to the student.
<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lead class in stretches that focus on upper and</td>
<td>Lead students in stretches.</td>
</tr>
<tr>
<td>lower body (shoulders, biceps, triceps, quadriceps</td>
<td>Reinforce key concepts taught during the</td>
</tr>
<tr>
<td>and hamstrings).</td>
<td>lesson.</td>
</tr>
<tr>
<td>Ask:</td>
<td></td>
</tr>
<tr>
<td>What are the proper steps to performing an</td>
<td></td>
</tr>
<tr>
<td>overhand throw?</td>
<td></td>
</tr>
<tr>
<td>What are the proper steps to catching a softball?</td>
<td></td>
</tr>
<tr>
<td>In what other activities can you use these skills?</td>
<td></td>
</tr>
<tr>
<td>Practice throwing and catching a ball at home.</td>
<td></td>
</tr>
</tbody>
</table>

**Cool Down/Closure**

*(3 minutes)*

- Lead class in stretches that focus on upper and lower body (shoulders, biceps, triceps, quadriceps and hamstrings).
- Ask:
  - *What are the proper steps to performing an overhand throw?*
  - *What are the proper steps to catching a softball?*
  - *In what other activities can you use these skills?*
  - *Practice throwing and catching a ball at home.*

*Italics indicate the teacher speaking directly to the student.*
# Softball 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 groundball-fielding skills.</td>
<td>➵ 1 Super soft softball for every 2 students ➵ FLOW equipment</td>
<td>✔️ Set up FLOW equipment.</td>
</tr>
<tr>
<td>➵ Execute fielding a groundball and making an overhand throw.</td>
<td>➵ 15 different types of balls ➵ Boom Box with music</td>
<td>✔️ Gather necessary equipment and place around play space perimeter.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>✔️ Gather 15 different types of balls (adjust with class size).</td>
</tr>
</tbody>
</table>

## 2-Pass

### (3 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>➵ Students find partners as they enter gym.</td>
<td>✔️ Spread different types of balls around space.</td>
</tr>
<tr>
<td>➵ Each pair starts at a ball on floor.</td>
<td>✔️ Assist with partnering.</td>
</tr>
<tr>
<td>➵ Pair should make 2 overhand tosses, set ball down where they found it, and move to another type of ball.</td>
<td></td>
</tr>
<tr>
<td>➵ Each pair should make passes with all types of balls.</td>
<td></td>
</tr>
<tr>
<td>★ Challenge: How many consecutive passes can pair make?</td>
<td></td>
</tr>
<tr>
<td>➔ Variation: Have students use different forms of locomotion to move to locations (skip, crab walk, jog).</td>
<td></td>
</tr>
</tbody>
</table>

## FLOW

### (15 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>➵ Gather and distribute equipment for FLOW.</td>
<td></td>
</tr>
<tr>
<td>✔️ Start/Stop music.</td>
<td></td>
</tr>
<tr>
<td>✔️ Assist with equipment clean-up.</td>
<td></td>
</tr>
<tr>
<td>✔️ Provide information related to health concepts and critical cues for the more challenging movements.</td>
<td></td>
</tr>
<tr>
<td>➵ FLOW</td>
<td></td>
</tr>
</tbody>
</table>

## Fielding Grounders

### (4 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>➵ Have students seated for demonstration.</td>
<td></td>
</tr>
<tr>
<td>➵ Fielding a Grounder: 2 hands open with thumbs out, Field from low to high or from ground up, Head down and watch ball into hands.</td>
<td></td>
</tr>
<tr>
<td>➵ Students shadow practice fielding ground balls.</td>
<td></td>
</tr>
</tbody>
</table>

*Italics indicate the teacher speaking directly to the student.*
### Practice Fielding Grounders
**LESSON CONTENT**
- Students find partners, 1 softball per pair.
- Pairs should stand facing each other approximately 8 feet apart.
- Partners underhand roll grounders back and forth and practice good fielding techniques.
  - Challenge: How many grounders can each pair make in 20 seconds? Can they improve?
  - Challenge: How many consecutive ground balls can each pair make?
  - Variation: Pairs can increase difficulty of catches by throwing ball to either side of their partners.

**ROLE OF ASSISTANT**
- Circulate and review the proper techniques for fielding both grounders and fly balls.
- Review fielding and throwing concepts and cues.

### Practice Fielding and Throwing
**LESSON CONTENT**
- Use same pairs from above.
- Have students “stop, look, and listen” as you slightly change fielding drill.
- Have students stand about 15-20 feet apart.
- 1 student rolls 3 grounders to his or her partner who fields them and throws back using good overhand throwing techniques.
- Partners switch roles.
  - Challenge: How many consecutive catches (grounders and throws) can pair make?
  - Variation: Pairs can increase difficulty by rolling grounders to either side of their partners.

**ROLE OF ASSISTANT**
- Assist with demonstration.
- Encourage proper form of fielding and throwing.

### Cool Down/Closure
**LESSON CONTENT**
- Students share key points of today’s lesson with a partner and then share their responses with whole class.
- Lead class in a series of stretches that focus on upper and lower body.
- For review have all students shadow practice today’s fielding and throwing skills.
- Challenge students to practice a drill or game at home (ask students to do this whenever possible).

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

---

Set Up or Prep Duties  Cues or Key Concepts  Variation  Challenge

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

### Lesson Outcomes
- Demonstrate catching a fly ball.
- Execute regular overhand throws.
- Demonstrate base running.

### BEFORE CLASS SET UP
- Set up 1 grid for every 5 students.

### Equipment
- 1 Super soft softball per 2 students
- 24 cones
- 6 sets of bases (adjust with class size)

---

### Toss and Catch “Hi-5ers” (5 minutes)

**Lesson Content:**
- Students find partners, 1 Super-soft softball per pair.
- Standing 15-20 feet apart, partners throw ball back and forth.
- (Partners have formed 2 parallel lines, facing each other, marked by cones)
- After 3 catches partners jog to each other, meet in middle and exchange Hi-5s, then backpedal to starting places, across from cones.
- **Challenge:** How many Hi-5s can each pair make in 30 seconds? Can they improve?

**Role of Assistant:**
- Keep partners in parallel lines.
- Provide positive feedback.
- After practicing, begin challenge.

---

### Side-Slides, Underhand Tosses, Overhand Tosses (5 minutes)

**Lesson Content:**
- Students may get new partners. (3 seconds)
- Pairs stand on 1 gym sideline with partners facing each other 5-10 feet apart.
- Pairs begin to side-slide across gym, tossing/catching ball to each other.
- Pairs maintain 5-10 feet between each other while tossing/catching. They should use underhand throws.
- When pairs arrive at other side, they repeat activity back to starting place.
- Pairs will continue back and forth across gym, settling into their own pace.
- After sliding with tosses and catches several times, pairs switch to easy overhand tosses and catches.
- **Challenge:** How many consecutive underhand catches can each pair make?
- **Challenge:** How many consecutive overhand catches can each pair make?

**Role of Assistant:**
- Assist with line up.
- If a pair loses a ball, they may get their own or any ball that might be near them.
- Initiate challenges.

---

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

*Italics indicate the teacher speaking directly to the student.*
### ACTIVITY #1
**Partner Fly Ball Throws and Catches**  
* (6 minutes)  

**LESSON CONTENT**  
- Partners from HRPA face each other 35-40 feet apart. Students should be in parallel lines.  
- Partners throw fly balls to each other.  
- Students should keep their eyes on ball at all times and move to get under it in order to catch it.  
- **Challenge:** After 2 throws/catches in a row, partners each take 2 steps backwards. Repeat.

**ROLE OF ASSISTANT**  
- Monitor students.  
- Keep enough space between partners.

### ACTIVITY #2
**Practice Fly Balls and Regular Throw Backs**  
* (6 minutes)  

**LESSON CONTENT**  
- Maintain same partners from above.  
- Have students stop, look, and listen as you slightly change fielding drill.  
- Partners now stand about 15-20 feet apart.  
- 1 student throws his or her partner 3 fly balls which are fielded and thrown back using regular overhand throwing technique.  
- Partners switch roles.  
- **Challenge:** How many consecutive catches both of fly balls and throws backs can each pair make?  
- **Variation:** Throw fly balls to either side of partner to increase difficulty.

**ROLE OF ASSISTANT**  
- X

### ACTIVITY #3
**Around the World**  
* (10 minutes)  

**LESSON CONTENT**  
- Students are divided into groups of 5 (1 batter, 1 catcher, and 3 basemen), assigned to a grid and given 1 ball.  
- Each grid is set up to resemble a softball diamond (see diagram).  
- 1 baseman should report to each base.  
- Batter starts by throwing ball to first baseman. Batter follows throw and runs to first base.  
- First baseman catches ball and throws it to second baseman; first baseman follows throw and runs to second base.  
- This pattern is repeated until each player returns to his or her original position.  
- **Challenge:** How many catches in a row can each group make?  
- **Challenge:** How many catches can each group make in 1 minute?

**DIAGRAM**

```
  3rd  |  2nd  |

  ▼   |   ▲  |

  Batter | Catcher | 1st
```

**ROLE OF ASSISTANT**  
- Set up each grid as a softball diamond complete with all bases.  
- Grids can be set up side by side.

### COOL DOWN/CLOSURE
**Cool Down/Closure**  
* (5 minutes)  

**LESSON CONTENT**  
- Students share with a partner key points from today’s lesson and then share responses with class.  
- Lead class in a series of stretches that focus on upper and lower body.  
- For review, have all students shadow practice today’s skills.  
- Practice your catching and throwing skills at home.

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

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

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

### LESSON OUTCOMES
- Demonstrate proper overhand throws.
- Apply various softball skills in a game situation.

### EQUIPMENT
- 1 Super soft softball per 5 students
- 4 cones for HRPA
- Boom Box
- 25-31 cones for mini-fields

### BEFORE CLASS SET UP
- Set up 8-10 skinny-mini fields (see diagram for Activity #2).
- Set up a 25 x 25 yard coned square for HRPA.

### Add On

#### LESSON CONTENT
- Music is playing as students enter gym.
- Students begin walking or jogging perimeter of gym.
- When music stops, students are to perform stretch 'A' after it is called and modeled by TA.
- Stretch is held for 3 seconds.
- Students begin walking or jogging again when music restarts.
- When music stops, TA calls out stretch 'B'.
- Students first perform stretch 'A' and then perform stretch 'B'.
- This pattern continues until 6-8 stretches have been completed (A, AB, ABC, etc.).

- Variation: Muscular strength activities may also be incorporated with stretching activities.

#### ROLE OF ASSISTANT
- Start and stop the music.
- Call out stretch or muscular strength activity.
- Model stretch or muscular strength activity.
- Review pattern as needed.

### 3-Step Mickey

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

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

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

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

### ACTIVITY #1

**Throw/Catch Relay**

**LESSON CONTENT**
- Students are placed into groups of 5 (or 6 depending on class size and facility) and each group is given 1 ball.
- Have 1 group of students demonstrate.
- Players number themselves 1-5.
- Players 1, 3, and 5 should line up facing players 2 and 4 with 10 feet between groups. Player 1 throws ball to player 2. Player 1 follows throw and goes to end of opposite line.
- Player 2 catches ball and throws to player 3. Player 2 follows throw and goes to end of opposite line.
- This pattern is repeated until each player is back where he or she started. Repeat for 2 minutes.
- Relay is started again with players throwing short fly balls. Continue for 2 minutes.
- Challenge: How many consecutive throws can each group make?

**ROLE OF ASSISTANT**
- Assist with grouping.
- Review pattern as needed.
- Encourage good throwing and fielding form.

### ACTIVITY #2

**5-Person Throw and Run Softball**

**LESSON CONTENT**
- Students remain in same groups as Activity #1 (5 or 6 in a group depending on class size and facility).
- Have 1 group demonstrate game.
- Students decide who will be the pitcher, batter, catcher, and 2 outfielders.
- Assign groups to grids. Use area about 15 feet wide for each group.
- Batter throws ball to outfield and runs to a cone by the pitcher, circles it, and returns home.
- Batter must throw ball between 2 cones on his or her field.
- Outfielders field ball and throw it to each player on team finishing with catcher.
- Fielders try to return ball home before batter gets there.
- Batter keeps track of how many times he or she runs around pitcher cone and crosses home cone.
- Rotate group clockwise. Repeat until each player gets to bat. Continue to rotate until time ends.
- Individuals keep track of how many runs he or she scored for each at bat.

**ROLE OF ASSISTANT**
- Help set up fields. (See diagram)
- Monitor groups.
- Give help to groups with questions.
- Monitor rotations.
- Give specific corrective feedback.

---

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

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

*(3 minutes)*

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>■ Students stretch.</td>
<td>■ Lead students in stretches.</td>
</tr>
<tr>
<td>■ Think, Pair, Share (After a minute or so with each question, have a few students share answers with the class.)</td>
<td>■ Review concepts taught during the lesson.</td>
</tr>
<tr>
<td>■ <em>What was the best strategy you used when you were the thrower?</em></td>
<td>■ Clean up and store equipment.</td>
</tr>
<tr>
<td>■ <em>What was the best strategy you used when you were in the field on defense?</em></td>
<td></td>
</tr>
<tr>
<td>■ <em>When you go home practice a drill or game.</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

Softball  7th Grade  Lesson 4
# Softball 7th Grade : Lesson 5

## LESSON OUTCOMES
- Shadow correct softball batting swing.
- Demonstrate correct hitting technique.
- Apply softball skills to a game situation.

## EQUIPMENT
- 1 Super soft softball per 5 students
- 25-31 cones for mini-fields
- 5 foam noodles
- 8-10 batting tees/cones
- 4 cones for HRPA

## BEFORE CLASS SET UP
- Set up 8-10 skinny-mini fields (see diagram for Activity #2).
- Set up a 25 x 25 yard coned square for HRPA.

### INSTANT ACTIVITY

#### Noodle Tag
**Lesson Content**
- As students enter activity area several students are selected to be 'It' (number of 'It' students depends on class size).
- 'It' students are each given a foam noodle.
- Staying within boundaries defined by cones, 'It' students must run and tag other students using a noodle to touch and freeze them.
- Once a student is frozen, he or she must perform 3 jumping jacks before they can re-enter game.
- Replace “It” players as necessary.

**Role of Assistant**
- Circulate and monitor instant activity.
- Assist teacher as needed.

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

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

---

*Italics indicate the teacher speaking directly to the student.*
**Bat Swing Shadowing**

*Activity #1*

**LESSON CONTENT**
- Students follow along during instruction and demonstration. They practice swing without a bat for safety reasons.
- Batting Stance and Swing (For right-handers; left-handers do opposite): Hold bat with right hand closed and on top of closed left hand, Bring hands back behind right ear, Raise right elbow, Feet are shoulder width apart with knees slightly bent, Left side of body is facing front, Step forward with left foot and swing hands forward and across body, Bat level with ground while watching ball, Follow through with swing.
- Students following along during instructions.
- Students shadow swing at own pace. Move and assist students where needed.

**ROLE OF ASSISTANT**
- Monitor students.
- Give specific corrective feedback.
- Circulate room looking for errors.

**ACTIVITY #2**

**5-Person Batting Practice**

**LESSON CONTENT**
- Students form groups of 5.
- Students decide who will be the pitcher, batter, catcher, and 2 outfielders.
- Students set up as in 5-Person Throw and Run.
- Each batter hits ball off cone or batting tee.
- After 3 hits, students rotate clockwise.
- Batter must hit ball between 2 cones that form field boundaries.

**ROLE OF ASSISTANT**
- Assist with grouping.
- Help groups that don’t understand instructions.
- Give specific corrective feedback.

**ACTIVITY #3**

**5-Person Hit and Run Softball**

**LESSON CONTENT**
- Use same groupings and set-up as above.
- Batter hits ball to outfield and runs around pitcher cone and returns home.
- Outfielders get ball and throw it to each player on team finishing with catcher.
- Fielders try to return ball home before batter gets there.
- Rotate group clockwise. Repeat until each player gets to bat. Start again if time.
- Batter keeps track of how many times he or she runs around pitcher cone and crosses home cone.

**ROLE OF ASSISTANT**
- Monitor groups.
- Give help to groups with questions.
- Monitor rotations.
- Give specific corrective feedback.

**COOL DOWN/CLOSURE**

**LESSON CONTENT**
- Students stretch.
- Think, Pair, Share (After a minute or so with each question, have a few students share answers with the class.)
  - What did students change to get more solid hits?
  - What did students change to get more runs for themselves?
- Challenge students to practice a drill or game at home (use this whenever possible).

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

---

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

**Hot Potato Tag**

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

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

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

**Release Tag**

**LESSON CONTENT**
- 1 corner of gym is a “Cave.” If outside, use cones to designate cave area.
- 3 “Its” try to tag other classmates.
- When someone is tagged he or she must jog to cave and be a “Captive.” Captives must jog in place in cave.
- Any player can be brave and try to release 1, 2, or all “Captives” by running into cave and tagging those students.
- If “freer” is tagged while trying to free captives, he or she becomes a captive.
- After 3 minutes, change taggers and start game over.

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

**BEFORE CLASS SET UP**
- Set up 8-10 skinny-mini fields.
- HRPA: Set up 30 x 30 yard square if outside.
- Designate “Cave” area with several cones in one corner.

**LESSON OUTCOMES**
- Apply softball skills in a modified game situation.

**EQUIPMENT**
- 1 Super soft softball for every 5 students
- 24 cones
- 3-4 pinnies
- 8-10 batting tees/cones
- 1 foam softball for every 2 students
- 8-10 skinny-mini fields
- HRPA: Set up 30 x 30 yard square if outside
- Designate “Cave” area with several cones in one corner

---

*Italics indicate the teacher speaking directly to the student.*
### ACTIVITY #1
#### 500
(10 minutes)
**LESSON CONTENT**
- Students are placed into groups of 5:1 batter and 4 fielders.
- To start game, batter hits ball off cone or batting tee into field or they can throw the ball up and hit it themselves.
- Fielders attempt to become batter by reaching 500 points.
- Fielders earn points by fielding ball.
- Points are listed below:
  - Fly ball = 200 points
  - First bounce = 100 points
  - Ground ball = 50 points
- If a ball is dropped fielder doesn't earn any points.
- When a fielder reaches 500 points, he or she trades places with batter.

**ROLE OF ASSISTANT**
- Review directions and point system as needed.
- Assist in setting up fields. Fields are set up as skinny-mini-fields used in 5-Person Hit and Run softball.

### ACTIVITY #2
#### 5-Person Hit and Run Softball
(12 minutes)
**LESSON CONTENT**
- Use same groupings as above.
- Students decide who will be pitcher, batter, catcher, and 2 outfielders.
- Batter hits ball to outfield and runs around pitcher cone and returns home.
- Outfielders get ball and throw it to each player on team finishing with catcher.
- Fielders try to return ball home before batter gets there.
- Rotate group clockwise. Repeat until each player gets to bat. Start again if time.
- Batter keeps track of how many times he or she runs around pitcher cone and crosses home cone.

**ROLE OF ASSISTANT**
- Give help to groups with questions.
- Monitor rotations. Give specific corrective feedback.

### Cool Down/Closure
(5 minutes)
**LESSON CONTENT**
- Think, Pair, Share (After a minute or so with each question, have a few students share answers with class.)
  - How would a batter stay up longer in 500?
  - How would a batter stay up longer in 5-Person Hit and Run?
- Lead class in a series of stretches that focus on upper and lower body.
- For review, have all students shadow practice today's skills.
- Challenge students to practice a drill or game at home (use this whenever possible).

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

---

*Italics indicate the teacher speaking directly to the student.*
### Softball 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>- Apply throwing and catching softball skills to a modified game.</td>
<td>- 1 Super soft softball for every 3 students&lt;br&gt;- 4 softball bases&lt;br&gt;- 12 dyna-bands&lt;br&gt;- 24 small cones</td>
<td>✓ Field setup for Bucketball activity&lt;br&gt;✓ Gather 12-20 tennis balls in a bucket.&lt;br&gt;✓ Set up stations for HRPA fitness circuit.</td>
</tr>
</tbody>
</table>

### KEEP AWAY (5 minutes)

#### LESSON CONTENT
- Students form groups of 3, 1 softball per group.
- 3 partners find open space and arrange themselves such that there is 1 player between other 2 players.
- 2 players on ends toss the ball to each other using both underhand and overhand techniques.
- Player in the middle will try to deflect or intercept ball.
- Players should rotate such that each student has an opportunity to be in middle position.

#### ROLE OF ASSISTANT
- Assist students with grouping.
- Distribute equipment.
- Assist teacher as needed.

### FITNESS CIRCUIT (8 minutes)

#### LESSON CONTENT
- Students form groups of 6. Combine groups from Instant Activity above.
- There are 6 stations to rotate through. The stations include:
  - Shoulder presses (using dyna-bands)
  - Jump rope
  - Lunges
  - Lateral shuffle (between cones 8-10 feet apart)
  - Seated Row (using dyna-bands)
  - Ball Squats (using a physio-ball)
- Students stay at each station for 45 seconds and are given 15 seconds between each station to rotate.

#### ROLE OF ASSISTANT
- Set up circuit.
- Start and stop music.
- Assist students with station activities as needed.

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

Bucketball

(20 minutes)

Lesson Content
- Object of game: Score as many runs as possible before all thrown balls are collected in a bucket by defense.
- Divide class into 3 equal teams.
- Team 1 will bat first with teams 2 and 3 in the field. Players in the field must spread out to cover a large area.
- Each player "batting" has 1 tennis ball.
- If batting team has 9 players then it is announced that defense must collect 9 tennis balls.
- Batting team lines up on first base line with last player touching home plate.
- On your cue, “throw!” each player on batting team has 2 seconds to throw their tennis ball.
- After they throw, they all run the bases.
- A team scores a run every time their last player crosses a base.
- They keep running until defense yells they have collected all thrown balls (in this case 9 tennis balls).
- A bucket to collect thrown balls is kept about 10 feet behind third base on left field line. Defense needs a reliable student to count tennis balls and yell when they are all in.
- After balls are collected and runs counted, team 1 goes to field and team 2 comes to bat. Continue through teams until period ends. Team with most runs wins.

Role of Assistant
- Review directions and point system as needed.

ACTIVITY #1

Bucketball (continued)

(20 minutes)

Lesson Content
- Rules:
  - For each ball miscounted, add 2 runs (they say time before all balls are in)
  - Balls that roll into baseline must be stepped over. Intentional kicking of tennis balls will result in 2 run penalty (sometimes they are accidentally kicked so you have to watch)
  - Balls must be thrown by offense in 2-3 seconds or that ball won’t count and defense can collect one less ball.

Cool Down/Closure

(X minutes)

Lesson Content
- Think, Pair, Share (After a minute or so with each question, have a few students share answers with class.)
  - Name two skills needed to properly field a grounder.
  - Name the most important skill needed to properly catch a fly ball.
- Lead class in a series of stretches that focus on upper and lower body.
- For review, have all students shadow practice today’s skills.
- Challenge students to practice a drill or game at home (use this whenever possible).

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

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

Italics indicate the teacher speaking directly to the student.
**Toss and Catch Hi-5ers**
(5 minutes)

**LESSON CONTENT**
- Students find partners, 1 Super-soft softball per pair.
- Standing 15-20 feet apart, partners throw ball back and forth.
- (Partners have formed 2 parallel lines, facing each other, marked by cones)
- After 3 catches partners jog to each other, meet in middle and exchange Hi-5s, then backpedal to starting places, across from cones.

**ROLE OF ASSISTANT**
- Keep partners in parallel lines.
- Provide positive feedback.
- After practicing, begin challenge.

**Variation:** How many Hi-5s can each pair make in 30 seconds? Can they improve?

---

**3-Step Mickey**
(10 minutes)

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

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

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

---

**LESSON OUTCOMES**
- Will be able to demonstrate teamwork during “Modified Softball” game.

**EQUIPMENT**
- 1 Super soft softball for every 2 students
- Several bats
- 4 cones
- 4 bases per field

**BEFORE CLASS SET UP**
- Set up all equipment off to the side near teacher.
- Gather a box of enough super soft softballs, 1 ball for every 2 players.
- Prepare softball fields for 6-8 players on a team.
### Modified Softball

**ACTIVITY #1**

**Modified Softball**

**ROLE OF ASSISTANT**

- Monitor players.
- Keep players on task.
- Call outs/safe.

**LESSON CONTENT**

- Students form groups of 6-8 (depending on facility space).
- Each team pitches to its own players.
- No more than 2 pitches to each batter.
- Team coming to bat can bat only when whole team is behind “dugout” cone and seated.
- If a team pitches before everyone is in dugout, that results in an out.
- Team at bat must remain seated in dugout. Any player that stands up or is outside the dugout results in an out for batting team.
- For safety, catcher should have a mask over his or her face. An extra out can be added for every pitch thrown when catcher does not have mask on.

### Cool Down/Closure

**LESSON CONTENT**

- Ask students:
  - *Why is it important to work together as a team when playing, “Modified Softball?”*
- Lead class in a series of stretches that focus on upper and lower body.
- Challenge students to practice a drill or game at home (use this whenever possible).

**ROLE OF ASSISTANT**

- Lead students in stretches.
- Review concepts taught during the lesson.
- Clean up and store equipment.
### Softball 7th Grade: Lesson 9

#### LESSON OUTCOMES
- Modified softball

#### EQUIPMENT
- 1 Super soft softball for every 2 students
- Several bats
- 4 bases per field
- 3 noodles

#### BEFORE CLASS SET UP
- Set up all equipment off to the side near teacher.
- Gather a box of enough super soft softballs, 1 ball for every 2 players.
- Prepare softball fields for 6-8 players on a team.

---

#### INSTANT ACTIVITY
- **Partner Fielding** (5 minutes)

**LESSON CONTENT**
- As students enter activity area they find partners and retrieve a Super soft softball.
- Each pair should line up across from each other approximately 15 feet apart.
- Partners should throw a ball back and forth using a variety of throws including fly balls, ground balls and pop-ups.
- As partners become more successful, they should begin increasing amount of distance between them.

**ROLE OF ASSISTANT**
- Assist students in partnering.
- Assist teacher as needed.

---

#### HEALTH RELATED PHYSICAL ACTIVITY
- **Mosquito Tag** (8 minutes)

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

**ROLE OF ASSISTANT**
- Assist with the equipment.
- Encourage participation.
ACTIVITY #1

**Modified Softball**
(20 minutes)

**LESSON CONTENT**
- Students form groups of 6-8 (depending on facility space).
- Each team pitches to its own players.
- No more than 2 pitches to each batter.
- Team coming to bat can bat only when whole team is behind “dugout” cone and seated.
- If a team pitches before everyone is in dugout that results in an out.
- Team at bat must remain seated in dugout. Any player that stands up or is outside the dugout results in an out.
- For safety, catcher should have a mask over his or her face. An extra out can be added for every pitch thrown when catcher does not have mask on.

**ROLE OF ASSISTANT**
- Monitor players.
- Keep players on task.
- Call outs/safe.

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

**LESSON CONTENT**
- Ask students:
  - Name 3 skills to use when catching a softball above the waist.
  - Name 3 skills to use in the batter’s stance and swing.
  - Lead class in a series of stretches that focus on upper and lower body.
  - Challenge students to practice a drill or game at home (use this whenever possible).

**ROLE OF ASSISTANT**
- Lead students in stretches.
- Review concepts taught during the lesson.
- Clean up and store equipment.
# Softball 7th Grade: Lesson 10

<table>
<thead>
<tr>
<th>LESSON OUTCOMES</th>
<th>EQUIPMENT</th>
<th>BEFORE CLASS SET UP</th>
</tr>
</thead>
</table>
| ▪ Apply throwing and catching skills to a modified game. | ▪ 1 bucket  
▪ 12-20 tennis balls  
▪ Boom Box with music | ✓ Set up FLOW equipment.  
✓ Gather necessary equipment and place around play space perimeter.  
✓ Prepare 1 softball field with a bucket of 12-20 tennis balls. |

### Noodle Tag

**INSTANT ACTIVITY**

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
</table>
| ■ As students enter activity area several students are selected to be ‘It’ (number of ‘It’ students depends on class size).  
■ ‘It’ students are each given a foam noodle.  
■ Staying within boundaries defined by cones, ‘It’ students must run and tag other students using a noodle to touch and freeze them.  
■ Once a student is frozen, he or she must perform 3 jumping jacks before they can re-enter game.  
■ Replace “It” players as necessary. | ■ Circulate and monitor Instant Activity.  
■ Assist teacher as needed. |

### FLOW

**HEALTH RELATED PHYSICAL ACTIVITY**

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
</table>
| ■ FLOW | ✓ Gather and distribute equipment for FLOW.  
✓ Start and stop music.  
✓ Assist with equipment clean-up.  
■ Provide information related to health concepts and critical cues for the more challenging movements. |

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

**Object of game:** Score as many runs as possible before all thrown balls are collected in a bucket by defense.

- Divide class into 3 equal teams.
- Team 1 will bat first with teams 2 and 3 in the field. Players in the field must spread out to cover a large area.
- Each player “batting” has 1 tennis ball.
- If batting team has 9 players then it is announced that defense must collect 9 tennis balls.
- Batting team lines up on first base line with last player touching home plate.
- On your cue, “throw!” each player on batting team has 2 seconds to throw their tennis ball.
- After they throw, they all run the bases.
- A team scores a run every time their last player crosses a base.
- They keep running until defense yells they have collected all thrown balls (in this case 9 tennis balls).
- A bucket to collect thrown balls is kept about 10 feet behind third base on left field line. Defense needs a reliable student to count tennis balls and yell when they are all in.
- After balls are collected and runs counted, team 1 goes to field and team 2 comes to bat. Continue through teams until period ends. Team with most runs wins.

**Rules:**
- For each ball miscounted, add 2 runs (they say time before all balls are in)
- Balls that roll into baseline must be stepped over. Intentional kicking of tennis balls will result in 2 run penalty (sometimes they are accidentally kicked so you have to watch)
- Balls must be thrown by offense in 2-3 seconds or that ball won’t count and defense can collect one less ball.

### Cool Down/Closure

- Ask students:
  - What was your favorite position in softball?
  - What is the hardest skill in softball for you?
  - Lead class in a series of stretches that focus on upper and lower body.
  - Challenge students to practice a drill or game at home (use this whenever possible).

**Review directions and point system as needed.**

**Lead students in stretches.**

**Review concepts taught during the lesson.**

**Clean up and store equipment.**
### Lacrosse 7th Grade : Lesson 1

#### LESSON OUTCOMES
- Demonstrate the proper grip.
- Scoop the ball.
- Cradle the ball while running.

#### EQUIPMENT
- 16 cones
- 1 ball per group
- 4 steps
- Lacrosse balls, tennis balls, koosh balls
- 1 pin per group
- 4 jump ropes
- Lacrosse sticks for each student
- Music – timed, segmented tape/CD

#### BEFORE CLASS SET UP
- Set up a small area for Flash Tag.
- HRPA: Have cones and task cards set up and jump ropes, pins, and balls in containers.
- Have steps on side in play area.
- Spread out sticks and balls in containers in play area.

#### Flash Tag (5 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Object of game: to add quickly and then tag partner.</td>
<td>Move around area.</td>
</tr>
<tr>
<td>Students form pairs and stand facing each other.</td>
<td>Play against a few students.</td>
</tr>
<tr>
<td>Each student makes a fist and shakes it 3 times (palm facing down). On the third shake, each partner sticks out any number of fingers (1-5).</td>
<td>Remind students to speed walk during activity.</td>
</tr>
<tr>
<td>Students add their number of fingers with their partner’s number of fingers and try to call out sum first.</td>
<td></td>
</tr>
<tr>
<td>Student who correctly calls out answer first wins and a 1-on-1 tag game begins with winners trying to get away from their partners. Partners must speed walk during tag game.</td>
<td></td>
</tr>
<tr>
<td>Losing partner must catch and tag winner to end tag game. Partners then start over with a new math problem and a second tag game.</td>
<td></td>
</tr>
<tr>
<td>After third turn, each student raises his or her hand and looks for a new partner to play with.</td>
<td></td>
</tr>
</tbody>
</table>

#### Aerobic Stations (15 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students in groups of 3 or 4; 1 group at each station</td>
<td>Set up stations throughout the area with each station representing a different aerobic step.</td>
</tr>
<tr>
<td>3 or 4 students are at each station, music plays, and students perform steps until music stops, and then move to next station (every 30-45 seconds; start at 30 and move to 45 over time).</td>
<td>Aerobic bowling station set-up:</td>
</tr>
<tr>
<td>Create or have a CD using timed segmented tape of 30 sec. w/ music and 10 sec. without music to indicate transition between stations.</td>
<td>Need a pin and ball.</td>
</tr>
<tr>
<td>Basic aerobic stations:</td>
<td>Set the pin 15-30 feet away from the line.</td>
</tr>
<tr>
<td>Stride Jump: stand with 1 foot in front of other, jump up and switch feet, landing with other foot in front, repeat</td>
<td>Move around area.</td>
</tr>
<tr>
<td>Elbow to Knee: lift right knee and touch it with left elbow, lift left knee and touch it with right elbow, repeat</td>
<td>Assist students when they are having difficulty.</td>
</tr>
<tr>
<td>Bounce and Twist: bounce up and down with feet together, twisting on each landing, repeat</td>
<td>Give encouragement and praise to students.</td>
</tr>
<tr>
<td>Downhill Skier: with feet together, jump side to side, repeat</td>
<td>Help collect the equipment.</td>
</tr>
<tr>
<td>Superball/jump rope: with feet together, bounce straight up and down, repeat with or without jump rope</td>
<td></td>
</tr>
</tbody>
</table>

** Italics indicate the teacher speaking directly to the student.**
## Aerobic Stations (continued)
(15 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knee Slap with step: step up onto step, lift right knee and touch it with both hands, lift left knee and touch it with both hands then step down, repeat</td>
<td></td>
</tr>
<tr>
<td>Pendulum Swing: swing legs from side to side, landing on 1 foot at a time, repeat</td>
<td></td>
</tr>
<tr>
<td>Lunge: start with both feet together; jump right, landing with right foot forward and left foot extended back, jump left, landing with left foot forward and right foot extended back, repeat. Make sure to instruct students to have critical element here of knee lined up directly over ankle as this is very important to knee health</td>
<td></td>
</tr>
<tr>
<td>Leg Kicks: bounce up and down; alternate kicking right and left leg out in front</td>
<td></td>
</tr>
<tr>
<td>Jumping Jacks</td>
<td></td>
</tr>
<tr>
<td>Run in Place</td>
<td></td>
</tr>
<tr>
<td>Aerobic Bowling:</td>
<td></td>
</tr>
<tr>
<td>1 student will stand 2 feet behind pin</td>
<td></td>
</tr>
<tr>
<td>On your signal, first bowler rolls ball at pin (15-20’ away)</td>
<td></td>
</tr>
<tr>
<td>If pin is knocked over or off line it is bowler’s responsibility to set it back up properly, and then replace student behind pin</td>
<td></td>
</tr>
<tr>
<td>Student behind pin retrieves ball and runs it back to next student in line. Bowler runs to stand 2 feet behind pin.</td>
<td></td>
</tr>
<tr>
<td>Curl ups</td>
<td></td>
</tr>
<tr>
<td>Trojan push-ups</td>
<td></td>
</tr>
</tbody>
</table>

## Scooping (2 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Each student gets a lacrosse stick and a ball.</td>
<td></td>
</tr>
<tr>
<td>Demonstrate how to hold stick; hands should be hip-width apart on stick.</td>
<td></td>
</tr>
<tr>
<td>Put foot to side of stick beside ball.</td>
<td></td>
</tr>
<tr>
<td>Bend knees and put head of stick on ground with opening facing upwards.</td>
<td></td>
</tr>
<tr>
<td>Slide stick towards ball making it roll into pocket. Slide stick right through ball.</td>
<td></td>
</tr>
<tr>
<td>Lift stick and straighten knees.</td>
<td></td>
</tr>
<tr>
<td>Have students shadow practice scooping without a ball.</td>
<td></td>
</tr>
<tr>
<td>Scatter balls, koosh, hacky sacks, etc., all over playing area and give students 2 minutes to practice scooping balls up and putting them down. Ask students to count how many balls they were able to successfully scoop up.</td>
<td></td>
</tr>
<tr>
<td>Variation: Rolling and Scooping. Initially, tip of stick is placed on ball. Secondly, stick is moved backwards, making ball roll towards body. Ball is then picked up using scooping method.</td>
<td></td>
</tr>
<tr>
<td>Variation: have students practice scooping a second time and ask them to see if they can beat their first round score.</td>
<td></td>
</tr>
<tr>
<td>Move around area; make sure each student has a stick and ball for activity.</td>
<td></td>
</tr>
<tr>
<td>Help students having difficulty.</td>
<td></td>
</tr>
<tr>
<td>Give tips and reminders to students having trouble scooping and cradling, “Bend, Slide, and Lift.”</td>
<td></td>
</tr>
<tr>
<td>Scatter various balls in a designated area.</td>
<td></td>
</tr>
</tbody>
</table>
Scooping Shuttle Line Drill
(8 minutes)

LESSON CONTENT
Students form groups of 6 and divide into 2 groups of 3 lining up 15-20 feet apart facing each other. 1 ball per group of 6.
First student in first line (player A1) rolls ball to first student in second line (player B1) and runs to end of second line.
Player B1 runs, scoops ball, then rolls it to player A2 and runs to end of first line.
Player A2 scoops ball then rolls it back to player B2 and so on.
Challenge: How many scoops can each group do in 1 minute? Can each group improve?

ROLE OF ASSISTANT
Move around area, keeping opposite from the teacher.
Help students having difficulty.
Give encouragement to students.
★ Give tips and reminders to students having trouble scooping
✓ Set up cones across the play area (Can also set up cones for the students to weave in and out of).

ACTIVITY #2
Scooping Shuttle Line Drill (8 minutes)

Run
Roll Ball

Cradling
(10 minutes)

LESSON CONTENT
Students remain in groups of 3 with 1 ball per group.
Cradling is a natural motion; hands and arms should be “pumping” as students run, creating a natural cradling motion.
Without balls, students shadow practice cradling motion with their sticks.
Students run down around cone and back with ball in their stick, and then hand the ball to next student in line.
Continue for 2 minutes, seeing how many turns students can get.
Demonstrate how to keep stick on side of body away from a defender and turning or pivoting.
Tell students that a defender is on right side of play area.
Have students run down to cone with sticks in their left hands; when they reach cone they must pivot to left, switching sticks to their right hands as they run back.
Demonstrate how to switch hands with stick and run back.
Practice for 2 minutes, seeing how many turns students can get. After 2 minutes ask how many students were able to do 5 or more turns.
Small group makes for more practice and more activity.

ROLE OF ASSISTANT
Give encouragement and praise to students.

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

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

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
</table>
| Think, Pair, Share (After a minute or so with each question, have a few students share answers with the class.)  
- What are 2 key components needed to scoop the ball with the lacrosse stick?  
- What are 2 key components needed to cradle with the lacrosse stick?  
- Which did you find to be more difficult, scooping or cradling? | ✓ Collect equipment.  
- Encourage students to share answers.  
- Give praise to students who answer. |

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

## Lesson Outcomes
- Run with the lacrosse stick and ball.
- Cradling.
- Scoop the ball.
- Perform a pivot with the ball in the Lacrosse stick.
- Pass and catch with the Lacrosse stick.

## Equipment
- Lacrosse sticks for each student
- Lacrosse balls, tennis balls, koosh balls
- 4 cones
- Pinnies

## Before Class Set Up
- Spread out sticks and balls out for IA.
- Stack steps along side of play area.
- Set up cones to mark Cannonball Run.

### Instant Activity

**Rolling & Scooping** (5 minutes)

**Lesson Content**
- Students find partners and sticks, 1 ball per pair.
- Partners practice rolling and scooping 10 times each. Students could walk/jog and roll & scoop.
- Partners stand 5 feet apart and 1 student throws ball 5 times (without using stick) to partner as partner tries to catch ball using stick, then switch roles.
- If both partners successfully catch ball 5 times then they both move 1 step back and repeat.

**Role of Assistant**
- Move around area, make sure each student has a stick, ball and partner for activity.
- Give tips and reminders to students having trouble passing and catching.

### Cannonball Run (5 minutes)

**Lesson Content**
- Place a cone at each corner and 2 along each sideline of a rectangular track that is size of a basketball court.
- Students form 4-5 equal teams, 1 stick per student. Teams form lines.
- Students have to pass ball down a line and scoop it when it drops. Last student in row keeps ball.
- Each team stands in file formation at a different corner of play area facing in a CCW direction.
- When music starts, each team starts jogging around track with last runner carrying ball. Students stay in this order and do not pass to each other.
- On your signal, last runners sprint forward on inside of track, passing all team members. As runners reach front of line, they yell “Cannonball!” This is a signal for whole team to turn sideways and slide step along as ball is passed from player to player to the last runner. (Music can and should be used as signal.)
- Last runner, when receiving ball runs to front of line and continues cannonball pass.
- Continue at a steady pace, taking turns until music stops. No team is permitted to pass another during run.

**Role of Assistant**
- Pass out sticks and balls to last student.
- Keep opposite from the teacher to shout out praise and encouragement.
- Remind students to shout out “Cannonball.”

---

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

(5 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Each team should yell out number “cannonball runs” they made.</td>
<td></td>
</tr>
<tr>
<td>To cool down, walk slowly around track inhaling and exhaling deeply. Each team can report their score to you.</td>
<td></td>
</tr>
</tbody>
</table>

**Pivot Points (continued)**

(5 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pivoting is a critical skill involving stopping quickly and pivoting on 1 foot (180 degrees) to shake a defender while cradling the ball. The key is to always keep the ball on the side of the body away from the defender, so when you pivot, you must switch the stick to the other hand.</td>
<td></td>
</tr>
<tr>
<td>Students form groups of 3 facing long side of playing area.</td>
<td></td>
</tr>
<tr>
<td>Students run to cone with their sticks and balls in their right hands, then stop, do an inside pivot, step back on right foot, switching sticks from right to left hand, then run to next cone, stop and pivot, continuing to end line.</td>
<td></td>
</tr>
<tr>
<td>As soon as first student reaches first cone and pivots, next student runs. Students may not pass each other.</td>
<td></td>
</tr>
<tr>
<td>When third student finishes, first student starts again, starting with stick in left hand.</td>
<td></td>
</tr>
<tr>
<td>Challenge: How many times can each group go down and back in 3 minutes?</td>
<td></td>
</tr>
</tbody>
</table>
### Catching & Passing (15 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Catching: Upper body must face (be square to) incoming ball, Hold stick in an upward position with pocket wide open to ball, Reach out for ball with head of stick and catch ball in front of body, Like catching a baseball, give with ball at contact to cushion force, Cradle ball (twisting action) immediately after catching it.</td>
<td>Remind students throwing the balls to make a good toss so that it’s easier for their partner to catch the ball.</td>
</tr>
<tr>
<td>Passing: Draw upper hand backward several inches and then follow through with a snapping motion of wrist, Pull handle downward with lower hand, making a small arc. After release, stick should be pointing at target in a nearly horizontal position.</td>
<td>Give tips and reminders to students having trouble passing and catching.</td>
</tr>
<tr>
<td>Students find partners, 2 sticks and 1 ball per pair.</td>
<td>Set up grids for next activity and collect the extra sticks and balls.</td>
</tr>
<tr>
<td>Drill 1: Student with ball puts his or her stick down and throws ball to partner for 1 minute.</td>
<td></td>
</tr>
<tr>
<td>Partner catches and throws ball back using his or her stick.</td>
<td></td>
</tr>
<tr>
<td>After one minute, have students switch roles. Repeat drill twice.</td>
<td></td>
</tr>
<tr>
<td>Drill 2: Have student not using a stick pick it up and see if they can have a catch using their sticks.</td>
<td></td>
</tr>
<tr>
<td>After 5 consecutive catches, tell students to take 1 step back.</td>
<td></td>
</tr>
<tr>
<td>Go for 1-2 minutes.</td>
<td></td>
</tr>
<tr>
<td>Drill 3: Have students continue to throw to their partners, but this time have catching partners attempt to catch ball while moving.</td>
<td></td>
</tr>
<tr>
<td>After 5 passes partners switch roles.</td>
<td></td>
</tr>
<tr>
<td>For passing drill, partners face each other 10 feet apart.</td>
<td></td>
</tr>
<tr>
<td>Partner without ball puts his or her stick down.</td>
<td></td>
</tr>
<tr>
<td>Drill 4: For 1 minute, student with ball throws it, using his or her stick, to partner; partner rolls ball back so that student with stick can scoop ball.</td>
<td></td>
</tr>
<tr>
<td>After 1 minute, have students switch roles.</td>
<td></td>
</tr>
<tr>
<td>Go for 2-3 minutes.</td>
<td></td>
</tr>
</tbody>
</table>

### Lacrosse Pirates (5-8 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal of the game is to maintain possession of the ball.</td>
<td>Move around area to help supervise.</td>
</tr>
<tr>
<td>Students form groups of 3, 1 stick per student and 1 ball per group of 3. Each group in a grid of 6’ x 6’.</td>
<td>Give encouragement and praise to students.</td>
</tr>
<tr>
<td>Select 1 person per group to be pirate and have the pirate put on a pinnie</td>
<td>Supervise students returning equipment.</td>
</tr>
<tr>
<td>1 ball per 2 free players.</td>
<td></td>
</tr>
<tr>
<td>Free players start by passing ball around to other free players, while Pirates try to steal passes.</td>
<td></td>
</tr>
<tr>
<td>If a Pirate steals or knocks down a pass, free player who threw ball changes places with Pirate.</td>
<td></td>
</tr>
<tr>
<td>If a free player drops a pass, he or she remains a free player.</td>
<td></td>
</tr>
</tbody>
</table>

### Cool Down/Closure (5 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review technique of catching ball, reminding students to “give” when ball goes into pocket.</td>
<td>Demonstrate technique of “giving” when the ball goes in the pocket.</td>
</tr>
<tr>
<td>Remind students of importance of getting loose balls on ground; team that scoops up most balls usually wins.</td>
<td>Encourage students to demonstrate.</td>
</tr>
<tr>
<td>Ask students to demonstrate proper techniques for throwing and catching. Ask a series of tactical questions based on last game, such as:</td>
<td></td>
</tr>
<tr>
<td>What was the best way to keep possession of the ball?</td>
<td></td>
</tr>
<tr>
<td>What did you have to do to keep away or keep the ball away from the pirate? What difference did having a defender / pirate make?</td>
<td></td>
</tr>
<tr>
<td>Where did you hold the stick to keep away from the pirate?</td>
<td></td>
</tr>
<tr>
<td>What did you do to support the teammate with the ball?</td>
<td></td>
</tr>
</tbody>
</table>

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

*Italics indicate the teacher speaking directly to the student.*
<table>
<thead>
<tr>
<th>Lacrosse</th>
<th>7th Grade</th>
<th>Lesson 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Set Up or Prep Duties</td>
<td>✈️ Cues or Key Concepts</td>
<td>➔ Variation</td>
</tr>
</tbody>
</table>

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## Lacrosse 7th Grade: Lesson 3

<table>
<thead>
<tr>
<th>LESSON OUTCOMES</th>
<th>EQUIPMENT</th>
<th>BEFORE CLASS SET UP</th>
</tr>
</thead>
</table>
| - Run with the lacrosse stick and ball.  
- Scoop the ball.  
- Pass and catch with the lacrosse stick. | - Lacrosse sticks for each student  
- FLOW equipment  
- Cones  
- Pinnies | ✓ Spread out lacrosse sticks and balls in containers in play area.  
✓ Have FLOW equipment out on the side of play area.  
✓ Have cones ready to divide activity area into 6 sections. |

### Instant Activity

**Passing and Catching** *(5 minutes)*

**Lesson Content**
- Students find partners, 1 sticker per student and 1 ball per pair.  
- Students practice throwing and catching with partners.  
- Every 5 consecutive catches both partners move 1 step back.

**Role of Assistant**
- Move around area and make sure each student has a stick, ball and partner for activity.  
- Give tips and reminders to students having trouble passing and catching.

### Health Related Physical Activity

**FLOW** *(15 minutes)*

**Lesson Content**
- Decide which equipment and stations to use  
- When setting up FLOW, explain to the students what area of fitness each station represents  
- FLOW rotation 1 1/2-2 minutes per station with 20 seconds (or less) in between to move/set-up.  
- Students should be evenly grouped for 6 stations with no more than 3 students per station. Teaching assistant should stay near stations that require extra supervision.  
- When the music begins, students perform the task at the given station for the duration of the music  
- Music stops, reset all equipment, move to the next station, and begin tasks when music starts again  
- After 6 rotations, end FLOW and have the students help put equipment away and form groups of 6.

**Role of Assistant**
- ✓ Assist with set up.  
- ✓ Keep students on task.  
- ✓ Give positive specific feedback.  
- ✓ Supervise students as they return FLOW equipment.

---

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

*Italics indicate the teacher speaking directly to the student.*
<table>
<thead>
<tr>
<th>Activity #1</th>
<th>Activity #2</th>
<th>Activity #3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Musical Lacrosse</strong>&lt;br&gt;(7-8 minutes)</td>
<td><strong>Team Toss Tag</strong>&lt;br&gt;(10 minutes)</td>
<td><strong>Cool Down/Closure</strong>&lt;br&gt;(3 minutes)</td>
</tr>
<tr>
<td><strong>LESSON CONTENT</strong></td>
<td><strong>ROLE OF ASSISTANT</strong></td>
<td><strong>LESSON CONTENT</strong></td>
</tr>
<tr>
<td>■ Students form groups of 5 or 6, 1 ball per group, and 1 stick per student.</td>
<td>■ Move around; tell students which group they go to when the music stops.</td>
<td>■ Divide gym into as many sections as there are members on a team. For example, if there are 6 teams, divide gym into 6 sections. 1 tagger per section.</td>
</tr>
</tbody>
</table>
## Lacrosse 7th Grade : Lesson 4

### Lesson Outcomes
- Scoop the ball.
- Pass and catch with the lacrosse stick.
- Shoot the ball at a target with the lacrosse stick.
- Move, catch, and pass in a small area.
- Use / create space to get open to support teammate with ball.

### Equipment
- 10 cones
- Timed segmented tape
- Lacrosse sticks for each student
- 4 folding goals
- 10 exercise mats (to use as targets)
- Jump & Jog task cards
- CD/tape player
- Lacrosse balls, tennis balls, koosh balls
- 2 lacrosse goals

### BEFORE CLASS SET UP
- Spread out sticks and balls in containers around play area for IA.
- Have cones ready to mark area for HRPA.
- Set up targets against walls or fence.

### Instant Activity
**Passing and Catching** (5 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students find partners, 1 stick per student and 1 ball per pair.</td>
</tr>
<tr>
<td>Students practice throwing and catching with partners.</td>
</tr>
<tr>
<td>Every 5 consecutive catches both partners move 1 step back.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Move around area and make sure each student has a stick, ball and partner for activity.</td>
</tr>
<tr>
<td>Give tips and reminders to students having trouble passing and catching.</td>
</tr>
</tbody>
</table>

### Health Related Physical Activity
**Jump and Jog Fitness** (10 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have students keep partner to begin activity; Partner 1 jogs; Partner 2 performs jump rope activities inside circle.</td>
</tr>
<tr>
<td>Students switch from jogging to inner circle activity, and vice versa, when music is paused.</td>
</tr>
<tr>
<td>When music stops, Partner 1 stops jogging, finds nearest cone, and performs next activity. Partner 2 begins jogging</td>
</tr>
<tr>
<td>Variation: Integrate sport skills for the outer circle (e.g., dribble basketball or soccer ball, run cradling stick/ball).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Set up 6-8 cones in a large circle or square with jump rope variation task cards fastened on.</td>
</tr>
<tr>
<td>Keep opposite from the teacher to help supervise.</td>
</tr>
<tr>
<td>Shout out praise and encouragement.</td>
</tr>
<tr>
<td>Collect equipment.</td>
</tr>
<tr>
<td>Put goals out for shooting activity.</td>
</tr>
</tbody>
</table>

### Transition
**Students**

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students break down stations quickly, get a stick and ball and meet teacher at ___________ for activity 1 instructions.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
</table>

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## Shooting
### (10 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstration by teacher / TA on shooting. Students in scatter formation.</td>
<td>Help students get their sticks and balls.</td>
</tr>
<tr>
<td>There are 2 basic types of shots:</td>
<td>Demonstrate shooting or help supervise the students.</td>
</tr>
<tr>
<td>Outside shots, normally taken 10-15 yards from goal</td>
<td>Move around area assisting students having difficulty shooting.</td>
</tr>
<tr>
<td>Inside shots, any shot taken from 10 yards or less</td>
<td>Offer praise to students for good, accurate shots.</td>
</tr>
<tr>
<td>Shots count whether they are in the air or bounce in.</td>
<td></td>
</tr>
<tr>
<td>Power and accuracy are 2 major components of shooting.</td>
<td></td>
</tr>
<tr>
<td>Shooting: Draw upper hand backward several inches and then follow through with a snapping motion of wrist, pull handle downward with lower hand, making a small arc, after release, stick should be pointing at target in a nearly horizontal position.</td>
<td></td>
</tr>
<tr>
<td>Have students form groups of 3, 1 stick and ball per student.</td>
<td></td>
</tr>
<tr>
<td>Drill 1: Have targets and goals set up throughout playing area and have students practice shooting against wall or at goals (use exercise mats against wall or fence if needed).</td>
<td></td>
</tr>
</tbody>
</table>

### 3-on-3 Keep Away
### (10 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students stay in groups of 3 practicing throwing and catching.</td>
<td>Set up cones for 3-on-3 while students are practicing throwing and catching (10’ x 10’ area).</td>
</tr>
<tr>
<td>After 2 minutes, have groups of 3 combine to play 3-on-3.</td>
<td>Move around area encouraging students to move to open space or stick with their opponent.</td>
</tr>
<tr>
<td>Goal: Maintain possession of the ball.</td>
<td>Help students see where the open space is.</td>
</tr>
<tr>
<td>Each team attempts to complete 10 consecutive passes before ball is intercepted or dropped.</td>
<td>Remind students there is no contact.</td>
</tr>
<tr>
<td>Ball may not be thrown to same team member more than 2 consecutive times.</td>
<td></td>
</tr>
<tr>
<td>No body contact allowed.</td>
<td></td>
</tr>
<tr>
<td>Receiver of pass may take 3 steps.</td>
<td></td>
</tr>
<tr>
<td>Rules of 3 are in effect:</td>
<td></td>
</tr>
<tr>
<td>3 “alligators” to throw ball</td>
<td></td>
</tr>
<tr>
<td>3 feet away from student with ball</td>
<td></td>
</tr>
<tr>
<td>All 3 students must catch ball in order for score to count</td>
<td></td>
</tr>
<tr>
<td>Possession changes for interceptions or if ball touches floor.</td>
<td></td>
</tr>
<tr>
<td>The score of the game is number of catches made before defense gets ball. 1 point / successful catch. Or, it is after 10 consecutive passes by offense.</td>
<td></td>
</tr>
<tr>
<td>After 3 minutes have teams switch and play a different team.</td>
<td></td>
</tr>
<tr>
<td>This would be a great time to introduce cuts, fakes and jab steps to get away from defender and into open space to support teammate with ball.</td>
<td></td>
</tr>
<tr>
<td>COOL DOWN/CLOSURE</td>
<td>(3 minutes)</td>
</tr>
<tr>
<td>-------------------</td>
<td>-------------</td>
</tr>
<tr>
<td><strong>LESSON CONTENT</strong></td>
<td><strong>ROLE OF ASSISTANT</strong></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>- Encourage students to think and answer.</td>
</tr>
<tr>
<td>- What are 3 of the cues to remember when shooting?</td>
<td></td>
</tr>
<tr>
<td>- What are some strategies or skills needed for the 3-on-3 Keep Away game? What did you have to do to get open to get a pass? What did you have to do to pass when you had the ball? How did you protect the ball from the defender? As a defender, do you guard the person or the space?</td>
<td></td>
</tr>
</tbody>
</table>
Set Up or Prep Duties

Cues or Key Concepts

Variation

Challenge

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

<table>
<thead>
<tr>
<th>LESSON OUTCOMES</th>
<th>EQUIPMENT</th>
<th>BEFORE CLASS SET UP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shoot at a goal.</td>
<td>Lacrosse sticks for each student</td>
<td>Set up and spread out 10 – 15 goals or targets for IA.</td>
</tr>
<tr>
<td>Catching and passing in a small area while moving.</td>
<td>Lacrosse balls, tennis balls, koosh balls</td>
<td>Set up cones for HRPA.</td>
</tr>
<tr>
<td>Perform the give and go.</td>
<td>10 cones</td>
<td></td>
</tr>
<tr>
<td>Use give and go in game situation (position game)</td>
<td>2 lacrosse goals</td>
<td></td>
</tr>
</tbody>
</table>

### Instant Activity

#### Shooting (5 minutes)

**LESSON CONTENT**
- Students find partners, 1 stick per student and 1 ball per pair.
- 1 partner stands to right of his or her partner and passes ball; catcher immediately shoots ball at “goal.”
- After 5 shots partners switch roles.
- After each has taken 5 shots, passer moves to left side of catcher and begins drill again.
- Have students walk / jog / run to receive and shoot.

**ROLE OF ASSISTANT**
- Move around.
- Give praise and encouragement to students.
- Collect sticks and balls.

#### Stick handling: “The Snake” (5-7 minutes)

**LESSON CONTENT**
- Students form groups of 6, 1 stick and 1 ball per student.
- Groups line up and begin jogging, staying in line.
- At your signal, last student in line runs slalom between other students and takes first place in line.
- Challenge: like a Cannonball run, how many times can team members run through their line?

**ROLE OF ASSISTANT**
- Shout out encouragement and praise to students.
- Keep opposite from the teacher.
- Set up goals for Shooting Relay.

### Activity #1

#### Shooting Relay (10 minutes)

**LESSON CONTENT**
- Divide students into groups of 3, facing goals.
- Each team has 2 balls. (If there are enough balls for every student, give them all out.)
- Place a cone to indicate a starting line.
- On your signal, first student in each team runs towards goal and shoots 1 shot.
- After taking a shot, students must retrieve their own balls, then run back to their lines.
- Each team needs to shout out number of goals scored whenever their team scores.
- Next student starts when previous student has passed cone.
- Stop every 2 minutes, telling students to try to improve their scores.
- Repeat 3 times then add variation.

**ROLE OF ASSISTANT**
- Make sure each student has a ball and stick.
- Set up 4-6 goals (more if there are many students) around area.
- Move around, assist students.
- Give praise and encouragement to students.

- Variation 1: Place an obstacle (cone) in goal making it more difficult to score.
- Variation 2: Place hoop with holder in front of goal.

---

Italics indicate the teacher speaking directly to the student.
### Give and Go (5 minutes)

**LESSON CONTENT**
- Students stay in their groups of 3 with 2 balls per group.
- Student A1 passes ball to B1 and keeps moving forward.
- B1 passes ball immediately back to A1, who then shoots ball on goal and runs to end of B line.
- Player B1 retrieves ball and runs to end of A line.
- After 2-3 minutes, have line B switch to left side so that students learn to receive a pass and shoot on opposite side.

**ROLE OF ASSISTANT**
- Move around the area helping students having difficulty.
- Remind students to pass ball in front of student who is going to shoot.
- Offer praise and encouragement.

![Diagram of Give and Go activity]

### Position Lacrosse (10 minutes)

**LESSON CONTENT**
- Group of 3 join with another groups of 3 to play a 3 v 3 game. Extra balls placed inside goal.
- Team starting with ball (Rock, Paper, Scissors to determine) passes it back and forth trying to score.
- Rules of 3 apply.
- Once a student has ball, he or she may not run, but can only pivot and pass.
- Ball on floor is a turnover to other team.

**ROLE OF ASSISTANT**
- Help set up fields – grids ~20’ X 20’ with one goal at each grid.
- Move around area.
- Encourage students to make good passes and to stay with their opponents.
- Help collect equipment. Students return equipment to appropriate space.

### Cool Down/Closure (5 minutes)

**LESSON CONTENT**
- PQP questioning:
  - P = Praise - Name something you liked about Position Lacrosse.
  - Q = Question - What didn’t you understand about the activity?
  - P = Polish - What is 1 way you could make this activity better?

**ROLE OF ASSISTANT**
- Encourage students to think and answer.
# Lacrosse 7th Grade : Lesson 6

<table>
<thead>
<tr>
<th>Lesson Outcomes</th>
<th>Equipment</th>
<th>Before Class Set Up</th>
</tr>
</thead>
<tbody>
<tr>
<td>To define and perform the skill of marking (defending one-on-one).</td>
<td>Cones</td>
<td>✓ Set up cones / hoops as goals throughout the play area for IA.</td>
</tr>
<tr>
<td>Catching and passing in a small area while moving.</td>
<td>Jump ropes</td>
<td>✓ Have steps stacked on the side of the area ready for HRPA.</td>
</tr>
<tr>
<td>Performing lacrosse skills in a game-like situation.</td>
<td>Lacrosse sticks and balls</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pinnies</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Team Marathon task cards</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Foam balls or basketballs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Hoops</td>
<td></td>
</tr>
</tbody>
</table>

## Pass & Shoot (5 minutes)

<table>
<thead>
<tr>
<th>Lesson Content</th>
<th>Role of Assistant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students find partners, 1 stick per student, and 1 ball per pair.</td>
<td>Move around.</td>
</tr>
<tr>
<td>1 partner passes to his or her partner with stick, who shoots quickly at a hoop against wall. Partner can be moving or stationary.</td>
<td>Give praise and encouragement to students.</td>
</tr>
<tr>
<td>1 partner takes 5 shots, and then partners switch roles and continue.</td>
<td></td>
</tr>
</tbody>
</table>

## Team Marathon (continued) (10 minutes)

<table>
<thead>
<tr>
<th>Lesson Content</th>
<th>Health Related Physical Activity #1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students form groups of 4; Each group will have a hoop with 4 basketballs and 4 jump ropes and a task card. Each group will complete following activities:</td>
<td>✓ Helps students get equipment.</td>
</tr>
<tr>
<td>Run a lap</td>
<td>Move around to demonstrate or help students.</td>
</tr>
<tr>
<td>25 jumps with a jump rope</td>
<td>Praise and encourage students.</td>
</tr>
<tr>
<td>Dribble a ball 50 times</td>
<td>✓ Set up cones for next activity.</td>
</tr>
<tr>
<td>10 push-ups (can be modified)</td>
<td></td>
</tr>
<tr>
<td>10 jump twists</td>
<td></td>
</tr>
<tr>
<td>Run a lap</td>
<td></td>
</tr>
<tr>
<td>15 jumping jacks</td>
<td></td>
</tr>
<tr>
<td>Jump rope 25 times</td>
<td></td>
</tr>
<tr>
<td>Snap fingers 20 times</td>
<td></td>
</tr>
<tr>
<td>Run a lap</td>
<td>Run a lap</td>
</tr>
<tr>
<td>15 toe raises</td>
<td>20 sit-ups (can be modified)</td>
</tr>
<tr>
<td>Crawl through tunnel formed by others legs</td>
<td>Flap chicken wing arms 15 times</td>
</tr>
<tr>
<td>Touch all four walls (if outside set up four 28” cones to touch)</td>
<td>Jump over rope 25 times</td>
</tr>
<tr>
<td>Run a lap</td>
<td>Jump rope 20 times</td>
</tr>
<tr>
<td>20 sit-ups (can be modified)</td>
<td>Bounce pass ball around group 7 times</td>
</tr>
<tr>
<td>Yell “we love PE” 3 times</td>
<td>Run a lap</td>
</tr>
<tr>
<td>Run a lap</td>
<td>Put all equipment back in hoop.</td>
</tr>
</tbody>
</table>

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

**LESSON CONTENT**
- Students form pairs with 1 partner standing with back to other partner, who stands an arm’s length away (if there is an odd number of students have 1 group of 3 rotating the front student).
- On your signal front partner tries to get away from “shadow.”
- Signal after 20-30 seconds; if shadow can reach out and tag their partner, those partners have to perform 5 exercises (push-ups, sit-ups, jumping jacks, etc.).
- If shadow can’t reach partner then they do exercises.
- Partners switch roles and continue playing.

**ROLE OF ASSISTANT**
- Set up 4 cones (20 x 20 depending on class size).
- Prepare music, if using.
- Remind students to do exercise.

### Hooper Lacrosse
(10 minutes)

**LESSON CONTENT**
- Students for groups of 8; 6 on each team with lacrosse sticks, and 2 will each have a hoop. 2 groups of 8 play against each other. 1 team wears pinnies.
- Students from each team with hoops go to their team’s end zone. These students are their teams “hoopers.”
- Hoopers have a hoop and must keep both hands on hoop at all times.
- Each team attacks its own end zone in order to score.
- Rules of 3 are in effect.
- Students cannot run with ball.
- A team scores when it passes a ball into its end zone through one of its hoops before ball hits ground.
- After a score (or a time limit) student who scored changes places with a hooper.
- Other team gets possession after a score or dropped ball.
- Stress movement without ball, proper passing techniques, cooperation, and teamwork!

**ROLE OF ASSISTANT**
- Hand out pinnies.
- Move around to the different games to help supervise.
- Remind students to count out 3 “alligators” loudly so teammates can hear them.
- Collect equipment.

--

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

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Think, Pair, Share (After a minute or so with each question, have a few students share answers with the class.)</td>
<td>Encourage students to think and answer.</td>
</tr>
<tr>
<td>What is marking?</td>
<td></td>
</tr>
<tr>
<td>What made for a successful game?</td>
<td></td>
</tr>
<tr>
<td>Was it better to use long passes, short passes, or a combination of both?</td>
<td></td>
</tr>
<tr>
<td>What happened if some students did not get open for a pass? So what do you need to do to get open?</td>
<td></td>
</tr>
<tr>
<td>How important was spacing your teammates when you were in control of the ball?</td>
<td></td>
</tr>
</tbody>
</table>

Cool Down/Closure
(5 minutes)

LESSON CONTENT

- Think, Pair, Share (After a minute or so with each question, have a few students share answers with the class.)
  - What is marking?
  - What made for a successful game?
  - Was it better to use long passes, short passes, or a combination of both?
  - What happened if some students did not get open for a pass? So what do you need to do to get open?
  - How important was spacing your teammates when you were in control of the ball?

Encourage students to think and answer.
Lacrosse 7th Grade Lesson 6

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

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

## LESSON OUTCOMES
- Demonstrate support for the passer by moving to open spaces.
- Catching and passing in a small area while moving.
- Performing lacrosse skills in a game-like situation.

## EQUIPMENT
- Bean bags or koosh balls
- Music
- Lacrosse sticks and balls
- FLOW equipment
- CD player
- Cones

## BEFORE CLASS SET UP
- Have koosh balls or bean bags in buckets spread out in playing area for IA.
- FLOW equipment needs to be ready on the side of play area.

## Push-Up Position Hockey

**Instant Activity**

**5 minutes**

**Lesson Content**
- Students find partners and face each other in push-up position about 5 feet apart.
- Using a bean bag or ball, partners try to slide or roll object between each other’s hands.
- Partner may stop object with 1 hand only.
- Students play until one student scores three goals, then students look for new partner to play against.

**Role of Assistant**
- Move around area to supervise students.
- Play against a student.
- Collect equipment.

## FLOW

**Lesson Content**
- Teacher decides which equipment and stations to use.
- When setting up FLOW, explain to the students what area of fitness each station represents.
- FLOW rotation 1 1/2-2 minutes per station with 20 seconds (or less) in between to move/set-up.
- Students should be evenly grouped for 6 stations with no more than 3 students per station. Teaching assistant should stay near stations that require extra supervision.
- When the music begins, students perform the task at the given station for the duration of the music.
- Music stops, reset all equipment, students move to the next station, and begin tasks when music starts again.
- After 6 rotations, end FLOW and have the students help put equipment away students and stay in groups of 6.

**Role of Assistant**
- Assist with set up.
- Keep students on task.
- Give positive specific feedback.
- Supervise students as they return FLOW equipment.

---

**Italics indicate the teacher speaking directly to the student.**
### ACTIVITY #1
#### 3-Person Passing Drill
(5 minutes)

**LESSON CONTENT**
- Students form groups of 3, 1 stick / student; 1 ball per group.
- Demonstration of drill
- Groups jog / run down field or court in 3 lanes.
- Center student passes ball to right, right student passes to center, center student passes to left and pattern continues down court or field.
- Students must be moving forward down court and anticipating pass coming to them.
- Repeat drill several times so that every student gets a chance to be in center.

**ROLE OF ASSISTANT**
- Remind students to catch and pass.

### ACTIVITY #2
#### 2-on-1 Pass and Support
(5 minutes)

**LESSON CONTENT**
- Students stay in groups of 3.
- Demonstration of drill
- O2 starts with the ball
- As soon as students are ready, defender attacks ball, O1 only moves to either side, O2 draws defender and passes.
- Keep the defender stationary and passive at first and then increase to moving
- Play for 6 passes or until defensive player wins ball.

**ROLE OF ASSISTANT**
- Move around area to help supervise students.
- Encourage passer to fake one way and pass the other.
- Encourage receiver to move quickly to open lane.
- Give praise and encouragement

### ACTIVITY #3
#### 3-on-3
(5 minutes)

**LESSON CONTENT**
- Students remain in groups of 3 and play against another group of 3.
- Students will play 3-on-3 with rules of 3 in effect:
  - 3 passes before goal attempt
  - All 3 students must touch ball before attempting a goal
  - Use a narrow goal or trash can goal,

**ROLE OF ASSISTANT**
- Move around area to help supervise students.
- Encourage passer to fake one way and pass the other.
- Encourage receiver to move quickly to open lane.
- Give praise and encouragement

### Cool Down/Closure
(5 minutes)

**LESSON CONTENT**
- PQP questioning:
  - P = Praise - Name something you liked about the 3-on-3 game.
  - Q = Question - What didn’t you understand about the activity?
  - P = Polish - Name 1 way you could make this activity better.

**ROLE OF ASSISTANT**
- Encourage students to think and answer.

*Italics indicate the teacher speaking directly to the student.*
**Lacrosse 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 support for the passer by moving to open spaces.</td>
<td>■ Steps</td>
<td>✓ Have steps out on side, ready for HRPA.</td>
</tr>
<tr>
<td>■ Catching and passing in a small area while moving.</td>
<td>■ Koosh/soft Balls</td>
<td>✓ Spread out sticks and balls over the outside of the area for IA.</td>
</tr>
<tr>
<td>■ Performing lacrosse skills in a game-like situation.</td>
<td>■ Pinnies</td>
<td>✓ Set up grids for IA</td>
</tr>
<tr>
<td>■ Perform various lacrosse skills in a game-like situation.</td>
<td>■ Goals</td>
<td></td>
</tr>
</tbody>
</table>

### Instant Activity

**Rip-Off Lacrosse**

**LESSON CONTENT**
- Students find partners, 1 stick per student.
- Partners find space in defined playing area and play catch.
- Assign 3-4 students to play defense; their job is to intercept passes without making contact with other students.
- When defenders take or knock down a ball, the student who threw the ball switches places with defender.
- Defenders may NOT make contact with another student or stick.

**ROLE OF ASSISTANT**
- Set up cones to define playing area.
- Assign the students to be defenders.
- Move around area giving praise and encouragement to the passers and the defenders.

### Health Related Physical Activity

**Step Aerobics (continued)**

**LESSON CONTENT**
- Repeater knee lift
- Repeater heel lift
- Repeater leg lift
- Alternating tap up
- Alternating knee lift
- Alternating leg lift
- Alternating heel lift
- Alternating wide-step tap down
- Over the top
- Straddle down
- Alternating tap up/straddle down
- Across top
- Alternating lunge A

**HEALTH RELATED PHYSICAL ACTIVITY**
- Beginner Body Sculpting:
  - Hamstring heel press 12 repetitions
  - Alternating lunge B
  - Plié 12 repetitions
  - Outer leg lift 8 repetitions
  - Triceps push up 10 repetitions
  - Abdominal lift 12 repetitions
  - Abdominal cross over 12 repetitions

**ROLE OF ASSISTANT**
- Move around to demonstrate moves and give out praise and encouragement.
- Set up cones in grids (20 X 20) for 3-on-1.
- Supervise students putting steps back.

**Activity continues**

Italics indicate the teacher speaking directly to the student.
### ACTIVITY #1
#### 3-on-1 (10 minutes)
**LESSON CONTENT**
- Students form groups of 4, 1 lacrosse stick per student and 1 ball per group.
- Using Grids, groups have a squared area in which to play.
- Students should be aware of best place for offensive support and provide 2 options for passer.
- O1 starts with ball and passes to O2.
- As ball is passed, O3 moves to support O2, who will make next pass.
- Defender, O4 must attack ball.
- Students must move to support passer and not get stuck with defender between themselves and ball.
- Students should move quickly and call out position.
- Passer waits for defender to come towards him or her before passing.
- After every 2 minutes, defender switches with a passer.

**ROLE OF ASSISTANT**
- Move around area to help supervise students.
- Encourage passer to fake one way and pass the other.
- Encourage receiver to move quickly to open lane.
- Give praise and encouragement.

### ACTIVITY #2
#### 4-Goal Lacrosse (10 minutes)
**LESSON CONTENT**
- Object of game: to move team down playing area and throw ball so that it goes through any of 4 hula hoops.
- Students form teams for 3-on-3 or 4-on-4. Each team needs to be wearing a different colored pinnie.
- Each team starts with a ball at their hoop.
- Must make 3 successful passes before a shot is taken and all teammates must touch ball before shot is taken.
- If offense regains possession after ball is dropped, 3 pass sequence starts over.
- Students may only hold ball for 3 seconds and they cannot run with the ball.
- Defense must stay 3 feet away from opponent.
- After a score, team scored against puts ball in play and 3 pass sequence starts over.
- If a player on another team catches ball, that team gets possession.
- For any ball on floor, first student to cover it gets possession.
- No goalies.

**ROLE OF ASSISTANT**
- Set up 4 koosh balls or small sponge/Nerf balls, 4 hula hoops hung at eye level at each end of playing area.
- It is best to tape or mark off an area around the hoops (like a crease in hockey) that is off-limits to all players. 5-10 feet may be a good distance.
- Hand out different colored pinnies to each team.
- Move around area.
- Encourage students to look for each other and make good passes and to stay with their opponent.
- Encourage students to wait for defender to come towards them to open space for pass.
- Remind students of rules of 3.
- Help collect equipment.

---

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

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

## 5 minutes

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Think, Pair, Share (After a minute or so with each question, have a few students share answers with the class.)</td>
<td>Encourage students to think and answer.</td>
</tr>
<tr>
<td>Why should you wait for the defender to come to you before passing?</td>
<td></td>
</tr>
<tr>
<td>When would you not want to wait for the defender to come to you?</td>
<td></td>
</tr>
<tr>
<td>What were 2 strategies your team came up with for 4-Goal Lacrosse?</td>
<td></td>
</tr>
</tbody>
</table>
# Lacrosse 7th Grade: Lesson 9

## Lesson Outcomes
- Demonstrate support for the passer by moving to open spaces.
- Catching and passing in a small area while moving.
- Performing lacrosse skills in a game-like situation.

## Equipment
- Cones
- Music
- Bean Bags
- Pinnies
- 4-corner push up task cards
- CD player
- Small balls

## Before Class Set Up
- None

## Lessons

### Instant Activity

#### Take Down
(5 minutes)

**Lesson Content**
- Students find partners.
- Partners face each other and take 2 steps back.
- Object is to try to tag partner’s knees 3 times (a “take down”).
- As soon as a take down is scored, partners begin again.
- Have students switch partners on your signal or have Success/Try Again zones.

**Role of Assistant**
- Move around area to supervise students.
- Play against students.

### Health Related Physical Activity

#### 4 Corners Push-Up Circuit
(8-10 minutes)

**Lesson Content**
- Students form groups of 4-6.
- Students move around rectangle for 1 minute then stop at corners in order (e.g., if students started at corner #3 their next corner is #4).
- A different push-up activity is performed at each corner.
- Activities for long sides of rectangle include jogging, power skipping, basketball shuffle, and carioca/grapevine.
- Start students in several different areas of rectangle so there is less of a chance of bunching. Evenly space students at each corner.

**Role of Assistant**
- Set up 4 cones in a 20 x 20 area depending on class size, with task cards on each cone.
- Cones should be placed far enough away from walls to allow for teacher/student movement around perimeter.
- Move around to demonstrate exercises.
- Give out praise and encouragement.
- Supervise students returning cones and task cards.

**Activity continues**

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

4 Corners
Push-Up Circuit (continued)
(8-10 minutes)

Variations: If you feel students are having difficulty, have them work in 3 different levels:
- On hands and knees
- Modified push-up position with weight on thighs, back straight, heels almost touching backside
- Push-up position with back straight, only hands and toes on ground

Grab It
- Objective: cooperation and quick thinking.
- Equipment: 1 bean bag for every 2 players.
- Students get in push-up position
- Students low-5 with right hands, left hands, then right hands again; after third low-5, students attempt to grab bean bag
- Once beanbag has been grabbed, turn is over and beanbag is returned to its starting position

Tennis Ball Roll Push-Ups
- 1 student is in push-up position while partner is behind him/her also in a push-up position with feet touching partner’s holding a tennis ball
- Partner with tennis ball rolls it under student in push-up position and push-up student catches it and rolls it back to partner each time the partners switch hands used

Alphabet Push-Ups with a Partner
- 2 students are in push-up position across from each other about an arm’s length apart
- The students high-5 each other using opposite hands while working their way through ABC’s. This can then be modified and low-5s can be used

To make activity more difficult, have students go through alphabet backwards

ROLE OF ASSISTANT

X

Heads or Tails Tag
(5 minutes)

LESSON CONTENT

- Students choose which body position they want to be (Heads-1 hand on top of head; Tails-1 hand attached to gluteus).
- When you toss coin in air, students declare whether they are a Head or Tail.
- If coin lands heads, heads are taggers and they try to tag all tails, or vice versa.
- Once tagged, a student freezes and can only be un-frozen by a teammate who will give frozen student a hi-5 and then both perform 3 jumping jacks.
- After 30 seconds give students a signal to freeze, then toss coin again for another round.

ROLE OF ASSISTANT

- Set up large area (20 x 20 or 30 x 30) and a large coin is needed. The coin can be quarter or a large handmade one.
- Walk around area supervising students.
- Join game.
- Offer encouragement and praise.

3-Person Passing Drill
(5 minutes)

LESSON CONTENT

- Students form groups of 3, 1 stick per person and 1 ball per group.
- Groups run down field or court in 3 lanes.
- Center student passes ball to right, right student passes to center, center passes to left and pattern continues down court or field.
- Students must be moving forward down court and anticipating pass coming to them.
- Repeat drill several times so that every student gets a chance to be in center.

ROLE OF ASSISTANT

- Remind students to catch and pass.

ACTIVITY #1

ACTIVITY #2

 Italics indicate the teacher speaking directly to the student.
## Ultimate Lacrosse

### (10 minutes)

**LESSON CONTENT**
- Object of game: for each team to pass ball down playing area to a teammate behind goal line.
- Students form groups of 4;
- 2 groups of 4 play each other.
- Rules of 3 are in effect:
  - Only 3 “alligators” to hold ball
  - Only 3 steps after receiving ball
  - 3 feet away when playing defense
  - Team must complete 3 passes before attempting pass across goal
- 3 passes must be consecutive; if a ball is dropped, team must start 3 passes again.
- Allow students either 3 steps to cross goal line or that teammate must be across goal line when catching scoring pass.
- Any missed pass or dropped ball is an automatic turnover.
- Play for 5 minutes, and then switch teams to play against a different group of students.

**ROLE OF ASSISTANT**
- Hand out pinnies.
- Move around to the different games to help supervise.
- Remind students to count out 3 “alligators” loudly so teammates can hear them.
- Collect equipment.
- Remind TA’s of their focus.

## Cool Down/Closure

### (5 minutes)

**LESSON CONTENT**
- PQP questioning:
  - P = Praise - Name something you liked about Ultimate Lacrosse.
  - Q = Question - What didn’t you understand about the activity?
  - P = Polish - Name 1 way you could make this activity better.

**ROLE OF ASSISTANT**
- Encourage students to think and answer.
# Lacrosse 7th Grade: Lesson 10

## Lacrosse 2 Pass-with Defender

**Instant Activity**

**Lessons Content**
- Students find partners.
- Assign students as defenders (4-5) who disrupt passes.
- Object of game: to scoop up any ball, complete 2 passes with partner, set ball down and move to another ball.
- Establish a goal (how many different balls, different types of passes, etc.) or time limit.

**Variation:** Play as a team game with 2 teams on each side of gym. On “Go,” students make 2 passes then roll ball to other side of gym. Object is for students to get rid of all balls on their side.

**Role of Assistant**
- Move around area to supervise students.
- Remind students of the rules.
- Encourage students to make good quick passes.
- Encourage defenders.

## Team Marathon

**Lessons Content**
- Students form groups of 6;
- Each group will have a hoop with 6 basketballs and 6 jump ropes.
- Each group will complete following activities:
  - Run a lap
  - 25 jumps with a jump rope
  - Dribble a ball 50 times
  - 10 push-ups (can be modified)
  - 10 jump twists
  - Run a lap
  - 15 jumping jacks
  - Jump rope 25 times
  - Snap fingers 20 times
  - Run a lap
  - Walk across area toe to toe then run back
  - Pass a ball around waist 15 times
  - Grapevine step 10 times (5 right, 5 left)
  - Give a hi-5 to each team member
  - Punch up above head 20 times alternating right and left hand
  - Run a lap
  - 15 toe raises

**Role of Assistant**
- Make sure each group has the equipment needed.
- Move around to demonstrate and give out praise and encouragement.
- Join a group and do activity with them.

---

**Lesson Outcomes**
- Demonstrate support for the passer by moving to open spaces.
- Catching and passing in a small area while moving.
- Performing lacrosse skills in a game-like situation.

**Equipment**
- Lacrosse sticks for every student
- Task cards for Team Marathon
- 6 jump ropes per hoop
- Goals for lacrosse game
- 1 lacrosse ball for every 2 students
- 10-20 hoops
- 6 basketballs per hoop
- Pinnies

**Before Class Set Up**
- Spread many different types of koosh, lacrosse, and whiffle balls around the gym.
- Have hoops, 3 basketballs, and 3 jump ropes per hoop ready on the sideline for HRPA.

*Italics indicate the teacher speaking directly to the student.*
### Team Marathon (continued) (10 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Crawl through tunnel formed by others legs</td>
<td></td>
</tr>
<tr>
<td>Touch all 4 walls (if outside set up four 28” cones to touch)</td>
<td></td>
</tr>
<tr>
<td>Run a lap</td>
<td></td>
</tr>
<tr>
<td>20 sit-ups (can be modified)</td>
<td></td>
</tr>
<tr>
<td>Flap chicken wing arms 15 times</td>
<td></td>
</tr>
<tr>
<td>Jump over rope 25 times</td>
<td></td>
</tr>
<tr>
<td>Jump rope 20 times</td>
<td></td>
</tr>
<tr>
<td>Bounce pass ball around team 7 times</td>
<td></td>
</tr>
<tr>
<td>Yell “we love PE” 3 times</td>
<td></td>
</tr>
<tr>
<td>Run a lap</td>
<td></td>
</tr>
<tr>
<td>Put all equipment back in hoop</td>
<td></td>
</tr>
</tbody>
</table>

### Lacrosse Pirates (5-8 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students form groups of 3, 1 stick per student and 1 ball per group of 3.</td>
<td></td>
</tr>
<tr>
<td>Select 1 person per group to be pirate and have the pirate put on a pinnie</td>
<td></td>
</tr>
<tr>
<td>1 ball per 2 free players.</td>
<td></td>
</tr>
<tr>
<td>Free players start by passing ball around to other free players, while Pirates try to steal passes.</td>
<td></td>
</tr>
<tr>
<td>If a Pirate steals or knocks down a pass, free player who threw ball changes places with Pirate.</td>
<td></td>
</tr>
<tr>
<td>If a free player drops a pass, he or she remains a free player.</td>
<td></td>
</tr>
<tr>
<td>Only when a Pirate makes contact with ball and it is not caught does the free player and Pirate change.</td>
<td></td>
</tr>
</tbody>
</table>

### Lacrosse Game (Indoor or Outdoor) (15 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Rules for Coed Lacrosse – Outside:</td>
<td></td>
</tr>
<tr>
<td>Playing field should be approximately 100 yards x 60 yards for a full game. Small games should be played 4-on-4 or 3 on 3, playing on a small field. Play across field 50 yards x 25 yards.</td>
<td></td>
</tr>
<tr>
<td>Player to player defense</td>
<td></td>
</tr>
<tr>
<td>You or TA referee the game(s)</td>
<td></td>
</tr>
<tr>
<td>You signal for a foul or out of bounds ball, all players must stand. Game is resumed by your second signal.</td>
<td></td>
</tr>
<tr>
<td>Boundary lines are not necessary, natural boundaries may be used, with closest student gaining possession. If 2 opponents are equidistant from ball, a throw is taken.</td>
<td></td>
</tr>
<tr>
<td>Foul:</td>
<td></td>
</tr>
<tr>
<td>Body contact</td>
<td></td>
</tr>
<tr>
<td>Stick checking</td>
<td></td>
</tr>
<tr>
<td>Touching the ball with the body</td>
<td></td>
</tr>
<tr>
<td>Anything dangerous</td>
<td></td>
</tr>
<tr>
<td>If a foul is committed, a free position (student is given the ball) is awarded to student fouled against. All students must be 3 feet away from fouled student. On your whistle, ball carrier may run, pass, or shoot.</td>
<td></td>
</tr>
<tr>
<td>Game begins and restarts with 1 team in possession.</td>
<td></td>
</tr>
<tr>
<td>Do not play with a goalkeeper.</td>
<td></td>
</tr>
<tr>
<td>For beginners, on a ground ball, closest student picks it up.</td>
<td></td>
</tr>
</tbody>
</table>

**Activity continues**

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*Italics indicate the teacher speaking directly to the student.*
## Lacrosse Game (Indoor or Outdoor) **(continued)**

**LESSON CONTENT**
- Basic Rules for Indoor Sideline Lacrosse:
  - 8 students on a team. 4 students from each team are in playing area. Other 4 are spread out on sideline.
  - Game begins with a team in possession of ball on sideline farthest from goal.
  - 3 completed passes must occur before a shot on goal can be taken. (This can be adjusted for skill level of students.)
  - Students in playing area may use their teammates on sidelines but ball cannot be passed down sideline nor can sideline students score a goal.
  - A small goal may be used (recommended since there is no goalie). Basketball backboards also can be used and provide for safety since students are not shooting through others.
  - After a goal is scored (or in case of a time limit), students rotate off to sideline and next 4 students come into playing area.
  - Fouls result in a free position for student fouled against. All students must be 10 feet away from fouled student. On your whistle, ball carrier may run, pass, or shoot.
- Fouls:
  - Body contact
  - Stick checking
  - Ball touching body
  - Covering ball with stick
  - Anything dangerous
- If ball goes over the end lines, closest student gains possession; if opponents are equidistant from ball, a throw is taken.

**ROLE OF ASSISTANT**

## Cool Down/Closure

**LESSON CONTENT**
- PQP questioning:
  - P = Praise - Name something you liked about Ultimate Lacrosse.
  - Q = Question - What didn’t you understand about the activity?
  - P = Polish - Name 1 way you could make this activity better.
  - Which game did you like better, Ultimate Lacrosse or Coed Lacrosse/Outdoor Indoor Sideline Lacrosse?

**ROLE OF ASSISTANT**
- Encourage students to think and answer.
Lacrosse Appendix A

HRPA Task Cards
STRIDE JUMP

Stand with right foot in front

Jump up and switch feet; land with left foot in front

Repeat
ELBOW TO KNEE

Lift right knee and touch with left elbow; lower knee

Lift left knee and touch with right elbow; lower knee

Repeat
BOUNCE & TWIST

Bounce up and down with feet together; twisting each time you land

Repeat
DOWNHILL SKIER

With feet together, jump right, left

Repeat
SUPERBALL

Jump rope with feet together

Bounce straight up and down using just feet & ankles

Repeat
KNEE SLAP ON STEP

Step up on step lift right knee touching knee with both hands

Step up on left foot touching left knee with both hands

Step down right foot; left foot

Repeat
LUNGE

Start with both feet together

Jump to the right landing with the right foot forward and the left foot back

Jump to the left landing with the left forward and the right foot back

Repeat
LEG KICKS

Bounce up and down

Alternate kicking right leg out in front; then left leg

Repeat
JUMPING JACKS
RUN IN PLACE
AEROBIC BOWLING

One partner stands 2’ behind the pin and retrieves the ball.

On the signal, the first bowler rolls ball at pin.

If the pin is knocked down, the bowler is responsible for replacing the pin then replaces partner behind pin.

Partner with the ball goes to line to roll the ball at pin.
Lacrosse Appendix B

Push Up 4 Corners Task Cards
PUSH UP TAG

Push-up Position

Count Push-ups

Challenge
GRAB IT

Push up Position
Low-5 with Left
Low-5 with Right
Low-5 with Left
TENNIS BALL ROLL
PUSH-UP

Push up Position

Roll under

Throw over

LACROSSE | PUSH UP 4 CORNERS TASK CARDS
ALPHABET PUSH-UPS

Push up Position

High-5 or Low-5 with alphabet forwards

High-5 or Low-5 with alphabet backwards
# Frisbee 7th Grade: Lesson 1

## Lesson Outcomes
- Demonstrate basic backhand Frisbee grip and throw
- Throw a “catchable toss”
- Execute a basic one-hand catch
- Execute a basic sandwich catch

## Equipment
- Music for HRPA
- Cones/polyspots
- One Frisbee per 2 students
- Equipment for HRPA: Cones, Jump Ropes, Exercise Mats, Dynabands, Aerobic Steps

## Before Class Set Up
- Frisbees spread around perimeter of play space
- Set up for Circuit course
- Cone/polyspot grids with space in-between for activities #2 and #3

## Instant Activity
### Two Pass-without defenders (5 minutes)

#### Lesson Content
- Spread Frisbees around the gym. Each person has a partner.
- The object is to pick up a Frisbee, complete two passes with their partner, set the Frisbee back down, jog to another Frisbee and repeat.
- **Challenge:** How many catches can you make as a partnership?

#### Role of Assistant
- Assistant stands at the area entrance helping students with organization, and understanding of Instant Activity.
- During Instant Activity, assistant gets Fitness Circuit stations set-up around the perimeter of one side of the play space.

## Health Related Physical Activity
### Fitness Circuit (8 minutes)

#### Lesson Content
- Divide students into 8 groups and assign each group a station as follows:
  - Jump Rope
  - Push-ups
  - Jumping Jacks
  - Curl-ups or Crunches
  - Lunges
  - Shoulder Press (using Dynabands)
  - Step-ups (using aerobic steps or bleachers)
  - Row (using Dynabands)
- Students move through circuit as a group. Students perform the designated exercise while music is playing (30-40 seconds). Group moves to the next station when music stops and get ready to begin next exercise (10 seconds).

#### Role of Assistant
- Setup HRPA stations
- Start and stop music as needed
- Work with groups that may need additional help

---

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

---

<table>
<thead>
<tr>
<th>Set Up or Prep Duties</th>
<th>Cues or Key Concepts</th>
<th>Variation</th>
<th>Challenge</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Frisbee</strong></td>
<td><strong>7th Grade</strong></td>
<td><strong>Lesson 1</strong></td>
<td></td>
</tr>
</tbody>
</table>
### Activity #1

**Frisbee Grip, Throw, and Catch**

**(3 minutes)**

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students seated for explanation and demonstration.</td>
<td>During activity, assistant can find a group that is demonstrating good passing form.</td>
</tr>
<tr>
<td>Demonstrate the following skills.</td>
<td>Ask this group if they would demonstrate for class.</td>
</tr>
<tr>
<td><strong>Grip Cue:</strong> Pinch disk’s edge with thumb and middle finger, forefinger along edge of the disc.</td>
<td>Teacher and assistant must watch all students for safety.</td>
</tr>
<tr>
<td><strong>Backhand Throw Cue:</strong> Stand sideways to target. With front edge of the disc lower than the back edge, pivot, step toward target with the same-sided foot (no opposition), and release with snap of wrist. Transfer weight forward and follow through toward, pointing at the target.</td>
<td></td>
</tr>
<tr>
<td><strong>Sandwich Catch Cue:</strong> Watch disk into the hands. Spread fingers apart, one hand on top one on bottom. Clap hands together as you catch the disc.</td>
<td></td>
</tr>
<tr>
<td><strong>One-Handed Catch Cue:</strong> Watch Frisbee into the hand, step toward disk, and thumb up for pass below waist. Thumb down for pass above waist. “Give” with catching hand when receiving.</td>
<td></td>
</tr>
</tbody>
</table>

Add catchable toss instructions / discussion / demonstration

- Students practice (shadow) the actions of the above skills without a Frisbee.

### Activity #2

**Triangle Pass**

**(7-10 minutes)**

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Groups of four with one Frisbee. Cones or polyspots to mark corners of triangle.</td>
<td>Have polyspots or cones available for each group to use as markers.</td>
</tr>
<tr>
<td>Students form a triangle with two players in a line at one corner with a Frisbee.</td>
<td></td>
</tr>
<tr>
<td>Partner A with Frisbee passes to partner B and follows their pass replacing partner B. B passes to C following pass to replace C. C passes to D runs to replace D. Group continues the sequence.</td>
<td></td>
</tr>
<tr>
<td><strong>Challenge:</strong> How many catchable tosses can be made to each partner?</td>
<td></td>
</tr>
<tr>
<td>One point for each catchable toss.</td>
<td></td>
</tr>
<tr>
<td>One point for each catch.</td>
<td></td>
</tr>
<tr>
<td>Have partners take one step back after every three consecutive successful tosses/catches</td>
<td></td>
</tr>
</tbody>
</table>

Have polyspots or cones available for each group to use as markers.

Offer feedback on skill critical elements

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*Italics indicate the teacher speaking directly to the student.*
### 2 on 2 Keep Away
(8 minutes)

**LESSON CONTENT**
- Groups of four divide into teams of 2.
- Offense attempts to move, pass and catch Frisbee while defending team attempts to knock down or intercept the Frisbee.
- The thrower can pivot for an open lane to pass, but cannot run with the Frisbee.
- When a Frisbee is dropped or knocked down, it is put in play by the opposing team at that spot and play continues.
- Teams count out loud with each catch. One point awarded for every three consecutive catches, then the Frisbee is placed down and the opposing team begins on offense from that spot.
- Defense is awarded one point for a knock down, two points for an interception.

**ROLE OF ASSISTANT**
- Assistant help students set up their courts and understand the game.
- Move to different areas to assist and offer feedback to students.

### Cool Down/Closure
(5 minutes)

**LESSON CONTENT**
- Collect equipment
- Have students do a think-pair-share while stretching.
  - What are the keys to a one-handed catch?
  - What are the keys to making a catchable toss?
- Practice catching and throwing a Frisbee after school with a friend.

**ROLE OF ASSISTANT**
- Help gather Frisbees and equipment.
## Frisbee 7th Grade: Lesson 2

### Lesson Outcomes
- Demonstrate basic forehand grip and throw
- Demonstrate “leading” a teammate with the throw
- Demonstrate running and pivoting to change direction in order to receive a pass
- Demonstrate defensive guarding

### Equipment
- One Frisbee for each pair of students
- Music for IA
- Four Corners Task Cards

### Before Class Set Up
- Frisbees spread around perimeter of play space
- Four Corners IA set-up
- Activity area set-up in grids

### Instant Activity

<table>
<thead>
<tr>
<th>Activity</th>
<th>Role of Assistant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Four Corners (5 minutes)</td>
<td></td>
</tr>
</tbody>
</table>
- Students enter the activity area and begin walking/jogging around the outside of the 4 cones in a CW or CCW direction.  
- Stop students and explain that when the music begins, they will read and follow the task on each cone. Tasks are performed traveling to the next cone. When music pauses (10 seconds), students stop where they are and Teacher or TA leads the class in a basic stretch.  
- Activities for the long sides of the rectangle could include jogging, power skipping, basketball shuffle, & grapevine step.  
- Activities for the short sides could include squat lunges, crab walk, broad jumps, & high knees, pump step. |
| High 10 Everybody’s It (6 minutes) | 
- Object of game: to tag and free as many people as possible.  
- Use 4 Corners setup or form a 25 x 25 yd. square with cones.  
- All students are “it.”  
- If tagged, a student must sit or kneel down with both hands up.  
- A tagged student returns to game when given a high 10 by another student.  
- If 2 tagging students argue about who tagged who both are out and must kneel down.  
- Variation: When student is tagged, he/she moves outside the boundary and performs an exercise before returning to the game (5 push-ups, 5 crunches, arm circles, etc). |

**Italics indicate the teacher speaking directly to the student.**
### Review Frisbee Grip, Throw, and Catch

**LESSON CONTENT**
- Students shadow and demonstrate each skill during review.
- Quickly review the following skills.
  - Grip Cue.
  - Backhand Throw Cue.
  - Sandwich Catch Cue.
  - One-Handed Catch Cue.
- **Introduce the Forehand Grip and Throw Cues:**
  - Similar to backhand grip except with middle finger inside the rim and index toward the center of the disc. Stand with opposite side toward the target, knees bent, feet shoulder-width and throwing arm slightly behind the back leg.
  - Bring the arm back so that the disc is next to the back leg and weight is shifted slightly back. Keep forearm down slightly so that disc is at about a 45 degree angle.
  - Step toward target with opposite leg, snapping the wrist forward as the weight is transferred toward the front leg. The arm moves only a short distance and power comes from the snap of the wrist.
  - Follow through by pointing toward the target with the throwing hand.

**ROLE OF ASSISTANT**
- During activity, assistant can find a group that is demonstrating good passing form.
- Ask this group if they would demonstrate for class.
- Teacher and assistant must watch all students for safety.

### Partner Passing Play

**LESSON CONTENT**
- Students find a partner and each pair gets one Frisbee.
- Quickly review passing and catching techniques.
- Remind students to emphasize catchable throws to their partners.
- Partners stand 10 feet from each other. One person forms a 2-hand target.
- Pass to each other practicing all basic throws and catches, with the emphasis on accuracy and good throwing and catching skills.

**Challenges:**
- How many accurate throws and successful catches can you and your partner make? Can you improve?
- Every 3 catches, you and your partner move your body to a lower position. How low can you go?
- Move a step back with every three successful completions. When there is a miss, move back in and start over.

**ROLE OF ASSISTANT**
- During activity, assistant can find a group that is demonstrating good form.
- Choose a pair that is having success and ask if they would demonstrate.
### ACTIVITY #3: Move & Catch
(5-7 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have the students Stop – Look – Listen to the next partner activity.</td>
<td></td>
</tr>
<tr>
<td>Teacher chooses one pair to help demonstrate the activity:</td>
<td></td>
</tr>
<tr>
<td>Player without Frisbee runs three to five steps, pivots and changes direction, turning and looking for a pass.</td>
<td></td>
</tr>
<tr>
<td>Thrower remains stationary and passes the Frisbee slightly ahead of the partner who is running, so that the catch can be made on the run. Begin with basic backhand throw. With success, have students attempt the forehand throw.</td>
<td></td>
</tr>
<tr>
<td>Emphasize that the passer steps in the direction of the pass slightly ahead of where the receiver is running so that the catch is made on the run.</td>
<td></td>
</tr>
<tr>
<td>Challenge: How many consecutive catches can you and your partner make? (Be sure that partners are adequately spread out and are aware of other groups to assure safety).</td>
<td></td>
</tr>
</tbody>
</table>

**Cues or Key Concepts**
- Variations

**Challenge**
- How many consecutive catches can you and your partner make? (Be sure that partners are adequately spread out and are aware of other groups to assure safety).

### ACTIVITY #4: 2 on 2 Keep Away
(8-10 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduce guarding and playing “soft defense.”</td>
<td></td>
</tr>
<tr>
<td>Good athletic stance, feet shoulder width apart, hands up.</td>
<td></td>
</tr>
<tr>
<td>Defender keeps body between the offensive player and the Frisbee.</td>
<td></td>
</tr>
<tr>
<td>When guarding the thrower, keep body about three feet away from the thrower.</td>
<td></td>
</tr>
<tr>
<td>One pair returns their Frisbee to the perimeter.</td>
<td></td>
</tr>
<tr>
<td>Offense attempts to move, pass and catch Frisbee while defending team attempts to knock down or intercept the Frisbee.</td>
<td></td>
</tr>
<tr>
<td>The thrower can pivot for an open lane to pass, but cannot run with the Frisbee.</td>
<td></td>
</tr>
<tr>
<td>When a Frisbee is dropped or knocked down, it is put in play by the opposing team at that spot and play continues.</td>
<td></td>
</tr>
<tr>
<td>Teams count out loud with each catch. One point awarded for every three consecutive catches, then the Frisbee is placed down and the opposing team begins on offense from that spot.</td>
<td></td>
</tr>
<tr>
<td>Defense is awarded one point for a knock down, two points for an interception.</td>
<td></td>
</tr>
</tbody>
</table>

### Transition

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have each pair of students join another pair to form groups of 4.</td>
<td></td>
</tr>
<tr>
<td>Assist students in transition.</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>Assistant help gather Frisbees and equipment.</td>
</tr>
<tr>
<td>Have students turn to a partner and without a Frisbee, show partner how to grip, pass, and catch a Frisbee.</td>
<td></td>
</tr>
<tr>
<td>What are the critical elements of playing “soft defense?”</td>
<td></td>
</tr>
<tr>
<td>Play catch with a Frisbee at home, with a friend.</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.*
### Two Pass-With Defenders

**LESSON CONTENT**
- Spread Frisbees around the activity area. Each person has a partner.
- The object is to pick up a Frisbee, complete two passes with their partner, set the Frisbee back down and move to another Frisbee.
- Choose 4-5 students to move around the play space and try to defend against the pass.

**ROLE OF ASSISTANT**
- Remind students about playing “soft defense.”
- Change “defenders” every min.

### 3 Pass Game

**LESSON CONTENT**
- Groups of 6, assigned to a grid, divided into teams of 3.
- Each game with 1 Frisbee.
- Object of the game is for each team to complete 3 passes.
- Players may not run with the Frisbee.
- 1 point for every 3 consecutive catches. After 3 catches, the Frisbee is placed down and the other team begins from that spot.
- If pass is incomplete, the teams change possession at that spot.
- Principle of 3’s is in effect:
  - Must pass the Frisbee in 3 seconds (“One Alligator, Two Alligator, Three Alligator”).
  - Must complete 3 passes to score a point.
  - Defender stands 3 feet away from passer (soft defense).
  - 3 different students must catch the Frisbee in order to score a point.

**ROLE OF ASSISTANT**
- Set-up grids.
- Help with groupings.
- Assist with rules.
- Offer feedback and instruction on moving without the Frisbee to find an open space on offense, and cutting off passing lanes on defense.
- Encourage students to make short, accurate passes.

**Challenge:** Play games for 3 minutes. Teams rotate one grid in a counterclockwise direction.

---

**LESSON OUTCOMES**
- Demonstrate leading a receiver with the Frisbee throw
- Demonstrate short, accurate passes
- Demonstrate defensive guarding

**EQUIPMENT**
- Music for FLOW
- FLOW Equipment
- One Frisbee per 2 students

**BEFORE CLASS SET UP**
- Frisbees spread out around perimeter of play space
- FLOW Stations
- 10 X 10 yard grids for each 6 students

**INSTANT ACTIVITY**
**FLOW**

**ROLE OF ASSISTANT**
- Gather and distribute equipment for FLOW.
- Assist with equipment clean-up.
- Supervise specific stations that need direct supervision.
- Participate in activities for short bouts.

**HEALTH RELATED PHYSICAL ACTIVITY**

**FLOW**

**ROLE OF ASSISTANT**
- Set-up grids.
- Cues or Key Concepts
- Variation
- Challenge

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

### LESSON CONTENT
(3-5 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>- One person from each game return the Frisbee.</td>
<td>✓ Assist with equipment.</td>
</tr>
<tr>
<td>- <em>What is the best way to complete a pass to a partner who is running?</em> (Throw the Frisbee slightly ahead of the runner).</td>
<td></td>
</tr>
<tr>
<td>- What enabled your team to maintain possession of the Frisbee during your game?</td>
<td></td>
</tr>
<tr>
<td>- <em>Playing with a friend at home, practice throwing and catching while running.</em></td>
<td></td>
</tr>
</tbody>
</table>

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

#### Lessons Outcomes
- Demonstrate basic defensive positioning and cutting down a passing lane

#### Equipment
- Music
- One Frisbee per 2 students
- HRPA Task Cards
- 1 cone per student

#### Before Class Set Up
- Set out Frisbees around perimeter of play space
- Have task cards out and ready for HRPA
- Set up grids for Frisbee Football, using lines, cones or polyspots to mark boundaries and goal lines.

#### Instant Activity
**Two Pass-without Defenders**
- **Lesson Content**
  - Spread Frisbees around the play space. Each person has a partner.
  - The object is to pick up a Frisbee, complete two passes with their partner, set the Frisbee back down, jog to another Frisbee and repeat.
  - Challenge: How many catches can you make as a partnership?

#### Role of Assistant
- The teacher and assistant circulate around area to each group giving ideas for improvement and success with passing.

#### Health Related Physical Activity
**Squad Leader Fitness**
- **Lesson Content**
  - 4-8 students per squad. Each squad receives a “Squad Leader Challenge” task card.
  - Students within the squad take turns acting as the squad leader.
  - Once a task is completed, a new squad leader reads the next task.
  - Squads will be performing different tasks through the gym based on the order of tasks.
  - Students start over if they complete all tasks before other groups.
  - Variation(s): Incorporate Frisbee skills as tasks (e.g., Partner toss and catch).

#### Role of Assistant
- Assist with grouping.
- Participate (short spurts) with several groups as you supervise.

#### Transition
**Lesson Content**
- One partner returns Frisbee to the perimeter.
- Students create groups of 4.

#### Role of Assistant
- Assist students with quickly forming groups.
**ACTIVITY #1**

### 3 v. 1

**LESSON CONTENT**
- Groups of 4, one Frisbee, four cones or polypsots to mark off a square.
- Three students (XXX, see diagram) stand in opposite corners. The other person (D) plays defense and stands in the middle of square.
- One partner has the Frisbee and passes it to another partner who moves toward the open corner.
- D tries to cut down the passing lane to deflect or intercept the Frisbee to prevent it from getting to the receiver.
- Students may NOT move until thrower begins to release the Frisbee.
- If Frisbee is deflected or intercepted, thrower switches places with the defender.
- If X successfully catches Frisbee in the empty corner, then that person pivots and passes it to the new empty corner and game continues.

**ROLE OF ASSISTANT**
- Teacher and assistant help students with equipment and group set up.
- Teacher explains game by using one group to demonstrate for class.
- Keep students in designated play space and be sure they are rotating person in the middle.

**Defensive cue:** cut the passing lane in half by sliding in good athletic position, with arms out, ready to deflect the pass.

![Diagram](https://via.placeholder.com/150)

**O Empty Corner  
X Offensive Players  
D Defender**

---

**ACTIVITY #2**

### Frisbee Football

**LESSON CONTENT**
- Teams of 4 v. 4, with one Frisbee.
- Expand the square into the larger grid for the game.
- Frisbee football is an all-passing football game.
- The throw-off is conducted by the "kicking team" throwing the Frisbee down field/court to the receiving team.
- The receiving team must either catch the Frisbee in the air, or pick it up off the ground to advance it from that spot.
- A fumbled or dropped Frisbee is considered dead with the offensive team retaining possession as long as they have downs remaining.
- The offensive team has four downs to score. Each pass attempt is a down.
- No running with the Frisbee. Passing and catching the Frisbee is the only way to advance down the field.
- After 4 downs without a score the Frisbee goes to the other team at that spot.
- Interceptions are considered a turnover and the intercepting team begins with a first down at that spot.
- Touchdown is awarded for a Frisbee caught behind the opposing team's goal line.
- After a touchdown, the defensive team starts at its own goal line.
- Principle of 3’s can be applied here:
  - 3 passes to 3 different people before you can score.
  - Defender must stand 3 feet from thrower.
  - 3 seconds to pass

**ROLE OF ASSISTANT**
- Monitor games and help students make decisions regarding rules.
- Remind students to rotate through positions.
- Provide positive specific and corrective feedback.
### ACTIVITY #2: Frisbee Football (continued)

**LESSON CONTENT**

<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>

**Cool Down/Closure**

**LESSON CONTENT**

- Collect equipment.
- *What does a defender have to do to cut down a passing lane?*
- *With your partner describe how to move in order to get open for a pass.*
- *Practice passing and catching the Frisbee with friends after school.*

**ROLE OF ASSISTANT**

- Assistant help get gather cones and Frisbees.

**Frisbee Football Grid**

```
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>X</td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>
```
### Frisbee 7th Grade: Lesson 5

#### LESSON OUTCOMES
- Create space and move to open space to receive Frisbee
- Use a pivot and head fake to cut and move away from a defender
- Basic defensive positioning

#### EQUIPMENT
- Music for HRPA
- Cones
- Dynabands
- Aerobic Steps
- One Frisbee per 2 students
- Jump Ropes
- Exercise mats
- One foam pin or soda bottle per student

#### BEFORE CLASS SET UP
- Set out Frisbees around perimeter of play space
- Cones to mark game space
- Set up for Circuit course
- 10 X 10 yard grids for each 6 students

### Instant Activity

#### Two Pass-With defenders
**Lesson Content**
- Spread Frisbees around the activity area. Each person has a partner.
- The object is to pick up a Frisbee, complete two passes with their partner, set the Frisbee back down and move to another Frisbee.
- Choose 4-5 students to move around the play space and try to defend against the pass.

#### ROLE OF ASSISTANT
- The teacher and assistant circulate around area to each group giving ideas for improvement and success with passing.
- Assistant can participate as a defender.
- Monitor the activity for safety.

### Fitness Circuit
**Lesson Content**
- Divide students into 8 groups and assign each group a station as follows:
  - Jump Rope
  - Push-ups
  - Jumping Jacks
  - Curl-ups or Crunches
  - Lunges
  - Shoulder Press (using Dynabands)
  - Step-ups (using aerobic steps or bleachers)
  - Row (using Dynabands)
- Students move through circuit as a group. Students perform the designated exercise while music is playing (30-40 seconds). Group moves to the next station when music stops and get ready to begin next exercise (10 seconds).

#### ROLE OF ASSISTANT
- Setup HRPA stations.
- Start and stop music as needed.
- Assist with grouping.
- Participate with several groups as you supervise.

### Transition
**Lesson Content**
- Students form groups of 3.
- Each group has 1 Frisbee.

#### ROLE OF ASSISTANT
- Assist with set-up of grids.
- Help distribute equipment.
ACTIVITY #1

2 v 1

(8-10 minutes)

LESSON CONTENT
- Groups of 3, each group with one Frisbee.
- Teacher introduces the concept of faking and juking to get open for a pass.
- Moving toward defender, plant one foot.
- Using a head fake, quickly pivot and change direction, turning to look for a pass.
- One student is the defender, one receiver, and one passer (see Diagram).
- On “go,” defender attacks Frisbee, receiver moves to an open space, passer draws defender, pivots and passes.

ROLE OF ASSISTANT
- Check for safe self space of groups.
- Remind students to rotate positions.
- Offer feedback on proper technique for pivoting and faking as the receiver.
- Reinforce playing proper defense, with hands out, facing the passer.
- Encourage accurate, short passes.

ACTIVITY #1 (continued)

2 v 1

(8-10 minutes)

LESSON CONTENT
- Passer is stationary and can only pivot.
- Defender guards the Frisbee only and must stay at least 3 feet away from passer, playing a soft defense.
- Goal of activity is for receiver to move to an open position to receive the pass.
- On “go” from the Passer, the Defender moves toward the Passer to defend the Frisbee and cut down on the passing lane.
- Passes must be around the defender and not over the defender’s head.
- Receiver must move to get open.
- After 5 passes rotate positions.
  • Challenge: Students in the middle scores a point whenever a pass is knocked down or not completed.

COOL DOWN/CLOSURE

(5 minutes)

LESSON CONTENT
- Collect equipment
- Students share questions with a partner (think/pair/share) while they stretch.
  - What are the keys to throwing accurately?
  - Why is it important to move to an open space?
  - Play Frisbee games you’ve learned after school.

ROLE OF ASSISTANT
- Assistant helps collect Frisbees, cones and other equipment.

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

LESSON OUTCOMES

- Move to open space to receive Frisbee
- Demonstrate basic defensive position and guarding

EQUIPMENT

- Cones for IA
- FLOW Equipment
- One Frisbee per 3 students
- 4 Corner Task Cards
- Music for FLOW
- Cones or polyspots for grids

BEFORE CLASS SET UP

- For IA, set 4 cones in each corner on one half of the play spaces with a task card on each cone
- Cones should be placed far enough away from walls to allow for teacher/student movement around perimeter
- FLOW Stations out and accessible for students
- Set up grids with lines, cones or polyspots for End Line Frisbee

INSTANT ACTIVITY

Four Corners
(5 minutes)

LESSON CONTENT

- Students enter the activity area and begin walking/jogging around the outside of the 4 cones in a CW or CCW direction.
- Stop students and explain that when the music begins, they will read and follow the task on each cone. Tasks are performed to the next cone.
- Activities for the long sides of the rectangle could include jogging, power skipping, basketball shuffle, & grapevine step.
- Activities for the short sides could include squat lunges, crab walk, broad jumps, & high knees, pump step.

ROLE OF ASSISTANT

- Supervise, make sure students follow directions and stay on task.

FLOW
(15 minutes)

LESSON CONTENT

- FLOW

ROLE OF ASSISTANT

- Gather and distribute equipment for FLOW.
- Start/Stop music if needed.
- Assist with equipment clean-up.
- Supervise specific stations that need direct supervision.
- Participate in activities for short bouts.

ITALICS indicate the teacher speaking directly to the student.

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

Frisbee  7th Grade  Lesson 6
## End Line Frisbee

### 3 v 3 (15 minutes)

### LESSON CONTENT
- Students form groups of 6 and then make 2 teams of 3.
- Set up several games across the width of the play space, approx. 15’ X 20’ (see Diagram), marked off with cones.
- Offensive players move to an open space to receive a pass.
- Point is scored if the Frisbee is caught beyond the goal line by the offensive team.
- Principle of 3’s:
  - 1. Three passes to three different players before scoring.
  - 2. Must guard the Frisbee 3 feet away (soft defense).
- All incomplete passes or interceptions result in teams changing possession of the Frisbee at that spot.
- Thrower cannot move with the Frisbee, except to pivot for an open passing lane.
- If the Frisbee is thrown out of bounds it is put in play by the opposing team at that spot on the sideline.
- Frisbee is put back into play at the goal line after a score.
- Goal area can be marked off with a line, with cones or polyspots.

### ROLE OF ASSISTANT
- Teacher and assistant move among groups and offer ways to improve defense.
- Second time to visit group, offer praise if defense is working well, and more information if not doing as well as expected.
- Remind players on offense to move without the Frisbee in order to find open space.
- Encourage short passes when on offense.

### Cool Down/Closure (5 minutes)

### LESSON CONTENT
- Collect equipment.
- While stretching have students do a think-pair-share.
  - *Describe good defensive positioning when guarding someone in Frisbee End-Line.*
  - *What does it take to score? What do teammates have to do to help their team score?*
  - *Play End Line Frisbee with friends after school.*

### ROLE OF ASSISTANT
- Assist in gathering equipment.
- Reinforce concepts taught in lesson.

*Italics indicate the teacher speaking directly to the student.*
### High 10 Everybody's It

**5 minutes**

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Object of game: to tag and free as many people as possible.</td>
<td>Encourage participation.</td>
</tr>
<tr>
<td>Use 4 cones to form a 25 x 25 yd. square, or use boundaries of basketball court when inside.</td>
<td>Assistant can participate in this activity for short bouts.</td>
</tr>
<tr>
<td>All students are “it.”</td>
<td>Be aware of safety issues as students enter the play space.</td>
</tr>
<tr>
<td>If tagged, a student must sit or kneel down with both hands up.</td>
<td></td>
</tr>
<tr>
<td>A tagged student returns to game when given a high 10 by another student.</td>
<td></td>
</tr>
<tr>
<td>If 2 tagging students argue about who tagged who both are out and must kneel down.</td>
<td></td>
</tr>
</tbody>
</table>

### Partner Race Track Fitness

**6-8 minutes**

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have students get a partner.</td>
<td>Assist with set up.</td>
</tr>
<tr>
<td>Partner 1 jogs; partner 2 performs inner circle activity.</td>
<td>Assistant can supervise inner circle while teacher is supervising outer circle.</td>
</tr>
<tr>
<td>Inner circle includes the task card - See Partner Race Track Fitness Task Card.</td>
<td></td>
</tr>
<tr>
<td>Once activity begins, students switch on paused music (NOT when one lap is completed!) from jogging to inner circle activity and vice versa.</td>
<td></td>
</tr>
<tr>
<td>Students <strong>DO NOT need to go back to original partner!!</strong></td>
<td></td>
</tr>
<tr>
<td>When music stops, jogger stops, finds nearest cone and chooses next activity down the line…inner circle partner begins jogging.</td>
<td></td>
</tr>
</tbody>
</table>

### Transition

**Lesson Content**

<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>Assist students in transition.</td>
</tr>
<tr>
<td>ACTIVITY #1</td>
<td>ACTIVITY #2</td>
</tr>
<tr>
<td>-------------</td>
<td>-------------</td>
</tr>
<tr>
<td><strong>LESSON CONTENT</strong></td>
<td><strong>LESSON CONTENT</strong></td>
</tr>
<tr>
<td>Each group of 3 is assigned a grid and needs 1 Frisbee.</td>
<td>Have students from adjacent grids come together to form teams of 3 v. 3.</td>
</tr>
<tr>
<td>Designate one person to be in the middle (interceptor).</td>
<td>Object of the game is for each team to complete 3 passes.</td>
</tr>
<tr>
<td>On your signal, the 2 outside students pass the Frisbee to each other without the interceptor intercepting it or knocking it down.</td>
<td>1 point for every 3 consecutive catches. After 3 catches, the Frisbee is placed down and the other team begins from that spot.</td>
</tr>
<tr>
<td>The student stays in the middle until you blow the whistle (after 1 minute) to rotate.</td>
<td>If pass is incomplete, the teams change possession at that spot.</td>
</tr>
<tr>
<td>All passes must be around the interceptor and not over his or her head.</td>
<td>Principle of 3’s is in effect:</td>
</tr>
<tr>
<td>Interceptor must guard only the thrower and be 3 feet away from thrower.</td>
<td>Must complete 3 passes to score a point.</td>
</tr>
<tr>
<td>Receiver practices making sharp cuts to get open.</td>
<td>Defender stands 3 feet away from passer (soft defense).</td>
</tr>
<tr>
<td>Challenge: Students in the middle score a point whenever a pass is not completed or when a pass is thrown over their heads. Keep track of defensive points only.</td>
<td>3 different students must catch the Frisbee.</td>
</tr>
<tr>
<td>★ Challenge: Play games for 5 minutes. Teams leading move up a grid and those behind move down.</td>
<td>★ Challenge: Play games for 5 minutes. Teams leading move up a grid and those behind move down.</td>
</tr>
<tr>
<td><strong>ROLE OF ASSISTANT</strong></td>
<td><strong>ROLE OF ASSISTANT</strong></td>
</tr>
<tr>
<td>Direct students and explain activity as needed.</td>
<td>Set-up grids.</td>
</tr>
<tr>
<td>Encourage moving quickly, finding open space, playing “soft defense.”</td>
<td>Help with groupings.</td>
</tr>
<tr>
<td>Provide positive feedback.</td>
<td>Assist with rules.</td>
</tr>
<tr>
<td>Congratulate improvement.</td>
<td>Encourage quick transitions when Frisbee changes possession.</td>
</tr>
<tr>
<td></td>
<td>Encourage and reinforce fair play and good sportsmanship.</td>
</tr>
</tbody>
</table>

**Cool Down/Closure**

- Collect equipment.
- Ask students: How did you support your teammates when playing Offense? Defense?
- Play Frisbee games with your friends after school.

**Set-Up or Prep Duties**

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

Italics indicate the teacher speaking directly to the student.
### Frisbee 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>HRPA task Cards</td>
<td>Move to an open space on offense</td>
<td>Set out Frisbees around perimeter of play space</td>
</tr>
<tr>
<td>One Frisbee for each pair of students</td>
<td>Pass to students who are moving</td>
<td>Cones ready with Task Cards for HRPA</td>
</tr>
<tr>
<td>Cones to mark off game boundaries</td>
<td></td>
<td>Set-up activity area for 3 on 3 games with end zones.</td>
</tr>
</tbody>
</table>

#### Two Pass-With defenders (5 minutes)
- **LESSON CONTENT**
  - Spread Frisbees around the activity area. Each person has a partner.
  - The object is to pick up a Frisbee, complete two passes with their partner, set the Frisbee back down and move to another Frisbee.
  - Choose 4-5 students to move around the play space and try to defend against the pass.
- **ROLE OF ASSISTANT**
  - As soon as most students are in area, assistant moves to help groups.
  - Monitor activity for safety.

#### Squad Leader Fitness (10-12 minutes)
- **LESSON CONTENT**
  - 6 students per squad. Each squad receives a “Squad Leader Challenge” task card.
  - Students within the squad take turns acting as the squad leader.
  - Once a task is completed, a new squad leader reads the next task.
  - Squads will be performing different tasks through the gym based on the order of tasks.
  - Students start over if they complete all tasks before other groups.
  - Variation(s): Incorporate Frisbee skills as tasks (e.g., Partner toss and catch).
- **ROLE OF ASSISTANT**
  - Participate with several groups as you help supervise.

#### Transition
- **LESSON CONTENT**
  - After returning Frisbees, have students form groups of 6.
- **ROLE OF ASSISTANT**
  - Assist students with quick grouping.
  - Have task cards ready for each group.

---

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

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

End Line Frisbee
3 v 3
(15-20 minutes)

LESSON CONTENT

[ ] Students form groups of 6 and then make 2 teams of 3.
[ ] Set up several games across the width of the play space, approx. 15’ X 20’ (see Diagram), marked off with cones.
[ ] Offensive players move to an open space to receive a pass.
[ ] Point is scored if the Frisbee is caught beyond the goal line by the offensive team.
[ ] Principle of 3’s:
  [ ] 3. Three passes to three different players before scoring
  [ ] 4. Must guard the Frisbee 3 feet away (soft defense)
[ ] All incomplete passes or interceptions result in teams changing possession of the Frisbee at that spot.
[ ] Thrower cannot move with the Frisbee, except to pivot for an open passing lane.
[ ] If the Frisbee is thrown out of bounds it is put in play by the opposing team at that spot on the sideline.
[ ] Frisbee is put back into play at the goal line after a score.
[ ] Goal area can be marked off with a line, with cones or polystops.

ROLE OF ASSISTANT

[ ] Teacher and assistant move among groups and offer ways to improve defense.
[ ] Second time to visit group, offer praise if defense is working well, and more information if not doing as well as expected.

ACTIVITY #1
End Line Frisbee (continued)
3 v 3
(15-20 minutes)

LESSON CONTENT

[ ] After 5 minutes, rotate teams one grid counterclockwise.

COOL DOWN/CLOSURE
(5 minutes)

LESSON CONTENT

[ ] Collect equipment.
[ ] Ask students:
  [ ] What are creative ways for you to get open for a pass in Frisbee? (cut, fake)
  [ ] What are the keys to passing to a teammate who is moving? (lead him/her)
[ ] Play End Line Frisbee with your friends after school.

ROLE OF ASSISTANT

[ ] Assistant helps collect Frisbees and cones.

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

### LESSON OUTCOMES
- Move to an open space on offense
- Guard an offensive player while playing defense

### EQUIPMENT
- Music for FLOW
- One Frisbee per four students
- FLOW Equipment
- Cones

### BEFORE CLASS SET UP
- FLOW Stations out and accessible for students
- Cones out for Frisbee Football.
- Set out Frisbees spread around perimeter of play space

---

#### Pass, Move and Catch
(5 minutes)

**LESSON CONTENT**
- 2 players with 1 Frisbee.
- Partners find an open space and begin standing parallel to each other about 10 yards apart, facing the same direction.
- The partner with the Frisbee says, “Go” and throws the Frisbee to his or her partner who is running, leading him or her with the pass.
- The partner catching the Frisbee stops, pivots and passes back to their partner who is running down the field or court for the next pass.
- Partners continue passing to a moving target, challenging themselves to see how accurately they can lead their receiving partner with the throw and how well they can catch a Frisbee while moving.
- One point is scored for each catch.

**ROLE OF ASSISTANT**
- The teacher and assistant circulate around area to each group giving ideas for improvement and success with passing.

---

#### FLOW
(15 minutes)

**LESSON CONTENT**
- FLOW

**ROLE OF ASSISTANT**
- Gather and distribute equipment for FLOW.
- Start/Stop music if needed.
- Assist with equipment clean-up.

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**INSTANT ACTIVITY**

**HEALTH RELATED PHYSICAL ACTIVITY**

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

**Set Up or Prep Duties**

**Cues or Key Concepts**

**Variation**

**Challenge**

---

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

#### Frisbee Football

**LESSON CONTENT**

- Frisbee football is an all-passing football game.
- The throw-off is conducted by the “kicking team” throwing the Frisbee down field/court to the receiving team.
- The receiving team must catch the Frisbee in the air, or pick it up off the ground to advance it.
- A fumbled Frisbee is considered dead with the offensive team retaining possession as long as they have downs remaining.
- The offensive team has four downs to score.
- No running with the Frisbee. Passing and catching the Frisbee is the only way to advance down the field.
- After 4 downs the Frisbee goes to the other team.
- Interceptions are considered a turnover.
- Touchdown is a Frisbee caught behind the line.
- Do a throw-off (kickoff) after each touchdown.
- Principle of 3’s
  - 3 passes to 3 different people before you can score.
  - Defender must stand 3 feet from thrower.
  - 3 steps.
  - 3 seconds to pass.
  - After 3-5 minutes, have teams rotate courts in a counterclockwise direction.

**ROLE OF ASSISTANT**

- Have cones available to help students set up their game.
- Assistant moves around to different areas to help students with rules and to help games move along.
- Assist students with rotating to a different court.

### Cool Down/Closure

**LESSON CONTENT**

- Collect equipment.
- Students do a think, pair share while they stretch.
  - What skills did you use when playing Offense?
  - What skills did you use playing Defense?
  - Play Frisbee football after school.

**ROLE OF ASSISTANT**

- Assistant helps collect Frisbees and cones.
## Frisbee 7th Grade : Lesson 10

### Partner Passing Play (5 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students find a partner and each pair gets one Frisbee.</td>
<td>Assist students in making goals (using cones) and using appropriate amount of space.</td>
</tr>
<tr>
<td>Remind students to emphasize catchable throws to their partners.</td>
<td></td>
</tr>
<tr>
<td>Partners stand 10 feet from each other. One person forms a 2-hand target.</td>
<td></td>
</tr>
<tr>
<td>Pass to each other practicing all basic throws and catches, with the emphasis on accuracy and good throwing and catching skills.</td>
<td></td>
</tr>
<tr>
<td>Challenges:</td>
<td></td>
</tr>
<tr>
<td>How many accurate throws and successful catches can you and your partner make? Can you improve?</td>
<td></td>
</tr>
<tr>
<td>Every 3 catches, you and your partner move your body to a lower position. How low can you go?</td>
<td></td>
</tr>
<tr>
<td>Move a step back with every three successful completions. When there is a miss, move back in and start over.</td>
<td></td>
</tr>
</tbody>
</table>

### Fitness Circuit (7-10 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Divide students into 8 groups and assign each group a station as follows:</td>
<td>Start and stop music as needed.</td>
</tr>
<tr>
<td>Jump Rope</td>
<td>Assist with grouping.</td>
</tr>
<tr>
<td>Push-ups</td>
<td>Participate with several groups as you supervise.</td>
</tr>
<tr>
<td>Jumping Jacks</td>
<td></td>
</tr>
<tr>
<td>Curl-ups or Crunches</td>
<td></td>
</tr>
<tr>
<td>Lunges</td>
<td></td>
</tr>
<tr>
<td>Shoulder Press (using Dynabands)</td>
<td></td>
</tr>
<tr>
<td>Step-ups (using aerobic steps or bleachers)</td>
<td></td>
</tr>
<tr>
<td>Row (using Dynabands)</td>
<td></td>
</tr>
<tr>
<td>Students move through circuit as a group. Students perform the designated exercise while music is playing (30-40 seconds). Group moves to the next station when music stops and get ready to begin next exercise (10 seconds).</td>
<td></td>
</tr>
</tbody>
</table>

### BEFORE CLASS SET UP

- Frisbees spread around perimeter of play space
- Set out equipment for Circuit
- Depending upon the size of the space available, mark grids for Modified Ultimate Frisbee, using lines, cones or polyspots.

### LESSON OUTCOMES

- Use all previously learned Frisbee skills during a game.
- Demonstrate self-monitoring during a modified game of Ultimate Frisbee.

### EQUIPMENT

- One Frisbee per 2 students
- Jump Ropes
- Exercise Mats
- Two cones per 2 students during IA
- Music for HRPA
- Dynabands
- Aerobic Steps
- Cones to mark off Frisbee Football games

### HEALTH RELATED PHYSICAL ACTIVITY

- Jump Rope
- Push-ups
- Curl-ups or Crunches
- Lunges
- Shoulder Press (using Dynabands)
- Step-ups (using aerobic steps or bleachers)
- Row (using Dynabands)

- Frisbees spread around perimeter of play space
- Set out equipment for Circuit
- Depending upon the size of the space available, mark grids for Modified Ultimate Frisbee, using lines, cones or polyspots.
**Modified Ultimate Frisbee**

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two teams of 4-6 players within each grid.</td>
<td>✔ Mark off several grids with lines, cones or polyspots.</td>
</tr>
<tr>
<td>Teams line up on their own goal line.</td>
<td>✔ Assist with groupings.</td>
</tr>
<tr>
<td>Defensive team begins play by throwing off to the offense.</td>
<td>✔ Help clarify rules.</td>
</tr>
<tr>
<td>Once the offense retrieves the Frisbee, play is continuous.</td>
<td>✔ Assist changing of fields after each game.</td>
</tr>
<tr>
<td>The Frisbee can be passed by the offense in any direction.</td>
<td></td>
</tr>
<tr>
<td>Players may not run with the Frisbee.</td>
<td></td>
</tr>
<tr>
<td>Thrower has 3 seconds to pass the Frisbee to teammates who attempt to find an open space for a pass.</td>
<td></td>
</tr>
<tr>
<td>The defender must play a “soft defense” at least three feet away from the thrower.</td>
<td></td>
</tr>
<tr>
<td>No contact is allowed.</td>
<td></td>
</tr>
<tr>
<td>An incomplete or an intercepted pass, or a pass that goes out of bounds results in a change of possession at that spot.</td>
<td></td>
</tr>
<tr>
<td>One point can be awarded for either receiving a throw beyond the opposing team’s goal line, as in traditional Ultimate, or the Principle of Three’s can be used:</td>
<td></td>
</tr>
<tr>
<td>3 passes to 3 different people scores one point.</td>
<td></td>
</tr>
<tr>
<td>After 3-4 minutes end games and have teams rotate courts counterclockwise.</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>✔ Assistant helps collect Frisbees and cones.</td>
</tr>
<tr>
<td>Have students do a think-pair-share while stretching.</td>
<td></td>
</tr>
<tr>
<td>What are the basic skills needed to be successful in an Ultimate Frisbee game?</td>
<td></td>
</tr>
<tr>
<td>What are the two basic types of passes used in Ultimate Frisbee?</td>
<td></td>
</tr>
<tr>
<td>Play Ultimate Frisbee with your friends at home.</td>
<td></td>
</tr>
</tbody>
</table>

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