Acknowledgements

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Participating Institutions

Baylor College of Medicine
Children’s Nutrition Research Center
1100 Bates Street
Houston, TX 77030

Oregon Health & Science University
Health Promotion and Sports Medicine
3181 SW Sam Jackson Park Rd.
Portland, OR 97239

University of California at Irvine
University Tower, Suite 620
4199 Campus Drive
Irvine, California 92697-4450

University of North Carolina at Chapel Hill
School of Nursing
Campus Box 7460
Chapel Hill, NC 27599-7460

Temple University
CORE: Center for Obesity Research & Education
3223 N Broad Street
Philadelphia PA 19140

University of Pittsburgh
Western Psychiatric Institute and Clinic
3811 O’Hara Street
Pittsburgh, PA 15213

University of Texas Health Science Center at San Antonio
7703 Floyd Curl Drive
San Antonio, TX 78229-3900
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How to Use this Handbook

This handbook contains the intervention unit plans.

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

Sections 2–18, Unit Plans
This section contains the four core unit plans (i.e., fitness, basketball, soccer, and handball) and seven optional unit plans. Unit-specific appendices precede the last lesson in some units. All task cards for other than HRPA activities are included in the appendix of each Unit.

Section 19, General Appendices
The general appendices contain the following sections:
1. Physical Activity Daily Lesson Plans Components & Glossary of Terms
2. HPRA Task Cards
3. In-class Messages
FLOW

FLOW (Fitness Laboratory on Wheels)

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

FLOW Equipment

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

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

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

Teacher and Teacher Assistant Role

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

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

Organizing FLOW Sets

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

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

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

Examples of FLOW Organization

**LINES**

```
R  B  Y  G  O  V
R  B  Y  G  O  V
R  B  Y  G  O  V
```

**CLUSTER**

```
Red

Blue

Yellow

Green

Orange

Violet
```

**SQUARE: 48 Students**

```
(R) (V) (O) (G) (Y) (B) (R)
(V) (O) (G) (Y) (B) (R) (V)
(O) (G) (Y) (B) (R) (V) (O)
(G) (Y) (B) (R) (V) (O) (G)
(Y) (B) (R) (V) (O) (G) (Y)
(B) (R) (V) (O) (G) (Y) (B)
```

Cardiovascular II – Green
Skill Development – Yellow
Lower Body Strength/Muscular Endurance – Purple
Implementation

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

FLOW Components and Equipment

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

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

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

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

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

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

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

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

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

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

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

- Abdominal Crunch
  - Sit on top of ball and slowly roll forward until your hips move off the ball.
  - Continue rolling until your lower back is supported by the curve of the ball; keep your hands beside your ears or cross your arms across your chest. DO NOT clasp hands behind your heads.
After setting your position, crunch forward until you are at approximately a 45 degree angle to the ball. It is important to maintain your neutral neck position, not allowing your chin to tuck down as you move.

Once you have reached the desired angle, slowly lower yourself back to the starting position.

Continue to do the desired number of repetitions.

**Abdominal Side Crunch**

- Lie across the ball so you are bending laterally, (on your side) over it.
- From the supported position, begin crunching laterally until your knees, hips, and shoulders are all in line.
- Once your body is aligned, return to the starting position.
- Be sure to extend fully back over the ball.

**Body Busters**

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

**Agility Ladder Activities:**

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

**Medicine Ball Activities:**

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

**Dumbbell Activities:**

**Chest Dumbbell Exercises**

**Flat Dumbbell Press**

Works the pectorals, triceps and the anterior deltoid (front of shoulder).

1. Lying flat on a bench or physio ball hold the weights directly above your chest, arms extended and palms facing towards your feet.
2. Lower the weights to your chest under control.
3. Press the dumbbells back up to the starting position and repeat.
4. Avoid locking your elbows. This keeps the tension in your pectoral muscles and prevents joint damage.

**Flat Flies**
1. Lying flat on a bench or physio ball, hold the weights directly above your chest. Palms facing towards each other.
2. Bend your elbows slightly and maintain this flexion for the rest of the exercise.
3. Open your arms in an arc lowering the weights. Your elbows should remain ‘locked’ in a slightly bent position. Imagine opening your arms to give someone a hug and you won’t go far wrong!
4. When your upper arms are parallel to the floor, use the same movement to return the weights to the starting position and repeat.

**Seated Shoulder Press**
Works all 3 heads of the deltoid (shoulder) muscle.
1. Sit upright on the end of the bench with the dumbbells extended directly above your head. Make sure your back is not rounded. Adjust the bench so it forms an upright chair to support your back if necessary.
2. Lower the weights slowly and under control to your shoulders.
3. When your arms are bent to 90 degrees, press the dumbbells back up without locking your elbows and repeat.

**Lateral Raises**
Most dumbbell exercises are superior to the machine equivalent. This one is no exception. Out of all the dumbbell exercises described this is also the one that is invariably performed badly. If you keep good form you cannot lift a heavy weight.
1. Stand upright, knees slightly bent and shoulder width apart, holding the dumbbells at your sides.
2. Bend you elbows slightly and raise the dumbbells out to the side. Keep you elbows slightly bent as you do this.
3. When your arms are parallel to the floor, slowly lower the weights back down and repeat.
4. If you catch yourself arching your back, dipping your knees or bringing your shoulders back use a lighter weight.

**Reverse Flies**
Works the posterior (rear) deltoid. The exercise is performed as its name suggests. It's simply a chest fly in reverse.
1. Sit on the edge of a bench, feet flat on the floor and knees bent at right angles. Bend right over so your chest is almost resting on your thighs.
2. Hold 2 dumbbells next to your feet and bend your arms slightly. Open your arms out in an arc keeping your elbows bent.
3. When your arms are parallel to the floor, slowly lower the weights back down and repeat.
4. You can and should only use a light weight for this exercise.

**Front Raises**
Isolates the anterior (front) deltoids.
1. Stand upright, knees slightly bent and shoulder width apart. Hold the dumbbells at against your thighs. Your palms should be towards your body.
2. Starting with your weaker side and keeping your arm straight, raise the weight directly in front of you.
3. When your arm is parallel to the ground lower the weight slowly back to the starting position. Repeat with the other arm.
4. Avoid the tendency to arch your lower back on the last few repetitions. You will be able to handle more weight on the concentric phase (lifting the weight up) of this exercise. Make sure you can lower (eccentric phase) the dumbbell under control before you progress to a higher weight.

**Trapezius Dumbell Exercises**

**Upright Row**
1. Stand upright, feet shoulder width apart, knees slightly bent. Hold 2 dumbbells against your thighs.
2. Keeping the weights close to your body, raise the dumbbells up to your chin.
3. Hold for a count of 2 and slowly lower to the start position and repeat.
**Shrugs**
1. Stand upright, feet shoulder width apart, knees slightly bent. Hold 2 dumbbells against your thighs.
2. Keeping your arms straight ‘shrug’ your shoulders as high as they will go and hold for a count of 2.
3. Relax and repeat.
4. Do not roll your shoulders backwards as you shrug up. This can cause damage to your rotator cuff muscles over time.

**Biceps Dumbell Exercises**

**Concentration Curls**
Some dumbbell exercises are difficult to describe on paper but easy when you see it. This is one of them (images for all dumbbell exercises are on their way). For now let’s give it a shot...
1. Sit on the very edge of the bench with your feet flat on the floor and about 2 feet apart.
2. Holding a dumbbell in your right hand place your right elbow on the inside of your right thigh, just above your knee. Support your back by placing your left hand on your left knee. Your right palm should be facing towards your left ankle.
3. From here use only your biceps to curl the weight up towards your face. Do not swing back as you lift the weight.
4. Slowly lower the weight and repeat for the desired number of reps before switching to your left arm.

**Leg Dumbell Exercises**

**Half Squats**
One of the best dumbbell exercises for working the entire lower body. Works the quadriceps, hamstrings, glutes and lower back.
1. Holding a dumbbell in either hand at your sides, stand upright with your feet shoulder width apart.
2. Bend from the knees until your thighs are almost parallel to the ground.
3. It is essential that you keep your back flat (not rounded), lower back slightly arched inwards and your head up.
4. Return to an upright position and repeat.

**Lunges**
1. Holding a dumbbell in either hand at your sides, stand upright with your feet slightly less than shoulder width apart.
2. Step forward about 2 feet with your right foot. As you plant your right foot bend your right knee to about 90 degrees. Your left knee will bend automatically and should just touch the floor.
3. Push off with your right foot to return to the starting position.
4. You can alternate legs or perform all the reps on one leg at a time.
Fitness 8th Grade: Lesson 1

**LESSON OUTCOMES**
- Participate in cardiovascular activities.
- Demonstrate basic kickboxing moves.
- Develop muscular strength, endurance and flexibility.
- Fitness testing - practice.

**EQUIPMENT**
- Theme from "Rocky"
- 2 CD players
- Boxers
- Multiple reach boards or multiple tape measures
- Multiple Curl Up strips
- 2 Fitnessgram CDs for cadences or stopwatch
- Cones
- Jump ropes
- Mats
- 1 Clipboard, pencil, and paper per student

**BEFORE CLASS SET UP**
- Stagger cones on sidelines of activity area.
- Set up equipment for HRPA.
- Tape down tape measures for Sit and Reach.
- Tape down Curl Up strips.

### Cone to Cone

**LESSON CONTENT**
- As students enter activity area they shuffle from cone to cone.
- After reaching last cone, students walk or jog outside perimeter of activity area back to first cone and repeat.

- Variation: Students can walk, jog, sprint, back pedal or do a movement of choice.

**ROLE OF ASSISTANT**
- Set up cones 10-15 feet apart.
- Set up more areas for large classes.
- Explain activity.
- Start and stop music.
- Keep students moving.

### Box, Kick, and Jump Rope

**LESSON CONTENT**
- Students form groups of 3.
- 1 student punches a Boxer, 1 student does front kicks and 1 student is jumping rope.
- Students switch roles every 30 seconds on your cue (pausing music or whistle).
- If Boxers aren’t available, students can punch air.

**ROLE OF ASSISTANT**
- Set up Boxers and jump ropes in groups around activity area.
- Play music.

**HEALTH RELATED PHYSICAL ACTIVITY**
- Theme from "Rocky" 
- 2 CD players 
- Boxers 
- Multiple reach boards or multiple tape measures 
- Multiple Curl Up strips 
- 1 Clipboard, pencil, and paper per student 
- Stagger cones on sidelines of activity area.
- Set up equipment for HRPA.
- Tape down tape measures for Sit and Reach.
- Tape down Curl Up strips.
### Cardo-Kickboxing (10-12 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have students form groups of 6 (or 12 if class size is large) from groups above.</td>
<td>✓ Attach 1 Kickboxing task card to each cone.</td>
</tr>
<tr>
<td>Explain to students that cardio-kickboxing is designed to help improve fitness levels; it is not a competitive, combative sport. Demonstrate basic punches and kicks. Have students shadow practice with you.</td>
<td>✓ Start and stop music.</td>
</tr>
<tr>
<td>Remind students to keep their elbows and knees soft when they extend; they should not lock elbows or knees.</td>
<td>✓ Assist students at stations.</td>
</tr>
<tr>
<td>Kicks should be waist high or lower.</td>
<td></td>
</tr>
<tr>
<td>Punches: jab, upper cut, hook.</td>
<td></td>
</tr>
<tr>
<td>Kicks: front kick, side kick, rear kick, roundhouse kick.</td>
<td></td>
</tr>
<tr>
<td>Students go to a kickboxing task card and perform kickboxing/cardio move listed for 45 seconds then jog to next task card and perform kickboxing move listed.</td>
<td></td>
</tr>
<tr>
<td>Students will do each task card twice.</td>
<td></td>
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</tbody>
</table>

> **Variation:** A video or written script with accompanying music may be used for instruction. Written scripts have been included.

### Fitness Testing–Practice (15-20 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Set up fitness testing stations. 10 students per station. For large classes, set up multiple stations. For example, there can be 2 or 3 stations for curl-ups. See diagram below. If multiple stations are used, they should be nearby so students can hear cadence.</td>
<td>✓ Monitor sit and reach station.</td>
</tr>
<tr>
<td>Explain and demo fitness testing components. If using Fitnessgram cadence CD for curl-ups and push-ups, instruct students to wait for cue to begin. Play CD during demo so students will know what to do.</td>
<td>✓ Help students record stats.</td>
</tr>
<tr>
<td>Students should be reminded that they are trying to improve their fitness levels, not competing with classmates.</td>
<td></td>
</tr>
<tr>
<td>Students partner up and go to a station. 1 partner performs activity while other partner counts and records. Partners switch roles and repeat. Once all students have completed task at 1 station they rotate clockwise to next station on your signal.</td>
<td></td>
</tr>
<tr>
<td>Station 1: Curl-ups – If not using cadence, time students for 1 minute.</td>
<td></td>
</tr>
<tr>
<td>Station 2: Abdominal stretch – modified cobra stretch.</td>
<td></td>
</tr>
<tr>
<td>Station 3: Push-ups/Modified push-ups – If not using cadence, time students for 1 minute.</td>
<td></td>
</tr>
<tr>
<td>Station 4: Chest stretch.</td>
<td></td>
</tr>
<tr>
<td>Station 5: Mini shuttle run – set up cones 10 or 15 meters apart. Students jog or run from cone to cone.</td>
<td></td>
</tr>
<tr>
<td>Station 6: Sit and Reach – Best of 3 tries. Multiple tape measures should be used to speed things up.</td>
<td></td>
</tr>
</tbody>
</table>

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

*Italics indicate the teacher speaking directly to the student.*
| Cool Down/Closure  
(3-5 minutes) |
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>LESSON CONTENT</strong></td>
</tr>
</tbody>
</table>
| - Lead class in stretches that focus on upper and lower body (shoulders, biceps, triceps, quadriceps and hamstrings).  
- Think, Share, Pair (After a minute or so with each question, have a few students share answers with the class.)  
  - *Can anyone tell me what the fitness components are?* (muscular endurance – how long a muscle can work, muscular strength – the amount of force a muscle can exert, flexibility – the range of motion between joints, and cardiovascular endurance – continued, sustained aerobic activity).  
  - *What component(s) of fitness do push-ups demonstrate? Sit-ups? Sit and reach?*  
  - *What muscles or part of the body do push-ups work? Sit-ups?* | - Lead students in stretches.  
- Reinforce key concepts taught during the lesson. |

*Italics indicate the teacher speaking directly to the student.*
Fitness 8th Grade Lesson 1

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

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

### LESSION OUTCOMES
- Participate in cardiovascular activities.
- Participate in team fitness activities.
- Demonstrate basic kickboxing moves.

### EQUIPMENT
- Boxers
- Polyspots
- 10 basketballs
- 10 Frisbees
- 2 medicine balls
- 10 multi-colored cones
- 10 volleyballs
- 3 yellow trash cans
- 10 softballs
- Pinnies

### BEFORE CLASS SET UP
- Set up Boxers around activity area.
- Set up Team Relays around perimeter of activity area.
- Group pinnies together for team relay.
- Set up CD player.

### Punch, Jack, and Run
**Instant Activity**
(5 minutes)

**Lesson Content**
- As students enter activity area they punch a Boxer 4 times (Right, Left, Right, Left), perform 2 jumping jacks and run to another Boxer and repeat.

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

### Kick and Shuffle
**Health Related Physical Activity**
(6-8 minutes)

**Lesson Content**
- Students sprint diagonally towards Boxers, kick them, and shuffle or backpedal diagonally to cones. Continue down the line. Students jog back to start and repeat. Students can start at any cone.

**Role of Assistant**
- Put Boxers and cones in a line 20 feet apart from each other.
- Circulate through activity to ensure students don’t collide with each other.
- Begin setting up Team Relays.

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Iterics indicate the teacher speaking directly to the student.
### Team Relays (20-30 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students form 2 groups of 5 at each relay station.</td>
<td>✓ Set out a cone and polyspots for rowing station.</td>
</tr>
<tr>
<td>Teams at each relay station compete against each other. Students rotate to next relay station every 2 to 3 minutes.</td>
<td>✓ Set out cone, trash cans, 5 Frisbees 5 of 1 color, 5 of another color, and jump rope for start.</td>
</tr>
<tr>
<td>Station 1: Rowing – Teams line up in a single file line behind a row of polyspots spaced 3 feet apart. First student on each team holds a medicine ball and passes it back to teammates. When last member of team gets ball, he or she sprints to front to first polyspot and sequence repeats until teams make it to finish line.</td>
<td>✓ Set out a cone and 10 basketballs.</td>
</tr>
<tr>
<td>Station 2: Frisbee Golf – Label Brute containers with a 1, 3, or 5 (1 number per container). Container with a #5 should be farthest away and #1 should be closest. All students from each team have a Frisbee (1 color per team). Designate a throwing point (students must throw from this area or behind this line): 10 feet from first container, 15 feet from second container and 20 feet from third. Each Frisbee landing in a container is worth number of points posted. Students keep track of their points. Team with most points wins.</td>
<td>✓ Set out a cone and 2 volleyballs.</td>
</tr>
<tr>
<td>Station 3: Dribble and jump shots – All students from each team have a basketball. Each team member has same colored ball and/or pinnie. All students start from a free throw line, dribble and shoot. Student can only shoot jump shots (no lay-ups). Each basket made is 1 point and students should yell out number of points they have. After a student makes a basket, he or she must return to a free throw line and start over. Team with most points wins.</td>
<td>✓ Set out a cone, poly spots and 10 softballs.</td>
</tr>
<tr>
<td>Station 4: Volleyball Circle – Each team counts amount of passes they are able to complete in a row. Students can bump or set. If ball drops or is caught, count starts over. Team with highest number wins.</td>
<td>✓ Set out buckets, if needed, for lacrosse station.</td>
</tr>
<tr>
<td></td>
<td>Station 5: Aerobic target shooting – Tape polyspots randomly on a wall or bleachers. Cones can also be used for targets. Students are 20 feet away from targets. Each student from a team has a softball and tries to hit a polyspot/cone. A point is awarded for every hit. Students must run to retrieve their balls and sprint back to start position and repeat.</td>
</tr>
<tr>
<td></td>
<td>✓ Keep track of team points.</td>
</tr>
<tr>
<td></td>
<td>Station 6: Lacrosse Toss – Baskets or buckets needed. Teams circle around baskets/buckets 20 feet away. Each team member will have a lacrosse stick and ball. Teams compete by trying to get their balls in baskets/buckets. Each basket made is a point.</td>
</tr>
<tr>
<td></td>
<td>Variation: Students can record points at end of each session and an overall winner or first, second, and third place teams can be acknowledged at end of lesson.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have students sit in V-Sit position and practice sit and reach while you speak.</td>
<td>✓ Lead students in V-Sit practice.</td>
</tr>
<tr>
<td>Review definitions of: aerobic (with oxygen and/or sustained activity) anaerobic (little or no oxygen and/or short burst activities)</td>
<td>✓ Clean up and store equipment.</td>
</tr>
<tr>
<td>Ask students to provide examples.</td>
<td></td>
</tr>
<tr>
<td>Challenge students to create a new kickboxing move and/or show family members moves they have learned.</td>
<td></td>
</tr>
</tbody>
</table>

*Italics indicate the teacher speaking directly to the student.*
## Fitness 8th Grade: Lesson 3

<table>
<thead>
<tr>
<th>LESSON OUTCOMES</th>
<th>EQUIPMENT</th>
<th>BEFORE CLASS SET UP</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Participate in cardiovascular activities.</td>
<td>- Jump bands</td>
<td>✓ Set up FLOW equipment.</td>
</tr>
<tr>
<td>- Participate in FLOW stations.</td>
<td>- Music</td>
<td>✓ Have Jump bands accessible.</td>
</tr>
<tr>
<td>- Teamwork.</td>
<td>- Stopwatch</td>
<td>✓ Mark off relay distance.</td>
</tr>
</tbody>
</table>

### Leson Content & Role of Assistant

#### Locomotor Moves

**Instant Activity**

**Lesson Content**
- Students walk, jog, skip, or run around perimeter of activity area.
- Change locomotor movement every 30 to 60 seconds.

**Role of Assistant**
- Set up cones to mark jogging area.
- Play music.
- Maintain on task behavior.

#### Jump Bands

**Activity #1**

**Lesson Content**
- Students form groups of 4-8.
- Demonstrate jump band skills and activities. (See Jump Band Section.)
- Students perform jump band skills.

**Role of Assistant**
- Help students form groups.
- Explain directions and demonstrate skills as needed.
- Circulate through groups encouraging creativity and new ideas.

#### FLOW

**Health Related Physical Activity**

**Lesson Content**
- FLOW (see FLOW section)
- 1 station should include Fitness test activity. For example: Curl Ups, Push-Ups, Sit and Reach, etc.

**Role of Assistant**
- Set up FLOW equipment.
- Ensure safety compliance at all FLOW stations.
- Start and stop music.

---

*Italics indicate the teacher speaking directly to the student.*
<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students find partners.</td>
<td>✓ Set up cones to mark relay course, 20-40 feet.</td>
</tr>
<tr>
<td>Wheel Barrow Relay.</td>
<td></td>
</tr>
<tr>
<td>Twister Relay: First student from each team twists to</td>
<td></td>
</tr>
<tr>
<td>line and back. When first student gets halfway down,</td>
<td></td>
</tr>
<tr>
<td>second student begins. Second student cannot pass first</td>
<td></td>
</tr>
<tr>
<td>student.</td>
<td></td>
</tr>
<tr>
<td>Crab Walk Relay: Students have their hands and feet on</td>
<td></td>
</tr>
<tr>
<td>floor with stomachs facing up. First student begins.</td>
<td></td>
</tr>
<tr>
<td>When first student gets halfway down, second student</td>
<td></td>
</tr>
<tr>
<td>begins. Second student cannot pass first student.</td>
<td></td>
</tr>
<tr>
<td>Leap Frog Race: Students combine to make groups of 4.</td>
<td></td>
</tr>
<tr>
<td>Students are in a single file line squatting down.</td>
<td></td>
</tr>
<tr>
<td>Students leap frog over each other. Last student jumps</td>
<td></td>
</tr>
<tr>
<td>over teammates. When student leaps over teammates in</td>
<td></td>
</tr>
<tr>
<td>front, new last student in line begins jumping over</td>
<td></td>
</tr>
<tr>
<td>teammates.</td>
<td></td>
</tr>
<tr>
<td>➜ Variation: Give teams a time limit to beat.</td>
<td></td>
</tr>
</tbody>
</table>

Goofy Relays (6-8 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></td>
<td>✓ Clean store equipment.</td>
</tr>
</tbody>
</table>

Cool Down/Closure (3-5 minutes)

 Italics indicate the teacher speaking directly to the student.
### Fitness 8th Grade: Lesson 4

#### Lesson Outcomes
- Participate in basic fitness skills related to muscular strength, aerobic endurance, and flexibility.

#### Equipment
- CD player with music
- 4-8 cones with cardio and lower body strength task cards
- 1 hula-hoop per student
- 1 step aerobic bench per student

#### Before Class Set Up
- Have hula-hoops set up around activity area.
- Put task cards on cones around perimeter of activity area.
- Have step bench accessible.

### INSTANT ACTIVITY
#### Hula-Hoop
3-5 minutes

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students find hula-hoops as they enter activity area and begin spinning.</td>
<td>Demonstrate.</td>
</tr>
<tr>
<td>Encourage students to walk and hula-hoop.</td>
<td>Start and stop music.</td>
</tr>
</tbody>
</table>

### HEALTH RELATED PHYSICAL ACTIVITY
#### Cardio and Lower Body Strength
6-8 minutes

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>When music starts, students run, jog, or skip randomly around activity area for 60 to 90 seconds.</td>
<td>Start and stop music.</td>
</tr>
<tr>
<td>When music stops, students sprint to a cone and perform task posted (squats, lunges, split squats, wall sits, 1-leg squat, toe raises, front kicks, side kicks) for 30 seconds.</td>
<td></td>
</tr>
</tbody>
</table>

### ACTIVITY #1
#### Step Aerobics
10-15 minutes

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruct students to get steppers.</td>
<td>Place step benches in corners of activity area.</td>
</tr>
<tr>
<td>Students follow a step aerobics video or you can lead routine.</td>
<td>Move around area, help students stay focused on activity.</td>
</tr>
<tr>
<td></td>
<td>Offer encouragement and praise.</td>
</tr>
</tbody>
</table>

**Italics indicate the teacher speaking directly to the student.**
### Push-Ups and Abs (8 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>■ Help students form groups of 6 and have them pair off.</td>
<td>■ Assist with grouping.</td>
</tr>
<tr>
<td>■ Students can choose if they want to do push-ups or abs first. Allow students to do modified push-ups.</td>
<td>■ Demonstrate push-up and crunch moves.</td>
</tr>
<tr>
<td>■ Students are to create a synchronized push-up or abdominal routine using at least 4 types of moves for 15 seconds each.</td>
<td>■ Provide suggestions for exercises.</td>
</tr>
<tr>
<td>■ For push-ups, students should face each other in push-up position and demonstrate same type of push-up at same time.</td>
<td></td>
</tr>
<tr>
<td>■ Examples: shake right hands, shake left hands, right hi-5, left hi-5, lift right foot, lift left foot, original</td>
<td></td>
</tr>
<tr>
<td>■ For crunches (abs), students can be side-by-side or feet-to-feet and should demonstrate same type of crunch at same time.</td>
<td></td>
</tr>
<tr>
<td>■ Examples: right leg lifted toward ceiling, left leg lifted toward ceiling, both feet lifted toward ceiling, bicycle, original</td>
<td></td>
</tr>
<tr>
<td>■ Have students switch roles.</td>
<td></td>
</tr>
<tr>
<td>★ Challenge: Ask students to perform each move for 30 seconds.</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>■ Students practice shoulder stretch from Fitnessgram during Cool Down.</td>
<td>■ Lead students in stretches.</td>
</tr>
<tr>
<td>■ Think, Share, Pair (After a minute or so with each question, have a few students share answers with the class.)</td>
<td>■ Clean store equipment.</td>
</tr>
<tr>
<td>■ What are the benefits of stretching?</td>
<td></td>
</tr>
<tr>
<td>■ Explain how stretching improves flexibility (range of motion at the joints).</td>
<td></td>
</tr>
<tr>
<td>■ At home make sure you warm up before and stretch after playing active games.</td>
<td></td>
</tr>
</tbody>
</table>

** Italics indicate the teacher speaking directly to the student.**
### Fitness 8th Grade: Lesson 5

#### Lesson Outcomes
- Enhance muscular strength and endurance, aerobic endurance, and flexibility.
- Demonstrate jump rope skills.

#### Equipment
- 8 cones
- 1 long jump rope per 3 students
- 6-12 Turtles
- 12-24 Stability Balls
- 1 jump rope per student
- Mats
- 6-12 Medicine Balls
- CD player with music

#### Before Class Set Up
- Get jump ropes ready for distribution.

---

#### Instant Activity
**Jump Rope** (5 minutes)

<table>
<thead>
<tr>
<th>Lesson Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students find jump ropes and begin jumping.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Role of Assistant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Circulate and monitor IA.</td>
</tr>
<tr>
<td>Assist teacher as needed.</td>
</tr>
</tbody>
</table>

#### Health Related Physical Activity
**Rope Tag** (6-8 minutes)

<table>
<thead>
<tr>
<th>Lesson Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students form groups of 6. All but 1 student in each group should put their jump ropes around perimeter of activity area.</td>
</tr>
<tr>
<td>Groups form circles.</td>
</tr>
<tr>
<td>Student with jump rope stands in center of circle.</td>
</tr>
<tr>
<td>Student in center begins spinning jump rope low to ground and students try to jump over it. Students in center should be encouraged to jump as well.</td>
</tr>
<tr>
<td>If students get tagged by jump rope, they must jump rope on sidelines for 10 jumps and return to continue play.</td>
</tr>
<tr>
<td>Challenge: Which group can continue longest? How many jumps can each group do? Can they get 15, 20, 30 consecutive jumps?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Role of Assistant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Watch for students who are tagged.</td>
</tr>
</tbody>
</table>

#### Activity #1
**Team Jump Rope** (8-10 minutes)

<table>
<thead>
<tr>
<th>Lesson Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students put individual ropes away.</td>
</tr>
<tr>
<td>Students from groups above divide themselves into groups of 3, 2 rope turners and 1 jumper. 1 member from each team gets a long jump rope.</td>
</tr>
<tr>
<td>Teams should line up at baseline or start area.</td>
</tr>
<tr>
<td>On your signal, teams in front row begin. When teams are a quarter of way down, next group of rope turners begin turning while jumper jumps. All members of a team are moving forward. Students are jumping/turning/moving down the activity area to the end line. When students reach the end line one person holds the rope and they all sprint back on the sidelines to the start area and switch roles until all team members have had a chance to jump.</td>
</tr>
<tr>
<td>Challenge: How fast can each team make it down? Can turners jump while turning a rope?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Role of Assistant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make sure students are jumping as they move across activity area.</td>
</tr>
<tr>
<td>Set up cones with abdominal task cards for next activity.</td>
</tr>
</tbody>
</table>

---

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

#### Crunch It
**LESSON CONTENT**
- Instruct previous groups of 3 to form groups of 6.
- On your signal, groups will go to a task card and perform abdominal exercise posted for 1 minute.
- After 1 minute, students rotate to next station and perform next abdominal exercise.
- Regular crunch or curl-up
- 6 inches with stability ball/ small balls
- Bicycles
- Medicine ball twist
- Plank
- 100s
- Turtle crunches
- Crunches on stability ball/ large balls

**ROLE OF ASSISTANT**
- Help students form groups.

#### Cool Down/Closure
**LESSON CONTENT**
- Students stretch.
- Ask students what type of activity jumping rope is.
- Jumping rope is a cardiovascular or aerobic activity.
- Aerobic is using oxygen generally during sustained activity.
- Ask students to name other types of cardiovascular/aerobic activities.
- Swimming, jogging, basketball, aerobic dance
- Ask students to try doing 2 cardiovascular activities at home.

**ROLE OF ASSISTANT**
- Lead students in stretches.
- Clean up and store equipment.

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

### Cone to Cone
**Lesson Content**
- As students enter activity area they shuffle from cone to cone.
- After reaching last cone, students walk or jog outside perimeter of activity area back to first cone and repeat.

**Variation:** Students can walk, jog, sprint, back pedal or a movement of their choice.

**Role of Assistant**
- Explain activity.
- Start and stop music.
- Keep students moving.

### Box, Kick, and Jump Rope
**Lesson Content**
- Students form groups of 3.
- 1 student punches a Boxer, 1 student does front kicks and 1 student is jumping rope.
- Students switch roles every 30 seconds on your cue (pausing music or whistle).
- If Boxers aren’t available, students can punch air.

**Role of Assistant**
- Set up Boxers and jump ropes in groups around activity area.
- Play music.

---

**Lesson Outcomes**
- Participate in activities that enhance muscular strength and endurance, aerobic endurance, and flexibility.

**Equipment**
- 1 multi-colored cone for every 3 or 4 students
- 1 deck rings for every 3 or 4 students

**Before Class Set-Up**
- Set up cones for IA.
- Place HRPA equipment around perimeter of activity area.

---

**Instant Activity**
- Cone to Cone
- Box, Kick, and Jump Rope

---

**Italics indicate the teacher speaking directly to the student.**
<table>
<thead>
<tr>
<th>Activity #1</th>
<th>Flow (17 minutes)</th>
<th>Role of Assistant</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lesson Content</strong></td>
<td>FLOW (see FLOW section).</td>
<td></td>
</tr>
<tr>
<td><strong>Role of Assistant</strong></td>
<td>Assist students with tasks as needed.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Offer encouragement and positive reinforcement.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Set up cones for Activity #2.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity #2</th>
<th>Never Ending Relays (10-12 minutes)</th>
<th>Role of Assistant</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lesson Content</strong></td>
<td>Students form teams of 2 or 3.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Each team should line up diagonally behind a cone.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>First student on each team has a deck ring.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>On your signal, first student runs clockwise and tries to tag student in front of him or her.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>If someone is tagged, tagging team gets a point. Student tagged hands off deck ring to next student in line on their team.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>When first students get back to their teams, they hand off deck rings to next student in line and play continues.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>First team to reach 10 points wins. (You can change value of points.)</td>
<td></td>
</tr>
<tr>
<td><strong>Role of Assistant</strong></td>
<td>Place a different colored cone in each corner of rectangular activity area (10 feet x 5 feet or 15 feet x 10 feet). Multiple relays stations should be used.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Set out deck rings. Deck rings should match the color of the cones.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Monitor activity.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Track scores.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cool Down/Closure (3-5 minutes)</th>
<th>Role of Assistant</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lesson Content</strong></td>
<td>Students stretch.</td>
</tr>
<tr>
<td></td>
<td>What fitness components were demonstrated in FLOW today?</td>
</tr>
<tr>
<td></td>
<td>Challenge students to practice a drill or game at home (use this whenever possible).</td>
</tr>
<tr>
<td><strong>Role of Assistant</strong></td>
<td>Lead students in stretches.</td>
</tr>
<tr>
<td></td>
<td>Clean up and store equipment.</td>
</tr>
</tbody>
</table>

 غالبًا ما تكون الأقواس المتكررة لبيانات مفصلة بدلًا من النص النصي. اللفظية تشير إلى المعلم النطق مباشرةً بالطالب.
### Fitness 8th Grade : Lesson 7

<table>
<thead>
<tr>
<th>LESSON OUTCOMES</th>
<th>EQUIPMENT</th>
<th>BEFORE CLASS SET UP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participate in activities that enhance muscular strength and endurance, aerobic endurance, and flexibility.</td>
<td>CD player, Mats, Stretching task cards, Basketballs, Softballs</td>
<td>✓ Mark off mile if track is not available.</td>
</tr>
<tr>
<td>Flexibility training for running and jogging.</td>
<td>Pacer CD, Cones, Volleyballs, Soccer balls, 1 jump band for every 4 or 8 students</td>
<td>✓ Mark off Pacer distance and put cones at each end line.</td>
</tr>
<tr>
<td>Practice Pacer or mile run for fitness testing.</td>
<td></td>
<td>✓ Set up stretching circuit</td>
</tr>
<tr>
<td></td>
<td></td>
<td>✓ Put balls in receptacles for Sport Skills .</td>
</tr>
<tr>
<td></td>
<td></td>
<td>✓ Get CD Player out.</td>
</tr>
</tbody>
</table>

### Instant Activity

**Fitness Walking**

- **Lesson Content**
  - Students walk as fast as they can around activity area.
  - Students should pump their arms while walking.

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

### Health Related Physical Activity

**Running and Jogging Stretching Circuit**

- **Lesson Content**
  - On your signal, students jog around activity area for 1 minute then stop at a stretching station for 1 minute.
  - Students should go to each station.
  - If there are 2 sides to a stretch, students should do 30 seconds per side.

- **Role of Assistant**
  - Set up stretching stations with cones and task cards.
  - Help students stretch.

- **Stretches include:**
  - Lower back
  - Quadriceps stretch
  - Hip oblique
  - Calf stretch
  - Hamstring
  - Lower leg
  - Triceps
  - Butterfly (students hold legs down with elbows, no bouncing)

*Italics indicate the teacher speaking directly to the student.*
### Pacer or Mile Run/Walk - Practice
(15-20 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students finishing early should go to Sport Skill Practice stations listed below.</td>
<td>Time students running a mile.</td>
</tr>
</tbody>
</table>

### Sport Skill Practice
(10 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basketball Dribble: Students dribble around scattered cones.</td>
<td>Coach skills.</td>
</tr>
<tr>
<td>Volleyball Forearm Passes: Student self-passes while walking down to end line and back.</td>
<td></td>
</tr>
<tr>
<td>Soccer Dribble: Students dribble around scattered cones.</td>
<td></td>
</tr>
<tr>
<td>Softball Throws: Students practice throwing overhand for 20, 30, or 40 feet.</td>
<td></td>
</tr>
</tbody>
</table>

*Variation:* Set up other skill stations for students to work on.

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

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students stretch.</td>
<td>Lead students in stretches.</td>
</tr>
<tr>
<td>Ask students about Pacer/mile run and how they can improve their times.</td>
<td>Review concepts taught during lesson.</td>
</tr>
<tr>
<td>Ask students where in their communities they can practice running.</td>
<td></td>
</tr>
<tr>
<td>Ask students which component of fitness does the Pacer/mile run measure. (cardiovascular endurance).</td>
<td>Collect equipment.</td>
</tr>
</tbody>
</table>
## Fitness 8th Grade : Lesson 8

<table>
<thead>
<tr>
<th>LESSON OUTCOMES</th>
<th>EQUIPMENT</th>
<th>BEFORE CLASS SET UP</th>
</tr>
</thead>
<tbody>
<tr>
<td>■ Participate in activities that will improve muscular strength, aerobic endurance, and flexibility.</td>
<td>■ FLOW equipment  ■ 1 soft ball per student</td>
<td>✓ Sort jump bands.  ✓ Set up FLOW equipment around perimeter of activity area.</td>
</tr>
</tbody>
</table>

### INSTANT ACTIVITY

#### Jog and Juggle

(5 minutes)

**LESSON CONTENT**

■ Students jog and juggle 2 soft balls around activity area.

**ROLE OF ASSISTANT**

■ Help students find partners.  ■ Reinforce proper tossing form.

### HEALTH RELATED PHYSICAL ACTIVITY

#### Jump Bands

(6-8 minutes)

**LESSON CONTENT**

■ Students form groups of 4-8. (See Jump Band Section.)  ■ Demonstrate jump band skills and activities.  ■ Students perform jump band skills.

**ROLE OF ASSISTANT**

■ Help students form groups.  ■ Explain directions and demonstrate skills as needed.  ■ Circulate through groups encouraging creativity and new ideas.

### FLOW

(17 minutes)

**LESSON CONTENT**

■ FLOW (see FLOW section).

**ROLE OF ASSISTANT**

■ Circulate during activity.

---

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

*Italics indicate the teacher speaking directly to the student.*
**Fitness Relays**  
(10 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Students find partners.</td>
<td>✓ Set up cones to mark relay course, 20-40 feet.</td>
</tr>
<tr>
<td>- Students line up in single file. First student in line is #1, second student is #2.</td>
<td></td>
</tr>
<tr>
<td>- Each student performs 2 skills, alternating with partner (#1 goes then #2, then #1 again, etc.). When #1 gets halfway down, #2 begins.</td>
<td></td>
</tr>
</tbody>
</table>
| - Each number performs a different movement during relay.  
  - #1: Skip; #2: Power walk  
  - #1: Jump; #2: Sprint/Run  
  - You can choose movement (hop, walk backwards, etc.). | |
| - First team back wins. Points can be awarded. | |
| - Have students switch roles after completion. | |
| ➔ Variation: Give teams a time limit to beat. | |

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

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Students stretch.</td>
<td>- Lead students in stretches.</td>
</tr>
<tr>
<td>- Circulate during activity.</td>
<td>✓ Clean up and store equipment.</td>
</tr>
<tr>
<td>- Keep scores.</td>
<td></td>
</tr>
</tbody>
</table>

**ACTIVITY #2**

**Fitness 8th Grade Lesson 8**

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

*Italics indicate the teacher speaking directly to the student.*
# Fitness 8th Grade : Lesson 9

<table>
<thead>
<tr>
<th>LESSON OUTCOMES</th>
<th>EQUIPMENT</th>
<th>BEFORE CLASS SET UP</th>
</tr>
</thead>
</table>
| ▪ Demonstrate basic fitness skills related to muscular strength, aerobic endurance, and flexibility.  
▪ Enhance muscular strength, muscular and aerobic endurance, and flexibility.  
▪ Develop leadership skills. | ▪ 1 hula hoop per student  
▪ 8 Turtles  
▪ Agility ladder  
▪ CD player | ▪ 6 to 8 electronic steppers  
▪ 25 step aerobic benches  
▪ Music | ▪ Set up trailblazing obstacle on half of activity area. |

## Instant Activity

### Hula-Hoop

**Lesson Content**
- Students find hula-hoops as they enter activity area and begin spinning.  
- Encourage students to walk and hula-hoop.

**Role of Assistant**
- Demonstrate.  
- Start and stop music.

### Musical Hoops

**Lesson Content**
- Have students scatter hula-hoops around half of activity area.  
- Set up hula-hoop trails on other half of activity area for students to run, hop, or jump through.  
- On your signal (music), students begin walking, jogging, skipping, etc., around hoops.  
- Students have 3 seconds to get inside a hula-hoop when music stops.  
- Students who don’t make it inside a hoop are out and will go to open activity area and run through trailblazing obstacle.  
- Remove hula-hoops after each stop.  
- Last inside a hoop wins.  
- Repeat if time permits.

**Role of Assistant**
- Assist students with scattering hula-hoops.  
- Start and stop music.  
- Monitor trailblazing activity.

---

**Health Related Physical Activity**

### Hula Hoop Trail

- Hula hoop jumps 10x (like jumping a rope)  
- Students hula hoop down  
- Students go through hoops with one foot  
- Students jump 10x crunches on exercise ball

**Italics indicate the teacher speaking directly to the student.**
### Hula-Hoop Relays

**LESSON CONTENT**
- Students find partners, 1 hula-hoop per pair.
- Relays run half-court or about 40 feet.
- First partner hula-hoops down and sprints back while carrying hoop.
- Second partner performs right or left arm hula-hoop circles while walking down and sprints back while carrying hoop.
- First partner jumps through hula-hoop down and sprints back while carrying hoop.
- Partners join other pairs and form groups of 4, 1 hula-hoop per pair.
- 1 student holds hula-hoop while other 3 students jump or hop through it.
- Last student through hoop grabs it and student who was holding hoop jumps.
- Other students continue jumping and exchange hoop until finish line is reached.
- After team goes through hoop, they move up 1 foot (mark progression with cones or tape).
- First team in wins.

**ROLE OF ASSISTANT**
- Help students form groups.
- Mark progression for hula-hoop shuttle run.
- Monitor students.

→ Variation: Give teams a time limit to beat.

### Jump Bands

**LESSON CONTENT**
- Groups of 4 form groups of 8.
- Demonstrate jump band skills and activities (see Jump Band Section).
- Students perform jump band skills.

**ROLE OF ASSISTANT**
- Help students form groups.
- Explain directions and demonstrate skills as needed.
- Circulate through groups encouraging creativity and new ideas.

### Cool Down/Closure

**LESSON CONTENT**
- Students stretch.
- Encourage students to find creative ways to stay active when they go home today.

**ROLE OF ASSISTANT**
- Lead students in stretches.
- 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.*
## Hula-Hoop Jump
(5 minutes)

### LESSON CONTENT
- Students jump over hula-hoops like jumping ropes.
- Challenge students to run while jumping.

### ROLE OF ASSISTANT
- Start and stop music.

## Hyper Space
(6-8 minutes)

### LESSON CONTENT
- Set up a 35 X 25 rectangle with 4 cones and a mid-line marked.
- Divide class into 2 teams, 1 on each side of dividing mid-line.
- Object of game: to get to other side without being tagged by a member of opposing team.
- When students are tagged, they must go to their sidelines, do 3 exercises (jumping jacks, push-ups, sit-ups, etc.) then return to their side to start again.
- Students keep track of how many times they made it across.

### ROLE OF ASSISTANT
- Assist with grouping.
- Start and stop music.

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

---

**LESSON OUTCOMES**
- Enhance muscular strength, aerobic endurance, and flexibility.
- Monitor personal fitness.

**EQUIPMENT**
- 1 hula-hoop per student
- Cones
- CD player and music
- Stopwatch

**BEFORE CLASS SET UP**
- Mark off distance for fitness relays.

**INSTANT ACTIVITY**

**HEALTH RELATED PHYSICAL ACTIVITY**

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

Personal Fitness Relays
(10-15 minutes)

LESSON CONTENT
- Divide class in 2 groups.
- Students line up on both baselines of activity area facing each other.
- On your signal, each group of students performs following activities down and back to starting point (about 40 feet) as you start a stopwatch. Repeat each activity 2 or 3 times.
  - Power walk
  - Skip
  - Shuffle step
  - Run
  - Walking/Sliding push-up (should be about 10 to 25 feet): Students get into push-up position and walk using their hands. Their feet slide or drag behind them.
- Yell out time as students pass finish line. Students should make a mental note of their times. On second trial, students should be encouraged to match or better their previous times.
- A group time can also be recorded. Group with fastest time wins.

ROLE OF ASSISTANT
- Mark off start and end line.
- Start and stop stopwatch.

ACTIVITY #2

Never Ending Relays
(8-10 minutes)

LESSON CONTENT
- Students form teams of 2 or 3.
- Each team should line up diagonally behind a cone.
- First student on each team has a deck ring.
- On your signal, first student runs clockwise and tries to tag student in front of him or her.
- If someone is tagged, tagging team gets a point. Student tagged hands off deck ring to next student in line on their team.
- When first students get back to their teams, they hand off deck rings to next student in line and play continues.
- First team to reach 10 points wins. (You can change value of points.)

ROLE OF ASSISTANT
- Place a different colored cone in each corner of rectangular activity area (10 feet x 5 feet or 15 feet x 10 feet). Multiple relays stations should be used.
- Set out deck rings. Deck rings should match the color of the cones.
- Monitor activity.
- Track scores.

COOL DOWN/CLOSURE
(3-5 minutes)

LESSON CONTENT
- Students stretch.
- Ask students:
  - What fitness relay did you do the best in?
  - What can you do to improve your time?
- Encourage students to practice at home.

ROLE OF ASSISTANT
- Lead students in stretches.
- Clean up and store equipment.

 Italics indicate the teacher speaking directly to the student.
## Fitness 8th Grade: Lesson 11

### Lesson Outcomes
- **Fitness testing** - Students assess their muscular strength, muscular endurance, and flexibility levels.

### Equipment
- 10-20 tape measures or Sit and Reach boxes
- Mats
- Fitnessgram CD
- CD player
- 1 Frisbee per student
- 16 cones

### Before Class Set Up
- Set up Curl-Up and Push-Up stations.
- Set up Sit and Reach stations.

### Instant Activity
- **Walk** (3-5 minutes)
  - **Lesson Content**
    - Students power walk around activity area; this serves as a warm-up for fitness testing.
  - **Role of Assistant**
    - Start and stop music.

### Health Related Physical Activity
- **Fitness Testing - Sit and Reach** (10-20 minutes)
  - **Lesson Content**
    - See Fitnessgram manual.
  - **Role of Assistant**
    - Demonstrate.
    - Help students record scores.

- **Fitness Testing - Curl-Ups and Push-Ups** (10-20 minutes)
  - **Lesson Content**
    - See Fitnessgram manual.
  - **Role of Assistant**
    - Assist with testing.
    - Assist students with proper technique.
    - Circulate throughout activity area.

---

*Italics indicate the teacher speaking directly to the student.*
### Awesome Add-On
(8-10 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students walk around activity area.</td>
<td>Circulate throughout activity area.</td>
</tr>
<tr>
<td>On your signal, all students stop. Call out an exercise and a number of repetitions; students perform exercise then resume walking. After 2-3 exercises, students begin to jog.</td>
<td>Assist with exercises.</td>
</tr>
<tr>
<td>On your signal, students stop, you call out another exercise and a number of repetitions. Students do both exercises, in order.</td>
<td></td>
</tr>
<tr>
<td>Continue until 5 or more exercises are added.</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students stretch.</td>
<td>Lead students in stretches.</td>
</tr>
<tr>
<td>Remind students that they will be tested again and their goal is to improve scores they made today.</td>
<td>✓ Clean up and store equipment.</td>
</tr>
<tr>
<td>Encourage students to practice fitness testing components at home.</td>
<td></td>
</tr>
</tbody>
</table>

---

 Italics indicate the teacher speaking directly to the student.
## Fitness 8th Grade : Lesson 12

<table>
<thead>
<tr>
<th>LESSON OUTCOMES</th>
<th>EQUIPMENT</th>
<th>BEFORE CLASS SET UP</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Assess aerobic endurance.</td>
<td>□ Cones to mark off mile or Pacer</td>
<td>✓ Mark off mile or 20 meters for Pacer.</td>
</tr>
<tr>
<td>□ CD</td>
<td>□ Stopwatch (for mile only)</td>
<td></td>
</tr>
<tr>
<td>□ Fitnessgram CD (for Pacer only)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### INSTANT ACTIVITY

**Walk**

- **LESSON CONTENT**
  - Students warm up for mile/Pacer run.

- **ROLE OF ASSISTANT**
  - Explain activity.

**Mile Run or Pacer**

- **LESSON CONTENT**
  - See Fitnessgram Manual.

- **ROLE OF ASSISTANT**
  - Count laps.
  - Helps students record laps or time.

### LESSON CONTENT ROLE OF ASSISTANT

**HEALTH RELATED PHYSICAL ACTIVITY**

**INSTANT ACTIVITY**

**Activity #1**

**Walk**

- **LESSON CONTENT**
  - Students warm up for mile/Pacer run.

- **ROLE OF ASSISTANT**
  - Explain activity.

**Mile Run or Pacer**

- **LESSON CONTENT**
  - See Fitnessgram Manual.

- **ROLE OF ASSISTANT**
  - Count laps.
  - Helps students record laps or time.

**Stretching**

- **LESSON CONTENT**
  - On your signal, students jog around activity area for 1 minute then stop at a stretching station for 1 minute.
  - Students should go to each station.
  - If there are 2 sides to a stretch, students should do 30 seconds per side.
  - Stretches include:
    - Hamstring
    - Quadriceps
    - Calf
    - Hamstring stretch 2
    - Quadriceps stretch 2
    - Calf stretch 2

- **ROLE OF ASSISTANT**
  - Demonstrate stretches.

**ACTIVITY #1**

![Stretching Activities]

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

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

Fitness | 8th Grade | Lesson 12
## Cool Down/Closure

### (3 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students stretch independently focusing on lower body.</td>
<td>Lead students in stretches.</td>
</tr>
<tr>
<td>Ask students:</td>
<td>✓ Clean up and store equipment.</td>
</tr>
<tr>
<td>Where can you jog a mile in your community?</td>
<td>✓</td>
</tr>
<tr>
<td>What did you learn about pacing yourself during the mile/Pacer run?</td>
<td></td>
</tr>
<tr>
<td>What can you do to improve your score?</td>
<td></td>
</tr>
<tr>
<td>Remind students that they will be tested again and their goal is to improve score they made today.</td>
<td></td>
</tr>
</tbody>
</table>
Fitness Appendix

Task Cards
KICKBOXING

March in place with fist up – 8 counts
Walk forward and back – 8 counts
Step touch with a jab right and left – 8 counts
Jab lunge right and left – 8 counts
March in place with fist up – 8 counts
Walk forward and back with a front kick – 16 counts
Front kick (R,L), Side kick (R,L), Rear Kick (R,L), and 2 Jacks – 16 counts
Jab (R,L), Upper Cut (R,L), Hook (R,L) Jab (R,L) – 8 counts 2x – 16 counts

Repeat
KICKBOXING FITNESS MOVES

Front Kick
KICKBOXING FITNESS MOVES

Side Kick
KICKBOXING FITNESS MOVES

Rear Kick
KICKBOXING FITNESS MOVES

Round House Kick
KICKBOXING FITNESS MOVES

Jab

1  2  3
KICKBOXING FITNESS MOVES

Upper Cut
KICKBOXING FITNESS MOVES

Hook

1  2  3
KICKBOXING FITNESS MOVES

Squat Jab
KICKBOXING FITNESS MOVES

Squat Kick
CARDIO AND LOWER BODY STRENGTH

Squats
CARDIO AND LOWER BODY STRENGTH

Lunges
CARDIO AND LOWER BODY STRENGTH

Split Squats
CARDIO AND LOWER BODY STRENGTH

Wall Sits
CARDIO AND LOWER BODY STRENGTH

Front Kicks
CARDIO AND LOWER BODY STRENGTH

Side Kicks
CARDIO AND LOWER BODY STRENGTH

1 Leg Squat
CARDIO AND LOWER BODY STRENGTH

Toe Raises
CRUNCH IT

Regular Crunch or curl-up
CRUNCH IT

6 inches with stability ball – small balls
CRUNCH IT

Bicycles
CRUNCH IT

Medicine ball twist
CRUNCH IT
The plank
CRUNCH IT

100s
CRUNCH IT

Turtle Crunches
CRUNCH IT

Crunches on stability ball – large balls
STRETCHING

Lower Back
Quadriceps
Hip Oblique
Calf
Hamstring
Lower Leg
Triceps
Butterfly (students hold legs down with elbows, no bouncing)
STRETCHING

Hamstring
Quadriceps
Calf

Hamstring stretch 2
Quadriceps stretch 2
Calf stretch 2
Basketball 8th Grade: Lesson 1

**LESSON OUTCOMES**
- Students will demonstrate an ability to maintain MVPA for 50% of the lesson.
- Students will demonstrate basic basketball dribbling skills.
- Students will use dribbling skills in class activities.
- Students will work cooperatively with other students.
- Students will demonstrate a basic lay up.
- Students will demonstrate dynamic passing accuracy.

**EQUIPMENT**
- 1 basketball per student
- Cones
- Pinnies

**BEFORE CLASS SET UP**
- Have balls available in multiple receptacles.
- Arrange cones in grid set-up.

---

**INSTANT ACTIVITY**

**Dribble and Shoot**

**(5 minutes)**

**LESSON CONTENT**
- Students read IA instructions as they enter activity area.
- Students pick up balls, go to a basket, take a shot, and then dribble to another basket and take another shot.
- Activity continues until you give a “Stop” signal.

- Variation: After shooting, students move to next basket in a clockwise direction.
- Variation: Students take 2 shots at each basket, a long and a short shot.

**ROLE OF ASSISTANT**
- Post IA instructions.
- Give positive feedback to students performing appropriately.
- Remind students of instructions as necessary.

**Transition**

**LESSON CONTENT**
- Students sit after hearing “Stop” signal and take hands off balls. Explain and demonstrate Dribble Hospital.

**ROLE OF ASSISTANT**
- Set up grids. Number of grids is total class attendance divided by 6.
- Give pinnies to 1 team per grid.
- Help students understand activity.

**Dribble Hospital**

**(5-10 minutes)**

**LESSON CONTENT**
- Each student has a ball and is in personal space within boundaries.
- Object of game: To maintain control of a dribble.
- On your “Go” signal all students begin to jog and dribble around area within boundaries. If they have to touch ball with 2 hands, they must go to Dribble Hospital.
- In Dribble Hospital, students must perform: 10 dribbles with each hand before returning to game.

- Variation: Play a Dribble knockout game. If students lose control of dribbles, they must go to Dribble Hospital before returning to game.
- Variation: Allow students to run if they can maintain ball control.

**ROLE OF ASSISTANT**
- Set up grids. Number of grids is total class attendance divided by 6.
- Give pinnies to 1 team per grid.
- Help students understand activity.
Transition

LESSON CONTENT | ROLE OF ASSISTANT
--- | ---
- Students sit after hearing “Stop” signal. Play Pac Man Math to form groups of 3. Tell students that you will give them a math problem and they will have 10 seconds to form groups, the size of which equal the answer to the math problem. They should raise their hands until they find a group. No talking or touching. (Groups of 4 may form if number of students is not a multiple of 3.)
- After groups are formed tell students that on your “Go” they will have 8 seconds to walk with their groups to closest grid, sit on floor with eyes on you.

Speed Pass

3 vs. 3
(10 minutes)

LESSON CONTENT | ROLE OF ASSISTANT
--- | ---
- 1 ball per group, 2 groups per grid. 1 team puts on pinnies.
- 2 opposing players play Rock, Paper, Scissors to determine first possession.
- Quickly explain and demonstrate.
- Object of game: Maintain possession of ball inside boundaries and make more consecutive passes than opposing team.
- Student with ball may only pivot when he or she has ball.
- Other team members move to get open.
- Opposing team tries to get ball.
- Rules of 3 apply:
  - 3 foot defense
  - 3 seconds to pass
  - Each successful pass counts as a point. Count passes out loud.
  - Dynamic Passing: Head up with eyes on teammates, Anticipate pathway of teammate, Step and pass to ahead of teammate.
- Set up grids. Number of grids is total class attendance divided by 6.
- Give pinnies to 1 team per grid.
- Help students understand activity.

Italics indicate the teacher speaking directly to the student.
| Transition | Basic Lay-Up  
| (2 minutes) |

**LESSON CONTENT**

- Students sit immediately after hearing “Stop” signal. On your “Go” signal they will have 8 seconds to power walk to a designated basket and sit down in personal space behind 3-point line. Say “Go” and count down from 8.

- Maintain groups within grids.
- Explain and demonstrate proper lay up form.
- Lay up skill used when you shoot near the basket.

**INSTRUCTIONAL CUES – LAY UP**

- Approach basket – diagonal
- Hop from inside foot
- Eyes on backboard
- Release with hand high
- Off backboard.
- Have students shadow practice lay up form without ball.
- **TRANSITION** – When teacher says, “GO” students will have 7 seconds to find the other players from the Speed Pass game (both 3 v 3 teams) and go to hoop or shooting area and sit on the floor. : READY – GO”

- Maintain groups within grids.

**ROLE OF ASSISTANT**

- Demonstrate as needed.
- Help students understand skill.
- Praise good practice.

*Italics indicate the teacher speaking directly to the student.*
**Basketball**  
**8th Grade**  
**Lesson 1**

<table>
<thead>
<tr>
<th>Transition</th>
<th><strong>LESSON CONTENT</strong></th>
<th><strong>ROLE OF ASSISTANT</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Set Up or Prep Duties</strong></td>
<td>When you say “Go,” students will have 7 seconds to find teammates from Speed Pass game and go to hoop or shooting area and sit on floor.</td>
<td></td>
</tr>
</tbody>
</table>

| **Lay-Up Line Drill**  
(10 minutes) | **LESSON CONTENT** | **ROLE OF ASSISTANT** |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintain groups of 6 and move to basket and/or targets.</td>
<td>Help with group organization</td>
<td></td>
</tr>
<tr>
<td>Demonstrate drill with students.</td>
<td>Give each group 3 balls.</td>
<td></td>
</tr>
<tr>
<td>3 students have a ball and form a line to right of basket.</td>
<td>Maintain on-task behavior</td>
<td></td>
</tr>
<tr>
<td>3 students are on left side of basket and parallel to other students.</td>
<td>Give pointers in regard to footwork, shooting positions, and other skills as needed.</td>
<td></td>
</tr>
<tr>
<td>On your signal, first student with ball proceeds to dribble ball to basket (walking or jogging) and shoots a lay up.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>While this is happening, first student in other line moves to basket area to rebound ball. After lay-up, both students return to end of opposite lines.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>As soon as rebound is made, next students in line will go.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Switch to left side lay-ups after 3 minutes.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Variation: Encourage students to jog or run; allow less skilled students to walk.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Variation: Set up short obstacle courses for students as they return to back of line (ex. jump over or crawl under obstacles).</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| **Cool Down/Closure**  
(3 minutes) | **LESSON CONTENT** | **ROLE OF ASSISTANT** |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>TA leads flexibility exercises.</td>
<td>Put equipment away.</td>
<td></td>
</tr>
<tr>
<td>Discuss:</td>
<td>Help lead stretches.</td>
<td></td>
</tr>
<tr>
<td>What must you remember when passing a ball to a moving player?</td>
<td>Acknowledge new or innovative ways to stretch.</td>
<td></td>
</tr>
<tr>
<td>What should you remember when shooting a lay-up?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Congratulate students on their participation today and challenge them to use those skills before next class.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Italics indicate the teacher speaking directly to the student.*
## Basketball 8th Grade: Lesson 2

### Jump Rope Challenge
(3 minutes)

**LESSON CONTENT**
- As students enter activity area, they will read posted IA instructions.
- Instructions will direct them to walk to their assigned spot or find a self-space. Students should pick up ropes and see how many times they can jump without a miss: forward slow, fast, backward, 1 foot, high knees.

**ROLE OF ASSISTANT**
- Have ropes dispersed throughout activity area.
- Assist with jump rope skills as necessary.
- Note students performing well and acknowledge effort.

### Transition

**LESSON CONTENT**
- Students sit after hearing “Stop” signal. Play Pac Man Math to form groups of 3. Tell students that you will give them a math problem and they will have 10 seconds to form groups, the size of which equal the answer to the math problem. They should raise their hands until they find a group. No talking or touching. (Groups of 4 may form if number of students is not a multiple of 3.)
- After groups are formed tell students that on your “Go” they will have 8 seconds to walk with their groups to closest grid, sit on floor with eyes on you. 2 groups per grid

**ROLE OF ASSISTANT**
- Have jump ropes available in multiple locations.
- Set up cones in designated grids.
- Have basketballs in multiple containers around activity area.

### BEFORE CLASS SET UP

- Cones to mark grids
- 1 pinnie for every 3 students
- 5 poly spots per court
- 1 jump rope per student
- 5 hula hoops

- Have jump ropes available in multiple locations.
- Set up cones in designated grids.
- Have basketballs in multiple containers around activity area.

**LESSON OUTCOMES**

- Students will demonstrate an ability to maintain MVPA for 50% of the lesson.
- Students will demonstrate proper positioning and movement when playing in the 2-1-2-zone defense.
- Students will demonstrate moving to open space while playing a modified form of basketball.
- Students will know the meaning of the term “triple threat” relative to basketball.
- Students will know where they can play basketball in the community.
### Speed Pass 3 vs. 3
#### 3 dribble (10 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Quickly review Speed Pass from previous lesson.</td>
<td>✓ Set up grids.</td>
</tr>
<tr>
<td>- Explain one of purposes of game is to move without ball and become a “triple threat.”</td>
<td>✓ Supervise activity.</td>
</tr>
<tr>
<td>- As a “triple threat” receiver of the ball should be in position to:</td>
<td>✓ Give suggestions as to strategies students may use to pass quickly and efficiently.</td>
</tr>
<tr>
<td>- Pass</td>
<td>✓ Arrange cones for grids.</td>
</tr>
<tr>
<td>- Dribble</td>
<td>✓ Have basketballs in multiple containers around activity area.</td>
</tr>
<tr>
<td>- Shoot</td>
<td></td>
</tr>
<tr>
<td>- Students form teams of 3, 2 teams per grid, 1 ball per grid. Teams should wear like-colored pinnies.</td>
<td></td>
</tr>
<tr>
<td>- 2 opposing players play Rock, Paper, Scissors to determine first possession.</td>
<td></td>
</tr>
<tr>
<td>- Object of game: control ball inside boundaries and make successful passes to teammates.</td>
<td></td>
</tr>
<tr>
<td>- Player with ball cannot move but may pivot when he or she has ball.</td>
<td></td>
</tr>
<tr>
<td>- Other team members move to open space.</td>
<td></td>
</tr>
<tr>
<td>- Opposing team tries to get ball.</td>
<td></td>
</tr>
<tr>
<td>- Rules of 3 apply. Count passes out loud</td>
<td></td>
</tr>
<tr>
<td>- Each successful pass counts as a point. After 10 successful passes ball is given to other team.</td>
<td></td>
</tr>
</tbody>
</table>

### Speed Pass 3 vs. 3
#### 3 dribble (continued) (10 minutes)

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

- **Variation:** After 3 minutes, explain and demonstrate new rule. Players may now move and take up to 3 dribbles. May add more dribbles if students are successful.

**Basketball 8th Grade Lesson 2**

- **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>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Transition</strong></td>
<td>Students sit immediately after hearing “Stop” signal. On your “Go” signal they will have 8 seconds to power walk to a designated basket and sit down in personal space behind 3-point line. Say “Go” and count down from 8.</td>
<td></td>
</tr>
<tr>
<td><strong>Zone Defense</strong> (5 minutes)</td>
<td>Explain and demonstrate zone defense.</td>
<td>✓ Set hoops out at each goal.</td>
</tr>
<tr>
<td></td>
<td>Set up 5 hula-hoops in a basketball lane in appropriate location for a 2-1-2 zone defense.</td>
<td>✓ Explain and demonstrate as necessary.</td>
</tr>
<tr>
<td></td>
<td>Tell students there are 2 types of defenses in basketball, zone and 1-on-1 (man-to-man).</td>
<td>✓ Enforce zone defense.</td>
</tr>
<tr>
<td></td>
<td>Have 5 volunteers stand in a hoop. In a zone defense, players keep hands up and leave 1 foot in hula-hoop.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Goal is to keep ball away from lane and force ball away from basket.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Have 5 players demonstrate passing ball, trying to get it in a lane as defenders try to prevent ball from going to a player in lane by “sliding” in zone.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity #2</th>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Transition</strong></td>
<td>Students sit after hearing “Stop” signal. Play Pac Man Math to form groups of 5. Tell students that you will give them a math problem and they will have 10 seconds to form groups, the size of which equal the answer to the math problem. They should raise their hands until they find a group. No talking or touching. (Groups of 6 may form if number of students is not a multiple of 5.)</td>
<td>✓ Place pinnies at each basket.</td>
</tr>
<tr>
<td><strong>In the Zone No Dribble</strong> (12 minutes)</td>
<td>2 teams of 5 will play in each court lane area. 5 students will be on offense and 5 on defense. Poly spots should be set up in proper 2-1-2 zone defense locations. 1 team wears pinnies.</td>
<td>✓ Assist students with game organization and process.</td>
</tr>
<tr>
<td></td>
<td>Object of game: Offensive team attempts to score a point by passing ball to a team member inside of lane.</td>
<td>✓ Enforce rules.</td>
</tr>
<tr>
<td></td>
<td>5 passes are permitted.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Offensive players must keep trying to “get open” inside of lane area.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Offensive players have 3 seconds to make a pass.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Offense and defense change roles if a point is scored or if offense does not score within 5 attempts.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>After 5 minutes allow offensive players with ball to move and take up to 3 dribbles.</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.*
### Half Court Touch and Go Basketball
#### (12 minutes)

**LESSON CONTENT**
- Keep same teams as above.
- Object of game: Score baskets worth 2 points each.
- Game begins when 1 offensive player holds ball and touches a foul line with his or her foot. He or she may take 3 dribbles or pass. Offensive team attempts to move ball toward basket for a good shot. Rules of 3 apply.
- Defensive team must play a 2-1-2-zone defense.
- After a basket, a player on defense must touch a foul line while holding ball to begin play. Team that was on offense quickly defends in 2-1-2 zone.
- Play for 2 minutes, then move high scoring team 1 grid to right, and low scoring team moves to other end. Repeat for length of activity.

**ROLE OF ASSISTANT**
- Make sure all defense zone.

### Transition

**LESSION CONTENT**
- Use “Stop” signal. Students sit and face you. On “Go,” students should jog to designated location or gym spot for Cool Down/Closure activity.

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

**LESSON CONTENT**
- TA and a student lead “follow me” flexibility exercises while you review:
  - What is the objective of a zone defense? (Force out side shot or bad pass)
  - What should you remember when playing a zone defense? (Keep hands up, stay in area, and slide quickly)
  - Where can we practice and play basketball in our community? (List parks and locations in the community where students can play basketball)

**ROLE OF ASSISTANT**
- Gather equipment and select leader to help you lead stretches. This may be someone who put forth extra effort during class.

---

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

*Italics indicate the teacher speaking directly to the student.*
## Basketball 8th Grade : Lesson 3

### Lesson Outcomes
- Students will demonstrate an ability to maintain MVPA for 50% of the lesson.
- Students will demonstrate basic basketball set shot skills.
- Students will demonstrate the proper forms of various fitness related activities.

### Equipment
- 1 basketball per student
- 1 cone per court
- CD player with music

### Before Class Set-Up
- Set out several containers of basketballs for students as they enter the activity area.
- Place pinnies on a like color cone near a basket.
- Arrange FLOW equipment.

### Mass Basketball
**Lesson Content**
- Students read posted IA instructions as they enter activity area.
- Students find a partner, 1 ball per pair.
- Pairs play Odds or Evens for first possession.
- Student with ball may dribble or shoot at any basket in activity area.
- Partners defend by blocking pathway to basket. They cannot grab or touch offensive player.
- Possession goes to partner after a basket, turnover, or out of bounds.
- Storage cans may be used as additional baskets.

**Role of Assistant**
- Explain IA.
- Distribute balls to students as students enter area.
- Give positive feedback to students.

### Flow
**Lesson Content**
- FLOW

**Role of Assistant**
- Start and stop music.
- Provide student re-direction and positive reinforcement.
- Help put away equipment.

### Transition
**Lesson Content**
- Students sit on “Stop” signal. On “Go” students form cooperative groups of appropriate size for FLOW then power walk to a FLOW station and sit down. Count down from 15 and provide positive, specific feedback for cooperation.

**Role of Assistant**
- Students put down equipment and sit at FLOW station on “Stop” signal. Review Set Shot.
**Basketball**

<table>
<thead>
<tr>
<th>ACTIVITY #1</th>
<th>ACTIVITY #2 (OPTION)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Set Shot</strong> (2 minutes)</td>
<td><strong>Half Court Touch and Go Basketball</strong> (10 minutes)</td>
</tr>
<tr>
<td><strong>LESSON CONTENT</strong></td>
<td><strong>LESSON CONTENT</strong></td>
</tr>
<tr>
<td>Students stand in personal space.</td>
<td>Same teams and baskets as previous day's lesson for this activity recommended.</td>
</tr>
<tr>
<td>Set Shot: Feet shoulder width apart, Knees flexed, Shooting hand behind ball, Assist hand on side of ball, Extend knees and push, Push shooting hand and form a “candy cane” with follow-through, Assist hand guides ball.</td>
<td>2 teams of 5 per court.</td>
</tr>
<tr>
<td>Have students shadow practice set shot form without ball.</td>
<td>Object of game: Score baskets worth 2 points each.</td>
</tr>
<tr>
<td><strong>ROLE OF ASSISTANT</strong></td>
<td><strong>ROLE OF ASSISTANT</strong></td>
</tr>
<tr>
<td>Provide individual feedback and redirection.</td>
<td>Help students with pinnies.</td>
</tr>
</tbody>
</table>

**TRANSITION**

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>On “Go” signal students form cooperative groups of appropriate number. They may raise their hands until they find a group. Groups move to a shooting station and sit for instructions.</td>
<td>Help students with groupings.</td>
</tr>
</tbody>
</table>

**1 Plus 1** (10 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 basketball per student.</td>
<td>Have appropriate number of basketballs in hula hoops at each shooting station.</td>
</tr>
<tr>
<td>Assign students to baskets.</td>
<td>Help teacher with groupings.</td>
</tr>
<tr>
<td>On “Start” signal students begin to shoot set shots.</td>
<td>Provide individual student feedback or redirection.</td>
</tr>
<tr>
<td>On “Change” signal students retrieve their balls and jog while dribbling in same direction around perimeter of activity area, past basket at which they were shooting, continue to next basket and begin immediately shooting set shots again.</td>
<td></td>
</tr>
<tr>
<td>Change every 90 seconds.</td>
<td></td>
</tr>
</tbody>
</table>

**ACTIVITY #2**

**Half Court Touch and Go Basketball** (10 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Game begins when 1 offensive player holds ball and touches a foul line with his or her foot. He or she may take 3 dribbles or pass. Offensive team attempts to move ball toward basket for a good shot. Rules of 3 apply.</td>
<td>Help students with pinnies.</td>
</tr>
<tr>
<td>Defensive team must play a 2-1-2-zone defense.</td>
<td>Redirect students and provide feedback.</td>
</tr>
<tr>
<td>After a basket, a player on defense must touch a foul line while holding ball to begin play. Team that was on offense quickly defends in 2-1-2 zone.</td>
<td>Serve as referee.</td>
</tr>
<tr>
<td>Play for 2 minutes, then move high scoring team 1 grid to right, and low scoring team moves to other end. Repeat for length of activity.</td>
<td></td>
</tr>
</tbody>
</table>

*Italics indicate the teacher speaking directly to the student.*
<table>
<thead>
<tr>
<th>Transition</th>
<th>Cool Down/Closure (3 minutes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LESSON CONTENT</td>
<td>ROLE OF ASSISTANT</td>
</tr>
<tr>
<td>Use “Stop” signal. Students sit and face you. On “Go” students jog to designated location or gym spot for Cool Down/Closure activity.</td>
<td></td>
</tr>
<tr>
<td>LESSON CONTENT</td>
<td>ROLE OF ASSISTANT</td>
</tr>
<tr>
<td>TA leads stretches for legs and shoulders.</td>
<td>✓ Put away equipment.</td>
</tr>
<tr>
<td>Ask about set shot skills:</td>
<td></td>
</tr>
<tr>
<td>What do you do with your hands and your legs before you shoot a set shot?</td>
<td></td>
</tr>
<tr>
<td>Congratulate students on their participation today and challenge them to use those skills before the next class.</td>
<td></td>
</tr>
</tbody>
</table>

**Basketball**

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

*Italics indicate the teacher speaking directly to the student.*
Basketball 8th Grade Lesson 3

Set Up or Prep Duties

Cues or Key Concepts

Variation

Challenge

*Italics indicate the teacher speaking directly to the student.*
**Basketball 8th Grade : Lesson 4**

### LESSON OUTCOMES
- Students will demonstrate an ability to maintain MVPA for 50% of the lesson.
- Students will demonstrate man-to-man defensive skills.
- Students will demonstrate proper procedures for bringing the ball into play from out of bounds.
- Students will work cooperatively with other students.

### EQUIPMENT
- DVD and DVD player
- 1 pinnie for every 5 students
- CD player with music
- 1 basketball per student
- Cones

### BEFORE CLASS SET-UP
- Set up traffic cones for boundary markings.
- Have basketballs available in multiple containers.

<table>
<thead>
<tr>
<th>Shadow Tag (3-5 minutes)</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students read IA instructions as they enter activity area.</td>
<td>Help students find partners.</td>
</tr>
<tr>
<td>Students find partners.</td>
<td>Control music.</td>
</tr>
<tr>
<td>Partners play Odds or Evens to determine who is first leader and shadow.</td>
<td>Provide individual feedback or redirection.</td>
</tr>
<tr>
<td>On “Start” signal, leader moves as directed by you or TA (walk, jog, run) within activity area, trying to flee shadow.</td>
<td></td>
</tr>
<tr>
<td>On designated “Stop” signal (music off or whistle) both partners must freeze.</td>
<td></td>
</tr>
<tr>
<td>Point awarded to shadow if he or she is within 3 steps of leader. If they are not within 3 steps a point is awarded to leader.</td>
<td></td>
</tr>
<tr>
<td>Partners change roles.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Kickboxing (10 minutes)</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students are in self-space.</td>
<td>Lead and demonstrate skills.</td>
</tr>
<tr>
<td>Lead students through basic kick boxing moves to music.</td>
<td>Provide individual feedback or redirection.</td>
</tr>
<tr>
<td>Students will follow instructions and visual cues from you, TA, or instructional DVD.</td>
<td>Control music.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Transition</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>On “Go” signal, students will hop to a gym spot or personal space and perform 5 push-ups, then sit for instructions.</td>
<td></td>
</tr>
</tbody>
</table>

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

1 Plus 1
(5 minutes)

**LESSON CONTENT**
- 1 basketball per student.
- Assign students to baskets.
- On “Start” signal students begin to shoot set shots.
- On “Change” signal students retrieve their balls and jog while dribbling in same direction around perimeter of activity area, past basket at which they were shooting, continue to next basket and begin immediately shooting set shots again.
- Change every 90 seconds.

**ROLE OF ASSISTANT**
- Have appropriate number of basketballs in hula hoops at each shooting station.
- Help teacher with groupings.
- Provide individual student feedback or redirection.

**ACTIVITY #2**
Man-to-Man Defense/Fouls
(2 minutes)

**LESSON CONTENT**
- Briefly explain and demonstrate Man-to-Man Defense.
- Man-to-Man Defense: Stay with 1 player, Keep body between opponent and basket, Stay low, Hands up, Wide feet, Slide step.
- What is a foul?
  - An illegal touch (students can touch ball but not another player)
  - “Foul out” of game after fifth foul

**ROLE OF ASSISTANT**
- Help teacher with groupings.
- Provide individual feedback or redirection.

**ACTIVITY #3**
Bring It In
(10 minutes)

**LESSON CONTENT**
- 1 ball per grid.
- Students play Odds or Evens for first possession.
- Object of game: Prevent offensive team from successfully bringing ball in from out of bounds while playing a man-to-man defense.
- Defensive teams should be set in man-to-man defense, closely guarding but not touching.
- Defensive players must be 3 feet away from player throwing in ball.
- Offensive team must make 3 successful passes including an out of bounds pass to earn a point.
- If ball is dropped or pass is incomplete, then student with ball puts it down on floor and opposing team takes possession right there.

**ROLE OF ASSISTANT**
- Set up grid areas.
- Redirect students and provide feedback.
- Serve as referee.

**TRANSITION**

**LESSON CONTENT**
- Students are challenged to form groups of 5, with 2 groups sitting at each grid within 10 seconds.
- Count down from 10-1 and congratulate those who complied.

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

*Italicics indicate the teacher speaking directly to the student.*
**Half-Court Out of Bounds**

**(10 minutes)**

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>▶ Students form 2 teams of 5 at each goal.</td>
<td>✔ Set up boundary markings.</td>
</tr>
<tr>
<td>▶ In-bounds area must be defined with lines or cones.</td>
<td>✔ Help students with pinnies.</td>
</tr>
<tr>
<td>▶ Object of game: Score baskets worth 2 points each.</td>
<td>✔ Redirect students and provide feedback.</td>
</tr>
<tr>
<td>▶ Game begins when an offensive player starts play as in Bring It In activity (5 second rule). Offensive team attempts to work ball toward basket for a good shot.</td>
<td>✔ Serve as referee.</td>
</tr>
<tr>
<td>▶ Rules of 3 apply.</td>
<td></td>
</tr>
<tr>
<td>▶ Change possession after baskets.</td>
<td></td>
</tr>
<tr>
<td>▶ Defensive team must play man-to-man defense.</td>
<td></td>
</tr>
<tr>
<td>▶ All play begins with a throw in from out of bounds.</td>
<td></td>
</tr>
</tbody>
</table>

**ACTIVITY #3 (OPTION)**

**Half-Court Out of Bounds**

**(10 minutes)**

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>▶ Use “Stop” signal. Students sit and face you. On “Go” students jog to designated location or gym spot for Cool Down/Closure activity.</td>
<td>✔ Put away equipment.</td>
</tr>
<tr>
<td>▶ Discuss rules and strategies of bringing ball in from out of bounds.</td>
<td>✔ Help lead stretches.</td>
</tr>
<tr>
<td>▶ How does the strategy of man-to-man defense differ from zone defense?</td>
<td>✔ Acknowledge new or innovative ways to stretch.</td>
</tr>
<tr>
<td>▶ What is a foul? How many are allowed before you “foul out?”</td>
<td></td>
</tr>
<tr>
<td>▶ Congratulate students on their participation today and challenge them to use today's new skills before the next class.</td>
<td></td>
</tr>
<tr>
<td>▶ Healthy Teams Procedure: Select 12 or more students to be Healthy Team Captains. Captain’s role is to fairly divide students in class to form Healthy teams. These teams will be used again in this unit. Names of all students should be written on individual slips of paper. Explain importance of their role in dividing students into even, fair teams. They should be aware of following criteria:</td>
<td></td>
</tr>
<tr>
<td>▶ All teams should be diverse with regard to ability, gender, and race</td>
<td></td>
</tr>
<tr>
<td>▶ Captains have a designated amount of time to form teams</td>
<td></td>
</tr>
<tr>
<td>▶ When Captains all agree that teams were selected according to criteria they should write down students’ names on their team sheets and turn lists into you for posting. Captains may select a team name.</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>▶ TA leads stretches for legs and shoulders.</td>
<td>✔ Set up boundary markings.</td>
</tr>
<tr>
<td>▶ Help students with pinnies.</td>
<td>✔ Help lead stretches.</td>
</tr>
<tr>
<td>▶ Redirect students and provide feedback.</td>
<td>✔ Acknowledge new or innovative ways to stretch.</td>
</tr>
<tr>
<td>▶ Serve as referee.</td>
<td></td>
</tr>
</tbody>
</table>

*Italics indicate the teacher speaking directly to the student.*
# Basketball 8th Grade: Lesson 5

## Lesson Outcomes
- Students will demonstrate an ability to maintain MVPA for 50% of the lesson.
- Students will demonstrate legal basketball dribbling while moving in general space.
- Students will demonstrate proper form for a lay up.
- Students will demonstrate teamwork and good sportsmanship.
- Students will demonstrate shooting skills after receiving a pass while moving.

## Equipment
- 1 basketball per student
- 1 pinnie per pair
- Cards for Dribble Police
- 1 noodle for every 15 students
- Cones

## Before Class Set Up
- Set out basketballs in multiple containers.
- Set up traffic cones to designate boundaries.
- Post Healthy Team lists in various locations around activity space.

## Move, Catch, Shoot
### Instant Activity
- (5 minutes)

#### Lesson Content
- Students read IA instructions as they enter activity area.
- Students find partners, 1 basketball per pair, and find a goal.
- One partner is a passer, the other a shooter.
- Passer stands outside of lane and gives shooter a bounce pass.
- Shooter moves laterally to open space with and stands with bent knees, receives bounce pass, extends legs and shoots.
- Passer attempts to catch ball before it hits floor.
- Partners repeat sequence and change roles every 3 shots.

#### Role of Assistant
- Explain IA.
- Distribute balls to students as they enter activity area.
- Give positive feedback to students.

## French Fry Tag
### Instant Activity
- (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.
- Quickly discuss negatives of fatty foods. Then 2-4 students are given a noodle; these students are French Fries.
- Once tagged, a 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
- Help with equipment.
- Keep students on task.

## Transition
- (5 minutes)

#### Lesson Content
- Students sit on “Stop” signal.

#### Role of Assistant
- Italicize indicate the teacher speaking directly to the student.
### ACTIVITY #1
#### Dribbling Violations
(2 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain and demonstrate dribbling violations.</td>
<td>Demonstrate violations.</td>
</tr>
<tr>
<td>Traveling or Walking: moving feet without dribbling.</td>
<td>Help with equipment distribution and student compliance.</td>
</tr>
<tr>
<td>Double dribble: when 2 hands contact ball at same time.</td>
<td></td>
</tr>
<tr>
<td>Discontinue: when a player dribbles, stops dribbling, and dribbles again.</td>
<td></td>
</tr>
<tr>
<td>Carrying or Palming: when underside of ball is touched between dribbles.</td>
<td></td>
</tr>
<tr>
<td>Up and Down: when both feet come off floor simultaneously.</td>
<td></td>
</tr>
<tr>
<td>Violations result in loss of ball to other team.</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 you finish explaining violations, have students move to ball containers and find 1 basketball per student and move to personal space in activity area and stand with ball under 1 foot. This is your signal that students are prepared for further instruction.</td>
<td></td>
</tr>
</tbody>
</table>

### ACTIVITY #2
#### Dribble Police
(6 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Object of game: dribble in general space legally.</td>
<td>Set up boundary cones.</td>
</tr>
<tr>
<td>3 to 5 students are chosen to be dribble police. Dribble Police wear pinnies, dribble legally around space and carry a dribbling citation card.</td>
<td>Redirect students and provide feedback.</td>
</tr>
<tr>
<td>If a dribbling police officer observes a student dribbling illegally they must:</td>
<td>Hand out cards to Police.</td>
</tr>
<tr>
<td>Tell student “Stop, Police!”</td>
<td></td>
</tr>
<tr>
<td>Tell student name of violation as indicated on citation card</td>
<td></td>
</tr>
<tr>
<td>Hand card to violator, then those students switch roles.</td>
<td></td>
</tr>
</tbody>
</table>

### Transition

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>After “Stop” signal, students will have 10 seconds to go to multiple posted lists that include names of students on each Healthy team and which numbered basket they are to report to for instruction. 2 teams are assigned to each basket.</td>
<td></td>
</tr>
</tbody>
</table>
### Lay Up Line Drill
**(5 minutes)**

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Groups of 10 are assigned to each basket.</td>
<td>Help organize groups.</td>
</tr>
<tr>
<td>5 students (a Healthy team) have a ball and form a line to right of basket.</td>
<td>✓ Have 5 balls in hoops at each basket.</td>
</tr>
<tr>
<td>5 students (another Healthy team) are on left side of basket and parallel to opposing students.</td>
<td>✓ Maintain on-task behavior.</td>
</tr>
<tr>
<td>Review lay up line drill.</td>
<td>✓ Give pointers in regard to footwork, shooting positions, and other skills as needed.</td>
</tr>
<tr>
<td>On your signal, first student with ball dribbles to basket and shoots a lay up.</td>
<td></td>
</tr>
<tr>
<td>While this is happening, first student in other line approaches basket to rebound ball.</td>
<td></td>
</tr>
<tr>
<td>Students return to end of opposite lines.</td>
<td></td>
</tr>
<tr>
<td>As soon as rebound is made, next students in line proceed to perform a lay up and a rebound.</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>TA leads stretches for legs and shoulders.</td>
<td>✓ Put away equipment.</td>
</tr>
<tr>
<td>Review:</td>
<td>✓ Help lead stretches.</td>
</tr>
<tr>
<td><em>What is the difference between a foul and a violation in basketball?</em></td>
<td>✓ Acknowledge new or innovative ways to stretch.</td>
</tr>
<tr>
<td><em>Name and describe a dribbling violation.</em></td>
<td></td>
</tr>
<tr>
<td>Congratulate students on their participation today and challenge them to use this skill before the next class. “Where can you practice your skills?”</td>
<td></td>
</tr>
</tbody>
</table>

---

**ACTIVITY #3**

**Lay Up Line Drill**

5 minutes

- Groups of 10 are assigned to each basket.
- 5 students (a Healthy team) have a ball and form a line to right of basket.
- 5 students (another Healthy team) are on left side of basket and parallel to opposing students.
- Review lay up line drill.
- On your signal, first student with ball dribbles to basket and shoots a lay up.
- While this is happening, first student in other line approaches basket to rebound ball.
- Students return to end of opposite lines.
- As soon as rebound is made, next students in line proceed to perform a lay up and a rebound.

**ACTIVITY #4**

**Half-Court Out of Bounds – Unlimited Dribble**

8 minutes

- Explain and demonstrate activity.
- Keep same teams and baskets as previous activity.
- In-bounds area must be defined with lines or cones.
- Object of game: score baskets worth 2 points each.
- Game begins when an offensive player starts play as in Bring It In activity (5 second rule). Offensive team attempts to work ball toward basket for a good shot.
- Rules of 3 apply.
- Change possession after baskets.
- Defensive team must play man-to-man defense.
- All play begins with a throw in from out of bounds.

**COOL DOWN/CLOSURE**

- TA leads stretches for legs and shoulders.
- Review:
  - *What is the difference between a foul and a violation in basketball?*
  - *Name and describe a dribbling violation.***
- Congratulate students on their participation today and challenge them to use this skill before the next class. “Where can you practice your skills?”
- Put away equipment.
- Help lead stretches.
- Acknowledge new or innovative ways to stretch.
Basketball 8th Grade Lesson 5

Set Up or Prep Duties

Cues or Key Concepts

Variation

Challenge

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

- Students will demonstrate an ability to maintain MVPA for 50% of the lesson.
- Students will demonstrate an ability to participate in a Step Aerobics Class for 10 minutes.
- Students will demonstrate proper defensive body position.
- Students will demonstrate teamwork and good sportsmanship while participating in a modified form of basketball.
- Students will demonstrate PACER procedures.

## Equipment

- 1 handball per pair
- 1 basketball for every 5 students
- Cones
- 1 step per student
- Pinnies
- CD player and music

## Before Class Set Up

- Have handballs available in multiple containers.
- Arrange steps for HRPA.
- Arrange cones in grids.

## Instant Activity

### Pacer

**Lesson Content**

- Students read IA instructions as they enter activity area then stand by an end line marked by 2 cones.
- On your signal, students jog to opposite end line marked by cones.
- When they reach end line, students stop, turn around and wait for your next signal, then return to starting line.
- If a student does not reach opposite end line before your next signal then he or she stops, turns, and jogs to other line.
- Students should pace, not race.

**Role of Assistant**

- Explain IA.
- Distribute balls to students as they enter activity area.
- Provide appropriate feedback.

### Step Aerobics

**Lesson Content**

- Lead class in a short Step Aerobics workout.
- Model step moves at beginning of each move. Students should follow you.
- Change moves every 30 seconds.

**Role of Assistant**

- Help with equipment.
- Manage music or lead aerobics session.
- Keep students on task.
- Provide appropriate feedback.

### Transition

**Lesson Content**

- Students immediately sit on “Stop” signal. On “Go” signal, students power walk to perimeter of space, pick up an aerobic step, and return to designated self-space.

**Role of Assistant**

- Students sit on “Stop” signal. Lead class in a pulse check and allow students who volunteer to report their pulse rate. On “Go” signal, students will return aerobic steps then jog back to self-space.

### Transition

**Lesson Content**

- Students immediately sit on “Stop” signal. On “Go” signal, students power walk to perimeter of space, pick up an aerobic step, and return to designated self-space.

**Role of Assistant**

- Students sit on “Stop” signal. Lead class in a pulse check and allow students who volunteer to report their pulse rate. On “Go” signal, students will return aerobic steps then jog back to self-space.
### Activity #1
**Defensive Positions and Slide**

**Lesson Content**
- Students stand in personal space.
- Explain and demonstrate proper defensive position and slides. Students should shadow practice.
  - Defensive Position: Stand with feet wide apart, Knees are flexed, Hips low, Hands are up and extended, Slide with short shuffle steps side to side without crossing feet.
- Discuss defensive players’ goal—to cut off offensive players’ pathway to basket.
- Students stand in defensive position around perimeter of court facing center.
- On your signal, students begin to slide in clockwise direction around perimeter of court. On “Stop” signal students slide in a counter clockwise direction.

### Activity #2
**Protect the Flag**

**Lesson Content**
- Explain and demonstrate activity.
- 4 students stand and hold hands; 1 student wears a flag football belt.
- A 5th student (Catcher) stands outside group opposite student wearing flag belt.
- When group is ready, student wearing belt says, “Go.”
- Catcher tries to run around group and snatch flag.
- Group of 4 slides together in a circular direction to protect flag.
- After 30 seconds, or when flag is snatched, a new catcher pursues flag.

### Transition

**Lesson Content**
- On “Go” signal Healthy teams of 5 students, formed in previous lesson, sit at designated traffic cones.

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

Basketball Touchdown
(10 minutes)

LESSON CONTENT
- Set up teams of 5 vs. 5 in grids.
- Boundaries must be defined with lines or cones.
- Object of game: advance ball over opposing team's baseline to score a point.
- Game begins when an offensive player starts play as in Bring It In activity (5 second rule). Offensive team attempts to work ball toward opposing team's end line by passing and dribbling.
- Rules of 3 apply.
- Change possession after a basket, steal, foul, or ball out of bounds.
- Defensive team must play man-to-man defense.
- All play begins with a throw in from out of bounds.
- After 3 minutes teams that are leading move up a basket.

ROLE OF ASSISTANT
- Set up boundary markings.
- Help students with pinnies.
- Redirect students and provide feedback.
- Serve as referee.

Half-Court Out Of Bounds – Unlimited Dribble
(10 minutes)

LESSON CONTENT
- Explain and demonstrate activity.
- Keep same teams and baskets as previous activity.
- In-bounds area must be defined with lines or cones.
- Object of game: score baskets worth 2 points each.
- Game begins when an offensive player starts play as in Bring It In activity (5 second rule). Offensive team attempts to work ball toward basket for a good shot.
- Rules of 3 apply.
- Change possession after baskets.
- Defensive team must play man-to-man defense.
- All play begins with a throw in from out of bounds.

ROLE OF ASSISTANT
- Set up boundary markings.
- Help students with pinnies.
- Redirect students and provide feedback.
- Serve as referee.

Transition

LESSON CONTENT
- Use “Stop” signal. Students sit and face you. On “Go” students jog to designated location or gym spot for Cool Down/Closure activity.
<table>
<thead>
<tr>
<th>COOL DOWN/CLOSURE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cool Down/Closure</strong></td>
</tr>
<tr>
<td>(3 minutes)</td>
</tr>
<tr>
<td><strong>LESSON CONTENT</strong></td>
</tr>
<tr>
<td>TA leads stretches for legs and shoulders.</td>
</tr>
<tr>
<td>Discuss:</td>
</tr>
<tr>
<td>Where should your feet, knees, and hands be in a defensive position?</td>
</tr>
<tr>
<td>What is good sportsmanship?</td>
</tr>
<tr>
<td>Congratulate students on their participation today and challenge them to use skills before the next class.</td>
</tr>
</tbody>
</table>
## Basketball 8th Grade: Lesson 7

### Instant Activity

**Partner Tag**

**Lesson Content**
- Students read IA instructions as they enter activity area and find partners.
- Partners play Rock, Paper, Scissors to determine who is “It.” Winner is “It.”
- “It” performs 5 jumping jacks or another designated exercise.
- Partner jogs to get away from “It.”
- If tagged, students perform 5 jumping jacks then change roles.

**Role of Assistant**
- Mark off play area (VB or BB size) with cones.
- Explain IA.
- Provide appropriate feedback.
- Redirect students.

### Healthy Related Physical Activity

**FLOW**

**Lesson Content**
- FLOW

**Role of Assistant**
- Start and stop music.
- Provide redirection and positive reinforcement.
- Help clean up equipment.

### Transition

**Lesson Content**
- Students sit on “Stop” signal. On “Go” students form cooperative groups of appropriate size for FLOW then power walk to a FLOW station and sit down. Count down from 15 and provide positive, specific feedback for cooperation.

**Role of Assistant**
- Move FLOW equipment to activity area.

**Transition**

**Lesson Content**
- On “Stop” signal students sit. On “Go,” all students move FLOW equipment to a designated area then find a partner. Partners sit next to a hula hoop.

### Lesson Outcomes

- Students will demonstrate an ability to maintain MVPA for 50% of the lesson.
- Students will demonstrate following the ball after a shot.
- Students will demonstrate good sportsmanship in a competitive game.
- Students will demonstrate good form in all FLOW activities.

### Equipment

- Cones
- FLOW equipment
- 1 basketball per student
- 1 hoop and 1 spot per pair
- CD player and music

### Before Class Set Up

- Set up boundary cones.
- Arrange FLOW equipment.

*Italics indicate the teacher speaking directly to the student.*
**Follow Your Shot** (2 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Explain and demonstrate.</td>
<td>▪ Demonstrate skill.</td>
</tr>
<tr>
<td>▪ Following a Shot: Move and follow ball to basket, Hands high, Jumping position.</td>
<td>▪ Move among students offering suggestions and positive feedback.</td>
</tr>
<tr>
<td>▪ Explain reasons for following a shot after release.</td>
<td></td>
</tr>
<tr>
<td>▪ If shot is missed, you want to get to the ball before your opponents do.</td>
<td></td>
</tr>
<tr>
<td>▪ Have students shadow practice these skills.</td>
<td></td>
</tr>
</tbody>
</table>

**King or Queen of the Island** (10 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Object of game: make a basket from a designated spot before partner.</td>
<td>✓ Scatter hoops or polypots.</td>
</tr>
<tr>
<td>▪ Students choose partners, 2 balls per pair, and both go to same hoop or spot.</td>
<td>▪ Help students find partners.</td>
</tr>
<tr>
<td>▪ On “Go” signal partners alternate shooting ball from a spot and retrieve ball quickly between shots.</td>
<td>▪ Demonstrate game.</td>
</tr>
<tr>
<td>▪ First partner to make shot is a King or Queen. Partner must go to another spot to challenge a different student. King or Queen continues to shoot from same spot until dethroned by a new challenger.</td>
<td>▪ Provide individual feedback or redirection.</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>▪ TA leads stretches.</td>
<td>▪ Lead or demonstrate stretches.</td>
</tr>
<tr>
<td>▪ Discuss with students:</td>
<td>▪ Redirect students.</td>
</tr>
<tr>
<td>▪ Why is it important to follow your shot?</td>
<td></td>
</tr>
<tr>
<td>▪ How does a shooter follow his or her shot?</td>
<td></td>
</tr>
<tr>
<td>▪ Did anyone see an example of good sportsmanship in the game today? What happened?</td>
<td></td>
</tr>
</tbody>
</table>
## Lesson Outcomes
- Students will demonstrate an ability to maintain MVPA for 50% of the lesson.
- Students will demonstrate pacing while jogging.
- Students will demonstrate “movement off the ball” while participating in a modified form of basketball.

### Equipment
- 1 basketball per student
- 1 hula hoop for every 10 students
- 1 pinnie for every 5 students

### Before Class Set Up
- Have balls in receptacles.
- Arrange cones for game.

## Follow It Up (5 minutes)

### Lesson Content
- Students read IA instructions as they enter activity area.
- Object of game: after shooting a set shot, catch ball before it hits floor.
- Students pick up balls and go to a basket.
- Students shoot a set shot, follow ball to basket, and catch ball high.
- After catching ball students dribble to opposite end of court, around a cone, return to same basket, and shoot again.

### Role of Assistant
- Explain IA.
- Provide appropriate feedback.
- Redirect students.

## Pace Don’t Race (10 minutes)

### Lesson Content
- Briefly explain and demonstrate concept of pacing.
- Pacing is speed that you can maintain for a long time without stopping. You should be able to talk to someone if you are pacing yourself.
- Explain jogging area and boundaries. On your signal students begin jogging.
- Students can walk when necessary, but should keep moving. They should continue to slowly jog when possible.
- Challenge: Students can see how long (or how many laps) they can jog without walking.

### Role of Assistant
- Set up boundary cones.
- Demonstrate pacing.
- Provide feedback and redirection.

## Transition

### Lesson Content
- Students sit on “Stop” signal. On “Go” signal students will dribble ball to various receptacles dispersed throughout activity area return ball then jog to designated area for next activity and sit. Count backwards from 10.

### Role of Assistant
- Challenge: Students can see how long (or how many laps) they can jog without walking.
### Activity #1

#### Pok-A-Tok Mayan Basketball

**5 vs. 5**  
**10 minutes**

<table>
<thead>
<tr>
<th>Lesson Content</th>
<th>Role of Assistant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain and demonstrate Pok-A-Tok, a game similar to one played by Mayans.</td>
<td>✓ Set up grids.</td>
</tr>
<tr>
<td>Students form groups of 10, 5 vs. 5, 1 ball per group, 1 group per grid.</td>
<td>✓ Give pinnies to 1 team per grid.</td>
</tr>
<tr>
<td>1 team puts on pinnies. 2 opposing players play Odds and Evens to determine first possession.</td>
<td>✓ Provide feedback and redirection.</td>
</tr>
</tbody>
</table>
| Briefly discuss Mayan people:  
  - Ancient civilization  
  - Rich in culture and traditions  
  - Lived in rain forest and mountains of what is now Mexico  
| Serve as referee. |
| Object of game: control ball inside boundaries and score points by throwing ball through a hoop that is held by a teammate (Living Goal) at baseline. |   |
| All rules of 3 apply. |   |
| Play begins with a throw-in from out of bounds. |   |
| Living Goal may move along baseline, side to side, holding up hoop. |   |
| Player with ball may only pivot. |   |
| Rotate Living Goal every 60 seconds. |   |
| Depending upon skill level of students, you may choose to move teams after 2 minutes. |   |

#### Transition

<table>
<thead>
<tr>
<th>Lesson Content</th>
<th>Role of Assistant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students sit on “Stop” signal. Review Touch and Go Basketball.</td>
<td>✓ Set up grids.</td>
</tr>
</tbody>
</table>

### Activity #2

#### Touch and Go Basketball

**5 vs. 5**  
**6 minutes**

<table>
<thead>
<tr>
<th>Lesson Content</th>
<th>Role of Assistant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Same teams as above. Move to court area.</td>
<td>✓ Set up courts.</td>
</tr>
<tr>
<td>Object of game: Score baskets worth 2 points each.</td>
<td>✓ Provide feedback and redirection.</td>
</tr>
<tr>
<td>Game begins when 1 offensive player holds ball and touches a foul line with his or her foot. He or she may take 3 dribbles or pass. Offensive team attempts to move ball toward basket for a good shot. Rules of 3 apply.</td>
<td>✓ Serve as referee.</td>
</tr>
<tr>
<td>Defensive team must play a 2-1-2-zone defense.</td>
<td></td>
</tr>
<tr>
<td>After a basket, a player on defense must touch a foul line while holding ball to begin play. Team that was on offense quickly defends in 2-1-2 zone.</td>
<td></td>
</tr>
<tr>
<td>Play for 2 minutes, then move high scoring team 1 grid to right, and low scoring team moves to other end. Repeat for length of activity.</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>On “Stop” signal students sit. On “Go” students return balls to closest receptacle, then jog to touch 3 different walls with their hands and return to their gym spot or self-space and sit.</td>
<td></td>
</tr>
</tbody>
</table>

**Cool Down/Closure**

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
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</thead>
<tbody>
<tr>
<td>TA leads stretches.</td>
<td>Lead or demonstrate stretches.</td>
</tr>
<tr>
<td>Discuss:</td>
<td>Redirect students.</td>
</tr>
<tr>
<td>- What does it mean to pace? (Speed that one can maintain for a long time without stopping.)</td>
<td></td>
</tr>
<tr>
<td>- How can you tell if you have a good pace? (You’re not breathing so hard that you cannot talk.)</td>
<td></td>
</tr>
<tr>
<td>- Explain how your team used teamwork today.</td>
<td></td>
</tr>
</tbody>
</table>
**Basketball 8th Grade : Lesson 9**

### LESSON OUTCOMES
- Students will demonstrate an ability to maintain MVPA for 50% of the lesson.
- Students will demonstrate teamwork and sportsmanship while playing a modified basketball game.
- Students will demonstrate moving to open space without the ball.
- Students will demonstrate following their shot to the basket.
- Students will demonstrate the man-to-man defensive position.

### EQUIPMENT
- 1 rubber chicken for every 5-10 students
- 1 pinnie for every 5 students
- Cones

### BEFORE CLASS SET UP
- Prepare sound equipment.
- Set up boundary cones.
- Arrange cones and pinnies at courts.

### PASS THE CHICKEN
**5 minutes**

**LESSON CONTENT**
- Students read IA instructions as they enter activity area.
- Students form groups of 5 with each group in single file.
- First student has a rubber chicken. When music begins, that student (leader) begins to move around activity area creating a movement to music. Other students follow doing same movement.
- When last person jogs to front Leader passes chicken to that student and he or she becomes new leader and performs new movement.

**ROLE OF ASSISTANT**
- Explain IA.
- Manage music.
- Provide appropriate feedback.
- Redirect students.

### QUICK SAND TAG
**10 minutes**

**LESSON CONTENT**
- Explain and demonstrate.
- Assign 3-6 students to be “Its.” “Its” carry a magic rock (foam handball).
- Other students scatter within boundaries.
- Define appropriate movement (walk, jog, etc.). “Its” must tag as many students as possible by touching them with magic rock.
- Students must freeze when tagged. Frozen students stand with feet wide apart.
- Free students can rescue frozen students by crawling through quick sand (crawl through their legs).
- Change “Its” every 1-2 minutes.

**ROLE OF ASSISTANT**
- Set up boundary cones.
- Distribute and collect balls.
- Observe all students.
- Redirect students.

### TRANSITION

**LESSON CONTENT**
- Students will sit down on “Stop” signal. On “Go” they will have 7 seconds to find a partner and sit in general space.

**ROLE OF ASSISTANT**
- Explain IA.
- Manage music.
- Provide appropriate feedback.
- Redirect students.

**LESSON CONTENT**
- Students sit down on “Stop” signal. On “Go” they power walk to their pre-assigned Healthy team court. Students can review posted list.

**ROLE OF ASSISTANT**
- Set up boundary cones.
- Distribute and collect balls.
- Observe all students.
- Redirect students.

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

**Touch and Go Basketball Tournament**

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Teams, courts, and pinnie colors same as last lesson.</td>
<td>✔ Set up courts.</td>
</tr>
<tr>
<td>- Review game with students.</td>
<td>■ Provide feedback and redirection.</td>
</tr>
<tr>
<td>- Post a sign near each court with a court number, 1-6.</td>
<td>■ Serve as referee.</td>
</tr>
<tr>
<td>- Play 5-minute games.</td>
<td></td>
</tr>
<tr>
<td>- Team that is leading after 5 minutes moves up a court. Team that is losing moves down a court. Winners on court 6 should not move to another court. Losing team on court 1 should not move to another court. Begin second game.</td>
<td></td>
</tr>
<tr>
<td>- Teams should play man-to-man defense.</td>
<td></td>
</tr>
<tr>
<td>- Briefly provide positive specific feedback between games concerning lesson objectives.</td>
<td></td>
</tr>
</tbody>
</table>

---

**Transition**

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>- On “Stop” signal students should sit. On “Go” students return balls to closest receptacle, then jog to their gym spot or self-space and perform 3 push-ups then sit.</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>- TA leads stretches.</td>
<td>■ Lead or demonstrate stretches.</td>
</tr>
<tr>
<td>- Discuss:</td>
<td>■ Redirect students.</td>
</tr>
<tr>
<td>- Why is it important to move without the ball? (So that you can get open to receive the ball and become a “triple threat”)</td>
<td></td>
</tr>
<tr>
<td>- What examples of good sportsmanship did you witness today?</td>
<td></td>
</tr>
<tr>
<td>- What are some team skills that need practice?</td>
<td></td>
</tr>
</tbody>
</table>

*Italics indicate the teacher speaking directly to the student.*
## Basketball 8th Grade: Lesson 10

### Lesson Outcomes
- Students will demonstrate an ability to maintain MVPA for 50% of the lesson.
- Students will demonstrate good sportsmanship and proper game procedures while participating in half court basketball.
- Students will demonstrate cooperation and teamwork while participating in a cooperative game.
- Students will demonstrate legal dribbling with good form.
- Students will demonstrate moving without the ball to open space.
- Students will demonstrate the “triple threat position.”

### Equipment
- Basketballs
- Jump ropes
- Cones
- Hoops
- Volleyballs
- 1 pinnie per student

### Before Class Set Up
- Set up balls, ropes, and hoops in containers.
- Arrange cones and pinnies for game.

---

### It’s Alive
**Lesson Content**
- Object of game: avoid getting tagged by monster.
- First student to enter activity area is designated as the monster and is handed 2 pinnies, 1 for each hand.
- As remaining students enter they should pick up 1 pinnie, then scatter in activity area.
- Monster tries to tag other students. Students who are tagged join growing monster by holding on to 1 of tagger’s pinnies. Growing monster moves around activity area trying to tag students and continues to get bigger until last student is tagged.
- Start over if time permits.

**Role of Assistant**
- Set up boundary cones.
- Distribute pinnies.
- Provide appropriate feedback.
- Redirect students.

### Steeplechase
**Lesson Content**
- Explain and demonstrate.
- On “Go” signal, partner on perimeter begins to single jump rope.
  - Challenge: How long can each student jump before missing?
- Other partner begins to jog steeplechase course.
  - Challenge: How many laps can each student do in 90 seconds?
- After 90 seconds, give “Stop” signal. Partners should power walk to change locations and activities.
  - On “Go” signal students begin again.

**Role of Assistant**
- Set up jump ropes on perimeter.
- Set up steeplechase obstacle course elements.
- Redirect students
- Control music.

### Transition
**Lesson Content**
- Students should sit on “Stop” signal. On “Go” signal students will have 10 seconds to find partners. 1 partner should sit down next to a rope and other partner should sit down in a line behind beginning of obstacle course.

**Role of Assistant**
- On “Stop” signal students sit. On “Go” students go to posted Healthy team list and find first game court location. Students then jog to first game court, put on pinnies and sit with team.

---

*Italics indicate the teacher speaking directly to the student.*
# Basketball
**Basketball 8th Grade Lesson 10**

## Touch and Go Basketball Tournament
**(18-20 minutes)**

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teams, courts, and pinnie colors same as last lesson.</td>
<td>✓ Set up court signs, pinnies, and balls.</td>
</tr>
<tr>
<td>Review game with students.</td>
<td></td>
</tr>
<tr>
<td>Post a sign near each court with a court number, 1-6.</td>
<td></td>
</tr>
<tr>
<td>Play 5-minute games.</td>
<td></td>
</tr>
<tr>
<td>Team that is leading after 5 minutes moves up a court.</td>
<td></td>
</tr>
<tr>
<td>Team that is losing moves down a court.</td>
<td></td>
</tr>
<tr>
<td>Winners on court 6 should not move to another court.</td>
<td></td>
</tr>
<tr>
<td>Losing team on court 1 should not move to another court.</td>
<td></td>
</tr>
<tr>
<td>Teams should play man-to-man defense.</td>
<td></td>
</tr>
<tr>
<td>Continue above procedure as time permits. Rock, Paper, and Scissors breaks ties.</td>
<td></td>
</tr>
<tr>
<td>Briefly provide positive specific feedback between games concerning lesson objectives.</td>
<td></td>
</tr>
</tbody>
</table>

## Transition
**(18-20 minutes)**

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>On “Stop” signal students sit and take pulse. On “Go” students power walk to Cool Down/Closure area.</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>TA leads stretches.</td>
<td></td>
</tr>
<tr>
<td>Discuss:</td>
<td></td>
</tr>
<tr>
<td>Is basketball an activity that improves your fitness? How?</td>
<td></td>
</tr>
<tr>
<td>Where can you play basketball in your neighborhood?</td>
<td></td>
</tr>
<tr>
<td>Is basketball a sport you can play throughout your lifetime?</td>
<td></td>
</tr>
<tr>
<td>Congratulate students on completion of Basketball unit and announce next unit of study.</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.*
DRIBBLE POLICE CITATION
1. Traveling
2. Double Dribble
3. Discontinue
4. Carrying
5. Up and Down
# Soccer 8th Grade: Lesson 1

## Instant Activity

### Dribbling

**LESSON CONTENT**
- As students enter activity area they find soccer balls and begin dribbling inside square and around random cones.
- **Variation:** Dribble with right foot only, left foot only, walk, jog, or run.

**ROLE OF ASSISTANT**
- Set up grids.
- Distribute soccer balls and alert students to direction around square.
- Remind students to control ball.

### Soccer Team Relays

**LESSON CONTENT**
- Divide class in half, giving 1 half of class pinnies.
- Each team starts on center line back to back.
- Students will compete at same time in relays using various soccer skills with a time limit to beat (e.g., 30 seconds or 60 seconds to make it down and back).
- When students get to their end lines, they pick up their balls and sprint back to center line and wait for your signal to start again.
- Repeat 2 or 3 times.

**ROLE OF ASSISTANT**
- Pass out pinnies.
- Time relays.

### BEFORE CLASS SET UP

- **Equipment:**
  - 1 soccer ball per student
  - 4 additional cones for HRPA and IA
  - Stop watch
  - 2 cones for every 4 students
  - Pinnies for half of class
  - Set up grids using cones.
  - Place soccer ball receptacles around activity area for easy distribution.
### Soccer Pass Shuttle Run
**LESSON CONTENT**
- Students form groups of 4 (2 with pinnies, 2 without) and return all but 1 soccer ball for their groups.
- Students line up in pairs facing another group of 2, 10-15 feet away.
- First student in line passes a ball across to first student in opposing line. Students follow their passes and join end of opposing line.

**ROLES OF ASSISTANT**
- Help students form groups.
- Encourage movement and activity.

**CHALLENGE:** How many times can each team get through their line in 30 seconds? 1 minute?

### 2-on-2 Soccer
**LESSON CONTENT**
- Students remain in same groups from above.
- Switch teams every 3 or 4 minutes, with winning teams moving up to next grid. Last team goes to an open grid. In case of a tie, play 1 game of Rock, Paper, Scissors; winning team advances.
- Students should focus on dribbling and passing.
  - Offense: shield ball from opponent
  - Defense: steal ball from opponent

**ROLE OF ASSISTANT**
- Encourage participation.
- Identify students whose balls travel outside of boundary.

### Cool Down/Closure
**LESSON CONTENT**
- Collect equipment.
- Students stretch as they answer questions:
  - What are the skills for effective dribbling?
  - Why is dribbling important? Passing?
  - Practice dribbling at home by yourself or passing with a partner.

**ROLE OF ASSISTANT**
- Help collect equipment.
### Soccer 8th Grade: Lesson 2

#### Lesson Outcomes
- Demonstrate dribbling, passing and trapping skills.
- Apply skills in a game situation.

#### Equipment
- 1 ball per student
- 1 cone per student

#### Before Class Set Up
- Set up cones for IA.
- Set up multiple soccer goals or cones around perimeter of activity area.
- Set up grids for HRPA and IA.
- Place soccer ball receptacles and cones around activity area for easy distribution.

#### Instant Activity

**Obstacle Dribble**

- **Lesson Content**
  - Students each get a ball and dribble randomly around cones.

- **Role of Assistant**
  - Monitor activity.

**1-on-1 Soccer**

- **Lesson Content**
  - Students find partners.
  - 1 partner returns a ball to receptacle.
  - Students play 1-on-1 soccer against each other.
  - Students can score at any goal.
  - Switch possession after each score or every 2 minutes.

- **Health Related Physical Activity**
  - Pick up cones from IA.
  - Help collect balls.
  - Remind students to play offense and defense.

**1- and 2-Foot Toe Lifts**

- **Lesson Content**
  - Students Same pairs from above.
  - One student from the pair will practice a one foot toe-lift while the other jogs or dribbles around the perimeter of activity area. If dribbling, partner will have to get a ball.
  - Student roles switch every 60-90 seconds.

- **Activity #1**
  - Demonstrate lifts.

**Italics indicate the teacher speaking directly to the student.**
| **Trap, Lift and Throw-In**  
**Activity #2**  
**Lesson Content**  
Students keep their partners from above activity.  
Partners face each other about 10-15 feet away.  
Partner 1 passes ball to partner 2. Partner 2 traps ball, does a 1- or 2-foot lift and throws (throw-in) ball to partner 1.  
Partner 1 retrieves ball and performs skills.  
| **Role of Assistant**  
Encourage good form.  
Help students understand activity.  
| **Cool Down/Closure**  
**Activity #3**  
**Lesson Content**  
Partners begin facing each other about 10-15 feet apart, but may move once play starts.  
Partner 1 passes ball to partner 2. Partner 2 traps ball, does a 1- or 2-foot lift and throws (baseball throw or any other throw) the ball down the activity area. Partner 1 runs to retrieve the ball and repeats cycle.  
Switch every 5 trys.  
| **Role of Assistant**  
Monitor activity.  
Encourage trapping before passing.  
|
# Soccer 8th Grade: Lesson 3

## Lesson Outcomes
- Participate in FLOW to enhance personal fitness.
- Practice speedball skills.
- Practice soccer/speedball skills during a game situation.

## Equipment
- FLOW equipment
- 1 cone for every 2 students
- CD player
- 1 ball per student
- Pinnies
- Music

## Before Class Set Up
- Set up cones if lines aren’t available.
- Prepare FLOW equipment around perimeter of activity area.
- Place soccer ball receptacles and cones around activity area for easy distribution.
- Set up cones for IA from line to line.
- Set up grids for 4-on-4.

### Instant Activity
**Line to Line**

**Instant Activity**

**LESSON CONTENT**
- Students get a ball, dribble to first cone or line and return to start, dribble to second cone or line and return to start, etc., until they have gone to each cone or line and back.

**HEALTH RELATED PHYSICAL ACTIVITY**

**FLOW**

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

**Role of Assistant**
- Set up cones if lines aren’t available.
- Move FLOW equipment to activity area; have students assist.
- Start and stop music.
- Help students clean up equipment.

### Activity #1

**Kick and Catch for Speedball**

**Activity #1**

**Lesson Content**
- Students form pairs, 1 ball per pair, and line up 10-15 feet apart.
- 1 partner kicks an aerial ball to his or her partner and partner throws ball back.
- Switch roles every 60 to 90 seconds.

**Role of Assistant**
- Demonstrate as needed.
- Assist students who are having difficulty.

---

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

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### Transition

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<thead>
<tr>
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<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tell pairs to join another pair to make groups of 4. Groups should put 1 ball away.</td>
<td>Assist with grouping.</td>
</tr>
<tr>
<td>Speedball is a combination of basketball, soccer and football.</td>
<td>✓ Collect extra balls.</td>
</tr>
<tr>
<td>Hands can be used but only with an aerial pass or fly ball (ball is in air).</td>
<td>Demonstrate speedball skills.</td>
</tr>
<tr>
<td>Types of aerial passes</td>
<td></td>
</tr>
<tr>
<td>- A kick</td>
<td></td>
</tr>
<tr>
<td>- A 1-foot toe lift</td>
<td></td>
</tr>
<tr>
<td>- A 2-foot toe lift You may not hold and run with the ball in hand.</td>
<td></td>
</tr>
<tr>
<td>An aerial ball may be passed back and forth as in basketball.</td>
<td></td>
</tr>
<tr>
<td>Once ball hits ground it can only be kicked or dribbled.</td>
<td></td>
</tr>
<tr>
<td>For full Speedball rules see Speedball Section.</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choose a student who participated well in this class to lead stretching exercises.</td>
<td>✓ Collect equipment.</td>
</tr>
<tr>
<td>Think, Share, Pair (After a minute or so with each question, have a few students share answers with the class.)</td>
<td></td>
</tr>
<tr>
<td>- What are some keys to being a successful partner/team?</td>
<td></td>
</tr>
<tr>
<td>- What are some of the skills used in speedball?</td>
<td></td>
</tr>
<tr>
<td>Encourage playing at home or teaching friends and family how to play speedball.</td>
<td></td>
</tr>
</tbody>
</table>

### 4-on-4 Soccer/Speedball (8-10 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teams try to score by passing ball through opponent’s goal.</td>
<td>Time and manage goalie rotation.</td>
</tr>
<tr>
<td>Rotate goalies every 90 seconds.</td>
<td>Time games.</td>
</tr>
<tr>
<td>Winning teams move up a grid every 3 minutes.</td>
<td></td>
</tr>
<tr>
<td>-&gt; Variation: Play without goalies.</td>
<td></td>
</tr>
</tbody>
</table>
## Soccer 8th Grade : Lesson 4

<table>
<thead>
<tr>
<th>LESSON OUTCOMES</th>
<th>EQUIPMENT</th>
<th>BEFORE CLASS SET UP</th>
</tr>
</thead>
<tbody>
<tr>
<td>■ Dribbling and targeting.</td>
<td>■ 6-10 or 12-20 goals  ■ Cones for goals  ■ Field markers  ■ 1 soccer ball per student</td>
<td>✓ Set up cones to make a 30 X 30 yard square.  ✓ Place soccer ball receptacles and cones around activity area for easy distribution.  ✓ Set up 6-10 soccer goals around perimeter of activity area.</td>
</tr>
</tbody>
</table>

### INSTANT ACTIVITY

**Dribble**

**LESSON CONTENT**
- As students enter activity area they find soccer balls and begin dribbling inside square and around random cones.

**ROLE OF ASSISTANT**
- ✓ Assist with equipment.
- ■ Encourage students.

### HEALTH RELATED PHYSICAL ACTIVITY

**Score and Go**

**LESSON CONTENT**
- Each student dribbles to each goal and tries to score by kicking ball into goal.
- Remind students to use instep.
- Students should practice ground and aerial scoring for speedball.
- Variation: Shorten/Lengthen targets according to student ability. Each student keeps their own ball and moves to one of the goals on the perimeter.
- Students must dribble, trap and try to score in each goal before rotating.
- Students rotate to the next goal after each score or every 30 seconds.
- No Goalie
- Variation: Have 1 student be goalie at each goal, with other students moving from goal to goal. Change goalie every 1 minute. Goalie exchanges goalie position with ball form new goalie.

**ROLE OF ASSISTANT**
- ✓ Set up 6-10 goals around perimeter of activity area with a 5-foot marker in front of each.
- ■ Help model activities.
ACTIVITY #1
Offense and Defense
(8-10 minutes)

LESSON CONTENT
- Students form groups of 2, 1 ball per pair.
- 1 team is offense, 1 is defense.
- All teams are moving at same time.
- Each offensive team member has a ball and dribbles down to end line or sideline to sideline.
- Defensive player is in front of offensive player trying to steal ball.
- Each stolen ball is a point. If an offensive player makes it down to end line, he or she receives a point.
- After each point or every 60 seconds, switch roles.

ROLE OF ASSISTANT
- Have alternate balls ready for distribution
- Set up goals and cones for upcoming games.

ACTIVITY #2
4-on-4 Speedball
(12 minutes)

LESSON CONTENT
- Have groups of 2 form groups of 4 and return extra balls.
- Teams try to score by passing ball through opponent's goal.
- Rotate goalies every 90 seconds.
- Winning teams move up a grid every 3 minutes.
- Variation: Play without goalies.

ROLE OF ASSISTANT
- Set out 4 pinnies next to each goal.
- Assist with grouping.
- Assist with ball return.
- Monitor games.
- Remind students to play defense.

COOL DOWN/CLOSURE
(3-5 minutes)

LESSON CONTENT
- Collect equipment.
- Think, Share, Pair (After a minute or so with each question, have a few students share answers with the class.)
  - What is offense? Defense? Why are they important?
  - Why is passing the ball important?
  - Find friends at home to practice offense and defense and play a game.

ROLE OF ASSISTANT
- Collect equipment.

 Italics indicate the teacher speaking directly to the student.
## Soccer 8th Grade : Lesson 5

### Instant Activity
- **Partner Dribble Pass**
  - **Lesson Content:** Partners pass a ball while going around cones. Give 1 partner a pinnie for Soccer Team Relays and Speedball games.
  - **Role of Assistant:** Assist with equipment. Pass out pinnies.

- **Speedball/Soccer Circuit**
  - **Lesson Content:** Dribble around cones, Aerial kick with target, 2-foot lift, Dribble around perimeter of activity area, 1-foot toe lift, Dribble sprints, Squats, Throw-in – students can throw at a wall or target.
  - **Role of Assistant:** Start and stop music.

### Health Related Physical Activity
- **Health Related Physical Activity**
  - **Lesson Content:** Dribble using inside of feet down to endline or baseline, Dribble using outside of feet down to endline or baseline, Kick ball and chase it down, retrieve it, When students get to their end lines, they pick up their balls and sprint back to center line and wait for your signal to start again.
  - **Role of Assistant:** Assist students with formation of teams, organization of such, Move among groups making sure all students are participating and engaged.

### Lesson Outcomes
- Demonstrate basic skills in dribbling and passing by participating in relays and games.
- Demonstrate understanding of rules of speedball by playing in games.

### Equipment
- 1 soccer ball per pair
- Music
- Pinnies
- CD player
- 1 cone for every 2 students
- Soccer balls
- CD player
- Pinnies
- Cones
- Activity area

### Before Class Set Up
- Distribute soccer balls for IA.
- Set up cones for a 20 X 20 yard square for HRPA.
- Set up HRPA circuit stations around perimeter of activity area.
- Place soccer ball receptacles and cones around activity area for easy distribution.
- Set up grids for 4-on-4.

*Italics indicate the teacher speaking directly to the student.*
## 4-on-4 Speedball
*(15 minutes)*

**LESSON CONTENT**

- Students play soccer with 4 to a team. 3 field players and 1 goalie.
- 1 team per field wears pinnies.
- Goalie rotates every 90-120 seconds.
- Play with throw-ins if ball goes out of bounds.
- Demonstrate throw-in: 2 hands, ball overhead, 2 feet on ground.
- Shots must be between cones and within reach of goalie to count.
- Play for 3 to 5 minutes, winners moving up a grid.

**ROLE OF ASSISTANT**

- Assist with grouping.
- Assist with field set-up and equipment distribution.
- Monitor and manage goalie change.
- Manage game time.

→ Variation: Eliminate goalies.

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

**LESSON CONTENT**

- Think, Share, Pair (After a minute or so with each question, have a few students share answers with the class.)
- What have you learned by playing speedball?
- What skills does speedball use that are used in other sports? (Team handball, soccer, football, basketball).
- Encourage students to practice skills at home or at their local parks and rec., the Boys and Girls Club or the YMCA/YWCA.

**ROLE OF ASSISTANT**

- Collect equipment.
## Soccer 8th Grade: Lesson 6

### Lesson Outcomes
- Apply previously learned skills in a game situation.
- Practice playing offense and defense.

### Equipment
- 1 cone or marker per student
- 1 ball per pair per student
- Pinnies

### Before Class Set Up
- Set up multiple soccer goals or cones around perimeter of activity area for 1-on-1 soccer.

### Instant Activity
#### Random Run
**Lesson Content**
- Students start jogging when music starts and walk when music stops. Repeat for 8 minutes.
- Variation: When music stops, students can do push-ups, crunches, squats, lunges or another type of muscular strength/endurance exercise.

**Role of Assistant**
- Encourage participation.
- Start and stop music.

#### Thrown-in, Trap and Pass
**Lesson Content**
- Students find partners.
- 1 partner performs an overhead throw-in to his or her partner.
- Partner traps ball and passes it back.
- Repeat 10 times, then change roles.

**Role of Assistant**
- Distribute balls.
- Watch for students whose balls cross over boundary.

### Health Related Physical Activity
#### Activity #1
**Lesson Content**
- Students can score at any goal.
- Switch possession after each score or every 2 minutes.
- Object of game: to score a goal.
- Student with soccer ball tries to dribble around defender and score.
- Defender must guard shooter and not goal.
- Start game in center of activity area.

**Role of Assistant**
- Distribute equipment.
- Set up multiple goals around activity area.
- Assist with demonstration.
- Monitor games.
- Encourage fair play.

---

**Italics indicate the teacher speaking directly to the student.**
### 4-on-4 Speedball (15 minutes)

**LESSON CONTENT**
- Partners find other pairs, form groups of 4, and challenge other groups of 4 to play. 1 group wears pinnies.
- Game is played on a mini-field.
- No goalies.
- Throw in all soccer balls that go out of-bounds.
- Shots must roll through or bounce once before going through goal. No throwing balls into goal.
- Winners move up a grid every 3 to 4 minutes.

<table>
<thead>
<tr>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Set up cones for goals.</td>
</tr>
<tr>
<td>✓ Monitor games.</td>
</tr>
</tbody>
</table>

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

**LESSON CONTENT**
- Students stretch.
- Think, Share, Pair (After a minute or so with each question, have a few students share answers with the class.)
  - **What strategies did you use to get around your defender?**
  - **Explain your favorite move.**
  - Encourage activity outside of PE.

<table>
<thead>
<tr>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Collect equipment.</td>
</tr>
<tr>
<td>✓ Lead stretches.</td>
</tr>
</tbody>
</table>

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*Italics indicate the teacher speaking directly to the student.*
**LESSON OUTCOMES**
- Participate in FLOW.
- Apply soccer or speedball skills in a game situation.

**EQUIPMENT**
- FLOW equipment
- 1 cone per pair
- CD player
- 1 soccer ball per pair
- Pinnies
- Music

**BEFORE CLASS SET UP**
- Distribute soccer balls for IA.
- Set up FLOW equipment around perimeter of activity area.
- Set up grids for 4-on-4 Speedball.

---

**1-on-1 Soccer**  
(3-5 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
</table>
| Form pairs and get 1 soccer ball and 1 cone per pair.  
Object of game: to score a goal by touching the cone with the ball.  
Demonstrate game.  
Student with soccer ball tries to dribble around defender and hit cone.  
Defender must guard shooter and not cone.  
Start game and after each score about 20 feet from cone.  
Switch every 60 seconds or after each score; whichever one occurs first. | Assist with equipment  
Clarify rules |

**FLOW**  
(15 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
</table>
| FLOW (See FLOW section) | Move FLOW equipment to activity area; have students assist.  
Start and stop music.  
Help students clean up equipment. |

---

**HEALTH RELATED PHYSICAL ACTIVITY**

**INSTANT ACTIVITY**

**ITALICS indicate the teacher speaking directly to the student.**
# Soccer

## 4-on-4 Speedball

**LESSON CONTENT**
- Students play soccer with 4 to a team, 3 field players and 1 goalie.
- 1 team per field wears pinnies.
- Goalie rotates after every goal scored.
- Play with throw-ins if ball goes out of bounds.
- Demonstrate throw-in: 2 hands, ball overhead, 2 feet on ground.
- Shots must be between cones and within reach of goalie to count.
- Play for 3 to 5 minutes, winners moving up a grid.

**ROLE OF ASSISTANT**
- Assist with grouping students.
- Referee and/or monitor games.
- Encourage participation.

## Cool Down/Closure

**LESSON CONTENT**
- Collect equipment.
- Students stretch.
- Think, Share, Pair (After a minute or so with each question, have a few students share answers with the class.)
  - What was the hardest FLOW station and why?
  - What was your favorite FLOW station and why?
- Encourage students to play soccer/speedball after school.

**ROLE OF ASSISTANT**
- Gather equipment.

---

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

## Lesson Outcomes
- Demonstrate goalie skill of punting.
- Demonstrate dribbling, passing, and teamwork in a game situation.

## Equipment
- 1 ball per pair
- Circuit equipment
- Pinnies
- Cones

## Before Class Set Up
- Separate soccer balls in receptacles by color.
- Set up cones for a 30 x 30 yard square for HRPA.
- Set up stations for soccer circuit around perimeter of activity area.
- Set up soccer goals for mob soccer according to class size and number of members on a team.
- Make teams for tournament play for lessons 9 and 10.

### Punting
**Lesson Content**
- Students each get a ball and punt it.
- Students should retrieve ball and begin from start position.
- Remind students to step and kick.

**Role of Assistant**
- Distribute balls around play space before students enter.
- Demonstrate punting.

**Variation:** Set up targets.

### Soccer/Speedball Circuit
**Lesson Content**
- Dribble around cones
- Aerial kick with target
- 2-foot lift
- Dribble around perimeter of activity area
- 1-foot toe lift
- Dribble sprints
- Squats

**Role of Assistant**
- Assist with grouping.
- Encourage participation.
- Monitor activity.

### Soccer Relays
**Activity #1**
- Teams of 2 or 4.
- Students compete in relays using various soccer skills.
  - Dribble using inside of feet
  - Dribble using outside of feet
  - Kick, chase down, return

**Role of Assistant**
- Encourage safety; work with students who need to control their punts.
- Set up fields for next activity.
### Multi-Ball Speedball

#### Lesson Content
- Divide class into 2 or 4 teams.
- If students vary in skills, set up 2 games, 1 with highly skilled students and 1 with less skilled students.
- 1 team wears pinnies.
- Teams compete with each other using multiple soccer balls (1 ball per 10 students; e.g., a class size of 30 would have 3 balls or class size of 60 would have 6 balls) and 4 to 8 goals around perimeter of activity area.
- Assign teams to goals.
- Teams can score at any goal that’s not their own. Colored cones should be used to help students remember which is their goal.
- No goalies.
- Randomly throw balls into activity area to start game.

#### Role of Assistant
- Assist with groupings.
- Monitor games.
- Encourage safety.
- Keep score.

### Cool Down/Closure

#### Lesson Content
- Think, Share, Pair (After a minute or so with each question, have a few students share answers with the class.)
  - What are the positives or negatives of having more players on a team?
  - What are good strategies for avoiding everyone crowding around the ball?
- Encourage activity outside of PE.

#### Role of Assistant
- Collect equipment.

---

*Italics indicate the teacher speaking directly to the student.*
# Soccer 8th Grade : Lesson 9

<table>
<thead>
<tr>
<th>LESSON OUTCOMES</th>
<th>EQUIPMENT</th>
<th>BEFORE CLASS SET UP</th>
</tr>
</thead>
</table>
| □ Demonstrate clear communication between teammates.  
□ Apply learned skills in a game situation. | □ 1 ball per pair  
□ Pinnies  
□ Music | ✓ Set up a 30 X 30 square for HRPA.  
✓ Set up soccer grids for 6-on-6 soccer.  
✓ Make teams ahead of time for tournament play. |

## 1-on-1 Soccer w/Cone
(3-5 minutes)

<table>
<thead>
<tr>
<th>INSTANT ACTIVITY</th>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
</table>
| Students form pairs, 1 soccer ball and 1 cone per pair.  
Object of game: score a goal by hitting cone.  
Demonstrate game.  
Partner with soccer ball tries to dribble around defender and hit cone.  
Defender must guard shooter and not cone.  
Game starts about 20 feet from cone. Ball is returned there after each point. | ✓ Distribute equipment.  
✓ Monitor games. | |

## Random Run
(8-10 minutes)

<table>
<thead>
<tr>
<th>HEALTH RELATED PHYSICAL ACTIVITY</th>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
</table>
| Students start jogging when music starts and walk when music stops. Repeat for 8 minutes.  
 Variation: When music stops, students can do push-ups, crunches, squats, lunges or another type of muscular strength/endurance exercise. | ✓ Encourage participation.  
✓ Start and stop music. | |

## Transition

<table>
<thead>
<tr>
<th>ROLE OF ASSISTANT</th>
<th>LESSON CONTENT</th>
</tr>
</thead>
</table>
| ✓ Lead stretching as teacher explains rules of tournament.  
✓ Assist with equipment. | □ Explain tournament rules. |

Italics indicate the teacher speaking directly to the student.
### Speedball Tournament
**15-20 minutes**

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students are grouped in teams of 6.</td>
<td><img src="#" alt="set up grids" /></td>
</tr>
<tr>
<td>Goals 2 yards apart.</td>
<td><img src="#" alt="set up grids" /></td>
</tr>
<tr>
<td>Teams try to score by passing ball through goal on either side.</td>
<td><img src="#" alt="set up grids" /></td>
</tr>
<tr>
<td>Game begins with a dropped ball to side of a goal.</td>
<td><img src="#" alt="set up grids" /></td>
</tr>
<tr>
<td>No goalies.</td>
<td><img src="#" alt="set up grids" /></td>
</tr>
<tr>
<td>Winners move up a grid every 3 to 5 minutes.</td>
<td><img src="#" alt="set up grids" /></td>
</tr>
</tbody>
</table>

→ Variation: Determine which direction is scoring direction for each team. If ball is kicked through by a team in the wrong direction, it is regarded as a pass.

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

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collect equipment.</td>
<td><img src="#" alt="collect equipment" /></td>
</tr>
<tr>
<td>Students stretch.</td>
<td><img src="#" alt="collect equipment" /></td>
</tr>
<tr>
<td>Gather students and debrief; note positive teamwork and other desirable behaviors as well as skill improvement.</td>
<td><img src="#" alt="collect equipment" /></td>
</tr>
<tr>
<td>Encourage being active outside of school; have students note local soccer opportunities.</td>
<td><img src="#" alt="collect equipment" /></td>
</tr>
</tbody>
</table>

*Italics indicate the teacher speaking directly to the student.*
## Soccer 8th Grade : Lesson 10

### LESSON OUTCOMES
- Apply soccer or speedball skills in a game situation.

### EQUIPMENT
- 1 ball per student
- Cones
- Pinnies

### BEFORE CLASS SET UP
- Set up grids for HRPA.
- Set cones 20 yards apart for HRPA.
- Set up 1 soccer field for every 12 students.

### INSTANT ACTIVITY
**Speed Dribble**
*3-5 minutes*

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students each get a ball and dribble down to 1 end line and back.</td>
<td>✓ Distribute balls to students as they enter play space.</td>
</tr>
<tr>
<td>Students should focus on speed and control.</td>
<td></td>
</tr>
</tbody>
</table>

### HEALTH RELATED PHYSICAL ACTIVITY
**Soccer Pass and Shuttle Run**
*7-10 minutes*

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students form groups of 3, 1 ball per group.</td>
<td>✓ Set up grids for activity.</td>
</tr>
<tr>
<td>Students line up in 3s facing another group that is 10-15 feet away.</td>
<td></td>
</tr>
<tr>
<td>First student in 1 line passes ball with feet across to first student in opposing line. Students follow their passes and join end of opposing line.</td>
<td></td>
</tr>
<tr>
<td>xx------------x</td>
<td></td>
</tr>
<tr>
<td>Challenge: How many times can each team get through their line in 30 seconds? 1 Min?</td>
<td></td>
</tr>
</tbody>
</table>

### ACTIVITY #1
**Speedball Tournament**
*15-20 minutes*

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students form groups of 6.</td>
<td>✓ Assist with grouping students.</td>
</tr>
<tr>
<td>Games of 6-on-6 (including goalie), 1 team wears pinnies.</td>
<td></td>
</tr>
<tr>
<td>Teams can decide to play soccer or speedball.</td>
<td></td>
</tr>
<tr>
<td>Goalies need to be rotated every 2 minutes.</td>
<td></td>
</tr>
<tr>
<td>All soccer balls that go out of bounds are thrown in.</td>
<td></td>
</tr>
<tr>
<td>Shots must be between cones and within reach of goalie to count.</td>
<td></td>
</tr>
<tr>
<td>Winning teams move up a grid every 3 minutes.</td>
<td></td>
</tr>
<tr>
<td>Use Rock, Paper, Scissors to settle ties.</td>
<td></td>
</tr>
</tbody>
</table>

**acd**

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

---

✓ Set Up or Prep Duties  ☛ Cues or Key Concepts  ➔ Variation  ★ Challenge
### Cool Down/Closure (3-5 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collect equipment.</td>
<td>✓ Collect equipment.</td>
</tr>
<tr>
<td>Students stretch.</td>
<td></td>
</tr>
<tr>
<td>Review soccer unit with class and preview upcoming unit.</td>
<td></td>
</tr>
</tbody>
</table>
### Team Handball 8th Grade : Lesson 1

#### LESSON OUTCOMES
- Demonstrate successful ball handling skills.
- Demonstrate making an accurate and catchable overhead pass.
- Demonstrate making an accurate and catchable overhand pass.
- Demonstrate a successful 2-handed catch.

#### EQUIPMENT
- Music for HRPA
- Cones for HRPA space
- 1 handball per pair

#### BEFORE CLASS SET UP
- Spread handballs around perimeter of play space.
- Music for HRPA.
- Have cones ready to set up HRPA space.

### Instant Activity

#### Take Down

**LESSON CONTENT**
- Students find partners as they enter play space.
- Partners face each other and take 2 steps back.
- Remind students to keep their heads up during activity to avoid bumping heads.
- Object of game: to tag a partner's knee 3 times.
- When this happens, students call out “take down.”
- After a take down, students begin again, seeing who can earn most “take downs.”
- Have students switch partners after awhile or have Success/Try Again zones.

**ROLE OF ASSISTANT**
- Move through area providing encouragement and participating for short bouts with different pairs of students.

### Transition

**LESSON CONTENT**
- Students form either a large circle or rectangle.
- Students face center with enough space between them so that they cannot touch when their arms are spread.

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

### Astronaut Drills

**LESSON CONTENT**
- Stand along perimeter with students so that they all can see you.
- When music begins, indicate a locomotor movement for everyone to perform while moving counter-clockwise around area.
- Students may not pass each other and must maintain a moderate pace.
- Examples of aerobic, locomotor movements can include:
  - Jogging
  - Skipping
  - Sliding
  - Brisk walking
  - Bear walk
- When music pauses, or on your signal, students stop and perform an exercise in place:
  - Crunches: Belly button pressed to spine
  - Hurdler stretch
  - Push-ups
  - Arm circles
  - Sit and reach
  - Pretzel stretch

**ROLE OF ASSISTANT**
- Start music when ready.
- Participate in short bouts, moving in opposite direction on outside of group, offering encouragement to students to maintain MVPA.
- When music pauses, take a place inside formation and perform exercise with class.

**HEALTH RELATED PHYSICAL ACTIVITY**
- Cones for HRPA space

---

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### Transition

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students form groups of 6.</td>
<td>Encourage students to move quickly to form groups and make circles with their groups.</td>
</tr>
<tr>
<td>Each group finds space and forms a small circle facing each other.</td>
<td>Help each group find a ball for their circle.</td>
</tr>
<tr>
<td>1 student from each group gets a handball from perimeter.</td>
<td></td>
</tr>
</tbody>
</table>

### Group Juggle (5 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate this activity.</td>
<td>Participate with groups where appropriate.</td>
</tr>
<tr>
<td>Beginning with 1 ball, students begin tossing it across circle, focusing on making a soft, underhand toss that is catchable.</td>
<td></td>
</tr>
<tr>
<td>Students may not toss ball to student next to them on either side.</td>
<td></td>
</tr>
<tr>
<td>Object is for ball to be successfully tossed across circle, to every member of the group once, until it returns to student who began pattern.</td>
<td></td>
</tr>
<tr>
<td>Once groups have successfully worked 1 ball around circle, another ball can be added; after first ball is tossed by second student, student who began pattern begins tossing another ball in same pattern.</td>
<td></td>
</tr>
<tr>
<td>Challenge: How many consecutive catches with 1 ball can each team make?</td>
<td></td>
</tr>
<tr>
<td>Challenge: How fast can each group pass a ball around circle so that every student catches it once?</td>
<td></td>
</tr>
<tr>
<td>Challenge: How many balls can each team juggle around a circle before a ball touches the ground?</td>
<td></td>
</tr>
</tbody>
</table>

### Throwing and Catching Skills Review (5 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students find partners, 1 ball per pair.</td>
<td>Encourage students to quickly find a ball to begin passing and catching.</td>
</tr>
<tr>
<td>Demonstrate each of these passes as review.</td>
<td></td>
</tr>
<tr>
<td>2-Hand Overhead Pass: Ball in both hands, Fingertip grip, Hold overhead, Face partner, Step forward with dominant foot, Follow through with both hands.</td>
<td></td>
</tr>
<tr>
<td>Overhand (Baseball) Pass: Non-dominant side toward target, Ball held in dominant hand with fingertip grip, elbow bent at 90 degrees, Step toward target with non-dominant foot, Throw ball toward target while stepping forward, Follow through toward target by pointing with throwing hand.</td>
<td></td>
</tr>
<tr>
<td>2-Handed Catch Above Waist: Thumbs up, Eyes on ball, Step toward ball and reach out for it, “Give” while catching ball (“soft hands”), Bring ball into body.</td>
<td></td>
</tr>
<tr>
<td>2-Handed Catch Below Waist: Thumbs down, Bend knees, Eyes on ball, Step toward ball and reach out for it, “Give” while catching ball (“soft hands”), Bring ball into body.</td>
<td></td>
</tr>
<tr>
<td>Students can shadow practice as you review each skill.</td>
<td></td>
</tr>
</tbody>
</table>
### 3-on-3 Keep Away

**Activities:**
- 2 teams of 3 within each grid, 1 ball per grid.
- Object of game: to complete 3 passes (1 to each member of team).
- Students should:
  - Move without ball
  - Look for short passes
  - Move toward student with ball for support
- Principle of 3's is in effect:
  - 3 passes scores 1 point
  - Defender plays 3 feet away from passer
  - All 3 teammates must catch ball
  - 3 seconds to pass ball
  - Passer may take only 3 steps before passing
- No dribbling.
- After 3 passes, ball is set down and opposing team takes over from that spot.
- If a pass is incomplete, teams change possession at that spot.

**Role of Assistant:**
- Help students set up their grids and understand activity.
- Move among groups to encourage participation.
- Remind offensive players to move without ball to get open for a pass.
- Offer feedback on critical elements of throwing and catching skills.

### Cool Down/Closure

**Activities:**
- Students return equipment.
- Think, Pair, Share (After a minute or so with question, have a few students share answers with the class.)
  - What made your group successful at Group Juggle?
  - What is the proper position for catching a ball thrown below the waist?
  - Practice throwing and catching with a friend after school, using any kind of ball.
  - Practice making sharp cuts and throwing a catchable pass.

**Role of Assistant:**
- Help gather equipment.
- Offer positive reinforcement for correct answers.
# Team Handball 8th Grade : Lesson 2

## Instant Activity

### Rock, Paper Scissors Tag

**Lesson Content**
- Students find a partner; they compete against each other playing Rock, Paper, Scissors. Rock (closed fist), beats Scissors (index and middle finger apart simulating scissors), Scissors beat Paper (open hand, palm down), and Paper beats Rock.
- Winner must quickly turn and run away. Loser tries to tag partner.
- Change partners after 3 matches.
- 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**
- Help students get started as they enter play area.
- Circulate around area encouraging students to participate.
- Participate in a game with a pair of students.
- Set out cones for Partner Race Track Fitness.

### Partner Race Track Fitness

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

**Role of Assistant**
- Supervise inner circle while teacher is supervising outer circle.
- At end of HRPA, collect task cards and cones.

## Lesson Outcomes

- Demonstrate an effective pivot.
- Demonstrate an accurate and catchable lead pass to a moving teammate.
- Demonstrate catching while moving.

## Equipment

- Music for HRPA
- 1 handball per pair
- HRPA task cards
- Cones for task cards and for grids

## Before Class Set Up

- Spread handballs around perimeter of play space.
- Mark out 10 x 20 yard or larger grids with cones.
- Set out equipment and task cards for HRPA.
- Prepare music for HRPA.
ACTIVITY #1

Running Partner Passing

(7 minutes)

LESSON CONTENT

ROLE OF ASSISTANT

Students form groups of 6 and each group moves to a grid, 1 ball per pair in each group (3 balls).

Help students find grids.

Partners stand side by side, about 5-10 yards apart, depending on space available and size of grids.

Pick up task cards.

Partners take turns running and passing to each other using overhand passes.

Watch all students for safety.

Receiver takes 3 steps, stops, and throws a lead pass to his or her partner to compensate for their speed as they run ahead.

Remind receivers to keep running in a straight line.

Receiver turns toward passer and gives passer a target with both hands up at about shoulder height.

Remind passers to lead their receivers slightly with their passes.

After passing, passer continues running straight, becoming a receiver.

Partners pivot and turn around at cones, returning to line; next pair begins running and passing.

Partners continue throwing and catching while moving down court toward cones.

Start moving slowly at first. Increase speed after partners can pass and catch consistently.

Players can only take 3 steps when in possession of ball before they must pass or dribble.

Challenge: How many successful catches in a row can each pair make?

Challenge: Set game up as a relay, with groups of 6 competing against each other.

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

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

#### 3-on-3 Keep Away

(12-15 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Groups of 6 form 2 teams of 3 within each grid, 1 ball per grid.</td>
<td>Help students set up and understand game.</td>
</tr>
<tr>
<td>Object of game: to complete 3 passes (1 to each member of team).</td>
<td>Encourage teams to keep games moving and to look for short passes to teammates</td>
</tr>
<tr>
<td>Students should:</td>
<td>Principle of 3’s are in effect:</td>
</tr>
<tr>
<td>▪ Move without ball</td>
<td>▪ 3 passes are made to score 1 point</td>
</tr>
<tr>
<td>▪ Look for short passes</td>
<td>▪ Defenders play “soft” defense; 3 feet away from passer</td>
</tr>
<tr>
<td>▪ Move toward student with ball as support</td>
<td>▪ All 3 teammates must catch ball</td>
</tr>
<tr>
<td>▪ Principle of 3’s are in effect:</td>
<td>▪ 3 seconds to pass ball</td>
</tr>
<tr>
<td>▪ Move without ball</td>
<td>▪ Only 3 steps allowed before passing</td>
</tr>
<tr>
<td>▪ Look for short passes</td>
<td>▪ No dribbling.</td>
</tr>
<tr>
<td>▪ Move toward student with ball as support</td>
<td>▪ After 3 passes, ball is set down and opposing team takes over from that spot.</td>
</tr>
<tr>
<td>▪ Principle of 3’s are in effect:</td>
<td>▪ If a pass is incomplete, teams change possession at that spot.</td>
</tr>
<tr>
<td>▪ Move without ball</td>
<td>▪ After several minutes stop games and remind students of previous teaching cues.</td>
</tr>
<tr>
<td>▪ Look for short passes</td>
<td>▪ Start a game of Keep Away, instructing students to keep game moving and challenging teams to see how many consecutive passes they can complete.</td>
</tr>
<tr>
<td>▪ Move toward student with ball as support</td>
<td></td>
</tr>
<tr>
<td>▪ Principle of 3’s are in effect:</td>
<td></td>
</tr>
</tbody>
</table>

### Cool Down/Closure

(5 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students return ball to perimeter.</td>
<td>Help gather 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>Offer positive reinforcement for correct answers.</td>
</tr>
<tr>
<td>Why is it important to lead a receiver with a pass?</td>
<td></td>
</tr>
<tr>
<td>How many steps are you allowed before passing the ball?</td>
<td></td>
</tr>
<tr>
<td>Name another game that is similar in strategy to Team Handball.</td>
<td></td>
</tr>
<tr>
<td>Practice playing Keep Away with a ball after school.</td>
<td></td>
</tr>
</tbody>
</table>

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

Set Up or Prep Duties  Cues or Key Concepts  Variation  Challenge

*Italics indicate the teacher speaking directly to the student.*
## Team Handball 8th Grade: Lesson 3

### Lesson Outcomes
- Participate in FLOW.
- Demonstrate controlled dribbling while standing still and moving.

### Equipment
- Music for HRPA
- 1 handball per student
- Pinnies
- FLOW equipment
- Cones for grids

### Before Class Set Up
- Spread out handballs around perimeter of play space.
- Have FLOW equipment ready.
- Have cones available to set up grids.
- Put pinnies near each grid.

### Take Down
#### Instant Activity
- Students find partners as they enter play space.
- Partners face each other and take 2 steps back.
- Remind students to keep their heads up during activity to avoid bumping heads.
- Object of game: to tag a partner’s knee 3 times.
- When this happens, students call out “take down.”
- After a take down, students begin again, seeing who can earn most “take downs.”
- Have students switch partners after awhile or have Success/Try Again zones.

#### Role of Assistant
- Move through area providing encouragement and participating for short bouts with different pairs of students.

### Flow
#### Health Related Physical Activity
- FLOW.

#### Role of Assistant
- Start and stop music as needed.
- Move around play area, supervising stations and participating for short bouts when appropriate.

### Transition
#### Lesson Content
- Students form groups for FLOW.

#### Role of Assistant

### Transition
#### Lesson Content
- Students return FLOW equipment.
- Each student gets a ball.
- Students form groups of 6 within a grid.

#### Role of Assistant
- Help move FLOW equipment.
- Help students find balls to begin dribbling practice.

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Set Up or Prep Duties  Cues or Key Concepts  Variation  Challenge

*Italics indicate the teacher speaking directly to the student.*
Review Basic Dribbling (3-5 minutes)

**LESSON CONTENT**
- Students stop dribbling and place ball between feet.
- Dribbling: Good athletic position, Knees bent, Head up, Control ball with 1 open hand on top (as in basketball), Extend elbow and push ball to floor, Snap wrist down and let fingertips direct ball.
- Students dribble in place.
- Challenge: How low can each student dribble?
- Challenge: Students dribble in a figure-8 pattern through their legs.
- Challenge: Students dribble around both legs with their feet together.
- Students begin moving around the area.
- Challenge: Crossover dribble, with students changing hands as they move in open space.
- Challenge: Dribble behind their backs while moving in open space.
- Challenge: Dribble while moving backwards.
- Challenge: Dribble and skip, gallop, slide, etc.

**ROLE OF ASSISTANT**
- If using grids, help students set up their grids with cones.
- Move around play area, offering students feedback and reinforcement.

ACTIVITY #2

Dribble Freeze Tag (5-8 minutes)

**LESSON CONTENT**
- If using small groups within grids, shrink space according to group size in order to create a challenge as students control dribbling while moving through area.
- Number of taggers (wearing pinnies) will depend upon size of group.
- Object of game: for taggers to maintain control of their own balls as they dribble and tag others who are also dribbling and trying to avoid being tagged.

**ROLE OF ASSISTANT**
- Have pinnies available for taggers.
- Participate with students.

Cool Down/Closure (5 minutes)

**LESSON CONTENT**
- Students return equipment and come together to stretch and review lesson activities.
- Think, Pair, Share (After a minute or so with each question, have a few students share answers with the class.)
  - Turn to a partner and demonstrate a good dribbling position.
  - Why is dribbling important in Handball?
  - When dribbling, how can you protect the ball from being stolen?
  - Practice dribbling and moving after school, using different types of balls.

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

Italics indicate the teacher speaking directly to the student.
LESSON OUTCOMES
- Demonstrate moving to an open space to catch a pass.
- Demonstrate throwing a catchable pass to a teammate on offense.
- Demonstrate cutting down passing lanes while playing defense.

EQUIPMENT
- Music for HRPA
- HRPA task cards
- Cones for task cards and for grids

BEFORE CLASS SET UP
- Spread handballs around perimeter of play space.
- Set out cones to mark grids.
- Set out equipment and task cards for HRPA.
- Prepare music for HRPA.

INSTANT ACTIVITY

Monkey in the Middle
5 minutes

LESSON CONTENT
- Students form groups of 3 as they enter play space, 1 ball per group.
- 2 students play Keep Away from third student in middle.
- Students in possession of ball may not dribble, but can pivot, move, and use any passes to try to complete as many passes as possible while middle student tries to intercept ball.
- After an interception students switch so there is a new student in middle.
- If no interception is made, change positions after every 5 successful passes.

ROLE OF ASSISTANT
- Supervise, make sure students follow directions and stay on task.
- Move around play area and participate for brief periods with different groups.

Partner Race Track Fitness
(7-10 minutes)

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

ROLE OF ASSISTANT
- Supervise inner circle while teacher is supervising outer circle.
- At end of HRPA, collect task cards and cones.

Transition

LESSON CONTENT
- Students return balls to perimeter and find a partner.

ROLE OF ASSISTANT
- Help return balls to perimeter.

Transition

LESSON CONTENT
- Students form groups of 6, 1 team at each end of a 20 X 30 yard grid.
- 1 ball per group.

ROLE OF ASSISTANT
- Help students find their groups and set up their grids for game.

Italics indicate the teacher speaking directly to the student.
## 4 vs. 2 Team Handball Modified End-Line Game

**LESSON CONTENT**
- Groups of 6, 4 on offense vs. 2 on defense.
- Offensive students move to open spaces to receive passes.
- Offense must make at least 3 passes before attempting a goal.
- Defense tries to cut down passing lanes and intercept passes.
- Defenders can guard a passer but must remain at least an arm’s distance away.
- Defenders count out loud to “3 Alligator,” after which time passer must pass ball.
- To encourage moving without a ball, a student with the ball may take 3 steps before passing to a teammate, but may not dribble more than 3 dribbles.
- If a pass is incomplete, knocked down, or intercepted, possession changes and offense starts over again from opposite end line.
- 1 point is scored on offense by completing a pass to an end-line receiver, who must catch ball behind end line.
- 1 point is scored on defense every time a pass is deflected or intercepted.
- If a goal is scored, the student making the successful throw becomes an end-line receiver.
- After several minutes, stop play and have students rotate positions.

**ROLE OF ASSISTANT**
- Set up several courts across width of play space, about 20 x 30 yards (see diagram), marked off with cones.
- Move through play area reinforcing critical skills.
- Participate where appropriate with different groups of students.

### Cool Down/Closure

**LESSON CONTENT**
- Students return equipment.
- Think, Pair, Share (After a minute or so with each question, have a few students share answers with the class.)
  - Describe good defensive positioning when guarding someone in Team Handball.
  - Describe what it means to cut down a passing lane.
  - Play a game of 2 vs. 1, or 3 vs. 2 Keep Away with friends in order to practice defensive moving to cut down passing lanes.

**ROLE OF ASSISTANT**
- Help gather equipment.
- Reinforce concepts taught in lesson.
### Team Handball 8th Grade: Lesson 5

#### LESSON OUTCOMES
- Demonstrate faking, pivoting and passing while being defended.
- Demonstrate moving to an open space to receive a pass on offense.
- Demonstrate basic defensive positioning.

#### EQUIPMENT
- Music for HRPA
- Cones for grids
- 1 handball per grid
- Pinnies

#### BEFORE CLASS SET UP
- Spread handballs and jump ropes around perimeter of play space.
- Have cones available to set up grids for lesson activities.

### INSTANT ACTIVITY

#### Rock, Paper, Scissors Tag
**(5 minutes)**

**LESSON CONTENT**
- Students find a partner; they compete against each other playing Rock, Paper, Scissors. Rock (closed fist), beats Scissors (index and middle finger apart simulating scissors), Scissors beat Paper (open hand, palm down), and Paper beats Rock.
- Winner must quickly turn and run away. Loser tries to tag partner.
- Change partners after 3 matches.
- 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**
- Help students get started as they enter play area.
- Circulate around area encouraging students to participate.
- Participate in a game with a pair of students.

### HEALTH RELATED PHYSICAL ACTIVITY

#### Continuity Exercises
**(8-10 minutes)**

**LESSON CONTENT**
- Students alternate jump roping during music segments (approximately 30-40 seconds) with exercising in place (10-15 seconds) as directed by you when music stops.
- Students jump continuously while music is playing.
- Suggested exercises include:
  - Abdominal crunches
  - Leg raises (sitting or lying down)
  - Straddle stretch
  - Pretzel stretch
  - Modified hurdler stretch
  - Calf stretches
  - Push-ups
  - Reverse push-ups
  - Mountain climbers
  - Arm circles

**ROLE OF ASSISTANT**
- Start and stop music as needed.
- Participate with students for short bouts as you supervise.
- Encourage students to maintain MVPA by jumping continuously while music is playing.

### TRANSITION

#### Transition

**LESSON CONTENT**
- Students get jump ropes and begin jumping.

**ROLE OF ASSISTANT**
- Students return jump ropes and find partners with a similar running speed.

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

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- ✔️ Set Up or Prep Duties
- ○ Cues or Key Concepts
- ➔ Variation
- ★ Challenge
### Cops and Robbers

**Activity #1**

**Lesson Content**
- 1 student stands behind the other, completely stretches arms out in front, places hands on other student's shoulders, then drops arms.
- Object of game: for front partner (robber) to escape from other partner (cop) while staying within boundaries.
- If robber is more than arm's length away when whistle blows, then cop does 5 jumping jacks.
- If robber is within reach at whistle, he or she does 5 jumping jacks.
- Switch roles after each round.

**Role of Assistant**
- Encourage students to participate.
- Demonstrate activity if needed.

### Transition

**Transition**

**Lesson Content**
- Students form groups of 8 then divide into 2 teams of 4, 1 ball per grid.
- 1 team per grid wears pinnies.

**Role of Assistant**
- Help students set up their grids.
- Have pinnies available.

### 4 vs. 4 • 5 Passes

**Activity #2**

**Lesson Content**
- Object of game: for team on offense to score a point by completing 5 passes.
- Offensive players without ball attempt to fake and move to open spaces in order to receive a pass.
- Defensive players each guard an offensive player, attempt to cut down passing lanes and anticipate passes, and attempt to deflect or intercept passes, causing a change of possession.
- Change of possession occurs at spot where 1 of following occurs:
  - Ball is dropped
  - A pass is intercepted

**Role of Assistant**
- A ball is thrown out of bounds
- A student may hold ball for only a count of "3 alligator" before he or she must either dribble or pass.
- When a student has possession of ball, he or she may take 3 steps. After 3 steps, ball must be dribbled or passed to another student.
- If a student stops dribbling, he or she must pass to a teammate.
- Encourage students to use quick, short passes.
- Encourage students to move toward student with ball in order to create a passing lane.
- Encourage defenders to move in good athletic position, with head up, knees bent and hands up for a deflection or interception.
- Encourage teams to use quick, short passes.

### Cool Down/Closure

**Cool Down/Closure**

**Lesson Content**
- Students return equipment then come to center of play space.
- Think, Pair, Share (After a minute or so with each question, have a few students share answers with the class.)
  - When a player has possession of the ball in Handball, how many steps is he or she allowed to take before dribbling, passing or shooting?
  - What can an offensive player do to get open when not in possession of the ball?
  - Play a game of Keep Away with friends after school.

**Role of Assistant**
- Students return equipment then come to center of play space.
- Think, Pair, Share (After a minute or so with each question, have a few students share answers with the class.)
- Move to different grids, offering reinforcement for good team play.
- Help collect equipment.

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

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

## Lesson Outcomes
- Demonstrate set and jump shots on goal.
- Demonstrate basic goaltending skills.

## Equipment
- Music for HRPA
- Cones for grids and goals
- Polyspots, rope, or tape to mark goal areas
- 1 handball per pair
- Pinnies

## Before Class Set Up
- Spread handballs around perimeter of play space.
- Have cones ready to mark grids.
- Have cones, folding mats or portable goals available.
- Prepare music for HRPA.

### Partner Pass, Dribble and Catch (5 minutes)

<table>
<thead>
<tr>
<th>Lesson Content</th>
<th>Role of Assistant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students find partners.</td>
<td>Circulate around area sharing ideas for improvement and success.</td>
</tr>
<tr>
<td>Partners get a handball from perimeter and practice throwing and catching.</td>
<td>Continually reinforce concept of control while dribbling, passing and catching.</td>
</tr>
<tr>
<td>Challenge students to see how many accurate throws and consecutive, successful catches they can make with their partners using different passes and catches.</td>
<td></td>
</tr>
<tr>
<td>Have students begin in a stationary position close together, then challenge them to dribble, move, pass and catch (remind students that after they stop dribbling, only 3 steps are allowed).</td>
<td></td>
</tr>
<tr>
<td>Have pairs walk. Increase difficulty by having pairs move faster through play area.</td>
<td></td>
</tr>
<tr>
<td>Challenge students to see how many successful passes and catches they can make while dribbling and moving.</td>
<td></td>
</tr>
</tbody>
</table>

### Astronaut Drills (7-8 minutes)

<table>
<thead>
<tr>
<th>Lesson Content</th>
<th>Role of Assistant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stand along perimeter with students so that they all can see you.</td>
<td>Start music when ready.</td>
</tr>
<tr>
<td>When music begins, indicate a locomotor movement for everyone to perform while moving counter-clockwise around area.</td>
<td>Participate in short bouts, moving in opposite direction on outside of group, offering encouragement to students to maintain MVPA.</td>
</tr>
<tr>
<td>Students may not pass each other and must maintain a moderate pace.</td>
<td></td>
</tr>
<tr>
<td>Examples of aerobic, locomotor movements can include: Jogging</td>
<td>When music pauses, or on your signal, students stop and perform an exercise in place:</td>
</tr>
<tr>
<td>Skipping</td>
<td>Crunches: Belly button pressed to spine</td>
</tr>
<tr>
<td>Sliding</td>
<td>Hurdler stretch</td>
</tr>
<tr>
<td>Brisk walking</td>
<td>Push-ups</td>
</tr>
<tr>
<td>Bear walk</td>
<td>Arm circles</td>
</tr>
<tr>
<td>When music pauses, or on your signal, students stop and perform an exercise in place: Pretzel stretch</td>
<td>Sit and reach</td>
</tr>
</tbody>
</table>

## Transition

<table>
<thead>
<tr>
<th>Lesson Content</th>
<th>Role of Assistant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students return balls to perimeter, come to center of play space, and spread out in either a large circle or rectangle.</td>
<td></td>
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</tbody>
</table>

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### Transition

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<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students return to their partners, each pair gets a ball and then students find a space where they can practice shooting against a wall, if available.</td>
<td>Place targets on wall or bleachers using tape marks, portable hockey or lacrosse goals, hula-hoops, cones, folding mats, or other appropriate targets.</td>
</tr>
<tr>
<td>If no wall is available, have partners practice shooting toward a designated target (cones, hoops, bowling pins, etc.).</td>
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</tr>
</tbody>
</table>

### Shooting and Goal-Tending Skills

**Activity #1**: Shooting and Goal-Tending Skills (5-8 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review 2 basic handball shots: set shot and jump shot.</td>
<td>Move among students and offer feedback.</td>
</tr>
<tr>
<td>Have students practice each after a quick review and demonstration.</td>
<td>Have partners take turns as shooter and goalie.</td>
</tr>
<tr>
<td>The important things to consider when shooting are accuracy, watching the goalie and adjusting the angle and height of the shot in relation to the shooter's location near the goal.</td>
<td></td>
</tr>
<tr>
<td>After introducing Set Shot, give students an opportunity to practice as you move around and offer feedback, then introduce Jump Shot.</td>
<td></td>
</tr>
<tr>
<td>Set Shot (Mechanics are same as an overhand (baseball) throw, except that ball is thrown harder): Good shooting position with non-dominant side facing direction of shot, Bring ball up with dominant hand to head height, Extend arms back and flex elbow to 90 degrees or greater with weight on back foot, Keep head up and goalie/goalie within sight, Step forward and shift weight from back to front foot, Rotate and open shoulders so they are facing goal, Lead with throwing elbow and whip arm forward, Allow momentum to move forward, Follow shot with arm moving across body.</td>
<td></td>
</tr>
</tbody>
</table>

**Activity #2**: Remind shooters to look for an opening to shoot at in high or low corners, and to avoid shooting directly at goalie.

**Activity #3**: Encourage shooters to follow through after a shot.

**Goal-Throw is awarded to goalie for:**
- Blocking a shot and recovering it in goal area
- A ball going over end line after goalie blocks it
- If attacking team throws ball over end line

**Goalie is permitted to:**
- Block a shot with any part of body while inside goal area
- Leave goal area when not in possession of ball
**Goalie is not permitted to:**
- Leave goal area while in possession of ball
- Touch ball when it is outside goal area
- Receive a pass from a teammate while inside goal area

**Remind students about critical cues of weight on balls of feet, eyes on ball and good athletic stance.**
### ACTIVITY #2

#### Line-Shooting Challenge w/Goalie

**(10-12 minutes)**

**LESSON CONTENT**

- Students participate as a goalie, retriever, or shooter.
- Goalie stands within goal area (circle marked with polyspots, jump rope or tape line, size depending upon size of grid).
- Shooters may not enter goal area.
- Object of game: for shooters to attempt to score a goal, not to shoot directly at goalie.
- Size of opening is relative to size of space available. Goals can be 2 cones, portable hockey or lacrosse goals, folding mats, etc.
- Each shooter has a ball and takes a turn shooting on goal. Retriever gets ball and passes it to next shooter. Shooter becomes next goalie and goalie becomes next retriever.
- Remind shooters to shoot at an open spot in goal, either high or low corners, and not directly at goalie.
- 1 point for shooter for each goal scored.
- 1 point for goalie for each shot blocked.

**ROLE OF ASSISTANT**

- Using polyspots, tape or another way of marking the area, help students mark off goal areas and restraining lines.

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![Diagram of goal area with goalie, retriever, and shooting line](image)

### Cool Down/Closure

**(5 minutes)**

**LESSON CONTENT**

- Students return equipment then come to center of play space.
- Think, Pair, Share (After a minute or so with each question, have a few students share answers with the class.)
  - Describe good basic positioning when you are a goalie.
  - When is a goal-throw awarded?
  - Play a game of 2 vs. 1, or 3 vs. 2 Keep Away with friends in order to practice defensive moving to cut down passing lanes.
  - Practice both shooting at a goal and playing the goalie position.

**ROLE OF ASSISTANT**

- Help gather equipment.
- Reinforce concepts taught in lesson.
# Team Handball 8th Grade : Lesson 7

<table>
<thead>
<tr>
<th>LESSON OUTCOMES</th>
<th>EQUIPMENT</th>
<th>BEFORE CLASS SET UP</th>
</tr>
</thead>
</table>
| ■ Demonstrate a pick and roll in.  
■ Demonstrate defending against a pick and roll strategy. | ■ Music for HRPA  
■ 1 handball for every 5 students  
■ Polyspots, jump ropes, or tape to mark goal area  
■ 1 jump rope per student  
■ Cones for grids and goals  
■ Pinnies | ✓ Spread handballs around perimeter of play space.  
✓ Spread jump ropes around perimeter of play space.  
✓ Prepare music for HRPA.  
✓ Have cones available to set up grids.  
✓ Put pinnies near each grid.  
✓ Have 2 cones, mats, or other suitable goals available for each grid. |

| Take Down  
(5 minutes) | ROLE OF ASSISTANT |
<table>
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</tbody>
</table>
| ■ Students find partners as they enter play space.  
■ Partners face each other and take 2 steps back.  
■ Remind students to keep their heads up during activity to avoid bumping heads.  
■ Object of game: to tag a partner's knee 3 times.  
■ When this happens, students call out “take down.”  
■ After a take down, students begin again, seeing who can earn most “take downs.”  
■ Have students switch partners after awhile or have Success/Try Again zones. | ■ Move through area providing encouragement and participating for short bouts with different pairs of students. |

| Transition  
| HEALTH RELATED PHYSICAL ACTIVITY |
|------------------|-----------------|
| LESSON CONTENT | ROLE OF ASSISTANT |
| ■ Each student gets a jump rope and begins jumping. | ■ Start and stop music as needed.  
■ Participate with students for short bouts as you supervise  
■ Encourage students to maintain MVPA by jumping continuously while music is playing. |

| Continuity Exercises  
(8-10 minutes) | ROLE OF ASSISTANT |
<table>
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| ■ Students alternate jump roping during music segments (approximately 30-40 seconds) with exercising in place (10-15 seconds) as directed by you when music stops.  
■ Students jump continuously while music is playing.  
■ Suggested exercises include:  
■ Abdominal crunches  
■ Leg raises (sitting or lying down)  
■ Straddle stretch  
■ Pretzel stretch  
■ Modified hurdler stretch  
■ Calf stretches  
■ Push-ups  
■ Reverse push-ups  
■ Mountain climbers  
■ Arm circles | |

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

**LESSON CONTENT**
- Students form groups of 5, 1 ball per group, and gather at end of a grid.

**ROLE OF ASSISTANT**
- Help students to set up 20 X 30 yard grids.
- Set up 1 goal at each end of grids using cones, folded mats, portable hockey/lacrosse goals, etc.

### ACTIVITY #1

**2 vs. 2 Pick and Roll W/Goalie**

**LESSON CONTENT**
- **Object of game:** to introduce strategy of “pick and roll,” creating an opportunity to shoot for a goal.
- 2 offensive players vs. 2 defensive players plus 1 goalie per grid.
- 1 offensive player begins with a ball and on your signal, a second offensive player standing near restraining line moves to set a pick by stepping in front of a defender with his or her back to that defender and facing his or her offensive partner.
- Second defender must decide to step out to actively defend offensive player with ball or to stay back to defend against a shot by offensive player with ball.
- If second defender steps out toward player with ball, offensive player who set pick moves around first defender (roll), looks for a pass, then shoots on goal.
- If second defender stays back, then offensive player with ball takes a shot.
- 1 point is scored by offense for each successful score.
- 1 point is scored by defense for each ball that is intercepted, or each shot that is blocked.
- Players change positions after every 3 attempts to score.

**ROLE OF ASSISTANT**
- Help students set up goals at each of grids.
- Monitor games and give feedback about critical skills.
- Encourage defenders to move actively to try and fight through a pick.

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### ACTIVITY #2

**5 vs. 5 Team Handball**

(10-12 minutes)

**LESSON CONTENT**
- Groups of 5 come together from adjacent grids to form 2 teams within larger grid.
- 1 goalie and 4 court players for each team, 1 team per grid wears pinnies (optional).
- Players on each team choose 1 person to guard on opposing team.
- Object of game: to attack opposing team’s goal and shoot for a score after completing at least 3 passes to different players.
- Play starts with 1 team in possession of ball at mid-court.
- Teams move up court, emphasizing short passes and creating open space when on offense.
- Before a goal can be scored, at least 3 successful catches by different members of offense must be made.
- Passer may only hold ball for a count of 3 alligator before it must be passed or dribbled.
- Remind defenders to play a “soft defense” when guarding a passer (at least an arm’s length away from offensive player).
- Team on offense remains on offense as long as passes are completed.
- Play is continuous and teams change possession at spot where a pass is incomplete or intercepted.
- If ball is thrown out of bounds, opposing team starts with ball at that spot on a sideline.
- Stop individual games on occasion to talk about strategy.

**ROLE OF ASSISTANT**
- Have pinnies available at each grid.
- Move to different grids, helping students organize.
- Offer feedback to students and encourage fair play and self-refereeing.
- Encourage short passes and moving to open spaces to help passers when on offense.
- Encourage defenders to keep their hands up and maintain good defensive positions.

### Cool Down/Closure

(5 minutes)

**LESSON CONTENT**
- Students return equipment then come together in center of play area.
- Think, Pair, Share (After a minute or so with each question, have a few students share answers with the class.)
  - How do you execute a pick and roll on offense?
  - How does the pick and roll create an advantage for your team?
  - In what other sport is the pick and roll used on offense?
  - Practice the pick and roll with your friends after school.

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

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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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**Team Handball**

8th Grade  Lesson 7
# Team Handball 8th Grade: Lesson 8

## Instant Activity

**Monkey in the Middle**

### Lesson Content
- Students form groups of 3 as they enter play space, 1 ball per group.
- 2 students play Keep Away from third student in middle.
- Students in possession of ball may not dribble, but can pivot, move, and use any passes to try to complete as many passes as possible while middle student tries to intercept ball.
- After an interception students switch so there is a new student in middle.
- If no interception is made, change positions after every 5 successful passes.

### Role of Assistant
- Supervise, make sure students follow directions and stay on task.
- Move around play area and participate for brief periods with different groups.

## Transition

### Lesson Content
- Students return team handballs to perimeter then form groups of 8 for FLOW.

### Role of Assistant
- X

## Flow

### Lesson Content
- FLOW

### Role of Assistant
- Set up equipment for FLOW.
- Start and stop music as needed.
- Help clean up equipment.
- Supervise stations.
- Participate in activities for short bouts.

## Transition

### Lesson Content
- After FLOW, students return equipment and remain in groups of 8.
- 2 groups move to each grid for a game of 4 vs. 4.
- 1 team on each grid wears pinnies (optional).

### Role of Assistant
- Help move FLOW equipment.
- Have pinnies available for 1 team in each grid.
- Have cones, folding mats or portable goals ready to use in each grid.

---

**LESSON OUTCOMES**
- Actively participating in FLOW.
- Apply all offensive and defensive skills and strategies in a game.

**EQUIPMENT**
- Equipment for FLOW
- 1 handball for every 3 students
- Folding mats, portable goals, or cones for goals
- Music for FLOW
- Cones for grids and goals
- Pinnies

**BEFORE CLASS SET UP**
- Spread handballs around perimeter of play space.
- Set up FLOW equipment.
- Have music ready for FLOW.
- Set up grids with cones.
- Set out pinnies and goals for each grid.

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

#### 4 vs. 4 Team Handball
(15 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Groups of 8 form 2 teams of 4 within each grid, 3 offensive players and 1 goalie per team.</td>
<td>✓ Set up 2 goals on each grid with folding mats or portable goals.</td>
</tr>
<tr>
<td>Game begins with a throw-in by 1 team at center court.</td>
<td>✓ Mark off goal areas with poly spots, rope, or tape.</td>
</tr>
<tr>
<td>Offensive players pass and dribble in attempt to score a goal while being defended.</td>
<td>✓ Help students organize teams.</td>
</tr>
<tr>
<td>Principle of 3s is in effect:</td>
<td>✓ Encourage teams to keep games moving.</td>
</tr>
<tr>
<td>Guard ball from 3 feet away</td>
<td></td>
</tr>
<tr>
<td>Must complete 3 passes before shooting</td>
<td></td>
</tr>
<tr>
<td>Allowed only 3 steps before or after dribbling</td>
<td></td>
</tr>
<tr>
<td>3 passes to 3 different students before scoring</td>
<td></td>
</tr>
<tr>
<td>Goalie can use hands, feet or any part of body to block shots.</td>
<td></td>
</tr>
<tr>
<td>Goalie clears ball to teammates who try to move it down court to score in opponent’s goal.</td>
<td></td>
</tr>
<tr>
<td>Teams should rotate goalies frequently.</td>
<td></td>
</tr>
<tr>
<td>Short, quick passes are best.</td>
<td></td>
</tr>
<tr>
<td>Students can utilize pick and roll to create scoring opportunities.</td>
<td></td>
</tr>
<tr>
<td>Students should move without ball and look for a pass when on offense.</td>
<td></td>
</tr>
<tr>
<td>Students need to keep their bodies low and hands up when playing defense.</td>
<td></td>
</tr>
<tr>
<td>Out of bounds ball is put in play at spot by opposing team with a throw-in.</td>
<td></td>
</tr>
<tr>
<td>Following infractions result in a free throw from spot of infraction:</td>
<td></td>
</tr>
<tr>
<td>Holding ball for longer than 3 seconds</td>
<td></td>
</tr>
<tr>
<td>Running more than 3 steps with ball</td>
<td></td>
</tr>
<tr>
<td>Kicking ball or contacting it below waist</td>
<td></td>
</tr>
<tr>
<td>Grabbing, tackling or holding an opponent</td>
<td></td>
</tr>
<tr>
<td>Double dribble (dribble, stop, dribble)</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students return equipment then come together in center of play area.</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></td>
</tr>
<tr>
<td>In what ways is Handball similar to Basketball?</td>
<td></td>
</tr>
<tr>
<td>Describe 1 penalty that results in a free throw for the opposing team in Handball.</td>
<td></td>
</tr>
<tr>
<td>Find a group of friends and play a game of Handball after school or during lunch recess.</td>
<td></td>
</tr>
</tbody>
</table>

*Italics indicate the teacher speaking directly to the student.*
## Team Handball 8th Grade: Lesson 9

### Lesson Outcomes
- Apply all handball offensive and defensive skills and strategies in a game situation.

### Equipment
- Music for HRPA
- Cones for grids
- 1 handball per grid

### Before Class Set Up
- Spread handballs and pinnies around perimeter of play space.
- Have cones available to set up grids.
- Have task cards available for HRPA.

### Instant Activity
- **Rock, Paper, Scissors Tag** (5 minutes)
  - **Lesson Content**
    - Students find a partner; they compete against each other playing Rock, Paper, Scissors. Rock (closed fist), beats Scissors (index and middle finger apart simulating scissors), Scissors beat Paper (open hand, palm down), and Paper beats Rock.
    - Winner must quickly turn and run away. Loser tries to tag partner.
    - Change partners after 3 matches.
    - 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**
    - Help students get started as they enter play area.
    - Circulate around area encouraging students to participate.
    - Participate in a game with a pair of students.
    - Set out cones for Partner Race Track Fitness.

### Lesson Content
- **Partner Race Track Fitness** (7-10 minutes)
  - **Lesson Content**
    - Students keep partners from IA. Partner 1 jogs, Partner 2 performs inner circle activity.
    - Inner circle activity includes task cards - See Partner Race Track Fitness Task Cards.
    - Students switch from jogging to inner circle activity, and vice versa, when music is paused.
    - When music stops, Partner 1 stops jogging, finds nearest cone, and performs next activity. Partner 2 begins jogging.
    - Students do not need to return to original partners when music stops.
  - **Role of Assistant**
    - Supervise inner circle while teacher is supervising outer circle.
    - At end of HRPA, collect task cards and cones.

---

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

#### 4 vs. 4 Team Handball

**LESSON CONTENT**
- Students form groups of 4 within each grid, 3 offensive players and 1 goalie per team.
- Game begins with a throw-in by 1 team at center court.
- Offensive players pass and dribble in attempt to score a goal while being defended.
- Principle of 3s is in effect:
  - Guard ball from 3 feet away
  - Must complete 3 passes before shooting
  - Allowed only 3 steps before or after dribbling
  - 3 passes to 3 different students before scoring
- Goalie can use hands, feet or any part of body to block shots.
- Goalie clears ball to teammates who try to move it down court to score in opponent’s goal.
- Teams should rotate goalies frequently.
- Short, quick passes are best.
- Students can utilize pick and roll to create scoring opportunities.
- Students should move without ball and look for a pass when on offense.
- Students need to keep their bodies low and hands up when playing defense.
- Out of bounds ball is put in play at spot by opposing team with a throw-in.

**ROLE OF ASSISTANT**
- Set up 2 goals on each grid with folding mats or portable goals.
- Mark off goal areas with polyspots, rope, or tape.
- Help students organize teams.
- Encourage teams to keep games moving.
- Offer feedback to students and encourage fair play and self-refereeing.

#### Cool Down/Closure

**LESSON CONTENT**
- Students return equipment then come together in center of play area.
- Think, Pair, Share (After a minute or so with each question, have a few students share answers with the class.)
  - What happens when a pass is unsuccessful or intercepted in Handball?
  - How long can you hold the ball in Handball before you must pass, dribble, or shoot it?
  - Find a group of friends and play a game of Handball after school or during lunch

**ROLE OF ASSISTANT**
- Help collect equipment.
# Team Handball 8th Grade : Lesson 10

<table>
<thead>
<tr>
<th>LESSON OUTCOMES</th>
<th>EQUIPMENT</th>
<th>BEFORE CLASS SET UP</th>
</tr>
</thead>
</table>
| - Apply all offensive and defensive skills and strategies in a game.  
- Demonstrate ability to self-officiate a game. | - Music for HRPA  
- Cones for grids and goals  
- Polyspots, rope, or tape to mark goal areas  
- 1 handball per student  
- Pinnies | - Spread handballs around perimeter of play space.  
- Mark grids with cones.  
- Prepare music for HRPA.  
- Portable goals, cones or other equipment to be used as goals for each grid. |

## Team Handball
### Ball Handling Challenge
(5 minutes)

**LESSON CONTENT**
- Each student finds a handball and practices following ball handling skills:
  - Move ball around head, shoulders, waist, and knees in 1 direction, then reverse direction.
  - Move balls around legs in a figure 8 pattern.
  - Holding ball with 2 hands at waist level, throw it against floor just hard enough for it to bounce back up into hands. Check for correct hand position for catching balls thrown above waist, with thumbs and forefingers forming a triangle on top of ball.
  - From a standing position, toss ball with 2 hands above head. Let ball drop below shoulders and catch it with 2 hands. Check for correct hand position for catching balls thrown below waist, with pinkies almost touching and thumbs pointed up.
  - Stand about 3 yards from a wall or bleachers. Throw ball hard against wall and catch rebound in air. Catch with different hand positions.

**ROLE OF ASSISTANT**
- Make sure students follow directions and stay on task.
- Make sure that students start at a reasonable distance apart.
- Move around play area offering feedback on throwing and catching and pointing out students who are being successful.

## Astronaut Drills
(7-8 minutes)

**LESSON CONTENT**
- Stand along perimeter with students so that they all can see you.
- When music begins, indicate a locomotor movement for everyone to perform while moving counter-clockwise around area.
- Students may not pass each other and must maintain a moderate pace.
- Examples of aerobic, locomotor movements can include:
  - Jogging
  - Skipping
  - Sliding
  - Brisk walking
  - Bear walk
- When music pauses, or on your signal, students stop and perform an exercise in place:
  - Crunches: Belly button pressed to spine
  - Hurdler stretch
  - Push-ups
  - Arm circles
  - Sit and reach
  - Pretzel stretch

**ROLE OF ASSISTANT**
- Start music when ready.
- Participate in short bouts, moving in opposite direction on outside of group, offering encouragement to students to maintain MVPA.
- When music pauses, take a place inside formation and perform exercise with class.

**HEALTH RELATED PHYSICAL ACTIVITY**

**INSTANT ACTIVITY**

**Set Up or Prep Duties**

**Cues or Key Concepts**

**Variation**

**Challenge**

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

---

**Team Handball**

8th Grade  
Lesson 10
### Transition

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<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students form groups of 5, 2 groups per grid.</td>
<td></td>
</tr>
<tr>
<td>1 team wears pinnies.</td>
<td></td>
</tr>
<tr>
<td>1 ball per game.</td>
<td></td>
</tr>
</tbody>
</table>

### 5 vs. 5 Team Handball Mini-Tournament (15 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teams are comprised of 5 active court players and 1 goalie.</td>
<td></td>
</tr>
<tr>
<td>Teams in each grid compete for approximately 3 minutes. Games end on your signal. Winning teams remain in their grid. Losing teams rotate 1 grid in a counterclockwise direction to begin another game.</td>
<td></td>
</tr>
<tr>
<td>Game begins with a throw-in at center court by losing team.</td>
<td></td>
</tr>
<tr>
<td>Offensive players advance ball and attempt to score a goal by passing and dribbling while being defended.</td>
<td></td>
</tr>
<tr>
<td>Principle of 3s is in effect:</td>
<td></td>
</tr>
<tr>
<td>Guard ball from 3 feet away</td>
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<td>Must complete 3 passes before shooting</td>
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<td>Set up 2 goals on each grid with folding mats or portable goals.</td>
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</tr>
<tr>
<td>Mark off goal areas with polypots, rope, or tape.</td>
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<tr>
<td>Help students organize teams.</td>
<td></td>
</tr>
<tr>
<td>Encourage teams to keep games moving.</td>
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</table>

### Cool Down/Closure (5 minutes)

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<tbody>
<tr>
<td>Students return equipment then come together in center of play area.</td>
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</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>In what ways is Handball similar to other games like soccer or basketball?</td>
<td></td>
</tr>
<tr>
<td>Is there another sport you have played which uses some of the same skills as Handball?</td>
<td></td>
</tr>
<tr>
<td>Play handball when you get home.</td>
<td></td>
</tr>
<tr>
<td>Help collect equipment.</td>
<td></td>
</tr>
</tbody>
</table>

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

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Cooperative Games 8th Grade : Lesson 1

<table>
<thead>
<tr>
<th>LESSON OUTCOMES</th>
<th>EQUIPMENT</th>
<th>BEFORE CLASS SET UP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Encourage others by name. Work together in small groups.</td>
<td>8 cones</td>
<td>✅ Have music cued. ✅ Set out long jump ropes and signs for Success/Try Again areas. ✅ Set up cones for HRPA.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Knee Tag (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>Object of game: to tag a partner's knees 3 times. Students find partners and their own space in activity area. Learning Cues: Find a partner, Go to poly spot, One partner says “Ready go”, Use fingers only, Touch your partner's knees gently, Move around poly spot to escape, STAY NEAR SPOT – AVOID OTHERS, One point awarded for each touch, When the music stops find a new partner, Signal (music off) for students to switch partners every minute.</td>
<td>Post learning cues. Scatter poly spots in designated area. Walk around, providing positive feedback. Watch spacing for safety.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Be Healthy (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>Divide students into 4 equal groups, each group starting at a different corner. When music starts, each group jogs forward around t course staying in their same order; they do not pass each other. They should maintain a pace easy enough for everyone in their group. On your signal, last joggers sprint forward on inside passing their teammates. When they get to front of groups they yell “Be healthy!” As soon as “Be healthy!” is yelled, new last joggers run to front. Continue this pattern until music stops or you signal. Have students walk slowly around course inhaling and exhaling deeply. Groups can compare how many yells they completed.</td>
<td>Set up 8 cones around a basketball court size area: 1 cone at each corner, 2 spread out on sides. Start and stop music. Stay opposite from teacher to help supervise activity. Give positive feedback to students.</td>
</tr>
</tbody>
</table>

Variation: Increase time music plays or increase size of course. Variation: Change locomotor movements to add variety.

Set Up or Prep Duties Cues or Key Concepts Variation Challenge

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

Follow the Leader/Group Line Up
(10 minutes)

**LESSON CONTENT**
- Use same groups as previous activity.
- Each group forms 1 side of a square.
- All groups must be equidistant from leader who stands in center.
- Each group stands in order of height, with shortest player on right and tallest on left.
- All 4 groups must memorize where they are when facing leader. Are they behind leader? Are they to a side? Object of game is to return to same position no matter which direction leader turns.
- When music is turned on, students perform an exercise (jumping jacks, jog in place, bell jumps, something aerobic or strength building).
- When music is turned off, leader pivots in place in middle of square, being careful not to give away which direction he or she will stop.
- As soon as leader stops turning and faces a team, all teams race to return to their proper positions, lining up in height order as described above. They must move individually without holding hands.
- First team to line up in new positions scores 5 points, second place scores 3 points and third place scores 1 point.
- 1 player from winning team becomes next leader.
- After a few turns, have leader move to a new position in activity area, making groups run to follow and keep up.
- Make sure a new leader is chosen every round.

**ROLE OF ASSISTANT**
- Participate in activity.
- Share information with students.
- Supervise students, encouraging them and providing positive feedback.

Turnstiles
(10 minutes)

**LESSON CONTENT**
- In our next activity we will challenge all of you to use words of encouragement. What are words of encouragement we can use while playing games or sports?
- Try to use people’s first name when you encourage them.
- Students form groups of 6-8.
- Using a section of rope 16-25' long, have 2 turners turn rope slowly.
- Object of game: for group to go through rope from 1 side to other by:
  - Not missing a beat of rope between students
  - Challenge: Go through, jump 1 time and out, next student goes in without missing a beat.
  - Challenge: Go through, jump 3 times with next student coming in after second jump, (Both will jump 1 time together), then first student gets out.
  - Challenge: If group is successful with these challenges, then have them try challenges again, but this time in pairs.
  - Challenge: See if entire group can jump rope 3 times consecutively.
  - Challenge: At end of activity, see if entire class can go through rope without missing a beat.

**ROLE OF ASSISTANT**
- Spread ropes around area outside of boundaries for quick distribution.
- Encourage students to work together.
- Offer praise to students.
- Make sure you get around to all groups.
- Remind students to help each other.
- Make sure all students jump. Some may try remain as turners.

apist indicate the teacher speaking directly to the student.
| 2 in a Row  
(5 minutes) | Cool Down/Closure  
(5 minutes) |
<table>
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<tr>
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<tbody>
<tr>
<td><strong>LESSON CONTENT</strong></td>
<td><strong>LESSON CONTENT</strong></td>
</tr>
<tr>
<td>Keep students in their groups of 6-8.</td>
<td>Collect equipment.</td>
</tr>
<tr>
<td>Let me hear words of encouragement and first names.</td>
<td>Think, Pair, Share (After a minute or so with each question, have a few students share answers with the class.)</td>
</tr>
<tr>
<td>If a group is successful, try combining it with another successful group to increase number of jumpers. 20 people is challenging but not impossible.</td>
<td>Did anyone hear words of encouragement during today’s activity? What did you hear?</td>
</tr>
<tr>
<td>Object of game: to see how many students in a group can make 2 consecutive jumps without missing.</td>
<td>How did you feel when someone encouraged you?</td>
</tr>
<tr>
<td>Change turners occasionally to combat arm fatigue and keep a consistent turn and arc.</td>
<td>Did anyone encourage people by using their first name?</td>
</tr>
<tr>
<td><strong>ROLE OF ASSISTANT</strong></td>
<td><strong>ROLE OF ASSISTANT</strong></td>
</tr>
<tr>
<td>Walk around supervising students. Look for positive behavior and give positive feedback.</td>
<td>Assist with equipment.</td>
</tr>
<tr>
<td>Collect ropes.</td>
<td>Encourage students to answer questions. Praise those who answer.</td>
</tr>
</tbody>
</table>

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

**Cooperative Games**  
8th Grade  
Lesson 1

*Italicics 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.*
## Cooperative Games 8th Grade : Lesson 2

### Lesson Outcomes
- Work together in small groups.

### Equipment
- 5 4-square balls
- 11 jump ropes
- 11 basketballs
- Koosh balls
- 4 pinnies
- 11 hoops
- 11 8 1/4" balls
- 11 cards listing exercises
- 12 chickens
- Team marathon task cards

### Before Class Set Up
- Mark off 5 unlimited 4-square courts.
- Set up team marathon cards on cones.

---

### Instant Activity

#### Clean up Your Room
**Lesson Content:**
- Activity area should be divided by a center line. Volleyball net or folding mats standing up on their side may also be used to separate areas. Many foam, tennis, or handballs should be scattered on each side of court.
- As students enter they are assigned to 1 side of court or other and they pick up 1 ball at a time and throw it over center line and/or net of mats to clean their side and make other side messy.
- Count objects on each side to see who had least.

**Role of Assistant:**
- Post written instructions.
- Set up nets or mats and scatter balls prior to class.
- Assign students to a team as they enter activity area.
- Move around area to supervise students, reminding them of rules.

#### Team Marathon
**Lesson Content:**
- When I say go, get in groups of 3 and sit down next to a hoop.
- Quickly review activity.
- If there are extra students, make a group of 4.
- Each group will have a hoop with 3 basketballs and jump ropes and 1 task card.
- Each group will complete following activities:
  - Run a lap
  - 25 jumps with a jump rope
  - Dribble a ball 50 times
  - 10 push-ups (can be modified)
  - 10 jump twists
  - Run a lap
  - 15 jumping jacks
  - Jump rope 25 times
  - Snap fingers 20 times
  - Run a lap
  - Take a ball around your waist 15 times
  - Grapevine step 10 times (5 right, 5 left)
  - Give a high 5 to each team member
  - Punch up above head 20 times alternating right and left hand
- Repeat activities if time permits.

**Role of Assistant:**
- Set out cones and equipment for activity.
- Supervise students and offer encouragement.

---

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

**LESSON CONTENT**
- Students form circles in groups of 6-8, 1 ball per group.
- Each group tosses a ball around until all have received it (without repeating or passing to student next to them).
- Groups practice same sequence multiple times without stopping.
- Stop students and tell them you will time them to see how fast they can pass a ball and have it return back to first student.
- After timing them, ask them to think of how they can improve their time.
- Let them think, discuss, and practice.
- Tell students they are going for a world record this time.
- Time them again.

**ROLE OF ASSISTANT**
- Walk around supervising students.
- Help groups having trouble.
- Give positive feedback and praise to students doing well.
- Help collect balls.

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

## Chuck the Chicken II
(5 minutes)

**LESSON CONTENT**
- Use 6-12 rubber chickens, (or tie knots in towels) depending on class size; number of chickens is equal to about a third of class.
- Assign 2-3 students to be it. Have them wear pinnies. Add more taggers if action is slow.
- Students are immune from tagging if they are not holding chickens.
- If carrying a chicken, a student can avoid being tagged by chucking chicken to another student.
- If a tagger picks up a chicken from floor or intercepts a chicken, ALL students being chased must stop and do 3 push-ups.
- Chickens cannot be taken from students.
- When tagged, a student must go to “Chicken Kitchen” (a small designated area) and perform these fitness tasks: 3 push-ups, 3 sit-ups, and 3 jumping jacks.

**ROLE OF ASSISTANT**
- Pass out chickens and pinnies.
- Stay opposite of teacher to supervise the activity.
- Encourage students to be honest and do fitness activity when tagged.

**ACTIVITY #2**

Set Up or Prep Duties
Cues or Key Concepts
Variation
Challenge

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

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collect equipment.</td>
<td>Join in opposite form teacher or lead activity.</td>
</tr>
<tr>
<td>Have class form a large circle and ask everyone to hold his or her right hand, palm up, with his or her right elbow bent at a 90-degree angle.</td>
<td></td>
</tr>
<tr>
<td>Students take their left hands, with index fingers extended, and place tips of those rigid digits into palms of students to their left.</td>
<td></td>
</tr>
<tr>
<td>On your signal, extended palms try to catch a finger and, obviously, those digits try to escape. Only 1 grab can be attempted, no second tries. If students can catch a finger while their finger escapes, they have achieved a premier level of Gotcha, but they can lose their status in next round.</td>
<td></td>
</tr>
<tr>
<td>Change signal for go each round.</td>
<td></td>
</tr>
<tr>
<td>DO NOT play this for long periods of time; remember to leave students wanting more, not bore.</td>
<td></td>
</tr>
<tr>
<td>Variation: Switch palms and fingers (left palm, right index finger).</td>
<td></td>
</tr>
<tr>
<td>Variation: Turn receiving palm upside down and extended digit comes from down under (Australian Version).</td>
<td></td>
</tr>
<tr>
<td>Variation: Ask students to close their eyes and indicate that anyone can give a go signal after 5 seconds; this will be the fastest 5 seconds you'll see.</td>
<td></td>
</tr>
<tr>
<td>Cooperative Games</td>
<td>8th Grade</td>
</tr>
<tr>
<td>-------------------</td>
<td>-----------</td>
</tr>
</tbody>
</table>

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

*Italics indicate the teacher speaking directly to the student.*
# Cooperative Games 8th Grade: Lesson 3

<table>
<thead>
<tr>
<th>LESSON OUTCOMES</th>
<th>EQUIPMENT</th>
<th>BEFORE CLASS SET UP</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Share space with others.</td>
<td>□ 4-square balls</td>
<td>✔ Set up 4-square courts.</td>
</tr>
<tr>
<td>□ Work together in small groups.</td>
<td>□ 3-4 beach balls</td>
<td>✔ Put 4-square balls in container.</td>
</tr>
<tr>
<td></td>
<td>□ Jump ropes</td>
<td>✔ Set out FLOW equipment on side of play area.</td>
</tr>
<tr>
<td></td>
<td>□ FLOW equipment</td>
<td>✔ Fill 5-6 beach balls.</td>
</tr>
<tr>
<td></td>
<td>□ Cones</td>
<td>✔ Put jump ropes in 3-4 containers.</td>
</tr>
</tbody>
</table>

### INSTANT ACTIVITY

**Amoeba Tag**

**LESSON CONTENT**
- Object of game: Avoid getting tagged by amoebas.
- Start with 1 pair as amoebas that are hooked together by a wrist hold (instead of holding hands, they grab each others wrists).
- Amoebas try to tag other students.
- Students who are tagged join growing amoeba by joining with a wrist grab.
- Once amoeba grows to 4 students it can divide into 2 partner amoebas.
- Each time a tagging group grows to 4 they divide.
- Eventually all students will be tagged.
- Start over if time permits. Ask for volunteer amoebas. To speed up game start with multiple amoebas.
- Remind students of importance of cooperating with each other and playing by the rules.

**ROLE OF ASSISTANT**
- Walk around providing positive feedback and helping students.
- Help amoebas divide.

### FLOW

**LESSON CONTENT**
- FLOW.

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

## Health Related Physical Activity

**FLOW**

- Help students set up FLOW, explaining where equipment goes.
- Supervise FLOW stations as necessary.
- 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.*

---

**Cooperative Games**

| 8th Grade | Lesson 3 |
### Activity #1

**Countdown Moonball**

(15 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>✚ Object of game: To keep a beach ball in air continuously while counting each hit.</td>
<td>✚ Set up 4 cones around area to form a jogging track.</td>
</tr>
<tr>
<td>✚ Students should be in groups of 6-8.</td>
<td>✚ Walk around supervising students.</td>
</tr>
<tr>
<td>✚ Groups number themselves 1-8.</td>
<td>✚ Look for positive behavior and give positive feedback.</td>
</tr>
<tr>
<td>✚ Student #1 starts with first hit upward and group continues in order.</td>
<td>✚ Remind students of rules.</td>
</tr>
<tr>
<td>✚ After hitting ball, each student runs to a cone and returns.</td>
<td>✚ Collect beach balls.</td>
</tr>
<tr>
<td>You can see how many times in succession a team can accomplish this. Each time students get to #1, whole team yells out total number of times they have successful counted from 1 to 8.</td>
<td></td>
</tr>
<tr>
<td>You may want students to pause after a few trials to have groups discuss strategies for improving their scores. Do not ask students to call out their scores. Just ask how many groups improved their score instead.</td>
<td></td>
</tr>
<tr>
<td>→ Variation: Count Up Moonball</td>
<td></td>
</tr>
<tr>
<td>✚ Divide groups in half. Half of group (4 students) should line up in a straight line facing first student in line from other half of group. 2 single file lines should be 10 feet apart.</td>
<td></td>
</tr>
<tr>
<td>✚ First student in 1 line sets ball to first student in other line. After setting ball, hitter follows it and runs to back of opposite group. Group counts how many consecutive hits before ball hits ground.</td>
<td></td>
</tr>
<tr>
<td>✚ If ball hits ground groups start a new count.</td>
<td></td>
</tr>
<tr>
<td>✚ In a free-for-all version, students simply keep ball in air.</td>
<td></td>
</tr>
</tbody>
</table>

### Cool Down/Closure

(5 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>✚ Think, Pair, Share (After a minute or so with each question, have a few students share answers with the class.)</td>
<td>✚ Encourage students to answer questions.</td>
</tr>
<tr>
<td>✚ How can this class continue to be safe for everyone?</td>
<td>✚ Point out positive actions you saw during activity.</td>
</tr>
<tr>
<td>✚ How well did your group work together in Moonball? How could you improve?</td>
<td></td>
</tr>
</tbody>
</table>

**Set Up or Prep Duties**

- Set up 4 cones around area to form a jogging track.
- Collect beach balls.

**Cues or Key Concepts**

- Look for positive behavior and give positive feedback.
- Encourage students to answer questions.

**Variation**

- Divide groups in half. Half of group (4 students) should line up in a straight line facing first student in line from other half of group. 2 single file lines should be 10 feet apart.

**Challenge**

- In a free-for-all version, students simply keep ball in air.
Cooperative Games 8th Grade: Lesson 4

<table>
<thead>
<tr>
<th>LESSON OUTCOMES</th>
<th>EQUIPMENT</th>
<th>BEFORE CLASS SET UP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work together in small groups.</td>
<td>Cones</td>
<td>Set up success and try again zones</td>
</tr>
<tr>
<td></td>
<td>2 different colored foam balls</td>
<td>Set up team toss tag area</td>
</tr>
<tr>
<td></td>
<td>Hoops</td>
<td>Mark floor to designate where blocks go for Meuse</td>
</tr>
<tr>
<td></td>
<td>Pinnies</td>
<td>16 cinder blocks (or steps)</td>
</tr>
</tbody>
</table>

---

**Rock, Paper, Scissors 6 Step Getaway**
(5 minutes)

**LESSON CONTENT**
- 4 cones close together to designate how far apart students stand as they play Rock, Paper, Scissors and 4 cones designate how far each student has to run.
- Students find partners and compete against each other playing Rock, Paper, Scissors.
- Winner must chase losing partner.
- Partner gets away if he or she can get past far cones before being tagged.
- 1 point for tagging a partner and 1 point for escaping.
- You could set up gym with Success and Try Again areas. Students change sides every time they get 3 points.

**ROLE OF ASSISTANT**
- Set up cones.
- Move around supervising students.
- Play against a student or 2.
- Supervise students.
- Play against a student or 2.

**Instant Activity**

---

**Team Toss Tag**
(10 minutes)

**LESSON CONTENT**
- Divide gym into as many sections as there are members on tagging team. For example, divide gym into 6 sections if there are 6 students on tagging team.
- Put a colored pinnie on each tagger and assign each tagger to a section.
- Remaining students can move anywhere they want in gym.
- Taggers can only tag students in their section and can only tag with a foam ball. Taggers have to work together, passing a ball to help each other tag students.
- To begin, give 2 taggers a foam ball. As students run to other sections to avoid being tagged, taggers must pass ball to their teammate taggers in other sections in order to tag a student.
- Once tagged, that student has to run/walk 1 full lap outside of court and reenter at same point.
- After 2-3 minutes change taggers.

**ROLE OF ASSISTANT**
- Make sure area is set up for activity.
- Hand out pinnies to each team.
- Help students follow rules, encourage students, give positive feedback.
- Variation: Change locomotor movement around court (skip, hop, slide, etc.).
- Variation: Instead of going around court, have tagged student freeze and freed by another student giving a Hi-5.

---

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

*Italics indicate the teacher speaking directly to the student.*
| ACTIVITY #1 | A Good Citizen  
(7 minutes) | ROLE OF ASSISTANT |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>LESSON CONTENT</td>
<td></td>
<td>ROLE OF ASSISTANT</td>
</tr>
<tr>
<td>■ Object of game: Help a visually impaired partner (with his or her eyes closed) safely walk across activity area.</td>
<td>■ Move around to all groups encouraging teamwork.</td>
<td></td>
</tr>
<tr>
<td>■ Students find partners and go to perimeter of large activity area (basketball court size). Court lines or traffic cones designate activity area.</td>
<td>■ Remind students of rules, encourage positive interaction, and give positive feedback.</td>
<td>✓ Collect equipment.</td>
</tr>
<tr>
<td>■ Numerous traffic cones and balls are scattered on floor in activity area.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>■ Partners decide who will be visually impaired first and who will be a “good citizen”.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>■ On “Go,” good citizens give verbal cues to their partners to get them to other side of activity area to safely navigate traffic cones. They cannot touch their partners.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>■ Good citizens closely follow their partners to keep them safe.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>■ After safely crossing, partners switch roles.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>■ On their next try, good citizens help visually impaired students touch 1 line then another.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| ACTIVITY #2 | Stargate Hoop  
(7 minutes) | ROLE OF ASSISTANT |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>LESSON CONTENT</td>
<td></td>
<td>ROLE OF ASSISTANT</td>
</tr>
<tr>
<td>■ Students form groups of 8 in a circle formation holding hands or wrists, 3 hoops evenly spread around circle.</td>
<td>✓ Pass out hoops to each group.</td>
<td></td>
</tr>
<tr>
<td>■ Tell students in which direction hoops should move.</td>
<td>■ Do not offer solutions to students.</td>
<td></td>
</tr>
<tr>
<td>■ On “Go,” first student carefully steps and bends through a hoop while other students hold hands. Then next student steps through until everyone has a turn and hoop returns to start.</td>
<td>✓ Collect equipment.</td>
<td></td>
</tr>
<tr>
<td>■ Object is to get group through all hoops as quickly and efficiently as possible, including hoop holders and without letting go of hands.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>➔ Variation: Each group has 1 red hoop and 2 hoops of another color. How many times around group can red hoop go in 1 minute? Can each group improve?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

Italics indicate the teacher speaking directly to the student.
### Quick Dragon Ball
(5 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class scatters, 2 students have an 8 ½ inch foam ball (use 2 different color balls if available).</td>
<td>Pass out balls.</td>
</tr>
<tr>
<td>On your signal, 2 students with balls throw them to someone else and then run up behind them placing their hands on shoulders of catchers. Catchers must wait for throwers to line up behind them.</td>
<td>Remind students of rules, encourage positive interaction, and give positive feedback.</td>
</tr>
<tr>
<td>As soon as a connection is made, catchers throw balls to other students and dragon continues to grow.</td>
<td>Collect balls.</td>
</tr>
<tr>
<td>For larger classes use more foam balls for more action.</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>Encourage students to answer questions.</td>
</tr>
<tr>
<td>Ask students:</td>
<td>Point out positive actions you saw during activity.</td>
</tr>
<tr>
<td>Which activity did you enjoy the most and why?</td>
<td></td>
</tr>
<tr>
<td>Which one needed the most cooperation and why?</td>
<td></td>
</tr>
</tbody>
</table>

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* Italics indicate the teacher speaking directly to the student.*
# Cooperative Games 8th Grade : Lesson 5

<table>
<thead>
<tr>
<th>LESSON OUTCOMES</th>
<th>EQUIPMENT</th>
<th>BEFORE CLASS SET UP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work together in small groups.</td>
<td>20 different types of balls</td>
<td>Spread out balls in play area.</td>
</tr>
<tr>
<td>Problem solve as a team.</td>
<td>Noodles</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Traffic cones</td>
<td>Set up rectangular track for HRPA.</td>
</tr>
<tr>
<td></td>
<td>5 medicine balls (or other large balls)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Poly Spots</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Beanbags</td>
<td></td>
</tr>
</tbody>
</table>

## 2 Pass-with Defender
*(5 minutes)*

**LESSON CONTENT**
- Spread many different types of balls around play space. Students find partners.
- Object of game: to pick up a ball, complete 2 passes with partner, set ball back down and move to another ball.
- Assign students as defenders (4-5) who disrupt passes.
- Establish a goal (how many different balls, different types of passes, etc.) or set a time limit.

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

## Cannonball Run (continued)
*(10 minutes)*

**LESSON CONTENT**
- Music can be used as signal.
- New last runner, when receiving medicine ball, runs to front of team and continues medicine ball pass.
- Continue at a steady pace until music stops. No team is permitted to pass another during a run.
- Each team should yell out number “cannonball runs” made by their team.
- Yell out “push-up break, crunches break” students stop where they are and perform push-ups and crunches. Vary type of push-ups: Trojan salute, (right hand touches left shoulder, then left arm touches right shoulder) reverse (crab position) push-ups, turn-over (reverse from front to back, back to front, etc.
- To cool down, students walk slowly around track inhaling and exhaling deeply. Each team can report their score to you.

**HEALTH RELATED PHYSICAL ACTIVITY**
- Variation: Teams could pass a basketball or large utility ball.
- Variation: Increase size of track (where possible) or duration of run as fitness improves.
- Variation: Introduce a break signal in which each team stops in place, quickly forms a circle, and while jogging in place, passes a ball back and forth across circle to a teammate who is not on either side of them.

**ROLE OF ASSISTANT**
- Give positive feedback to students.
- Help collect medicine balls.
### Activity #1

**Bumper Cars**  
(5 minutes)

<table>
<thead>
<tr>
<th>Lesson Content</th>
<th>Role of Assistant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students find partners.</td>
<td>Keep opposite from teacher to supervise students.</td>
</tr>
<tr>
<td>1 partner stands behind other and places his or her hands on partner’s shoulders.</td>
<td>Encourage students to be patient with each other.</td>
</tr>
<tr>
<td>Partner in back steers front partner around area without bumping into anything.</td>
<td>Do not offer suggestions or solutions.</td>
</tr>
<tr>
<td>Partner in front can close eyes for an added trust activity and to get an idea of what it’s like to be blind and have to rely on others.</td>
<td></td>
</tr>
<tr>
<td>Place obstacles in area for students to get around.</td>
<td></td>
</tr>
</tbody>
</table>

→ Variation: Have partners create distinct sounds to communicate while seeing partner stays behind line to shout out directions to “blind” partner as he or she moves across area.

### Activity #2

**Magical Stepping Stones**  
(10 minutes)

<table>
<thead>
<tr>
<th>Lesson Content</th>
<th>Role of Assistant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students form groups of 6, 1 poly spot per student.</td>
<td>Pass out poly spots.</td>
</tr>
<tr>
<td>Object of game: Students cooperatively problem solve to safely cross toxic wasteland without touching ground. They can only touch poly spots as they get from 1 side to other. Poly spots may be moved.</td>
<td>Keep opposite from teacher.</td>
</tr>
<tr>
<td>Toxic wasteland must be marked with lines or traffic cones. Width of area is approximately 30 feet across. This distance and number of poly spots can be modified.</td>
<td>Remind students of rules.</td>
</tr>
<tr>
<td>Students are told a story such as following:</td>
<td>Collect equipment.</td>
</tr>
<tr>
<td>You are camping in the wilderness with a group of friends. Suddenly a huge bear chases you towards a toxic stream and you must get to the other side.</td>
<td></td>
</tr>
<tr>
<td>Only the protective shields (poly spots) can touch the toxic waste.</td>
<td></td>
</tr>
<tr>
<td>Success is only accomplished if the entire group crosses.</td>
<td></td>
</tr>
<tr>
<td>If someone touches the floor with any part of his or her body he or she must go back to the start.</td>
<td></td>
</tr>
<tr>
<td>The group must work as a team and solve the problem. You have 5 minutes to solve the problem.</td>
<td></td>
</tr>
<tr>
<td>After a group passes this challenge tell them they must go back and cross with only 5 poly spots, then 4.</td>
<td></td>
</tr>
</tbody>
</table>

→ Variation: Use more or less poly spots.  
→ Variation: They must carry a medical equipment case (traffic cone), medicine (1 basketball) and/or food (beanbags).
**French Fry Tag**  
*(5 minutes)*

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
</table>
| - 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.  
- Quickly discuss negatives of fatty foods. Then 2-4 students are given a noodle; these students are French Fries.  
- Once tagged, a 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 student can be tagged. Students can keep exercising if a tagger is too close.  
- Switch taggers after 1-2 minutes. | - Help with equipment.  
- Keep students on task. |

---

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

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
</table>
| - Collect equipment.  
- Assistant leads stretching while you review:  
  - *How did students use problem-solving strategies in this lesson?*  
  - *Did anyone show cooperation towards you in the lesson? How did you feel?*  
  - *Did anyone help anyone else in today’s lesson? How?* | - Lead activity or participate. |
Italics indicate the teacher speaking directly to the student.
# Cooperative Games 8th Grade: Lesson 6

## Lesson Outcomes
- Work together in small groups.
- Apply previously learned catching and tossing skills.

## Equipment
- 1 ball or object to toss per student
- Lots of cones

## Before Class Set Up
- Put 4-square balls in bins.
- Set out cones on side of play area.

## Instant Activity
### Hi-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 the game: To tag and free as many people as possible.</td>
<td>Set up 4 cones forming a 25 X 25 yard square.</td>
</tr>
<tr>
<td>Use 4 cones to form a 25 x 25 yd square or use boundaries of basketball court.</td>
<td>Encourage participation.</td>
</tr>
<tr>
<td>All students are “it”.</td>
<td>Clarify rules.</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 students tag each other at the same time and argue they must both sit or kneel.</td>
<td></td>
</tr>
<tr>
<td>After being freed, there are no immediate tag backs between those 2 students.</td>
<td></td>
</tr>
</tbody>
</table>

## Health Related Physical Activity
### Crazy Cones (7 minutes)

<table>
<thead>
<tr>
<th>Lesson Content</th>
<th>Role of Assistant</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 teams compete against each other; 1 team sets up cones while other team knocks them down.</td>
<td>Spread out cones across gym floor, half of them laying flat and half of them standing up.</td>
</tr>
<tr>
<td>All set-ups and knock downs must be done by hands; no feet!</td>
<td>Walk around providing positive feedback, encouragement, and praise.</td>
</tr>
<tr>
<td>Variations: Students should use different methods of knocking them down and setting them up as designated by teacher: 1 finger, elbows only, opposite hand, while in a push-up position, doing 3 jumping jacks, etc.</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.*
## Last Runner Out  
10 minutes **LESSON CONTENT**

- Students form groups of 6.
- Start groups at different spots on around oval.
- First student in each group begins jogging a slow to moderate pace with entire group following in single file.
- On your signal, last runner sprints around outside of group to front of line and becomes new leader.
- On each successive signal, last runner takes a turn running to front and then slows to a jogging pace.
- Group continues this pattern until everyone has been a leader, then group can walk once around oval.
- Be aware of students running too fast. Encourage students to stay close to leader.
- Remind students about those who have difficulty keeping up, they should begin at end of line so they are first students to sprint to front.
- Groups can continue this activity for a designated distance or time.

**ROLE OF ASSISTANT**

- Set up an oval with cones about 50 meters in perimeter. If you set up indoors, make sure you have enough passing room between cones and walls.

## Group Juggle Variations  
11 minutes **LESSON CONTENT**

- Students remain in groups of 6.
- Have each group designate a leader and that student gets 6 tossing items.
- Start passing 1 item around so that each student receives it once. Item can only be passed across circle, not to student standing next to them. Each time item goes around students pass to same student.
- Students should call out name of student they are throwing to.
- Leader begins to add additional tossing objects to each group as they become more proficient.
- Call “Reverse” as soon as most items are in play. Group will probably fumble around, drop items and complain.
- Using 2-4 items per group (per group of 10), try starting with 2 items in 1 direction and 2 items in reverse direction. It’s difficult, but can be done.
- Each student has a ball or tossing object and group attempts to keep all 6 going at same time.

**ROLE OF ASSISTANT**

- Pass out balls to each leader.
- Move around offering encouragement.

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

- Collect equipment.
- Teaching Assistant and a student lead stretching while you ask:
  - *What was the most difficult part of the tossing activity?*
  - *How did your group improve during the ball tossing activity?*

**ROLE OF ASSISTANT**

- Collect equipment.
## Cooperative Games 8th 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 Challenge by Choice to risk-taking activities. • Apply previously learned catching and throwing skills.</td>
<td>• FLOW equipment • Pinnies • Deck rings</td>
<td>✓ Set up Success/Try again areas. ✓ Set out Flow equipment on side of play area.</td>
</tr>
</tbody>
</table>

### Crab Grab

**INSTANT ACTIVITY**

**LESSON CONTENT**

- Divide activity area into 2 areas with traffic cones or lines. Designate 1 side as Success area and other as Try Again area.
- Students find partners and go to either side. Partners assume classic crab position—bellies up, elbows and knees bent, bodies elevated on hands and feet.
- Students must maintain this position supported by at least 3 extremities.
- Each student tries to make his or her partner touch ground. Allow students to make contact only with their feet, (no kicking).
- Partners play best out of 3 then go to Success or Try Again areas.

**ROLE OF ASSISTANT**

- Move around area supervising students.
- Play against a student or 2.
- Encourage and praise students.

### FLOW

**LESSON CONTENT**

- FLOW.

**ROLE OF ASSISTANT**

- Help students set up FLOW, explaining where equipment goes.
- Supervise FLOW stations as necessary.
- 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.*
### Activity #1

#### UDT-Ultimate Deck Tennis

**Lesson Content:**
- Divide class into 4 teams (more if space permits) to play games simultaneously.
- Give each team a set of pinnies.
- Game is similar to ultimate Frisbee but with a deck ring.
- To score a point, a team must throw a deck ring over end line and have it “speared” by a teammate (ring goes around teammate’s arm).
- Ring can be caught in any way: grabbing, spearing, trapping, etc.
- If a ring is dropped or knocked down, it immediately changes possession.
- Players cannot move with a ring.
- Guarding and blocking shots is allowed, but absolutely no physical contact between players is permitted during activity.
- If a goal shot is attempted and dropped, opposing team gets immediate possession outside goal line.
- Principle of 3s is in effect:
  - 3 passes completed before a score
  - Must pass to 3 different students
  - Must guard from 3 feet away
- To begin play after a score, ring is placed in center of play area.

**Role of Assistant:**
- Pass out pinnies and deck rings.
- Move around area staying opposite of teacher.
- Remind students to follow rules.
- Shout out encouragement to students.
- Collect equipment.

---

### Cool Down/Closure

**Lesson Content:**
- Collect equipment.
- Teaching Assistant leads stretching while you ask:
  - How difficult is it to play Deck Tennis? Why?
  - What is your favorite FLOW activity?
  - What is the most difficult FLOW activity?

**Role of Assistant:**
- Encourage students to provide answers.
- Point out students who did good jobs.
### Cooperative Games 8th Grade: Lesson 8

#### LESSON OUTCOMES
- Apply Challenge by Choice to risk-taking activities.
- Work together as partners.

#### EQUIPMENT
- Cones
- Mats
- Balls

#### BEFORE CLASS SET UP
- Have cones out in groups of four or set-up grids prior to activity.
- Balls in 3-4 containers.
- Mats out on side.

### Knee Tag (5 minutes)

**LESSON CONTENT**
- Object of game: to tag a partner’s knees 3 times.
- Students find partners and their own space in activity area.
- Learning Cues:
  - Find a partner
  - Go to poly spot
  - One partner says “Ready go”
  - Use fingers only
  - Touch your partner’s knees gently
  - Move around poly spot to escape
  - STAY NEAR SPOT – AVOID OTHERS
  - One point awarded for each touch
  - When the music stops find a new partner
  - Signal (music off) for students to switch partners every minute.

**ROLE OF ASSISTANT**
- Post learning cues.
- Scatter poly spots in designated area.
- Walk around, providing positive feedback.
- Watch spacing for safety.

### 3-on-3 Keep Away (10 minutes)

**LESSON CONTENT**
- Students set up 4 cones in a 10 foot X 10 foot grid.
- Object of game: for a team to make 3 catches consecutively without losing possession.
- 1 point is scored when 1 team makes 3 consecutive catches. Opposing team takes possession.
- No body contact allowed.
- Principle of 3s is in effect:
  - 3 catches to 3 different people to score a point
  - 3 steps to stop
  - 3 alligators to throw
  - Change of possession for interceptions or if object touches floor.
  - After 3 minutes of play have teams play against a different team.
  - Variation: Play 2-on-2

**ROLE OF ASSISTANT**
- Make sure each group has enough equipment and is set up properly.
- Move around area supervising students.
- Give positive feedback, encouragement, and praise.
- Collect equipment.

---

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

**Cooperative Games**

**8th Grade**

**Lesson 8**
### Partner Pacer
**(7 minutes)**

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Groups of 6 from above break off into 2 groups of 3.</td>
<td>✓ Assist with set-up.</td>
</tr>
<tr>
<td>Designate a large running area (50-200 yards) with cones in square or oval.</td>
<td>✓ Encourage participation and pacing.</td>
</tr>
<tr>
<td>2 students jog while 1 student stretches in infield.</td>
<td></td>
</tr>
<tr>
<td>When partners 1 and 2 complete first lap, partner 3 jogs up next to partner 2 and jogs along side for next lap. Partner 1 stops and performs stretches in infield.</td>
<td></td>
</tr>
<tr>
<td>After second lap, partner 2 rests as partners 1 and 3 complete course.</td>
<td></td>
</tr>
</tbody>
</table>

### Stand ‘Em Back Up
**(10 minutes)**

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students develop courage to fall off balance, responsibility for safety of others, and arm strength.</td>
<td>✓ Walk around encouraging students to challenge themselves.</td>
</tr>
<tr>
<td>Mats are scattered throughout play area, about 4 feet of mat for every 2 students.</td>
<td></td>
</tr>
<tr>
<td>Students need to be paired with someone of similar size and stand on a mat.</td>
<td></td>
</tr>
<tr>
<td>1 student (faller) stands facing partner with feet together and crosses their arms over their chest.</td>
<td></td>
</tr>
<tr>
<td>1 student (catcher) stands in stride position in front of faller with arms extended.</td>
<td></td>
</tr>
<tr>
<td>When ready, faller says, “ready to fall A” (catcher).</td>
<td></td>
</tr>
<tr>
<td>Catcher responds by saying, “ready B”.</td>
<td></td>
</tr>
<tr>
<td>Faller says, “falling A” and catcher replies, “Fall B”.</td>
<td></td>
</tr>
<tr>
<td>Faller falls towards catcher keeping body straight.</td>
<td></td>
</tr>
<tr>
<td>Catcher contacts faller with hands on shoulders, bending arms to absorb force.</td>
<td></td>
</tr>
<tr>
<td>Catcher gently pushes partner back up to standing position.</td>
<td></td>
</tr>
<tr>
<td>Catcher steps back a short distance, about 4 inches, and commands, fall and catch are repeated.</td>
<td></td>
</tr>
<tr>
<td>As distance between students increases, catcher will have to bend knees and get lower in order to catch faller.</td>
<td></td>
</tr>
<tr>
<td>During fall, if faller feels catcher can’t provide support, he or she steps forward with 1 foot to regain balance.</td>
<td></td>
</tr>
</tbody>
</table>

→ Variation: Easier-perform several times at each distance before stepping back.  
→ Variation: Harder-faller closes eyes throughout activity.

*Italicics indicate the teacher speaking directly to the student.*
### Awesome Add-On

**LES SON CONTENT**
- Students jog or walk around play 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 designated skill or exercise. For example, touch the ground, change directions, turn around, 10 jumping jacks, 5 push-ups, 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**
- Encourage participation.
- Clarify rules.

### Cool Down/Closure

**LES SON CONTENT**
- Collect equipment and have students sit in pairs.
- Think, Pair, Share (After a minute or so with each question, have a few students share answers with the class.)
  - As the catcher, what did you feel as you caught your partner?
  - When you were the faller, how did you feel as you fell?
  - What makes a good partner in a trust activity?

**ROLE OF ASSISTANT**
- Encourage students to provide answers.
- Point out students who did a good job.
# Cooperative Games 8th Grade: Lesson 9

<table>
<thead>
<tr>
<th>LESSON OUTCOMES</th>
<th>EQUIPMENT</th>
<th>BEFORE CLASS SET UP</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Apply Challenge by Choice to risk-taking activities.</td>
<td>- Pins</td>
<td>- Set up ones for Rock, Paper, Scissors</td>
</tr>
<tr>
<td>- Respect and support your own and others’ decisions.</td>
<td>- Mats</td>
<td>- Put pins in a container.</td>
</tr>
<tr>
<td>- Work together in small groups.</td>
<td>- 20 cones</td>
<td>- Set out mats.</td>
</tr>
</tbody>
</table>

## Instant Activity

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

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>- 4 cones close together to designate how far apart students stand as they play Rock, Paper, Scissors and 4 cones designate how far each student has to run.</td>
<td>- Set up cones.</td>
</tr>
<tr>
<td>- Students find partners and compete against each other playing Rock, Paper, Scissors.</td>
<td>- Move around supervising students.</td>
</tr>
<tr>
<td>- Winner must chase losing partner.</td>
<td>- Play against a student or 2.</td>
</tr>
<tr>
<td>- Partner gets away if he or she can get past far cones before being tagged.</td>
<td></td>
</tr>
<tr>
<td>- 1 point for tagging a partner and 1 point for escaping.</td>
<td></td>
</tr>
<tr>
<td>- You could set up gym with Success and Try Again areas. Students change sides every time they get 3 points.</td>
<td></td>
</tr>
</tbody>
</table>

## Health Related Physical Activity

### Aerobic Bowling (10 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Students form groups of 3, 1 pin and 1 ball per group.</td>
<td>- Pass out a ball and pin to each group.</td>
</tr>
<tr>
<td>- Set pin 15 to 30 feet from a cone (could be a partially filled plastic water bottle) depending on the age group.</td>
<td>- Move around area supervising students.</td>
</tr>
<tr>
<td>- 1 member will stand 2 feet behind pin.</td>
<td>- Give positive feedback, encouragement, and praise.</td>
</tr>
<tr>
<td>- On your signal, first bowler rolls ball at pin from behind cone.</td>
<td>- Collect equipment.</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 back to give it to next student in line.</td>
<td></td>
</tr>
<tr>
<td>- Challenge groups to move as fast as they can to strike most pins.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Variation: Use 2 pins (or water bottles) for each group so you can have strikes and spares.</td>
</tr>
</tbody>
</table>

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

*Italics indicate the teacher speaking directly to the student.*
### Circle of Friends
**Lesson Content**
- Objectives are to develop courage to fall off balance and develop trust and responsibility for safety of students falling.
- Divide students into groups of 8-10.
- Each group forms a tight circle with 1 student in center. Students in circle should be about 1 foot apart from each other.
- Student in center folds arms across chest, putting hands on opposite shoulders.
- Student in circle stands with 1 foot in front of other with hands up and out in front, ready to support friend in center.
- When center student is ready, he or she says, "Ready friends?"
- Those in circle respond in unison "Ready A (center student)."
- Center student says “Falling friends” and those in circle respond “Fall A.”
- Center student leans off balance in any direction keeping his or her body straight and rigid.
- Friends in circle gently catch center student and push him or her back up and across circle or to a friend along side. Push firmly but not rapidly, i.e., don’t throw student across circle.
- If center student fears he or she is falling, that student steps in direction of fall to maintain balance.
- After 20-25 seconds, center student and member of circle exchange places.
- Repeat until all have an opportunity in center.

**Role of Assistant**
- Make sure mats are set up (or do this activity outside on grass).
- Walk around encouraging students to challenge themselves.
- Remind students about trust, responsibility, and safety.
- Praise students.

**Variation**
- Easier-use fewer students in groups to make circle smaller.
- Harder-center student close eyes.
- Use more students to enlarge circle.
- Center student stands on a low platform (e.g., bench, milk crate).

### Follow the Leader/Group Line Up
**Lesson Content**
- Use same groups as previous activity.
- Each group forms 1 side of a square.
- All groups must be equidistant from leader who stands in center.
- Each group stands in order of height, with shortest player on right and tallest on left.
- All 4 groups must memorize where they are when facing leader. Are they behind leader? Are they to a side? Object of game is to return to same position no matter which direction leader turns.
- When music is turned on, students perform an exercise (jumping jacks, jog in place, bell jumps, something aerobic or strength building).
- When music is turned off, leader pivots in place, being careful not to give away which direction he or she will stop.
- As soon as leader stops turning and faces a team, all teams race to return to their proper positions, lining up in height order as described above. They must move individually without holding hands.
- First team to line up in new positions scores 5 points, second place scores 3 points and third place scores 1 point.
- 1 player from winning team becomes next leader.
- After a few turns, have leader move to a new position in activity area, making groups run to follow and keep up.
- Make sure a new leader is chosen every round.

**Role of Assistant**
- Participate in activity.
- Share information with students.
- Supervise students, encouraging them and providing positive feedback.
<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collect equipment and have students sit in pairs.</td>
<td>Encourage students to provide answers.</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>Point out students who did a good job.</td>
</tr>
<tr>
<td><em>In the activity circle of friends what worked and why?</em></td>
<td></td>
</tr>
<tr>
<td><em>What didn’t work and why?</em></td>
<td></td>
</tr>
<tr>
<td><em>How did you learn to trust your friends?</em></td>
<td></td>
</tr>
<tr>
<td><em>How do you earn the trust of your fellow students?</em></td>
<td></td>
</tr>
</tbody>
</table>
### Cooperative Games 8th Grade: Lesson 10

<table>
<thead>
<tr>
<th>LESSON OUTCOMES</th>
<th>EQUIPMENT</th>
<th>BEFORE CLASS SET UP</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Work together in small groups.</td>
<td>☐ Balloons</td>
<td>✔ Blow up balloons.</td>
</tr>
<tr>
<td>☐ Problem-solve challenging activities.</td>
<td>☐ 2-4 noodles</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>INSTANT ACTIVITY</th>
<th>HEALTH RELATED PHYSICAL ACTIVITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hi-10 Everybody’s It (5 minutes)</td>
<td>French Fry Tag (5 minutes)</td>
</tr>
</tbody>
</table>

#### LESSON CONTENT
- **Hi-10 Everybody’s It**
  - Object of the game: To tag and free as many people as possible.
  - Use 4 cones to form a 25 x 25 yd. square, or use court lines.
  - All students are “it”.
  - If tagged a student must sit or kneel down with both hands up.
  - A tagged student returns to the game when given a “HIGH 10” by another student.
  - If 2 students tag each other at the same time and argue they must both sit or kneel.
  - 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 rules.

#### LESSON CONTENT
- **French Fry Tag**
  - 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.
  - Quickly discuss negatives of fatty foods. Then 2-4 students are given a noodle; these students are French Fries.
  - Once tagged, a 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 student can be tagged. Students can keep exercising if a tagger is too close.
  - Switch taggers after 1-2 minutes.

#### ROLE OF ASSISTANT
- ✔ Help with equipment.
- ✔ Keep students on task.

 Italics indicate the teacher speaking directly to the student.

Cooperative Games 8th Grade | Lesson 10
### ACTIVITY #1
**Boop**  
**LESSON CONTENT**  
- A group of 4-6 students join hands in a circle and try to keep a balloon aloft with any part of their body except their hands.  
- Try playing with isolated body parts.  
- Is it possible to keep balloon afloat by blowing only?  
  - Variation: Try sitting down on floor while “booping.”  
  - Variation: Allow a designated student to call out boop commands: heads only, hands only, clockwise, counterclockwise, sit down and toes only, etc.

**ROLE OF ASSISTANT**  
- Pass out balloons.  
- Move around to each group offering praise and encouragement.

### ACTIVITY #2
**Balloon Trolleys**  
**LESSON CONTENT**  
- Students form groups of 8.  
- Blow up enough balloons so that you have 1 to fit between every student if they stand in a single file; if students are X and balloons are O the line would look like this: XOXOXOXOX  
- Have groups go from 1 end of play area to other without losing a balloon.  
- A balloon touching floor may result in:  
  - Entire group starting over again  
  - 2 students who dropped balloon having to go to front or end of line and replace balloon  
  - Group has to figure out how to pick up balloon and reinsert it without losing another balloon  
  - All of above; use whatever consequence coincides with your keen sense of challenge, tempered with a dollop of compassion  
- While moving to beat of music, small units gradually link up until there is 1 long train.

**ROLE OF ASSISTANT**  
- Pass out balloons to students where needed.  
- Keep opposite of teacher to help supervise.  
- Offer praise and encouragement.

### ACTIVITY #3
**Crazy Cones**  
**LESSON CONTENT**  
- 2 teams compete against each other; 1 team sets up cones while other team knocks them down.  
- All set-ups and knock downs must be done by hands; no feet!  
  - Variation: Students should use different methods of knocking them down and setting them up as designated by teacher: 1 finger, elbows only, opposite hand, while in a push-up position, doing 3 jumping jacks, etc.

**ROLE OF ASSISTANT**  
- Spread out cones across gym floor, half of them laying flat and half of them standing up.  
- Walk around providing positive feedback, encouragement, and praise.  
- Collect cones.

### COOL DOWN/CLOSURE
**Cool Down/Closure**  
- Collect equipment and have students sit in pairs.  
- Think, Pair, Share (After a minute or so with each question, have a few students share answers with the class.)  
  - What was your favorite activity today? Why?  
  - What was your favorite activity in the cooperative games unit? Why?

**ROLE OF ASSISTANT**  
- Encourage students to provide answers.  
- Point out students who did a good job.

---

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

*Italics indicate the teacher speaking directly to the student.*
Cooperative Games Appendix

Task Cards
TEAM MARATHON

- 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

Take a ball around your waist 15 times
Grapevine step 10 times (5 right, 5 left)
Give a high 5 to each team member
Punch up above head 20 times alternating right and left hand
# Football 8th 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 how to throw on the run to the right and left sides.</td>
<td>1 football per student</td>
<td>✔ Have footballs and flag belts ready.</td>
</tr>
<tr>
<td>✷ Demonstrate how to run an out pattern and catch the ball.</td>
<td>1 flag and belt set per student</td>
<td>✔ Set up grids for activities.</td>
</tr>
</tbody>
</table>

## INSTANT ACTIVITY

### Catch (5 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>■ Students find partners and play catch with each other. Receiver must catch ball while running.</td>
<td>✔ Distribute 1 flag and belt set per student and 1 football per pair.</td>
</tr>
<tr>
<td>■ Provide instructions.</td>
<td></td>
</tr>
<tr>
<td>■ Ensure that students are spaced properly.</td>
<td></td>
</tr>
</tbody>
</table>

## HEALTH RELATED PHYSICAL ACTIVITY

### Flag Pulling (10-12 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>■ Use a large area.</td>
<td>✔ Distribute 1 football per student.</td>
</tr>
<tr>
<td>■ On your signal, students pull flags off opposite team members while holding on to a football.</td>
<td></td>
</tr>
<tr>
<td>■ Object of game: to pull as many flags as possible from opponents in allotted time.</td>
<td></td>
</tr>
<tr>
<td>■ If a student’s flag is pulled off, he or she reattaches it and continues.</td>
<td></td>
</tr>
<tr>
<td>■ Ask students who had highest number of pulls within time limit.</td>
<td></td>
</tr>
<tr>
<td>■ Play multiple times as students try to beat their own scores.</td>
<td></td>
</tr>
</tbody>
</table>

## TRANSITION

### Transition

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>■ Students quickly gather around you for instructions.</td>
<td>✔ Assist with instruction.</td>
</tr>
</tbody>
</table>

## TRANSITION

### Transition

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
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</tr>
</thead>
<tbody>
<tr>
<td>■ Students find partners and quickly gather around you for a skill demonstration.</td>
<td>✔ Assist with instruction.</td>
</tr>
<tr>
<td>■ Students leave their flags on.</td>
<td>✔ Help students find partners.</td>
</tr>
</tbody>
</table>

*Italics indicate the teacher speaking directly to the student.*
ACTIVITY #1
Throwing on the Run
(3 minutes)

LESSON CONTENT
■ Ask 2 students to demonstrate.
■ Rollout to right side:
  ▪ 2 students line up parallel to each other about 10 steps apart. 1 is quarterback, 1 is receiver.
  ▪ On quarterback’s signal, play begins with quarterback running a half circle route behind line of scrimmage and throwing ball to receiver at end of route.
  ▪ Receiver will run a square pattern while quarterback runs. Receiver should catch quarterback’s pass at end of his or her route.
■ Rollout to left side: Same as above, though to left side rather than right.

ROLE OF ASSISTANT
■ Explain activity.
■ Demonstrate activity.
✓ Collect extra balls.

ACTIVITY #2
Right and Left Rollout
(8 minutes)

LESSON CONTENT
■ Students practice right and left rollouts.
■ Quarterback throws 2 times to receiver and then they switch roles.
★ Challenge: How many consecutive catches can each pair complete?

ROLE OF ASSISTANT
■ Control quality of activity.
■ Monitor spacing.

ACTIVITY #3
2-on-1
(10 minutes)

LESSON CONTENT
■ Students practice right and left rollouts.
■ Quarterback throws 2 times to receiver and then they switch roles.
■ Third student in each group defends receiver, trying to intercept or knock down ball or pull receiver’s flag.
■ Students quickly run back to line of scrimmage after every play.
★ Challenge: QB and receiver get a point for every completion and a bonus point if their flags are not pulled.

ROLE OF ASSISTANT
■ Control quality of activity.
■ Monitor spacing.
<table>
<thead>
<tr>
<th>Cool Down/Closure</th>
<th>(1 minute)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LESSON CONTENT</strong></td>
<td><strong>ROLE OF ASSISTANT</strong></td>
</tr>
<tr>
<td>Collect equipment.</td>
<td>✓ Help collect equipment.</td>
</tr>
<tr>
<td>Lead class in cool down exercises.</td>
<td>■ Move among students to help with exercises.</td>
</tr>
<tr>
<td>Facilitate discussion:</td>
<td>■ Provide feedback for answers to discussion questions.</td>
</tr>
<tr>
<td>- Why do you think it is important to learn to throw the ball on the run?</td>
<td></td>
</tr>
<tr>
<td>- How might throwing on the run give you an advantage in a game situation?</td>
<td></td>
</tr>
<tr>
<td>- Is throwing the ball on the run more difficult than throwing it when you’re standing still?</td>
<td></td>
</tr>
<tr>
<td>- Why?</td>
<td></td>
</tr>
<tr>
<td>- Play catch with a friend after school today.</td>
<td></td>
</tr>
</tbody>
</table>

* Italics indicate the teacher speaking directly to the student.*
<table>
<thead>
<tr>
<th>Football</th>
<th>8th 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.*
## Football 8th Grade: Lesson 2

<table>
<thead>
<tr>
<th>LESSON OUTCOMES</th>
<th>EQUIPMENT</th>
<th>BEFORE CLASS SET UP</th>
</tr>
</thead>
</table>
| - Demonstrate running different patterns.  
  - Demonstrate throwing accurately to a moving receiver. | - 1 football per student  
- 2 cones for every 10-12 students  
- 1 flag and belt set per student | - Have footballs and flag belts ready.  
- Set up cones for HRPA about 12 steps apart from each other (10-12 students per grid).  
- Set up multiple grids for activities. |

### Throwing on the Run

#### (5 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
</table>
| - Students find partners and practice throwing while running, rolling out right and then left. Receiver works on running a square out pattern. | ✓ Distribute 1 flag and belt set per student and 1 football per pair.  
- Provide instructions.  
- Ensure that students are spaced properly. |

### Breakout

#### (8 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
</table>
| - 2 defenders without flags or footballs stand at mid-court or mid-line.  
- All other students are on end line with a football under their arms and flags on.  
- Object of game: to run past defenders to other end line without losing flags.  
- If students lose both flags, they place their footballs in a ball container and become defenders.  
- Play until all students are caught.  
- New defenders for next game are last 2 students caught. | ✓ Set up cones 12 steps from each other in a straight line (2 cones for 10-12 students) in a rectangle about 25 X 40 feet, or use a basketball court.  
- Distribute 1 football per student.  
- Provide instructions.  
- Control quality of activity. |

### Transition

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Students quickly gather around you for instructions.</td>
<td>✓ Assist with instruction.</td>
</tr>
</tbody>
</table>

*Italics indicate the teacher speaking directly to the student.*
### Lesson 2: Football

#### Activity #1: Running Patterns (4 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students find partners and quickly gather around you for a skill demonstration.</td>
<td>Assist with instruction.</td>
</tr>
<tr>
<td></td>
<td>Help students find partners.</td>
</tr>
</tbody>
</table>

- Ask 2 students to demonstrate:
  - 10 and out (sprint about 10 steps and make a right angle cutting out toward sideline).
  - Buttonhook (sprint about 10 steps, stop and turn around).
  - Stop and go (sprint about 10 steps and fake stopping, then take off sprinting).

- 2 students line up parallel to each other about 10 steps apart (1 is quarterback, 1 is receiver).

- On quarterback’s signal, play begins with quarterback dropping back and throwing ball to receiver at end of a selected pattern.

- All 3 patterns look identical for first 5 yards; this is what makes them difficult for a defender to cover.

#### Activity #2: Running Patterns (5 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>On quarterback’s signal, students practice running different patterns:</td>
<td>Control quality of activity.</td>
</tr>
<tr>
<td></td>
<td>Monitor spacing.</td>
</tr>
</tbody>
</table>

- 10 and out (sprint about 10 steps and make a right angle cutting out toward sideline).
- Buttonhook (sprint about 10 steps, stop and turn around).
- Stop and go (sprint about 10 steps and fake stopping, then take off sprinting).

- Receiver runs each pattern once then switches roles with quarterback.

- Challenge: How many consecutive catches can each pair complete?

#### Transition

- Students find partners and quickly gather around you for a skill demonstration.

- On “Go” students find partners and go to a designated area.

- Assist with instruction.
- Help students find designated areas.

- On quarterback’s signal, students practice running different patterns:
  - 10 and out (sprint about 10 steps and make a right angle cutting out toward sideline).
  - Buttonhook (sprint about 10 steps, stop and turn around).
  - Stop and go (sprint about 10 steps and fake stopping, then take off sprinting).

- Receiver runs each pattern once then switches roles with quarterback.

- Challenge: How many consecutive catches can each pair complete?

#### Transition

- Pairs form groups of 6 and put 1 football away.
- Each group of 6 will divide into 2 groups of 3 for a 2-on-1 game.

**Set Up or Prep Duties**

**Cues or Key Concepts**

**Variation**

**Challenge**

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

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Groups go to assigned grids.</td>
<td>Assist with grid assignments.</td>
</tr>
<tr>
<td>Students practice running different patterns with a defender.</td>
<td>Control quality of activity.</td>
</tr>
<tr>
<td>Quarterback, receiver, and defender switch roles after every 2 plays.</td>
<td>Monitor spacing.</td>
</tr>
<tr>
<td>Receiver can run any pattern.</td>
<td></td>
</tr>
<tr>
<td>Defender tries to intercept or knock down ball or pull receiver’s flag.</td>
<td></td>
</tr>
<tr>
<td>Students quickly run back to line of scrimmage after every play.</td>
<td></td>
</tr>
</tbody>
</table>

* Challenge: QB and receiver get a point for every completion and a bonus point if their flags are not pulled.

---

## Cool Down/Closure
(1 minute)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students collect equipment then stretch.</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 to help with exercises.</td>
</tr>
<tr>
<td>What are some different patterns that you can run?</td>
<td>Provide feedback for answers to question.</td>
</tr>
<tr>
<td>Why might you choose one pass pattern over another?</td>
<td></td>
</tr>
<tr>
<td>What makes one pattern better or more useful than another?</td>
<td></td>
</tr>
<tr>
<td>What does the defender need to pay attention to when trying to defend against the receiver?</td>
<td></td>
</tr>
<tr>
<td>What is your favorite receiving pattern? Why?</td>
<td></td>
</tr>
<tr>
<td>Practice running patterns at home.</td>
<td></td>
</tr>
</tbody>
</table>

**Italics indicate the teacher speaking directly to the student.**
Football 8th Grade : Lesson 3

### LESSON OUTCOMES
- Demonstrate modified punting and kickoff.
- Promote teamwork and cooperative skill building.

### EQUIPMENT
- 1 football per student
- 6 cones for every field (18 cones for 3 fields).
- 1 flag and belt set per student

### BEFORE CLASS SET UP
- Have footballs and flag belts ready
- Set up cones for HRPA. Use entire basketball court or larger area outside. Put cone in each corner.
- Set up cones for punt game.

---

### Running Patterns
**LESSON CONTENT**
- Review prior lesson’s activity.
- Students form groups of 3 and practice running different patterns with a quarterback, receiver, and a defender.

**ROLE OF ASSISTANT**
- Distribute 1 flag and belt set per student and 1 football per group.
- Provide instructions.
- Ensure that students are spaced properly.

---

### Breakout
**LESSON CONTENT**
- 2 defenders without flags or footballs stand at mid-court or mid-line.
- All other students are on end line with a football under their arms and flags on.
- Object of game: to run past defenders to other end line without losing flags.
- If students lose both flags, they place their footballs in a ball container and become defenders.
- Play until all students are caught.
- New defenders for next game are last 2 students caught.

**ROLE OF ASSISTANT**
- Set up cones 12 steps from each other in a straight line (2 cones for 10-12 students) in a rectangle about 25 X 40 feet, or use a basketball court.
- Distribute 1 football per student.
- Provide instructions.
- Control quality of activity.

---

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

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

---

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

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

<table>
<thead>
<tr>
<th>Transition</th>
<th>8th Grade</th>
<th>Lesson 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LESSON CONTENT</strong></td>
<td><strong>ROLE OF ASSISTANT</strong></td>
<td></td>
</tr>
<tr>
<td>Students find partners and quickly gather around you for a skill demonstration.</td>
<td>Help students find partners.</td>
<td></td>
</tr>
<tr>
<td><strong>ACTIVITY #1</strong></td>
<td><strong>Punting</strong> (2 minutes)</td>
<td></td>
</tr>
<tr>
<td>LESSON CONTENT</td>
<td>ROLE OF ASSISTANT</td>
<td></td>
</tr>
<tr>
<td>Have 2 students demonstrate.</td>
<td>Explain activity.</td>
<td></td>
</tr>
<tr>
<td>Explain that for safety reasons, this is how punts and kickoffs will be done.</td>
<td>Demonstrate activity.</td>
<td></td>
</tr>
<tr>
<td>Select a kicker (thrower).</td>
<td>✓ Collect extra balls.</td>
<td></td>
</tr>
<tr>
<td>Kicker (thrower) throws football as far as possible down field.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Team members cannot move until football has been thrown.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>ACTIVITY #2</strong></td>
<td><strong>Kickoff</strong> (5 minutes)</td>
<td></td>
</tr>
<tr>
<td>LESSON CONTENT</td>
<td>ROLE OF ASSISTANT</td>
<td></td>
</tr>
<tr>
<td>Students remain in pairs.</td>
<td>Control quality of activity.</td>
<td></td>
</tr>
<tr>
<td>Students stand about 10 steps away from each other. 1 student throws football and his or her partner catches it and throws it back.</td>
<td>Monitor spacing.</td>
<td></td>
</tr>
<tr>
<td>On your signal, each student takes 2 steps backward and continues to throw football.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Challenge: How high and far can each student throw football?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TRANSITION</strong></td>
<td><strong>Transition</strong></td>
<td></td>
</tr>
<tr>
<td>LESSON CONTENT</td>
<td>ROLE OF ASSISTANT</td>
<td></td>
</tr>
<tr>
<td>Have partners combine and form groups of 6, 8 or 10 students (smaller groups are more active).</td>
<td>Assist with grouping.</td>
<td></td>
</tr>
<tr>
<td>Make sure you have an even number of teams.</td>
<td>✓ Collect extra footballs</td>
<td></td>
</tr>
<tr>
<td><strong>ACTIVITY #3</strong></td>
<td><strong>Punt Game</strong> (10 minutes)</td>
<td></td>
</tr>
<tr>
<td>LESSON CONTENT</td>
<td>ROLE OF ASSISTANT</td>
<td></td>
</tr>
<tr>
<td>2 teams per field.</td>
<td>✓ Set up fields with cones.</td>
<td></td>
</tr>
<tr>
<td>Football is thrown; once receiving team controls ball, all receiving team members try to run to end zone without getting their flags pulled by kicking team.</td>
<td>Control quality of activity.</td>
<td></td>
</tr>
<tr>
<td>A point is awarded for every player without a football that reaches end zone safely.</td>
<td>Monitor spacing.</td>
<td></td>
</tr>
<tr>
<td>5 points are awarded for each student with a football reaching end zone safely.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Switch roles for punting.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>If time allows, rotate teams.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

*Italics indicate the teacher speaking directly to the student.*
## Cool Down/Closure
(1 minute)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students collect equipment and stretch.</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 to help with exercises.</td>
</tr>
<tr>
<td>What do you think is the purpose for punting (throwing) the ball high and deep?</td>
<td>Provide feedback for answers to question.</td>
</tr>
<tr>
<td>Would there be a situation where you wouldn’t want to punt high and/or deep?</td>
<td></td>
</tr>
<tr>
<td>What should your teammates do when the ball is punted high and deep?</td>
<td></td>
</tr>
<tr>
<td>Practice throwing far at home with a friend.</td>
<td></td>
</tr>
</tbody>
</table>

*Italics indicate the teacher speaking directly to the student.*
# Football 8th Grade: Lesson 4

<table>
<thead>
<tr>
<th>LESSON OUTCOMES</th>
<th>EQUIPMENT</th>
<th>BEFORE CLASS SET UP</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Demonstrate tucking the football.</td>
<td>- 1 football per student</td>
<td>✓ Have footballs and flag belts ready.</td>
</tr>
<tr>
<td>- Apply previously learned football skills in a game.</td>
<td>- 6 cones per field</td>
<td>✓ Set up cones for HRPA if needed.</td>
</tr>
<tr>
<td></td>
<td>- 1 flag and belt set per student</td>
<td>✓ Set up small grids if needed.</td>
</tr>
<tr>
<td></td>
<td>- 3 noodles</td>
<td>✓ Set up 6 cones per field (6 fields = 60 students) for Arena Football. Use entire gym or larger area; preferred area 50 steps long X 25 steps wide.</td>
</tr>
</tbody>
</table>

## Instant Activity

### Throwing and Running

(5 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Students find partners and practice throwing to each other.</td>
<td>✓ Distribute 1 flag and belt set per student and 1 football per group.</td>
</tr>
<tr>
<td>- Receiver runs different patterns.</td>
<td>✓ Provide instructions.</td>
</tr>
<tr>
<td>- Students switch roles.</td>
<td>✓ Ensure that students are spaced properly.</td>
</tr>
</tbody>
</table>

## Transition

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Students quickly gather around you for instructions.</td>
<td>✓ Assist with instruction.</td>
</tr>
</tbody>
</table>

## Health Related Physical Activity

### Noodle Tag

(6 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Use entire gymnasium or large outdoor activity space.</td>
<td>✓ Set up cones for boundaries.</td>
</tr>
<tr>
<td>- On your signal, taggers tag students’ footballs.</td>
<td>✓ Distribute 1 football per student.</td>
</tr>
<tr>
<td>- Students tuck footballs under their arms to avoid getting tagged.</td>
<td>✓ Give 3 students noodles.</td>
</tr>
<tr>
<td>- If tagged, a student must run 1 lap around perimeter before getting back in.</td>
<td>✓ Provide instructions.</td>
</tr>
<tr>
<td>- Make sure to switch taggers.</td>
<td>✓ Control quality of activity.</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 and quickly gather around you for a skill demonstration.</td>
<td>✓ Help students find partners.</td>
</tr>
<tr>
<td></td>
<td>✓ Assist with instruction.</td>
</tr>
</tbody>
</table>

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

---

**Football** | 8th Grade | Lesson 4
# Football

## Activity #1

### Tucking the Football

**Lesson Content**
- Demonstrate tucking football.
- Hold 1 end of football firmly in your hand.
- Tuck other end firmly under your armpit.
- Ask a student to gently tap football on top. Goal is not to have football dislodge.

**Role of Assistant**
- Explain activity.
- Demonstrate activity.

## Transition

**Lesson Content**
- On “Go” students find an open area or report to their grids.

**Role of Assistant**
- Help students find open areas.

## Activity #2

### Tucking the Football

**Lesson Content**
- Students find partners, 1 quarterback and 1 receiver.
- On a signal from quarterback, receiver runs a pattern, catches football thrown by quarterback and tucks ball away.
- Partners switch roles.
- Challenge: How many consecutive passes can each pair complete?

**Role of Assistant**
- Control quality of activity.
- Monitor spacing and safety.

## Transition

**Lesson Content**
- Partnerships form groups of 10, 1 football per group.
- Groups divide into 2 teams of 5 for a game. Groups can be made smaller to encourage more activity.

**Role of Assistant**
- Assist with grouping.
- Collect extra footballs and noodles.

---

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# Activity #3

## Arena Football

(15-20 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Demonstrate game during explanation.</td>
<td>✓ Set up an area about the size of a basketball court or larger using cones Use 6 cones per field.</td>
</tr>
<tr>
<td>☐ Ball is started in center of field.</td>
<td>✓ Distribute equipment.</td>
</tr>
<tr>
<td>☐ Each team has 1 quarterback and 4 receivers.</td>
<td>■ Help groups find fields.</td>
</tr>
<tr>
<td>☐ Team on defense must use 1-on-1 coverage.</td>
<td>■ Explain activity as needed.</td>
</tr>
<tr>
<td>☐ Object of game: to score points by moving football past opponent’s goal line.</td>
<td>■ Provide positive feedback.</td>
</tr>
<tr>
<td>☐ Student defending quarterback must count to “7 alligators” before approaching.</td>
<td></td>
</tr>
<tr>
<td>☐ Quarterback cannot run past line of scrimmage (demo this for students).</td>
<td></td>
</tr>
<tr>
<td>☐ Teams get 5 downs to score.</td>
<td></td>
</tr>
<tr>
<td>☐ After each offensive play there must be a new quarterback; students cannot quarterback twice in a row.</td>
<td></td>
</tr>
<tr>
<td>☐ Points equal number of students that caught a pass before scoring a touchdown. If only 1 player received a pass before a touchdown was scored, team gets 1 point. If all 5 players caught a pass before a touchdown was scored, team gets 5 points.</td>
<td></td>
</tr>
<tr>
<td>☐ If football is intercepted, interceptor may run until his or her flag is pulled.</td>
<td></td>
</tr>
<tr>
<td>☐ If a team cannot score after 5 downs, ball goes to other team at center of field.</td>
<td></td>
</tr>
<tr>
<td>☐ There are no kickoffs or punts and all change of possessions begin at center of field.</td>
<td></td>
</tr>
<tr>
<td>☐ Rotate teams if time permits.</td>
<td></td>
</tr>
</tbody>
</table>

## Cool Down/Closure

(2 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Students collect equipment and stretch.</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 to help with exercises.</td>
</tr>
<tr>
<td>■ How are the two ends of the football tucked away?</td>
<td>■ Provide feedback for answers to question.</td>
</tr>
<tr>
<td>■ Practice holding a football at home.</td>
<td></td>
</tr>
</tbody>
</table>

**Italics indicate the teacher speaking directly to the student.**
## Football 8th Grade : Lesson 5

<table>
<thead>
<tr>
<th>LESSON OUTCOMES</th>
<th>EQUIPMENT</th>
<th>BEFORE CLASS SET UP</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>FLOW equipment</td>
<td>Set up for FLOW activities.</td>
</tr>
<tr>
<td></td>
<td>1 flag and belt set per student</td>
<td>Have footballs ready for instant activity distribution.</td>
</tr>
<tr>
<td></td>
<td>1 football per student</td>
<td>Have fields set up for Arena Football after FLOW. Set up 6 cones per field (6 fields = 60 students) for Arena Football. Use entire gym or larger area; preferred area 50 steps long X 25 steps wide.</td>
</tr>
<tr>
<td></td>
<td>6 cones per field used</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>INSTANT ACTIVITY</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>2-on-1 (5 minutes)</td>
<td></td>
</tr>
<tr>
<td>LESSON CONTENT</td>
<td>ROLE OF ASSISTANT</td>
</tr>
<tr>
<td>Students find group and play 2-on-1 with each other.</td>
<td>✓ Distribute 1 football per pair.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>HEALTH RELATED PHYSICAL ACTIVITY</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>FLOW (15-20 minutes)</td>
<td></td>
</tr>
<tr>
<td>LESSON CONTENT</td>
<td>ROLE OF ASSISTANT</td>
</tr>
<tr>
<td>FLOW</td>
<td></td>
</tr>
<tr>
<td>Demonstrates station activities to students.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Transition</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>LESSON CONTENT</td>
<td>ROLE OF ASSISTANT</td>
</tr>
<tr>
<td>Students quickly form teams of 5. Make sure you have an even number of teams. Smaller teams mean more MVPA for students.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Transition</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>LESSON CONTENT</td>
<td>ROLE OF ASSISTANT</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.*
### Arena Football (10-15 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate game during explanation.</td>
<td>✔ Set up an area about the size of a basketball court or larger using cones. Use 6 cones per field.</td>
</tr>
<tr>
<td>Ball is started in center of field.</td>
<td>✔ Distribute equipment.</td>
</tr>
<tr>
<td>Each team has 1 quarterback and 4 receivers.</td>
<td>✔ Help groups find fields.</td>
</tr>
<tr>
<td>Team on defense must use 1-on-1 coverage.</td>
<td>✔ Explain activity as needed.</td>
</tr>
<tr>
<td>Object of game: to score points by moving football past opponent's goal line.</td>
<td>✔ Provide positive feedback.</td>
</tr>
<tr>
<td>Student defending quarterback must count to &quot;7 alligators&quot; before approaching.</td>
<td></td>
</tr>
<tr>
<td>Quarterback cannot run past line of scrimmage (demo this for students).</td>
<td></td>
</tr>
<tr>
<td>Teams get 5 downs to score.</td>
<td></td>
</tr>
<tr>
<td>After each offensive play there must be a new quarterback; students cannot quarterback twice in a row.</td>
<td></td>
</tr>
<tr>
<td>Points equal number of students that caught a pass before scoring a touchdown. If only 1 player received a pass before a touchdown was scored, team gets 1 point. If all 5 players caught a pass before a touchdown was scored, team gets 5 points.</td>
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</tr>
<tr>
<td>If football is intercepted, interceptor may run until his or her flag is pulled.</td>
<td></td>
</tr>
<tr>
<td>If a team cannot score after 5 downs, ball goes to other team at center of field.</td>
<td></td>
</tr>
<tr>
<td>There are no kickoffs or punts and all change of possessions begin at center of field.</td>
<td></td>
</tr>
<tr>
<td>Rotate teams if time permits.</td>
<td></td>
</tr>
</tbody>
</table>

### Cool Down/Closure (1 minute)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students collect equipment and stretch.</td>
<td>✔ Help collect equipment.</td>
</tr>
<tr>
<td>Ask students:</td>
<td>✔ Move among students to help with exercises.</td>
</tr>
<tr>
<td>What is the purpose of the FLOW activities?</td>
<td>✔ Give feedback for correct answers to questions.</td>
</tr>
<tr>
<td>Tell and show your parents and friends about FLOW and demonstrate some of the activities to them.</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.*
# Football
## 8th Grade: Lesson 6

<table>
<thead>
<tr>
<th><strong>LESSON OUTCOMES</strong></th>
<th><strong>EQUIPMENT</strong></th>
<th><strong>BEFORE CLASS SET UP</strong></th>
</tr>
</thead>
</table>
| ■ Apply previously learned football skills in a game.  
■ Promote teamwork and cooperative skill building. | ■ 1 football per student  
■ 6 cones per field  
■ 1 flag and belt set per student  
■ 4 cones for HRPA | ✓ Have footballs and flag belts ready.  
✓ Set up cones for HRPA.  
✓ Set up 6 cones per field (6 fields = 60 students) for Arena Football. Use entire gym or larger area; preferred area 50 steps long X 25 steps wide. |

### INTRANT ACTIVITY

<table>
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</tr>
</thead>
</table>
| ■ Students form groups of 3 and practice in and out fly patterns with a defender.  
■ Receivers tuck football away after a catch. | ✓ Distribute 1 flag and belt set per student and 1 football per group.  
✓ Provide instructions.  
✓ Ensure that students are spaced properly. |

### TRANSITION

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<thead>
<tr>
<th><strong>LESSON CONTENT</strong></th>
<th><strong>ROLE OF ASSISTANT</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>■ Students quickly gather around you for instructions.</td>
<td>■ Assist with instruction.</td>
</tr>
</tbody>
</table>

### HEALTH-RELATED PHYSICAL ACTIVITY

<table>
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<tr>
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<th><strong>ROLE OF ASSISTANT</strong></th>
</tr>
</thead>
</table>
| ■ Each student wears a set of flags.  
■ Object of game: to pull as many flags and free as many students as possible.  
■ All students are “It.” If students lose any flags they have to kneel down.  
■ Student can free frozen students by giving them a set of flags they are carrying.  
■ With gratitude, a frozen student says “thank you” and student helping says “You’re welcome.”  
■ Students may only carry 1 flag at a time, so in order to pull more, they have to give flags away.  
■ If a student’s flag is pulled while he or she is carrying 1, they kneel down and put that flag on. | ✓ Set up 20 X 20 yard square with cones.  
✓ Assist with equipment.  
■ Provide instructions.  
■ Control quality of activity. |

### TRANSITION

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<tr>
<th><strong>LESSON CONTENT</strong></th>
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</tr>
</thead>
<tbody>
<tr>
<td>■ Students form groups of 5. You must have an even number of teams.</td>
<td>■ Assist with grouping.</td>
</tr>
</tbody>
</table>

*Italics indicate the teacher speaking directly to the student.*
**Activity #1**  
**Arena Football**  
(20 minutes)

<table>
<thead>
<tr>
<th>Lesson Content</th>
<th>Role of Assistant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate game during explanation.</td>
<td>Set up an area about the size of a basketball court or larger using cones. Use 6 cones per field.</td>
</tr>
<tr>
<td>Ball is started in center of field.</td>
<td>Distribute equipment.</td>
</tr>
<tr>
<td>Each team has 1 quarterback and 4 receivers.</td>
<td>Help groups find fields.</td>
</tr>
<tr>
<td>Team on defense must use 1-on-1 coverage.</td>
<td>Explain activity as needed.</td>
</tr>
<tr>
<td>Object of game: to score points by moving football past opponent’s goal line.</td>
<td>Provide positive feedback.</td>
</tr>
<tr>
<td>Student defending quarterback must count to “7 alligators” before approaching.</td>
<td></td>
</tr>
<tr>
<td>Quarterback cannot run past line of scrimmage (demo this for students).</td>
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<td>Teams get 5 downs to score.</td>
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<tr>
<td>After each offensive play there must be a new quarterback; students cannot quarterback twice in a row.</td>
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<td>Points equal number of students that caught a pass before scoring a touchdown. If only 1 player received a pass before a touchdown was scored, team gets 1 point. If all 5 players caught a pass before a touchdown was scored, team gets 5 points.</td>
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<td>If football is intercepted, interceptor may run until his or her flag is pulled.</td>
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<tr>
<td>If a team cannot score after 5 downs, ball goes to other team at center of field.</td>
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</tr>
<tr>
<td>There are no kickoffs or punts and all change of possessions begin at center of field.</td>
<td></td>
</tr>
<tr>
<td>Rotate teams after 10 minutes.</td>
<td></td>
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</table>

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

<table>
<thead>
<tr>
<th>Lesson Content</th>
<th>Role of Assistant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lead class in cool down exercises.</td>
<td>✓ Help collect equipment.</td>
</tr>
<tr>
<td>Integrate messages with other components.</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>✓ Provide feedback for answers to question.</td>
</tr>
<tr>
<td>What football skill do you need to work on the most? Why?</td>
<td></td>
</tr>
<tr>
<td>What is your best skill? Why?</td>
<td></td>
</tr>
<tr>
<td>Practice football with friends at home.</td>
<td></td>
</tr>
</tbody>
</table>
## LESSON OUTCOMES
- Demonstrate guarding a receiver.
- Apply previously learned football skills in a game.

## EQUIPMENT
- 1 football per student
- 6 cones per field
- 1 flag and belt set per student

## BEFORE CLASS SET UP
- Have footballs and flag belts ready.
- Set up cones for HRPA if needed.
- Set up 6 cones per field (6 fields = 60 students) for Arena Football. Use entire gym or larger area; preferred area 50 steps long X 25 steps wide.

### Leading a Receiver
**Lesson Content**
- Students find partners and practice leading a receiver.
- Have students practice 10 and out or in.

### Cops and Robbers
**Lesson Content**
- Students find a partner close to same speed.
- 1 student stands behind the other, completely stretches arms out in front, places hands on other student's shoulders, then drops arms.
- Object of game: for front partner (robber) to escape from other partner (cop) while staying within boundaries.
- If robber is more than arm's length away when whistle blows, then cop does 5 jumping jacks.
- If robber is within reach at whistle, he or she does 5 jumping jacks.
- Switch roles after each round.

### Transition
**Lesson Content**
- Students quickly gather around you for instructions.

### Transition
**Lesson Content**
- Students quickly gather around you for a skill demonstration.

### HEALTH RELATED PHYSICAL ACTIVITY

**Cops and Robbers**
- Set up a large square with cones.
- Assist class with organization and implementation of drill.
- Provide positive feedback on effort, success, and improvement.

**Leading a Receiver**

**Instant Activity**
- INSTANT ACTIVITY
- Leading a Receiver
- (5 minutes)

**Lesson Content**
- Provide instructions.
- Ensure that students are spaced properly.

**Role of Assistant**
- Distribute 1 flag and belt set per student and 1 football per pair.
- Assist with instruction.

**Transition**
- Transition
- LESSON CONTENT
- ROLE OF ASSISTANT
- Students quickly gather around you for instructions.
- Assist with instruction.

**Transition**
- Transition
- LESSON CONTENT
- ROLE OF ASSISTANT
- Students quickly gather around you for a skill demonstration.
- Assist with instruction.

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ACTIVITY #1

Defending/Covering Skill Demonstration
(3 minutes)

LESSON CONTENT
■ Students form a semi-circle.
■ Select a student to help demonstrate main points of defending/covering.

Defending/Covering: Always keep receiver in front, stay low to ground with feet spread out as much as possible (this helps with quick directional changes), stay as close to receivers as possible (within touching distance).

ROLE OF ASSISTANT
■ Help with discipline and cooperation.

ACTIVITY #2

2-on-1 Passing Game
(5 minutes)

LESSON CONTENT
■ Demonstrate.
■ Students form groups of 3: 1 quarterback, 1 receiver, and 1 defender.
■ Quarterback and receiver decide on which pass pattern to run.
■ QB with a ball says “go” and receiver runs a pattern.
■ Defender attempts to knock down ball or intercept it.
■ If pass is completed, the defender immediately pulls flags.
■ Rotate positions every 3 passes.
■ 1 point for QB and receiver for every completion and 1 point for defender for every interception.

ROLE OF ASSISTANT
■ Control quality of activity.
■ Monitor spacing and safety.

ACTIVITY #3

Arena Football
(10-15 minutes)

LESSON CONTENT
■ Demonstrate game during explanation.
■ Ball is started in center of field.
■ Each team has 1 quarterback and 4 receivers.
■ Team on defense must use 1-on-1 coverage.
■ Object of game: to score points by moving football past opponent’s goal line.
■ Student defending quarterback must count to “7 alligators” before approaching.
■ Quarterback cannot run past line of scrimmage (demo this for students).
■ Teams get 5 downs to score.
■ After each offensive play there must be a new quarterback; students cannot quarterback twice in a row.
■ Points equal number of students that caught a pass before scoring a touchdown. If only 1 player received a pass before a touchdown was scored, team gets 1 point. If all 5 players caught a pass before a touchdown was scored, team gets 5 points.
■ If football is intercepted, interceptor may run until his or her flag is pulled.
■ If a team cannot score after 5 downs, ball goes to other team at center of field.
■ There are no kickoffs or punts and all change of possessions begin at center of field.
■ Rotate teams after 10 minutes.

ROLE OF ASSISTANT
■ Assist with grouping.
■ Help collect equipment.

Transition

LESSON CONTENT
■ Groups of 3 form groups of 6. Use smaller groups for more MVPA.

ROLE OF ASSISTANT
■ Assist with grouping.

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

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lead class in cool down exercises.</td>
<td>✓ Help collect equipment.</td>
</tr>
<tr>
<td>Integrate messages with other components.</td>
<td></td>
</tr>
<tr>
<td>Think, Pair, Share (After a minute or so with each question, have a few students share answers with the class.)</td>
<td>✓ Move among students to help with exercises.</td>
</tr>
<tr>
<td>How do you best cover a receiver?</td>
<td>✓ Provide feedback for answers to question.</td>
</tr>
<tr>
<td>How can you watch both quarterback and receiver at the same time?</td>
<td></td>
</tr>
<tr>
<td>Practice covering a receiver by playing the 2-on-1 passing game at home.</td>
<td></td>
</tr>
</tbody>
</table>

 Italics indicate the teacher speaking directly to the student.
Football 8th Grade Lesson 7

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

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

<table>
<thead>
<tr>
<th><strong>Lesson Outcomes</strong></th>
<th><strong>Equipment</strong></th>
<th><strong>Before Class Set Up</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate changing direction after catching a football.</td>
<td>1 football per student</td>
<td>✓ Have footballs and flag belts ready.</td>
</tr>
<tr>
<td>Promote teamwork and cooperative skill building.</td>
<td>1 flag and belt set per student</td>
<td>✓ Set up cones for HRPA if needed.</td>
</tr>
</tbody>
</table>

### Instant Activity

#### 3-on-2 (5 minutes)

**Lesson Content**
- Students form groups of 5, 1 quarterback, 2 receivers, 2 defenders.
- Students switch roles after each pass play.
- Quarterback passes to any open receiver and tries to complete a pass successfully.

**Role of Assistant**
- Assist with grouping.
- Provide instructions.
- Ensure that students are spaced properly.

**Set up or Prep Duties**
- Distribute 1 flag and belt set per student and 1 football per pair.
- Assist with grouping.
- Provide instructions.
- Ensure that students are spaced properly.

### Breakout (10 minutes)

**Lesson Content**
- 2 defenders without flags or footballs stand at mid-court or mid-line.
- All other students are on end line with a football under their arms and flags on.
- Object of game: to run past defenders to other end line without losing flags.
- If students lose both flags, they place their footballs in a ball container and become defenders.
- Play until all students are caught.
- New defenders for next game are last 2 students caught.

**Role of Assistant**
- Set up cones 12 steps from each other in a straight line (2 cones for 10-12 students) in a rectangle about 25 X 40 feet, or use a basketball court.
- Distribute 1 football per student.
- Assist with instruction.
- Control quality of activity.

### Transition

**Lesson Content**
- Students quickly gather around you for instructions.

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

**Set or Prep Duties**
- Assist with grouping.
- Provide instructions.
- Control quality of activity.

*Italics indicate the teacher speaking directly to the student.*
### Lesson 8: Football

#### Transition

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>■ Students quickly gather around you for a skill demonstration.</td>
<td>■ Assist with instruction.</td>
</tr>
</tbody>
</table>

#### Activity #1: Changing Direction After a Catch (2 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>■ Demonstrate.</td>
<td>■ Explain activity.</td>
</tr>
<tr>
<td>■ Select who will be a thrower first and who will be a receiver.</td>
<td>■ Demonstrate activity.</td>
</tr>
<tr>
<td>■ Partners get together and determine which route receiver will run.</td>
<td></td>
</tr>
<tr>
<td>■ On thrower’s signal, receiver runs route and thrower passes football to receiver at end of route.</td>
<td></td>
</tr>
<tr>
<td>■ If receiver catches football, he or she quickly changes direction and runs.</td>
<td></td>
</tr>
<tr>
<td>■ Object is for receiver to get away and making it more difficult for opponent to take flags.</td>
<td></td>
</tr>
</tbody>
</table>

#### Transition

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>■ On “Go” students form groups of 3 and open areas or grids.</td>
<td>■ Help students find groups.</td>
</tr>
</tbody>
</table>

#### Activity #2: Changing Direction After a Catch (5 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
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</tr>
</thead>
<tbody>
<tr>
<td>■ Select who will be quarterback, receiver, and defender.</td>
<td>✓ Distribute footballs.</td>
</tr>
<tr>
<td>■ Quarterback throws, defender defends, and receiver will catch football after running a route and changing directions to avoid defender.</td>
<td>■ Control quality of activity.</td>
</tr>
<tr>
<td>■ Students switch roles.</td>
<td>■ Monitor spacing and safety.</td>
</tr>
<tr>
<td>⚫ Challenge: How many times can each receiver make defender miss?</td>
<td></td>
</tr>
</tbody>
</table>

#### Transition

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</tr>
</thead>
<tbody>
<tr>
<td>■ Students form groups of 5.</td>
<td>■ Assist with grouping.</td>
</tr>
<tr>
<td>✓ Collect extra footballs.</td>
<td></td>
</tr>
</tbody>
</table>

**Set Up or Prep Duties**

**Cues or Key Concepts**

**Variation**

**Challenge**

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### Activity #3

#### Arena Football (20-25 minutes)

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<th>LESSON CONTENT</th>
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<tr>
<td>- Demonstrate game during explanation.</td>
<td>✓ Set up an area about the size of a basketball court or larger using cones. Use 6 cones per field.</td>
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<tr>
<td>- Ball is started in center of field.</td>
<td>✓ Distribute equipment.</td>
</tr>
<tr>
<td>- Each team has 1 quarterback and 4 receivers.</td>
<td>✓ Help groups find fields.</td>
</tr>
<tr>
<td>- Team on defense must use 1-on-1 coverage.</td>
<td>✓ Explain activity as needed.</td>
</tr>
<tr>
<td>- Object of game: to score points by moving football past opponent’s goal line.</td>
<td>✓ Provide positive feedback.</td>
</tr>
<tr>
<td>- Student defending quarterback must count to “7 alligators” before approaching.</td>
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</tr>
<tr>
<td>- Quarterback cannot run past line of scrimmage (demo this for students).</td>
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<td>- Teams get 5 downs to score.</td>
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<td>- After each offensive play there must be a new quarterback; students cannot quarterback twice in a row.</td>
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<td>- If a team cannot score after 5 downs, ball goes to other team at center of field.</td>
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<td>- There are no kickoffs or punts and all change of possessions begin at center of field.</td>
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<td>- Rotate teams after 10 minutes.</td>
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#### Cool Down/Closure (5 minutes)

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<td>- Integrate messages with other components.</td>
<td>✓ Move among students to help with exercises.</td>
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<tr>
<td>- Think, Pair, Share (After a minute or so with each question, have a few students share answers with the class.)</td>
<td>✓ Provide feedback for answers to question.</td>
</tr>
<tr>
<td>- Why do you think it is important to learn to change direction after the catch?</td>
<td></td>
</tr>
<tr>
<td>- Practice catching the football and then changing directions with friends after school.</td>
<td></td>
</tr>
</tbody>
</table>

*Italics indicate the teacher speaking directly to the student.*
Football 8th Grade Lesson 8

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

*Italics indicate the teacher speaking directly to the student.*
Football  8th Grade : Lesson 9

<table>
<thead>
<tr>
<th>LESSON OUTCOMES</th>
<th>EQUIPMENT</th>
<th>BEFORE CLASS SET UP</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Apply previously learned football skills in a game.</td>
<td>1 football per student</td>
<td>✓ Have footballs and flag belts ready.</td>
</tr>
<tr>
<td>● Promote teamwork and cooperative skill building.</td>
<td>6 cones per field</td>
<td>✓ Set up cones for HRPA if needed.</td>
</tr>
<tr>
<td></td>
<td>1 flag and belt set per student</td>
<td>✓ Set up 6 cones per field (6 fields = 60 students) for Arena Football. Use entire gym or larger area; preferred area 50 steps long X 25 steps wide.</td>
</tr>
</tbody>
</table>

**INSTANT ACTIVITY**

**Football Practice**
(5 minutes)

**LESSON CONTENT**
- Each pair or group finds a football.
- Each student puts on a set of flags.
- Groups practice any skills learned during this unit.

**ROLE OF ASSISTANT**
- ✓ Distribute 1 flag and belt set per student and 1 football per group.
- ✓ Provide instructions.
- ✓ Ensure that students are spaced properly.

**BREAKOUT**
(8 minutes)

**LESSON CONTENT**
- 2 defenders without flags or footballs stand at mid-court or mid-line.
- All other students are on end line with a football under their arms and flags on.
- Object of game: to run past defenders to other end line without losing flags.
- If students lose both flags, they place their footballs in a ball container and become defenders.
- Play until all students are caught.
- New defenders for next game are last 2 students caught.

**ROLE OF ASSISTANT**
- ✓ Set up cones 12 steps from each other in a straight line (2 cones for 10-12 students) in a rectangle about 25 X 40 feet, or use a basketball court.
- ✓ Distribute 1 football per student.
- ✓ Provide instructions.
- ✓ Control quality of activity.

**TRANSITION**

**LESSON CONTENT**
- Students quickly gather around you for instructions.

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

**HEALTH RELATED PHYSICAL ACTIVITY**

**Football Practice**

**BREAKOUT**

**Football**
8th Grade  Lesson 9

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

### Transition

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students form groups of 5.</td>
<td>Assist with grouping</td>
</tr>
</tbody>
</table>

### Arena Football

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate game during explanation.</td>
<td>✔️ Set up an area about the size of a basketball court or larger using cones Use 6 cones per field.</td>
</tr>
<tr>
<td>Ball is started in center of field.</td>
<td>✔️ Distribute equipment.</td>
</tr>
<tr>
<td>Each team has 1 quarterback and 4 receivers.</td>
<td>✔️ Help groups find fields.</td>
</tr>
<tr>
<td>Team on defense must use 1-on-1 coverage.</td>
<td>✔️ Explain activity as needed.</td>
</tr>
<tr>
<td>Object of game: to score points by moving football past opponent’s goal line.</td>
<td>✔️ Provide positive feedback.</td>
</tr>
<tr>
<td>Student defending quarterback must count to “7 alligators” before approaching.</td>
<td></td>
</tr>
<tr>
<td>Quarterback cannot run past line of scrimmage (demo this for students).</td>
<td></td>
</tr>
<tr>
<td>Teams get 5 downs to score.</td>
<td></td>
</tr>
<tr>
<td>After each offensive play there must be a new quarterback; students cannot quarterback twice in a row.</td>
<td></td>
</tr>
<tr>
<td>Points equal number of students that caught a pass before scoring a touchdown. If only 1 player received a pass before a touchdown was scored, team gets 1 point. If all 5 players caught a pass before a touchdown was scored, team gets 5 points.</td>
<td></td>
</tr>
<tr>
<td>If football is intercepted, interceptor may run until his or her flag is pulled.</td>
<td></td>
</tr>
<tr>
<td>If a team cannot score after 5 downs, ball goes to other team at center of field.</td>
<td></td>
</tr>
<tr>
<td>There are no kickoffs or punts and all change of possessions begin at center of field.</td>
<td></td>
</tr>
<tr>
<td>Rotate teams after 10 minutes.</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>✔️ Help collect equipment.</td>
</tr>
<tr>
<td>Integrate messages with other components.</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>✔️ Provide feedback for answers to question.</td>
</tr>
<tr>
<td>Name some skills that you have learned during this unit?</td>
<td></td>
</tr>
<tr>
<td>Play football with friends after school.</td>
<td></td>
</tr>
</tbody>
</table>
## Lesson 10

### Football

#### Lesson Outcomes
- Engage in FLOW activities.
- Apply previously learned football skills in a game.

#### Equipment
- FLOW equipment
- 1 flag and belt set per student
- 1 football per pair
- 6 cones per field

#### Before Class Set Up
- Set up for FLOW activities.
- Have footballs ready for distribution IA.
- Have fields set up for Arena Football after FLOW.

### Activity Grid

<table>
<thead>
<tr>
<th>Instant Activity</th>
<th>Lesson Content</th>
<th>Role of Assistant</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Catch</strong> (5 minutes)</td>
<td>Students find partners and play catch with each other.</td>
<td>Distribute 1 football per pair.</td>
</tr>
<tr>
<td><strong>FLOW</strong> (15-20 minutes)</td>
<td>FLOW</td>
<td>Set up and adjust equipment as needed. Demonstrate station activities to students. Assist with organization of groups.</td>
</tr>
</tbody>
</table>

### Transition

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**Activity #1**

**Arena Football**

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<td>Each team has 1 quarterback and 4 receivers.</td>
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<tr>
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<td>Help collect equipment.</td>
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<td>Integrate messages with other components.</td>
<td>Move among students to help with exercises.</td>
<td></td>
</tr>
<tr>
<td>Lead class in cool down exercises.</td>
<td>Provide feedback for answers to question.</td>
<td></td>
</tr>
<tr>
<td>Ask students:</td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>What did you like about football?</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>What was the hardest skill to learn in football? Why?</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Play football with your friends at home.</em></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Volleyball 8th Grade : Lesson 1

### LESSON OUTCOMES
- Demonstrate basic forearm pass skill.
- Control and pass a ball while stationary and moving.
- Work cooperatively in small groups.

### EQUIPMENT
- 4 cones
- 1 ball per pair

### BEFORE CLASS SET UP
- Set up 5-6 hula-hoops around play area.
- Place 4-5 balls in each hula-hoop.

### Partner Pass  (5 minutes)

#### LESSON CONTENT
- Students find partners, 1 volleyball per pair, and stand 5-10 feet apart.
- Forearm passes are used to pass volleyball back and forth.
- Partners try to have as many consecutive passes as possible.

#### ROLE OF ASSISTANT
- Help students with equipment and organization.
- Offer feedback on form.

### Popcorn  (5 minutes)

#### LESSON CONTENT
- Students remain in groups of 6, 3 balls per group. Groups number off and form circles.
- Call out number combination (odd, even, 1-3, 4-6, etc.).
- Called numbers run to middle, pick up a ball, return to circle, self-toss, then forearm pass ball up into air.
- Object of Game: Keep as many balls moving in circle as long as possible.
- While balls are in air, other students use forearm pass to keep balls active.
- When most balls have stopped “popping,” give a signal for balls to be returned middle, and then give another number combination.

#### ROLE OF ASSISTANT
- Help students with organization and implementation of game.
- Help students with forearm pass form and cooperation within group.

### Sit Up Rounder  (5 minutes)

#### LESSON CONTENT
- Students form groups of 6, 3 balls per group, and form circles lying on their backs with their feet facing middle of circle, knees bent.
- Every other student has a ball. Movement will be clockwise initially.
- On your signal, all students do sit-ups, and students with balls pass to student next to them. Continue this motion until your next signal, which reverses direction of ball.

#### ROLE OF ASSISTANT
- Have 3 pairs from IA join together to form circle.
- Help students with pattern.
- Explain activity as needed.

---

Italics indicate the teacher speaking directly to the student.
### Forearm Pass

**LESSON CONTENT**
- Forearm Pass: Sit in chair, Arms straight, Interlock hands, Contact, Follow through (have students stand up as they follow through).
- To contact ball, student rises up, straightening legs, and contacts ball on area of arm between wrists and elbows.
- Students are in semi-circle around you. You and a student demonstrate forearm pass.
- All students find their personal space and shadow practice forearm pass.

**ROLE OF ASSISTANT**
- Use verbal cues to direct students as they shadow skill.
- Assist students with correct form.
- Help keep students on task by moving through groups.

### Touch-n-Pass

**LESSON CONTENT**
- Students find partners, 1 ball per pair, and face each other 10 feet apart.
- Tosser slaps ball and passer runs 3 steps toward tosser.
- When passer has taken 3 steps, tosser releases ball high. Passer gets into correct body position to pass ball and passes it back.
- Partners complete 5 tosses and reverse roles.

**ROLE OF ASSISTANT**
- Helps students find partners and balls.
- Move from group to group demonstrating as needed and providing feedback for all.
- Help students with variations.
- Congratulate improvement

**Variation**
- Passer turns back to tosser, tosser gives verbal cue to turn around, tosser releases toss as passer turns around, finds ball, moves into passing position, and passes ball back.

### Forearm Pass-Shuffle Off

**LESSON CONTENT**
- Students pair up, 1 volleyball per pair, and stand 10 feet apart.
- 1 student (P1) tosses volleyball at least 10 feet in air to partner (P2), who returns it with a forearm pass.
- After first successful attempt, P1 tosses volleyball 10 feet high to left or right of P2. This will require P2 to use a shuffle step or slide to move into proper position to contact volleyball. P2 forearm passes volleyball to P1.
- P1 tosses 5 volleyballs, then partners exchange tasks.
- Challenge: P1 and P2 forearm pass back and forth, even though passes may be off-target. This is what is desired.

**ROLE OF ASSISTANT**
- Help with tosses being correct height.
- Demonstrate toss as needed.
- Provide feedback with forearm passing skill and with body position.
- Move to students having problems and give 1 on 1 attention, as possible.

**Variation**
- P1 makes a good toss (high and to 1 side), and if P2 misses P1 gets a point. If P1 makes a good toss and P2 passes back successfully then P2 gets a point. Any other situations result in no point. All bad tosses are repeated with no points. How many points can be scored in 5 tosses? Switch roles.
### 3 vs. 3
(5 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students form groups of 6 per court, 1 volleyball per group, and establish a “net zone” set up with cones.</td>
<td>✔ Help with court set-up and implementation of game.</td>
</tr>
<tr>
<td>Object of game: to score points using forearm pass.</td>
<td>✔ Court set-up: 2 rectangles with area in middle designated “net zone.”</td>
</tr>
<tr>
<td>Depending on skill level, volleyball may be put into play with underhand serve or toss from back of “net zone area.”</td>
<td>✔ Assist teams with rules and game play.</td>
</tr>
<tr>
<td>Point scored if volleyball is out of bounds, volley ball is misplayed, lands in court untouched or lands in “net zone.”</td>
<td>✔ Move among groups to provide feedback and help.</td>
</tr>
<tr>
<td>All hits must be upward with an arc, or point is lost.</td>
<td></td>
</tr>
<tr>
<td>Play 5 minutes, and then move high point teams to next court up and lower scorers to next court down.</td>
<td></td>
</tr>
</tbody>
</table>

### Cool Down/Closure
(3 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students return equipment.</td>
<td>✔ Students form a semi-circle around you.</td>
</tr>
<tr>
<td>Students form a semi-circle around you.</td>
<td>✔ Assistant leads stretching.</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>✔ When preparing your body for a forearm pass, show your partner the position of your feet, shoulders, and eyes. Then switch roles and have your partner show you.</td>
</tr>
<tr>
<td>How did the toss you received affect the way you prepared for and passed the ball? Show your partner the different body positions for a low ball and then a high ball.</td>
<td>✔ Lead stretching.</td>
</tr>
</tbody>
</table>
LESSON OUTCOMES
- Demonstrate skills in body positioning and technique for overhead pass
- Move in reaction to a ball on the court.
- Contact the ball with accuracy.

EQUIPMENT
- 1 ball per pair
- 10 pinnies
- Cones

BEFORE CLASS SET UP
- HRPA: Set up 2 connected fields and 1 separate field. Place volleyballs in separate field.
- Game: Set up net zone sets.
- Put volleyballs in hula-hoops across gym for easier distribution.

INSTANT ACTIVITY
Forearm Pass (5 minutes)
- Students form groups of 3, 1 volleyball per group, and gather in a triangle formation.
- Students use forearm pass to move volleyball around triangle continuously.
- Passes must be kept high enough for students to prepare properly for pass.
- Challenge: If students are doing well with forearm pass, have them alternate between forearm and overhead passes.

Role of Assistant
- Assist students with equipment and organization.
- Give feedback on form and technique.

Fitness Stations (8 minutes)
- Push-Ups – Do as many push-ups as you can in the time allowed.
- Jump Rope – jump as many times as you can in the time allowed.
- Front and back hops – Start inside a hula-hoop and jump in and out of it as many times as you can in the time allowed.
- Sit-Ups – Do as many sit-ups as you can in the time allowed.
- Jumping Jacks – Do as many jumping jacks as you can in the time allowed.
- Lunges – Do as many lunges as you can in 1 minute.
- Side Hops - Start inside a hula-hoop and side jump in and out of it as many times as you can in the time allowed. Remember to land inside the hula-hoop.
- Crab Walk – Perform the crab walk in an area assigned by the teacher for the time allowed.

Role of Assistant
- Help students with form.

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

Italics indicate the teacher speaking directly to the student.
**Forearm Pass and Overhead Pass**

(3 minutes)

**LESSON CONTENT**
- Students stand in semi-circle in front of you.
- Review forearm pass critical elements and form. Have students shadow that form.
- Introduce overhead pass critical elements. Have students shadow.
- Overhead Pass: Face target with shoulders square, Hands above forehead in shape of ball, Knees bent before contact, Knees give on contact, Knees extend on follow through, Elbows even with eyes before contact, Elbows give on contact, Elbows lift ball toward target, Hands high, Body extended.

**ROLE OF ASSISTANT**
- Review form and movement with Individual students.

**Up-n-Back**

(5 minutes)

**LESSON CONTENT**
- Students find partners, 1 ball per pair.
- 1 student has ball, partner is 15 feet away with back to tosser.
- Tosser says “Go.” Partner turns around, takes 3 steps toward tosser, tosser tosses ball high in air while his or her partner locates ball, gets into position underneath it, and uses an overhead pass to pass ball back to tosser.
- Continue for 3 exchanges, then switch positions.
- Modification: Students having difficulty can catch ball using set form and self-toss and set back to their partners. Students not ready to have their backs to their partners can start facing partners.
- Challenge: Partners keep ball in continuous motion using both forearm and overhead passes. How many consecutive forearm and overhead passes can each pair make in 30 seconds? In 1 minute? Can they improve their scores?

**ROLE OF ASSISTANT**
- Assure compliance with drill design.
- Move from group to group providing feedback.

**Transition**

**LESSON CONTENT**
- Partners find 2 other pairs and form groups of 6, 1 volleyball per group. Group divides into 2 teams of 3. Students put other balls away.

**ROLE OF ASSISTANT**
- Set up net zone courts.
- Assist with groupings.
- Help collect equipment.

**3 vs. 3 Net Zone**

(10 minutes)

**LESSON CONTENT**
- 3 students on each side of court, 1 volleyball per group. Use “net zone” set-up for those without court.
- Object of game: to score points using a forearm pass.
- Depending on skill level, ball may be put into play with an underhand serve or rainbow toss from back of net zone area.
- A point is scored if volleyball lands in opponent’s area without being touched, if volleyball is misplayed, if volleyball is hit out of bounds, or if volleyball is too low over “net zone.”
- Teams play 5 minutes then rotate; high scorers move to next court up and low scorers to next court down.

**ROLE OF ASSISTANT**
- Use 8 cones or markers for “net zone” set-up.
- Assist teams with rules and game play.
- Move among groups to provide feedback.

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

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## Cool Down/Closure
(2 minutes)

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<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 students gather cones and balls and return them to equipment area.</td>
<td>Help clean up equipment.</td>
</tr>
<tr>
<td>Students gather in middle of activity area.</td>
<td>Supervise students and offer help if needed for cues.</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>Acknowledge proper form on shadow drill of cues.</td>
</tr>
<tr>
<td>What are the verbal cues for the overhead pass?</td>
<td></td>
</tr>
<tr>
<td>Call out cues, not necessarily in order, and all students shadow movement or position.</td>
<td></td>
</tr>
<tr>
<td>Go home and teach 1 student the proper form for the overhead pass.</td>
<td></td>
</tr>
</tbody>
</table>
Set Up or Prep Duties

Cues or Key Concepts

Variation

Challenge

Italics indicate the teacher speaking directly to the student.
Volleyball 8th Grade : Lesson 3

LESON OUTCOMES
- Demonstrate body positioning skills and technique of overhead pass.
- Contact ball with accuracy.
- Apply previously learned skills to activities.
- Work cooperatively with other students and teachers.

EQUIPMENT
- 1 ball per pair
- 3-5 pinnies, any color

BEFORE CLASS SET UP
- HRPA: Set up a 30 X 30 yard square with cones.
- Game: Set up VB nets or net zones.
- Spread out balls in hula-hoops.

PASSING

LESSON CONTENT
- Pairs, 1 ball per pair, 10 feet apart, facing each other
- Each student alternates forearm pass, overhead pass back and forth.
- Count numbers of successful combinations.

ROLE OF ASSISTANT
- Assist students with equipment.
- Move among pairs offering help and feedback as needed.

INSTANT ACTIVITY

PASSING
(5 minutes)

LESSON CONTENT
- Pairs, 1 ball per pair, 10 feet apart, facing each other
- Each student alternates forearm pass, overhead pass back and forth.
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ROLE OF ASSISTANT
- Assist students with equipment.
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UP JACK TAG

LESSON CONTENT
- Assign 1 “It” for every 15 students. Each “It” wears a pinnie.
- Other students are scattered within game area. You may need a 30 X 30 area for large classes.
- On your signal, “It” tries to tag as many students as possible. If tagged, a student must leave the court and perform 10 jumping jacks before re-entering game.
- Students are only safe from being tagged if they assume the up position of a push-up when tagger approaches. If position is incorrect or “sagging,” “It” can tag that student and he or she must go to side and do jumping jacks.
- “It” is changed every 1-2 minutes.

ROLE OF ASSISTANT
- Mark off activity area if needed.
- Assist with choice of “It” and pass out pinnies.
- If class is large, it may be better to split into 2 games, and create 2 play areas.

BRUSH-UP PLAY

LESSON CONTENT
- Students form groups of 3, 1 volleyball per group. Divide 1 volleyball court into 3 sections with 3 groups per court.
- 1 group member, P1, is on 1 side of net with volleyball and remaining group members, P2, P3 and P4, spread out across backline.
- P1 slaps volleyball, P2 moves to middle to receive toss from P1. P3 moves into front middle or setting position, and P3 moves right and close to setter. This will be the hitting (spiking) area. (See diagram.)
- P2, the passer, passes volleyball to P3, the setter, who sets volleyball to P4, the hitter, who hits volleyball over net toward P1, the tosser. Repeat process until each student has had 3 contacts in that position then rotate.

ROLE OF ASSISTANT
- Assist with organization and understanding of this drill.
- Make sure groups are staying true to spirit of drill while waiting for tosser to slap ball.

HEALTH RELATED PHYSICAL ACTIVITY

UP JACK TAG
(8 minutes)

ACTIVITY #1

BRUSH-UP PLAY
(12 minutes)

ITALICS indicate the teacher speaking directly to the student.
### Circle Up

**LESSON CONTENT**
- Students form groups of 4, 1 volleyball per group, and position themselves in a circle formation with 1 student in center of circle.
- Student in center has volleyball and begins with a set (overhead pass) to a student on outside of circle.
- That student uses a forearm pass to return volleyball.
- Desired result is continuous movement of volleyball back and forth.
- When volleyball is mis-hit, student in center is replaced. All students should have opportunity to be in center.

**ROLE OF ASSISTANT**
- Help with set up and organization of groups.
- Move among groups providing positive feedback about body position, contact, footwork, and follow through.
- Demonstrate as needed.

### Cool Down/Closure

**LESSON CONTENT**
- Student return equipment to equipment area.
- Students exercise in their personal space (goal is for them to reach MVPA).
- Move among students providing positive feedback about choice of exercise, benefits of regular and vigorous exercise, and appreciating effort and exertion.

**ROLE OF ASSISTANT**
- Help clean up equipment.
- Assist students with exercises.
- Congratulate effort and imagination in choices of exercises.

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

## 8th Grade: Lesson 4

### Lesson Outcomes

- Demonstrate proper body position and technique in an underhand serve.
- Serve accurately using an underhand serve.
- Move properly into “ready position” after serving.
- Work cooperatively with other students and teachers.

### Equipment

- 1 ball per pair
- Nets and courts
- Cones for net zone set-up

### Before Class Set Up

- IA: Set up nets up for serving practice.
- Game: Have cones in groups of 8 for easy distribution.

### Instant Activity

**Birthday Serves**

(3-5 minutes)

**Lesson Content**

- Upon entering area, students with birthdays from January to June go to far side of court area. Those with birthdays from July to December get a volleyball and go to back line of other side.
- Students serve volleyball to other side using underhand serves.
- Students on other side retrieve volleyball and do same thing from their side of court.
- After serving, students perform 10 Jumping Jacks.

**Role of Assistant**

- Assist with organization and implementation.
- Compliment students on spirit of cooperation.
- Prevent safety problems.

### Awesome Add-On

(8 minutes)

**Lesson Content**

- Students walk around activity area.
- Students halt on your signal. Call out an exercise and a number of repetitions. Students perform exercise then resume walking.
- Students halt on your signal. Call out another exercise and a number of repetitions. Students do both exercises in order. New exercise is followed by previous exercise, etc.
- Continue until 5 or more exercises are added. After 2-3 exercises, students begin to jog.
- Exercises can be volleyball-related: calf-stretch, hamstring stretch, high-skip, groin stretch, stride lunges, triceps stretch, push-ups, squats, ski jumps, etc.
- Alternate stretching, strength, and aerobic exercises.

**Role of Assistant**

- Provide feedback in regard to form and cooperation.

### Transition

**Lesson Content**

- Call out a number. Students have 5 seconds to form groups of that number. You could have students jogging or speed walking around gym during this transition to increase MVPA.
- Extras join you in middle of activity area, or groups can invite students to join them.

**Role of Assistant**

- Help students understand activity.

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### Underhand Serve

**Lesson Content**
- Partners, 1 ball per pair, stand 20 feet apart, facing each other or across a net.
- Student with ball underhand serves it to his or her partner. Receiver uses forearm pass to return ball to a target.
- Server can start from 10 foot line and move back as he or she serves successfully.

**Role of Assistant**
- Provide positive feedback on serving and passing form.
- Congratulate improvement.

**Activity #1**
- Underhand Serve: Feet shoulder with apart, Left foot forward if right-handed, Right foot forward if left-handed, Weight evenly distributed, Hold ball in front of body, Swing arm back, Transfer weight to rear foot, Swing arm forward and transfer weight from rear to front foot.
- Partners change roles after 5 serves.
- Challenge: How many serve and pass combinations can be made in 30 seconds? Partners switch roles and try again. How many serve and forearm passes can each pair make in a row over a net?

### Move Your Feet

**Lesson Content**
- Students form 4 teams of 3, 1 team on each side of net, 1 ball per court.
- Object of Game: To score points by making good service returns.
- 1 team lines up single file at serving line.
- 2 teams are on other side of net in a triangle formation, 2 serve receive and one is the target. Players rotate as receivers and target clockwise.
- First student in line serves. If serve goes over net opposing team plays it. If they return serve successfully, they get a point. If not, serving team gets a point.
- If serve is not successful, server goes to end of line and next student serves. After all members have had 3 opportunities to serve, tally score and change places with receiving team.
- Repeat.

**Role of Assistant**
- Divide each net into 2 courts.
- Help groups get organized.
- Move among groups ensuring compliance.
- Congratulate good serves and good passes.

### Activity #2
- Divide each net into 2 courts.
- Help groups get organized.
- Move among groups ensuring compliance.
- Congratulate good serves and good passes.
### Let’s Play a Game

**ACTIVITY #3**

**LESSON CONTENT**

- Keep teams of 3, 4 teams per regulation court. Adjust to class size and facilities.
- In large classes, use courts with “net zone” areas. Only 2 teams per net zone court.
- In “net zone” games, all hits must have an upward arc.
- Play a serve and pass game.
- If needed, serves can take place inside of back line.
- Ball must be hit 2 or 3 times before being returned to opposing side.
- Side out or point are earned by: Unsuccessful serve, mis-hit, less than 2 hits or more than 3 per side, or ball is passed out of bounds.
- Play for 3 minutes and then rotate teams. If a game is tied, use Rock, Paper, Scissors to determine which team moves. Leading team moves up a court and other team moves down.
- See that all teams have an opportunity to play on a net at some point.
- Suggestion: 3 student teams minimum, 4 student teams optimal, 5 student teams maximum.

**ROLE OF ASSISTANT**

- Divide each regulation court into 2 courts.
- Help students with set-up.
- Be available to answer questions about scoring.
- Compliment groups playing cooperatively and enjoying themselves.

### Cool Down/Closure

**LESSON CONTENT**

- Student return equipment.
- Students stretch shoulders as per your and/or assistant.
- While students are stretching, ask:
  - What are the skills needed for an underhand serve?
  - Who can demonstrate the proper form for an underhand serve?
- Have students shadow proper underhand serve form.
- When you get home, find a friend and see who can serve the ball the farthest with a proper underhand serve.

**ROLE OF ASSISTANT**

- Help clean up equipment.
- Supervise students while stretching.
- Help maintain on task behaviors during shadow skill demonstration.
**Volleyball 8th Grade : Lesson 5**

<table>
<thead>
<tr>
<th>LESSON OUTCOMES</th>
<th>EQUIPMENT</th>
<th>BEFORE CLASS SET UP</th>
</tr>
</thead>
<tbody>
<tr>
<td>■ Demonstrate proper body position and technique with overhand serves.</td>
<td>■ 1 ball per pair</td>
<td>✓ HRPA: Mark off area if needed.</td>
</tr>
<tr>
<td>■ Exhibit correct body position and movement in reaction to served, tossed, or passed volleyballs.</td>
<td>■ 3 soft Frisbees</td>
<td>✓ Set up nets and courts for class activities.</td>
</tr>
<tr>
<td>■ Develop fitness through participation in class activities.</td>
<td></td>
<td>✓ Set balls out in hula-hoops.</td>
</tr>
</tbody>
</table>

### Triangle Passing
*(3-5 minutes)*

**LESSON CONTENT**
- Students form groups of 3, 1 volleyball per group, and position themselves in triangle formation.
- Server stands 15 feet from passer and setter stands close to server.
- Server underhand serves to passer.
- Passer passes volleyball to setter who then sets it to server, who catches it.
- Repeat until setter has set 5 volleyballs and then rotate positions and restart.

**ROLE OF ASSISTANT**
- Help set up equipment.
- Move among groups helping to maintain on-task behavior.

### Frisbits Tag
*(10 minutes)*

**LESSON CONTENT**
- Give 3 students (“Frisbits”) soft Frisbees.
- Give 6 students volleyballs. They are “Free Righters.”
- Remaining students scatter around playing area.
- On your signal, Frisbits tag others.
- Tagged students must assume “ready position” and remain there until a Free Righter comes along and performs a toss, pass, pass, and catch with tagged student. Tagged student should end up with ball. That student becomes a Free Righter, and former Free Righter becomes a player.
- Neither a player in process of being freed nor a Free Righter can be tagged while this is happening.
- Change Frisbits often.
- As you change Frisbits students should do 15 jumping jacks.
- Variation: Allow Free Righters to choose a volleyball skill to perform to free tagged students.

**ROLE OF ASSISTANT**
- Pick Frisbits and give them Frisbees.
- Pick Free Righters and give them volleyballs.
- Assist in game organization and implementation.
- Check for adherence to game rules.

---

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

*Italics indicate the teacher speaking directly to the student.*
### Activity #1
**Overhand Serve**  
**Serve ‘Em Up**  
*(8 minutes)*  

**Lesson Content**
- Overhand Serve: Arm/Elbow back, Hand behind head, Toss above head and over serving shoulder, Step into volleyball, Contact with firm hand.
- Model overhand serving technique. Students shadow this motion.
- Students form pairs, 1 ball per pair, 1 student on each side of a net.
- Starting 10 feet from net, partners practice serving back and forth. With each successful overhand serve, server moves back 1 step until he or she is behind back line.
- Challenge: How many serves can be served in 30 seconds? 1 minute?

**Role of Assistant**
- Assist teacher with grouping and organization.
- Split area with teacher and move among students offering feedback.

### Activity #2
**Clear the Decks**  
*(10 minutes)*  

**Lesson Content**
- Keep same courts as previous activity. Each side of court becomes a group.
- On your signal, students serve volleyballs continuously until next signal. Students may only retrieve volleyballs from their side of net. Serves must begin behind back line.
- On second signal, students stop and move directly to back line of court. You and assistant count number of volleyballs on each side of court. Group with fewer volleyballs on their side moves up a court and other team moves down a court.

**Role of Assistant**
- Assist class with set up and organization.
- Assure compliance with spirit of activity.
- Comment good effort and good serves.

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

**Lesson Content**
- Students return equipment.
- Students stand in a semi-circle in front of you.
- Ask:
  - We practiced the overhand serve today. Show me the position of the arm, elbow, and hand in preparation for contact with the ball.
  - Shadow the form of the overhand serve.
  - When you are at home today, find any type of soft ball and teach someone how to do an overhand serve. After that, see who can serve the ball to a target.

**Role of Assistant**
- Help clean up equipment.
- Move among students offering demonstrations and positive feedback.

---

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

LESSON OUTCOMES
- Play fairly with other students.
- Demonstrate control over forearm passes while playing tag game.
- Demonstrate forearm pass, overhead pass and serving in a circuit.
- Work cooperatively with other students and teachers.

EQUIPMENT
- 9 jump ropes
- 3 hoops
- 10 cones
- 1 volleyball per pair
- Set of task cards

BEFORE CLASS SET UP
- ACTIVITY #1: Set up equipment for circuit with task cards for each station.

INSTANT ACTIVITY
Forearm Pass Tag
(5 minutes)

LESSON CONTENT
- As students enter activity area, they find partners and get 1 ball per pair.
- Pairs pass ball back and forth to warm up.
- After a couple of minutes, pairs play forearm pass tag. They pass ball back and forth until 1 partner misses. That student becomes “It” and must try to tag his or her partner. If not tagged by a count of 10, partners return and start over.

ROLE OF ASSISTANT
- Pass out equipment.
- Explain activity.
- Make sure students are in compliance.

Circle Walk
(6-8 minutes)

LESSON CONTENT
- Students form groups of 6 and form circles lying on their backs with their feet facing middle of circle, bottoms of their feet almost touching. After all students are in position, they turn over into down position for push-ups.
- Groups should look like a wheel with bodies as spokes.
- On your signal, students rise up into up position of push-up, and begin “walking” with hands and feet toward their right. Continue for 15-30 seconds, depending on class ability.
- On your second signal, students stop and put 1 knee to floor to rest (15-20 seconds).
- Repeat signals for starting and stopping. Groups can move in either direction.
- Continue for about 3 minutes.

ROLE OF ASSISTANT
- Group students and help with organization.
- Congratulate excellence and effort.
- Give feedback on push-up form and level of participation.
### Volleyball Circuit (20-25 minutes)

#### LESSON CONTENT
- Place 10 hoops around area for circuit stations, with equipment and a copy of the task card at each.
- Have no more than 5-6 students at each hoop.
- **Station 1: Overhead Pass.** Depending upon number in class pass to partner or self. **Equipment: 3-6 volleyballs**
- **Station 2: Jump Rope.** Equipment: 6 Ropes, varying lengths
- **Station 3: Forearm Pass.** Depending on class size pass to partner or self. **Equipment: 3-6 Volleyballs**
- **Station 4: Forearm pass/Overhead pass with partner.** Equipment: 1-3 volleyballs
- **Station 5: Push-Up Hockey.** 2 Players 1 ball. Both players in up position of push-up. Ball in middle. Count to 3 and both try to push ball under other person with 1 hand. If ball goes under you, point for the other person. **Equipment: 1-3 volleyballs**
- **Station 6: Serve to Hoop.** 3 hoops-15-20 feet away. Use underhand serve to get ball to land inside hoop. **Equipment: 3 hoops, 3 volleyballs**
- **Station 7: Running in place.** Equipment: cones to delimit area.
- **Station 8: Zig-Zag Jumps.** Place 1 jump rope on floor. Jump side to side over rope. **Equipment: 1 rope per 2 people.**
- **Station 9: Hit and Run.** 2 Lines facing each other. 20 feet apart. Pass ball and run to end of other line. Try to keep action continuous. **Equipment: 1 -2 balls**

#### ROLE OF ASSISTANT
- While teacher is getting class into groups and at stations, make sure equipment is correct and that task cards are present.
- Assist with skills needed at particular stations.
- Notice safety concerns and be especially attentive to those stations.
- If students are too challenged at a particular station, alter the activity to meet their skill level.

#### Activity 1

- **Station 10: Hit/Spike to floor.** Pair with 1 ball. Practice hitting ball to floor to other person. **Equipment: 1-3 balls**
- There are 10 stations, so any students who have not found a hoop should come to you for assignment.
- Refer to task card for descriptions of activities.
- Students are rotated through stations every 2 minutes.

### Cool Down/Closure (5 minutes)

#### LESSON CONTENT
- Have students return equipment from their stations to equipment area, then join you in middle of activity area, always in front of you.
- As students follow your lead on stretches, ask:
  - What was your favorite station today in the circuit?
  - What muscles did you feel working there?
- Challenge students to teach 1 station to an adult today.

#### ROLE OF ASSISTANT
- Help clean up equipment.
- Assist students with stretches.
- Listen and respond to student answers.
- Always congratulate students on their performance during class.

** Italics indicate the teacher speaking directly to the student.**
# Volleyball 8th 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 proper form in underhand and overhead serves.</td>
<td>□ 1 ball per student</td>
<td>□ IA: Set up nets or net zone areas.</td>
</tr>
<tr>
<td>□ Use previously acquired skills to play in a game situation.</td>
<td>□ FLOW equipment</td>
<td>□ HRPA: Set up FLOW equipment.</td>
</tr>
<tr>
<td>□ Work cooperatively with other students and teachers.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### LESSON CONTENT

#### Gym Go Round Serve
(5 minutes)
- If possible, have 2 large court areas set up with nets.
- Scatter balls around this area or have students pick up a ball as they enter.
- Students serve from behind 1 serving line, then go to next court, serve, then go to other side of net and serve, then to next net on that side, serve, then repeat process.

**ROLE OF ASSISTANT**
- Have balls accessible for all students.
- See that all students are involved and on task.

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#### Continuous Volleyball
(8-10 minutes)
- Students form groups of 18, and then subdivide into groups of 6.
- 2 groups play a game to 5 points, while third group is off-court with 1 volleyball in a circle passing activity.
- After 5 points, team with less than 5 points goes off-court and circles up and passes and third team becomes a new opponent.
- After 3 minutes, team with most wins moves to next court. In case of a tie, play Rock, Paper, Scissors to see who moves to next court.

**ROLE OF ASSISTANT**
- Use net zone courts if there are not enough nets available.
- Try to get each group to a full net at least once during activity.
- Help with organization.
- Make sure students off-court are on-task.

---

#### FLOW
(17 minutes)
- FLOW (see FLOW section).

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

---

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

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### Hit and Spike

**LESSON CONTENT**
- After games are over, students go to end line of their courts and spread out on that line.
- Describe and/or review steps of spiking. Remember to name cues.
- Hit (Spike): Approach, Arm swing, Contact with open hand, Snap wrist, Follow through.
- Half of group acts as setters and other half as hitters. Practice, going through line 3 times, then switch lines. Students are to retrieve their own balls.

**ROLE OF ASSISTANT**
- Assist students with skills and ball contact.
- Maintain highest safety requirements at all times.

### Cool Down/Closure

**LESSON CONTENT**
- After putting away all equipment, students join you and assistant in middle of activity area for leg stretches.
- While stretching, ask:
  - Which FLOW station worked on your heart or cardiovascular system?
  - Which was your favorite FLOW station today?
  - Why is exercise important to good health?
  - Challenge students to get their families active today when they go home.

**ROLE OF ASSISTANT**
- Clean up equipment.
- Lead leg stretches and demonstrate a new stretch never done in class.
- Recognize good thoughts and answers to questions, and respond accordingly.

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## Volleyball 8th Grade: Lesson 8

<table>
<thead>
<tr>
<th>LESSON OUTCOMES</th>
<th>EQUIPMENT</th>
<th>BEFORE CLASS SET UP</th>
</tr>
</thead>
</table>
| ▪ Demonstrate passing and serving skills through participation in station practice.  
▪ Develop cardiovascular endurance by playing 2-side tag.  
▪ Work cooperatively with peers. | ▪ 1 volleyball per pair  
▪ 10 cones | ▪ IA: Have balls accessible.  
▪ HRPA: Mark off 2 20 X 20 connected fields and 1 separate area for volleyballs.  
▪ ACT: Enlist students to help set up. |

### Partner Pass, Set, and Hit (5 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
</table>
| ▪ Students form pairs, 1 ball per pair, and stand facing each other 10 feet apart.  
▪ Partners alternate forearm passes and overhead passes.  
▪ Partners count numbers of successful combinations and compare with other pairs. | ▪ Assist students with equipment and organization.  
▪ Give feedback on form and technique. |

### 2-Side Tag (6-8 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
</table>
| ▪ Divide class into 2 groups, 1 group per field.  
▪ Assign 5 “Its” per field. “Its” wear pinnies and are at mid-field.  
▪ Other students are in scatter formation around their fields.  
▪ On your signal, “Its” tag students.  
▪ When tagged, a student goes over to area with volleyballs and performs 5 overhead passes to self, or other skills as designated by you. After completing, student sets down volleyball, and moves to other square and joins that game.  
▪ Change “Its” every 2 minutes. | ▪ Set up 2 connected, square playing fields and 1 square area for volleyballs.  
▪ Equipment needed: 10 cones, 10 pinnies, 10 volleyballs.  
▪ Assign “Its” and give them pinnies.  
▪ Explain activity to those having trouble with understanding.  
▪ Move around whole area to make sure students are following the rules and playing appropriately. |

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

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### Volleyball Circuit
(20 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Place 10 hoops around area for circuit stations, with equipment and a copy HRPA task card #12 at each.</td>
<td>✔ While teacher is getting class into groups and at stations, make sure equipment is correct and that task cards are present.</td>
</tr>
<tr>
<td>Have no more than 5-6 students at each hoop.</td>
<td>Assist with skills needed at particular stations.</td>
</tr>
<tr>
<td>There are 10 stations, so any students who have not found a hoop should come to you for assignment.</td>
<td>Notice safety concerns and be especially attentive to those stations.</td>
</tr>
<tr>
<td>Refer to task card for descriptions of activities.</td>
<td>If students are too challenged at a particular station, alter the activity to meet their skill level.</td>
</tr>
<tr>
<td>Students are rotated through stations every 2 minutes.</td>
<td></td>
</tr>
</tbody>
</table>

### Cool Down/Closure
(5 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>After completing all stations, students return equipment then join you in middle of activity area.</td>
<td>✔ Clean up equipment.</td>
</tr>
<tr>
<td>While students are doing stretches led by you or assistant, ask:</td>
<td>Assist with stretches, demonstrating as needed.</td>
</tr>
<tr>
<td>While doing the stations, how did you communicate with your teammates?</td>
<td>Congratulate students on their improvement during unit.</td>
</tr>
<tr>
<td>Are you ready for the tournament?</td>
<td></td>
</tr>
<tr>
<td>Congratulate students on their efforts to improve their volleyball skills throughout unit, and let them know that they now have an opportunity to show their skills in a tournament.</td>
<td></td>
</tr>
</tbody>
</table>

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# Volleyball 8th Grade : Lesson 9

<table>
<thead>
<tr>
<th>LESSON OUTCOMES</th>
<th>EQUIPMENT</th>
<th>BEFORE CLASS SET UP</th>
</tr>
</thead>
<tbody>
<tr>
<td>■ Demonstrate volleyball skills through tournament play.</td>
<td>■ Nets, courts, and net zones if needed</td>
<td>✓ IA: Have nets set up and balls scattered around activity area.</td>
</tr>
<tr>
<td>■ Work cooperatively with peers to achieve a common goal.</td>
<td>■ 1 volleyball per student</td>
<td>✓ ACTIVITY: Have courts set up and ready for tournament play.</td>
</tr>
<tr>
<td>■ Respond appropriately to teacher and assistant.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Gym Go Round Serving (5 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>■ If possible, have 2 large court areas set up with nets.</td>
<td>✓ Have balls accessible for all students.</td>
</tr>
<tr>
<td>■ Scatter balls around this area or have students pick up a ball as they enter.</td>
<td></td>
</tr>
<tr>
<td>■ Students serve from behind 1 serving line, then go to next court, serve, then</td>
<td></td>
</tr>
<tr>
<td>go to other side of net and serve, then to next net on that side, serve, then</td>
<td></td>
</tr>
<tr>
<td>repeat process.</td>
<td></td>
</tr>
</tbody>
</table>

## FLOW (6-8 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>■ FLOW (see FLOW section).</td>
<td>✓ Help students set up FLOW, explaining where equipment goes.</td>
</tr>
<tr>
<td>■ Supervise FLOW stations as necessary.</td>
<td></td>
</tr>
<tr>
<td>■ Supervise students as they return FLOW equipment.</td>
<td></td>
</tr>
</tbody>
</table>

## Tournament (20-30 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>■ Teams have already been organized. Place teams on courts and start games.</td>
<td>✓ Set up nets and courts.</td>
</tr>
<tr>
<td>■ Serve is determined by Rock, Paper, Scissors.</td>
<td>✓ Have equipment ready for tournament.</td>
</tr>
<tr>
<td>■ Use underhand serves at all times</td>
<td>■ Help teams get started.</td>
</tr>
<tr>
<td>■ Play for 3 minutes, then teams with fewer points move clockwise to play a new</td>
<td>■ Make sure all students are engaged and on</td>
</tr>
<tr>
<td>team. If there is a tie, then play Rock, Paper, Scissors to see who moves and</td>
<td>task.</td>
</tr>
<tr>
<td>who stays.</td>
<td></td>
</tr>
<tr>
<td>■ At end of tournament time, find out which teams have most wins. Write down scores to add to next classes’ totals.</td>
<td></td>
</tr>
</tbody>
</table>

※ Set Up or Prep Duties  ❥ Cues or Key Concepts  ➤ Variation  ☆ Challenge  

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### Cool Down/Closure

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Students return equipment away and join you in middle of activity area.</td>
<td>✔ Clean up equipment.</td>
</tr>
<tr>
<td>While students are stretching by your lead, review game process and how a tournament works.</td>
<td>✔ Demonstrate stretches.</td>
</tr>
<tr>
<td>Congratulate teams who have most wins, and make everyone aware that tournament is not over until end of the next class, so anyone can win overall title.</td>
<td></td>
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</table>
| ▶ Demonstrate volleyball skills through tournament play.  
▶ Work cooperatively with peers to achieve a common goal.  
▶ Respond appropriately to teacher and assistant. | ▶ Nets, courts, and net zones if needed  
▶ 1 volleyball per student | ▶ IA: Have nets set up and balls scattered around activity area.  
▶ ACTIVITY: Have courts set up and ready for tournament play. |

**Partner Pass** (5 minutes)

**LESSON CONTENT**
- Students form pairs, 1 ball per pair, and stand facing each other 10 feet apart.
- Pairs alternate forearm passes and overhead passes.
- Partners count numbers of successful combinations and compare with other pairs.

**ROLE OF ASSISTANT**
- Assist students with equipment and organization.
- Give feedback on form and technique.

**Up Jack Tag** (6-8 minutes)

**LESSON CONTENT**
- Assign 1 “It” for every 15 students. Each “It” wears a pinnie.
- Other students are scattered within game area. You may need a 30 X 30 area for large classes.
- On your signal, “It” tries to tag as many students as possible. If tagged, a student must leave the court and perform 10 jumping jacks before re-entering game.
- Students are only safe from being tagged if they assume the up position of a push-up when tagger approaches. If position is incorrect or “sagging,” “It” can tag that student and he or she must go to side and do jumping jacks.
- “It” is changed every 1-2 minutes.

**ROLE OF ASSISTANT**
- Mark off activity area if needed.
- Assist with choice of “It” and pass out pinnies.
- If class is large, it may be better to split into 2 games, and create 2 play areas.

*Italics indicate the teacher speaking directly to the student.*
### Tournament (20 minutes)

**LESSON CONTENT**
- Teams have already been organized. Place teams on courts and start games. Serve is determined by Rock, Paper, Scissors.
- Play for 3 minutes, then teams with fewer points move clockwise to play a new team. If there is a tie, then play Rock, Paper, Scissors to see who moves and who stays.
- At end of tournament, get a count on which teams have most wins.

**ROLE OF ASSISTANT**
- Set up nets and courts.
- Have equipment ready for tournament.
- Help teams get started.
- Make sure all students are engaged and on task.

---

### Cool Down/Closure (5 minutes)

**LESSON CONTENT**
- Students return equipment away and gather in the middle of activity area.
- Team that had most wins gets to lead cool down stretching.
- Challenge all students to always do their best at whatever they do, and that teamwork works!!

**ROLE OF ASSISTANT**
- Clean up equipment.
- Congratulate all students on effort.

---

*Italics indicate the teacher speaking directly to the student.*
STATION 1: OVERHEAD PASS

Pass to self or partner
STATION 2:
JUMP ROPE
STATION 3: FOREARM PASS
Pass to self or partner
STATION 4: FOREARM/OVERHEAD PASS

With partner, alternate between forearm and overhead passes
STATION 5: PUSH-UP HOCKEY

Pairs with a ball in between. Begin in the “up” position of a push up. On go, try to push the ball with one hand through your partner’s arms. If successful, 1 point.
STATION 6: SERVE TO HOOP

Pairs with 1 ball,
1 person at hoop,
1 with ball 20 feet away.
Serve ball to hoop.
If in, 1 point.
STATION 7: RUNNING IN PLACE
STATION 8: ZIG-ZAG JUMPS

1 long jump rope per pair, rope laid out straight. Jump side to side over rope.
STATION 9: HIT AND RUN

1 ball per group. Make even lines facing each other 20 feet apart. Use overhead and/or forearm passes to keep ball going. Move to end of other line after hitting ball.
STATION 10: HIT/SPIKE TO THE FLOOR

Pairs with 1 ball. Hit/Spike ball into floor toward partner. Partner catches, and returns in same way.
Swimming 8th Grade : Lesson 1

LESSON OUTCOMES
- Review floating.
- Review and practice front crawl stroke.

EQUIPMENT
- Goggles
- Pull buoys
- Waterproof volleyball
- Kickboards
- Rope
- Water polo balls

BEFORE CLASS SET UP
- Have kickboards out on deck readily available.

Bobbing
(5 minutes)

LESSON CONTENT
- Students get into water, in a depth where they are comfortable, as soon as they leave locker room.
- Students inhale above water and exhale below water.
- Students repeat until you transition to next activity.

ROLE OF ASSISTANT
- Observe and keep students on task.
- Give positive and corrective feedback.

Challenge: Students swim 2 lengths, kick 2 lengths using a kickboard, swim 2 lengths with a pull buoy between their legs, and swim 2 lengths using arms only.

Treading Water
(7 minutes)

LESSON CONTENT
- Treading Water: Keep body vertical with head up, Move arms and legs simultaneously to keep head above water.
- Challenge: Students practice throwing a water polo ball around in groups of 3-4.
- Variation: Students can use a wall.

ROLE OF ASSISTANT
- Observe and keep students on task.
- Give positive and corrective feedback.

Freestyle (or Crawl)
(8 minutes)

LESSON CONTENT
- Students swim widths or lengths depending upon size of class and facilities.
- Students practice arm stroke for Freestyle.
- Freestyle Arms: Hand enters water in front of shoulder index finger first, Pull down and through past hip, High Elbow recovery.
- Students place buoy between thighs and practice Front Crawl arm stroke while buoy stabilizes legs.
- Students add kicking to arms and breathing for complete Freestyle stroke.
- Advanced: Students swim 300 yards in 1 lane: 100 yards swimming, 100 yards kicking, 100 yards arm pulling.

ROLE OF ASSISTANT
- Observe and keep students on task.
- Give positive and corrective feedback
- More advanced students can be placed into another area to refine skills (i.e., longer distances, more repetitions).

HEALTH RELATED PHYSICAL ACTIVITY
- ACTIVITY #1

Italics indicate the teacher speaking directly to the student.
### ACTIVITY #2: Jellyfish Tag (8 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Pick 2 or 3 taggers (jellyfish) randomly.</td>
</tr>
<tr>
<td>- Students that are not taggers go to opposite side of pool.</td>
</tr>
<tr>
<td>- On your signal, students try to cross to other side without being tagged.</td>
</tr>
<tr>
<td>- If students are tagged they float and can make other students jellyfish by tagging them.</td>
</tr>
<tr>
<td>- Once a majority of students are jellyfish, remaining students become jellyfish and game restarts.</td>
</tr>
</tbody>
</table>

> Variation: To increase activity, tagged students must tread water rather than float; hands can be raised for added difficulty.

<table>
<thead>
<tr>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Observe and keep students on task.</td>
</tr>
<tr>
<td>- Give positive and corrective feedback.</td>
</tr>
</tbody>
</table>

### ACTIVITY #3: Water Volleyball (8 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
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</thead>
<tbody>
<tr>
<td>- Students form teams of 5-6.</td>
</tr>
<tr>
<td>- Teams of weaker swimmers are in very shallow water, while better swimmers move to chest deep water.</td>
</tr>
<tr>
<td>- Object of game: To score points by having ball hit water on opponent's side or by opponent taking more than 3 passes to get ball over net.</td>
</tr>
<tr>
<td>- Each team is allowed a maximum of 3 successive contacts of ball in order to return ball to opponent's side of net. A block is not considered to be a contact.</td>
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<tr>
<td>- A student who contacts a ball shall be considered as playing the ball.</td>
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<tr>
<td>- Ball may be hit with any part of body at or above waist but cannot come to rest visibly on body.</td>
</tr>
<tr>
<td>- If ball hits below waist it is considered dead.</td>
</tr>
<tr>
<td>- An illegal hit occurs when ball visibly comes to rest or has prolonged contact with a student. This is a judgment call.</td>
</tr>
</tbody>
</table>

> Depending upon what is available for making boundaries and a net, set up a net or rope across pool and some way to make side boundaries.  
> Set out waterproof volleyballs.

<table>
<thead>
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<th>ROLE OF ASSISTANT</th>
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<tbody>
<tr>
<td>- Holding, catching, throwing, lifting, rolling, and pushing are illegal hits because of prolonged contact with ball.</td>
</tr>
<tr>
<td>- A double hit occurs when a student illegally contacts ball twice in succession or ball rebounds from 1 part of body to another on a single attempt to play it. Exception: A hard driven spike.</td>
</tr>
<tr>
<td>- If ball is simultaneously contacted by 2 opposing students then team on whose side ball falls shall have right to play ball 3 times.</td>
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<tr>
<td>- If ball is held simultaneously by two opposing students it is a double fault and official will direct a replay.</td>
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<tr>
<td>- A ball contacting and crossing net shall remain in play provided contact is entirely within playing area. Exception: A service hitting or not clearing the net results in a dead ball and sideout.</td>
</tr>
<tr>
<td>- A net foul occurs when ball is in play and a student contacts any part of net (including cable attachments). It is not a foul when a player's hair touches net or force of a ball hit by an opponent pushes net or net cables into a student. A net foul also occurs when there is interference by a student making contact with an opponent who is making a legitimate effort to play ball.</td>
</tr>
<tr>
<td>- A screen is an intentional act that obstructs receiving students' view of server or flight of ball from server. Screening includes server being hidden behind a group of 2 or more teammates while ball is being served over them. A screen also includes a student with hands extended above head height or with arms extended sideways at moment of service.</td>
</tr>
<tr>
<td>- If a serve hits net and falls inside opposing team's court, ball is ruled in play. If a serve hits net and does not fall inside opposing team's court, then it is considered to be illegal and a point will be awarded to opposing team.</td>
</tr>
</tbody>
</table>

 Italics indicate the teacher speaking directly to the student.
<table>
<thead>
<tr>
<th>Activity #3</th>
<th>Cool Down/Closure</th>
</tr>
</thead>
</table>
| **Water Volleyball (continued)**  
(8 minutes) | **Cool Down/Closure**  
(3 minutes) |
| **Lesson Content** | **Lesson Content** |
| - An in bounds ball hits water within or on lane lines/ropes that comprise boundaries of court.  
- Ball is out of bounds if it hits water outside court boundaries, pool deck, or any object on pool deck. | - Students return equipment.  
- Review skills:  
  - What is one thing to remember when using a freestyle breathing technique?  
  - What are some things to remember when floating on either your front or your back? |
| **Role of Assistant** | **Role of Assistant** |
|  | - Observe and keep students on task.  
- Give positive and corrective feedback. |

Variation: Increase number of volleyballs to increase activity.

*Italics indicate the teacher speaking directly to the student.*
Swimming 8th Grade Lesson 1

☑️ Set Up or Prep Duties ☕️ Cues or Key Concepts ➜ Variation ★ Challenge

*Italics indicate the teacher speaking directly to the student.*
# Swimming 8th Grade : Lesson 2

## LESSON OUTCOMES
- Learn proper technique for treading water.
- Review back crawl stroke.

## EQUIPMENT
- Goggles
- 1 pool ball for every group of 4
- Source of music
- Noodles for each group
- Pull buoy

## BEFORE CLASS SET UP
- Have equipment on deck for activities.

## INSTANT ACTIVITY

### Jellyfish Tag (5 minutes)

**LESSON CONTENT**
- Pick 2 or 3 taggers (jellyfish) randomly.
- Students that are not taggers go to opposite side of pool.
- On your signal, student try to cross to other side without being tagged.
- If students are tagged they float and can make other students jellyfish by tagging them.
- Once a majority of students are jellyfish, remaining students become jellyfish and game restarts.
- Challenge: Play “Sharks and Minnows” in deep end. Give students only 5 second to get into the water after your signal to go. Be sure the students are climbing out of pool without using ladders.

**ROLE OF ASSISTANT**
- Observe and keep students on task.
- Give positive and corrective feedback.

### Fitness Progression Relay (7 minutes)

**LESSON CONTENT**
- Divide students into groups of 4.
- Students start with a noodle.
- Students kick across pool, do a wall push-up and 1 jumping jack. Students in deep end can bob off bottom of pool instead of a jumping jack.
- Students progress to more repetitions.
- Challenge: Give groups of 2 a weighted object (2-5 lbs) to hold while treading water.

**ROLE OF ASSISTANT**
- Observe and keep students on task.
- Give positive and corrective feedback.

### Treading Water (3 minutes)

**LESSON CONTENT**
- All students are in deep end.
- Treading Water: Keep body vertical with head up, move arms and legs simultaneously to keep head above water.
- Challenge: Practice open Freestyle turn or Freestyle flip turn.
- Variation: Use wall.

**ROLE OF ASSISTANT**
- Observe and keep students on task.
- Give positive and corrective feedback.

---

*Italics indicate the teacher speaking directly to the student.*
## Backstroke
### Activity #2
#### Lesson Content
- Students float on back and practice flutter kick.
- **Backstroke Arms:** Arms move continuously in opposition, 1 arm recovers while other arm pulls, 1 hand enters water little finger first just outside shoulder above head, Roll body to side of entry arm while other arm is coming out of water thumb first, Hand underwater pulls through to hip while other hand is beginning to enter water.
- Students swim widths using Backstroke arms and kicking. Advanced students can work in groups of 2, 1 swimming while other critiques.

#### Role of Assistant
- Observe and keep students on task.
- Give positive and corrective feedback.

## Cool Down/Closure
### Activity #3
#### Lesson Content
- Review skill elements:
  - What are elements of treading water?
  - What are elements of streamlining during backstroke flutter kicking?

#### Role of Assistant
- Observe and keep students on task.
- Give positive and corrective feedback.
Swimming 8th Grade : Lesson 3

<table>
<thead>
<tr>
<th>LESSON OUTCOMES</th>
<th>EQUIPMENT</th>
<th>BEFORE CLASS SET UP</th>
</tr>
</thead>
<tbody>
<tr>
<td>■ Review and practice Freestyle stroke.</td>
<td></td>
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</tr>
<tr>
<td>■ Learn reaching and throwing technique for safety.</td>
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<tr>
<td>■ Goggles</td>
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</tr>
<tr>
<td>■ Balls for each advanced swimmer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>■ Pull buoys</td>
<td></td>
<td></td>
</tr>
<tr>
<td>■ 1 noodle for each pair</td>
<td></td>
<td></td>
</tr>
<tr>
<td>■ Kickboards</td>
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</tr>
<tr>
<td>✓ Have equipment on deck for activities.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Biggest Splash

**Instant Activity**
(Biggest Splash)

**Lesson Content**
- Students jump in pool, move to side and tread water before climbing out to jump in again. Students count to 30 while treading water.
- Remind students not to running on deck.

**Role of Assistant**
- Observe and keep students on task.
- Give positive and corrective feedback.

### Freestyle

**Activity #1**

**Lesson Content**
- Students should focus on correct breathing pattern; exhale underwater, inhale while turned to 1 side.
- Set a goal of swimming 2 lengths without stopping.
- Once student meets goals, move that student from beginner group to advanced group.
- Challenge: Swim 100 yards of front crawl, head out of water, with a ball between arms. Do not hold onto ball (called dribbling in water polo).

**Role of Assistant**
- Observe and keep students on task.
- Give positive and corrective feedback.
- More advanced students can be placed into another area to refine skills (i.e., longer distances, more repetitions).
### Activity #1: Reaching and Throwing
**Lesson Content**
- Students form groups of 3 and gather safety equipment to pull partners to side of pool.
- Students throw safety equipment to partners in pool.
- Students use arms or legs as a reaching assist while holding on to gutter, ladder or anything stable in water.
- Challenge: Rescuer swims across pool to victim, gives victim a kickboard, and swims victim back. Rescuer then becomes a victim.

**Role of Assistant**
- Observe and keep students on task.
- Give positive and corrective feedback.

### Activity #2: Sharks and Minnows
**Lesson Content**
- Pick 2 or 3 taggers (sharks) randomly.
- Remaining students (minnows) go to opposite side of pool.
- On your signal minnows try to cross to other side without being tagged.
- If students are tagged they become sharks and can tag minnows.
- Once a majority of students are sharks, remaining students become sharks and game restarts.

**Role of Assistant**
- Observe and keep students on task.
- Give positive and corrective feedback.

### Cool Down/Closure
**Lesson Content**
- Review skill elements:
  - What are the elements of freestyle breathing?
  - What are the elements of reaching and throwing techniques?

**Role of Assistant**
- Observe and keep students on task.
- Give positive and corrective feedback.

---

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

*Italics indicate the teacher speaking directly to the student.*
# Swimming 8th Grade : Lesson 4

## Lesson Outcomes
- Review and practice of backstroke.

## Equipment
- Goggles
- 1 kick board per swimmer
- 2 pool balls
- Various equipment distributed between 4 teams (teacher discretion)

## Before Class Set Up
- Have equipment on deck for activities.

## Activity 1: 50 Yards (3 minutes)
- **Lesson Content**: Students swim 50 yards each of: any stroke, any kick, arm pull only.
- **Role of Assistant**: Observe and keep students on task. Give positive and corrective feedback.

## Activity 2: 3-Catch (10 minutes)
- **Lesson Content**: Break class into teams of 3-4 students. Students pick someone on opposing team to defend. In order for a team to score a point they must have 3 successful (consecutive) passes in a row. If ball is touched or even tipped by opposing team possession is lost. No stealing. Students play without hanging on sides of pool. Students play until you call time. Students swim for duration of activity.
- **Role of Assistant**: Observe and keep students on task. Give positive and corrective feedback.

- Variation: Weak swimmers can play in shallow end while walking or jogging.

## Activity 3: Backstroke and Water Polo Passes (8 minutes)
- **Lesson Content**: Students practice backstroke with a goal of 6 continuous widths. Once goal is met begin water polo passes. Water polo pass and dribble between 3 students. 2 (#1, #2) students on 1 (#3). #1 and #2 are on 1 side of pool and #3 is on opposite side. #1 has a ball and swims half way across and passes to #3 and takes #3’s place. #3 swims half way across, passes ball rest of way across pool to #2, and takes #2’s place. #2 swims half way across, passes ball rest of way across pool to #1, and takes #1’s place. This continues until you signal to stop.
- **Role of Assistant**: Observe and keep students on task. Give positive and corrective feedback. More advanced students can be placed into another area to refine skills (i.e., longer distances, more repetitions).

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

### Flip Turn

**ACTIVITY #2**

**Lesson Content:**
- Students begin turn with a summersault next to a wall in shallow end.
- They add a quarter turn during summersault by ducking under a shoulder.
- If this approach does not work try using a shoulder roll rather than a summersault next to wall in shallow end.
- Students swim toward wall and do turn.

**Role of Assistant:**
- Observe and keep students on task.
- Give positive and corrective feedback.
- More advanced students can be placed into another area to refine skills (i.e., longer distances, more repetitions).

### Cool Down/Closure

**ACTIVITY #3**

**Lesson Content:**
- Review skill elements:
  - What are the elements of the backstroke?
  - What are the elements of the flip turn?

**Role of Assistant:**
- Observe and keep students on task.
- Give positive and corrective feedback.
## Lesson OUTCOMES
- Learn proper technique for the elementary backstroke kick.
- Learn proper arm technique for the elementary backstroke.
- Learn to combine kick and arms for elementary backstroke.

## Equipment
- Goggles
- 1 pool buoy per student

## Before Class Set up
- Have equipment on deck for activities.

### Swimming Around the World
**Lesson Content**
- Students get into water and start swimming around edges of pool, swimming freestyle for lengths of pool and underwater for widths.
- Students swim in a clockwise direction.

**Role of Assistant**
- Observe and keep students on task.
- Give positive and corrective feedback.

### Swim Freeze
**Lesson Content**
- Choose 2-3 taggers.
- Taggers stand in middle of pool.
- On your signal, taggers start to chase other students.
- If swimmers are tagged, they must freeze and stand with their legs apart. A swimmer that has not been tagged can then swim through their legs to unfreeze them; front to back only so swimmers don’t come from opposite sides and hit heads.

**Role of Assistant**
- Observe and keep students on task.
- Give positive and corrective feedback.

### Elementary Backstroke Kick
**Lesson Content**
- Elementary Backstroke Kick: Float on back, Both legs bent at knee circle around in a whipping action, Draw heels downward to a point under and outside of knee, Bring feet back together in a whipping action.
- Challenge: Students can perform this skill while moving across width of pool. They can perform entire stroke if they are capable.

**Role of Assistant**
- Observe and keep students on task.
- Give positive and corrective feedback.
- More advanced students can be placed into another area to refine skills (i.e., longer distances, more repetitions).
| Activity #2 | Elementary Backstroke Arms  
(8 minutes) | Role of Assistant |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
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<tbody>
<tr>
<td><strong>LESSON CONTENT</strong></td>
<td><strong>ROLE OF ASSISTANT</strong></td>
</tr>
<tr>
<td>🔴 Backstroke Arms: Arms move continuously in opposition, 1 arm recovers while other arm pulls, 1 hand enters water little finger first just outside shoulder above head, Roll body to side of entry arm while other arm is coming out of water thumb first, Hand underwater pulls through to hip while other hand is beginning to enter water.</td>
<td>▶️ Observe and keep students on task.</td>
</tr>
<tr>
<td>🌟 Challenge: Students can perform this skill while moving across width of pool. They can perform entire stroke if they are capable.</td>
<td>▶️ Give positive and corrective feedback.</td>
</tr>
<tr>
<td>▶️ More advanced students can be placed into another area to refine skills (i.e., longer distances, more repetitions).</td>
<td></td>
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</table>

| Activity #3 | Complete Elementary Backstroke  
(8 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 begin with arms at sides.</td>
<td>▶️ Observe and keep students on task.</td>
</tr>
<tr>
<td>▶️ When hands reach armpits, they begin kick.</td>
<td>▶️ Give positive and corrective feedback.</td>
</tr>
<tr>
<td>▶️ Power to move forward comes from arms and legs moving at same time.</td>
<td></td>
</tr>
<tr>
<td>▶️ Students glide for a count of 1001, 1002, 1003 after each stroke.</td>
<td></td>
</tr>
<tr>
<td>▶️ Students can perform this skill while moving across width of pool.</td>
<td></td>
</tr>
<tr>
<td>▶️ Stronger swimmers can help coach other students.</td>
<td></td>
</tr>
<tr>
<td>🌟 Challenge: Once accomplished, groups of 6 (2 teams of 3) move to deep end and play 3-pass water polo.</td>
<td></td>
</tr>
</tbody>
</table>

| Activity #3 | Cool Down/Closure  
(3 minutes) | Role of Assistant |
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td><strong>LESSON CONTENT</strong></td>
<td><strong>ROLE OF ASSISTANT</strong></td>
</tr>
<tr>
<td>▶️ Review skill elements:</td>
<td>▶️ Observe and keep students on task.</td>
</tr>
<tr>
<td>▶️ What are the elements of the elementary backstroke kick?</td>
<td>▶️ Give positive and corrective feedback.</td>
</tr>
<tr>
<td>▶️ What are the elements of the backstroke arms?</td>
<td></td>
</tr>
<tr>
<td>▶️ Describe the timing of putting those elements together.</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>LESSON OUTCOMES</th>
<th>EQUIPMENT</th>
<th>BEFORE CLASS SET UP</th>
</tr>
</thead>
</table>
| - Review proper arm technique for the elementary backstroke.  
- Review proper life jacket safety. | - Goggles  
- 1 kick board per student  
- 1 noodle per student  
- Net, rope and ball for volleyball | ✓ Have equipment on deck for activities. |

**Swim Lengths**  
*(5 minutes)*

**LESSON CONTENT**
- Students swim 2 lengths each of: front crawl, elementary backstroke, and breaststroke.

**ROLE OF ASSISTANT**
- Observe and keep students on task.  
- Give positive and corrective feedback.  
- More advanced students can be placed into another area to refine skills (i.e., longer distances, more repetitions).

**Noodle Tag**  
*(7 minutes)*

**LESSON CONTENT**
- Choose 2-3 taggers.  
- Remaining students float on noodles.  
- Taggers start to chase other swimmers.  
- If taggers tag a noodle floater, floaters must give up their noodles and become taggers.  
- Games continue for allotted time. You can add more taggers.

**ROLE OF ASSISTANT**
- Observe and keep students on task.  
- Give positive and corrective feedback.

**Variation:** Advanced swimmers can swim 100 yards each of swim, kick, and arm pull.

*Italics indicate the teacher speaking directly to the student.*
### Water Volleyball
(8 minutes)

#### LESSON CONTENT

- Students form teams of 5-6.
- Teams of weaker swimmers are in very shallow water, while better swimmers move to chest deep water.
- Object of game: To score points by having ball hit water on opponent's side or by opponent taking more than 3 passes to get ball over net.
- Each team is allowed a maximum of 3 successive contacts of ball in order to return ball to opponent's side of net. A block is not considered to be a contact.
- A student who contacts a ball shall be considered as playing the ball.
- Ball may be hit with any part of body at or above waist but cannot come to rest visibly on body.
- If ball hits below waist it is considered dead.
- An illegal hit occurs when ball visibly comes to rest or has prolonged contact with a student. This is a judgment call.
- Holding, catching, throwing, lifting, rolling, and pushing are illegal hits because of prolonged contact with ball.
- A double hit occurs when a student illegally contacts ball twice in succession or ball rebounds from 1 part of body to another on a single attempt to play it. Exception: A hard driven spike.
- If ball is simultaneously contacted by 2 opposing students then team on whose side ball falls shall have right to play ball 3 times.
- If ball is held simultaneously by two opposing students it is a double fault and official will direct a replay.
- A ball contacting and crossing net shall remain in play provided contact is entirely within playing area. Exception: A service hitting or not clearing the net results in a dead ball and sideout.

#### ROLE OF ASSISTANT

- Observe and keep students on task.
- Give positive and corrective feedback.
- More advanced students can be placed into another area to refine skills (i.e., longer distances, more repetitions).

### Water Volleyball (continued)
(8 minutes)

#### LESSON CONTENT

- A net foul occurs when ball is in play and a student contacts any part of net (including cable attachments). It is not a foul when a player's hair touches net or force of a ball hit by an opponent pushes net or net cables into a student. A net foul also occurs when there is interference by a student making contact with an opponent who is making a legitimate effort to play ball.
- A screen is an intentional act that obstructs receiving students' view of server or flight of ball from server. Screening includes server being hidden behind a group of 2 or more teammates while ball is being served over them. A screen also includes a student with hands extended above head height or with arms extended sideways at moment of service.
- If a serve hits net and falls inside opposing team's court, ball is ruled in play. If a serve hits net and does not fall inside opposing team's court, then it is considered to be illegal and a point will be awarded to opposing team.
- An in bounds ball hits water within or on lane lines/ropes that comprise boundaries of court.
- Ball is out of bounds if it hits water outside court boundaries, pool deck, or any object on pool deck.

> Variation: Increase number of volleyballs to increase activity.

* Italic indicates the teacher speaking directly to the student.
**Swimming**

---

**Ping Pong Scramble**

*(8 minutes)*

**LESION CONTENT**

- Divide class into 2 teams.
- Teams line up on opposite sides of pool.
- Dump a basket of ping pong balls into middle of pool.
- At your signal both teams scramble to collect as many balls as possible.
- No team member may collect more than 1 ball at a time.
- When all balls have been collected, each team adds numbers on balls and team with highest score wins.
- Team members caught holding on to side of pool for more than a count of 5 lose a ping pong ball; ball is thrown back into the center of the pool. (Non-swimmers are excluded from this rule.)

**ROLE OF ASSISTANT**

- Observe and keep students on task.
- Give positive and corrective feedback.

---

**Surface Diving**

*(10 minutes)*

**LESION CONTENT**

- **Feet First Dive**
  - While treading water students give a big kick and push downward on water with arms to thrust body up and out of water. Movement ends with students standing at attention in water.
  - Students let their bodies sink underwater.
  - Once submerged, students turn their hands outward and “pull” water over their heads to sink deeper. This arm movement can be practiced on land before attempting in pool.
  - Students do a half somersault to continue sinking deeper.
  - All students can practice this skill while treading water in deep end.
- **Head First Dive**
  - Students swim forward using front crawl or breaststroke and choose a spot to dive.
  - When students reach their spot they take a deep breath and thrust a last armstroke downward into water.
  - Students bend at waist, either in a tuck or jackknife position.
  - Students lift their legs out of water over their heads.
  - Students continue underwater using a breaststroke arm pull.
  - Divide students into 2 groups, 1 on each side of deep end of pool. Students practice swimming out from side of pool, surface dive then swim underwater to other side of pool.

**ROLE OF ASSISTANT**

- Move among students and coach as needed.

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

---

**ACTIVITY #2**

**Ping Pong Scramble**

*(8 minutes)*

**ACTIVITY #3**

**Surface Diving**

*(10 minutes)*

**Set Up or Prep Duties**

**Cues or Key Concepts**

**Variation**

**Challenge**

---

8th Grade | Lesson 6
COOL DOWN/CLOSURE

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review skill elements:</td>
</tr>
<tr>
<td>- What are the rules for water volleyball?</td>
</tr>
<tr>
<td>- What are the keys to a successful feet first surface dive?</td>
</tr>
<tr>
<td>- What are the keys to a successful headfirst surface dive?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Observe and keep students on task.</td>
</tr>
<tr>
<td>- Give positive and corrective feedback.</td>
</tr>
</tbody>
</table>

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

LESSON OUTCOMES
■ Review diving from the side of the pool.
■ Review underwater swimming.

EQUIPMENT
■ Goggles
■ 1 pull buoy per student
■ 12 different diving items per team
■ 2 water polo balls
■ Have equipment on deck for activities.

BEFORE CLASS SET UP

Freestyle Arms with Pull Buoy

INSTANT ACTIVITY
LESSON CONTENT
Students place buoy between thighs and practice freestyle arm stroke swimming widths of pool.

ROLE OF ASSISTANT
■ Observe and keep students on task.
■ Give positive and corrective feedback.

Scavenger Hunt

LESSON CONTENT
Divide class in to 4 or 5 groups.
Place a variety of diving toys at bottom of pool.
Each group will have a list of items to collect from bottom of pool.
Group that collects most items on their list in allotted time wins.
No student can retrieve more than 2 items.

ROLE OF ASSISTANT
■ Observe and keep students on task.
■ Give positive and corrective feedback.

HEALTH RELATED PHYSICAL ACTIVITY
Diving Skills Progression

LESSON CONTENT
Students learn skill progressions and practice at their own pace.
Kneeling Position Dive: On 1 knee with toes of opposite foot on edge of pool (kneeling foot used as pushing foot), Arms extended over head, Focus on target in water 1 to 2 feet from side of pool, Lean forward and push with kneeling leg into water, Straighten body when entering water.
Compact Dive: (can be done in 3-5 feet of water) 1 foot forward and 1 foot back, Crouch down with knees bent, Arms extended over head, Focus on target in water 1 to 2 feet from side of pool, Lean forward and push with back leg into water, Straighten body when entering water.
1 Leg Dive: (can be done in water at least 7 feet deep with spotter beside diver) Toes on edge of pool, Spotter places an arm in front of diver’s chest while diver extends arms over head, Diver leans forward lifting a leg straight backward, Spotter grabs upward leg and keeps other arm in front of diver’s chest to control forward motion, Diver falls into water in this position.
Once 1 leg dive is mastered, students can start to have both legs come up (starting at step 3) without a spotter. The dive is still started by lifting 1 leg upward, but at last moment after push-off, leg that is pushing off is kicked up to meet other leg.

ROLE OF ASSISTANT
■ Observe and keep students on task.
■ Give positive and corrective feedback.
■ More advanced students can be placed into another area to refine skills (i.e., longer distances, more repetitions).

ACTIVITY #1
Activity continues

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

Italics indicate the teacher speaking directly to the student.
### Diving Skills Progression (continued)
(8 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students can progress to walking up pool and performing progressions. This gives student a little forward momentum, which helps get both legs up in air.</td>
<td></td>
</tr>
<tr>
<td>Challenge: Students can dive in and work on holding a tight streamline position. Once they have a good handle on that they can dive and swim length of pool.</td>
<td>Observe and keep students on task. Give positive and corrective feedback.</td>
</tr>
</tbody>
</table>

### Underwater Swimming
(8 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students glide underwater then finish with any stroke and kick.</td>
<td>Observe and keep students on task. Give positive and corrective feedback.</td>
</tr>
<tr>
<td>After a few practice laps students push off wall and swim underwater 1 width on your signal.</td>
<td></td>
</tr>
<tr>
<td>Students progress from 1 to 2 widths, then to 3 widths, etc.</td>
<td></td>
</tr>
<tr>
<td>If students can only do 1, 2, or 3 widths then they continue at that distance, practicing holding their breath and underwater swimming techniques.</td>
<td></td>
</tr>
<tr>
<td>Explain hyperventilation (prolonged deep breathing) and risk of passing out when attempting distance swims underwater after prolonged hyperventilation.</td>
<td></td>
</tr>
<tr>
<td>Safety: Do not have the students swim underwater as far as possible; increases risk of passing out underwater.</td>
<td></td>
</tr>
</tbody>
</table>

### Water Polo
(8 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Divide class into 4 teams.</td>
<td></td>
</tr>
<tr>
<td>2 teams face off in half of pool.</td>
<td></td>
</tr>
<tr>
<td>Each team tries to score by putting ball into opposing team’s net.</td>
<td></td>
</tr>
<tr>
<td>Team with most goals at end of allotted time wins.</td>
<td></td>
</tr>
<tr>
<td>Rotate teams after a winner is declared.</td>
<td>Observe and keep students on task. Give positive and corrective feedback.</td>
</tr>
</tbody>
</table>

### Cool Down/Closure
(3 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review skill elements:</td>
<td></td>
</tr>
<tr>
<td>What are the elements of the standing dive?</td>
<td></td>
</tr>
<tr>
<td>What are precautions for underwater swimming?</td>
<td></td>
</tr>
<tr>
<td>Observe and keep students on task. Give positive and corrective feedback. Discuss hyperventilation and problems with underwater distance swims.</td>
<td></td>
</tr>
</tbody>
</table>
Swimming 8th Grade : Lesson 8

LESSON OUTCOMES
- Learn and practice proper arm technique for the breaststroke.
- Learn "survival floating" by using various pieces of clothing to maintain buoyancy.

EQUIPMENT
- Goggles
- Life jackets
- Water polo balls and goals

BEFORE CLASS SET UP
- Have equipment on deck for activities.

INSTANT ACTIVITY

Stroke Practice
(5 minutes)

LESSON CONTENT
- Students practice skills until you call time.

ROLE OF ASSISTANT
- Observe and keep students on task.
- Give positive and corrective feedback.

Sand Bank
(8 minutes)

LESSON CONTENT
- Object of game: Capture opponents in deep end.
- Divide class into 2 teams.
- 1 or 2 students on each team are nominated as taggers.
- Once students are caught they must go to deep end and tread water until being set free by a student on their team swimming through their legs.
- Games continues for a specific duration or until all from 1 of the teams are trapped in deep end.
- Beginners and non-swimmers can participate but use opposite sides of shallow end for each team.

ROLE OF ASSISTANT
- Observe and keep students on task.
- Give positive and corrective feedback.

Breaststroke Kick
(8 minutes)

LESSON CONTENT
- Breaststroke Kick: Bend at hips and knees, Bring heels up toward butt (heels stay just under surface), Toes are pointed outward, With a continuous whipping action press feet outward and backward so feet and ankles touch.
- Challenge: Students can perform this skill while moving across width of pool. They can perform entire stroke if they are capable.

ROLE OF ASSISTANT
- Observe and keep students on task.
- Give positive and corrective feedback.

Italics indicate the teacher speaking directly to the student.
### ACTIVITY #2: Life Jacket Safety

**Lesson Content**
- For those students who are comfortable with it, they can try a guided discoveries challenge.
- Students get into pool and tread water as you hand out life jackets.
- Give students 5 minutes to figure out how to put life jackets on while in pool.
- After 5 minutes describe how to put on life jacket while in water.
- Students hold jacket face up and unzipped.
- Students hold on to jacket while trying to sit on inside back panel of it.
- While sitting on jacket, students slip an arm at a time through armholes.
- Students then pull jackets up over shoulders and fasten or zip them.
- Students swim 8 widths with life jackets on.

**Role of Assistant**
- Observe and keep students on task.
- Give positive and corrective feedback.
- More advanced students can be placed into another area to refine skills (i.e., longer distances, more repetitions).

### ACTIVITY #3: Water Polo

**Lesson Content**
- Divide class into 4 teams.
- 2 teams face off in half of pool.
- Each team tries to score by putting ball into opposing team’s net.
- Team with most goals at end of allotted time wins.
- Rotate teams after a winner is declared.

**Role of Assistant**
- Observe and keep students on task.
- Give positive and corrective feedback.

### Cool Down/Closure

**Lesson Content**
- Review skill elements:
  - What are the elements of the breaststroke kick?
  - What are some of the elements of using a life preserver/jacket?
  - What are some of the basic rules for water polo?

**Role of Assistant**
- Observe and keep students on task.
- Give positive and corrective feedback.

*Italics indicate the teacher speaking directly to the student.*
## Swimming 8th Grade: Lesson 9

<table>
<thead>
<tr>
<th>LESSON OUTCOMES</th>
<th>EQUIPMENT</th>
<th>BEFORE CLASS SET UP</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Review and practice proper technique for the breaststroke arm pull and complete stroke.</td>
<td>▪ Goggles</td>
<td>✔ Have equipment on deck for activities.</td>
</tr>
<tr>
<td>▪ Learn proper technique for diving off the diving block.</td>
<td>▪ Pull buoys</td>
<td></td>
</tr>
<tr>
<td>▪ Kick boards</td>
<td>▪ Diving rings and diving sticks</td>
<td></td>
</tr>
</tbody>
</table>

### Fitness Circuit
(5 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Dive in, swim across pool, climb out, and do 5 sit-ups. Dive back in and swim back across pool, get out and to 5 push-ups. Dive back in and swim across pool and do 5 pool-side arm presses. Continue circuit for remainder of time. Additional activities can be added pool-side, but be sure to avoid activities where slippage can cause injury.</td>
<td>▪ Observe and keep students on task. ▪ Give positive and corrective feedback. ▪ More advanced students can be placed into another area to refine skills (i.e., longer distances, more repetitions).</td>
</tr>
</tbody>
</table>

### Breaststroke Arms
(8 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Breaststroke Arms: Hands start out in front of body in streamline position, Pull hands down and outward with palms turned outward then bend elbows, Sweep hands downward and outward until they pass under elbows with forearms vertical, Sweeping hands together squeeze elbows and palms together, Extend arms forward to glide position, Rotate wrist until hands are palms down. Challenge: Students can perform this skill while moving across width of pool. They can perform entire stroke if they are capable.</td>
<td>▪ Observe and keep students on task. ▪ Give positive and corrective feedback. ▪ More advanced students can be placed into another area to refine skills (i.e., longer distances, more repetitions).</td>
</tr>
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</table>

### Spiders and Flies
(7 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Choose 2-3 students to be taggers (spiders). ▪ All other students (flies) stand on 1 side of pool. ▪ On your signal spiders will try to tag flies. ▪ When flies are tagged by a spider they become webs. ▪ Webs must stay planted on 1 foot while trying to tag flies. ▪ Non-swimmers can remain in shallow end</td>
<td>▪ Observe and keep students on task. ▪ Give positive and corrective feedback.</td>
</tr>
</tbody>
</table>

---

**Italics indicate the teacher speaking directly to the student.**
### Breaststroke Timing

**Activity #2**

**Lesson Content**
- Breaststroke Timing: Start in streamline position, Pull with arms, Kick with legs while arms return to streamline position, Glide with arms in front and legs extended for a 3 second count.

**Role of Assistant**
- Observe and keep students on task.
- Give positive and corrective feedback.
- More advanced students can be placed into another area to refine skills (i.e., longer distances, more repetitions).

### Dive for 5

**Activity #3**

**Lesson Content**
- Students practice proper diving technique from a diving block as they retrieve 5 objects from bottom of pool.

**Role of Assistant**
- Observe and keep students on task.
- Give positive and corrective feedback.

### Cool Down/Closure

**Lesson Content**
- Review skill elements:
  - What are the elements of the breaststroke?
  - What are some safety precautions when diving from diving blocks?

**Role of Assistant**
- Observe and keep students on task.
- Give positive and corrective feedback.
## Laps (5 minutes)

**LESSON CONTENT**
- Students should do 2 laps of following:
  - forward walk
  - giant strides backward
  - forward jog
  - student’s choice
- Stretching: Instruct students on appropriate stretching techniques. Once learned, they can begin to lead this portion of lesson.
  - Calf (1 or 2 feet at a time)
  - Quadriceps (standing while holding on to pool wall)
  - Obliques (standing with arms stretching in opposition)
  - Shoulders (shrugs)

**ROLE OF ASSISTANT**
- Observe and keep students on task.
- Give positive and corrective feedback.
- During stretching, remind students to keep as much of their bodies submerged as possible to reduce the chances of students getting cold.

## Aerobic Warm-Up (7 minutes)

**LESSON CONTENT**
- Designed to gradually prepare body for upcoming aerobic exercises. Include movements that stimulate major muscle groups and progressively build in tempo.
  - March in place
  - Move across pool using side slides
  - Jog in place (knees in front/heels up in back) with various arm movements (curls, presses)
  - Jumping jacks with arms just below surface

**ROLE OF ASSISTANT**
- Observe and keep students on task.
- Give positive and corrective feedback.

---

**Swimming 8th Grade : Lesson 10**

### LESSON OUTCOMES
- Fun and fitness.

### EQUIPMENT
- None required, but fitness sessions can be enhanced with kickboards, water jugs, fins, specialized water resistant equipment, and music.

### BEFORE CLASS SET UP
- Have equipment on deck for activities.

---

**INSTANT ACTIVITY**

**Laps**

**Health Related Physical Activity**

*Italics indicate the teacher speaking directly to the student.*
Aerobic Activities
(8 minutes)

LESSON CONTENT

- Cross country skier (simulate movement).
- Rocking horse (use a split stance and continuously rock from front leg onto back. leg while arms sweep from front to back).
- Jump with shoulders in water moving forward/backward.
- Side kick (similar to quick leg lifts) with arms sweeping across front of body.
- Use jogging as a transition move when switching to a new exercise. Utilize equipment to increase resistance.

Race Track Fitness: Set up several fitness stations around perimeter of pool. Divide students into partners and place 2 to 3 sets of partners at a station. 1 partner remains at station to perform an exercise from list while other partner jogs around perimeter of pool. Students switch roles when jogging partner returns. Add music for motivation and enjoyment. Vary locomotor movement used by jogging partner (backward jog, side slides, low impact jumps). Examples for stations:

- Cross country skiers
- Neck stretches
- Rear kicks with arms moving in a figure 8 pattern alongside body
- Front kicks while crossing arms behind back

Muscular Strength and Endurance: Be sure to tone both sets of opposing muscle groups (triceps/biceps) and give equal attention to both sides of body.

- Leg lifts (front, side, and back)
- Press a kickboard under water (in front of body, to side, or behind)
- Abdominal crunches (use a kickboard under each arm to suspend body while floating on back)
- Tidal waves (push ups at pool wall)

ROLE OF ASSISTANT

- Observe and keep students on task.
- Give positive and corrective feedback.
- Encourage students to reach their target heart rate ranges.
- Music helps students maintain a rhythm.

Variation: Have each student, or a group of students, lead a section.

Variation: Use music to guide small groups through any number of stations lasting 5-7 minutes each. Examples:

- Stationary kicking at pool wall (quadriceps/hamstrings)
- Arm curls and extensions using water barbells (biceps/triceps)
- Vertical streamline stretch (abdominal flexibility)
- Stationary sprinting intervals (cardiovascular)

Cool Down/Closure
(3 minutes)

LESSON CONTENT

- Gentle stretching, slower locomotor patterns, and easy dance moves can be used during this time. Visualization while in a position of comfort (floating or supported) is also a possibility.

Examples of cool down activities:

- 2 laps walking of long side slides
- 2 laps swimming stroke of choice
- Water angels (just like snow angels)
- Stationary back float with relaxation tips

ROLE OF ASSISTANT

- Observe and keep students on task.
- Give positive and corrective feedback.

Activity continues

Swimming 8th Grade Lesson 10

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

Italics indicate the teacher speaking directly to the student.
# Swimming 8th Grade : Lesson 11

**LESSON OUTCOMES**
- Learn to swim the sidestroke

**EQUIPMENT**
- Kick boards
- Inner tubes
- Water polo balls

**BEFORE CLASS SET UP**
- Have equipment on deck for activities.

---

**Kick and Swim** (5 minutes)

**LESSON CONTENT**
- Students kick 8 widths with 2 widths each of:
  - Flutter
  - Whip (breaststroke)
  - Flutter on back
  - Elementary backstroke kick
- Students swim 8 widths with 2 widths each of:
  - Breaststroke
  - Backstroke
  - Crawl
  - Underwater swimming
- After each width students do 4 bobs.

**ROLE OF ASSISTANT**
- Observe and keep students on task.
- Give positive and corrective feedback.
- During stretching, remind students to keep as much of their bodies submerged as possible to reduce the chances of students getting cold.

---

**Fitness Circuit** (7 minutes)

**LESSON CONTENT**
- Dive in, swim across pool, climb out, and do 5 sit-ups. Dive back in and swim back across pool, get out and to 5 push-ups. Dive back in and swim across pool and do 5 pool-side arm presses. Continue circuit for remainder of time. Additional activities can be added pool-side, but be sure to avoid activities where slippage can cause injury.

**ROLE OF ASSISTANT**
- Observe and keep students on task.
- Give positive and corrective feedback.
- More advanced students can be placed into another area to refine skills (i.e., longer distances, more repetitions).

---

**Scissor Kick** (8 minutes)

**LESSON CONTENT**
- Scissor Kick: Lie on side with side of head in water, Legs are close together and extended with toes pointed, Hold feet together and draw heels up toward seat as far up as comfortable, Move top leg forward and bottom leg backward with knees bent, Snap legs together.
- You can use a wall or have students hold each other on their sides to practice. Once they get basic motion allow them to use kickboards to practice kicking widths.

**ROLE OF ASSISTANT**
- Provide help and feedback.

---

**HEALTH RELATED PHYSICAL ACTIVITY**

**INSTANT ACTIVITY**

**ACTIVITY #1**

**Swimming** 8th Grade | Lesson 11
### ACTIVITY #2

#### Sidestroke Arm Pull

**LESSON CONTENT**
- Sidestroke Arm Pull: Extend bottom arm ahead with palm down under water, Top arm lies alongside top leg, Sweep bottom arm down through water until it’s pointed nearly straight down, Bend elbow and sweep hand up to chest, Slide top hand sideways through water from thigh to chest, Sweep top arm back down to starting position while pushing water down toward feet, Extend bottom arm forward again.
- The arm stroke is like picking an apple off a tree overhead, putting it in your other hand, and then throwing it on the ground.

**ROLE OF ASSISTANT**
- Assist the teacher or work with beginner students in the shallow end.

### ACTIVITY #3

#### Sidestroke

**LESSON CONTENT**
- Review timing of sidestroke arm and leg movements poolside.
- Sidestroke Timing: Pull, Kick, Glide.
- Students practice timing while standing in shallow water and pushing off side of pool.
- Be sure students are on their sides when they push off.
- Start with glide followed by pull and kick.
- When they glide, students count 1001, 1002, 1003 before beginning next stroke.
- Continue work on stroke using the width of pool.

**ROLE OF ASSISTANT**
- Assist the teacher or work with beginner students in the shallow end.

### Cool Down/Closure

**LESSON CONTENT**
- What are some key elements of the sidestroke?
- How does the stroke synchronize?

**ROLE OF ASSISTANT**
- Assist the teacher or work with beginner students in the shallow end.

*Italics indicate the teacher speaking directly to the student.*
### Swimming 8th Grade: Lesson 12

#### Lesson Outcomes
- Review the use of mask, fins, and snorkel.

#### Equipment
- 1 mask, fins, and snorkel per student
- Trash cans or floating basketball hoops
- Dive rings, coins, or anything that does not float (Scavenger Hunt)
- Balls

#### Before Class Set Up
- Have equipment on deck for activities.

<table>
<thead>
<tr>
<th>instantaneous activity</th>
<th>role of assistant</th>
<th>lesson content</th>
<th>Health related physical activity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Instant Activity</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Lengths</strong> (10 minutes)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Lesson Content</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students swim 2 lengths each of:</td>
<td>Observe and keep students on task.</td>
<td>Object of game: Be first team to get 3 balls into opponent's trash can or hoop.</td>
<td></td>
</tr>
<tr>
<td>front crawl</td>
<td>Give positive and corrective feedback.</td>
<td>Partially submerge 2 trash cans so 6-12 inches remain above water, 1 at each end of pool.</td>
<td></td>
</tr>
<tr>
<td>back stroke</td>
<td>More advanced students can be placed into another area to refine skills (i.e., longer distances, more repetitions).</td>
<td>Divide students into teams of 4-5. There are no goalies.</td>
<td></td>
</tr>
<tr>
<td>breaststroke</td>
<td></td>
<td>You can monitor multiple games at once.</td>
<td></td>
</tr>
<tr>
<td>underwater swimming</td>
<td></td>
<td>Start game with teams on either side of pool. Toss balls into middle of pool and have teams swim to gain possession.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Water polo rules apply with regard to ball movement.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Stealing balls from opponent's basket is allowed.</td>
<td></td>
</tr>
</tbody>
</table>

#### Mongolian Battle Ball (8 minutes)
- Observe and keep students on task.
- Give positive and corrective feedback.
- Set out 2 large plastic trash cans or floating basketball hoops and 4-5 water polo (or water proof) balls.

#### Equipment Fitting (8 minutes)
- Observe and keep students on task.
- Give positive and corrective feedback.

**Italics indicate the teacher speaking directly to the student.**
### Clearing Masks

**Lesson Content** (8 minutes)

- Demonstrate how to properly clear a mask.
  - Clearing a Mask: Breathe out through nose gently, Tilt bottom of mask out slightly so that water can escape, Once mask has been cleared breath through mouth using snorkel.
  - Have students practice this on their own at their own pace according to their comfort level. First, have students fill masks with water and blow it out without being submerged. Once they are comfortable with this, have them try clearing while submerged.
  - Students surface dive, flood their masks, and clear a few times.
  - Students can also practice surface diving and clearing their snorkels (a review from 7th grade).
  - Have students swim several laps with fins, doing surface dives in deep end, clearing snorkels, surface dives in shallow end, and flood and clear their masks.

- Observe and keep students on task.
- Give positive and corrective feedback.

### Dive Challenge

**Lesson Content** (8 minutes)

- Object of game: Students practice using a mask, snorkel, and fins to collect items from bottom of pool.
  - In the year 1650 the great ship Spartania sank in the waters you see before you. Among the remains of the ship are its treasures. Using your mask, fins and snorkel, find as many coins as you can. The red coins are worth 1 dollar, the black are worth 2 dollars and the silver medallions (nickels) are worth 3 dollars. Get as many as you can and bring them back to your side. You have 3 minutes. After all the coins have been collected, count them and determine a tribal winner!
  - Variation: Assign different colored chips to different students based on their abilities and needs.
  - Variation: Use nets and floating objects for students who cannot submerge.
  - Variation: Advanced (when comfortable with snorkeling gear): underwater hockey with mask, fins and snorkel.

- Observe and keep students on task.

### Cool Down/Closure

**Lesson Content** (3 minutes)

- Review skill elements:
  - What are things to remember when fitting mask, fins, and snorkels?
  - What are some of the elements of clearing a filled mask?

- Observe and keep students on task.
- Give positive and corrective feedback.

---

 Italics indicate the teacher speaking directly to the student.
## Swimming 8th Grade: Lesson 13

### Instant Activity

#### Lengths

**LESSON CONTENT**
- Students swim 2 lengths each of front crawl and backstroke.
- Students kick 2 lengths with kickboard and stroke of their choice.
- Students sit in an inner tube and paddle 2 lengths.

**ROLE OF ASSISTANT**
- Observe and keep students on task.
- Give positive and corrective feedback.
- During stretching, remind students to keep as much of their bodies submerged as possible to reduce the chances of students getting cold.

<table>
<thead>
<tr>
<th>Lengths</th>
<th>(5 minutes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LESSON CONTENT</td>
<td>ROLE OF ASSISTANT</td>
</tr>
<tr>
<td>Students swim 2 lengths each of front crawl and backstroke.</td>
<td>Observe and keep students on task.</td>
</tr>
<tr>
<td>Students kick 2 lengths with kickboard and stroke of their choice.</td>
<td>Give positive and corrective feedback.</td>
</tr>
<tr>
<td>Students sit in an inner tube and paddle 2 lengths.</td>
<td>During stretching, remind students to keep as much of their bodies submerged as possible to reduce the chances of students getting cold.</td>
</tr>
</tbody>
</table>

#### 3-Pass with Inner Tubes

**LESSON CONTENT**
- Object of game: complete 3 passes between 3 students.
- Played like 3-pass soccer or basketball (keep away).
- Students cannot push each other out of inner tubes.
- Students must swim to free spaces to be able to receive passes.
- Each time 3 passes are completed a point is scored. Switch opponents at least once.

**ROLE OF ASSISTANT**
- Observe and keep students on task.
- Give positive and corrective feedback.

<table>
<thead>
<tr>
<th>3-Pass with Inner Tubes</th>
<th>(7 minutes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LESSON CONTENT</td>
<td>ROLE OF ASSISTANT</td>
</tr>
<tr>
<td>Object of game: complete 3 passes between 3 students.</td>
<td>Observe and keep students on task.</td>
</tr>
<tr>
<td>Played like 3-pass soccer or basketball (keep away).</td>
<td>Give positive and corrective feedback.</td>
</tr>
<tr>
<td>Students cannot push each other out of inner tubes.</td>
<td></td>
</tr>
<tr>
<td>Students must swim to free spaces to be able to receive passes.</td>
<td></td>
</tr>
<tr>
<td>Each time 3 passes are completed a point is scored. Switch opponents at least once.</td>
<td></td>
</tr>
</tbody>
</table>

### Lesson Outcomes
- Learn to play Inner Tube Water Polo.
- Learn survival techniques using clothes as flotation devices.

### Equipment
- 1 inner tube per student
- 2 sets of goals
- Water polo balls
- 1 pair of old pants per student (students provide)
- Have equipment on deck for activities.

### Before Class Set Up
- Have equipment on deck for activities.
### Inner Tube Water Polo
**Object of game:** Score more points than opponent.
- Set up 2 games, 1 in deep end and one in shallow end.
- Students form teams of 4-6 with or without goals.
- All students are required to sit in inner tubes, belly up, with their butts through center. Swim goggles, masks, or fins should not be worn.
- Start with teams lined up along wall on same side as their goal. Drop ball into middle of pool. Teams race toward middle to gain possession.
- Possession is lost if a bad pass or shot is made, or if student with possession has his or her inner tube flipped. A student cannot touch ball or other students if he or she is out of his or her inner tube.
- Students may not flip anyone unless they possess ball.
- Holding inner tubes of other students is against rules.
- Shots must be taken at least 2 meters from goal.
- Ball cannot be taken from goalie once he or she has possession.
- Goalies must remain in their inner tubes but they are a bit more “free.” They may sit in a tube any way they want, so long as some part of their bodies goes through center of tube.
- **Variation:** Goals scored by girls (in co-ed play) count for 2 points.
- **Variation:** No goalies.
- **Variation:** Set up games for non-swimmers in shallow end.
- **Variation:** Require 2-3 passes before a goal may be scored.
- **Variation:** Give opponent a free pass once a goal has been scored.

### Survival Floating
**Today, our warm up will cover a review of previous lessons as well as an introduction to today’s topic.**
- We will also be discussing various ways of surviving a life or death situation in the water. We have gone over various swimming strokes. For the first 10 minutes of class, I want you to perform one of those strokes continuously. You will swim one width of the pool and back without stopping until you hear the signal. I want you to use good judgment as to which stroke to use; I suggest you use the stroke that is easiest to perform and uses the LEAST amount of energy.
- After approximately 10 minutes, signal for students to stop and stand in shallow end of the pool, or sit on deck.
- I would like everyone to catch their breath while I talk for a moment. I saw many of you using various strokes. If you are in a life or death situation it is important to maintain buoyancy and conserve energy until help arrives. Many of you may have discovered the elementary backstroke is probably the best stroke to use when trying to conserve energy in the water. When I say go, I would like everyone to put on a pair of jeans from the side deck and return to the water. Hold onto the side when in the water. Go.
- Once students are assembled, demonstrate how to make pants into a floatation device.
### Survival Floating (continued) (12 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>- First, while taking off your jeans, tread water to maintain buoyancy. Once your jeans are off, tie the bottom of the pant legs into a knot. Once they are in a knot, reach the pants up and catch air in the legs. Hold the pants underwater upside down (the legs should be out of the water and the opening facing the bottom of the pool). You can then use the jeans as a means to maintain buoyancy until help arrives.</td>
<td></td>
</tr>
<tr>
<td>- Now, I would like everyone to try another way to use jeans to keep buoyant in the water. For this technique, you tie the jean legs together. The jeans will now be in the shape of a circle. As you exhale, breath into the jean opening. Eventually, the legs will fill with air. As they fill, place the jean legs around your torso area. They will act as a life preserver until help arrives.</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>- What were some key elements that made your team successful?</td>
<td></td>
</tr>
</tbody>
</table>
## Track and Field 8th Grade : Lesson 1

<table>
<thead>
<tr>
<th><strong>LESSON OUTCOMES</strong></th>
<th><strong>EQUIPMENT</strong></th>
<th><strong>BEFORE CLASS SET UP</strong></th>
</tr>
</thead>
</table>
| ▪ Demonstrate sprint technique.  
▪ Demonstrate starting sprint position. | ▪ Music  
▪ 2 cones and 1 baton for every 4 students | ▸ Set up cones 20 yards apart from each other in lines for relays. |

### Jog and Stretch (5 minutes)

<table>
<thead>
<tr>
<th><strong>LESSON CONTENT</strong></th>
<th><strong>ROLE OF ASSISTANT</strong></th>
</tr>
</thead>
</table>
| ▪ 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. | ▪ Assist students with exercises.  
▪ Count off intervals. |

### Circle Walk and Random Running (9 minutes)

<table>
<thead>
<tr>
<th><strong>LESSON CONTENT</strong></th>
<th><strong>ROLE OF ASSISTANT</strong></th>
</tr>
</thead>
</table>
| ▪ Groups of 6 form circles lying on their backs with their feet facing middle of circle, bottoms of their feet almost touching. After all students are in position, they turn over into down position for push-ups.  
▪ Groups should look like a wheel with bodies as spokes.  
▪ On your signal, students rise up into up position of push-up, and begin "walking" with hands and feet toward their right. Continue for 15-30 seconds, depending on class ability.  
▪ On your second signal, students stop and put 1 knee to floor to rest (15-20 seconds).  
▪ Repeat signals for starting and stopping. Groups can move in either direction.  
▪ Continue for about 3 minutes.  
▪ Students scatter around area in their own space.  
▪ On your signal, all students begin to walk quickly around area in a random fashion.  
▪ On your next signal have students begin to jog. Encourage them to find a partner to run and talk while jogging.  
▪ After 3 minutes, signal students to begin walking quickly around area for 30 seconds to a minute and then signal them to resume jogging pattern.  
▪ You may want to add time for stretching to add variety. | ▪ Assist with student grouping and organization.  
▪ Congratulate excellence and effort.  
▪ Give feedback on push-up form and level of participation.  
▪ Start and stop music. |

---

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

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

---

**Track and Field**  | 8th Grade  | Lesson 1
### Activity #1
**Sprinting Technique**  
**LESSON CONTENT**
- Sprinting Technique: Body leans forward, Arm swing, Knees forward and up.
- Students shadow skills as you explain.

**ROLE OF ASSISTANT**
- Assist students with form, feedback, and skill practice.

### Activity #2
**Sprint Relays-Hi-5 Batons**  
**LESSON CONTENT**
- Students form groups of 4, 1 baton per group, and stand in straight lines all facing the same direction.
- Student at back of line holds baton.
- On your signal students begin jogging in place.
- Student with baton says “stick” and passes baton Hi-5 style (high to low) into outstretched hand of student immediately in front.
- This student then jogs for a bit then says “stick” and passes baton to next student in line.
- When baton reaches first student line continues to jog in place and turns 180 degrees in opposite direction and starts over.
- After a few minutes of passing have groups begin to jog around area, running in a straight line and passing baton up to front of line.
- Once runner in front receives baton he or she runs to back of the line and starts again.
- Success in this drill can only be achieved by staying together.

**ROLE OF ASSISTANT**
- Set up 4 cones around perimeter of play area for students to run around.
- Move among groups making sure everyone is complying with rules; check running form.

### Activity #3
**Start Technique**  
**LESSON CONTENT**
- Students stand in lines as in previous activity, with attention toward 1 end of activity area where you are demonstrating starts. If space permits, have all students line up behind line and run at same time.
- 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 on ground next to your front foot, (Get Set) - Raise hips, Rear knee raised, Shoulders over hands, Eyes focused several feet down path, (Go) - Push with both feet, Raise body gradually, Drive arms.

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

**Cues or Key Concepts**
- Italics indicate the teacher speaking directly to the student.
## Practice Starts
### Lesson Content (8 minutes)
- Repeat Activity #2 except this time each student must assume a starting position before receiving baton.
- Start all students in a standing start then they receive baton like a Hi-5.
- Use first attempt as practice, then make activity competitive.
- Try to have all students begin from a racing start. This will make handoffs a little more difficult. Student in racing position must rise up just before teammate reaches line in order to receive baton.
- If time permits, race after a couple of practice rounds.

### Role of Assistant
- Help groups maintain skill level as they go from practice to competition.
- Commend good performance.

## Cool Down/Closure
### Lesson Content (3 minutes)
- Students return equipment.
- Students gather at center of activity area in front of you.
- Think, Pair, Share (After a minute or so with each question, have a few students share answers with class.)
  - What are the cues to a standing start?
  - What are the cues to a racing start?
- Urge students to use skills they have acquired or honed today to have competitions with peers, family members, and others.

### Role of Assistant
- Clean up equipment.
- Commend those who improved during lesson.

---

Italicics 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** 8th 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 visual baton exchanges.</td>
<td>☐ 1 cone per student</td>
<td>✓ IA: Set up 2 20 X 20 rectangles.</td>
</tr>
<tr>
<td>☐ Demonstrate blind baton exchanges.</td>
<td>☐ Task cards for Jump and Jog Fitness</td>
<td>✓ ACTIVITY #2, #4, HRPA: Set up a large oval with cones marking places; need 1 cone for every 4 students.</td>
</tr>
</tbody>
</table>

### INSTANT ACTIVITY

#### Challenge Races

**LESSON CONTENT**
- Students find partners and move to start line. On “Go,” they race to other side of play area. Winner stays at far line and slower partner returns to start area (This will be Try Again side of rectangle), finds another partner and repeats.
- Winners find new partners and use Success side of rectangle to race their new opponents. At finish line, winner stays on Success side and partner returns to Try Again side of rectangle.

**ROLE OF ASSISTANT**
- Using cones, set up 2 20 X 20 rectangles for Success and Try Again sides.
- Move around area to make sure students are following spirit of activity.

### Visual Baton Exchange

**LESSON CONTENT**
- Students can shadow practice as you demonstrate.
- 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.)
- Incoming runner makes baton visible to receiver as exchange begins.

**ROLE OF ASSISTANT**
- Move among students to help with instruction.

### HEALTH RELATED PHYSICAL ACTIVITY

#### Jump and Jog Fitness

**LESSON CONTENT**
- Split group in half using a partnering skill.
- Partner 1 jogs outside oval while partner 2 performs jump rope skills inside circle.
- When music is paused, or on your signal, partners switch from jogging to inner activity area.

- Variation: Integrate sport skills for outer oval (e.g., dribble a basketball or soccer ball).
- Variation: Strength or flexibility activities can be incorporated into inner oval activities.

**ROLE OF ASSISTANT**
- Set up a large oval using 6-8 cones with task cards and jump rope variations.
- Stand opposite teacher to help with supervision.

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

RELAY RACES

LESSON CONTENT

Students form groups of 4, 1 baton per group.
Each group moves to a cone. Each group will be part of a relay team.
On your signal, student with baton runs around oval to next team member and uses a visual hand-off. After handoff, incoming runner moves to end of that line.
Students wait inside oval next to their cones. Once first runner approaches, second runner moves onto running area, ready to receive baton.
Each receiver moves to outside of oval area so he or she will not be in other runners’ way.
After handoff, students remain inside running area. Next runner steps onto running area as his or her teammate draws near.
Race is finished once every student has completed 1 lap.

ROLE OF ASSISTANT

✓ Using cones form an oval running area; 1 cone for every 4 students in class.
✓ Set up staggered lanes for each group around activity area. Step forward 3 steps, and across 2 steps.

ACTIVITY #3

RELAY RACES

LESSON CONTENT

All groups begin at same cone and race.
Race ends when all 4 runners have finished.
To make races more competitive, slower teams can be given a head start after first race.
Repeat as many times as students can physically handle and time permits.

ROLE OF ASSISTANT

Help with hand-off skills.
Divide area with teacher to ensure each student has opportunity to be given feedback.

COOL DOWN/CLOSURE

LESSON CONTENT

Students return equipment.
Students gather at center of activity area in front of you and stretch legs and shoulders.
Think, Pair, Share (After a minute or so with each question, have a few students share answers with class.)
What are the cues to successful visual hand-offs?

ROLE OF ASSISTANT

✓ Collect equipment.
✓ Move among students making sure they are on task and engaged in discussion.

 Italics indicate the teacher speaking directly to the student.
## Track and Field 8th 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 standing long jump technique.</td>
<td>■ 1 jump rope per student</td>
<td>✓ IA: Set out ropes.</td>
</tr>
<tr>
<td>■ Apply running long jump technique.</td>
<td>■ 2 long ropes for every 6 students</td>
<td>✓ HRPA: Set out FLOW equipment.</td>
</tr>
<tr>
<td></td>
<td>■ FLOW equipment</td>
<td>✓ ACTIVITY #3: Have ropes ready to set up.</td>
</tr>
<tr>
<td></td>
<td>■ Music</td>
<td></td>
</tr>
</tbody>
</table>

### Instant Activity

**Jump Rope**

**Lesson Content**
- As students enter activity area, they find jump ropes and their own space.
- Have students try different types of jumps: front, back, cross, etc.
- Students can pair up and compete.

**Role of Assistant**
- Explain activity as students enter area.
- Help collect equipment.

### Health Related Physical Activity

**FLOW**

**Lesson Content**
- FLOW.

**Role of Assistant**
- Distribute and/or set up equipment.
- Monitor stations as necessary. Note any stations where safety may be an issue.

### Activity #1

**Long Jump Skills**

**Lesson Content**
- 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.

**Role of Assistant**
- Assist students with cues.

---

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

*Italics indicate the teacher speaking directly to the student.*
### Activity #2
**Jump Off**
(4 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Have students line up, a little farther apart than shoulder to shoulder.</td>
</tr>
<tr>
<td>- On your signal, students take 1 step and then a jump, then return to start line. Repeat.</td>
</tr>
<tr>
<td>- Have students back up and add more steps.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Give feedback.</td>
</tr>
<tr>
<td>- Demonstrate as needed.</td>
</tr>
</tbody>
</table>

### Activity #3
**Jumping the River**
(6 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Students form groups of 3-4, 2 long jump ropes per group; 1 to mark take off and other angled at a distance so that students can jump across it at its widest point.</td>
</tr>
<tr>
<td>- Students run and jump across river. Each student must choose where he or she can be successful yet challenged. Challenge by Choice: where is widest spot they can jump across? Can their teammates help them jump farther? Are they using their arms when they jump?</td>
</tr>
<tr>
<td>- Repeat several times to allow students an opportunity to use their arms and legs in jumping technique. Move among students providing feedback.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Help students form groups.</td>
</tr>
<tr>
<td>- Help with equipment.</td>
</tr>
<tr>
<td>- Assist with jumping technique and skills.</td>
</tr>
<tr>
<td>- Provide positive feedback.</td>
</tr>
</tbody>
</table>

### Cool Down/Closure
(3 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Students return equipment.</td>
</tr>
<tr>
<td>- Students join you in middle of activity area. Have students take a knee and raise arms above their heads and stretch arms, shoulders, and back.</td>
</tr>
<tr>
<td>- While they are stretching, ask them to mentally go through process of long jump. When landing, what is your body doing?</td>
</tr>
<tr>
<td>- Explain rules and how marking takes place at spot closest to take-off mark.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Collect ropes.</td>
</tr>
<tr>
<td>- Join students stretching. Comment on good stretches and those students with good flexibility.</td>
</tr>
</tbody>
</table>

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

_Elites indicate the teacher speaking directly to the student._
## Lesson Outcomes
- Demonstrate proper triple jump footwork.

## Equipment
- 1 jump rope per pair
- Cones to set up rectangle
- Music

## Before Class Set Up
- IA: Set up cones in a 20 X 20 yard rectangle.
- Put jump ropes in middle of rectangle.

### Jump and Jog Fitness

#### (3-5 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Split group in half using a partnering skill.</td>
<td>Set up a large oval using 6-8 cones with task cards and jump rope variations.</td>
</tr>
<tr>
<td>Partner 1 jogs outside oval while partner 2 performs jump rope skills inside circle.</td>
<td>Stand opposite teacher to help with supervision.</td>
</tr>
<tr>
<td>When music is paused, or on your signal, partners switch from jogging to inner activity area.</td>
<td></td>
</tr>
<tr>
<td>➔ Variation: Integrate sport skills for outer oval (e.g., dribble a basketball or soccer ball).</td>
<td></td>
</tr>
<tr>
<td>➔ Variation: Strength or flexibility activities can be incorporated into inner oval activities.</td>
<td></td>
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</table>

### Awesome Add-On

#### (8 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students jog or walk around play area. Movement pattern can be changed (skip, gallop, hop, etc.).</td>
<td>Give positive specific feedback.</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 designated skill or exercise. For example, touch ground, change directions, turn around, 10 jumping jacks, 5 push-ups, 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>

### Triple Jump

#### (3 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Triple Jump: Footwork - left, left, right, both OR right, right, left, both.</td>
<td>Assist with demonstration.</td>
</tr>
<tr>
<td>Students shadow practice skills as you provide explanation.</td>
<td>Give positive feedback while students are shadow practicing.</td>
</tr>
<tr>
<td>Students need to use their arms on jumps to gain distance.</td>
<td></td>
</tr>
</tbody>
</table>

**Italics indicate the teacher speaking directly to the student.**
### Single Leg Bound, Alternate Bound, Combination Bound
*(10 minutes)*

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate skill set with a student.</td>
<td>Help students having trouble with coordination or skill development.</td>
</tr>
<tr>
<td>Students line up along basketball baseline or football yard marker. They do 1 of the movements below to far cone or line and do either same or different movement back. Repeat as often as needed.</td>
<td>Make sure they bound with both right and left leg. This will help students determine lead leg.</td>
</tr>
<tr>
<td>Single Leg Bound - Students perform hops on 1 foot, trying to cover as much ground as possible. Arms should be thrust forward with each jump. This is not always natural so has to be coached. Make sure they bound with both right and left leg. This will help students determine lead leg.</td>
<td>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.</td>
</tr>
<tr>
<td>Combination Bound - Students use triple jump form (left, left, right). This is difficult, and should not be tried until first 2 jumps have been accomplished.</td>
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</tr>
</tbody>
</table>

### Leap Frog Triple Jump
*(10 minutes)*

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>If outside, have students cross a distance of about 50 yards or more.</td>
<td>Encourage good technique.</td>
</tr>
<tr>
<td>If inside gym have students cross from 1 side of gym to other and then go back.</td>
<td>Help monitor activity.</td>
</tr>
<tr>
<td>All partnerships line up behind a line. 1 student from each pair does a triple jump. Other partner then starts a triple jump where first partner is now standing.</td>
<td>Partners continue alternating jumps across field; similar to leap frog but they jump beside their partners, not over. Can be done as a race or just a challenge.</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 then join you in middle of activity area.</td>
<td>Collect equipment.</td>
</tr>
<tr>
<td>Think, Pair, Share (After a minute or so with each question, have a few students share answers with class.)</td>
<td>Move among students and listen to conversations. Commend those who are on-task and engaged.</td>
</tr>
<tr>
<td>What makes the triple jump difficult? How can you jump further?</td>
<td></td>
</tr>
<tr>
<td>Challenge class to teach someone to triple jump at home.</td>
<td></td>
</tr>
</tbody>
</table>
# Track and Field 8th Grade : Lesson 5

## Lesson Outcomes
- Demonstrate sprint technique.
- Demonstrate long jump technique.
- Demonstrate shot put technique.
- Demonstrate baton exchange technique.

## Equipment
- 5 cones
- Bucket with 12-18 markers, 2-4 shot puts, and 4 cones
- Bucket with 2 jump ropes, 3 batons, and 4 cones
- Bucket with 3 batons
- Bucket with 2 jump ropes and 4 cones

## Before Class Set Up
- HRPA: Set up a large oval with 5 cones.
- Prepare all equipment for track and field circuit.

## Instant Activity

### Take Down
(3-5 minutes)

**Lesson Content**
- Students find partners as they enter play space.
- Partners face each other and take 2 steps back.
- Remind students to keep their heads up during activity to avoid bumping heads.
- Object of game: to tag a partner’s knee 3 times.
- When this happens, students call out “take down.”
- After a take down, students begin again, seeing who can earn most “take downs.”
- Have students switch partners after awhile or have Success/Try Again zones.

**Role of Assistant**
- Move through area providing encouragement and participating for short bouts with different pairs of students.

### Pass and Sting
(6 minutes)

**Lesson Content**
- Students find partners of similar running speed and 1 beanbag.
- On your signal, partners move around activity area tossing beanbag back and forth.
- On your next signal, student with beanbag is “It” and chases his or her partner. If tagged, tagged partner does an exercise (jumping jacks, push-ups, crunches, etc.). If no tag is made then both partners do 5 jumping jacks and reverse roles.
- Repeat.

**Role of Assistant**
- Pass out beanbags.
- Help students find partners.
- Move among groups to ensure compliance with rules of game.
- Commend pairs hustling and playing game with zeal.

### Shot Put Review
(4 minutes)

**Lesson Content**
- Shot Put: Hold shot in palm of hand under jaw between chin and ear, Elbow down and in, Push upward and out, No wrist snap.
- Demonstrate technique
- Have students shadow practice without equipment

**Role of Assistant**
- Get one shot put for demonstration

---

**Italics indicate the teacher speaking directly to the student.**
### Track and Field Circuit

**Lesson Content**

- Have all students divide into 5 equal groups. You may use a grouping technique, roll groups, or any other effective method you have developed for grouping.
- Give quick explanation of what is done at each station, and allow students to move to their station.
  - Station 1: Sprint station
  - Station 2: Shot Put
  - Station 3: Triple jump
  - Station 4: Relays
  - Station 5: Long jump

- Each group takes a bucket and moves to station assigned to them and performs tasks as directed.
- On your signal, all equipment is placed back in buckets and students move 1 station and perform tasks at that station. Repeat process until all groups have performed tasks at all stations.
- Add extra stations if space permits.

**Role of Assistant**

- Have all buckets and equipment ready for distribution.
- Set-up stations either before class or while teacher organizes class.
- Divide stations with teacher and keep your stations on-task.
- Commend good effort and cooperation.

### Cool Down/Closure

**Lesson Content**

- Students return equipment.
- Students gather at middle of activity area in front of you and stretch legs, arms, and shoulders.
- Ask:
  - *What was the favorite station today?*
- Challenge students to sprint race someone when they go home.

**Role of Assistant**

- Collect equipment.
- Demonstrate stretches.

---

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

<table>
<thead>
<tr>
<th>LESSON OUTCOMES</th>
<th>EQUIPMENT</th>
<th>BEFORE CLASS SET UP</th>
</tr>
</thead>
</table>
| ■ Apply previously acquired skills in a class activity.  
■ Apply jumping techniques to activity.                     | ■ 1 cone per student    ■ 6-10 balls                                         | ✓ HRPA: Set up a 40 X 40 rectangle marked by cones around activity area. |

---

**INSTANT ACTIVITY**

**Jog and Stretch**

**(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**

■ Assist students with exercises.
■ Count off intervals.

**End Around Run**

**(8-10 minutes)**

**LESSON CONTENT**

■ Students form groups of 8-10.
■ 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.

---

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

_Italics indicate the teacher speaking directly to the student._
ACTIVITY #1
Triple Jump Technique
(3 minutes)

LESSON CONTENT
- Students stand in a semi-circle in front of you.
- Walk through footwork for triple jump.
- Triple Jump: Footwork - left, left, right, both OR right, right, left, both.
- Have students practice in their own space.
- Demonstrate arm work for triple jump.
- Students shadow your demonstration.
- Put both skills together - footwork and arm skills.

ROLE OF ASSISTANT
- Help with demonstration as needed.
- Make sure all students understand techniques and are attempting them appropriately.

ACTIVITY #2
Single Leg Bound, Alternate Bound, Combination Bound
(8 minutes)

LESSON CONTENT
- Demonstrate skill set with a student.
- 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.
- 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.

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

ACTIVITY #3
The Old Run Around
(8 minutes)

LESSON CONTENT
- Demonstrate skill set with a student.
- Students form groups of 6, 1 ball and 6 cones/markers per group. Groups are in zig-zag formation with extra cone outside zig-zag area.
- Cones must be 5 large steps apart and in zig-zag 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 who makes first throw.
- Students keep track of their own points.

ROLE OF ASSISTANT
- Assist students with setting up formation.
- Supervise groups by making sure runners are following rules and passers are passing to next student in line and not further down line.
- Please see Appendix A for diagram.
## 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 then join you at center of activity area.</td>
<td>✓ Collect equipment.</td>
</tr>
<tr>
<td>▢ Pick a student to lead leg stretches for entire group.</td>
<td>▢ Help student who is leading stretches as necessary.</td>
</tr>
<tr>
<td>▢ During stretching, go around group and give feedback on performance during class, commend good effort, and congratulate good form.</td>
<td>▢ Move among students and commend their performance in class today.</td>
</tr>
<tr>
<td>▢ Challenge each student to teach triple jump technique to someone.</td>
<td></td>
</tr>
</tbody>
</table>

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

**LESSON OUTCOMES**
- Participate in FLOW activities.
- Demonstrate proper discus technique.

**EQUIPMENT**
- 1 jump rope per student
- 1 cone and 1 discus per pair
- FLOW equipment

**BEFORE CLASS SET UP**
- IA: Have Jump Ropes easily accessible.
- HRPA: Set out FLOW equipment.
- ACTIVITY #2: Have cones and discus out for easy access.

---

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

**INSTANT ACTIVITY**
- As students enter activity area, they find jump ropes and their own space.
- Have students try different types of jumps: front, back, cross, etc.
- Students can pair up and compete.

**LESSON CONTENT**
- Explain activity as students enter area.
- Help collect equipment.

**ROLE OF ASSISTANT**
- Explain activity as students enter area.
- Help collect equipment.

---

**FLOW** (15 minutes)

**HEALTH RELATED PHYSICAL ACTIVITY**
- FLOW.

**LESSON CONTENT**
- Distribute and/or set up equipment.
- Monitor stations as necessary. Note any stations where safety may be an issue.

**ROLE OF ASSISTANT**
- Distribute and/or set up equipment.
- Monitor stations as necessary. Note any stations where safety may be an issue.

---

**Discus Review** (3 minutes)

**LESSON CONTENT**
- Students gather and in semi-circle around you to view demo.
- Discus: For a right handed student (adjust for left-handers) - Left shoulder toward target, Rest discus in first knuckle of hand and on “pad” near wrist, Body twists around, Arm swings straight out in a circular motion, Release pinky to index finger order.

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

---

**ACTIVITY #1**

- Provide positive feedback on technique, cooperation, and inclusion.

---

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

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

**Discus Bowling**  
*(6 minutes)*

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
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</tr>
</thead>
<tbody>
<tr>
<td>■ Students find partners, 1 discus per pair.</td>
<td>✓ Assist with equipment distribution.</td>
</tr>
<tr>
<td>■ 1 partner is 15 feet away from other partner. Partner with a discus shows his or her grip to partner, and partner suggestions any grip modifications.</td>
<td>■ Help students find partners.</td>
</tr>
<tr>
<td>■ After grip is appropriate, then student uses “bowling” technique to deliver discus to partner. Discus should be rolled on edge.</td>
<td>■ Assist all students with form and technique.</td>
</tr>
<tr>
<td>■ Partners go back and forth 5-10 times each.</td>
<td></td>
</tr>
<tr>
<td>■ Review finger release order after each throw. Maintain proper beginning grip.</td>
<td></td>
</tr>
</tbody>
</table>

**ACTIVITY #3**

**Slow Motion Discus Toss**  
*(6 minutes)*

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
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</tr>
</thead>
<tbody>
<tr>
<td>■ Demonstrate a proper throw done in slow motion.</td>
<td>■ Assist with demonstration.</td>
</tr>
<tr>
<td>■ Emphasize to students that discus needs to be released off forefinger and not from back of hand.</td>
<td>■ Help individual students with proper throwing technique.</td>
</tr>
<tr>
<td>■ Students toss discus back and forth but do so in slow motion.</td>
<td></td>
</tr>
<tr>
<td>■ Slowing down motion will help students release discus properly and will maintain student safety.</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>■ Students gather in center of activity area.</td>
<td>✓ Collect equipment.</td>
</tr>
<tr>
<td>■ Have students shadow proper discus grip.</td>
<td>■ Move among students offering feedback on hand positions.</td>
</tr>
<tr>
<td>■ Have students shadow finger release order of discus.</td>
<td></td>
</tr>
<tr>
<td>■ Ask students what they could use as a substitute for a discus if they wanted to practice at home.</td>
<td></td>
</tr>
</tbody>
</table>

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

**Take Down**

**Lesson Content**
- Students find partners as they enter play space.
- Partners face each other and take 2 steps back.
- Remind students to keep their heads up during activity to avoid bumping heads.
- Object of game: to tag a partner's knee 3 times.
- When this happens, students call out “take down.”
- After a take down, students begin again, seeing who can earn most “take downs.”
- Have students switch partners after awhile or have Success/Try Again zones.

**Role of Assistant**
- Move through area providing encouragement and participating for short bouts with different pairs of students.

### Health Related Physical Activity

**Full Track 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.
- 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.
- Station 4: Standing Long Jump - Students jump-off against each other to see who can jump furthest.
- Station 5: Shot Put - 1 shot put or softball per pair. Have a large ball (i.e., soccer or junior basketball) at station. Each student “puts” shot or ball toward partner. Safety rules must be followed at all times.

**Role of Assistant**
- Supervise all groups, especially the shot and discus to insure cooperation and safety.

### Lesson Outcomes

- Apply track skills in circuit activity.
- Demonstrate proper distance running technique.

### Equipment

- 4-6 hoops
- 2-3 batons
- 2-3 long jump ropes
- 2-3 discus
- 2-3 jump cones
- 2-3 shot puts
- 4-6 short ropes

### Before Class Set Up

- HRPA: Set up equipment for circuit.

---

*Italics indicate the teacher speaking directly to the student.*
## Full Track Circuit (continued) (25 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Station 6: Zig-Zag Jumping - 1 long jump rope per pair. Students place rope straight out. Starting at end of rope, they jump over in a zig-zag 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 (5-7 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Distance Running Technique: Body is erect and there is little arm movement. Swing arms up and down rather than across body. Use good stride with heel/toe strike.</td>
<td>Assist students with technique.</td>
</tr>
<tr>
<td>Students jog in place demonstrating proper running form.</td>
<td></td>
</tr>
<tr>
<td>Leave time to talk about technique and pacing.</td>
<td></td>
</tr>
</tbody>
</table>

## Cool Down/Closure (2 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students return equipment.</td>
<td>Put away equipment.</td>
</tr>
<tr>
<td>Gather students in middle of activity area.</td>
<td></td>
</tr>
<tr>
<td>Students stretch legs, focusing on hamstrings and quads.</td>
<td>Assist students with stretches. Model as needed.</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>In the circuit what was your favorite station? What was your most challenging?</td>
<td></td>
</tr>
<tr>
<td>Challenge all students to teach someone good distance running technique at home before next class.</td>
<td></td>
</tr>
</tbody>
</table>

>* Italics indicate the teacher speaking directly to the student.*
**Lesson Outcomes**
- Apply running skills in a relay.

**Equipment**
- Enough long and short jump ropes for entire class
- 1 ball for every 6 students
- 1 beanbag per pair
- 1 baton for every 3 students

**Before Class Set Up**
- IA: Set out ropes for easy access.
- ACTIVITY #1: Have balls in a receptacle
- ACTIVITY #2: Have batons ready for distribution.
- Set up relay race oval.

---

**Instant Activity**

**Jump Rope Long and Short**
(3-5 minutes)

**Lesson Content**
- As students enter activity area, they may choose a short or long rope.
- Students move to a safe space and jump.
- Students may change from long to short ropes, but they must turn in their equipment before moving.

**Role of Assistant**
- Help students with set-up
- Explain anything students may not understand
- Help those who are having trouble staying in up position of push-up
- Commend effort

**Pass and Sting**
(6 minutes)

**Lesson Content**
- Students find partners of similar running speed and 1 beanbag.
- On your signal, partners move around activity area tossing beanbag back and forth.
- On your next signal, student with beanbag is “It” and chases his or her partner. If tagged, tagged partner does an exercise (jumping jacks, push-ups, crunches, etc.). If no tag is made then both partners do 5 jumping jacks and reverse roles.
- Repeat.

**Role of Assistant**
- Pass out beanbags.
- Help students find partners.
- Move among groups to ensure compliance with rules of game.
- Commend pairs hustling and playing game with zeal.

**Tunnel Ball Plus**
(10 minutes)

**Lesson Content**
- Demonstrate skill set with a student.
- Students form groups of 6 in a line formation, 1 ball per group.
- 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.
- 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.
- Student who rolled ball joins tunnel in front and last student in line gets up and prepares to receive the next pass.
- Continue until whole line has been in all 3 positions.

**Activity #1**
- Challenge: How fast can each group go through all 3 positions? Push-up, crab walk, and standing positions.

**Role of Assistant**
- Help students with set-up
- Explain anything students may not understand
- Help those who are having trouble staying in up position of push-up
- Commend effort

---

*Italics indicate the teacher speaking directly to the student.*
| ACTIVITY #2 | Distance Relay  
(10 minutes) | ROLE OF ASSISTANT |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>LESSON CONTENT</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
- Form groups of 3 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 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. |

| COOL DOWN/CLOSURE  
(3 minutes) | ROLE OF ASSISTANT |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>LESSON CONTENT</td>
<td></td>
</tr>
</tbody>
</table>
- Students gather in center of activity area.
- Ask students which track and field activity is their favorite.
- After all have gathered and are stretching by your lead, challenge students to use skills they have learned in this unit to educate others in the variety of activities in track and field. |
| ROLE OF ASSISTANT |
- Put away equipment.
- Move among students, offering praise to those who participated successfully during class. |

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

*Italics indicate the teacher speaking directly to the student.*
### Track and Field 8th Grade: Lesson 10

#### Lesson Outcomes
- Demonstrate cooperative spirit in track and field circuit.
- Demonstrate previously learned skills in track and field circuit.

#### Equipment
- 8-10 cones
- Track and field circuit equipment

#### Before Class Set Up
- 4 cones for HRPA
- 4-6 Track stations according to your activity space and equipment

#### Instant Activity
**Take Down** (3-5 minutes)

<table>
<thead>
<tr>
<th>Lesson Content</th>
<th>Role of Assistant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students find partners as they enter play space.</td>
<td>Move through area providing encouragement and participating for short bouts with different pairs of students.</td>
</tr>
<tr>
<td>Partners face each other and take 2 steps back.</td>
<td></td>
</tr>
<tr>
<td>Remind students to keep their heads up during activity to avoid bumping heads.</td>
<td></td>
</tr>
<tr>
<td>Object of game: to tag a partner's knee 3 times.</td>
<td></td>
</tr>
<tr>
<td>When this happens, students call out “take down.”</td>
<td></td>
</tr>
<tr>
<td>After a take down, students begin again, seeing who can earn most “take downs.”</td>
<td></td>
</tr>
<tr>
<td>Have students switch partners after awhile or have Success/Try Again zones.</td>
<td></td>
</tr>
</tbody>
</table>

**Awesome Add-On** (8 minutes)

<table>
<thead>
<tr>
<th>Lesson Content</th>
<th>Role of Assistant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students jog or walk around play area. Movement pattern can be changed (skip, gallop, hop, etc.).</td>
<td>Give positive specific feedback.</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 designated skill or exercise. For example, touch the ground, change directions, turn around, 10 jumping jacks, 5 push-ups, 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>
<tr>
<td>Track and Field Circuit</td>
<td>Cool Down/Closure</td>
</tr>
<tr>
<td>-------------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td><strong>LESSON CONTENT</strong></td>
<td><strong>LESSON CONTENT</strong></td>
</tr>
<tr>
<td>Have all students divide into 5 equal groups. You may use a grouping technique, roll groups, or any other effective method you have developed for grouping.</td>
<td>Students return equipment and gather at center of activity area.</td>
</tr>
<tr>
<td>Give quick explanation of what is done at each station, and allow students to move to their station.</td>
<td>Review events of track and field.</td>
</tr>
<tr>
<td>Each group takes a bucket and moves to station assigned to them and performs tasks as directed.</td>
<td>Explain that running and throwing are lifetime activities that they can be used in different ways at different times. Students can be successful at any level of play.</td>
</tr>
<tr>
<td>On your signal, all equipment is placed back in buckets and students move 1 station and perform tasks at that station. Repeat process until all groups have performed tasks at all stations.</td>
<td>Congratulate students upon completion of track and field unit.</td>
</tr>
<tr>
<td><strong>ROLE OF ASSISTANT</strong></td>
<td><strong>ROLE OF ASSISTANT</strong></td>
</tr>
<tr>
<td>✔ Have all buckets and equipment ready for distribution.</td>
<td>✔ Collect equipment.</td>
</tr>
<tr>
<td>✔ Set-up stations either before class or while teacher organizes class</td>
<td>✔ Congratulate students.</td>
</tr>
<tr>
<td>✔ Divide stations with teacher and keep your stations on-task.</td>
<td></td>
</tr>
<tr>
<td>✔ Commend good effort and cooperation.</td>
<td></td>
</tr>
</tbody>
</table>

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

Task Cards
JUMP & JOG FITNESS

Two Foot Basic
Jog Step
Skier
Scissors
Jumping Jack
Your Choice

*try each backwards, fast time, or with crossing arms
# Hockey 8th Grade : Lesson 1

## Triangle Tag
**Lesson Content**
- Students form groups of 4. 3 partners hold hands in a small triangle, facing each other. 1 of these students is a “target.”
- Fourth partner, a tagger, stands outside triangle across from target student.
- Object of game: for tagger to tag target student on an arm or hand by moving around outside of the triangle.
- Students in triangle cooperate and move laterally to protect target student from being tagged.
- Tagger cannot reach across triangle to tag.

**Role of Assistant**
- Help students start activity.
- Supervise, making sure students follow directions and stay on task.
- Encourage students in triangles to work together to protect target student.

**Health Related Physical Activity**
- Participation in short bouts with several groups as you supervise.
- Reinforce students who are participating.
- Remind students about working within MVPA by keeping their feet moving during all aerobic tasks.

## Add-On Fitness
**Lesson Content**
- Students begin walking or jogging around perimeter of play area.
- When music stops, instruct students to perform stretch “A,” which is being modeled by TA (stretches may be posted on cones).
- Students hold stretch for 5 seconds.
- When music begins again, students resume walking or jogging.
- When music stops, call out stretch “B.”
- Students perform stretch “A” first, and then perform stretch “B.” For example: A, AB, ABC, ABCD, etc.
- Pattern continues until 6-8 stretches have been completed.

**Role of Assistant**
- Variation: Change locomotor movements while music is playing.
- Variation: Incorporate muscular strength, endurance, or yoga activities when music stops.

## BEFORE CLASS SET UP
- Spread hockey sticks and pucks/balls around perimeter of play space.
- Have cones ready for relay markers.

## LESSON OUTCOMES
- Demonstrate correct grip of a hockey stick.
- Demonstrate correct stick handling technique.
- Demonstrate controlled dribbling of hockey puck while moving.

## EQUIPMENT
- Music for HRPA
- 25-30 cones for relay
- 1 hockey stick and puck/ball per student

## 8th Grade | Lesson 1
### Transition

**LESSON CONTENT**
- Each student gets a hockey stick and puck/ball from perimeter and begins controlled dribbling around area.

**ROLE OF ASSISTANT**
- Help students find equipment.
- Encourage students to move safely around area with controlled dribbling.

### Proper Stance, Grip, and Carry (3-5 minutes)

**LESSON CONTENT**
- Students stop/look/listen on your signal and place 1 foot on puck/ball.
- Quickly review critical elements of hockey grip and carry.
  - Hockey Stance: Feet slightly wider than shoulder width, Knees slightly bent, Back straight, Head up.
  - Grip: Use handshake grip, Hold hands apart with non-dominant hand near top of stick, Dominant hand is midway down shaft, Hands form a “V” with thumb and forefinger.
  - Stick Position: Blade flat on floor forming triangle with feet.
  - Freeze/Rest Position: Hold stick in front of body parallel to floor.
- Students practice moving around area with proper grip and carry and freeze on your signal.

**ROLE OF ASSISTANT**
- Move throughout play area offering feedback to students on critical skills.
- Watch all students for safety.

### Controlled Dribble in Open Space (5 minutes)

**LESSON CONTENT**
- Students practice control dribbling and stick-handling.
- Students dribble by making a series of short taps with stick in direction he or she is moving, using both sides of blade and keeping blade flat on floor.
- Students use their wrists to “cup” or “cradle” puck, keeping puck out in front and away from their feet but not more than a full stride away.
- When students stop, puck should be no more than a full stride in front of their bodies.

**ROLE OF ASSISTANT**
- Watch all students and reinforce keeping stick below waist.
- For larger classes, monitor activity in 2 separate areas.

### Activity #2

**TRANSITION**

**LESSON CONTENT**
- On your signal, students form groups of 4-6, depending on class size and facility. Smaller groups are better.
- 1 student in each group keeps his or her puck/ball, while others return theirs’ to container.

**ROLE OF ASSISTANT**
- Help set up cones/ polyspots for game activity.
- Help with equipment return.

---

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

*Italics indicate the teacher speaking directly to the student.*
## Hockey 8th Grade Lesson 1

### Dribble and Pass Relay
(8-10 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Divide students into teams of 2-3, 1 puck/ball per team. Size may vary depending on class size.</td>
<td>✓ Set up cones across from each other across width of play space.</td>
</tr>
<tr>
<td>On “Go,” teams dribble to turning cone (TC) then back to starting cone (SC), handing off puck to next player in line.</td>
<td></td>
</tr>
<tr>
<td>Each time a player returns to his or her line, team counts out a number (1, 2, etc.).</td>
<td></td>
</tr>
<tr>
<td>First team to 8 wins. Score is arbitrary and can be adjusted based on students’ abilities, class size, etc.</td>
<td></td>
</tr>
<tr>
<td>After a few minutes, teams can be changed to adjust to dynamics of competition.</td>
<td></td>
</tr>
</tbody>
</table>

ACTIVITY #3

![Diagram of cones](image)

### 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>✓ Help collect equipment.</td>
</tr>
<tr>
<td>Lead group in stretching.</td>
<td></td>
</tr>
<tr>
<td>Think, Pair, Share (After a minute or so with each question, have a few students share answers with the class.)</td>
<td></td>
</tr>
<tr>
<td>Describe to a partner what it means to “cradle” the puck/ball with the hockey stick.</td>
<td></td>
</tr>
<tr>
<td>When stick handling the puck in hockey, why is it important to keep your head up?</td>
<td></td>
</tr>
<tr>
<td>Encourage students to be active at home.</td>
<td></td>
</tr>
</tbody>
</table>

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

Italics indicate the teacher speaking directly to the student.
## Hockey 8th Grade : Lesson 2

**LESSON OUTCOMES**
- Demonstrate accurate forehand and backhand passing skills.
- Demonstrate how to correctly "give" when receiving a pass.
- Demonstrate basic defensive position.
- Demonstrate correct stick-checking technique when playing defense.

**EQUIPMENT**
- Timed music for HRPA
- 1 hockey stick per student
- 1 jump rope per student
- Boombox
- 1 puck/ball for every 2 students
- Cones or polyspots for grids

**BEFORE CLASS SET UP**
- Spread out jump ropes around perimeter of play space.
- Spread out hockey sticks, pucks/balls around play space.
- Set up cones to mark grids.
- Prepare music for HRPA.

### INSTANT ACTIVITY

#### Flash Tag
(5 minutes)

**LESSON CONTENT**
- Object of game: to add quickly and then tag partner.
- Students form pairs and stand facing each other.
- 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).
- Students add their number of fingers with their partner's number of fingers and try to call out sum first.
- 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.
- 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.
- After third turn, each student raises his or her hand and looks for a new partner to play with.

→ **Variation:** Students run.

**ROLE OF ASSISTANT**
- Help students organize and understand IA.
- Move through play space, participating with students when it is appropriate, and encouraging students to participate actively.

#### Transition

**LESSON CONTENT**
- Students find a jump rope and begin jumping.

**ROLE OF ASSISTANT**
- Encourage students to hustle.

#### Continuity Exercises
(7-10 minutes)

**LESSON CONTENT**
- Students alternate jump roping during music segments (approximately 30-40 seconds) with exercising in place (10-15 seconds) as directed by you when music stops.
- Students jump continuously while music is playing.
- Suggested exercises include:
  - Abdominal crunches
  - Leg raises (sitting or lying down)
  - Straddle stretch
  - Pretzel stretch
  - Modified hurdler stretch
  - Calf stretches
  - Push-ups
  - Reverse push-ups
  - Mountain climbers
  - Arm circles

**ROLE OF ASSISTANT**
- Start and stop music as needed.
- Participate with students for short bouts as you supervise.
- Encourage students to maintain MVPA by jumping continuously while music is playing.

**HEALTH RELATED PHYSICAL ACTIVITY**

*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>Students return jump ropes to perimeter and find a partner.</td>
<td>Help students move quickly to their grids or have grids set up.</td>
</tr>
<tr>
<td>1 student from each pair gets 2 hockey sticks and 1 puck/ball.</td>
<td>Move through play area helping pairs remain on task as groups get ready.</td>
</tr>
<tr>
<td>Students form groups of 4, gather 4 cones/polyspots to mark off their own grids (or grids can be set up ahead of time).</td>
<td></td>
</tr>
<tr>
<td>Partners in each group practice controlled passing while they wait for Activity.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review Passing, Fielding, and Basic Defending (8 minutes)</td>
<td></td>
</tr>
<tr>
<td>As you review, either have students:</td>
<td></td>
</tr>
<tr>
<td>Shadow practice without a puck.</td>
<td></td>
</tr>
<tr>
<td>Stop/look/listen as they pass with a partner and review forehand pass and receive. Then they continue to pass using proper skills.</td>
<td></td>
</tr>
<tr>
<td>Repeat passing drill above for backhand skills.</td>
<td></td>
</tr>
<tr>
<td>Forehand Pass: Push puck with blade, Control push with lower hand, Puck should stay on or close to ground as it travels to receiver. Follow through keeping blade of stick low to ground.</td>
<td></td>
</tr>
<tr>
<td>Forehand Receiving: Good hockey stance, Keep blade on floor slightly in front of front foot, Watch puck come to blade, “Give” with stick (cupping or cradling puck with blade while moving it toward back foot) as puck touches blade.</td>
<td></td>
</tr>
<tr>
<td>Backhand Pass: Puck starts at back foot, Weight is on back foot, Transfer weight to front foot, Push puck keeping blade low to ground.</td>
<td></td>
</tr>
<tr>
<td>Backhand Receiving: (Same as forehand receiving) Good hockey stance, Watch puck and “give” as it touches blade.</td>
<td></td>
</tr>
<tr>
<td>High Sticking</td>
<td>Set up grids using 1 cone at each corner.</td>
</tr>
<tr>
<td>Stick must remain below knees at all times.</td>
<td>Watch all students for safety.</td>
</tr>
<tr>
<td>Follow-through must remain low.</td>
<td>Remind receivers to make a sharp cut.</td>
</tr>
<tr>
<td>Remind passers to lead their receivers slightly with passes.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Triangle Passing and Defending (8 minutes)</td>
<td></td>
</tr>
<tr>
<td>Introduce basic defensive position:</td>
<td></td>
</tr>
<tr>
<td>Face puck/ball.</td>
<td></td>
</tr>
<tr>
<td>Use a good athletic stance (knees bent and shoulder width apart).</td>
<td></td>
</tr>
<tr>
<td>1 or 2 hands on stick using correct grip with head up.</td>
<td></td>
</tr>
<tr>
<td>Blade of stick on floor, ready to deflect or intercept a pass.</td>
<td></td>
</tr>
<tr>
<td>Stick checking is using a stick to move opponent’s stick from puck long enough to steal it.</td>
<td></td>
</tr>
<tr>
<td>Stick Checking: Approach student with puck, Move stick under shaft of his or her stick, Quickly lift up opponent’s stick, Place blade of stick on puck and cradle it to back foot.</td>
<td></td>
</tr>
<tr>
<td>Groups of 4 form triangles within their grids with 1 player (defender) in center, 3 offensive players at each corner.</td>
<td></td>
</tr>
<tr>
<td>Offensive players attempt to pass puck/ball to each other using proper skills and keeping puck/ball close to floor. Offensive players can stick handle puck and may pivot for either a forehand or backhand pass, but may not move and dribble from their positions.</td>
<td></td>
</tr>
<tr>
<td>Defender moves toward player with puck to cut down passing lane, either stick checking puck away or deflecting or intercepting passes.</td>
<td></td>
</tr>
<tr>
<td>Defender scores a point each time a pass is successfully stolen.</td>
<td></td>
</tr>
<tr>
<td>Offensive players score a point for every successful pass.</td>
<td></td>
</tr>
<tr>
<td>When a pass is stolen, have student</td>
<td></td>
</tr>
<tr>
<td>Who initiated pass change places with defender</td>
<td></td>
</tr>
<tr>
<td>Or change places after a specified number of steals have been made</td>
<td></td>
</tr>
<tr>
<td>Or change places every 30-45 seconds</td>
<td></td>
</tr>
</tbody>
</table>

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

**Lesson Content**
- Groups remain in their grids and play 2 vs. 2.
- Each pair sets up a small goal using 2 cones at each end of their grid. If outside use a half or full basketball court for each game.
- Cones are set up approximately 3 feet apart.
- Partners can dribble and move to create space and passing lanes.
- Puck/ball must cross below top of cones in order to score.
- If puck/ball is intercepted it is kept in play by intercepting team and play continues.
- If puck/ball is hit out of grid, opposing team retrieves it and begins play from spot where it was hit out.
- Face-offs are from middle of court. Students stand to side of puck/ball and tap ground and each other’s sticks 3 times before attempting to control or pass puck/ball.
- Stop individual games on occasion and review basic dribbling, passing and defensive critical skills already taught.

### Role of Assistant
- Move through play area helping students set up their grids.
- Offer feedback on critical skills and strategy and help keep games moving.

### Cool Down/Closure

**Lesson Content**
- Students return equipment.
- Lead stretching.
- Think, Pair, Share (After a minute or so with each question, have a few students share answers with the class.)
- When passing to a teammate, why is it important to keep the blade of your stick on the floor during the follow-through?
- Describe to a partner how to stick check an opponent when playing defense.
- What is the rule regarding high-sticking in Floor Hockey?
- Find friends to play hockey at home. Use brooms and a larger ball for a hockey puck.

**Role of Assistant**
- Help collect equipment.
- Help lead stretches.
- Offer positive feedback for answers.

---

**Activity #3**

**ACTIVITY #3**

**2 vs. 2 Hockey**

*(10-15 minutes)*

**LESSON CONTENT**
- Groups remain in their grids and play 2 vs. 2.
- Each pair sets up a small goal using 2 cones at each end of their grid. If outside use a half or full basketball court for each game.
- Cones are set up approximately 3 feet apart.
- Partners can dribble and move to create space and passing lanes.
- Puck/ball must cross below top of cones in order to score.
- If puck/ball is intercepted it is kept in play by intercepting team and play continues.
- If puck/ball is hit out of grid, opposing team retrieves it and begins play from spot where it was hit out.
- Face-offs are from middle of court. Students stand to side of puck/ball and tap ground and each other’s sticks 3 times before attempting to control or pass puck/ball.
- Stop individual games on occasion and review basic dribbling, passing and defensive critical skills already taught.

**ROLE OF ASSISTANT**
- Move through play area helping students set up their grids.
- Offer feedback on critical skills and strategy and help keep games moving.

**COOL DOWN/CLOSURE**

**LESSON CONTENT**
- Students return equipment.
- Lead stretching.
- Think, Pair, Share (After a minute or so with each question, have a few students share answers with the class.)
- When passing to a teammate, why is it important to keep the blade of your stick on the floor during the follow-through?
- Describe to a partner how to stick check an opponent when playing defense.
- What is the rule regarding high-sticking in Floor Hockey?
- Find friends to play hockey at home. Use brooms and a larger ball for a hockey puck.

**ROLE OF ASSISTANT**
- Help collect equipment.
- Help lead stretches.
- Offer positive feedback for answers.
| Hockey 8th Grade Lesson 2 |  
|--------------------------|---
| ✓ Set Up or Prep Duties  |  
| ✈ Cues or Key Concepts   |  
| ➜ Variation              |  
| ★ Challenge              |  

*Italics indicate the teacher speaking directly to the student.*
## Hockey 8th Grade : Lesson 3

### LESSON OUTCOMES
- Participate in FLOW.
- Apply hockey skills to a small game.

### EQUIPMENT
- 1 hockey stick per student, 1 puck per pair
- Timed music for FLOW
- Cones for grids and goals for each team
- FLOW equipment

### BEFORE CLASS SET UP
- Have cones available for grids.
- Spread out hockey sticks, pucks/balls around play space.
- Prepare music for HRPA.

### Instant Activity
#### Take Down
(5 minutes)
**LESSON CONTENT**
- Students find partners as they enter play space.
- Partners face each other and take 2 steps back.
- Remind students to keep their heads up during activity to avoid bumping heads.
- Object of game: to tag a partner’s knee 3 times.
- When this happens, students call out “take down.”
- After a take down, students begin again, seeing who can earn most “take downs.”
- Have students switch partners after awhile or have Success/Try Again zones.

**ROLE OF ASSISTANT**
- Move through area providing encouragement and participating for short bouts with different pairs of students.

#### FLOW
(15 minutes)
**LESSON CONTENT**
- FLOW.

**ROLE OF ASSISTANT**
- Start and stop music as needed.
- Encourage students to participate actively to achieve MVPA.
- Participate in activities for short bouts as you encourage students.

### Transition
**LESSON CONTENT**
- Students form groups for FLOW.

**ROLE OF ASSISTANT**
- Encourage students to find groups quickly and hustle to their stations.

**Transition**
**LESSON CONTENT**
- Students form groups of 4.
- 1 student from each group gets 1 puck and 4 cones. Another student gets 4 sticks, 2 of each color.
- Groups move to grids or courts and find their own space, setting up 2 goals with 4 cones at each end of grid. Cones are set up approximately 3 feet apart.

**ROLE OF ASSISTANT**
- Help students return FLOW equipment.

---

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

- **2 vs. 2 Hockey**
  - **Lesson Content (15 minutes):**
    - Partners can dribble and move to create space and passing lanes.
    - Puck/ball must cross below top of cones in order to score.
    - If puck/ball is intercepted it is kept in play by intercepting team and play continues.
    - If puck/ball is hit out of grid, opposing team retrieves it and begins play from spot where it was hit out.
    - Face-offs are from middle of court. Students stand to side of puck/ball and tap ground and each other's sticks 3 times before attempting to control or pass puck/ball.
    - Stop individual games on occasion and review basic dribbling, passing and defensive critical skills already taught.

- **Role of Assistant:**
  - Move through play area helping students set up their grids.
  - Offer feedback on critical skills and strategy and help keep games moving.

### Cool Down/Closure (5 minutes)

- **Lesson Content:**
  - Students return equipment.
  - Lead the group in stretching.
  - Think, Pair, Share (After a minute or so with each question, have a few students share answers with the class.)
    - What was your favorite FLOW station and why?
    - What was the hardest FLOW station and why?
    - After school today take a 30 minute walk with a family member or a friend.

- **Role of Assistant:**
  - Help collect equipment.
  - Help lead stretches.
  - Offer positive feedback.

---

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

*Italics indicate the teacher speaking directly to the student.*
### Hockey 8th Grade: Lesson 4

#### Instant Activity

**Triangle Tag**

**Lesson Content**
- Students form groups of 4. 3 partners hold hands in a small triangle, facing each other. 1 of these students is a “target.”
- Fourth partner, a tagger, stands outside triangle across from target student.
- Object of game: for tagger to tag target student on an arm or hand by moving around outside of the triangle.
- Students in triangle cooperate and move laterally to protect target student from being tagged.
- Tagger cannot reach across triangle to tag.

**Role of Assistant**
- Help students start activity.
- Supervise, making sure students follow directions and stay on task.
- Encourage students in triangles to work together to protect target student.

---

**Transition**

**Lesson Content**
- Students form groups of 6.
- Each group lines up behind a cone along a sideline or designated line and face another cone across court or field.

**Role of Assistant**
- Help students form groups quickly.
- Spread cones across 1 side of play space, 1 for each group.
- Place a second cone across field/court about 50 feet from group cones.
- Put 1 stick, 1 puck/ball, 1 task card, and 1 suit of cards next to each group's cone.

---

**Transition**

**Lesson Content**
- Students remain in groups of 6.
- Each student gets a hockey stick from perimeter.
- Each group needs 2 pucks/balls.

**Role of Assistant**
- Collect task cards, playing cards and cones.

#### Lesson Outcomes
- Demonstrate a correct face-off to gain control of the puck.
- Demonstrate proper goal stance and positioning.
- Apply offensive, defensive and goaltending skills in a mini-game situation.

#### Equipment
- 1 hockey stick and per student
- Cones for grids and goals for each team
- Task cards for HRPA
- Pucks/balls
- Music for HRPA
- Playing cards, divided into suits, enough for 1 suit per group (size of group depending upon size of class)

#### Before Class Set Up
- Spread out hockey sticks, pucks/balls around play space.
- Set up cones to mark grids.
- Prepare cones, task cards, playing cards, and music for HRPA.

---

**Set Up or Prep Duties**

**Cues or Key Concepts**

**Variation**

**Challenge**

*Italics indicate the teacher speaking directly to the student.*
### Aces Wild Fitness

**Activity begins on your signal or when music begins.**
- First student in line begins as follows:
  - He or she turns over a playing card and calls out card to his or her group.
  - First student then picks up hockey stick and dribbles puck/ball down and around opposite cone.
- Students in line perform exercise on Aces Wild Task Card corresponding to card that was chosen:
  - 1,3,5: Push-ups
  - 2,4,6: Abdominal Crunches
  - King: Hurdler Stretch
  - Queen: Triceps Stretch
  - Ace: Student Choice
- As each student takes a turn at head of line, he or she quickly shuffles deck and chooses a new card.

**Encourage students to watch where they are moving and to use a controlled dribble, keeping their puck close to them as they move.**

**Encourage exercising students to keep moving while their partner is dribbling.**

### Goaltending Contest

**Groups find space inside grids or on outdoor basketball courts.**
- Goalie Stance: Use balanced crouch position, Feet a little wider than shoulder width apart, Grip stick by placing 1 hand in center of shaft, Other hand near blade or next to stick.
- Goalie moves from side to side to block puck with stick, hands or feet.
- Each group of 6 forms 2 groups of 3 and each group works with 1 goal on opposite sides of same court.
- 1 goalie tries to keep partners from scoring a goal.
- 1 point for each goal scored and 1 point for each save.
- Rotate goalie every minute. All players in each group must play goalie.

**Move from group to group, reminding students to keep sticks below waists on their shots and offering feedback.**

**Make sure that students are working in their own space.**

---

Set Up or Prep Duties  Cues or Key Concepts  Variation  Challenge

*Italics indicate the teacher speaking directly to the student.*
### 3-on-3 Hockey

**ACTIVITY #2**

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Groups put 1 puck/ball away for a 3-on-3 game.</td>
<td>✓ Help students set up grids with cones/polyspots around play area.</td>
</tr>
<tr>
<td>Each group sets up a small goal using 2 cones at each end of grid or, if outside, use a half or full basketball court for each game.</td>
<td>✓ Move around play area helping students understand concepts of moving without a puck on offense, and moving to anticipate and cut down passing lanes on defense.</td>
</tr>
<tr>
<td>Cones are set up approximately 3 feet apart.</td>
<td>✓ Remind students to keep sticks below waists.</td>
</tr>
<tr>
<td>Puck/ball must cross below top of cones in order to score.</td>
<td></td>
</tr>
<tr>
<td>1 student plays goalie. Goalies rotate each time someone scores from either team.</td>
<td></td>
</tr>
<tr>
<td>All students must rotate and play goalie.</td>
<td></td>
</tr>
<tr>
<td>If puck/ball is hit outside grid, opposing team retrieves and begins play from spot where puck was hit out (or allow for no out of bounds if appropriate).</td>
<td></td>
</tr>
<tr>
<td>Game play and play after every score starts with a face-off in middle of court. Students stand to side of puck/ball and tap ground and each other's sticks 3 times before attempting to control or pass puck/ball.</td>
<td></td>
</tr>
<tr>
<td>Stop individual games on occasion and review goalie skills.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Cool Down/Closure

**COOL DOWN/CLOSURE**

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students return equipment then come to center of playspace.</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>✓ Help lead stretches.</td>
</tr>
<tr>
<td>How can players on offense support the player who has the puck?</td>
<td>✓ Offer positive feedback.</td>
</tr>
<tr>
<td>Where should teammates go in order to get open for a pass?</td>
<td></td>
</tr>
<tr>
<td>How should a goalie stand?</td>
<td></td>
</tr>
<tr>
<td>Get some friends together after school for a game of floor hockey.</td>
<td></td>
</tr>
</tbody>
</table>

*Italicics indicate the teacher speaking directly to the student.*
## Hockey 8th Grade : Lesson 5

### LESSON OUTCOMES
- Demonstrate controlled, 1-touch passing and receiving on the move.
- Demonstrate passing to an open receiver.
- Demonstrate attacking the puck/ball on defense.

### EQUIPMENT
- Music for HRPA
- 1 hockey stick per student
- Cones and/or polyspots for marking circles
- 1 jump rope per student
- 1 puck/ball for each group of 5

### BEFORE CLASS SET UP
- Spread hockey sticks, pucks/balls around perimeter of play space.
- Have cones available to set up circles for lesson activities.
- Spread jump ropes around perimeter for HRPA.
- Have music ready for HRPA.

### INSTANT ACTIVITY
#### Rock, Paper, Scissors Tag
**(5 minutes)**

**LESSON CONTENT**
- Students find a partner; they compete against each other playing Rock, Paper, Scissors. Rock (closed fist), beats Scissors (index and middle finger apart simulating scissors), Scissors beat Paper (open hand, palm down), and Paper beats Rock.
- Winner must quickly turn and run away. Loser tries to tag partner.
- Change partners after 3 matches.
- 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**
- Help students get started as they enter play area.
- Circulate around area encouraging students to participate.
- Participate in a game with a pair of students.

### HEALTH RELATED PHYSICAL ACTIVITY
#### Continuity Exercises
**(5-10 minutes)**

**LESSON CONTENT**
- Students alternate jump roping during music segments (approximately 30-40 seconds) with exercising in place (10-15 seconds) as directed by you when music stops.
- Students jump continuously while music is playing.
- Suggested exercises include:
  - Abdominal crunches
  - Leg raises (sitting or lying down)
  - Straddle stretch
  - Pretzel stretch
  - Modified hurdler stretch
  - Calf stretches
  - Push-ups
  - Reverse push-ups
  - Mountain climbers
  - Arm circles

**ROLE OF ASSISTANT**
- Start and stop music as needed.
- Participate with students for short bouts as you supervise.
- Encourage students to maintain MVPA by jump- ing continuously while music is playing.

### Transition

**LESSON CONTENT**
- Each student finds a jump rope and begins jumping.

**ROLE OF ASSISTANT**
- Have music ready.
**ACTIVITY #1**

**5 vs. 0 to 4 vs. 1 Planet Hockey**

(*15 minutes*)

**LESSON CONTENT**

- Using cones/polyspots (or just have students stand in a circle), set up 2 circles next to each other. If you are outside, use chalk on blacktop to draw circles.
- Leave a space between each circle so they are not connected. Divide students into 2 teams of 5 each, 1 team per circle, 1 puck/ball per circle.
- Each team of 5 counts off around circle, 1-5.
- Teams pass puck/ball across their circle without defenders (5 vs. 0) to begin game. Players are encouraged to run across circle after a pass, changing positions and altering pace of their movements.
- Emphasize quick, 1-touch receiving and passing and looking for an open receiver.
- When you call out a number, that player from each circle sprints to join adjacent circle and challenges remaining group of 4 players in that circle (4 vs. 1).
- Defender receives a point for his or her team for a controlled steal of puck.
- Offense scores a point for every successful pass/reception.
- Call all numbers so that everyone has an opportunity to play defense as well as offense.
- Teams remain at the same group through the entire game.

**ROLE OF ASSISTANT**

- Move to different grids and encourage teams on offense to move without puck/ball.
- Encourage teams to keep games moving.
- Help students officiate their own games.

**COOL DOWN/CLOSURE**

(*5 minutes*)

**LESSON CONTENT**

- Students return equipment.
- Students can stretch and cool down while answering questions.
- Think, Pair, Share (After a minute or so with each question, have a few students share answers with the class.)
  - How can players on offense support the player who has the puck?
  - Where should teammates go in order to get open for a pass?
  - Play hockey at home with friends.

**ROLE OF ASSISTANT**

- Help collect equipment.
- Help lead stretches.
- Offer positive feedback.
**Hockey 8th Grade : Lesson 6**

<table>
<thead>
<tr>
<th>LESSON OUTCOMES</th>
<th>EQUIPMENT</th>
<th>BEFORE CLASS SET UP</th>
</tr>
</thead>
</table>
| ■ Demonstrate a 1-touch pass.  
■ Demonstrate passing and moving. | ■ Timed music for HRPA  
■ 1 puck/ball per pair  
■ Cones for grids  
■ 1 hockey stick per student  
■ Stretching task cards for HRPA | ✓ Prepare music for HRPA.  
✓ Spread hockey sticks, puck/ball around perimeter of play space.  
✓ Have stretching task cards ready for HRPA.  
✓ Set out cones/polyspots for marking grids. |

---

**Instant Activity**

<table>
<thead>
<tr>
<th>Flash Tag  (5 minutes)</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
</table>
| **LESSON CONTENT** | ■ Help students organize and understand IA.  
■ Move through play space, participating with students when it is appropriate, and encouraging students to participate actively. |
| ■ Object of game: to add quickly and then tag partner.  
■ Students form pairs and stand facing each other.  
■ 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).  
■ Students add their number of fingers with their partner’s number of fingers and try to call out sum first.  
■ 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.  
■ 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.  
■ After third turn, each student raises his or her hand and looks for a new partner to play with. | **ROLE OF ASSISTANT** |

---

<table>
<thead>
<tr>
<th>Add-On Fitness  (8-10 minutes)</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
</table>
| **LESSON CONTENT** | ■ Students begin walking or jogging around perimeter of play area.  
■ When music stops, instruct students to perform stretch “A,” which is being modeled by TA (stretches may be posted on cones).  
■ Students hold stretch for 5 seconds.  
■ When music begins again, students resume walking or jogging.  
■ When music stops, call out stretch “B.”  
■ Students perform stretch “A” first, and then perform stretch “B.” For example: A, AB, ABC, ABCD, etc.  
■ Pattern continues until 6-8 stretches have been completed.  
□ Variation: Change locomotor movements while music is playing.  
□ Variation: Incorporate muscular strength, endurance, or yoga activities when music stops. | **ROLE OF ASSISTANT** |
| ■ Participate in short bouts with several groups as you supervise.  
■ Reinforce students who are participating.  
■ Remind students about working within MVPA by keeping their feet moving during all aerobic tasks. |
**Transition**

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students quickly form groups of 6, 1 puck per group.</td>
<td>Help students set up their triangles.</td>
</tr>
<tr>
<td>Each student gets a hockey stick and groups set up their grids using cones/polyspots.</td>
<td>Encourage accurate passing (stick to stick).</td>
</tr>
</tbody>
</table>

**1-Touch Passing**  
(5-8 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Each group of 6 forms a triangle within their grid, using cones/polyspots to mark corners of it.</td>
<td>Help students set up their triangles.</td>
</tr>
<tr>
<td>Object is to receive puck and make a quick pass, after an initial touch, to next corner of triangle.</td>
<td>Encourage accurate passing (stick to stick).</td>
</tr>
<tr>
<td>Players follow their shot and join back of that line after passing.</td>
<td>Encourage students to follow their passes and move quickly to back of line they have passed to.</td>
</tr>
<tr>
<td>1 point for each accurate pass (a pass that is hit to blade of a receiver’s stick)</td>
<td>1-Touch Passing: Keep body low in a balanced athletic stance, Lower hand is near blade to aid in control, Blade is in front and slightly away from front foot, Reach out for puck and “give” with stick, Direct puck to teammate.</td>
</tr>
<tr>
<td>1 point for a good reception of puck/ball, with a good, 1-touch pass to next student.</td>
<td>peeled by: Help organize and clarify games.</td>
</tr>
</tbody>
</table>

**1-Touch Hockey-Volleyball**  
(10-12 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Groups divide into 2 teams for 3 vs. 3.</td>
<td>Help organize and clarify games.</td>
</tr>
<tr>
<td>Divide grid in half, 1 team of 3 on each side, 2 players at front of grid and 1 player back as a “server.”</td>
<td></td>
</tr>
<tr>
<td>Volleyball rules apply (1 hit per person when on offense).</td>
<td></td>
</tr>
<tr>
<td>Object of game: to “serve” puck/ball from back line to opposing team (serve can be made using either a wrist shot or slap shot, but must be kept close to ground).</td>
<td></td>
</tr>
<tr>
<td>Opposing team then must complete 3 accurate 1-touch passes before returning puck to other side. Play is then continuous.</td>
<td></td>
</tr>
<tr>
<td>Serving team scores 1 point each time puck is double hit by an opposing player.</td>
<td></td>
</tr>
<tr>
<td>Serving teams scores 1 each time receiving team hits out of bounds or uses more than 3 passes.</td>
<td></td>
</tr>
<tr>
<td>If serving team double hits, hits puck out of bounds, or uses more than 3 passes, possession goes to opposing team, which rotates counterclockwise to change servers.</td>
<td></td>
</tr>
<tr>
<td>First team to 15 points wins. You may play first team to win 2 matches or rotate to next court after completion of a single game.</td>
<td></td>
</tr>
<tr>
<td>Variation: If students are having trouble controlling puck, allow for 2-touch.</td>
<td></td>
</tr>
<tr>
<td>Variation: Play timed games of 3-5 minutes with winning team moving up a court and team behind moving down a court.</td>
<td></td>
</tr>
</tbody>
</table>
### 1-Touch Hockey-Volleyball (continued)
(10-12 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Serving Line</td>
<td></td>
</tr>
<tr>
<td>X</td>
<td></td>
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<tr>
<td>X</td>
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<td>O</td>
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<td>O</td>
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</tr>
</tbody>
</table>

### Cool Down/Closure
(5 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students return equipment then meet at center of play space.</td>
<td>✓ Help gather equipment.</td>
</tr>
<tr>
<td>Think, Pair, Share (After a minute or so with each question, have a few students share answers with the class.)</td>
<td>✓ Help gather equipment.</td>
</tr>
<tr>
<td>Why is it important to move your bottom hand lower on the stick when receiving a pass?</td>
<td>✓ Help gather equipment.</td>
</tr>
<tr>
<td>Describe 1-touch passing?</td>
<td>✓ Help gather equipment.</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>

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**Hockey 8th 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 active participation in FLOW.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Apply previously learned hockey skills in a game.</td>
<td>1 hockey stick per student and 1 puck/ball per pair</td>
<td>✓ Have cones available to set up grids.</td>
</tr>
<tr>
<td></td>
<td>Cones for grids and goals for each team</td>
<td>✓ Spread out hockey sticks, pucks/balls around play space.</td>
</tr>
<tr>
<td></td>
<td>Timed music for FLOW</td>
<td>✓ Prepare music for HRPA</td>
</tr>
<tr>
<td></td>
<td>FLOW equipment</td>
<td>✓ Have FLOW equipment ready to set up.</td>
</tr>
</tbody>
</table>

### Take Down (5 minutes)

**LESSON CONTENT**
- Students find partners as they enter play space.
- Partners face each other and take 2 steps back.
- Remind students to keep their heads up during activity to avoid bumping heads.
- Object of game: to tag a partner’s knee 3 times.
- When this happens, students call out “take down.”
- After a take down, students begin again, seeing who can earn most “take downs.”
- Have students switch partners after awhile or have Success/Try Again zones.

**ROLE OF ASSISTANT**
- Move through area providing encouragement and participating for short bouts with different pairs of students.

### FLOW (15 minutes)

**LESSON CONTENT**
- FLOW.

**ROLE OF ASSISTANT**
- ✓ Start and stop music as needed.
- Encourage students to participate actively to achieve MVPA.
- Participate in activities for short bouts as you encourage students.

### Transition

**LESSON CONTENT**
- After returning FLOW equipment, students form groups of 6, 3 pucks/balls per group, 1 stick per student.
- Students use cones/polyspots to set up their grids (10 x 20 yards).
- Each group of 3 moves to 1 half of a grid.

**ROLE OF ASSISTANT**
- ✓ Help move FLOW equipment to perimeter.
- Help set up grids and organize groups.

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

*Italics indicate the teacher speaking directly to the student.*
## 3 vs. 3 Possession Hockey (10 minutes)

### LESSON CONTENT
- Students form 2 teams: 3 players on offense and 3 players on defense in 1 half of a grid.
- Team on offense (Team A) attempts to complete 3 successful (stick to stick) passes. (Remind offensive players to use give and go and 1-touch passing).
- Team on defense (Team B) attempts to steal puck.
- 3 consecutive passes = 1 point.
- Team A starts game.
- Once puck has been stolen by Team B, they begin immediately to pass.
- Bonus Score: If a particular team only allows puck to be stolen no more than once in a given time period, they receive a 5 point bonus!
- Occasionally stop play to talk about following strategies:
  - **Retain possession by passing or dribbling, not standing in 1 place.**
  - **Support the student with the puck/ball by moving toward him or her and not standing still.**
  - **Be creative when you have the puck/ball; use body fakes, stick fakes, or other deceptive movements to try and find a passing lane.**
  - **On defense, cut down passing lanes by watching the student with the puck/ball and moving to the space where you think the pass will be made (anticipate the passing lanes).**
  - **On defense, use your stick to stick check the puck away and gain control so that you can pass the puck across to your teammate.**

### ROLE OF ASSISTANT
- Help students set up games and get started.
- Monitor games and give feedback about critical skills of moving to get open on offense and guarding on defense.
- Encourage students to hustle in their transition from offense to defense.
- Remind students to move to open space after passing in order to support teammates.

## Cool Down/Closure (5 minutes)

### LESSON CONTENT
- Students return equipment then meet in center of play area.
- Think, Pair, Share (After a minute or so with each question, have a few students share answers with the class.)
  - **Describe the “give and go” in hockey.**
  - **In what other sports can you use the “give and go?”**

### ROLE OF ASSISTANT
- **Help** gather equipment.
- Help lead stretches.
- Reinforce concepts taught in lesson.

---

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

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** ✓ Set Up or Prep Duties   ➤ Cues or Key Concepts   ➔ Variation   ★ Challenge**
## Hockey 8th 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 control when dribbling a puck.</td>
<td>- Music for HRPA</td>
<td>- Spread out hockey sticks and pucks/balls around play space.</td>
</tr>
<tr>
<td>- Apply offensive and defensive skills and strategies in a game situation.</td>
<td>- Playing cards, divided into suits, enough for 1 suit per group (size of group depending upon size of class)</td>
<td>- Set out cones used to mark grids.</td>
</tr>
<tr>
<td></td>
<td>- 1 hockey stick per student and 1 puck/ball per pair</td>
<td>- Prepare cones, task cards, playing cards, and music for HRPA.</td>
</tr>
<tr>
<td></td>
<td>- Cones for grids and goals for each team</td>
<td>- Prepare music for HRPA.</td>
</tr>
<tr>
<td></td>
<td>- Task cards for HRPA</td>
<td>- Have 6 pinnies available for each grid.</td>
</tr>
</tbody>
</table>

### INSTANT ACTIVITY

**Rock, Paper, Scissors Tag** *(5 minutes)*

**LESSON CONTENT**
- Students find a partner; they compete against each other playing Rock, Paper, Scissors. Rock (closed fist), beats Scissors (Index and Middle finger apart simulating scissors), Scissors beat Paper (open hand, palm down), and Paper beats Rock.
- Winner must quickly turn and run away. Loser tries to tag partner.
- Change partners after 3 matches.
- 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**
- Help students get started as they enter play area.
- Circulate around area encouraging students to participate.
- Participate in a game with a pair of students.

### TRANSITION

**LESSON CONTENT**
- Students form groups of 6.
- Each group lines up behind a cone along a sideline or designated line and face another cone across court or field.

**ROLE OF ASSISTANT**
- Help students form groups quickly.
- Spread cones across 1 side of play space, 1 for each group.
- Place a second cone across field/court about 50 feet from group cones.
- Put 1 stick, 1 puck/ball, 1 task card, and 1 suit of cards next to each group’s cone.

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

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**Hockey** 8th Grade | Lesson 8
<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity begins on your signal or when music begins.</td>
<td>Encourage students to watch where they are moving and to use a controlled dribble, keeping their puck close to them as they move.</td>
</tr>
<tr>
<td>First student in line begins as follows:</td>
<td>Encourage exercising students to keep moving while their partner is dribbling.</td>
</tr>
<tr>
<td>He or she turns over a playing card and calls out card to his or her group.</td>
<td></td>
</tr>
<tr>
<td>First student then picks up hockey stick and dribbles puck/ball down and around opposite cone</td>
<td></td>
</tr>
<tr>
<td>Students in line perform exercise on Aces Wild Task Card corresponding to card that was chosen:</td>
<td></td>
</tr>
<tr>
<td>1,3,5: Push-ups</td>
<td></td>
</tr>
<tr>
<td>2,4,6: Abdominal Crunches</td>
<td></td>
</tr>
<tr>
<td>King: Hurdler Stretch</td>
<td></td>
</tr>
<tr>
<td>Queen: Triceps Stretch</td>
<td></td>
</tr>
<tr>
<td>Ace: Student Choice</td>
<td></td>
</tr>
<tr>
<td>As each student takes a turn at head of line, he or she quickly shuffles deck and chooses a new card.</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 remain in groups and are assigned a hockey court.</td>
<td>Assist with groupings.</td>
</tr>
<tr>
<td>1 hockey stick and 1 puck per student.</td>
<td>Help with equipment.</td>
</tr>
</tbody>
</table>

**Hockey-Dribble Challenge**

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Groups of 6 play against each other within a grid.</td>
<td>Move to different grids, helping students organize.</td>
</tr>
<tr>
<td>Every student begins with 5 points.</td>
<td>Encourage students to maintain control while they are dribbling.</td>
</tr>
<tr>
<td>Object of game: to maintain a positive score.</td>
<td>Remind students to &quot;cradle&quot; pucks with blades of their sticks as they dribble.</td>
</tr>
<tr>
<td>1 point is lost each time 1 of the following happens:</td>
<td>Offer feedback to students and encourage fair play and self-refereeing.</td>
</tr>
<tr>
<td>If a student bumps into someone else</td>
<td></td>
</tr>
<tr>
<td>If a student's stick hits another student or his or her stick</td>
<td></td>
</tr>
<tr>
<td>If a student loses control of puck.</td>
<td></td>
</tr>
<tr>
<td>On your signal, all students begin dribbling and stick handling within their grids, using good control as they approach each other in open space.</td>
<td></td>
</tr>
<tr>
<td>Every 20-30 seconds (timed music may be used for this), students freeze in place and those who have maintained control, and have their pucks next to their blades, receive an additional point.</td>
<td></td>
</tr>
<tr>
<td>On your next signal (or when music begins), students resume dribbling in open space, attempting to control their pucks while avoiding other 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 individual pucks to perimeter.</td>
<td>Help teams set up grids.</td>
</tr>
<tr>
<td>Groups of 6 divide into 2 groups of 3 for a mini-hockey game.</td>
<td>Have pinnies available for each grid.</td>
</tr>
<tr>
<td>1 team in each grid wears pinnies.</td>
<td></td>
</tr>
</tbody>
</table>

 Italics indicate the teacher speaking directly to the student.
### 3 vs. 3 Mini-Floor Hockey

**ACTIVITY #2**

**LESSON CONTENT**
- Each team of 3 will have 1 forward, 1 defender, and 1 goalie.
- Use cones, hockey goals, or folded mats for goals.
- Play starts with a face-off in center of grid or court.
- Object of game: to control puck and drive it toward opposing team’s goal to shoot for a point.
- Forwards can move across center line, but defenders must remain in their zones, helping to protect goal.
- Using polyspots, a goalie crease can be set up around goal. Offensive players on may not enter crease. Use chalk to draw a line outdoors.
- After a score, students rotate positions, and puck is brought back to center for another face-off.
- If there is no score after 2 minutes, play is stopped so that players can rotate positions.
- If a puck is hit out of bounds, it is put in play at that spot by opposing team.
- If a player high-sticks, opposing team is allowed a free shot or pass from spot of infraction.

**ROLE OF ASSISTANT**
- Help students set up hockey courts within their grids.
- Help students organize their teams and begin play.
- Encourage teams to self-officiate and keep play moving.
- Move to different grids, encouraging team play and reinforcing students for using critical skills learned in previous lessons.

<table>
<thead>
<tr>
<th>F</th>
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<tbody>
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</tbody>
</table>

### Cool Down/Closure

**LESSON CONTENT**
- Students return equipment then meet in center of play area.
- Think, Pair, Share (After a minute or so with each question, have a few students share answers with the class.)
  - Why is controlling the puck so important?
  - Why is it important to keep the stick low when passing or shooting?

**ROLE OF ASSISTANT**
- Help gather equipment.
- Reinforce concepts taught in lesson.

---

**Hockey**

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

*Italics indicate the teacher speaking directly to the student.*
<table>
<thead>
<tr>
<th>Hockey</th>
<th>8th Grade</th>
<th>Lesson 8</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.*
# Hockey 8th Grade: Lesson 9

## INSTANT ACTIVITY

### Flash Tag (5 minutes)

**LESSON CONTENT**
- Object of game: to add quickly and then tag partner.
- Students form pairs and stand facing each other.
- 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).
- Students add their number of fingers with their partner's number of fingers and try to call out sum first.
- 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.
- 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.
- After third turn, each student raises his or her hand and looks for a new partner to play with.

**ROLE OF ASSISTANT**
- Help students organize and understand IA.
- Move through play space, participating with students when it is appropriate, and encouraging students to participate actively.

### Continuity Exercises (5-10 minutes)

**LESSON CONTENT**
- Students alternate jump roping during music segments (approximately 30-40 seconds) with exercising in place (10-15 seconds) as directed by you when music stops.
- Students jump continuously while music is playing.
- Suggested exercises include:
  - Abdominal crunches
  - Leg raises (sitting or lying down)
  - Straddle stretch
  - Pretzel stretch
  - Modified hurdler stretch
  - Calf stretches
  - Push-ups
  - Reverse push-ups
  - Mountain climbers
  - Arm circles

**ROLE OF ASSISTANT**
- Start and stop music as needed.
- Participate with students for short bouts as you supervise.
- Encourage students to maintain MVPA by jumping continuously while music is playing.

## HEALTH RELATED PHYSICAL ACTIVITY

- Students alternate jump roping during music segments (approximately 30-40 seconds) with exercising in place (10-15 seconds) as directed by you when music stops.
- Students jump continuously while music is playing.
- Suggested exercises include:
  - Abdominal crunches
  - Leg raises (sitting or lying down)
  - Straddle stretch
  - Pretzel stretch
  - Modified hurdler stretch
  - Calf stretches
  - Push-ups
  - Reverse push-ups
  - Mountain climbers
  - Arm circles

## BEFORE CLASS SET UP

- Spread hockey sticks and pucks/balls around perimeter of play space.
- Have cones available to set up grids for lesson activities.
- Have pinnies available for each grid.
- Spread jump ropes around perimeter for HRPA.
- Have music ready for HRPA.

## LESSON OUTCOMES
- Apply offensive and defensive skills and strategies in a game situation.
- Participate in a mini-hockey tournament.

## EQUIPMENT
- Music for HRPA
- 1 hockey stick per student
- Cones and/or pollys spots for marking grids
- Jump ropes for HRPA
- 1 puck/ball per group
- Pinnies

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 form groups of 6, 1 hockey stick per student, 1 puck/ball per grid.</td>
<td>Have pinnies available for 1 team in each grid.</td>
</tr>
<tr>
<td>Students set up grids and goals with cones/polyspots.</td>
<td>Have cones ready to set up grids and end zones at each grid.</td>
</tr>
<tr>
<td>1 team in each grid wears pinnies.</td>
<td></td>
</tr>
</tbody>
</table>

### 6 vs. 6 Mini-Floor Hockey Tournament

**20 minutes**

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students organize 2 teams of 6 players in each grid, 1 team wearing pinnies.</td>
<td>Move to different grids, helping students organize.</td>
</tr>
<tr>
<td>Teams consist of 3 forwards, 2 defenders, and 1 goalie.</td>
<td>Encourage teams to keep games moving.</td>
</tr>
<tr>
<td>Use cones/polyspots, hockey goals or folded mats for goals.</td>
<td>Encourage short passes and moving to open spaces to help passers when on offense.</td>
</tr>
<tr>
<td>Play starts with a face-off in center of grid.</td>
<td>Remind defenders to cut down passing lanes and to use their sticks to steal puck from offensive players.</td>
</tr>
<tr>
<td>Object of game: to control puck and drive it toward opposing team's goal to shoot for a score.</td>
<td></td>
</tr>
<tr>
<td>After a score, students rotate positions, and puck is brought back to center for another face-off.</td>
<td></td>
</tr>
<tr>
<td>If there is no score after 2 minutes, play is stopped so that players can rotate positions.</td>
<td></td>
</tr>
<tr>
<td>If a puck is hit out of bounds, it is put in play at that spot by opposing team.</td>
<td></td>
</tr>
<tr>
<td>If a player high-sticks, opposing team is allowed a free shot or pass from spot of infraction.</td>
<td></td>
</tr>
<tr>
<td>Use Rock, Paper, Scissors to decide ties.</td>
<td>Variation: Make teams smaller if space permits (2 vs. 2 or 4 vs. 4).</td>
</tr>
<tr>
<td>Variation: Eliminate goalies to increase activity of all students.</td>
<td></td>
</tr>
</tbody>
</table>

### Cool Down/Closure

**5 minutes**

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students return equipment then meet in center of play area.</td>
<td>Help gather 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>Reinforce concepts taught in lesson.</td>
</tr>
<tr>
<td>How do you get open for a pass in hockey?</td>
<td></td>
</tr>
<tr>
<td>Name other sports where getting open is useful.</td>
<td></td>
</tr>
</tbody>
</table>

**Activity continues**
## Triangle Tag (5 minutes)

**LESSON CONTENT**
- Students form groups of 4. 3 partners hold hands in a small triangle, facing each other. 1 of these students is a “target.”
- Fourth partner, a tagger, stands outside triangle across from target student.
- Object of game: for tagger to tag target student on an arm or hand by moving around outside of the triangle.
- Students in triangle cooperate and move laterally to protect target student from being tagged.
- Tagger cannot reach across triangle to tag.

**ROLE OF ASSISTANT**
- Help students start activity.
- Supervise, making sure students follow directions and stay on task.
- Encourage students in triangles to work together to protect target student.

## Transition

**LESSON CONTENT**
- Students form groups of 6.
- Each group lines up behind a cone along a sideline or designated line and face another cone across court or field.

**ROLE OF ASSISTANT**
- Help students form groups quickly.
- Spread cones across 1 side of play space, 1 for each group.
- Place a second cone across field/court about 50 feet from group cones.
- Put 1 stick, 1 puck/ball, 1 task card, and 1 suit of cards next to each group’s cone.

---

**Hockey** 8th Grade : Lesson 10

<table>
<thead>
<tr>
<th>LESSON OUTCOMES</th>
<th>EQUIPMENT</th>
<th>BEFORE CLASS SET UP</th>
</tr>
</thead>
</table>
| - Apply offensive and defensive skills and strategies in a game situation.  
- Participate in a mini-hockey tournament. | - 1 hockey stick and 1 puck/ball per student  
- Pinnies  
- Task cards for HRPA  
- Cones and/or polyspots for grids | - Spread hockey sticks and pucks/balls around perimeter of play space.  
- Have Cones/polyspots ready for marking grids.  
- Prepare music for HRPA.  
- Have pinnies available for 1 team in each grid.  
- Prepare cones, task cards, playing cards, and music for HRPA. |

**INSTANT ACTIVITY**

** TRANSITION **

*Italics indicate the teacher speaking directly to the student.*
### Aces Wild Fitness (6-8 minutes)

**LESSON CONTENT**
- Activity begins on your signal or when music begins.
- First student in line begins as follows:
  - He or she turns over a playing card and calls out card to his or her group.
  - First student then picks up hockey stick and dribbles puck/ball down and around opposite cone.
- Students in line perform exercise on Aces Wild Task Card corresponding to card that was chosen:
  - 1,3,5: Push-ups
  - 2,4,6: Abdominal Crunches
  - King: Hurdler Stretch
  - Queen: Triceps Stretch
  - Ace: Student Choice
- As each student takes a turn at head of line, he or she quickly shuffles deck and chooses a new card.

**ROLE OF ASSISTANT**
- Encourage students to watch where they are moving and to use a controlled dribble, keeping their puck close to them as they move.
- Encourage exercising students to keep moving while their partner is dribbling.

### Transition

**LESSON CONTENT**
- After HRPA, have students remain in their groups of 6.
- 2 groups move to each grid for games of 6 vs. 6.
- 1 team in each grid wears pinnies.

**ROLE OF ASSISTANT**
- Assist with gathering HRPA task cards and equipment.
- Have pinnies available for 1 team in each grid.
- Have cones ready to set up grids and end zones at each grid.

### 6 vs. 6 Mini-Floor Hockey Tournament (20 minutes)

**LESSON CONTENT**
- Two teams of 6 players in each grid, one team wearing pinnies.
- Three forwards, 2 defenders, 1 goalie.
- Students organize 2 teams of 6 players in each grid, 1 team wearing pinnies.
- Teams consist of 3 forwards, 2 defenders, and 1 goalie.
- Use cones/polyspots, hockey goals or folded mats for goals.
- Play starts with a face-off in center of grid.
- Object of game: to control puck and drive it toward opposing team's goal to shoot for a score.
- After a score, students rotate positions, and puck is brought back to center for another face-off.
- If there is no score after 2 minutes, play is stopped so that players can rotate positions.
- If a puck is hit out of bounds, it is put in play at that spot by opposing team.
- If a player high-sticks, opposing team is allowed a free shot or pass from spot of infraction.
- Use Rock, Paper, Scissors to decide ties.
- Variation: Make teams smaller if space permits (2 vs. 2 or 4 vs. 4).
- Variation: Eliminate goalies to increase activity of all students.
- Variation: Reduce game time to increase change of games.

**ROLE OF ASSISTANT**
- Move to different grids, helping students to get organized.
- Move to different grids, helping students organize.
- Encourage teams to keep games moving.
- Encourage short passes and moving to open spaces to help passers when on offense.
- Remind defenders to cut down passing lanes and to use their sticks to steal puck from offensive players.
- Supervise games in different grids and remind students to avoid high sticking.

*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>▪ Students return equipment then meet in center of play area.</td>
<td>✔ Help gather 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>▪ Reinforce concepts taught in lesson.</td>
</tr>
<tr>
<td>▪ What did you enjoy about hockey?</td>
<td></td>
</tr>
<tr>
<td>▪ How can you play hockey with your friends?</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>

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Hockey Appendix

Task Cards
ACES WILD FITNESS

1,3,5 - Push-Ups
Regular Push-Ups
Triceps Push-ups (hands close together)

2,4,6 – Crunches
Knees bent, arms across chest
Crunch up, twist shoulder toward opposite knee

King – Hurdler Stretch
Stretch one leg out, sole of opposite foot against inner thigh
Grab leg, stretch as far as possible
Count to 10 switch, repeat

Queen – Triceps Stretch
Bend arm behind head, palm against upper back
With opposite hand, press down on elbow
Count to 10, switch, repeat

Jack – Jumping Jacks

Ace – Student Choice
# Tennis 8th Grade: Lesson 1

## Lesson Outcomes
- Demonstrate the Shake Hands grip.
- Demonstrate the forehand ground stroke in practice and modified games.

## Equipment
- 1 racket and ball per student
- 30 cones

## Before Class Set Up
- Place racket boxes, ball boxes, and cones near teacher.

## Instant Activity
### Take Down
(5 minutes)

<table>
<thead>
<tr>
<th>Lesson Content</th>
<th>Role of Assistant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students find partners as they enter play space.</td>
<td>Move through area providing encouragement and participating for short bouts with different pairs of students.</td>
</tr>
<tr>
<td>Partners face each other and take 2 steps back.</td>
<td></td>
</tr>
<tr>
<td>Remind students to keep their heads up during activity to avoid bumping heads.</td>
<td></td>
</tr>
<tr>
<td>Object of game: to tag a partner’s knee 3 times.</td>
<td></td>
</tr>
<tr>
<td>When this happens, students call out “take down.”</td>
<td></td>
</tr>
<tr>
<td>After a take down, students begin again, seeing who can earn most “take downs.”</td>
<td></td>
</tr>
<tr>
<td>Have students switch partners after awhile or have Success/Try Again zones.</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 a partner; they compete against each other playing Rock, Paper, Scissors. Rock (closed fist), beats Scissors (index and middle finger apart simulating scissors), Scissors beat Paper (open hand, palm down), and Paper beats Rock.</td>
<td>Circulate around area encouraging students to participate.</td>
</tr>
<tr>
<td>Winner must quickly turn and run away. Loser tries to tag partner.</td>
<td>Participate in a game with a pair of students.</td>
</tr>
<tr>
<td>Change partners after 3 matches.</td>
<td></td>
</tr>
<tr>
<td>If students bump into each other during game they must stop, shake hands and apologize by saying, “I am sorry for bumping into you and it won’t happen again.”</td>
<td></td>
</tr>
</tbody>
</table>

### Shake Hands Grip
(3 minutes)

<table>
<thead>
<tr>
<th>Activity #1</th>
<th>Role of Assistant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students stand in a horseshoe formation so they can see you. Shake Hands Grip: Hold head of racket with non-dominant hand with handle showing, Grip handle like shaking hands with racket, Racket is locked into place with fingers across bottom of racket and thumb on opposite side, Remaining fingers wrap around.</td>
<td>Assist with demonstration if asked.</td>
</tr>
<tr>
<td>Students follow instructions and grip their rackets. Students show partners their grips and give feedback.</td>
<td>Give positive specific feedback.</td>
</tr>
</tbody>
</table>

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

Forehand Stroke Shadowing (3 minutes)

LESSON CONTENT
- Students use Shake Hands grip.
- Students follow you as you demonstrate ready position.
  Ready: Feet shoulder width apart with knees slightly bent, Weight forward on front of feet.
- Students make a quarter turn to right; this places non-dominant shoulder toward front wall.
- Students step with non-dominant foot towards front wall and swing.
- Swing is from low to finishing high.
- Students should bounce from 1 foot to other to raise their heart rates.

ROLE OF ASSISTANT
- Monitor proper technique.
- Move students to more open space if necessary.

ACTIVITY #3

Partner Rallies- Forehand Strokes (6 minutes)

LESSON CONTENT
- Students get 1 tennis ball each and find partners.
- Partners face each other about 25-30 feet apart. (Modify distance based on students’ abilities.) All pairs line up in same direction for safety.
- 1 partner drops his or her ball and serves it to partner across cone net zone. Partners hit ball back and forth to each other as many times as possible allowing ball to bounce once before each stroke. (Allow 2 bounces if needed.)
- Object is to sustain rallies.
  - Challenge: Students count how many consecutive hits they have, then try to beat their score.
- After ball is hit out of playing area partners use second ball and repeat activity.
- After second ball is lost partners grab 2 tennis balls from floor and continue as above.

ROLE OF ASSISTANT
- Set up cone net zone across middle of gym so all partners will practice their strokes with balls going over “net.”

ACTIVITY #3 (continued)

Partner Rallies- Forehand Strokes (continued)

LESSON CONTENT
- Challenge: Partners see how many times they can hit in 1 minute. Do not start counting over if error is made during minute. Repeat. Students try to beat their scores.
- Xs are partners hitting across “courts” to each other.
- < >s are cones creating a net zone for all partner groups.
- (25-30 feet between partners X 1 to X 1, etc.)

ROLE OF ASSISTANT
- Cones can be set up as 2 rows down middle of area with about 2 feet between rows.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>X1</td>
<td>&lt;</td>
<td>&gt;</td>
</tr>
<tr>
<td>X2</td>
<td>&lt;</td>
<td>&gt;</td>
</tr>
<tr>
<td>X3</td>
<td>&lt;</td>
<td>&gt;</td>
</tr>
</tbody>
</table>

If classes are large—divide area in half and take out cone net zone. See diagram below:

<p>| | | | |</p>
<table>
<thead>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>X1</td>
<td>X1</td>
<td>X4</td>
<td>X4</td>
</tr>
<tr>
<td>X2</td>
<td>X2</td>
<td>X5</td>
<td>X5</td>
</tr>
<tr>
<td>X3</td>
<td>X3</td>
<td>X6</td>
<td>X6</td>
</tr>
</tbody>
</table>

 Italics indicate the teacher speaking directly to the student.
### Activity #4: Tosser/Hitter Forehand Strokes

<table>
<thead>
<tr>
<th>Lesson Content</th>
<th>Role of Assistant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Same partners, format, and positions as Activity #3 above.</td>
<td>Assist students as needed.</td>
</tr>
<tr>
<td>1 partner (Tosser) throws or hits a ball over cone net zone. Other partner (Hitter) hits forehand stroke.</td>
<td>Monitor students.</td>
</tr>
<tr>
<td>Partners repeat with second ball, then grab 2 balls from floor and repeat 2 more times.</td>
<td></td>
</tr>
<tr>
<td>Object is for hitter to execute 2 of 4 forehand strokes successfully.</td>
<td></td>
</tr>
<tr>
<td>Switch roles of partners and have new hitter execute 2 of 4 forehand strokes successfully as above.</td>
<td></td>
</tr>
</tbody>
</table>

### Activity #5: Modified Singles Game

<table>
<thead>
<tr>
<th>Lesson Content</th>
<th>Role of Assistant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Same partners and format as above.</td>
<td>Assist students as needed.</td>
</tr>
<tr>
<td>Students play 2-point no-ad games using forehand strokes.</td>
<td>Monitor games.</td>
</tr>
<tr>
<td>Partners alternate service. 1 partner drops a ball and hits (“serves”) it to other partner across cone net zone.</td>
<td>Provide positive specific feedback.</td>
</tr>
<tr>
<td>If a player causes partner to miss or hit ball into net or out, then he or she wins that point.</td>
<td></td>
</tr>
<tr>
<td>Continue hitting back and forth until ball is hit out of bounds. Partners use their second ball and repeat activity until ball is hit out of bounds. Partners grab 2 tennis balls from floor and start play again as above.</td>
<td></td>
</tr>
<tr>
<td>Begin new games after 1 partner reaches 2 points.</td>
<td></td>
</tr>
<tr>
<td>Students may allow ball to bounce twice before returning it.</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 rackets and balls to proper boxes.</td>
<td>Help with equipment return.</td>
</tr>
<tr>
<td>Students are seated in a semi-circle in front of you.</td>
<td>Keep students on task.</td>
</tr>
<tr>
<td>Without a racket, with a partner, demonstrate a forehand groundstroke.</td>
<td></td>
</tr>
<tr>
<td>Practice the forehand stroke with a friend at home.</td>
<td></td>
</tr>
</tbody>
</table>

 Italics indicate the teacher speaking directly to the student.
### Triangle Tag (5 minutes)

**LESSON CONTENT**
- Students form groups of 4. 3 partners hold hands in a small triangle, facing each other. 1 of these students is a “target.”
- Fourth partner, a tagger, stands outside triangle across from target student.
- Object of game: for tagger to tag target student on an arm or hand by moving around outside of the triangle.
- Students in triangle cooperate and move laterally to protect target student from being tagged.
- Tagger cannot reach across triangle to tag.

**ROLE OF ASSISTANT**
- Help students start activity.
- Supervise, making sure students follow directions and stay on task.
- Encourage students in triangles to work together to protect target student.

### Squad Leader Challenge (10 minutes)

**LESSON CONTENT**
- Maintain groups of 4. Each squad receives a “Squad Leader Challenge” task card.
- Students take turns acting as Squad Leader.
- Once a task is completed, a new squad leader reads next task.
- Squads will perform in different areas based on order of tasks.
- Squads start over if they complete all tasks before other groups.

**ROLE OF ASSISTANT**
- Help students form groups.
- Participate with several groups as you supervise.

**HEALTH RELATED PHYSICAL ACTIVITY**

- Variation: Allow squads, with your guidance (provide specific options that students choose from) to develop their own routines.
- Variation: Add softball moves to create a SB Fitness Scavenger Hunt.
### Backhand Ground Stroke Shadowing

**ACTIVITY #1**

**LESSON CONTENT**
- Students hold racquets in dominant hand (as in forehand grip).
- Students then put non-dominant hand on racquet right above dominant hand (like a left-handed baseball batter’s grip).
- All students face forward looking at you.
- All students make a quarter turn to left—this puts dominant shoulder toward you.
- Students step with dominant foot towards front wall and swing.
- Swing is from low to high finishing with racquet over dominant shoulder.

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

### Partner Rallies- Backhand Strokes (continued)

**ACTIVITY #2**

**LESSON CONTENT**
- After second ball is lost partners grab 2 tennis balls from floor and continue as above.
- Challenge: Partners see how many times they can hit in 1 minute. Do not start counting over if error is made during minute. Repeat. Students try to beat their scores.
- Xs are partners hitting across “courts” to each other.
- < >s are cones creating a net zone for all partner groups.
- (25-30 feet between partners X 1 to X 1, etc.)

<table>
<thead>
<tr>
<th>X1</th>
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<tr>
<td>X3</td>
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</tbody>
</table>

- If classes are large—divide area in half and take out cone net zone. See diagram below:

<table>
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<td>X5</td>
</tr>
<tr>
<td>X3</td>
<td>X6</td>
<td>X6</td>
</tr>
</tbody>
</table>

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

---

_Italics indicate the teacher speaking directly to the student._
### Tosser/Hitter Backhand Strokes

**LESSON CONTENT**
- Same partners, format, and positions as Activity #2 above.
- 1 partner (Tosser) throws or hits a ball over cone net zone. Other partner (Hitter) hits backhand stroke.
- Partners repeat with second ball, then grab 2 balls from floor and repeat 2 more times.
- Object is for hitter to execute 2 of 4 backhand strokes successfully.
- Switch roles of partners and have new hitter execute 2 of 4 backhand strokes successfully as above.

**ROLE OF ASSISTANT**
- Assist students as needed.
- Monitor students.

### Modified Singles Game-Forehand and Backhand Strokes

**LESSON CONTENT**
- Same partners and format as above.
- Students play 2-point no-ad games using forehand and backhand strokes.
- Partners alternate service. 1 partner drops a ball and hits (“serves”) it to other partner across cone net zone.
- If a player causes partner to miss or hit ball into net or out, then he or she wins that point.
- Continue hitting back and forth until ball is hit out of bounds. Partners use their second ball and repeat activity until ball is hit out of bounds. Partners grab 2 tennis balls from floor and start play again as above.
- Begin new games after 1 partner reaches 2 points.
- Students may allow ball to bounce twice before returning it.

**ROLE OF ASSISTANT**
- Assist students as needed.
- Monitor games.
- Provide positive specific feedback.

### Cool Down/Closure

**LESSON CONTENT**
- Students place rackets and balls back in appropriate boxes.
- Students sit in a semi-circle in front of you.
- Ask students:
  - Which groundstroke is hardest for you? Forehand or backhand? Why?
  - Practice groundstrokes and play tag games at home.

**ROLE OF ASSISTANT**
- Monitor equipment return.
- Monitor students.
# Tennis 8th Grade : Lesson 3

## LESSON OUTCOMES
- Participation in FLOW.
- Participate in modified singles games.

## EQUIPMENT
- FLOW equipment
- 30 cones
- 1 racket and ball per student

## BEFORE CLASS SET UP
- Set up FLOW equipment.
- Place racket and ball boxes and cones near teacher.

---

### Flash Tag

**Instant Activity**

- **Object of game:** to add quickly and then tag partner.
- **Students form pairs and stand facing each other.**
- **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).
- **Students add their number of fingers with their partner’s number of fingers and try to call out sum first.**
- **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.**
- **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.**
- **After third turn, each student raises his or her hand and looks for a new partner to play with.**

- **Variation:** Students run.

### FLOW

**Instant Activity**

- **FLOW**

---

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

---
**Modified Singles Game with Forehand and Backhand Strokes**  
*(15 minutes)*

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students get 1 racket and 1 tennis ball each and find partners.</td>
<td>Assist students as needed.</td>
</tr>
<tr>
<td>Students play 2-point no-ad games using forehand and backhand strokes.</td>
<td>Monitor games.</td>
</tr>
<tr>
<td>Partners alternate service. 1 partner drops a ball and hits (“serves”) it to other partner across cone net zone.</td>
<td>Provide positive specific feedback.</td>
</tr>
<tr>
<td>If a player causes partner to miss or hit ball into net or out, then he or she wins that point.</td>
<td></td>
</tr>
<tr>
<td>Continue hitting back and forth until ball is hit out of bounds. Partners use their second ball and repeat activity until ball is hit out of bounds. Partners grab 2 tennis balls from floor and start play again as above.</td>
<td></td>
</tr>
<tr>
<td>Begin new games after 1 partner reaches 2 points.</td>
<td></td>
</tr>
<tr>
<td>Students may allow ball to bounce twice before returning it.</td>
<td></td>
</tr>
<tr>
<td>See diagrams in Lesson 1 or 2.</td>
<td></td>
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</table>

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

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Students sit in a semi-circle in front of you.</td>
<td>Monitor students.</td>
</tr>
<tr>
<td>Ask students:</td>
<td></td>
</tr>
<tr>
<td>Which groundstroke is hardest for your partner? Forehand or backhand? What should you do with this information in your games?</td>
<td></td>
</tr>
<tr>
<td>Practice groundstrokes and play tag games at home.</td>
<td></td>
</tr>
</tbody>
</table>
# Tennis 8th Grade : Lesson 4

## Lesson Outcomes
- Demonstrate the forehand and backhand baseline strokes.
- Participate in baseline rallies.
- Participate in practice and modified singles games.

## Equipment
- 1 racket and ball per student
- 4 noodles
- CD player and CD
- 30 cones
- Race Track Fitness task cards

## Before Class Set Up
- Place racket and ball boxes, cones, noodles, task cards, and CD player near teacher.

### Heart Alert
**Lesson Content**
- Give 4 students short noodles with heart attack risk factors taped to them:
  - Smoking
  - Overweight
  - Lack of exercise
  - Fatty foods
- Students with noodles tag others. If tagged, students freeze and yell “Heart Alert!”
- Free students find frozen students and perform 5 jumping jacks together; there are no tag backs for frozen student or student freeing him or her.
- Rescued students return to game.
- Return noodles to sideline.

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

**Instant Activity**
- Variation: Students saving others may be tagged

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

**Role of Assistant**
- Supervise inner circle while teacher is supervising outer circle.
- At end of HRPA, collect task cards and cones.
- Play music while students race for 45 seconds. Students rotate for 5 seconds.

---

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

**Activity #1**

**Baseline Strokes**

**(3 minutes)**

**Lesson Content:***
- Demonstrate hitting a ball back and forth to an opponent's baseline using long forehand and backhand strokes.
- *This keeps the opponent from charging to the net to attack you to try to win a point.*

**Role of Assistant:***
- Explain to students purpose of these long strokes.

### Partner Baseline Rallies

**Activity #2**

**Partner Baseline Rallies**

**(6 minutes)**

**Lesson Content:***
- Students get 1 racket and 1 ball each and find partners.
- Partners face each other about 25-30 feet apart forming their own “skinny courts.” (Modify distance based on students’ abilities.) All pairs line up in same direction for safety.
- 1 partner gets 2 cones and places them in middle of pair to form net area.
- Object is to sustain baseline rallies. Partners attempt to hit forehand and backhand strokes to opponent’s baseline.
- *Challenge: Students count how many consecutive hits they have, then try to beat their score.*
- After ball is hit out of playing area partners use second ball and repeat activity.
- After second ball is lost partners grab 2 tennis balls from floor and continue as above.

**Role of Assistant:***
- Assist students with format.
- Provide specific positive and corrective feedback.

### Partner Baseline Rallies (continued)

**Activity #2 (continued)**

**Lesson Content:***
- Challenge: Partners see how many times they can hit in 1 minute. Do not start counting over if error is made during minute. Repeat. Students try to beat their scores.
- Xs are partners hitting across “courts” to each other.
- <>s are cones creating a net zone for all partner groups.
- (25-30 feet between partners X 1 to X 1, etc.)

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<td>x6</td>
<td>x6</td>
</tr>
</tbody>
</table>

*Italics indicate the teacher speaking directly to the student.*
### Partner Toss/Hitter Baseline Strokes

**Activity #3**

**Lesson Content**
- Same partners, format, and positions as Activity #2 above.
- 1 partner (Tosser) throws or hits a ball over cone net zone. Other partner (Hitter) hits baseline strokes.
- Partners repeat with second ball, then grab 2 balls from floor and repeat 2 more times.
- Object is for hitter to execute 2 of 4 baseline strokes successfully.
- Switch roles of partners and have new hitter execute 2 of 4 baseline strokes successfully as above.

**Role of Assistant**
- Assist students as needed.
- Monitor students.

### Modified Singles Game with Forehand and Backhand Baseline Strokes

**Activity #4**

**Lesson Content**
- Students get 1 racket and 1 tennis ball each and find partners.
- Students play 4-point no-ad games using baseline strokes.
- Partners alternate service. 1 partner drops a ball and hits (“serves”) it to other partner across cone net zone.
- If a player causes partner to miss or hit ball into net or out, then he or she wins that point.
- Continue hitting back and forth until ball is hit out of bounds. Partners use their second ball and repeat activity until ball is hit out of bounds. Partners grab 2 tennis balls from floor and start play again as above.
- Begin new games after 1 partner reaches 4 points.
- Students may allow ball to bounce twice before returning it.
- See diagrams in Lesson 1 or 2.

**Role of Assistant**
- Assist students as needed.
- Monitor games.
- Provide positive specific feedback.

### Cool Down/Closure

**Cool Down/Closure**

**Lesson Content**
- Students return rackets and balls to appropriate boxes.
- Students sit in a semi-circle in front of you.
- Ask students:
  - Why do we want to keep the opponent back at the baseline?
  - Is it hard for you when the opponent keeps you back at your baseline? Why or why not?
  - Find a friend after school to help you practice your tennis strokes.

**Role of Assistant**
- Monitor equipment return.
- Monitor students.

*Italics indicate the teacher speaking directly to the student.*
<table>
<thead>
<tr>
<th>Tennis</th>
<th>8th Grade</th>
<th>Lesson 4</th>
</tr>
</thead>
</table>

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

*Italics indicate the teacher speaking directly to the student.*
## Tennis 8th Grade: Lesson 5

<table>
<thead>
<tr>
<th>LESSON OUTCOMES</th>
<th>EQUIPMENT</th>
<th>BEFORE CLASS SET UP</th>
</tr>
</thead>
</table>
| - Demonstrate Doubles play.  
- Apply previously learned skills in a tournament. | - 1 racket per student  
- 1 tennis ball per pair  
- 30 cones | - Place racket and ball boxes and cones near teacher. |

### Side-Slides, Regular Toss, Bounce Toss

#### INSTANT ACTIVITY

**Set-Up or Prep Duties**

- 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.

**Cues or Key Concepts**

- Challenge: How many consecutive catches can each student make while sliding?
- Challenge: How many consecutive bounce passes can be made while sliding?

**Variation**

- Help students line up.
- Initiate challenges.

**Challenge**

- 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.

**Health Related Physical Activity**

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

---

**Italics indicate the teacher speaking directly to the student.**
### Doubles King/Queen Court Tournament

(20 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students find partners, 1 student per pair finds 2 rackets and 1 tennis ball.</td>
<td>✓ Help with groupings and equipment.</td>
</tr>
<tr>
<td>Pairs face other pairs on either side of a tennis court or playing space.</td>
<td>✓ Monitor games.</td>
</tr>
<tr>
<td>Students play 3 minute no-ad games using groundstrokes and baseline strokes.</td>
<td>✓ Assist with Kings Court rotations.</td>
</tr>
<tr>
<td>Students alternate service. 1 student drops a ball and hits (“serves”) it to opponents across cone net zone.</td>
<td></td>
</tr>
<tr>
<td>If a player causes opponents to miss or hit a ball into net or out, then he or she wins that point for his or her team.</td>
<td></td>
</tr>
<tr>
<td>Students do not have to alternate turns hitting ball.</td>
<td></td>
</tr>
<tr>
<td>Students continue hitting back and forth until ball is out of bounds. Students use their second ball and repeat activity until ball is out of bounds. Students grab 2 tennis balls from floor and start play again as above.</td>
<td></td>
</tr>
<tr>
<td>Use Kings Court format with high scoring teams moving up a court and low scoring teams moving down a court.</td>
<td></td>
</tr>
<tr>
<td>Focus on quick transitions; 10-15 seconds then start next game.</td>
<td></td>
</tr>
<tr>
<td>Larger classes could use 4 students per side. (Safety awareness!)</td>
<td></td>
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</tbody>
</table>

### Cool Down/Closure

(3 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students put equipment away.</td>
<td>✓ Help with equipment.</td>
</tr>
<tr>
<td>Students sit in a semi-circle in front of you.</td>
<td>✓ Monitor students.</td>
</tr>
<tr>
<td>Ask students: Where do you hit the ball so the opposing team will miss? (To the open spaces on their court.)</td>
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</tbody>
</table>

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

**LESSON OUTCOMES**
- Demonstrate forehand and backhand volley grips.
- Execute forehand and backhand volleys in practice and modified games.
- Demonstrate tennis strategies: shots to open areas, volley winners, baseline hits.
- Utilize all previously learned strokes.

**EQUIPMENT**
- 1 racket and ball per student
- Sports Jamboree equipment

**BEFORE CLASS SET UP**
- Place racket and ball boxes and Jamboree equipment near teacher.

---

<table>
<thead>
<tr>
<th>INSTRUCTOR ACTIVITY</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Instant Activity</strong></td>
<td><strong>Lesson Content</strong></td>
</tr>
<tr>
<td><strong>Take Down</strong></td>
<td>5 minutes</td>
</tr>
<tr>
<td></td>
<td>Students find partners as they enter play space.</td>
</tr>
<tr>
<td></td>
<td>Partners face each other and take 2 steps back.</td>
</tr>
<tr>
<td></td>
<td>Remind students to keep their heads up during activity to avoid bumping heads.</td>
</tr>
<tr>
<td></td>
<td>Object of game: to tag a partner’s knee 3 times.</td>
</tr>
<tr>
<td></td>
<td>When this happens, students call out “take down.”</td>
</tr>
<tr>
<td></td>
<td>After a take down, students begin again, seeing who can earn most “take downs.”</td>
</tr>
<tr>
<td></td>
<td>Have students switch partners after awhile or have Success/Try Again zones.</td>
</tr>
<tr>
<td></td>
<td>Move through area providing encouragement and participating for short bouts with different pairs of students.</td>
</tr>
</tbody>
</table>

<p>| <strong>Sports Jamboree</strong> (continued) | (10 minutes) |</p>
<table>
<thead>
<tr>
<th><strong>Lesson Content</strong></th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Monitor students.</td>
</tr>
<tr>
<td></td>
<td>Keep outside students moving</td>
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<tr>
<td></td>
<td>Give positive specific feedback.</td>
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<tr>
<td></td>
<td>Dribble a basketball down court and score as many baskets as possible.</td>
</tr>
<tr>
<td></td>
<td>Dribble a soccer ball as quickly as possible back and forth between 2 cones.</td>
</tr>
<tr>
<td></td>
<td>Toss a ball and catch it as many times as possible.</td>
</tr>
<tr>
<td></td>
<td>While each specified group number is completing their sports skills, remainder of class keeps moving in different ways, such as jogging, galloping, and skipping.</td>
</tr>
<tr>
<td></td>
<td>After 30 seconds of sports skills, all students move back to perimeter of basketball court.</td>
</tr>
<tr>
<td></td>
<td>All students return to walking around perimeter until whistle is blown again.</td>
</tr>
<tr>
<td></td>
<td>Variation: Students may use a specific type of locomotion to move around perimeter (shuffle, hop, jog, etc.).</td>
</tr>
<tr>
<td></td>
<td>Variation: Sports skills can incorporate several types of skills (volleyball, soccer, etc.).</td>
</tr>
</tbody>
</table>

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**Health Related Physical Activity**
- **Sport Jamboree equipment**

---

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

*Italics indicate the teacher speaking directly to the student.*
### Forehand Volley Demo with Shadowing

**LESSON CONTENT**
- Students get 1 racket and 1 ball each.
- Students stay in personal spaces.
- Students use Shake Hands grip.
- Students follow you as you demonstrate Ready position. (Turn your back to students.)
- Ready: Feet shoulder width apart with knees slightly bent, Weight forward on front of feet.
- Students hold racket straight out in front of shoulder with arm extended as if they were a crossing guard holding a stop sign.
- There is no wrist movement.
- Student is “blocking” a ball coming towards them in air.
- Right-handed students use a cross-over step with their left foot when blocking ball.
- Power comes from back foot.
- Students shadow forehand volley several times.
- Students should bounce from 1 foot to other to raise their heart rates.

**ROLE OF ASSISTANT**
- Monitor proper technique.
- Move students to more open space if necessary.

### Backhand Volley Shadowing

**LESSON CONTENT**
- Use Shake Hands grip then rotate grip a quarter turn to left so pointer finger knuckle is on top of racket handle.
- Students follow you as you demonstrate ready position. (Turn your back to students.)
- Ready: Feet shoulder width apart with knees slightly bent, Weight forward on front of feet.
- Right-handed students use a cross-over step with their right foot when blocking ball.
- There is no wrist movement.
- Student is “blocking” a ball coming towards them in air.
- Power comes from back foot.
- Ask students: Where can you hit the ball to score more points?
  - (A.) Away from opponent.
- Ask students: Is it easier to score points from the baseline or the net?
  - (A.) Moving forward, from net, using volleys.
- Students should bounce from 1 foot to other to raise their heart rates.

**ROLE OF ASSISTANT**
- Monitor proper technique.
- Move students to more open space if necessary.
### Partner Singles
**Lesson:** (6 minutes)

#### Lesson Content

- Students get 1 tennis ball each and find partners.
- Partners face each other about 25-30 feet apart. (Modify distance based on students' abilities.) All pairs line up in same direction for safety.
- 1 partner drops his or her ball and serves it to partner across cone net zone. Partners hit ball back and forth to each other as many times as possible allowing ball to bounce once before each stroke. (Allow 2 bounces if needed.)
- Students play 4 point no-ad games using groundstrokes, baseline strokes, and volleys.
- Students hit to open spaces to win points, continue moving forward to net, and hit volley winners.
- Students alternate service. 1 partner drops a ball and hits ("serves") it to other partner across cone net zone.
- If a player causes partner to miss or hit ball into the net, or out, then he/she wins that point.
- After ball is hit out of playing area partners use second ball and repeat activity.
- After second ball is lost partners grab 2 tennis balls from floor and continue as above.
- Xs are partners hitting across "courts" to each other.
- If classes are large---divide area in half and take out cone net zone. See diagram below:

- Students play until 1 of them scores 4 points.

#### Role of Assistant

- Help students with format.
- Provide specific positive and corrective feedback.

### Partner Singles (continued)
**Lesson:** (6 minutes)

#### Lesson Content

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- If classes are large---divide area in half and take out cone net zone. See diagram below:

- Xs are partners hitting across "courts" to each other.
- < >s are cones creating a net zone for all partner groups.
- (25-30 feet between partners X 1 to X 1, etc.)

---

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

---

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

---

**Tennis**

---

**8th Grade**

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**Lesson 6**
### Partner Toss/Hitter Forehand Backhand Volleys
(5 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Same partners, format, and positions as Activity #3 above.</td>
<td>Assist students as needed.</td>
</tr>
<tr>
<td>1 partner (Tosser) throws or hits a ball over cone net zone. Other partner (Hitter) hits volleys.</td>
<td>Monitor students.</td>
</tr>
<tr>
<td>Partners repeat with second ball, then grab 2 balls from floor and repeat 2 more times.</td>
<td></td>
</tr>
<tr>
<td>Object is for hitter to execute 2 of 4 forehand volleys and 2 of 4 backhand volleys successfully.</td>
<td></td>
</tr>
<tr>
<td>Switch roles of partners and have new hitter execute 2 of 4 volleys successfully as above.</td>
<td></td>
</tr>
</tbody>
</table>

### Singles Game
(6 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continue singles game from Activity #3.</td>
<td>Give positive specific feedback.</td>
</tr>
<tr>
<td></td>
<td>Monitor games.</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 put equipment away.</td>
<td>Help clean up equipment.</td>
</tr>
<tr>
<td>Students sit in a semi-circle in front of you.</td>
<td>Monitor stretching.</td>
</tr>
<tr>
<td>Ask students:</td>
<td></td>
</tr>
<tr>
<td>After you move up to make a shot, is it easier to score points moving backward toward baseline or moving forward, continuing toward net?</td>
<td></td>
</tr>
<tr>
<td>Find a friend after school and practice moving towards net and hitting volleys.</td>
<td></td>
</tr>
</tbody>
</table>
# Tennis 8th Grade: Lesson 7

## Lesson Outcomes
- Demonstrate the Back Scratch serve.
- Participate in a modified singles game utilizing Back Scratch serve.
- Participate in a modified singles game utilizing all previously learned strokes and strategies.

## Equipment
- 1 racket and ball per student
- 30 cones
- CD player and CD

## Before Class Set Up
- Set out racket and ball boxes, cones, and CD player near teacher.

## Instant Activity

### Triangle Tag

**Lessons Content**
- Students form groups of 4. 3 partners hold hands in a small triangle, facing each other. 1 of these students is a “target.”
- Fourth partner, a tagger, stands outside triangle across from target student.
- Object of game: for tagger to tag target student on an arm or hand by moving around outside of the triangle.
- Students in triangle cooperate and move laterally to protect target student from being tagged.
- Tagger cannot reach across triangle to tag.

**Role of Assistant**
- Help students start activity.
- Supervise, making sure students follow directions and stay on task.
- Encourage students in triangles to work together to protect target student.

### Fitness Scavenger Hunt

**Lessons Content**
- Maintain groups of 4. Each squad receives a “Squad Leader Challenge” task card.
- Students take turns acting as Squad Leader.
- Once a task is completed, a new squad leader reads next task.
- Squads will perform in different areas based on order of tasks.
- Squads start over if they complete all tasks before other groups.

**Variation**
- Allow squads, with your guidance, to develop their own routines.
- Add softball moves to create a SB Fitness Scavenger Hunt.

**Role of Assistant**
- Help students form groups.
- Participate with several groups as you supervise.

---

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

**ACTIVITY #1**

**Back Scratch Serve**

*(3 minutes)*

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students get a racket and 1 ball.</td>
<td>Monitor proper technique.</td>
</tr>
<tr>
<td>Students face front of gym, toward you, with Shake Hand Grip.</td>
<td>Move students to more open space if necessary.</td>
</tr>
<tr>
<td>Students turn body so non-dominant shoulder is toward.</td>
<td>Give positive specific skill feedback.</td>
</tr>
<tr>
<td>Students’ feet are shoulder width apart.</td>
<td></td>
</tr>
<tr>
<td>Students watch your demonstration. (Turn your back to students.)</td>
<td></td>
</tr>
<tr>
<td>Bring racket back then put racket head behind your back, as if scratching it.</td>
<td></td>
</tr>
<tr>
<td>Pretend to toss ball up in air with other hand.</td>
<td></td>
</tr>
<tr>
<td>Look up at “ball,” turn body toward front while extending racket head up to hit “ball” at its highest point.</td>
<td></td>
</tr>
<tr>
<td>Follow through with racket.</td>
<td></td>
</tr>
<tr>
<td>Students shadow Back Scratch serve several times.</td>
<td></td>
</tr>
</tbody>
</table>

### ACTIVITY #2

**Partner Singles**

*(10 minutes)*

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students get 1 tennis ball each and find partners.</td>
<td>Assist students with format.</td>
</tr>
<tr>
<td>Partners face each other about 25-30 feet apart. (Modify distance based on students’ abilities.) All pairs line up in same direction for safety.</td>
<td>Provide specific positive and corrective feedback.</td>
</tr>
<tr>
<td>1 partner drops his or her ball and serves it to partner across cone net zone. Partners hit ball back and forth to each other as many times as possible allowing ball to bounce once before each stroke. (Allow 2 bounces if needed.)</td>
<td></td>
</tr>
<tr>
<td>Students play 4 point no-ad games using groundstrokes, baseline strokes, and volleys.</td>
<td></td>
</tr>
<tr>
<td>Students hit to open spaces to win points, continue moving forward to net, and hit volley winners.</td>
<td></td>
</tr>
</tbody>
</table>

### ACTIVITY #2

**Partner Singles (continued)**

*(10 minutes)*

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hit shots, continue moving forward to net, hit volley winners.</td>
<td>X</td>
</tr>
<tr>
<td>Students alternate service. Use Back Scratch serves during games. (If MVPA greatly decreases due to Back Scratch serve, students may use drop ball and hit serve.)</td>
<td></td>
</tr>
<tr>
<td>If a player causes partner to miss or hit ball into the net, or out, then he/she wins that point.</td>
<td></td>
</tr>
<tr>
<td>After ball is hit out of playing area partners use second ball and repeat activity.</td>
<td></td>
</tr>
<tr>
<td>After second ball is lost partners grab 2 tennis balls from floor and continue as above.</td>
<td></td>
</tr>
<tr>
<td>Partners play until 1 of them scores 4 points.</td>
<td></td>
</tr>
<tr>
<td>Xs are partners hitting across “courts” to each other.</td>
<td></td>
</tr>
<tr>
<td>&lt; &gt;s are cones creating a net zone for all partner groups.</td>
<td></td>
</tr>
<tr>
<td>(25-30 feet between partners X 1 to X 1, etc.)</td>
<td></td>
</tr>
</tbody>
</table>

**Diagram:**

```
X1 < > X1  |  X2 < > X2  |  X3 < > X3
```

- If classes are large---divide area in half and take out cone net zone. See diagram below:

```
X1 X1 X4 X4  |  X2 X2 X5 X5  |  X3 X6 X6
```

_Italics indicate the teacher speaking directly to the student._
<table>
<thead>
<tr>
<th>Activity #3</th>
<th>Back Scratch Serve Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lesson Content</strong></td>
<td><strong>Role of Assistant</strong></td>
</tr>
<tr>
<td>Switch roles of partners and have the new hitter execute 2 of 4 Back Scratch serves successfully as above.</td>
<td>Provide positive specific and corrective feedback.</td>
</tr>
<tr>
<td>Same partners, format, and positions as Activity #2 above.</td>
<td></td>
</tr>
<tr>
<td>1 partner makes 2 Back Scratch serve with 2 balls over cone net zone.</td>
<td></td>
</tr>
<tr>
<td>Partner retrieves balls and returns them to server. Server makes 2 more serves.</td>
<td></td>
</tr>
<tr>
<td>Object is for hitter to execute 2 of 4 Back Scratch serves successfully.</td>
<td></td>
</tr>
<tr>
<td>Switch roles of partners and have new hitter execute 2 of 4 Back Scratch serves successfully as above.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity #4</th>
<th>Partner Singles</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lesson Content</strong></td>
<td><strong>Role of Assistant</strong></td>
</tr>
<tr>
<td>Continue Activity #2 singles game with Back Scratch serves.</td>
<td>Monitor students.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cool Down/Closure</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lesson Content</strong></td>
</tr>
<tr>
<td>Students return equipment.</td>
</tr>
<tr>
<td>Students sit in a semi-circle in front of you.</td>
</tr>
<tr>
<td>Ask students:</td>
</tr>
<tr>
<td>- Was the hardest part of the serve striking the ball at its highest point?</td>
</tr>
<tr>
<td>- If so, what can you do to make it easier?</td>
</tr>
<tr>
<td>Practice Back Scratch serve after school.</td>
</tr>
<tr>
<td>Help clean up equipment.</td>
</tr>
<tr>
<td>Keep students on task.</td>
</tr>
<tr>
<td>Set Up or Prep Duties</td>
</tr>
<tr>
<td>-----------------------</td>
</tr>
</tbody>
</table>

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

### Tennis 8th Grade: Lesson 8

<table>
<thead>
<tr>
<th>LESSON OUTCOMES</th>
<th>EQUIPMENT</th>
<th>BEFORE CLASS SET UP</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Participate in FLOW.</td>
<td>- FLOW equipment</td>
<td>✓ Set up FLOW equipment.</td>
</tr>
<tr>
<td>- Participate in King/Queen Court Singles Tournament.</td>
<td>- 30 cones</td>
<td>✓ Place racket and ball boxes and cones near teacher.</td>
</tr>
</tbody>
</table>

### Flash Tag

#### Instant Activity

**Object of game:** to add quickly and then tag partner.

**Students form pairs and stand facing each other.**

**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).

**Students add their number of fingers with their partner's number of fingers and try to call out sum first.**

**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.**

**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.**

**After third turn, each student raises his or her hand and looks for a new partner to play with.**

**Variation:** Students run.

### FLOW

#### Lesson Content

**FLOW**

- Help students organize and understand IA.
- Move through play space, participating with students when it is appropriate, and encouraging students to participate actively.

### Health Related Physical Activity

- Help with equipment.
- Encourage participation.
- Oversee stations that need most supervision.

---

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

**Singles- King/Queen Court Tournament**

(16 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>■ Students get 1 tennis ball each and find partners.</td>
<td>■ Assist students with format.</td>
</tr>
<tr>
<td>■ Partners face each other about 25-30 feet apart.</td>
<td>■ Provide specific positive and corrective feedback.</td>
</tr>
<tr>
<td>(Modify distance based on students' abilities.) All pairs line up in same direction for safety.</td>
<td></td>
</tr>
<tr>
<td>■ 1 partner drops his or her ball and serves it to partner across cone net zone.</td>
<td></td>
</tr>
<tr>
<td>Partners hit ball back and forth to each other as many times as possible allowing ball to bounce once before each stroke. (Allow 2 bounces if needed.)</td>
<td></td>
</tr>
<tr>
<td>■ Students play 4 point no-ad games using groundstrokes, baseline strokes, and volleys.</td>
<td></td>
</tr>
<tr>
<td>■ Students hit to open spaces to win points, continue moving forward to net, and hit volley winners.</td>
<td></td>
</tr>
<tr>
<td>■ Hit shots, continue moving forward to net, hit volley winners.</td>
<td></td>
</tr>
<tr>
<td>■ Students alternate service. Use Back Scratch serves during games. (If MVPA greatly decreases due to Back Scratch serve, students may use drop ball and hit serve.)</td>
<td></td>
</tr>
<tr>
<td>■ If a player causes partner to miss or hit ball into the net, or out, then he/she wins that point.</td>
<td></td>
</tr>
<tr>
<td>■ After ball is hit out of playing area partners use second ball and repeat activity.</td>
<td></td>
</tr>
<tr>
<td>■ After second ball is lost partners grab 2 tennis balls from floor and continue as above.</td>
<td></td>
</tr>
<tr>
<td>■ Partners play until 1 of them scores 4 points.</td>
<td></td>
</tr>
<tr>
<td>■ Use “Kings Court” format with high scoring student moving up a court and low scoring student moving down a court. (On your signal.)</td>
<td></td>
</tr>
<tr>
<td>■ Xs are partners hitting across “courts” to each other.</td>
<td></td>
</tr>
<tr>
<td>■ &lt; &gt;s are cones creating a net zone for all partner groups.</td>
<td></td>
</tr>
<tr>
<td>■ (25-30 feet between partners X 1 to X 1, etc.)</td>
<td></td>
</tr>
</tbody>
</table>

**Cool Down/Closure**

(3 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>■ Students return equipment.</td>
<td>✔ Help clean up equipment.</td>
</tr>
<tr>
<td>■ Students sit in a semi-circle in front of you.</td>
<td>■ Keep students on task.</td>
</tr>
<tr>
<td>■ Ask students:</td>
<td></td>
</tr>
<tr>
<td>How did you do in your game using all components of tennis?</td>
<td></td>
</tr>
<tr>
<td>What was the most difficult component?</td>
<td></td>
</tr>
<tr>
<td>Practice tennis with a friend at home.</td>
<td></td>
</tr>
</tbody>
</table>

Italics indicate the teacher speaking directly to the student.
# Tennis 8th Grade : Lesson 9

## LESSON OUTCOMES
- Participate in modified Doubles play.

## EQUIPMENT
- 1 racket and ball per student
- 4 noodles
- CD player and CD
- 30 cones
- Race Track Fitness task cards

## BEFORE CLASS SET UP
- Place racket and ball boxes, cones, noodles, task cards, and CD player near teacher.

## Heart Alert
**LESSON CONTENT**
- Give 4 students short noodles with heart attack risk factors taped to them:
  - Smoking
  - Overweight
  - Lack of exercise
  - Fatty foods
- Students with noodles tag others. If tagged, students freeze and yell “Heart Alert!”
- Free students find frozen students and perform 5 jumping jacks together; there are no tag backs for frozen student or student freeing him or her.
- Rescued students return to game.
- Return noodles to sideline.

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

**INSTANT ACTIVITY**
- Variation: Students saving others may be tagged

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

**ROLE OF ASSISTANT**
- Supervise inner circle while teacher is supervising outer circle.
- At end of HRPA, collect task cards and cones.
- Play music while students race for 45 seconds. Students rotate for 5 seconds.

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

*Italics indicate the teacher speaking directly to the student.*
### Doubles
(20 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students find partners, 1 student per pair finds 2 rackets and 1 tennis ball.</td>
<td>✓ Assist with grouping and equipment.</td>
</tr>
<tr>
<td>Pairs face other pairs on either side of a tennis court or playing space.</td>
<td>✓ Monitor games.</td>
</tr>
<tr>
<td>Students play 3 minute no-ad games using all strokes and strategies.</td>
<td>✓ Assist with rotations.</td>
</tr>
<tr>
<td>Students use regular service format. Students can only score points if they are on serving team. Serving student continues to serve until he or she loses serve through team error. If serving team makes an error, then serve, (not point), goes to opposing team.</td>
<td></td>
</tr>
<tr>
<td>All students should have a serving turn before first server has second turn.</td>
<td></td>
</tr>
<tr>
<td>Use Back Scratch serves during games. (If MVPA greatly decreases due to Back Scratch serve, students may drop ball and hit serve.)</td>
<td></td>
</tr>
<tr>
<td>Students do not have to alternate turns hitting ball.</td>
<td></td>
</tr>
<tr>
<td>Students continue hitting back and forth until ball is out of bounds. Students use their second ball and repeat activity until ball is out of bounds. Students grab 2 tennis balls from floor and start play again as above.</td>
<td></td>
</tr>
<tr>
<td>Focus on quick transitions; 10-15 seconds then start next game.</td>
<td></td>
</tr>
<tr>
<td>Larger classes could use 4 students per side. (Safety awareness!)</td>
<td></td>
</tr>
</tbody>
</table>

### Cool Down/Closure
(3 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students return equipment.</td>
<td>✓ Help clean up equipment.</td>
</tr>
<tr>
<td>Students sit in a semi-circle facing you.</td>
<td>✓ Keep students on task.</td>
</tr>
<tr>
<td>Ask students:</td>
<td></td>
</tr>
<tr>
<td>What was the hardest shot placement for you to defend?</td>
<td></td>
</tr>
<tr>
<td>Practice tennis with a friend at home.</td>
<td></td>
</tr>
</tbody>
</table>

*Italics indicate the teacher speaking directly to the student.*
# Tennis 8th Grade: Lesson 10

<table>
<thead>
<tr>
<th>LESSON OUTCOMES</th>
<th>EQUIPMENT</th>
<th>BEFORE CLASS SET UP</th>
</tr>
</thead>
<tbody>
<tr>
<td>■ Participate in modified Doubles play.</td>
<td>■ 1 racket and ball per student</td>
<td>✓ Place racket and ball boxes and cones near teacher.</td>
</tr>
<tr>
<td>■ Use King/Queen Court Tournament format.</td>
<td>■ 30 cones</td>
<td></td>
</tr>
</tbody>
</table>

## Side-Slides, Regular Toss, Bounce Toss
(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 catches can each student make while sliding?
- Challenge: How many consecutive bounce passes can be made while sliding?

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

## Health Related Physical Activity

### 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 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 again immediately.

---

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

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

**King/Queen Court Tournament**

(25 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>学生们发现伙伴，每对一对找到2个球拍和1个网球。</td>
<td>协助进行分组和设备。</td>
</tr>
<tr>
<td>配对面朝另一对网球或其他网球场地的两侧。</td>
<td>监控比赛。</td>
</tr>
<tr>
<td>学生们玩3分钟无分数游戏，使用所有技术。</td>
<td>协助轮换。</td>
</tr>
<tr>
<td>学生使用常规发球格式。学生只能在发球方得分为分数。如果发球方失误，球权回到对手。</td>
<td>学生必须交替击球。</td>
</tr>
<tr>
<td>所有学生都应该有发球转为第一次发球者有第二次发球。</td>
<td>学生继续来回击球直到球出界。学生使用第二个球并重复活动直到球出界。</td>
</tr>
<tr>
<td>使用Back Scratch发球。如果MVPA大大降低，由于Back Scratch发球，学生可能将球弹起后发球。</td>
<td>注意安全！</td>
</tr>
<tr>
<td>学生继续发球击球直到球出界。学生使用第二个球并重复活动直到球出界。</td>
<td>更大的班级可以使用每侧4名学生。</td>
</tr>
<tr>
<td>注意快速转换；10-15秒然后开始下一个游戏。</td>
<td>专注于快速转换；10-15秒然后开始下一个游戏。</td>
</tr>
<tr>
<td>更大的班级可以使用每侧4名学生。（注意安全！）</td>
<td>专注于快速转换；10-15秒然后开始下一个游戏。</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>学生们归还设备。</td>
<td>协助归还设备。</td>
</tr>
<tr>
<td>学生们围成半圆面向你。</td>
<td>协助学生。</td>
</tr>
<tr>
<td>学生们围成半圆面向你。</td>
<td>学生们围成半圆面向你。</td>
</tr>
<tr>
<td>询问学生</td>
<td>协助学生。</td>
</tr>
<tr>
<td>Which did you enjoy more, singles or doubles? Why?</td>
<td>Which was more difficult to play? Why?</td>
</tr>
<tr>
<td>Practice tennis with a friend at home.</td>
<td>Practice tennis with a friend at home.</td>
</tr>
</tbody>
</table>
## Badminton 8th Grade: Lesson 1

### Lesson Outcomes

- Demonstrate the correct use of forehand and backhand grips when holding the racket.
- Demonstrate teamwork and cooperative skill building.

### Equipment

- 1 racket and shuttlecock per student
- Nets
- Task cards
- Remove shuttlecocks from containers and have them available for distribution along with rackets.
- Set up nets if possible.

### Instant Activity

**Hitting**

*(5-10 minutes)*

**Lesson Content**

- Students find partners, 1 racket per student and 1 shuttlecock per pair.
- Students find space or go to a grid and hit to each other.

**Role of Assistant**

- Distribute rackets and shuttlecocks.
- Provide instructions after students have equipment.
- Ensure that students are spaced properly.
- Set up for HRPA.

### Squad Leader Challenges

*(10-12 minutes)*

**Lesson Content**

- Each squad is given a “Squad Leader Challenge” task card.
- Students in each squad take turns acting as squad leader.
- Squad leader reads instructions from card. Once a task is completed, a new squad leader reads next task.
- If a squad completes all tasks before other groups finish, instruct squad to start over.

**Role of Assistant**

- Place Squad Leader cards on cones around boundary lines.
- Explain rules.
- Monitor students.
- Play music for 1 minute with 30-45 second breaks.

### Transition

**Lesson Content**

- Students help put HRPA equipment to side.
- Students gather their rackets and shuttlecocks.
- Students form groups of 3.

**Role of Assistant**

- Help students form groups.

---

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

**Triangle Game (6 minutes)**

**Lesson Content:**

- 2 groups of 3 students compete against each other in a 20 X 40 foot grid.
- Using 1 shuttlecock, teams play against each other by hitting shuttlecock to other side of grid.
- Each team stands in a triangle pattern.
- Shuttlecock is served and students play out point.
- 1 point is awarded if shuttlecock hits ground on opponent's side.
- Alternate serving teams. A different student serves each time.
- Play until 1 team accumulates 7 points or until you give a signal to end game.
- Students must rotate position in their triangle after every point.
- Challenge: How many points can each team score?
- Challenge: How many games can each team win?

**Role of Assistant:**

- Explain activity.
- Set up 20 X 40 foot grids using cones.
- Assign each group of 3 to play against other groups of 3.
- Monitor game for accurate score keeping.

### ACTIVITY #2: Forehand and Backhand Grips

**Forehand and Backhand Grips (continued) (2 minutes)**

**Lesson Content:**

- 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.
- 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.

**Role of Assistant:**

- Students form a seated or standing semi-circle around you to watch demonstration.
- After demonstration, students practice grips together using rackets.
- Assess students’ grip techniques by calling out a type of grip and monitoring students’ ability to grip their rackets correctly.

### ACTIVITY #3: Wall Hitting Drill

**Wall Hitting Drill (5 minutes)**

**Lesson Content:**

- Each student locates a space along gymnasium wall to practice wall hitting.
- Starting with a forehand grip, student hit a shuttlecock against wall continuously.
- Students switch to a backhand grip after 2 and a half minutes and continue practicing hitting against wall.

**Role of Assistant:**

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

---

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

_Italics indicate the teacher speaking directly to the student._
**Wall Hitting Game in Pairs**  
*(5 minutes)*

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>✷ Students find partners.</td>
<td>☛ Explain game.</td>
</tr>
<tr>
<td>✷ Partners hit a shuttlecock against wall, alternating hits. They should use both forehand and backhand grips.</td>
<td>☛ Monitor quality control.</td>
</tr>
<tr>
<td>✷ Challenge: Each student counts how many consecutive hits they have with their partners.</td>
<td>☛ Provide positive feedback.</td>
</tr>
<tr>
<td></td>
<td>☛ Keep proper spacing.</td>
</tr>
</tbody>
</table>

**Cool Down/Closure**  
*(1 minute)*

<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 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>

**ACTIVITY #4**

**Wall Hitting Game in Pairs**

*(5 minutes)*

- Students find partners.
- Partners hit a shuttlecock against wall, alternating hits. They should use both forehand and backhand grips.
- Challenge: Each student counts how many consecutive hits they have with their partners.

**COOL DOWN/CLOSURE**

*(1 minute)*

- Lead class in cool down exercises.
- Think, Pair, Share (After a minute or so with each question, have a few students share answers with the class.)
  - Why is it important to use the thumb on the backhand grip?
  - Why did you learn how to grip the racket correctly first in this lesson?

**Set Up or Prep Duties**

- Cues or Key Concepts
- Variation
- Challenge

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

**Badminton**

| 8th Grade | Lesson 1 |
# Badminton 8th Grade : Lesson 2

<table>
<thead>
<tr>
<th>LESSON OUTCOMES</th>
<th>EQUIPMENT</th>
<th>BEFORE CLASS SET UP</th>
</tr>
</thead>
</table>
| □ Review and demonstrate the forehand and backhand grips.  
□ Demonstrate backhand serving skills. | □ 2 shuttlecocks per student  
□ 1-3 noodles per grid  
□ Nets | ✓ Set up cones for HRPA and game.  
✓ Remove shuttlecocks from tubes for easy distribution.  
✓ Set up 20 x 40 foot grids using cones.  
✓ Set up nets if possible. |

## Triangle Game
*(10 minutes)*

**LESSON CONTENT**
- 2 groups of 3 students compete against each other in a 20 x 40 foot grid.
- Using 1 shuttlecock, teams play against each other by hitting shuttlecock to other side of grid.

**ROLE OF ASSISTANT**
- Explain activity.
- Help students form groups.
- Distribute shuttlecocks and rackets.
- Monitor game for accurate score keeping.

## Olympic Countries Tag
*(8 minutes)*

**LESSON CONTENT**
- Students spread out between cones.
- Select 1 student 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 4 seconds. If he or she cannot name another country, then that student becomes new tagger.
- To make game more challenging, add 2 or 3 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**
- Students quickly pick up their rackets and shuttlecocks and gather around you for instruction.

**ROLE OF ASSISTANT**
- ✓ Collect noodles.
- ✓ Distribute shuttlecocks and rackets.

---

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

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

**Backhand Serving**

*3 minutes*

**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.
- Students form a seated or standing semi-circle around you to watch demonstration.
- Select a student to assist with demonstration.
- After demonstration, students practice serving motion first without rackets then with them.

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

### Transition

**LESSON CONTENT**
- Students find open areas or go to assigned grids.
- Students find partners and stand facing them about 12 feet apart.

**ROLE OF ASSISTANT**
- Help students find partners.
- Assist with grid assignments.
- Pass out 2 shuttlecocks and 1 racket per student.

### ACTIVITY #2

**Short and Long Serve Drill**

*5 minutes*

**LESSON CONTENT**
- Students practice serving to each other using 2 shuttlecocks.
- Server hits first shuttlecock short (approximately 6 feet) and second shuttlecock long (approximately 12 feet).
- After server has hit both shuttlecocks, partners switch sides. Original receiving student picks up shuttlecocks while switching sides and becomes new server.
- Play continues until you signal for game to end.

**ROLE OF ASSISTANT**
- Explain drill.
- Space students properly.
- Provide positive feedback.

### Transition

**LESSON CONTENT**
- Students Form groups of 3.

**ROLE OF ASSISTANT**
- Help students form groups.

---

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

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>■ 2 groups of 3 students compete against each other in a 20 X 40 foot grid.</td>
<td>Explain activity.</td>
</tr>
<tr>
<td>■ Using 1 shuttlecock, teams play against each other by hitting shuttlecock to other side of grid.</td>
<td>✓ Set up 20 X 40 foot grids using cones.</td>
</tr>
<tr>
<td>■ Each team stands in a triangle pattern.</td>
<td>■ Assign each group of 3 to play against other groups of 3.</td>
</tr>
<tr>
<td>■ Shuttlecock is served and students play out point.</td>
<td>■ Monitor game for accurate scorekeeping.</td>
</tr>
<tr>
<td>■ 1 point is awarded if shuttlecock hits ground on opponent's side.</td>
<td></td>
</tr>
<tr>
<td>■ Alternate serving teams. A different student serves each time.</td>
<td></td>
</tr>
<tr>
<td>■ Play until 1 team accumulates 7 points or until you give a signal to end game.</td>
<td></td>
</tr>
<tr>
<td>■ Students must rotate position in their triangle after every point.</td>
<td></td>
</tr>
<tr>
<td>★ Challenge: How many points can each team score?</td>
<td></td>
</tr>
<tr>
<td>★ Challenge: How many games can each team win?</td>
<td></td>
</tr>
</tbody>
</table>

### Cool Down/Closure
(1 minute)

<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 to help with exercises.</td>
</tr>
<tr>
<td>■ <em>What are the techniques used in serving?</em></td>
<td>■ Provide feedback for answers to discussion questions.</td>
</tr>
<tr>
<td>■ <em>Practice serving in front of a mirror at home.</em></td>
<td></td>
</tr>
</tbody>
</table>

**ACTIVITY #3**

**Triangle Game**

**COOL DOWN/CLOSURE**

**Badminton**

| ✓ Set Up or Prep Duties | ✨ Cues or Key Concepts | ➔ Variation | ★ Challenge | *Italics indicate the teacher speaking directly to the student.* | 8th Grade | Lesson 2 |
### Badminton 8th Grade : Lesson 3

<table>
<thead>
<tr>
<th>LESSON OUTCOMES</th>
<th>EQUIPMENT</th>
<th>BEFORE CLASS SET UP</th>
</tr>
</thead>
</table>
| □ Review and demonstrate grips and serving techniques.  
□ Demonstrate forehand drives skills. | □ 1 racket and 1 shuttlecock per student  
□ Noodles | ✓ Set up cones for HRPA and game.  
✓ Remove shuttlecocks from tubes for easy distribution.  
✓ Set up grids.  
✓ Set up nets if possible. |

#### Serving and Hitting (5-10 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
</table>
| □ Students find partners, 1 racket and 1 shuttlecock per student.  
□ Pairs practice serving and hitting to each other. | ✓ Distribute equipment.  
✓ Provide instructions.  
✓ Ensure that students are spaced properly. |

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

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
</table>
| □ 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.  
□ 2-4 students are given a noodle; these students are French Fries.  
□ Once tagged, a 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. | ✓ Set up play area using cones.  
✓ Explain the activity.  
✓ Choose the taggers. |

#### Transition

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Students quickly pick up their rackets and shuttlecocks and gather around you for instructions.</td>
<td>✓ Distribute noodles.</td>
</tr>
</tbody>
</table>

**Italicics indicate the teacher speaking directly to the student.**
<table>
<thead>
<tr>
<th>ACTIVITY #1</th>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drives</td>
<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>Assist with instruction. Explain the activity. Set-up grids 20’x40’ using cones. Assign each group of 3 to play against another group of 3. Monitor the game for accurate score keeping.</td>
</tr>
<tr>
<td></td>
<td>Students sit in a semi-circle around you to watch demonstration. Select a student to demonstrate forehand drive technique.</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>Transition</td>
<td>Students find partners, stand facing each other about 12 feet apart, and begin hitting drives.</td>
<td>Help students find partners.</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>Transition</td>
<td>Students practice hitting drives during game play. 2 groups of 3 students compete against each other in a 20 X 40 foot grid. Using 1 shuttlecock, teams play against each other by hitting shuttlecock to other side of grid. Each team stands in a triangle pattern. Shuttlecock is served and students play out point. 1 point is awarded if shuttlecock hits ground on opponent’s side. Alternate serving teams. A different student serves each time. Play until 1 team accumulates 7 points or until you give a signal to end game. Students must rotate position in their triangle after every point.</td>
<td>Explain activity. Set up 20 X 40 foot grids using cones. Assign each group of 3 to play against other groups of 3. Monitor game for accurate score keeping.</td>
</tr>
<tr>
<td></td>
<td>* Challenge: How many points can each team score? * Challenge: How many games can each team win?</td>
<td></td>
</tr>
</tbody>
</table>

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

* Italics indicate the teacher speaking directly to the student.
Cool Down/Closure
(1 minute)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
</table>
| ○ 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 some important points of the forehand drive shot?*  
○ *Why is it important to focus on the shuttlecock?*  
○ *Find a friend and practice the forehand drive skill after school.* | ○ Help collect equipment.  
○ Move among students to help with exercises.  
○ Provide feedback for answers to discussion questions. |

*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. |
# Badminton 8th Grade: Lesson 4

## Lesson Outcomes
- Demonstrate grip, serving, and forehand drive skills.
- Demonstrate backhand drive skills.

## Equipment
- 1 racket per student
- 1 shuttlecock per pair
- Cones
- Nets

## Before Class Set Up
- Set up cones for HRPA and game.
- Remove shuttlecocks from tubes for easy distribution.
- Set up nets if possible.

## Instant Activity
### Forehand Drives (5-10 minutes)
**Lesson Content**
- Students pair up after entering gymnasium, 1 racket per student, 1 shuttlecock per pair.
- Pairs hit forehand drives to each other.

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

## Health Related Physical Activity
### Partner Tag (5 minutes)
**Lesson Content**
- Play area is a confined space so movement is difficult. (e.g., half of a basketball court for 60 students.)
- Object of game: 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
### Transition
**Lesson Content**
- Students place equipment around perimeter and quickly gather around you for instructions.

**Role of Assistant**
- Students quickly pick up equipment and gather around you for instructions.

---

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

**LESSON CONTENT**
- See Appendix C for skills
- 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.
- Students are seated in a semi-circle around you during skill demonstration.
- Select a student to demonstrate backhand drive skill.
- After demonstration, students stand and perform skill.

**ROLE OF ASSISTANT**
- Monitor discipline and cooperation.
- Assist students with verbal cues.
- Assist students with directions.
- Demonstrate serving skills.
- Walk area to provide feedback.

### Transition

**LESSON CONTENT**
- Students pair up.

**ROLE OF ASSISTANT**
- Help students find partners.
- Assign grids or play areas.

### Backhand Drive (5 minutes)

**LESSON CONTENT**
- Partners stand facing each other about 12 feet apart.
- 1 student serves to begin game.
- Shuttlecock is driven back and forth using a backhand drive and grip.

**ROLE OF ASSISTANT**
- Explain drill.
- Distribute equipment as needed.
- Space students properly.
- Assist with quality control.
- Provide positive feedback.

### Backhand Drive Game (10-15 minutes)

**LESSON CONTENT**
- Use same set-up but with 2 students on each side of net.
- Students stand facing each other about 12 feet apart.
- 1 student serves to begin game.
- Shuttlecock is driven back and forth using a backhand drive and grip only.
- A point is awarded if an opponent does not hit shuttlecock back.
- Students continue to play until 1 pair accumulates 15 points, or until you signal to end game.
- Teams rotate every 2-3 minutes.
  - Challenge: How many drives can each student hit back?
  - Challenge: How many games can each pair win?

**ROLE OF ASSISTANT**
- Explain game.
- Monitor quality control.
- Provide positive feedback.
- Keep proper spacing.

---

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

*Italics indicate the teacher speaking directly to the student.*
### Cool Down/Closure
*(1 minute)*

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
</table>
| - 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 some important points of the backhand drive shot?  
  - Why is it important to focus on the shuttlecock?  
  - Find a friend and practice the backhand drive skill after school. | - Help collect equipment.  
- Move among students to help with exercises.  
- Provide feedback for answers to discussion questions. |

*Italics indicate the teacher speaking directly to the student.*
Badminton 8th Grade Lesson 4

Set Up or Prep Duties

Cues or Key Concepts

Variation

Challenge

 Italics indicate the teacher speaking directly to the student.
# Badminton 8th Grade: Lesson 5

## INSTANT ACTIVITY

**Drive Practice**

**LESSON CONTENT**
- Students form groups of 4, 1 racket per student, 1 shuttlecock per group.
- Students report to grids or play areas and practice drives and prior lesson skills.

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

## HEALTH RELATED PHYSICAL ACTIVITY

**FLOW**

**LESSON CONTENT**
- FLOW.
- See appendix for instructions.

**ROLE OF ASSISTANT**
- Help organize groups.
- Explain activity as needed.
- Set up and adjust equipment as needed.
- Demonstrate activity to students.

## TRANSITION

**LESSON CONTENT**
- Students place rackets down and go to a FLOW station.

**ROLE OF ASSISTANT**
- Help with stations.

**TRANSITION**

**LESSON CONTENT**
- Students set aside FLOW equipment and gather around you for instruction.
- Students find partners.

**ROLE OF ASSISTANT**
- Help students find partners.

---

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

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

**LESSON CONTENT**
- 2 pairs play against each other and are on opposite sides of net.
- 1 partner tosses a shuttlecock in air and lets it drop to ground. Team that tips shuttlecock points closest to will serve first.
- Partners start by standing side by side.
- Right side of court serves first and must serve diagonally.
- Serves must be contacted below waist.
- Server keeps serving until a point is lost. Server must alternate sides after each point won.
- If serving team loses a point, service goes to opponents.
- A point is awarded on each serve.
- Play to 21 or your signal to end game.

**ROLE OF ASSISTANT**
- Set up a 30 foot X 30 foot area using cones.
- Distribute shuttlecocks and rackets.
- Explain activity as needed.

## Doubles
### (12 minutes)

**ACTIVITY #2**
- Pairs go to assigned courts.
- Students play game to 21 or until you signal to end game.
- If there are extra students, they can play in groups of 3.

**ROLE OF ASSISTANT**
- Help organize pairs.
- Monitor games.
- Encourage students.

## Cool Down/Closure
### (1 minute)

**LESSON CONTENT**
- Students return equipment.
- Lead class in cool down exercises.
- Think, Pair, Share (After a minute or so with each question, have a few students share answers with the class.)
  - What is the purpose for doing the FLOW activities?
  - Tell and show your parents and friends about FLOW and demonstrate some of the activities to them.

**ROLE OF ASSISTANT**
- Help collect equipment.
- Move among students to help with exercises.
- Provide feedback for answers to discussion questions.
### Badminton 8th Grade : Lesson 6

#### LESSON OUTCOMES
- Demonstrate grip, serve, and forehand and backhand drive skills.
- Demonstrate hitting forehand clear skills.
- Demonstrate doubles play understanding.

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

#### BEFORE CLASS SET UP
- Remove shuttlecocks from tubes.
- Have rackets ready to distribute.
- Set up cones in grids for HRPA.
- Set up court for doubles play.
- Set up nets if needed.

---

#### INSTANT ACTIVITY

### Hitting
**LESSON CONTENT**
- Students finds partners, 1 racket and 1 shuttlecock per student, and hit back and forth.

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

### Turtle vs. Rabbit Tag
**LESSON CONTENT**
- Students spread out between cones.
- 3 students are selected to be taggers (Turtles) and start in middle of grid.
- Turtles must always lunge when moving. Other students are Rabbits and must always hop with both feet when moving.
- If Rabbit is tagged with the noodle, he or she is a new Turtle and must lunge at Rabbits.
- Play game until there are no Rabbits left.
- Variation: Use more taggers on larger grids.

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

---

#### TRANSITION

### Transition
**LESSON CONTENT**
- Students place equipment around perimeter and quickly gather around you for instructions.

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

### Transition
**LESSON CONTENT**
- Students quickly divide themselves into groups of 3, 1 racket per student.

**ROLE OF ASSISTANT**
- Help students form groups.
- Help with equipment.

---

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

*Italics indicate the teacher speaking directly to the student.*
### Forehand Clears

**(3 minutes)**

**LESSON CONTENT**
(See Appendix D for skill):
- Hitting Forehand Clears: Step forward with lead foot, Move racket above head, Racket face should be angled 45 degrees or more, 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**
- Monitor discipline problems.
- Assist students with verbal cues.
- Help students with directions.
- Demonstrate skills if needed.
- Explain significance of wrist snap.

### Forehand Clears Drill

**(5 minutes)**

**LESSION CONTENT**
- Students find partners and space on gym floor.
- Each pair practices hitting forehand clears to each other.
- Challenge: How many forehand clears can be made in a row?
- Challenge: How many times can shuttlecock be hit in 1 minute?

**ROLE OF ASSISTANT**
- Provide feedback.

### Transition

**LESSION CONTENT**
- Partners form groups of 4 play 2-on-2.

**ROLE OF ASSISTANT**
- Help students form groups.
- Set up 30 X 30 foot courts.

### Doubles

**(15 minutes)**

**LESSION CONTENT**
- Teams go to assigned courts.
- Games starts with toss of a shuttlecock to determine which team serves first.
- Right side of court serves first and must serve diagonally.
- Serves must be contacted below waist.
- Server keeps serving until a point is lost. Server must alternate sides after each point won.
- If serving team loses a point, service goes to opponents.
- A point is awarded on each serve.
- Play to 21 or your signal to end game.

**ROLE OF ASSISTANT**
- Help organize teams on courts.
- Monitor games.
- Encourage students.

---

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

**LESSON CONTENT**

- Lead class in cool down exercises.
- Think, Pair, Share (After a minute or so with each question, have a few students share answers with the class.)
  - *Why is the racket angled at 45 degrees or higher when you hit the ball?*
  - *Why is it important to step into your hit?*
  - *Find someone to hit with you at home.*

**ROLE OF ASSISTANT**

- Help collect equipment.
- Move among students to help with exercises.
- Provide feedback for answers to discussion questions.

---

*Italics indicate the teacher speaking directly to the student.*
# Badminton 8th 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 clear, and forearm and backhand drive skills.</td>
<td>■ Cones</td>
<td>✓ Have shuttlecocks out of tubes.</td>
</tr>
<tr>
<td>■ Demonstrate backhand clear skills.</td>
<td>■ Shuttlecocks</td>
<td>✓ Have rackets ready to distribute.</td>
</tr>
<tr>
<td></td>
<td>■ 1 racket per student</td>
<td>✓ Set up cones in grids for HRPA.</td>
</tr>
<tr>
<td></td>
<td>■ Noodles</td>
<td>✓ Set up court for doubles play.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>✓ Set up nets.</td>
</tr>
</tbody>
</table>

**INSTANT ACTIVITY**

## Forehand Clears (5-10 minutes)

### LESSON CONTENT
- Students find partners, 1 racket and 1 shuttlecock per student, and practice forehand clears.

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

## Transition

### LESSON CONTENT
- Students place equipment around perimeter and quickly gather around you for instructions.

### ROLE OF ASSISTANT
- ✓ Make sure equipment is not in play area.

## French Fry Tag (5-7 minutes)

### LESSON CONTENT
- 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.
- 2-4 students are given a noodle; these students are French Fries.
- Once tagged, a 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
- ✓ Set up play area using cones.
- ■ Explain the activity.
- ■ Choose the taggers.

## Transition

### LESSON CONTENT
- Students quickly pick up their rackets and shuttlecocks and gather around you for instructions.
### Backhand Clears
(3 minutes)

**LESSON CONTENT**
(See Appendix D for skills)
- 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, 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.

**ROLE OF ASSISTANT**
- Assist students with verbal cues.
- Assist students with directions.
- Demonstrate skills if needed.
- Explain significance of wrist snap.

### 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 can each student hit consecutively?
- Challenge: How many below waist backhand clears can each student hit consecutively?

**ROLE OF ASSISTANT**
- Provide feedback.

### Doubles
(15 minutes)

**LESSON CONTENT**
- Teams go to assigned courts.
- Games starts with toss of a shuttlecock to determine which team serves first.
- Right side of court serves first and must serve diagonally.
- Serves must be contacted below waist.
- Server keeps serving until a point is lost. Server must alternate sides after each point won.
- If serving team loses a point, service goes to opponents.
- A point is awarded on each serve.
- Play to 21 or your signal to end game.

**ROLE OF ASSISTANT**
- Help organize teams on courts.
- Monitor games.
- Encourage students.

### Cool Down/Closure
(1 minute)

**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 the racket angled at 45 degrees or higher?
  - Why is it important to use your thumb?
  - Practice the backhand strokes with a shuttlecock on a wall after school with a friend.

**ROLE OF ASSISTANT**
- Help collect equipment.
- Move among students to help with exercises.
- Provide feedback for answers to discussion questions.

---

* Italics indicate the teacher speaking directly to the student.*
## Badminton 8th 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 clears, and forehand and backhand drive skills. ■ Demonstrate drop shot skills. ■ Demonstrate teamwork and cooperative skill building. ■ Demonstrate doubles play.</td>
<td>■ Cones ■ Shuttlecocks ■ 1 racket per student ■ Hula hoops</td>
<td>✓ Have shuttlecocks out of tubes. ✓ Have rackets ready to distribute. ✓ Set up cones in grids for HRPA. ✓ Set up courts for doubles games.</td>
</tr>
</tbody>
</table>

### INSTANT ACTIVITY

**Backhand Clears (5-10 minutes)**

**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.

### HEALTH RELATED PHYSICAL ACTIVITY

**Triangle Tag (5-7 minutes)**

**LESSON CONTENT**
- 2 groups of 3 students compete against each other in a 20 X 40 foot grid.
- Using 1 shuttlecock, teams play against each other by hitting shuttlecock to other side of grid.
- Each team stands in a triangle pattern.
- Shuttlecock is served and students play out point.
- 1 point is awarded if shuttlecock hits ground on opponent's side.
- Alternate serving teams. A different student serves each time.
- Play until 1 team accumulates 7 points or until you give a signal to end game.
- Students must rotate position in their triangle after every point.
- Challenge: How many points can each team score?
- Challenge: How many games can each team win?

**ROLE OF ASSISTANT**
- Explain activity.
- Set up 20 X 40 foot grids using cones.
- Assign each group of 3 to play against other groups of 3.
- Monitor game for accurate score keeping.

### Transition

**LESSON CONTENT**
- Students quickly gather around you for instruction.

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

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

#### Drop Shots

**Lesson Content**

(See Appendix E for skills)

- Baseline Drop Shots (Shots from backcourt area that land just over net on opponent's side): Point racket toward ceiling, Loosen grip and contact shuttlecock gently with racket, Thumb should be in “up” position on grip on all backhands.
- Goal is to make shuttlecock land as close as possible to net on the opponent’s side.

- Net Drop Shots (Shots from net position that land just over net on opponent’s side): Hold grip on racket loosely, Extend serving arm and step into shot when making gentle contact with shuttlecock.

- Select a student to demonstrate baseline and net drop shot skills.
- Students are either seated or standing in a semi-circle during demonstration.
- After demonstration, students perform motions.

#### Role of Assistant

- Help gather students.
- Monitor discipline problems.
- Provide directions.
- Help demonstrate skills if needed.
- Explain the significance of the snap.

### ACTIVITY #2

#### Drop Drill

**Lesson Content**

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

- Partners switch roles when you signal.

#### Role of Assistant

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

### ACTIVITY #3

#### Doubles Tournament

**Lesson Content**

- Teams go to assigned courts.
- Games starts with toss of a shuttlecock to determine which team serves first.
- Right side of court serves first and must serve diagonally.
- Serves must be contacted below waist.
- Server keeps serving until a point is lost. Server must alternate sides after each point won.
- If serving team loses a point, service goes to opponents.
- A point is awarded on each serve.
- Play to 21 or your signal to end game.

#### Role of Assistant

- Help organize teams on courts.
- Monitor games.
- Encourage students.

---

**Transitions**

#### Transition

**Lesson Content**

- Students form groups of 3.

#### Role of Assistant

- Help students form groups.

---

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

(1 minute)

<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 to help with exercises.</td>
</tr>
<tr>
<td>- Why is it important to use the same motion set up as the clear?</td>
<td>■ Provide feedback for answers to discussion questions.</td>
</tr>
<tr>
<td>- Why is it important to hold the grip loosely?</td>
<td></td>
</tr>
<tr>
<td>- Find a friend to practice with at home.</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>
</tbody>
</table>

 Italics indicate the teacher speaking directly to the student.  

**COOL DOWN/CLOSURE**

**Badminton**

| 8th Grade | Lesson 8 |
## Badminton 8th Grade : Lesson 9

<table>
<thead>
<tr>
<th>LESSON OUTCOMES</th>
<th>EQUIPMENT</th>
<th>BEFORE CLASS SET UP</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Demonstrate grip, serve, forehand and backhand drives, forehand and backhand clears, and drop shot skills.</td>
<td>□ Cones</td>
<td>✔ Have shuttlecocks out of tubes.</td>
</tr>
<tr>
<td>□ Demonstrate footwork skills.</td>
<td>□ Shuttlecocks</td>
<td>✔ Have rackets ready to distribute.</td>
</tr>
<tr>
<td>□ Demonstrate doubles play.</td>
<td>□ 1 racket per student</td>
<td>✔ Set up cones in grids for HRPA and doubles games.</td>
</tr>
<tr>
<td>□ Noodles</td>
<td></td>
<td>✔ Setup nets.</td>
</tr>
</tbody>
</table>

### INSTANT ACTIVITY

#### Drop Shots

**LESSON CONTENT**
- Students find partners, 1 racket and 1 shuttlecock per student, and practice drop shots.

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

#### Bunny Hop Tag

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

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

### HEALTH RELATED PHYSICAL ACTIVITY

#### Transition

**LESSON CONTENT**
- Students place equipment around perimeter and quickly gather around you for instructions.

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

#### Transition

**LESSON CONTENT**
- Students quickly gather by you for instructions.

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

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

**ACTIVITY #1**

**Shuffling**

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Determine which foot will be lead foot for students.</td>
</tr>
<tr>
<td>Students practice shuffling sideways, backward, and forward.</td>
</tr>
<tr>
<td>Students are seated in a semi-circle around you during demonstration.</td>
</tr>
<tr>
<td>Select a student to demonstrate shuffling.</td>
</tr>
<tr>
<td>After demonstration, students model their skills for each other.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monitor discipline problems.</td>
</tr>
<tr>
<td>Provide directions.</td>
</tr>
<tr>
<td>Help demonstrate skills if needed.</td>
</tr>
</tbody>
</table>

**ACTIVITY #2**

**Shadow Drill**

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students find partners and practice Shadow Drill.</td>
</tr>
<tr>
<td>Partners must decide which student will be leader.</td>
</tr>
<tr>
<td>Leader shuffles backwards and sideways trying to get away from his or her partner.</td>
</tr>
<tr>
<td>Partners switch roles.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Set up cones.</td>
</tr>
<tr>
<td>Monitor spacing.</td>
</tr>
<tr>
<td>Provide positive feedback.</td>
</tr>
</tbody>
</table>

**ACTIVITY #3**

**Doubles Tournament**

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teams go to assigned courts.</td>
</tr>
<tr>
<td>Games starts with toss of a shuttlecock to determine which team serves first.</td>
</tr>
<tr>
<td>Right side of court serves first and must serve diagonally.</td>
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<tr>
<td>Serves must be contacted below waist.</td>
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<tr>
<td>Server keeps serving until a point is lost. Server must alternate sides after each point won.</td>
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<td>If serving team loses a point, service goes to opponents.</td>
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<tr>
<td>A point is awarded on each serve.</td>
</tr>
<tr>
<td>Play to 21 or your signal to end game.</td>
</tr>
</tbody>
</table>

**COOL DOWN/CLOSURE**

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

<table>
<thead>
<tr>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Help organize teams on courts.</td>
</tr>
<tr>
<td>Monitor games.</td>
</tr>
<tr>
<td>Encourage students.</td>
</tr>
</tbody>
</table>

**TRANSITION**

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students form groups of 4, 1 group per court, 1 racket per student and 1 shuttlecock per court.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distribute equipment.</td>
</tr>
<tr>
<td>Help students form groups</td>
</tr>
</tbody>
</table>

 Italics indicate the teacher speaking directly to the student.
## Badminton 8th 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 shots, and footwork skills.</td>
<td>■ FLOW equipment</td>
<td>✓ Set up FLOW equipment.</td>
</tr>
<tr>
<td>■ Participate in FLOW activities.</td>
<td>■ Cones</td>
<td>✓ Have shuttlecocks out of tubes.</td>
</tr>
<tr>
<td>■ Demonstrate doubles play.</td>
<td>■ Shuttlecocks</td>
<td>✓ Set up grids for tournament play.</td>
</tr>
<tr>
<td>■ 1 racket per student</td>
<td></td>
<td>✓ Set up nets.</td>
</tr>
</tbody>
</table>

### INSTANT ACTIVITY

#### Doubles

**LESSON CONTENT**
- Students form groups of 4, 1 racket per student and 2 shuttlecocks per group, and play doubles.

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

#### FLOW

**LESSON CONTENT**
- FLOW.

**ROLE OF ASSISTANT**
- Help organize groups.
- Explain activity as needed.
- Set up and adjust equipment as needed.
- Demonstrate activity to students.

### TRANSITION

#### Transition

**LESSON CONTENT**
- Students place equipment on floor in their grids and go to a FLOW station.

**ROLE OF ASSISTANT**
- Students return to courts they used prior to FLOW and continue playing.

**ROLE OF ASSISTANT**
- Help students form groups.
- Distribute equipment.

*Italics indicate the teacher speaking directly to the student.*
### Doubles Tournament

**Lesson Content**
- Teams go to assigned courts.
- Games start with toss of a shuttlecock to determine which team serves first.
- Right side of court serves first and must serve diagonally.
- Serves must be contacted below waist.
- Server keeps serving until a point is lost. Server must alternate sides after each point won.
- If serving team loses a point, service goes to opponents.
- A point is awarded on each serve.
- Play to 21 or your signal to end game.

**Role of Assistant**
- Help organize teams on courts.
- Monitor games.
- Encourage students.

### Cool Down/Closure

**Lesson Content**
- Students return equipment to the teacher and the assistant.
- 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 was your favorite FLOW activity and why?
  - Tell other friends about FLOW and how it could help them.

**Role of Assistant**
- Help collect equipment.
- Move among students to help with exercises.
- Provide feedback for answers to discussion questions.
# Table Tennis 8th 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>✓ IA: Put cones on each side of center line equal distance from line.</td>
</tr>
<tr>
<td>- Execute a forehand top-spin stroke of a moving ball.</td>
<td>- Racket container</td>
<td>✓ Set up tables with nets; proper spacing is needed between tables.</td>
</tr>
<tr>
<td>- Demonstrate a multi-ball drill.</td>
<td>- 4 cones</td>
<td>✓ 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. At table 1 you should have a large paint bucket and a small bucket with 5 TT balls with the number 1 written on both sides. Table 2 should have 5 number 2 TT balls in a small bucket, etc.</td>
</tr>
</tbody>
</table>

**Partner Rock, Paper, Scissors Tag** (2-3 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Students find partners.</td>
<td>✓ Set up activity area.</td>
</tr>
<tr>
<td>- Object of game: to either tag a partner or avoid being tagged.</td>
<td>✓ Help students find partners.</td>
</tr>
<tr>
<td>- Partners meet at a center line 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 cross center line or pass 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>

**French Fry Tag** (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>- Have a quick discussion on negatives of fatty foods. 2-3 students are given a noodle (they are Fries).</td>
<td>✓ Assist with equipment and set up.</td>
</tr>
<tr>
<td>- French Fries try to tag and freeze entire class inside boundaries.</td>
<td>✓ Set up a 25 x 25 yard space or use alternate activity below.</td>
</tr>
<tr>
<td>- Once tagged, a student must kneel down.</td>
<td>✓ Set up 4 cones, 1 noodle per 15-20 students.</td>
</tr>
<tr>
<td>- 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.</td>
<td>✓ Encourage participation.</td>
</tr>
<tr>
<td>- While exercising together, neither student can be tagged. Students can keep exercising if a tagger is nearby.</td>
<td>✓ Clarify rules.</td>
</tr>
<tr>
<td>- Switch taggers after 1-2 minutes.</td>
<td></td>
</tr>
</tbody>
</table>

Italics indicate the teacher speaking directly to the student.
HEALTH RELATED PHYSICAL ACTIVITY

LESSON CONTENT

French Fry Tag (6 minutes)
or Awesome Add-On (6 minutes)

or

(continued)

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 designated skill or exercise. 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.

LESSON CONTENT ROLE OF ASSISTANT

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 form groups. Size of groups depends on number of tables. If you have 50 students and 10 tables, form groups of 5.

ROLE OF ASSISTANT

✓ Assist with equipment.
✓ Help with reported damages.

ACTIVITY #1

Skill Review (5 minutes)

LESSON CONTENT

Students stand in a horseshoe formation so they all can see you.

Shake Hands Grip: Hold head of racket with non-dominant hand with handle showing, Grip handle like shaking hands with racket, Racket is locked into place with finger across bottom of racket and thumb on opposite side, Remaining fingers wrap around.

Students follow instructions and grip their rackets. Students show partners their grips and give feedback.

ROLE OF ASSISTANT

✓ Give positive specific feedback.
✓ Ready Position: Feet shoulder width apart, Knees slightly bent, Weight forward on front of feet.
✓ 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.
● Have students shadow practice during explanation and demonstration.

Set Up or Prep Duties Cues or Key Concepts Variation Challenge

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

**ACTIVITY #2**

**Multi-Ball**

*(5 minutes)*

**LESSON CONTENT**

- Demonstrate this drill with volunteers.
- Have 5 volunteers move to a table.
- Warn students about touching nets.
- 1 student will be a hitter (standing with back to wall), 1 is a feeder, 1 is a coach, and 2 are ball chasers.
- Feeder is on left side of table with a small bucket with 5 marked TT balls. A feed can be done by:
  - Dropping ball for 1 bounce then forehand strike it over net
  - Striking ball over net without a bounce
  - Tossing ball

**ROLE OF ASSISTANT**

- Help set up equipment.
- Give positive specific feedback.
- Clarify student roles.

---

**ACTIVITY #3**

**Multi-Ball Forehand Topspin**

*(8 minutes)*

**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 students forehand topspin all 5 balls over net onto table?
- Challenge: How many successful topspins can each group make in next 3 minutes?

**ROLE OF ASSISTANT**

- Help groups work together.
- Give positive specific feedback.

---

**ACTIVITY #4**

**X-Toss Drill**

*(5 minutes)*

**LESSON CONTENT**

- 4 students at each table form partnerships and stand diagonally across table from each other.
- 1 partner has a ball and other partner has a racket.
- Partner tosses ball across table and hitter does a forehand topspin back to tosser.
- Tosses are diagonal and form an X; hitters try to return balls to their tossers.
- Students switch roles after 5 tosses and hits.
- Challenge: How many successful forehand hits out of 5 can students make?
- Challenge: How many successful forehand hits in a row can each pair make?

**ROLE OF ASSISTANT**

- Assist with drill organization.
- Give positive specific feedback.

---

**Transition**

**LESSON CONTENT**

- Assign groups a table to begin practicing forehand topspin. Let them know they will be in these groups for remainder of week and to remember to which table they are assigned.

**ROLE OF ASSISTANT**

- Help assign groups to tables.
### Table Tennis

#### 8th Grade Lesson 1

<table>
<thead>
<tr>
<th>Transition (3 minutes)</th>
<th>Cool Down/Closure (2 minutes)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LESSON CONTENT</strong></td>
<td><strong>LESSON CONTENT</strong></td>
</tr>
<tr>
<td>Students return balls to buckets and rackets according to their numbers.</td>
<td>Students perform cool down stretches.</td>
</tr>
<tr>
<td>✓ Help with equipment.</td>
<td>■ Show a partner your forehand topspin stroke.</td>
</tr>
<tr>
<td></td>
<td>■ If you have a table at home, continue to practice your forehand topspin.</td>
</tr>
<tr>
<td><strong>ROLE OF ASSISTANT</strong></td>
<td><strong>ROLE OF ASSISTANT</strong></td>
</tr>
<tr>
<td>✓ Help with equipment.</td>
<td>✓ Help with equipment.</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 Tennis 8th Grade : Lesson 2

### LESSON OUTCOMES
- Execute a backhand topspin stroke of a moving ball.
- Demonstrate receiving position.

### EQUIPMENT
- 1 TT racket per student
- Racket container
- 4 cones
- CD player
- 5 numbered TT balls per table inside small bucket
- 1 large paint bucket per table
- 2-4 noodles
- “Rocky” theme or any upbeat song

### BEFORE CLASS SET UP
- Set up tables with nets; proper spacing is needed between tables.
- Assign a number and set up each table with 5 numbered TT balls, a small bucket, and a large bucket at each table.
- Mosquito Tag: Set up a 25 X 25 square marked with 4 cones.
- Boxer Training: Set up 4 cones at corners of tables.

### LESSON CONTENT
#### Forehand Rally (5 minutes)
- Students find partners, 1 ball and 2 rackets per pair.
- Partners hit ball back and forth using forehand topspin. When a table has at least 3-4 students begin Multi-Ball practicing forehand topspin.

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

### HEALTH RELATED PHYSICAL ACTIVITY
#### Mosquito Tag (5 minutes)
- Set up a 25 X 25 square marked with 4 cones.

#### Boxer Training (5 minutes)
- Set up 4 cones at corners of tables.

### 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.

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

### Health Related Physical Activity
- 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.

- 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, gallop, etc.

---

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

---

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

---

**Table Tennis 8th Grade | Lesson 2**

---
### 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</td>
<td>✓ Assist with equipment.</td>
</tr>
<tr>
<td>them to inspect the racket for harm and immediately report any damage.</td>
<td>✓ Help with reported damages.</td>
</tr>
<tr>
<td>Students return to groups from previous few days.</td>
<td></td>
</tr>
</tbody>
</table>

### Forehand and Backhand Topspin Stroke (continued)

(4 minutes)

<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</td>
<td></td>
</tr>
<tr>
<td>with elbow against side, Racket held at waist height and slightly closed (tilted</td>
<td>Give positive specific feedback.</td>
</tr>
<tr>
<td>towards the floor), Racket is brushed upward to a salute position, Weight is</td>
<td></td>
</tr>
<tr>
<td>shifted from racket side to non-racket side.</td>
<td></td>
</tr>
<tr>
<td>During explanation and demonstration, have students shadow practice.</td>
<td></td>
</tr>
<tr>
<td>Demonstrate Backhand Topspin Stroke: Racket held in front of body with back of</td>
<td></td>
</tr>
<tr>
<td>hand pointed outward, Racket slightly closed, Brush upward and out towards net,</td>
<td></td>
</tr>
<tr>
<td>Finish like a Frisbee throw.</td>
<td></td>
</tr>
</tbody>
</table>

- Explain how to put racket in ball’s path and follow through by brushing ball.
- Have students shadow practice during explanation and demonstration.
- At a table, demonstrate where to stand and at what distance from the table.
  - With racket on forehand side of your body align racket with middle line of the table.
  - Reach out with racket and with a slight elbow bend you should be able to touch the edge of the table.
  - Forehand to center line allows the hitter to protect the backhand, which doesn’t have the same reach.

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

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

LESSON CONTENT
Assign groups a table to begin practicing forehand topspin. Let them know they will be in these groups for remainder of week and to remember to which table they are assigned.

ROLE OF ASSISTANT
Help assign groups to tables.

Multi-Ball Forehand Topspin
(5 minutes)

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 students forehand topspin all 5 balls over net onto table?

ROLE OF ASSISTANT
Help groups work together.
Give positive specific feedback.

Backhand Topspin
(10 minutes)

LESSON CONTENT
Each hitter gets 5 attempts at backhand topspin. 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): Closed racket (slightly tilted towards the floor), Brush upward, like throwing a Frisbee, Ball must spin.
Students should be in the proper position at table before hitting.
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.

Challenge: Can groups backhand topspin all 5 balls over net onto table?
Challenge: How many successful topspins can each group make in 3 minutes?

ROLE OF ASSISTANT
Help groups work together.
Give positive specific feedback.

Set Up or Prep Duties  Cues or Key Concepts  Variation  Challenge

Italics indicate the teacher speaking directly to the student.
### X-Toss Drill
**Lesson 2**

**Activity #4**

**Lesson Content**
- 4 students at each table form partnerships and stand diagonally across table from each other.
- 1 partner has a ball and other partner has a racket.
- Partner tosses ball across table and hitter does a forehand topspin back to tosser.
- Tosses are diagonal and form an X; hitters try to return balls to their tossers.
- Students switch roles after 5 tosses and hits.

* Challenge: How many successful forehand hits out of 5 can students make?
* Challenge: How many successful forehand hits in a row can each pair make?

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

### Cool Down/Closure

**Lesson 2**

**COOL DOWN/CLOSURE**

**Lesson Content**
- Students perform cool down stretches.
- Without a racket, have students show their partners a forehand and backhand topspin.
- If you have a table practice your forehand and backhand topspin strokes.

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

---

* Italics indicate the teacher speaking directly to the student.*
### Table Tennis 8th Grade : Lesson 3

<table>
<thead>
<tr>
<th>LESSON OUTCOMES</th>
<th>EQUIPMENT</th>
<th>BEFORE CLASS SET UP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Execute a forehand topspin serve.</td>
<td>1 TT racket per student</td>
<td>Set up tables with nets; proper spacing is needed between tables.</td>
</tr>
<tr>
<td>Understand serving rules.</td>
<td>Racket container</td>
<td>Assign a number to and set up each table with 5 numbered TT balls, a small bucket, and a large bucket at each table.</td>
</tr>
<tr>
<td></td>
<td>4 cones</td>
<td>Everybody's it: Set up a 25 X 25 yard Square.</td>
</tr>
<tr>
<td></td>
<td>5 numbered TT balls per table inside small bucket</td>
<td>Cannonball Run: Set up 4 cones at corners of track.</td>
</tr>
<tr>
<td></td>
<td>1 large paint bucket per table</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1 foam ball or utility ball for every 5 students</td>
<td></td>
</tr>
</tbody>
</table>

#### INSTANT ACTIVITY

<table>
<thead>
<tr>
<th>Forehand Rally (5 minutes)</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>LESSON CONTENT</td>
<td>ROLE OF ASSISTANT</td>
</tr>
<tr>
<td>Students find partners, 1 ball and 2 rackets per pair.</td>
<td>Assist with equipment.</td>
</tr>
<tr>
<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>

#### HEALTH RELATED PHYSICAL ACTIVITY

<table>
<thead>
<tr>
<th>High-10 Everybody's It (6 minutes) or Cannonball Run (6 minutes) (continued)</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>LESSON CONTENT</td>
<td>ROLE OF ASSISTANT</td>
</tr>
<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>

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

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

### Transition

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
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</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 return to groups from previous few days.</td>
<td>✓ Help with reported damages.</td>
</tr>
</tbody>
</table>

### Topspin Serves (continued)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<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>➜ Give positive specific feedback.</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>Activity continues</td>
</tr>
<tr>
<td>- Students shadow practice both forehand topspin and backhand topspin.</td>
<td></td>
</tr>
</tbody>
</table>
### Multi-Ball Forehand and Backhand Topspin Serve

**Activity #2**

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Each hitter gets 5 attempts at forehand and backhand topspin serves.</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</td>
<td></td>
</tr>
<tr>
<td>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 server’s side and goes over net and strikes opponent’s side</td>
<td></td>
</tr>
<tr>
<td>Servers aim for their own back lines when striking balls</td>
<td></td>
</tr>
<tr>
<td>After all 5 TT balls have been hit group rotates in a clockwise direction.</td>
<td></td>
</tr>
<tr>
<td>Hitter becomes coach, coach becomes catcher without bucket, catcher without</td>
<td></td>
</tr>
<tr>
<td>bucket takes bucket, bucket catcher becomes second coach (no feeder), and</td>
<td></td>
</tr>
<tr>
<td>second coach becomes hitter.</td>
<td></td>
</tr>
<tr>
<td>Challenge: Can students topspin serve all 5 balls over net onto table?</td>
<td></td>
</tr>
<tr>
<td>Challenge: How many successful topspin serves can each group make in 3 minutes?</td>
<td></td>
</tr>
</tbody>
</table>

### Partner Forehand or Backhand Topspin Serve

**Activity #3**

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stop previous drill and explain while 1 table of students demonstrates this</td>
<td>Assist with group organization.</td>
</tr>
<tr>
<td>drill.</td>
<td>Give positive specific feedback.</td>
</tr>
<tr>
<td>Table is divided into 2 halves using center line</td>
<td></td>
</tr>
<tr>
<td>Partners stand across from each other with 1 ball,</td>
<td></td>
</tr>
<tr>
<td>1 partner has a ball and is ready to serve while other partner places racket</td>
<td></td>
</tr>
<tr>
<td>on table and gets ready to catch ball.</td>
<td></td>
</tr>
<tr>
<td>Server serves backhand and forehand topspins while partner catches ball.</td>
<td></td>
</tr>
<tr>
<td>Partners switch roles and serve back and forth.</td>
<td></td>
</tr>
<tr>
<td>Challenge: How many legal serves can partners make in 30 seconds?</td>
<td></td>
</tr>
<tr>
<td>Challenge: Can pairs improve? How many legal serves can partners make in a row?</td>
<td></td>
</tr>
</tbody>
</table>

### Transition

**Transition**

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
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</thead>
<tbody>
<tr>
<td>Students return balls to buckets and rackets according to their numbers.</td>
<td>Help with equipment.</td>
</tr>
</tbody>
</table>

---

**Set Up or Prep Duties**

- 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.

**Cues or Key Concepts**

- 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.

**Variation**

- Challenge: Can students topspin serve all 5 balls over net onto table?
- Challenge: How many successful topspin serves can each group make in 3 minutes?

**Challenge**

- 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 serves backhand and forehand topspins while partner catches ball.
- Partners switch roles and serve back and forth.
- Challenge: How many legal serves can partners make in 30 seconds?
- Challenge: Can pairs improve? How many legal serves can partners make in a row?

*Italicics 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 perform cool down stretches.</td>
<td>■ Help with stretching.</td>
</tr>
<tr>
<td>■ Think, Pair, Share (After a minute or so with each question, have a few students share answers with the class.)</td>
<td></td>
</tr>
<tr>
<td>■ 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>
# Table Tennis
8th Grade : Lesson 4

## Lesson Outcomes
- Understand the rules for doubles.
- Successfully play doubles.

## Equipment
- 1 TT racket per student
- Racket container
- 2-4 noodles
- 2 numbered TT balls per table inside small bucket
- 4 cones

## Before Class Set Up
- Set up tables with nets; proper spacing is needed between tables.
- Assign a number to and set up each table with 2 numbered TT balls and a small bucket to hold them.
- French Fry Tag: Set up a 25 X 25 yard square with cones.
- Awesome add-on: Set up 4 Cones at corners of tables.

### Instant Activity
**Forehand Topspin Serve**
(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)
(continued)

**Lesson Content**
- While exercising together, neither student can be tagged. Students can keep exercising if a tagger is nearby.
- Switch taggers after 1-2 minutes.
- 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 designated skill or exercise. 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**
- Encourage participation.
- Clarify rules.

---

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

**Table Tennis**

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

8th Grade | Lesson 4
### 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 return to groups from previous few days.</td>
<td></td>
</tr>
</tbody>
</table>

### Doubles Rules (5 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></td>
</tr>
<tr>
<td>Rules for doubles:</td>
<td></td>
</tr>
<tr>
<td>◦ All serving rules in effect. Violating a serving rule is a loss of a point.</td>
<td></td>
</tr>
<tr>
<td>◦ If a serve hits net but goes over and lands where it’s supposed to, it is a “do over” and server serves again.</td>
<td></td>
</tr>
<tr>
<td>◦ Serve cross-court from right side of table to left.</td>
<td></td>
</tr>
<tr>
<td>◦ Ball must land inside or hit line or it is opponent’s point.</td>
<td></td>
</tr>
<tr>
<td>◦ No volleying ball (striking it before it hits table).</td>
<td></td>
</tr>
<tr>
<td>◦ Players must alternate hits.</td>
<td></td>
</tr>
<tr>
<td>◦ Student who misses ball or fails to hit it onto table and over net loses point.</td>
<td></td>
</tr>
<tr>
<td>◦ Server gets 2 serves. Student receiving serves becomes next server.</td>
<td></td>
</tr>
<tr>
<td>◦ Student that just served changes places with teammate after 2 serves.</td>
<td></td>
</tr>
<tr>
<td>◦ Students will always hit to same player and receive serve from other player.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ACTIVITY #1</th>
<th>8th Grade</th>
<th>Lesson 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity continues</td>
<td>8th Grade</td>
<td>Lesson 4</td>
</tr>
</tbody>
</table>

---

Italics indicate the teacher speaking directly to the student.
### Forehand and Backhand Topspin Serves
**ACTIVITY #2**

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>■ Demonstrate this drill.</td>
<td>■ Assist with demonstration.</td>
</tr>
<tr>
<td>■ Each pair needs a ball.</td>
<td>■ Give positive specific feedback.</td>
</tr>
<tr>
<td>■ Students serve either forehand or backhand topspin serves cross-court to their partner.</td>
<td></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 topspin serves while partner catches ball.</td>
<td></td>
</tr>
<tr>
<td>■ Students switch roles and serve back and forth. Serves will go from right to left and left to right.</td>
<td></td>
</tr>
</tbody>
</table>

* Challenge: How many legal serves can partners make in a row?*

### Doubles
**ACTIVITY #3**

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>■ Have students return to their tables to play doubles</td>
<td>■ Clarify rules.</td>
</tr>
<tr>
<td>■ After 3 minutes, stop play and have students rotate to new opponents.</td>
<td>■ Give positive specific feedback.</td>
</tr>
</tbody>
</table>

### Transition
**(3 minutes)**

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>■ Students return balls to buckets and rackets according to their numbers.</td>
<td>✓ Assist with equipment.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>■ Students perform cool down stretches.</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 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.*
## Table Tennis 8th Grade: Lesson 5

<table>
<thead>
<tr>
<th>LESSON OUTCOMES</th>
<th>EQUIPMENT</th>
<th>BEFORE CLASS SET UP</th>
</tr>
</thead>
<tbody>
<tr>
<td>■ Understand the rules for doubles.  ■ Successfully play doubles.</td>
<td>■ 1 TT racket per student  ■ Racket container  ■ 2 numbered TT balls per table inside small bucket  ■ FLOW equipment</td>
<td>✓ Set up FLOW equipment on perimeter of play area.  ✓ Set up tables with nets; proper spacing is needed between tables.  ✓ Assign a number to and set up each table with 2 numbered TT balls and a small bucket to hold them.</td>
</tr>
</tbody>
</table>

### INSTANT ACTIVITY

#### Singles and Doubles

**(5 minutes)**

**LESSON CONTENT**

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

**ROLE OF ASSISTANT**

✓ Help with equipment.  ■ Help organize tables.

### HEALTH RELATED PHYSICAL ACTIVITY

#### FLOW

**(15 minutes)**

**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 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.

---

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

*Italics indicate the teacher speaking directly to the student.*
### 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.
- For students not participating, have FLOW equipment around the outside of the tables for students to be utilizing.

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

### Transition

**LESSON CONTENT**
- Students return balls to buckets and rackets according to their numbers.

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

### Cool Down/Closure

**LESSON CONTENT**
- Students perform cool down stretches.
- Think, Pair, Share (After a minute or so with each question, have a few students share answers with the class.)
  - What was the strongest part of your doubles play and why?
  - What area of doubles needs the most improvement and why?
  - Continue to play table tennis after school.

**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 8th Grade : Lesson 6

<table>
<thead>
<tr>
<th>LESSON OUTCOMES</th>
<th>EQUIPMENT</th>
<th>BEFORE CLASS SET UP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand the rules for singles.</td>
<td>1 TT racket per student</td>
<td>Set up tables with nets; proper spacing is needed between tables.</td>
</tr>
<tr>
<td>Successfully play singles.</td>
<td>Racket container</td>
<td>Assign a number to and set up each table with 2 numbered TT balls and a small bucket to hold them.</td>
</tr>
<tr>
<td>2-4 noodles</td>
<td>2 numbered TT balls per table inside small bucket</td>
<td>Mosquito Tag: Set up a 25 X 25 yard square marked with 4 cones.</td>
</tr>
<tr>
<td>“Rocky” theme or any upbeat song</td>
<td>4 cones</td>
<td>Boxer Training: Set up 4 cones at corners of tables.</td>
</tr>
<tr>
<td></td>
<td>CD player</td>
<td>Set out exercise equipment for students not involved in singles.</td>
</tr>
<tr>
<td></td>
<td>Various exercise equipment</td>
<td></td>
</tr>
</tbody>
</table>

## INSTANT ACTIVITY

### Doubles

**LESSON CONTENT**

- Students play doubles.

**ROLE OF ASSISTANT**

- Clarify rules.
- Help with equipment.

### Mosquito Tag

**LESSON CONTENT**

- If you have space play Mosquito Tag, otherwise play alternative game below.
- Object of game: for mosquitoes to freeze entire class.
- If tagged, a student must kneel down.
- To be freed, 2 students have to High-10 above tagged student’s head and yell “OFF!” or any other type of bug repellant.

**ROLE OF ASSISTANT**

- Help with equipment.
- Encourage participation.

### Boxer Training

**LESSON CONTENT**

- Students jog, hop, skip, etc., clockwise or counter-clockwise around tables.
- Call out commands: champions hold hands high, training—pretend to jump rope, shadow box; dead bug lie on back screaming and quickly get up.
- Add any other commands you can think of, sit-ups, push-ups, etc.
- Change how they move: run, walk, skip, hop, jump, gallop, etc.

## HEALTH RELATED PHYSICAL ACTIVITY

### Mosquito Tag

**LESSON CONTENT**

- 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**

- Help with equipment.
- Encourage participation.

### Instant Activity

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

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

Table Tennis 8th Grade | Lesson 6
**Table Tennis**

### Transition

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
</table>
| According to their numbers, students are sent to get their rackets. Remind them to inspect the racket for harm and immediately report any damage. | ✓ Assist with equipment.  
| Students return to groups from previous few days. | ✓ Help with reported damages. |

### Singles (5 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
</table>
| Demonstrate game while explaining rules. | ✓ Clarify rules.  
| Rules for singles: | ✓ Give positive specific feedback.  
| All serving rules in effect. Violating a serving rule is a loss of a point. |  
| 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 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. |  

### Activity #1

**ACTIVITY #2**

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
</table>
| Forehand and Backhand Topspin Serves (4 minutes) | ✓ Assist with demonstration.  
| Demonstrate this drill. | ✓ Give positive specific feedback.  
| Each pair 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? |  

### Activity #3

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
</table>
| Have students return to their tables to play singles. | ✓ Clarify rules.  
| Have students rotate to new tables in pairs to find new opponents. | ✓ Give positive specific feedback.  
| A suggested rotation is to have 1 partnership rotate clockwise 1 table and other partnership stays to play new team. Rotate every 3 minutes. |  

### Transition (3 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students return balls to buckets and rackets according to their numbers.</td>
<td>✓ Help 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 perform cool down stretches.</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>- <em>What are the rules for singles?</em></td>
<td></td>
</tr>
<tr>
<td>- <em>Continue to play at home.</em></td>
<td></td>
</tr>
</tbody>
</table>

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Set Up or Prep Duties  
Cues or Key Concepts  
Variation  
Challenge

** Table Tennis **  
8th Grade  
Lesson 6
Table Tennis

Set Up or Prep Duties

Cues or Key Concepts

Variation

Challenge

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

#### LESSON OUTCOMES
- Execute a forehand push.
- Understand how to counter backspin.

#### EQUIPMENT
- 1 TT racket per student
- Racket container
- 4 cones
- 5 numbered TT balls per table inside small bucket
- 1 large paint bucket per table
- 1 foam ball or utility ball for every 5 students

#### BEFORE CLASS SET UP
- Set up tables with nets; proper spacing is needed between tables.
- Assign a number to and set up each table with 5 numbered TT balls, a small bucket, and a large bucket at each table.
- Everybody’s it: Set up a 25 X 25 yard Square.
- Cannonball Run: Set up 4 cones at corners of track.

### INSTANT ACTIVITY

#### Forehand Topspin Serve
**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

#### High-10 Everybody’s It
**6 minutes**

**or**

#### Cannonball Run
**6 minutes**

**LESSON CONTENT (continued)**
- 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.

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

---

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

---

**Table Tennis**

**8th Grade**

**Lesson 7**
### 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 return to groups from previous few days.</td>
<td></td>
</tr>
</tbody>
</table>

### Forehand Push Drill

**4 minutes**

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate Forehand Push (To help explain, have students in shake hands grip with red on forefinger side and black on thumb side): Racket held open to side, Red side towards ceiling, Elbow close to body, Step toward ball with racket side foot, Lean upper body toward ball, Stroke should be a smooth karate-type action under the ball creating backspin.</td>
<td>✓ Give positive specific feedback.</td>
</tr>
</tbody>
</table>

- Students in horseshoe formation shadow practice during explanation.
- Key is to push ball over net with backspin.

### Forehand Push Drill

**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 a forehand push.</td>
<td>✓ Help groups work together. ✓ Give positive specific feedback.</td>
</tr>
<tr>
<td>A small bucket with 5 TT balls is next to server.</td>
<td></td>
</tr>
<tr>
<td>Groups need to move quickly to make sure each student gets an opportunity to hit.</td>
<td></td>
</tr>
<tr>
<td>Coach can give key points on technique.</td>
<td></td>
</tr>
<tr>
<td>Keys for coach are (Could provide a clipboard with cues written on the board): Racket held open to side, Red side towards ceiling, Elbow close to body, Step toward ball with racket side foot, Lean upper body toward ball, Stroke should be a smooth karate-type action.</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 a bucket, bucket catcher becomes second coach (no feeder), and second coach becomes hitter.</td>
<td></td>
</tr>
<tr>
<td>Challenge: Can each student forehand push all 5 balls over net onto table?</td>
<td></td>
</tr>
<tr>
<td>Challenge: How many successful forehand pushes can each group make in next 3 minutes?</td>
<td></td>
</tr>
<tr>
<td>Activity #3</td>
<td>Partner Forehand Push</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>Each table divides into 2 pairs.</td>
<td>Help groups organize.</td>
</tr>
<tr>
<td>Partners play on their half of table; use center line to divide table.</td>
<td>Give positive specific feedback.</td>
</tr>
<tr>
<td>Play like singles except instead of serving, student who serves tosses ball gently over net.</td>
<td></td>
</tr>
<tr>
<td>All hits back and forth must be forehand pushes to score.</td>
<td></td>
</tr>
<tr>
<td>Any and all mistakes result in a point (hit into net, off table, other side of line, not a forehand push, etc.) for opponents.</td>
<td></td>
</tr>
<tr>
<td>Pairs play a 5-point game and then rotate players at each table so they play against different opponents.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Transition (3 minutes)</th>
<th>Cool Down/Closure</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lesson Content</strong></td>
<td><strong>Role of Assistant</strong></td>
</tr>
<tr>
<td>Students return balls to buckets and rackets according to their numbers.</td>
<td>Help with equipment.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

*Italics indicate the teacher speaking directly to the student.*
<table>
<thead>
<tr>
<th>Table Tennis</th>
<th>8th Grade</th>
<th>Lesson 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Set Up or Prep Duties</td>
<td>✈ Cues or Key Concepts</td>
<td>➜ Variation</td>
</tr>
</tbody>
</table>

*Italics indicate the teacher speaking directly to the student.*
### Forehand Topspin Serve

**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

**LESSON CONTENT**
- If you have space play Mosquito Tag, otherwise play alternative game below.
- Object of game: for mosquitoes to freeze entire class.
- If tagged, a student must kneel down.
- To be freed, 2 students have to High-10 above tagged student’s head and yell “OFF!” or any other type of bug repellant.
- Students can kill mosquitoes by getting 6-8 students together (shoulder to shoulder) and clap their hands in unison as if they crushed a mosquito in their hands.

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

---

### Mosquito Tag or Boxer Training

**LESSON CONTENT**
- 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.
- 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.

---

**BEFORE CLASS SET UP**
- Set up tables with nets; proper spacing is needed between tables.
- Assign a number to and set up each table with 2 numbered TT balls and a small bucket to hold them.
- Mosquito Tag: Set up a 25 X 25 yard square marked with 4 cones.
- Boxer Training: Set up 4 cones at corners of tables.
Transition

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.

Backhand Push

Demonstrate Backhand Push (To help explain, have students in shake hands grip with red on forefinger side and black on thumb side): Racket held open in front of body, Red side towards ceiling, Elbow close to body, Step toward ball with racket side foot, Lean upper body toward ball, Stroke should be a smooth karate-type action creating backspin.

Students in horseshoe formation shadow practice during explanation.

Key is to push ball over net with backspin.

Backhand Push Drill

Each hitter gets 5 attempts at a backhand push.

A 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 written on the board): Racket held open to side, Red side towards ceiling, Elbow close to body, Step toward ball with racket side foot, Lean upper body toward ball, Stroke should be a smooth karate-type action.

After all 5 TT balls have been hit, group rotates in a clockwise direction. Hitter becomes coach, coach becomes catcher without a bucket, catcher without bucket takes bucket, bucket catcher becomes second coach (no feeder), and second coach becomes hitter.

Challenge: Can each student backhand push all 5 balls over net onto table?

Challenge: How many successful backhand pushes can each group make in next 3 minutes?
### Partner Backhand Push
**Activity #3**

**Lesson Content**
- Each table divides into 2 pairs.
- Partners play on their half of table; use center line to divide table.
- Play like singles except instead of serving, student who serves tosses ball gently over net.
- All hits back and forth must be backhand pushes to score.
- Any and all mistakes result in a point (hit into net, off table, other side of line, not a backhand push, etc.) for opponents.
- Pairs play a 5-point game and then rotate players at each table so they play against different opponents.

**Role of Assistant**
- Help groups organize.
- Give positive specific feedback.

### Transition

**Lesson Content**
- Students return balls to buckets and rackets according to their numbers.

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

### Cool Down/Closure

**Lesson Content**
- Students perform cool down stretches.
- *With your hand show the person next to you what a backhand push looks like.*
- *Continue to play at home.*

**Role of Assistant**
- Assist with stretching.
Table Tennis

Set Up or Prep Duties

Cues or Key Concepts

Variation

Challenge

 Italics indicate the teacher speaking directly to the student.
Table Tennis  8th Grade : Lesson 9

LESSON OUTCOMES
- Execute a backspin serve.
- Understand the effect of backspin on your opponent.

EQUIPMENT
- 1 TT racket per student
- Racket container
- 4 cones
- 5 numbered TT balls per table inside small bucket
- 1 large paint bucket per table
- 1 foam ball or utility ball for every 5 students

BEFORE CLASS SET UP
- Set up tables with nets; proper spacing is needed between tables.
- Assign a number to and set up each table with 5 numbered TT balls, a small bucket, and a large bucket at each table.
- Everybody’s it: Set up a 25 X 25 yard Square.
- Cannonball Run: Set up 4 cones at corners of track.

INSTANT ACTIVITY

Doubles
(5 minutes)

LESSON CONTENT
- Students play doubles.

ROLE OF ASSISTANT
- Clarify rules.
- Help with equipment.

High-10 Everybody’s It
(6 minutes)
or
Cannonball Run
(6 minutes)

LESSON CONTENT
- 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.
- 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.

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

HEALTH RELATED PHYSICAL ACTIVITY
- 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.

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

Italics indicate the teacher speaking directly to the student.
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.

Assist with equipment.

Help with reported damages.

Demonstrate Forehand Backspin Serve (To help explain, have students in shake hands grip with black on forefinger side and red on thumb side):
- Stand sideways with non-racket shoulder toward opponent, Ball in open palm, Toss ball at least 6 inches, Racket is held open with red side up, Forehand stroke should be a smooth karate-type action under ball, Aim closer to net for first bounce.

Assist with demonstration if needed.

Help students shadow practice.

Give positive specific feedback.

Demonstrate Backhand Backspin Serve (To help explain, have students in shake hands grip with black on forefinger side and red on thumb side):
- Stand facing opponent, Ball in open palm, Toss ball at least 6 inches, Racket is held open with black side up, Backhand stroke should be a smooth karate-type action under ball, Aim closer to net for first bounce.

Assist with demonstration.

Give positive specific feedback.

Demonstrate this drill.

Each pair needs a ball.

Students serve either forehand or backhand backspin 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 backspin 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?
### ACTIVITY #3

#### Doubles

**LESSON CONTENT**

- Review rules if needed.
- Additional rule: For practice, 1 of 2 serves each student attempts is to be a forehand or backhand backspin serve.
- A good return for a backspin serve is a forehand push; return topspin for topspin serve and backspin for backspin serve.
- Rules for doubles:
  - All serving rules in effect. Violating a serving rule is a loss of a point.
  - 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 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.
- 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.
- Send students to their tables to begin play. If you have more than 4 students at a table, have them rotate in.

**ROLE OF ASSISTANT**

- Help organize games.
- Provide positive feedback.

#### Transition

**LESSON CONTENT**

- Students return balls to buckets and rackets according to their numbers.

**ROLE OF ASSISTANT**

- Help with equipment.

#### Cool Down/Closure

**LESSON CONTENT**

- Students perform cool down stretches.
- Think, Pair, Share (After a minute or so with each question, have a few students share answers with the class.)
  - With a partner, show how to serve either a forehand or backhand backspin serve.
  - What can backspin cause your opponent to do? (Hit downwards or into the net)
  - Continue to play at home.

**ROLE OF ASSISTANT**

- Assist with stretching.
<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.*
# Table Tennis 8th Grade : Lesson 10

## Lesson Outcomes
- Understand the rules for doubles.
- Successfully play doubles.

## Equipment
- 1 TT racket per student
- Racket container
- 2 numbered TT balls per table inside small bucket
- FLOW equipment

## Before Class Set Up
- Set up FLOW equipment on perimeter of play area.
- Set up tables with nets; proper spacing is needed between tables.
- Assign a number to and set up each table with 2 numbered TT balls and a small bucket to hold them.

## Instant Activity
**Singles or Doubles**
*5 minutes*

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

**Role of Assistant**
- Help with equipment.
- Help organize tables.

## Flow
**Lesson Content**
- FLOW

**Role of Assistant**
- Help with equipment.
- Encourage participation.
- Oversee station with the most supervision needs.

## Activity #1
**Doubles**
*15 minutes*

**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.

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

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>■ Students return balls to buckets and rackets according to their numbers.</td>
<td>✓ Help with equipment.</td>
</tr>
</tbody>
</table>

### Cool Down/Closure (2 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>■ Students perform cool down stretches.</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 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.*
**Table Tennis** 8th Grade : Lesson 11

<table>
<thead>
<tr>
<th>LESSON OUTCOMES</th>
<th>EQUIPMENT</th>
<th>BEFORE CLASS SET UP</th>
</tr>
</thead>
</table>
| - Understand the rules for various table tennis games.  
- Execute a previously learned topspin skill in a game situation. | 1 TT racket per student  
- Racket container  
- 4 cones  
- 2 numbered TT balls per table  
- 1 large paint bucket per table | - Set up tables with nets; proper spacing is needed between tables.  
- Assign a number to and set up each table with 2 numbered TT balls and a small bucket to hold them.  
- French Fry Tag: Set up a 25 X 25 yard square with cones.  
- Awesome add-on: Set up 4 Cones at corners of tables. |

### INSTANT ACTIVITY

#### Forehand Topspin Serve (5 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
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</tr>
</thead>
</table>
| - 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. | ✅ Assist with equipment.  
- Clarify task. |

#### French Fry Tag (6 minutes) or Awesome Add-On (6 minutes)

**HEALTH RELATED PHYSICAL ACTIVITY**

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
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</tr>
</thead>
</table>
| - 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. | ✅ Assist with equipment and set up.  
- Set up a 25 x 25 yard space or use alternate activity below. |

**HEALTH RELATED PHYSICAL ACTIVITY (continued)**

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
</table>
| - While exercising together, neither student can be tagged. Students can keep exercising if a tagger is nearby.  
- Switch taggers after 1-2 minutes.  
- 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 designated skill or exercise. 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. | ✅ Set up 4 cones, 1 noodle per 15-20 students.  
- Encourage participation.  
- Clarify rules. |

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

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**Table Tennis**

| 8th Grade | Lesson 11 |
### Transition

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
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</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. Students form groups of 3.</td>
<td>✓ Assist with equipment. ✓ Help with reported damages.</td>
</tr>
</tbody>
</table>

### Triples

**Activity #1**

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instead of playing doubles, students will play in groups of 3. Each student must hit in same order and alternate shots, just like in doubles (no one can hit twice until all have hit once). Students should hide ball to see who serves first. When a team is serving, each member serves once and then other team serves. Change games every 3 minutes.</td>
<td>✓ Clarify rules. ✓ Give positive specific feedback.</td>
</tr>
</tbody>
</table>

### Brazilian Teams

**Activity #2**

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teams are groups of 3 and game is played like singles. Each team needs to come up with a rotation of who will play first, second, and third. First players hide ball to see who will serve first. Player who wins point stays on table and takes on anew challenger. Every time a team loses a point it brings on a new player. Whichever team loses a point serves for next point. Change games every 3 minutes.</td>
<td>✓ Clarify rules. ✓ Give positive specific feedback.</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 perform cool down stretches. Think, Pair, Share (After a minute or so with each question, have a few students share answers with the class.) What are the rules to triples? What are the rules to Brazilian teams? Continue to play table tennis after school.</td>
<td>✓ Assist with stretching.</td>
</tr>
</tbody>
</table>

** Italics indicate the teacher speaking directly to the student. **
### Dance 8th Grade : Lesson 1

#### 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
- Jump ropes for each student
- Boom box, CD’s
- 3-4 noodles

#### BEFORE CLASS SET UP
- Set-up cones around play area
- Have jump ropes in containers spread out around the activity area alternative: fold in quarters and place individually outside boundary. Ropes piled into containers are likely to knot and are difficult for individual students to access quickly.
- Have jump rope club cards ready or place on cones on boundary lines facing in
- Prepare music for the activity

#### Crazy Cones
(5 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>The students pair up upon entering the playing area and spread apart from each other.</td>
<td>Position the cones in the playing area so that half are standing and half are laying flat</td>
</tr>
<tr>
<td>Partners compete against each other – one team positions the cones so that they are standing, while the other team knocks them down.</td>
<td>Instruct students how to knock down and set-up cones</td>
</tr>
<tr>
<td>Organize the Crazy Cones Activity into 4 rounds:</td>
<td>Supervise the students</td>
</tr>
<tr>
<td>Round 1: Use only 1 finger to knock down and stand up cones</td>
<td>Announce the new round after each minute</td>
</tr>
<tr>
<td>Round 2: Use only your elbows to knock down and stand up cones</td>
<td></td>
</tr>
<tr>
<td>Round 3: Only use feet to push cones, NO kicking down and stand up cones</td>
<td></td>
</tr>
<tr>
<td>Round 4: Knock down cones using knees only, stand up cones using thumbs only</td>
<td></td>
</tr>
</tbody>
</table>

#### Jump Rope Club Day
(10 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Provide jump ropes to the students</td>
</tr>
<tr>
<td>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).</td>
<td>Scatter task cards around the gym</td>
</tr>
<tr>
<td>For this activity use the following jump rope skills: short rope forward, short rope backward, short rope right foot, and short rope left foot.</td>
<td>Supervise and encourage the students to improve their levels</td>
</tr>
<tr>
<td>During the activity, the teacher signals the students to rotate stations CCW</td>
<td>Collect the ropes at the end of the activity</td>
</tr>
<tr>
<td>Timed music to signal move to next station. 60 x 5</td>
<td></td>
</tr>
</tbody>
</table>

#### Transition

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>On signal students hustle to pick up jump rope from placement around boundary lines, move to a cone and begin stretching with the rope.</td>
<td></td>
</tr>
</tbody>
</table>

**Italics indicate the teacher speaking directly to the student.**
### Jump Rope Club Day (continued)

(10 minutes)

<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><strong>SHORT ROPE FORWARD</strong></td>
<td></td>
</tr>
<tr>
<td>Club Level 01 02 03 04 05</td>
<td></td>
</tr>
<tr>
<td>Jumps 10 20 40 75 100</td>
<td></td>
</tr>
<tr>
<td><strong>Variation:</strong> 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</td>
<td></td>
</tr>
<tr>
<td><strong>Variation:</strong> Mix in flexibility and upper body/abdominal muscular activities.</td>
<td></td>
</tr>
</tbody>
</table>

### Celebration Line Dance

(10 minutes)

<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></td>
</tr>
<tr>
<td>4 slides to the right, (4 beats)</td>
<td>Move around students to monitor activity</td>
</tr>
<tr>
<td>4 slides to the left, (4 beats)</td>
<td>Encouraging and assist students encountering difficulty</td>
</tr>
<tr>
<td>Walk forward right-left-right touch left beside right (4 beats)</td>
<td></td>
</tr>
<tr>
<td>Grapevine right &amp; left (8 beats)</td>
<td></td>
</tr>
<tr>
<td>Walk backward left-right-left touch right beside left (4 beats)</td>
<td></td>
</tr>
<tr>
<td>Grapevine right &amp; left (8 beats)</td>
<td></td>
</tr>
<tr>
<td>4 slides to the right, (4 beats)</td>
<td></td>
</tr>
<tr>
<td>Touch right foot out to the side 2x (4 beats)</td>
<td></td>
</tr>
<tr>
<td>Touch left foot out to the side 2x (4 beats)</td>
<td></td>
</tr>
<tr>
<td>Touch foot out to the side 1x right-left-right-left (4 beats)</td>
<td></td>
</tr>
<tr>
<td>Pivot on left foot 90 degrees (keeping left foot in place, turn 4 steps to the left) (4 beats)</td>
<td></td>
</tr>
<tr>
<td>Repeat dance</td>
<td></td>
</tr>
<tr>
<td>Once students get the steps perform the dance to music.</td>
<td></td>
</tr>
</tbody>
</table>

### The Scoot Line Dance

(10 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music: I Feel Lucky – Christy Lane’s Line Dancing Music</td>
<td></td>
</tr>
<tr>
<td>Grapevine right &amp; left (8 beats)</td>
<td>Move around students to monitor activity</td>
</tr>
<tr>
<td>Walk backwards right-left-right (3 beats)</td>
<td>Encouraging and assist students encountering difficulty</td>
</tr>
<tr>
<td>Hitch (lift) left &amp; scoot forward on right (1 beat)</td>
<td></td>
</tr>
<tr>
<td>Step forward and down on left (1 beats)</td>
<td></td>
</tr>
<tr>
<td>Slide right beside left (1 beat)</td>
<td></td>
</tr>
<tr>
<td>Step left &amp; make ¼ turn to left (1 beat)</td>
<td></td>
</tr>
<tr>
<td>Touch right beside left (1 beat)</td>
<td></td>
</tr>
<tr>
<td>Repeat dance</td>
<td></td>
</tr>
<tr>
<td>Once students get the steps perform the dance to music.</td>
<td></td>
</tr>
</tbody>
</table>

Italics indicate the teacher speaking directly to the student.
### Activity #3

#### Veggie Tag

**5 minutes**

**Lesson Content**
- Depending on class size, choose 3-4 students to represent the junk food taggers (Foam ball or chickens).
- Choose 3-4 students to represent the veggies (noodles).
- On the signal, the students try to avoid being tagged by junk food (chickens or balls).
- If tagged he or she must squat down and yell, “I need my veggies” with his or her hands raised up so the veggies (noodles) can come over and free him or her by tagging his or her hand with the noodle.
- Instruct the students to switch being the veggies and junk food taggers after 1 minute.

**Role of Assistant**
- Distribute 3-4 foam balls to students in the class
- Distribute 3-4 noodles to students in the class
- Help supervise game keeping opposite of the teacher
- Collect noodles

#### Cool Down/Closure

**5 minutes**

**Lesson Content**
- Lead cool down stretches.
- Think-share-pair; Ask:
  - What do think are the benefits of warming up?
  - Which do you prefer; knocking the cones down or picking them back up?
  - What strategies did you use for Veggie Tag?
  - Describe the grapevine, hitch, scoot and slide steps
- Dance to your music at home! Show your family members the dance you learned!

**Role of Assistant**
- Supervise the cool down activities
- Monitor student responses to the think/pair/share questions

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*Italics indicate the teacher speaking directly to the student.*
Dance 8th Grade Lesson 1

Set Up or Prep Duties

Cues or Key Concepts

Variation

Challenge

* Italics indicate the teacher speaking directly to the student.
# Dance 8th Grade: Lesson 2

## Lesson Outcomes
- Perform creative line dances using the grapevine, ¼ turn, hitch, scoot, jazz box step, and slide.
- Perform a four wall dance.
- Conduct activities that promote teamwork and improve students’ dance skills.
- Identify 3 risk factors for Heart Disease

## Equipment
- 30 balls (of various types)
- 3-4 red & green pinnies
- Boom Box, CD’s for dance
- Sideline cones for dance

## Before Class Set Up
- Spread balls around the play area
- Place balls in 8-10 hoops around perimeter for easy retrieval
- Prepare music for the activity

### INSTANT ACTIVITY

**Two Pass: Without Defenders** (5 minutes)

**Lesson Content**
- Move with a partner – on signal pick up a ball from one of the hoops
- The object of the activity is to pick up any ball and complete two passes with their partner. Then, set the ball back down and move to another ball.
- You can designate the type of passes used or allow students to use any pass.
- Establish a goal for the students (how many different balls, different types of passes, etc.) or time limit.
- Variation: balls are placed in hoops around area rather than simply placing on ground a foot or two from where last balls was placed. Retrieve and return balls to closest hoops. May need to increase hoop with a limit of one ball per hoop during game.
- 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

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### ACTIVITY #1

#### Review Line Dancing: The Scoot Dance (5 minutes)

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<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music: I Feel Lucky – Christy Lane’s Line Dancing Music</td>
<td>- Monitor dance moves</td>
</tr>
<tr>
<td>Grapevine right &amp; left (8 beats)</td>
<td>- Provide assistance as needed</td>
</tr>
<tr>
<td>Walk backwards right-left-right (3 beats)</td>
<td>- Try to remain facing opposite of the teacher</td>
</tr>
<tr>
<td>Hitch (lift) left &amp; scoot forward on right (1 beat)</td>
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<tr>
<td>Step forward and down on left (1 beats)</td>
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<td></td>
</tr>
<tr>
<td>Perform dance to music</td>
<td></td>
</tr>
</tbody>
</table>

### ACTIVITY #2

#### Review Line Dancing: The Celebration Dance (5 minutes)

<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>- Monitor dance moves</td>
</tr>
<tr>
<td>4 slides to the right (4 beats)</td>
<td>- Provide assistance as needed</td>
</tr>
<tr>
<td>4 slides to the left (4 beats)</td>
<td>- Try to remain facing opposite of the teacher</td>
</tr>
<tr>
<td>Walk forward right-left-right touch left beside right (4 beats)</td>
<td></td>
</tr>
<tr>
<td>Grapevine right &amp; left (8 beats)</td>
<td></td>
</tr>
<tr>
<td>Walk backward left-right-left touch right beside left (4 beats)</td>
<td></td>
</tr>
<tr>
<td>Grapevine right &amp; left (8 beats)</td>
<td></td>
</tr>
<tr>
<td>4 slides to the right, (4 beats)</td>
<td></td>
</tr>
<tr>
<td>Touch right foot out to the side 2x (4 beats)</td>
<td></td>
</tr>
<tr>
<td>Touch left foot out to the side 2x (4 beats)</td>
<td></td>
</tr>
<tr>
<td>Touch foot out to the side 1x right-left-right-left (4 beats)</td>
<td></td>
</tr>
<tr>
<td>Pivot on left foot 90 degrees (keeping left foot in place, turn 4 steps to the left) (4 beats)</td>
<td></td>
</tr>
<tr>
<td>Repeat dance</td>
<td></td>
</tr>
<tr>
<td>Perform dance to music</td>
<td></td>
</tr>
</tbody>
</table>

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

**LESSON CONTENT**
- Select 2-3 students to be wellness professionals & wear green pinnies (or heart shaped green tags)
- 4-6 students to be risk factor taggers & wear red pinnies (or stop sign shaped red tags).
- Taggers try to tag as many students as they can.
- When tagged the first time the student places their hand over their heart.
- The second tag puts them in cardiac arrest. They stop and scream “Help, I’m having a heart attack!”
- Wellness professionals (carrying the green tags) free them by performing 3 jumping jacks with the tagged student.
- Switch the taggers after a minute.
- Have students get back in same lines from activity #2 for dances.

**ROLE OF ASSISTANT**
- Distribute pinnies to students
- Help supervise the game
- Remind students to be honest when they are tagged

### Boot Scootin’ Boogie  
**(10 minutes)**

**LESSON CONTENT**
- Music: Boot Scootin’ Boogie – Christy Lane’s Line Dancing Music
- Right heel-toe touch 2x- 2 cts
- Left heel-toe touch 2x- 2 cts
- Right foot touch front, back, & side & slap right foot behind left leg-4 cts
- Grapevine right & left- 8 cts
- Step forward right-left-right & turn left leg ¼ to the right- 4cts
- Backup left-right-left & stomp right foot next to left- 4cts
- Keeping the heel down, pivot right foot to the right 2x- 2 cts
- Repeat steps
- Perform dance to music

**ROLE OF ASSISTANT**
- Move through students to keep them on task
- Assist students that are encountering difficulty
- Try to remain facing opposite of the teacher.

### Think/Pair/Share  
**(5 minutes)**

**LESSON CONTENT**
- Lead cool down stretches.
- Ask the students:
  - Which dance did you like the most?
  - Which dance was the easiest to learn? The most difficult?
  - What are three risk factors for heart disease?

**ROLE OF ASSISTANT**
- Supervise the cool down activities
- Monitor student responses to the think/pair/share questions

---

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

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

---

**Dance**  
**8th Grade**  
**Lesson 2**
<table>
<thead>
<tr>
<th>Dance</th>
<th>8th 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.*
## Dance 8th Grade : Lesson 3

<table>
<thead>
<tr>
<th>LESSON OUTCOMES</th>
<th>EQUIPMENT</th>
<th>BEFORE CLASS SET UP</th>
</tr>
</thead>
</table>
| - 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. | - 6 cones different colors  
- Boom Box, CD's  
- FLOW equipment  
- Sideline cones for dance | ✓ 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

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Groups of 4 in safe space.</td>
<td></td>
</tr>
</tbody>
</table>

### Triangle Tag (5 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
</table>
| - 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. | - Supervise students  
- Remind students to change roles  
✓ Set-up for tag game |

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

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

**Dance** | **8th Grade** | **Lesson 3**
**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>Move around helping students having difficulty and keeping others on task</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**

**ACTIVITY #2**

**Boot Scootin’ Boogie Review/ And Introduce Stray Cat Strut**

(10 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review Stray Cat Strut and Boot Scootin’ Boogie and introduce Whoomp It Up:</td>
<td>Move around helping students having difficulty and keeping others on task</td>
</tr>
<tr>
<td>Music: Boot Scootin’ Boogie – Christy Lane’s Line Dancing Music</td>
<td></td>
</tr>
<tr>
<td><strong>Boot Scootin’ Boogie</strong></td>
<td></td>
</tr>
<tr>
<td>Right heel-toe touch 2x- 2 cts</td>
<td></td>
</tr>
<tr>
<td>Left heel-toe touch 2x- 2 cts</td>
<td></td>
</tr>
<tr>
<td>Right foot touch front, back, &amp; side &amp; slap right foot behind left leg-4 cts</td>
<td></td>
</tr>
<tr>
<td>Grapevine right &amp; left- 8 cts</td>
<td></td>
</tr>
<tr>
<td>Step forward right-left-right &amp; turn left leg ¼ to the right-4 cts</td>
<td></td>
</tr>
<tr>
<td>Backup left-right-left &amp; stomp right foot next to left- 4cts</td>
<td></td>
</tr>
<tr>
<td>Keeping the heel down, pivot right foot to the right 2x- 2 cts</td>
<td></td>
</tr>
<tr>
<td><strong>Stray Cat Strut</strong></td>
<td>Move around helping students having difficulty and keeping others on task</td>
</tr>
<tr>
<td>Right heel forward &amp; back 2x, left heel forward &amp; back 2x- 8cts</td>
<td></td>
</tr>
<tr>
<td>Touch right heel forward 2x then back 2x 8cts</td>
<td></td>
</tr>
<tr>
<td>Right heel forward 1x, Right toe backward 1x -4 cts</td>
<td></td>
</tr>
<tr>
<td>Right heel forward 1x, Right toe backward 1x – 4 cts</td>
<td></td>
</tr>
<tr>
<td>Step forward right heel, ball of foot down, step forward left heel, ball of foot down, step forward right heel, ball of foot down, step forward left heel, ball of foot down- 8 cts</td>
<td></td>
</tr>
</tbody>
</table>

Music: Pump Up the Jam Jock Jams Vol. 1

**Activity continues**

**Transcript**

- **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)

<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>
<tr>
<td>Repeat dance</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 participate in stretching cool down activities.</td>
<td></td>
</tr>
<tr>
<td>Ask (for think/pair/share):</td>
<td></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>

**ACTIVITY #2**

Boot Scootin’ Boogie Review/And Introduce Stray Cat Strut (continued)

- 10 minutes

**LESSON CONTENT**

- 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

**COOL DOWN/CLOSURE**

- 5 minutes

**LESSON CONTENT**

- Students participate in stretching cool down activities.
- Ask (for think/pair/share):
  - What was the activity you liked most in FLOW?
  - Which was the hardest FLOW activity to perform?
  - What are three benefits of physical activity?

**ROLE OF ASSISTANT**

- Lead stretching activities
- Supervise think/pair/share responses

---

*Italicics indicate the teacher speaking directly to the student.*
Dance 8th Grade : Lesson 4

LESSON OUTCOMES
- Perform creative line dances using grapevine, ¼ turns, hitch, scoot, jazz box step, slide, pump steps, kicks and cha-cha.
- Perform a four wall dance.

EQUIPMENT
- Long/Group Jump ropes
  - 1 rope/4 students
  - 3-4 pinnies for tag
- Boom box, CD’s
- 4 large cones for tag

BEFORE CLASS SET UP
- Have jump ropes in 3-4 containers spread out in area
- Fold long ropes and place around perimeter for easy distribution and collection.
- Have music ready

Rock Paper Scissors Partner Tag
(5 minutes)

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
(10 minutes)

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

Italics indicate the teacher speaking directly to the student.
Jump Rope Challenges (continued)
(10 minutes)

LESSON CONTENT  ROLE OF ASSISTANT

Variations:
■ Rope jump challenge 2 people:
  ■ 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.

■ Rope exchange challenge:
  ■ Begin with one jumper near each turner.
  ■ Left jumper, change places with the right turner after three jumps (three jumps and out)
  ■ Right jumper change places with the left turner after three jumps (three jumps and out)
  ■ Continue this pattern.
  ■ Try not to stop the rhythm of the rope's turning.

■ Front door entry-run-exit pattern:
  ■ Each jumper should stand near the left turner's right shoulder.
  ■ 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.
  ■ Reenter front door near right turner's left shoulder.
  ■ Remember, run through—do not jump the rope!
  ■ Repeat three times for each jumper.

Jump Rope Challenges (continued)
(10 minutes)

LESSON CONTENT  ROLE OF ASSISTANT

■ Front door figure-8 pattern:
  ■ Jumper stands near the left turner's right shoulder. Watch the rope as it swings down toward you, down & away. As the rope passes your nose, enter and jump three times; then exit rope by the right turner's right shoulder.
  ■ Reenter front door near right turner's left shoulder.
  ■ Remember to jump in the middle.
  ■ Repeat this figure-8 pattern three times.

Transition

LESSON CONTENT  ROLE OF ASSISTANT

■ Have the students form lines even with the sideline cones facing the teacher for line dances.

■ Assist with grouping

Dance  8th Grade  Lesson 4

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

Italics indicate the teacher speaking directly to the student.
### Review: Stray Cat Strut Dance; Introduce New Dance: Whoop it up Dance (15 minutes)

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<thead>
<tr>
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<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Music:</strong> Pump Up the Jam Jock Jams Vol. 1</td>
<td>- Move around keeping students on task and helping students</td>
</tr>
<tr>
<td><strong>Stray Cat Strut</strong></td>
<td></td>
</tr>
<tr>
<td>- Right heel forward &amp; back 2x, left heel forward &amp; back 2x - 8cts</td>
<td></td>
</tr>
<tr>
<td>- Touch right heel forward 2x then back 2x - 4cts</td>
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<td></td>
</tr>
<tr>
<td>- Right heel forward 1x, Right toe backward 1x - 2cts</td>
<td></td>
</tr>
<tr>
<td>- Step forward right heel, ball of foot down, step forward left heel, ball of foot down, step forward right heel, ball of foot down - 4 cts</td>
<td></td>
</tr>
<tr>
<td>- Jazz box step ¼ turn - 4 cts:</td>
<td></td>
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<td>- right foot cross over left foot:</td>
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<tr>
<td>- Step left beside right</td>
<td></td>
</tr>
<tr>
<td>Repeat dance</td>
<td></td>
</tr>
</tbody>
</table>

### Review: Stray Cat Strut Dance; Introduce New Dance: Whoop it up Dance (continued) (15 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Music:</strong> C’Mon &amp; Ride It (The Train)</td>
<td>- Move around keeping students on task and helping students</td>
</tr>
<tr>
<td><strong>Whoop it up Dance</strong></td>
<td></td>
</tr>
<tr>
<td>- 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)</td>
<td></td>
</tr>
<tr>
<td>- 4 pump steps forward, beginning with the right foot (8 counts):</td>
<td></td>
</tr>
<tr>
<td>- <strong>Pump step</strong> - step and hold for one count; step right hold, step left hold, step right hold, and step left hold.</td>
<td></td>
</tr>
<tr>
<td>- Pivoting on the left foot, step back with the right ¼ turn right (CW), then pivot turning 180 degrees facing the left wall (CCW 2 counts)</td>
<td></td>
</tr>
<tr>
<td>- Jump in a clockwise direction—3 jumps to face back to the front and clap on the final count (4 counts)</td>
<td></td>
</tr>
<tr>
<td>Repeat dance</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 students meet in middle of tag area for instructions.</td>
<td>- Monitor students</td>
</tr>
</tbody>
</table>

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

**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
- **Variation:** After playing for a while, add that the rescuers can be tagged while doing the High Five Jive.

**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**
- 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

---

Set Up or Prep Duties

Cues or Key Concepts

Variation

Challenge

*Italics indicate the teacher speaking directly to the student.*
**Dance 8th Grade : Lesson 5**

<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, scoop, jazz box, slide, pump, kicks and cha-cha steps.</td>
<td>Boom Box, CD’s</td>
<td>✔️ Have music ready</td>
</tr>
<tr>
<td>Create a simple line dance using steps.</td>
<td>4 cones</td>
<td>✔️ Set-up Tag game area</td>
</tr>
<tr>
<td>3-4 noodles</td>
<td>✔️ Put out cones to form Cannonball Run</td>
<td></td>
</tr>
</tbody>
</table>

### INSTANT ACTIVITY

**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.

**HEALTH RELATED PHYSICAL ACTIVITY**

**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, passing all of the teams' runners. As the last runner reaches the front of the line, the runner yells, “Cannonball!” This is the signal for the whole team to turn sideways and slide step along as the cannonball is passed from player to player down the line to the new last person (the music can be used as signal for rotating the medicine ball).

**ROLE OF ASSISTANT**
- Place medicine balls on perimeter in hoops for easy equipment distribution/collection.
- Stay opposite teacher to assist supervision.

### TRANSITION

**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) (10 minutes)

**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) (10 minutes)

**LESSON CONTENT**
- **Medicine Ball Fitness (5 min):**
  - 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?
    - Move circle in closer to the center. Pass the medicine ball across the circle to a student who is not directly next to you. Which group can complete 30 passes in the least amount of time?
    - **Medicine Ball Circle Roll**
      - Stand with feet apart. Roll the medicine ball across the circle to a person who is not standing next to you. Next, try to roll the medicine ball past another student. The student on the receiving end of the pass should try not to let the ball roll past
    - **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.*
### Transition

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student with medicine ball hustles to place it back in the closest hoop before joining group - remaining students form groups of 4-5 and begin to stretch</td>
<td></td>
</tr>
</tbody>
</table>

### Create a Dance

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain to the students that they will be creating their own line dance.</td>
<td>Observe students for creativity</td>
</tr>
<tr>
<td>Students will be working in groups of 4-6.</td>
<td>Make sure students are working together, allowing everyone in their group to contribute</td>
</tr>
<tr>
<td>The dance must have a minimum of 4 parts, each to a count of 4. You could include that the dance has to face more than one wall.</td>
<td>If tag game was not set-up before class, set-up now</td>
</tr>
<tr>
<td>Students may select parts from the Create-a-Line Dance cards or they can create their own. (If they use their own movements they must be approved by the teacher and everyone in their group must be able to perform the move).</td>
<td></td>
</tr>
<tr>
<td>All the dances will be to the same music. Play the song throughout the time the students are working (use the repeat function).</td>
<td></td>
</tr>
<tr>
<td>After 15 minutes, have the students perform their dance for the class.</td>
<td></td>
</tr>
<tr>
<td>Performances could be solo or two groups at a time or half the class at a time depending on the comfort level of the students. The audience is to cheer and give positive feedback to the group that just finished.</td>
<td></td>
</tr>
<tr>
<td>To increase MVPA: Consider smaller groups of 3-4 with less time to “create” – 5 minutes max. Provide lists of possible dance moves to select from. Could categorize so group must choose one move from each category. The more showing their dance at one time the more active the students and less pressure on individual students.</td>
<td></td>
</tr>
</tbody>
</table>

### Think/Pair/Share

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students sit in semicircle in front of teacher.</td>
<td>Lead the Hand Jive Activity while 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>
<td></td>
</tr>
</tbody>
</table>

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*Italics indicate the teacher speaking directly to the student.*
<table>
<thead>
<tr>
<th>Dance</th>
<th>8th Grade</th>
<th>Lesson 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>✔️ Set Up or Prep Duties</td>
<td>✈️ Cues or Key Concepts</td>
<td>➜ Variation</td>
</tr>
</tbody>
</table>

*Italicics indicate the teacher speaking directly to the student.*
## Dance 8th Grade: Lesson 6

<table>
<thead>
<tr>
<th>LESSON OUTCOMES</th>
<th>EQUIPMENT</th>
<th>BEFORE CLASS SET UP</th>
</tr>
</thead>
</table>
| - 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. | - 4 cones with task cards  
- Boom box, CD’s  
- Pinnies | ✓ Set-up Four Corners activity space  
✓ Have jump ropes in containers spread around the play area  
✓ Prepare music for dance activities |

### Four Corners  
(5 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
</table>
| - Students form groups of 3-4 and stand inside the activity rectangle.  
- The students perform different activities based on the task cards at each cone.  
- Students continuously move around the perimeter of the rectangle to complete the activities on the task cards.  
- Activities for the long sides of the rectangle include: jogging, power skipping, basketball shuffle, and the grapevine step.  
- Activities for the short sides include: squat lunges, crab walk, broad jumps, high knees, and the pump step.  
- When students reach each cone, they must perform an exercise at the cone for 10 seconds before moving around the perimeter of the rectangle to complete the 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  
  ➜ 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). | ✓ Set-up 4 cones in each corner of the gymnasium  
✓ Place a task card on each cone  
✓ Cones should be placed far enough away from walls to allow for teacher/student movement around perimeter  
✓ Supervise the activities  
✓ Make sure students follow the directions |

### Transition

<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>
### Health Related Physical Activity

#### Jump Rope Record Setting Day #1

**Duration:** 10 minutes

**Lesson Content**
- The students count how many jumps in a row they can perform for the following tasks:
  - Jump rope forward
  - Jump rope backward
  - Jump rope right foot forward
  - Jump rope left foot forward
  - Jump rope right backward
  - Jump rope left foot backward
  - Jump rope crossing

- Each student must have someone count and verify the number of times s/he completes each activity. Afterwards, the record setting student must tell the teacher and announce, “I have a new record. The category is_________. The number is___. My name is_____.”

- Continue until signal to stop.

- Note: The students do not have to complete all of the categories; they can work on any activities that they choose.

**Role of Assistant**
- Walk around supervising students
- Assist students when necessary
- Collect the ropes at the end
- Prepare a sheet of paper for recording the students’ activities

---

### Scatter Square Dance

**Duration:** 15 minutes

**Lesson Content**
- **Making Scatter Square Dance Fun and Successful**
  1. Change partners often
  2. Pick different people
  3. Pick someone close
  4. Lost and found (designated place to get a partner)

- **Solo Formations**
  - Keep time to the music - Clap, snap, move any part of your body with the beat of the music
  - Turn one alone - Turn a circle alone
  - Hit the lonesome trail - Walk by yourself any place around the room
  - Deer – Stride Leaps
  - Tornado – Jump Full Turns
  - Spurs – Jump up and click heels

- **General Formations**
  - Turn and go the other way - Can be used to change directions in “circle up two”, “circle up four”, “circle up all”, “right or left star”, or right or left hand “cross”
  - Star - Can be called for either right or left hand. Whatever hand is called, all dancers put correct hand up in center of circle and walk around the circle in line of direction. Can be done with two or four people
  - Shoot that star - The star breaks up into whatever the next call is.
  - Change Jockeys or Drivers - Use with either “horse and jockey” or “horse and buggy.” All people just turn and face the other direction so now there is a new person(s) in front

**Role of Assistant**
- Help demonstrate the skill
- Move around the students to assist the students having difficulty

---

### Transition

**Lesson Content**
- Students form groups of 8 members, which can be broken down into 4 pairs.

**Role of Assistant**
- Assist with grouping

---

**Activity #1**

Set Up or Prep Duties: ✔️
Cues or Key Concepts: ➜
Variation: →
Challenge: ★

*Italics indicate the teacher speaking directly to the student.*
### Scatter Square Dance (continued)

**Lesson 6**

<table>
<thead>
<tr>
<th>Activity #1</th>
<th>Partner Formations</th>
<th>Role of Assistant</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Partner Formations</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Honor your Partner - Partners face each other and recognize each other by either bowing or shaking hands.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Promenade - Join hands with another person and walk around the room.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Do-Si-Do - Partners face each other and pass right shoulder to right shoulder, passing back to back and return to original position.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- See Saw - Partners face each other and pass left shoulder to left shoulder, passing back to back and return to original position.</td>
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</tr>
<tr>
<td>- Elbow Swing - Hook either right or left elbows with a partner and turn once around.</td>
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<tr>
<td>- Circle up two - Join hands with a partner and walk in a circle together.</td>
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<td></td>
</tr>
<tr>
<td>- Horse and Jockey - Partners one behind the other, with the back person putting hands on front person's shoulders.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Horse and Jockey Promenade - Everyone lines up behind lead couple in horse and jockey fashion.</td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity #1</th>
<th>Line Formations</th>
<th>Role of Assistant</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Line Formations</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Skin the Snake - Call from &quot;horse and jockey promenade&quot;. 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.”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- 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.”</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity #1</th>
<th>Group of Four Formations</th>
<th>Role of Assistant</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Group of Four Formations</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Circle up Four - Two sets of partners (four partners) all join hands and walk in a circle together.</td>
<td></td>
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</tr>
</tbody>
</table>

**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 _____

**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>Scatter Square Dance (continued) (15 minutes)</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>LESSON CONTENT</td>
<td>Transition</td>
<td>ROLE OF ASSISTANT</td>
</tr>
<tr>
<td>Tunnel</td>
<td>Continue to move around the students to assist the students having difficulty</td>
<td></td>
</tr>
<tr>
<td>Hit the lonesome trail</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Find a new partner and promenade</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Promenade all behind ________</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skin the snake</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hit the lonesome trail</td>
<td></td>
<td></td>
</tr>
<tr>
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<td></td>
<td></td>
</tr>
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<td>Turn one alone</td>
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<td></td>
</tr>
<tr>
<td>Spurs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Find a partner: honor that partner</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do si do your partner</td>
<td></td>
<td></td>
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<tr>
<td>See saw</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Roundup</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grand Right and Left</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meet your partner and do si do</td>
<td></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity #2</th>
<th>Team Toss Tag (continued) (6-8 minutes)</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>LESSON CONTENT</td>
<td>Transition</td>
<td>ROLE OF ASSISTANT</td>
</tr>
<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>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity #2</th>
<th>Team Toss Tag (6-8 minutes)</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>LESSON CONTENT</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Provide a colored pinnie to each tagger.</td>
<td>Distribute pinnies to students</td>
<td></td>
</tr>
<tr>
<td>The taggers must remain in their section at all times.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The other students are free to move anywhere they want in the gym.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Taggers can only tag students in their section using the foam ball.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity #2</th>
<th>Team Toss Tag (6-8 minutes) (continued)</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>LESSON CONTENT</td>
<td>Transition</td>
<td>ROLE OF ASSISTANT</td>
</tr>
<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>
<td></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>
<td></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>
<td></td>
</tr>
<tr>
<td>Variations: Add or take away the number of sections for the game.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Add more foam balls for the taggers to use to tag the other students.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Allow 4-6 students to free those who have been tagged.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Transition</th>
<th>Hand Jive (5 minutes)</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>LESSON CONTENT</td>
<td>Transition</td>
<td>ROLE OF ASSISTANT</td>
</tr>
<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>
<td></td>
</tr>
<tr>
<td>Below are the instructions for the Hand Jive Cool Down Activity:</td>
<td></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 (counts1-8).</td>
<td></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>
<td></td>
</tr>
<tr>
<td>Then “hitchhike” twice with right hand and twice with left hand, (counts 13-16).</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Dance 8th Grade : Lesson 7

<table>
<thead>
<tr>
<th>LESSON OUTCOMES</th>
<th>EQUIPMENT</th>
<th>BEFORE CLASS SET UP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review and perform the following Square Dance skills: circle left &amp; right, forward and back, promenade, do-si-do, elbow swing, allemande left &amp; right, grand right &amp; left, split the ring, circle right, circle to a line, bend the line, four B's chain, and right and left through.</td>
<td>20-30 balls</td>
<td>✓ Have music ready</td>
</tr>
<tr>
<td>Learn and perform new skills: left hand star, star promenade, inside out-outside in</td>
<td>CD's</td>
<td>✓ Set-up area for tag game</td>
</tr>
<tr>
<td>Conduct activities that promote teamwork and improve students' dance skills.</td>
<td>Boom box</td>
<td>✓ Spread many different types of balls around the gym</td>
</tr>
</tbody>
</table>

### SET UP or Prep Duties

- Cues or Key Concepts
- Variation
- Challenge

### Two Pass with Defender
(5 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>The students pair up upon entering the gymnasium.</td>
<td>Move around the students to ensure quality control</td>
</tr>
<tr>
<td>The teacher assigns students as 4-5 students to be the “defenders,” who will attempt to disrupt the passes thrown by the other students.</td>
<td>Remind students of the rules</td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>Establish a goal (how many different balls, different types of passes, etc.) or time limit.</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>

### Aerobic Circle
(10 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Help supervise and keep students on task</td>
</tr>
<tr>
<td>The assistant begins playing music with a strong 4/4 beat. (Gonna Make You Sweat – Jock Jams Vol. 1)</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>After 16 beats, another student replaces the leader.</td>
<td></td>
</tr>
<tr>
<td>Examples of aerobic activities: Jog: clapping hands overhead, behind, in front, under right leg, and under left leg</td>
<td></td>
</tr>
<tr>
<td>Sailor jumps: jump with one leg forward and the other back while swinging arms in time to music</td>
<td></td>
</tr>
<tr>
<td>Jumping jacks</td>
<td></td>
</tr>
<tr>
<td>Combo Jacks: alternating jumping jacks and sailor jumps</td>
<td></td>
</tr>
<tr>
<td>Side kicks: kick legs from side to side and wave hands</td>
<td></td>
</tr>
</tbody>
</table>

### Transition

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Keeping the same partner form the IA, all of the partners form two large circles facing in toward the center.</td>
<td>Assist with organization</td>
</tr>
</tbody>
</table>

### HEALTH RELATED PHYSICAL ACTIVITY

**Aerobic Circle** (10 minutes)

- 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

Italics indicate the teacher speaking directly to the student.
Dance | 8th Grade | Lesson 7

**Aerobic Circle (continued)**

**LESSON CONTENT**
- Seat kicks: jump up and kick your buttocks with your heels
- Mule kicks: place hands on floor, kick legs straight behind
- Front kicks, kick legs out front
- Skier kick; jump from side to side
- Bell jumps; jump forward and back
- X-jumps; jump to cross and uncross legs
- Pantomime jumping rope
- Cool dancing

**ROLE OF ASSISTANT**

---

**Christy Lane’s Square Dancing: Two Times (continued)**

**LESSON CONTENT**
- 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

**ROLE OF ASSISTANT**
- Assist students/groups having difficulty

---

**Transition**

**LESSON CONTENT**
- Instruct students to sit in the middle of the playing area.

**ROLE OF ASSISTANT**
- Assist with organization

---

**Shadow Tag**

**LESSON CONTENT**
- Students pair up with one partner standing with his or her back facing other partner. The other partner stands one arms length away.
- On teacher’s signal, the front partner tries to get away from “shadow” partner.
- After 20-30 seconds, the teacher signals and the shadow partner can now reach out and tag his or her partner.
- When a student is tagged, he or she must perform 5 exercises (push-ups, sit ups, jumping jacks, etc).
- If the shadow cannot tag his or her partner, then he or she must do the exercises.
- Partners switch roles after 3 minutes and continue playing the game.

**ROLE OF ASSISTANT**
- Set-up 4 cones in a 20’x20’ area
- Play spy music (optional)
- Help supervise game

---

**ACTIVITY #1**

**Activity continues**

辿 Set Up or Prep Duties ❫ Cues or Key Concepts ➜ Variation ★ Challenge

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

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Lead stretching and asks the students:</td>
<td>- Assist with stretching activities</td>
</tr>
<tr>
<td>- What skills did we learn in square dancing?</td>
<td>- Monitor student responses to the think/pair/share questions</td>
</tr>
<tr>
<td>- Which skills can you put together to create a square dance?</td>
<td></td>
</tr>
</tbody>
</table>

**COOL DOWN/ CLOSURE**

- Stretching (5 minutes)

**LESSON CONTENT ROLE OF ASSISTANT**

- 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?

**ROLE OF ASSISTANT**

- Assist with stretching activities
- Monitor student responses to the think/pair/share questions

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

Set Up or Prep Duties

Cues or Key Concepts

Variation

Challenge

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

### Partner Activities (5 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students pair up upon entering the gymnasium.</td>
<td>Walk around the activity area to supervise the students</td>
</tr>
<tr>
<td>Each pair sits back to back, do not allow pairs to hook elbows or try to stand up.</td>
<td>Assist students if needed</td>
</tr>
<tr>
<td>Instruct the students to complete the following activities using the instructions provided:</td>
<td></td>
</tr>
<tr>
<td><strong>Pair Bicycling:</strong> Partners sit crab walk style, placing bottom of both feet together while lifting their bodies and attempting to “pedal” their feet like a bicycle.</td>
<td></td>
</tr>
<tr>
<td><strong>Wring the Dishrag:</strong> 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.</td>
<td></td>
</tr>
<tr>
<td><strong>Stand-Off:</strong> 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.</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>

### Partner Activities (continued)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>If time permits, students can then attempt activities with other 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 form groups of 4 to participate in the FLOW activities.</td>
<td>Assist with grouping</td>
</tr>
</tbody>
</table>

### 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

### Equipment

- Cones with task cards attached for IA
- Boom box, CD’s
- Pinnies
- FLOW equipment
- Square Dance skill cards

### 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.
### HEALTH RELATED PHYSICAL ACTIVITY

#### FLOW

**Lesson Content**
- 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.

**Role of Assistant**
- 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

**Lesson Content**
- 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.

**Role of Assistant**
- Assist with grouping

### Christy Lane's Square Dancing Today; Two Times Review

**Lesson Content**
- 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

**Activity #1**

- 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

**Role of Assistant**
- 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>
<tr>
<td><strong>Variation:</strong> Assign “un-freezers” who can do a special high-5 handshake, exercise, hug, etc. with frozen student to free them</td>
<td></td>
</tr>
</tbody>
</table>

### Hand Jive

(5 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students sit in a semicircle in front of the teacher to receive instructions for the Hand Jive Cool Down Activity.</td>
<td>Supervise the cool down 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>
<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>

**ACTIVITY #2**

Continuous Everybody’s It

5 Minutes

**LESSON CONTENT**

Everyone in class is it
- If a student gets tagged they must sit down where they were tagged
- 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)
- This game is usually over quick with most students sitting, however, add 1-2 students wearing pinnies to be “un-freezers”
  - **Variation:** Assign “un-freezers” who can do a special high-5 handshake, exercise, hug, etc. with frozen student to free them

**COOL DOWN/CLOSURE**

Hand Jive

5 minutes

**LESSON CONTENT**

Students sit in a semicircle in front of the teacher to receive instructions for the Hand Jive Cool Down Activity.
- Below are the instructions for the Hand Jive Cool Down Activity:
  - Slap thighs two times, clap two times, cross right over left hand twice, and cross left over right hand twice (counts 1-8).
  - Next, with hands fisted, hit right on top of left two times, then hit left on top of right two times, (counts 9-12).
  - Then “hitchhike” twice with right hand and twice with left hand, (counts 13-16).
Dance 8th Grade Lesson 8

Set Up or Prep Duties
Cues or Key Concepts
Variation
Challenge

Italics indicate the teacher speaking directly to the student.
### Dance 8th 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.</td>
<td>▢ 30-40 Cones</td>
<td>✓ Set up cones for Four corners</td>
</tr>
<tr>
<td>▢ Perform the Cotton Eyed Joe Folk Dance</td>
<td>▢ 8-10 Rubber Chickens</td>
<td>✓ Have extra cones available on the side for HRPA</td>
</tr>
<tr>
<td></td>
<td>▢ Music</td>
<td></td>
</tr>
<tr>
<td></td>
<td>▢ 2-3 pinnies</td>
<td></td>
</tr>
</tbody>
</table>

### Four Corners (5 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>▢ Students form groups of 3-5 as they enter the gym.</td>
<td>✓ Set 4 cones 20 x 20 depending on class size, with task cards on each cone</td>
</tr>
<tr>
<td>▢ Instruct groups to move around rectangle using the movement indicated 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 can include jogging, power skipping, basketball shuffle, and carioca/grapevine</td>
<td>■ Help supervising students, keep them moving and focused</td>
</tr>
<tr>
<td>■ Activities for the short sides can include squat lunges, crab walk, broad jumps, and high knees</td>
<td>■ Help students find a partner</td>
</tr>
<tr>
<td>▢ Start students in several different areas of the rectangle so there is less of a chance of “bunching”</td>
<td></td>
</tr>
<tr>
<td>▢ Stop students periodically and have them do strengthening activity for 10 seconds such as curl-ups or push-ups.</td>
<td></td>
</tr>
<tr>
<td>▸ 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.</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 students find a partner, and instruct one to stand and the other to sit. Form 2 teams from the standing and sitting students.</td>
<td>■ Assist with grouping</td>
</tr>
</tbody>
</table>

### Crazy Cones (10 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>▢ Activity starts with cones randomly set-up in the activity area, with an equal number of standing cones and knocked over cones.</td>
<td>✓ Help supervise, stay opposite from teacher, remind students of rules, how they are supposed to knock down and pick up cones</td>
</tr>
<tr>
<td>▢ Partners compete against each other: one team sets up the cones while the other team knocks them down.</td>
<td>✓ At end of activity supervise students to put cones away</td>
</tr>
<tr>
<td>▢ Vary method of knocking down and setting cones:</td>
<td></td>
</tr>
<tr>
<td>▢ Round 1: only knock down and set-up cones with 1 finger</td>
<td></td>
</tr>
<tr>
<td>▢ Round 2: elbows only</td>
<td></td>
</tr>
<tr>
<td>▢ Round 3: feet only</td>
<td></td>
</tr>
<tr>
<td>▢ Round 4 knock down with knees only, set-up with thumbs only</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>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 (continued) (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>Help teacher demonstrate new skills</td>
<td></td>
</tr>
<tr>
<td>Walk the dance floor to assist with square dancing technique</td>
<td></td>
</tr>
<tr>
<td>Four ladies promenade in the center of the ring</td>
<td>Remind students of the instructions</td>
</tr>
<tr>
<td>Swing your partner</td>
<td></td>
</tr>
<tr>
<td>Circle to the right</td>
<td></td>
</tr>
<tr>
<td>Promenade single file</td>
<td></td>
</tr>
<tr>
<td>Four ladies backtrack</td>
<td></td>
</tr>
<tr>
<td>Box the gnat</td>
<td></td>
</tr>
<tr>
<td>Allemande left with the corner</td>
<td></td>
</tr>
<tr>
<td>Do-si-do partner</td>
<td></td>
</tr>
<tr>
<td>Four boys star left</td>
<td></td>
</tr>
<tr>
<td>Right arm turn partner by the right</td>
<td></td>
</tr>
<tr>
<td>Allemande left your corner</td>
<td></td>
</tr>
<tr>
<td>Do a right and left grand</td>
<td></td>
</tr>
<tr>
<td>Promenade partner</td>
<td></td>
</tr>
<tr>
<td>Four boys promenade in the center of the ring</td>
<td></td>
</tr>
<tr>
<td>Back home and swing your partner</td>
<td></td>
</tr>
<tr>
<td>Repeat from beginning without the bows</td>
<td></td>
</tr>
<tr>
<td>Bow to partner, bow to corner</td>
<td></td>
</tr>
</tbody>
</table>

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

---

- Set Up or Prep Duties
- Cues or Key Concepts
- Variation
- Challenge
### ACTIVITY #2: Chuck the Chicken

**Duration:** 10 minutes

**Lesson Content**
- Use 6-12 rubber chickens, (or tie knots in towels) depending on class size – equal to about a third of the class.
- Assign 2-3 students to be it. Have them wear pinnies. (add more taggers if action is slow)
- To be immune from a tag, you can’t be holding a chicken
- If carrying a chicken, to avoid being tagged the student can chuck the chicken to another student
- If 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

### Transition

**Lesson Content**
- Return chickens and pinnies to middle of area for closure.

**Role of Assistant**
- Assist with collecting the equipment

### Cool Down/Closure

**Duration:** 5 minutes

**Lesson Content**
- Student leads stretching
- Ask:
  - Which do you prefer; knocking the cones down or setting them back up? Why?
  - What is your favorite maneuver in Square Dancing?
  - How did you feel when you were being chased in Chuck the Chicken and no one passed a chicken to you? When someone did “chuck” the chicken to you?

**Role of Assistant**
- Can lead or supervise

---

 Italics indicate the teacher speaking directly to the student.

---

**Dance**

8th Grade

Lesson 9
<table>
<thead>
<tr>
<th>Dance</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.
### 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 others shoulders.
- Then try to tap the tops of each other’s toes with your feet.
- When one student scores 3 taps, they move to the success side while their partner moves to the try again side.
- Upon enter new side, find a new partner and repeat.

**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**

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alternating wide-step tap down</td>
<td></td>
</tr>
<tr>
<td>Over the top</td>
<td></td>
</tr>
<tr>
<td>Straddle down</td>
<td></td>
</tr>
<tr>
<td>Hamstring heel press 12 repetitions</td>
<td></td>
</tr>
<tr>
<td>Alternating lunge B</td>
<td></td>
</tr>
<tr>
<td>Plie 12 repetitions</td>
<td></td>
</tr>
<tr>
<td>Outer leg lift 8 repetitions</td>
<td></td>
</tr>
<tr>
<td>Triceps push up 10 repetitions</td>
<td></td>
</tr>
<tr>
<td>Abdominal lift 12 repetitions</td>
<td></td>
</tr>
<tr>
<td>Abdominal cross over 12 repetition</td>
<td></td>
</tr>
<tr>
<td>Repeater knee lift</td>
<td></td>
</tr>
<tr>
<td>Repeater heel lift</td>
<td></td>
</tr>
<tr>
<td>Repeater leg lift</td>
<td></td>
</tr>
<tr>
<td>Alternating tap up/straddle down</td>
<td></td>
</tr>
<tr>
<td>Across the top</td>
<td></td>
</tr>
</tbody>
</table>

- 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**

**Music: Ready To Go – Jock Jams Vol. 3**

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Locomotion</td>
<td></td>
</tr>
<tr>
<td>Walk fwd 8 steps on 8th step turn to face partner</td>
<td>Supervise dance technique</td>
</tr>
<tr>
<td>Walk bkwrd 4 steps (away from partner)</td>
<td>Participate in the dance if there are an odd number of students</td>
</tr>
<tr>
<td>Walk fwd 4 steps (toward partner)</td>
<td>Help students who are having problems with the dance steps</td>
</tr>
<tr>
<td>Slap rt hand 2x w/partner</td>
<td></td>
</tr>
<tr>
<td>Slap lft hand 2x w/partner</td>
<td></td>
</tr>
<tr>
<td>Slap both hands 2x w/partner</td>
<td></td>
</tr>
<tr>
<td>Slap own thighs 2x</td>
<td></td>
</tr>
<tr>
<td>Walk bkwrd 4 steps away from partner</td>
<td></td>
</tr>
<tr>
<td>Walk fwd 4 steps &amp; face counterclockwise to repeat dance OR walk fwd &amp; up to new partner (Inner circle stays same)</td>
<td></td>
</tr>
</tbody>
</table>

### Transition

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruct students to form two concentric circles (Inside – outside circles).</td>
<td>Monitor organization of circles</td>
</tr>
<tr>
<td>6 - 8 couples should be in each group, resulting in 12 – 14 students in each group.</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.*
## Modified Virginia Reel

### ACTIVITY #2

**Modified Virginia Reel**

**LESSON CONTENT**

- **Formation:** partners stand facing each other in parallel lines.
- **Steps:**
  - Walk fwd & bow to your partner & return to home position 8 cts.
  - Walk fwd grab rt hands and circle 1x return to home position 8 cts.
  - Repeat with lt hand 8 cts.
  - Repeat with both hands 8 cts.
  - Do-si-do with your partner 8 cts.
  - Walk fwd give partner a “high 10” and return.
  - Head couple joins hands and slides down the line and back 16 cts.
  - Head couple splits going to the outside leading their line to the back of the formation 8 cts.
  - Lines make an arch & each couple meets going through the arch and back into parallel lines 8 cts.
  - The head couple remains at the back of the line and the couple closest to the music becomes the new head couple.

**ROLE OF ASSISTANT**

- Participate in the dance if there are an odd number of students.
- Help students who are having problems with the dance steps.

---

## Think/Pair/Share

### COOL DOWN/CLOSURE

**LESSON CONTENT**

- Lead stretching
- Tell students to think, pair, share and asks:
  - How would you describe the dance steps for the Virginia Reel?
  - What makes a dance a mixer?
  - Why do you think we need mixer dances?

**ROLE OF ASSISTANT**

- Monitor stretching technique and student answers to closure questions.
<table>
<thead>
<tr>
<th>Dance</th>
<th>8th Grade</th>
<th>Lesson 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Set Up or Prep Duties</td>
<td>⚠️ Cues or Key Concepts</td>
<td>➜ Variation</td>
</tr>
</tbody>
</table>

*Italics indicate the teacher speaking directly to the student.*
## Lesson Outcomes
- Respect persons from different backgrounds and gain appreciation for the cultural significance of dance.
- Perform Virginia Reel, Hully Gully, and Barn Dance.

## Equipment
- Steps
- Pennies
- Cones to mark tag game area
- Bean bags for IA
- Boom box, CD’s

## Before Class Set Up
- Have bean bags ready for IA
- Have steps on the side for students
- Have music ready
- Set-up tag game area

### West African Jumping
#### Instant Activity
- **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
- **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

## Transition
- Have students with beanbag return them, while partner gets step and students spread out facing teacher with their partners and steps.

## Role of Assistant
- Move around, keep students focused.
- Praise students doing a good job

*Italics indicate the teacher speaking directly to the student.*
## Intermediate Body Sculpting Steps (continued)  
(10 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alternating tap down with biceps curl</td>
<td></td>
</tr>
<tr>
<td>Wide step with alternating upright row</td>
<td></td>
</tr>
<tr>
<td>Basic left with alternating biceps curl</td>
<td></td>
</tr>
<tr>
<td>Repeater heel lift with triceps kick back</td>
<td></td>
</tr>
<tr>
<td>Basic right with upright row</td>
<td></td>
</tr>
<tr>
<td>Repeater knee lift with over head press</td>
<td></td>
</tr>
<tr>
<td>Cross the top with over head press</td>
<td></td>
</tr>
<tr>
<td>Tap up/down with alternating biceps curl</td>
<td></td>
</tr>
<tr>
<td>Across the top tap up/tap down with overhead press</td>
<td></td>
</tr>
</tbody>
</table>

## Transition

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student who did not bring a step out at the start of the activity return steps to TA and then rejoin partner. Tell students to get into a set of six couples.</td>
<td>Help supervise students returning the steps</td>
</tr>
</tbody>
</table>

## Folk Dances: Virginia Reel/Hully Gully (continued)  
(20 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cts. 9-16: All go forward and do it again</td>
<td></td>
</tr>
<tr>
<td>Cts. 17-24: Turn your partner right hand around (can be an elbow swing or pigeon wing handhold-hands joined with fingers up, elbows down, close to partner.)</td>
<td></td>
</tr>
<tr>
<td>Cts 12-32: Turn your partner left hand around (elbow swing or pigeon wing handhold)</td>
<td></td>
</tr>
<tr>
<td>Cts 33-40: Turn your partner both hands around</td>
<td></td>
</tr>
<tr>
<td>Cts 41-48: All go forward and do-si-do</td>
<td></td>
</tr>
<tr>
<td>Cts 49-56: First couple sashay down (with both hands joined take 8 sliding steps sideways down the center of the set)</td>
<td></td>
</tr>
<tr>
<td>Cts 57-64: Re-sashay back to place (8 slide steps back up to the set place)</td>
<td></td>
</tr>
<tr>
<td>Cts 1-40: First couple reel the set (see end of lesson for explanation)</td>
<td></td>
</tr>
<tr>
<td>Cts 41-48: Same couple sashay up (head couple slides 8 back to the top of the set)</td>
<td></td>
</tr>
<tr>
<td>Cts 49-56: March to the foot and arch (see end of lesson)</td>
<td></td>
</tr>
<tr>
<td>Cts 57-64: Lines sashay to the head of the set (the second couple becomes the new head couple, while the old head couple stays at the end of the set)</td>
<td></td>
</tr>
<tr>
<td>Repeat the dance until all couples have been head couples</td>
<td></td>
</tr>
</tbody>
</table>

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

**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</td>
<td></td>
</tr>
<tr>
<td><strong>Hully Gully:</strong></td>
<td></td>
</tr>
<tr>
<td>■ Measures 1-2: grapevine right with left foot kick at end, then grapevine left with right foot kick at end.</td>
<td></td>
</tr>
<tr>
<td>■ Measures 3-4: step R, touch L, step R, touch L; walk R, L, turn-step forward on right foot touch left toe beside R, step forward on L foot touch right toe beside left. Walk forward right, left, right; on the forth count, hop on right foot turning ¼ turn R</td>
<td></td>
</tr>
<tr>
<td>■ Measures 5: back up, 2, 3, swing-back-u left, right, left; on the forth count hop on left foot while swinging right foot across in front of left</td>
<td></td>
</tr>
<tr>
<td>■ Need music with a strong 4/4 beat and students must follow the beat, not the phrase of the music.</td>
<td></td>
</tr>
</tbody>
</table>

**COOL DOWN/CLOSURE**

**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>■ <em>What is the difference between the Modified Virginia Reel and the Virginia Reel?</em></td>
<td></td>
</tr>
<tr>
<td>■ <em>What are the risk factors for heart disease?</em></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 8th Grade : Lesson 12

LESSON OUTCOMES
- Show consideration toward others in the physical activity setting by working and encouraging classmates during jumping rope and folk dancing activities.
- Perform the following folk dances: Phraze Craze; Cotton Eyed Joe; Apat, Apat
- Jump rope with a partner to complete challenges.

EQUIPMENT
- Ropes
- 14 cones
- 2-4 noodles
- Boom box, CD's
- Task cards for HRPA to put on cones
- Bicycle inner tubes 1 per 2 students (if available)

BEFORE CLASS SET UP
- Have jump ropes ready for HRPA
- Put challenge cards on cones and place cones in area for HRPA
- Set-up cones for IA and Pass the Fat tag game
- Listen to Apat, Apat music
- Have music ready

Rock Paper Scissors 6 Step Getaway-
(5 minutes)

LESSON CONTENT
- Students find a partner and play rock paper scissors. Rock (closed fist), beats scissors (index and middle finger apart simulating scissors), scissors beats paper (open hand, palm down), and paper beats rock.
- The winner must quickly turn and runway 6 steps.
- The loser tries to tag their partner before they get 6 steps away.
- After best of 3 matches change partners.
- If you bump into someone during the game you must stop, shake hands with that person and apologize by saying, “I am sorry for bumping into you and it won’t happen again.”

Role of Assistant
- Move around area supervising the students.
- Participate in the activity if there are an odd number of students.
- Monitor quality control.

Variations:
- Set-up the gym in half with success & try again areas with a best out of 3 or 5.
- Allow the winner to do one less exercise than the loser.

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 turns
- 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

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

**Folk Dance: Phrase Craze**

*(12 minutes)*

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Music:</strong> Lloyd Shaw Mixers/Novelty Dances CD – Phrase Craze</td>
<td>Supervise the students</td>
</tr>
<tr>
<td>Each student pair stands in a large circle with the other students.</td>
<td>Participate in the activity if needed</td>
</tr>
<tr>
<td>Double Circle partners facing LOD. Hands joined B's on A's right</td>
<td>Help students who are having difficulty</td>
</tr>
<tr>
<td>Below are the counts for the Phrase Craze:</td>
<td></td>
</tr>
<tr>
<td>1-8 - <strong>Walk; Face:</strong> Walk 7 steps forward turn to face partner</td>
<td></td>
</tr>
<tr>
<td>9-16 - <strong>Back Away, Clap, Stamp:</strong> walk 4 steps backward, away from partner. A's moving toward the center, B's moving away from center. Clap 3 times, quick, quick, slow, on cts 13 &amp; 14; stamp feet 3 times quick, quick, slow on cts 15 &amp; 16</td>
<td></td>
</tr>
<tr>
<td>17-24 - <strong>To the Right, Do-Si-Do:</strong> walk diagonally to the R to new partner and do-si-do [Changing partners increases the difficulty in this dance. Suggestion is for the regular dance they do these moves with the same partner and as a variation they can change partners.]</td>
<td></td>
</tr>
<tr>
<td>25-32 - <strong>Swing New Partner:</strong> elbow swing, end facing LOD, inside hands joined</td>
<td></td>
</tr>
</tbody>
</table>

**Activity #2**

**Cotton Eyed Joe**

*(10 minutes)*

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Music:</strong> Cotton Eyed Joe Jock Jams Vol. 3</td>
<td>Supervise the students</td>
</tr>
<tr>
<td>Begin with students learning by themselves, then add lines of 3 to 5 students or couples; hands joined, or hands on the shoulders of adjacent dancers, all facing the same direction.</td>
<td>Participate in the activity if needed</td>
</tr>
<tr>
<td>Below are the counts for the Cotton Eyed Joe Activity:</td>
<td>Help students who are having difficulty</td>
</tr>
<tr>
<td>1-2 - <strong>Cross Kick:</strong> weight on R foot, then swing L foot in front of R, then kick forward with L</td>
<td></td>
</tr>
<tr>
<td>3-4 - <strong>Back Up 2, 3:</strong> step back 3 short steps, L, R, L</td>
<td></td>
</tr>
<tr>
<td>5-6 - <strong>Cross Kick:</strong> weight on L foot, then swing R foot across in front of L; then kick forward with R, R knee straight</td>
<td></td>
</tr>
<tr>
<td>7-8 - <strong>Back Up, 2, 3:</strong> step back 3 short steps R, L, R</td>
<td></td>
</tr>
<tr>
<td>9-16 - <strong>Cross, Kick:</strong> Back Up, 2, 3; <strong>Cross Kick:</strong> Back Up, 2, 3: repeat counts 1-8</td>
<td></td>
</tr>
<tr>
<td>17-32 - <strong>Two-Step Forward:</strong> Dance 8 forward two-steps, L close R, R close L, L close R, etc.</td>
<td></td>
</tr>
</tbody>
</table>

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

**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 partner.
- 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.

**ROLE OF ASSISTANT**
- Set-up a 30’x30’ play area marked off by 4 cones
- Distribute 1 bicycle inner tube for every 2 students
- Distribute 5 large sponges or noodles for every 10 students
- Help supervise students, remember to keep opposite of the teacher
- Collect and put away equipment

### Cool Down/Closure
**LESSON CONTENT**
- 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.

**ROLE OF ASSISTANT**
- Monitor students answers to the closure questions

---

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

**Dance**

8th Grade
Lesson 12

*Italics indicate the teacher speaking directly to the student.*
## Dance 8th Grade : Lesson 13

### Lesson Outcomes
- Show consideration toward others and team work skills during the jumping rope and tinikling activities.
- Perform tinikling steps: singles and doubles.
- Perform tinikling in a triangle formation.

### Equipment
- Dyna-bands
- FLOW equipment
- Red pinnies
- Boom box, CD’s
- Jump bands

### Before Class Set Up
- Have Dyna-bands in 3-4 containers HRPA
- Have music ready
- Have FLOW equipment ready on the side of playing area for easy set-up
- Have jump bands in 3-4 containers

### Individual Jump Rope Skills
**Lesson Content**
- 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**
- Shoulder extension; 6-12 reps
- Upright rowing; 8-12 reps
- Vertical triceps press 8-12 reps
- Kneeling bicep curl 8-12 reps
- Shoulder extension; 6-12 reps
- Upright rowing; 8-12 reps
- Vertical triceps press 8-12 reps
- Kneeling bicep curl 8-12 reps

**Role of Assistant**
- Help supervise collection of bands

**Dyna-Band Exercises Used in Routine**

- **Arm pull down**
  - 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

**Health Related Physical Activity**
- Activity continues

---

 Italics indicate the teacher speaking directly to the student.

**Set Up or Prep Duties**

**Cues or Key Concepts**

**Variation**

**Challenge**

---

**Dance**

**8th Grade**

**Lesson 13**
**Dyna-Band Routine (continued)**

*LESSON CONTENT* | *ROLE OF ASSISTANT*
--- | ---

**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

---

*HEALTH RELATED PHYSICAL ACTIVITY*

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

*Italicics indicate the teacher speaking directly to the student.*
### Tinikling (15-20 minutes)

**LESSON CONTENT**
- Arrange students in groups of 12 (two groups of six, eventually one group will be enders while the other jumps then they will switch)
- Lay jump bands on the floor in parallel lines (no enders) in a triangle formation so that the students jump without the bands moving

**ROLE OF ASSISTANT**
- Distribute 3 pairs of bands per triangle
- Help give out bands and organize students into triangle formation
- Move around triangles and provide encouragement to students

**ACTIVITY #1**

**Tinikling**

(15-20 minutes)

**LESSON CONTENT**
- Arrows designate line of direction for students
- All dancers face CW around outside of triangle with bands on the right side
- All dancers right foot lead (step between bands first time on right foot)
- Keep hands on hips except as otherwise directed

**Tinikling/Jump Band Dance Steps:**
1. Singles - when the bands are on the dancers right side (right foot lead) the foot work of two singles steps is:
   - a. Count 1 - hop on left foot outside bands
   - b. Count 2 - hop again on left foot outside bands
   - c. Count 3 - step on right between bands
   - d. Count 4 - step on left foot between bands
   - e. Count 1 - hop on right foot outside bands
   - f. Count 2 - hop again on right foot outside bands
   - g. Count 3 - step on left foot between bands
   - h. Count 4 - step on right foot between bands

2. Doubles - the foot work for two doubles steps (with right side next to bands) is:
   - a. Count 1 - jump on both feet outside the poles
   - b. Count 2 - jump again on both feet outside the poles
   - c. Count 3 - jump on both feet between the poles
   - d. Count 4 - jump again on both feet between the bands

*[Italics indicate the teacher speaking directly to the student.]*
**Tinikling (continued)**

(15-20 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>e. Count 1 – jump on both feet outside (straddling) the bands</td>
<td></td>
</tr>
<tr>
<td>f. Count 2 – jump again on both feet outside (straddling the bands)</td>
<td></td>
</tr>
<tr>
<td>g. Count 3 – jump on both feet between the bands</td>
<td></td>
</tr>
<tr>
<td>h. Count 4 – jump on both feet between the bands</td>
<td></td>
</tr>
</tbody>
</table>

3. Hops- the foot work for two hops steps (right foot lead) is:
   a. Count 1 – hop on left foot outside bands (near side)
   b. Count 2 – hop again on left foot outside bands
   c. Count 3 – hop on right foot between bands
   d. Count 4 – hop again on right foot between bands
   e. Count 1 – hop on left foot outside bands (far side)
   f. Count 2 – hop again on left foot outside the bands (far side)
   g. Count 3 – hop on right foot between bands
   h. Count 4 – hop again on right foot between bands

All three basic steps can be done in a similar (reverse) manner starting with the bands on the left side (left foot lead)

---

**Steps For Triangle Routine:**

- 8 singles steps
- 8 doubles steps; on last doubles step, person facing away from partner at bands turns half way to face partner (following steps done facing partner)
- 8 singles steps
- 4 doubles steps
- 4 doubles steps facing partner with hands joined
- 3 doubles, turning 1½ turns CW with partner, hands joined
- Exit out, facing out, near hands joined

As students become familiar with the jump band routine, add enders, BUT remember to switch enders every one - two minutes.
# 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>✓ Give out red pinnies</td>
</tr>
<tr>
<td>- Select 3-4 students to be taggers, each one wearing a red pinnie</td>
<td>✓ Move around, make sure students remember the rules</td>
</tr>
<tr>
<td>- Emphasize that students will keep their own score.</td>
<td>✓ Collect pinnies</td>
</tr>
<tr>
<td>- When the music starts, taggers try to tag as many students as they can.</td>
<td>✓ Help students form double circle</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>Monitor stretching technique and student answers to closure questions</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>
<tr>
<td>- Monitor stretching technique and student answers to closure questions</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 8th Grade: Lesson 14

<table>
<thead>
<tr>
<th>LESSON OUTCOMES</th>
<th>EQUIPMENT</th>
<th>BEFORE CLASS SET UP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perform tinikling steps: singles, doubles, and hops.</td>
<td>Paper and 2-3 small baskets, Jump ropes</td>
<td>✔ Paper for IA and 2-3 small baskets to put paper away when IA is over</td>
</tr>
<tr>
<td>Perform tinikling steps in a single cross and square formations.</td>
<td>6-8 cones with task cards, Jump bands</td>
<td>✔ Have 6-8 cones with task cards set-up for HRPA</td>
</tr>
</tbody>
</table>

#### Instant Activity

<table>
<thead>
<tr>
<th><strong>Paper Walk</strong></th>
<th><strong>Jump &amp; Jog Fitness</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LESSON CONTENT</strong></td>
<td><strong>LESSON CONTENT</strong></td>
</tr>
<tr>
<td>Students walk in a circle with a sheet of paper on their chest. If they walk quickly enough the paper will not fall.</td>
<td>6-8 Cones with task cards with jump rope variations fastened on</td>
</tr>
<tr>
<td>If paper falls then do 3 jumping jacks (or whatever you would like), then proceed again with the paper.</td>
<td>Set-up large circle/square using 6-8 cones</td>
</tr>
<tr>
<td>Return paper to basket.</td>
<td>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)</td>
</tr>
</tbody>
</table>

#### Role of Assistant

<table>
<thead>
<tr>
<th><strong>ROLE OF ASSISTANT</strong></th>
<th><strong>ROLE OF ASSISTANT</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Move around area to supervise students</td>
<td>Help students get organized</td>
</tr>
<tr>
<td>Offer encouragement and keep students focused</td>
<td>Move around keep students focused</td>
</tr>
<tr>
<td>Make sure students put paper in baskets</td>
<td>Remind students of the directions</td>
</tr>
<tr>
<td>Help students organize quickly</td>
<td></td>
</tr>
</tbody>
</table>

**Health-Related Physical Activity**

**Jump & Jog Fitness** (10 minutes)

- Inner circle includes task cards 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)

**Italics indicate the teacher speaking directly to the student.**
**Tinikling Single Cross Formation (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)

**Tinikling Dance Steps:**
- 1. Singles- when the bands are on the dancers right side (right foot lead) the foot work of two singles steps is:
  - a. Count 1 - hop on left foot outside bands
  - b. Count 2 - hop again on left foot outside bands
  - c. Count 3 - step on right between bands
  - d. Count 4 - step on left foot between bands

*Italics indicate the teacher speaking directly to the student.*
## Tinikling
### Single Cross Formation (continued) (15 minutes)

#### LESSON CONTENT
- 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

#### ROLE OF ASSISTANT
- **Count 1 – hop on right foot outside bands**
- **Count 2 – hop again on right foot outside bands**
- **Count 3 – step on left foot between bands**
- **Count 4 – step on right foot between bands**

#### Activity #1

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>f. Count 2 – hop again on left foot outside the bands (far side)</td>
<td><strong>Instruction</strong></td>
</tr>
<tr>
<td>g. Count 3 – hop on right foot between bands</td>
<td><strong>Instruction</strong></td>
</tr>
<tr>
<td>h. Count 4 – hop again on right foot between bands</td>
<td><strong>Instruction</strong></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

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have students return jump bands and stay with the person they were tinikling with.</td>
<td><strong>Instruction</strong></td>
</tr>
</tbody>
</table>

**Assist with collection of equipment**

### Think/Pair/Share

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student leads stretching</td>
<td><strong>Instruction</strong></td>
</tr>
<tr>
<td>Ask students to think pair share to describe the two new tinikling routines:</td>
<td><strong>Instruction</strong></td>
</tr>
<tr>
<td>- Single Cross</td>
<td><strong>Instruction</strong></td>
</tr>
<tr>
<td>- Square</td>
<td><strong>Instruction</strong></td>
</tr>
</tbody>
</table>

**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.*
## 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.

---

<table>
<thead>
<tr>
<th>LESSON OUTCOMES</th>
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<th>BEFORE CLASS SET UP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work in a group to complete a task.</td>
<td>Jump ropes</td>
<td>Place jump ropes in 3-4 containers spread out in area</td>
</tr>
<tr>
<td>Create a simple tinikling routine using learned skills.</td>
<td>Jump bands</td>
<td>Place cones around with jump rope task cards attached</td>
</tr>
<tr>
<td></td>
<td>CD’s</td>
<td>Place Dyna-bands in 2-3 containers and spread out</td>
</tr>
<tr>
<td></td>
<td>Dyna-bands</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Boom box</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pinnies</td>
<td></td>
</tr>
</tbody>
</table>

### HEALTH RELATED PHYSICAL ACTIVITY

- Activity continues

---

<table>
<thead>
<tr>
<th>Dance 8th Grade: Lesson 15</th>
</tr>
</thead>
<tbody>
<tr>
<td>8th Grade</td>
</tr>
</tbody>
</table>

**Italics indicate the teacher speaking directly to the student.**
Movin’ It Routine (continued) (10 minutes)

LESSON CONTENT

- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.

ROLE OF ASSISTANT


Movin’ It Routine (continued) (10 minutes)

LESSON CONTENT

- Diagonal Tricep Press: Wrap one end of band around each hand. Leave approximately 8-12” between hands. Raise elbows just below shoulder level. Extend (press) arm down an out to one side. Hold and return. Alternate arms 8 times slowly.
- Jog in Place: jog on spot 16 times keeping in time to the music by clapping your hands.
- Repeat sequence until music is done
- At the end of activity, return Dyna-bands to TA.

ROLE OF ASSISTANT

Create a Tinikling Routine (20 minutes)

LESSON CONTENT

- Explain to the students that they will be creating their tinikling routine.
- Students will be working in groups of 4-8.
- The dance must have a minimum of 4 parts, each to a count of 4.
- 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).
- 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).
- Instruct students to be creative and to combine moves from previous taught dances: line, square, and folk.

ROLE OF ASSISTANT

- Set-up tag game area
- Walk around while supervising students
- Make sure they are trying to work as a team, no one dominating the groups

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

---

**ACTIVITY #2**

**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.
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**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

---

**Dance**

**8th Grade**

**Lesson 15**

*Italics indicate the teacher speaking directly to the student.*
Jump Rope Task Cards
JUMP ROPE

2 people 1 turns

2 people both turn (one rope)

2X2 (2 people facing same direction, 2 ropes intertwined)

2X2 facing opposite directions

2 people backward, both turn

2 people backwards, one turns
**LESSON OUTCOMES**
- Demonstrate overhand throw.
- Demonstrate 2-hand catch.

**EQUIPMENT**
- 1 super soft softball per pair
- 6 sets of bases
- Timed music (45 seconds music/5 seconds rotation)
- 2 stop watches

**BEFORE CLASS SET UP**
- Set up cones in front near teacher.
- Put cards and stereo in front near teacher.
- Set bases together on a sideline.
- Put boxes of super soft softballs near teacher.
- Have stop watches for you and teacher.

---

### INSTANT ACTIVITY

#### Flash Tag

**LESSON CONTENT** (5 minutes)
- Object of game: to add quickly and then tag partner.
- Students form pairs and stand facing each other.
- 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).
- Students add their number of fingers with their partner's number of fingers and try to call out sum first.
- 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.
- 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.
- After third turn, each student raises his or her hand and looks for a new partner to play with.

**ROLE OF ASSISTANT**
- Help students organize and understand IA.
- Move through play space, participating with students when it is appropriate, and encouraging students to participate actively.

> Variation: Students run.

---

### HEALTH RELATED PHYSICAL ACTIVITY

#### Race Track Fitness

**LESSON CONTENT** (10 minutes)
- Students find new partners. Partner 1 jogs, Partner 2 performs inner circle activity.
- Inner circle activity includes task cards - See Partner Race Track Fitness Task Cards.
- Students switch from jogging to inner circle activity, and vice versa, when music is paused.
- When music stops, Partner 1 stops jogging, finds nearest cone, and performs next activity. Partner 2 begins jogging.
- Students do not need to return to original partners when music stops.

**ROLE OF ASSISTANT**
- Supervise inner circle while teacher is supervising outer circle.
- At end of HRPA, collect task cards and cones.

---

### TRANSITION

#### Transition

**LESSON CONTENT**
- Students find new partners.
- 1 partner gets a super soft softball, 1 finds space on a sideline, and they begin activity as soon as possible.

**ROLE OF ASSISTANT**
- Monitor equipment.
## Side-Slides, Regular Tosses, Bounce Tosses
### (5 minutes)

**LESSON CONTENT**
- 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, maintaining 5-10 feet between themselves.
- When pairs reach other side they repeat drill back to their starting place.
- After sliding with tosses and catches several times, pairs switch to bounce tosses and catches.
- All students active at same time.
- 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.

---

## Partner Catches
### (5 minutes)

**LESSON CONTENT**
- 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.
- 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 keep partners activity above, 1 super softball per pair.
- Partners should line up facing each other, standing about 15 feet apart.
- Each student should throw to his or her partner using overhand throws.
- Partners should offer positive reinforcement and constructive feedback to each other regarding proper throwing and catching form.
- Challenge: How many catches with good form can each pair make in a row?
- 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?
- A “catchable toss” needs to be made (a toss in which catcher doesn’t have to take more than a step or 2 to catch ball).

**ROLE OF ASSISTANT**
- Monitor technique.
- Monitor space for safety.

---

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

*Italics indicate the teacher speaking directly to the student.*
### Around the World

**Lesson 1**

<table>
<thead>
<tr>
<th>Activity #3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LESSON CONTENT</strong></td>
</tr>
<tr>
<td>Students are divided into groups of 5 (1 batter, 1 catcher, and 3 basemen), assigned to a grid and given 1 ball.</td>
</tr>
<tr>
<td>Each grid is set up to resemble a softball diamond (see diagram).</td>
</tr>
<tr>
<td>1 baseman should report to each base.</td>
</tr>
<tr>
<td>Batter starts by throwing ball to first baseman. Batter follows throw and runs to first base.</td>
</tr>
<tr>
<td>First baseman catches ball and throws it to second baseman; first baseman follows throw and runs to second base.</td>
</tr>
<tr>
<td>This pattern is repeated until each player returns to his or her original position.</td>
</tr>
<tr>
<td><strong>Challenge:</strong> How many catches in a row can each group make?</td>
</tr>
<tr>
<td><strong>Challenge:</strong> How many catches can each group make in 1 minute?</td>
</tr>
</tbody>
</table>

![Softball diagram]

---

**Cool Down/Closure**

<table>
<thead>
<tr>
<th>Lesson 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LESSON CONTENT</strong></td>
</tr>
<tr>
<td>Collect equipment.</td>
</tr>
<tr>
<td>Have students sit in semi-circle. Tell students “Teamwork is needed in tosses &amp; catches due to partners or small groups depending on each other to make the skill drill work so everyone can get maximum benefit.”</td>
</tr>
<tr>
<td>Think, Pair, Share (After a minute or so with each question, have a few students share answers with the class.)</td>
</tr>
<tr>
<td>How does teamwork in “Around the World” make a round successful?</td>
</tr>
<tr>
<td>What barriers does the 1 minute challenge bring to the round, if any?</td>
</tr>
<tr>
<td>Do jogging or fitness exercises at home with a friend.</td>
</tr>
</tbody>
</table>
# Softball 8th Grade : Lesson 2

## Triangle Tag (5 minutes)
- **Lesson Content:** Students form groups of 4. 3 partners hold hands in a small triangle, facing each other. 1 of these students is a “target.”
- Fourth partner, a tagger, stands outside triangle across from target student.
- Object of game: for tagger to tag target student on an arm or hand by moving around outside of the triangle.
- Students in triangle cooperate and move laterally to protect target student from being tagged.
- Tagger cannot reach across triangle to tag.

## Health Related Physical Activity

### Fitness Scavenger Hunt (10-12 minutes)
- **Lesson Content:** Form squads of 6 students. Each squad receives a “Squad Leader Challenge” task card.
- Students take turns acting as Squad Leader.
- Once a task is completed, a new squad leader reads next task.
- Squads will perform in different areas based on order of tasks.
- Squads start over if they complete all tasks before other groups.
  - **Variation:** Allow squads, with your guidance (provide specific options that students choose from) to develop their own routines.
  - **Variation:** Add softball moves to create a SB Fitness Scavenger Hunt.

## Before Class Set Up
- Set up cones in front near teacher.
- Put cards and stereo in front near teacher.
- Set bases together on a sideline.
- Put boxes of super soft softballs near teacher.
- Have stopwatches for you and teacher.

### Role of Assistant
- Help students form groups.
- Participate with several groups as you supervise.
**Partner Fielding and Throwing**

(7 minutes)

**LESSON CONTENT**
- 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.
- Students find partners, 1 ball per pair.
- Have students stand about 15-20 feet apart from each other, ~about 10 feet apart from other students.
- 1 student rolls 3 grounders to his or her partner who fields them and throws them back using good overhand throwing techniques.
- Partners switch roles.
- Challenge: How many consecutive catches (grounders and throws) can each pair make?

**ROLE OF ASSISTANT**
- Help with demonstration.
- Encourage proper forms of fielding and throwing.
- Variation: Pairs can increase difficulty by rolling grounders to either side of their partners.
- Variation: Add pedometers to see who can get most steps during activity. EX: Add a stutter-step in ready position for fielder, then fielder stutter-steps to thrower as ball is returned.

**ACTIVITY #2**

**Around the World II**

(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?
- Challenge: After students can do this accurately, you can time a group’s round, then re-time them to see if they can improve.

**ROLE OF ASSISTANT**
- Set up 4 bases forming a square; size of square depends on facility.
- Help teacher time groups.

**ACTIVITY #2**

- 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 #3</th>
<th>Cool Down/Closure</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4 Corners</strong> (5 minutes)</td>
<td><strong>Cool Down/Closure</strong> (3 minutes)</td>
</tr>
<tr>
<td>LESSON CONTENT</td>
<td>ROLE OF ASSISTANT</td>
</tr>
<tr>
<td>Keep same groups and location from Activity #2.</td>
<td>Monitor proper throws and rotations.</td>
</tr>
<tr>
<td>1 baseman should report to each base, including a catcher at home plate.</td>
<td>Provide positive specific feedback.</td>
</tr>
<tr>
<td>Batter throws a grounder to third baseman. Batter follows grounder and runs to third base.</td>
<td></td>
</tr>
<tr>
<td>Third baseman throws ball to second baseman; third baseman follows throw and runs to second base.</td>
<td></td>
</tr>
<tr>
<td>Second baseman throws to first baseman then follows throw to first base.</td>
<td></td>
</tr>
<tr>
<td>First baseman throws to catcher and follows throw to home plate.</td>
<td></td>
</tr>
<tr>
<td>This pattern is repeated until each player returns to his or her original position.</td>
<td></td>
</tr>
<tr>
<td>Repeat pattern until you signal to stop.</td>
<td></td>
</tr>
<tr>
<td>Challenge: How many consecutive catches can each group make?</td>
<td></td>
</tr>
</tbody>
</table>

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

**LESSON CONTENT**
- Give 4 students short noodles with heart attack risk factors taped to them:
  - Smoking
  - Overweight
  - Lack of exercise
  - Fatty foods
- Students with noodles tag others. If tagged, students freeze and yell “Heart Alert!”
- Free students find frozen students and perform 5 jumping jacks together; there are no tag backs for frozen student or student freeing him or her.
- Rescued students return to game.
- Return noodles to sideline.

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

**Variation:** Students saving others may be tagged

---

### Sharks
(6 minutes)

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

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

**Variation:** Play using one or two hand touch instead of flags.
### Partner Flies and Catches

**Activity #1**

**Lesson Content:**
- Catching Fly Balls: Keep eyes on ball, move body underneath ball. Use 2 hands with thumbs together if ball is above waist, use 2 hands with fingers together and thumbs apart if ball is below waist.
- Students find partners, 1 ball per pair.
- Have partners stand about 25-35 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:**
- Pairs can increase difficulty by throwing high flies to either side of their partners.

**Role of Assistant:**
- Assist with demonstration.
- Encourage proper form in fielding and throwing.

### Throw and Run Softball

**Activity #2**

**Lesson Content:**
- Students form groups of 5 on your signal, 1 ball per group.
- Positions are 2 outfielders, 1 pitcher, 1 catcher, 1 batter. Extra students are placed in outfield.
- Pitcher underhand tosses ball to batter.
- Batter catches ball and throws it inside field boundaries (must be fair and beyond pitcher). If a ball is thrown foul batter gets another attempt.
- Batter runs around pitching cone and back to and around the catcher cone. This counts as 1 lap.
- Batter continues to run as described above trying to “score” as many laps as possible.

**Role of Assistant:**
- Help students form groups.
- Monitor rotations.
- Give positive specific feedback.

**Variation:**
- Everyone has pedometer. Students are in a ready position with feet moving at all times in outfield and everyone moves to chase ball. If ball is caught everyone runs back to pitcher’s cone.

---

**Softball 8th Grade Lesson 3**

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

*Italics indicate the teacher speaking directly to the student.*
### Throw and Run Softball *(continued)*

**(15 minutes)**

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Help students form groups.</td>
<td>✔</td>
</tr>
<tr>
<td>Monitor rotations.</td>
<td>✔</td>
</tr>
<tr>
<td>Give positive specific feedback.</td>
<td>✔</td>
</tr>
</tbody>
</table>

- For safety your students can use one of the side cones for the catcher to tag to stop runner (Catcher must tag the cone for the runner to stop.)

### Cool Down/Closure

**(3 minutes)**

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collect equipment.</td>
<td>✔</td>
</tr>
<tr>
<td>Have students sit in a semi-circle. Ask students:</td>
<td>✔</td>
</tr>
<tr>
<td>- What skills did we work on in the 5-person throw and run softball game?</td>
<td>✔</td>
</tr>
<tr>
<td>- How important is teamwork and why?</td>
<td>✔</td>
</tr>
<tr>
<td>Do fitness exercises, jog, or ride a bike after school today.</td>
<td>✔</td>
</tr>
<tr>
<td>Collect equipment.</td>
<td>✔</td>
</tr>
<tr>
<td>Keep students on task.</td>
<td>✔</td>
</tr>
</tbody>
</table>

*Italics indicate the teacher speaking directly to the student.*
## Softball 8th Grade: Lesson 4

### Instant Activity

#### Rock, Paper, Scissors Tag

- **Rock, Paper, Scissors Tag**
  - **5 minutes**

- **Lesson Content**
  - Students find a partner; they compete against each other playing Rock, Paper, Scissors. Rock (closed fist), beats Scissors (index and middle finger apart simulating scissors), Scissors beat Paper (open hand, palm down), and Paper beats Rock.
  - Winner must quickly turn and run away. Loser tries to tag partner.
  - Change partners after 3 matches.
  - 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**
  - Help students get started as they enter play area.
  - Circulate around area encouraging students to participate.
  - Participate in a game with a pair of students.

### Health Related Physical Activity

#### FLOW

- **15 minutes**

- **Lesson Content**
  - FLOW

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

### Lesson Outcomes

- Demonstrate proper hitting form.
- Demonstrate fielding hit balls and throwing them in.

### Equipment

- FLOW equipment
- 6 bats
- 6 cones
- 8 sets of bases
- Balls in boxes

### Before Class Set Up

- Set up FLOW equipment.
- Put bats, cones, balls in boxes, and bases in front near teacher.
### Batting Demo with Shadow Practice

**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**
- Help groups that don’t understand instructions.
- Give specific corrective feedback.

### 3-on-3 Batting Game

**Lesson Content**
- Students form teams of 3.
- Team A is in field first: a catcher and 2 outfielders.
- Team B is up to bat. Team B batter places ball on a cone/tee and other 2 batters start in front of home plate.
- Batter hits ball off cone towards outfield. Runners on team B run bases, trying to circle bases as many times as possible until outfielders field ball and throw to catcher. Runners must stop when catcher has ball.
- Score 1 run for each time each runner passes home plate. Keep totals.
- Repeat with next 2 batters on team B.
- Teams switch places.
- Game continues until you call it.

**Role of Assistant**
- Set up several batting and outfield areas with enough space for safety.
- Monitor games.

### Hi-10 Everybody’s It

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

**Role of Assistant**
- Set up 4 cones forming a 25 X 25 yard square.
- Encourage participation.
- Clarify the rules.

### Cool Down/Closure

**Lesson Content**
- Collect equipment.
- Show the student next to you the proper grip on a bat.
- Show the student next to you the proper swing.
- Practice swinging a bat at home.

**Role of Assistant**
- Collect equipment.
## Softball 8th Grade : Lesson 5

### LESSON OUTCOMES
- Demonstrate proper hitting technique.
- Apply learned softball skills in a modified game.

### EQUIPMENT
- Box of 6 balls
- Task cards
- 40 cones
- 6 bats
- Stereo and music
- 4 noodles

### BEFORE CLASS SET UP
- Set up skinny mini-fields for 5-6 students per field. See diagram for Activity #1.
- Put box of balls, bats, stereo, and noodles in front near teacher.
- Put cones near sideline.

### TAKe Down
(5 minutes)

#### LESSON CONTENT
- Students find partners as they enter play space.
- Partners face each other and take 2 steps back.
- Remind students to keep their heads up during activity to avoid bumping heads.
- Object of game: to tag a partner's knee 3 times.
- When this happens, students call out “take down.”
- After a take down, students begin again, seeing who can earn most “take downs.”
- Have students switch partners after awhile or have Success/Try Again zones.

#### ROLE OF ASSISTANT
- Move through area providing encouragement and participating for short bouts with different pairs of students.

### Race Track Fitness
(10 minutes)

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

#### ROLE OF ASSISTANT
- Supervise inner circle while teacher is supervising outer circle.
- At end of HRPA, 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.*
ACTIVITY #1

Hit and Run Softball
(15 minutes)

LESSON CONTENT                  ROLE OF ASSISTANT

- Students form groups of 5 on your signal, 1 ball per group.
- Positions are 2 outfielders, 1 pitcher, 1 catcher, 1 batter. Extra students are placed in outfield.
- Pitcher underhand tosses ball to batter.
- Batter hits ball inside field boundaries (must be fair and beyond pitcher). If ball is hit foul batter gets 2 more attempts.
- Batter runs around pitching cone and back to and around catcher cone. This counts as 1 lap.
- Batter continues to run as described above trying to “score” as many laps as possible.
- Batter can choose to 1) hit a pitched ball, 2) hit from a tee, or 3) hit a self-tossed ball.
- Outfielders either catch ball or chase it wherever it has been thrown.
- Object for defensive team is to get ball and throw to each defensive player. 4 defensive players must catch and throw to each other, ending with catcher, while batter runs around cones.
- Once catcher touches home batter must stop.
- After 1 “at bat” all students rotate: batter to catcher, catcher to RF, RF to LF, LF to pitcher, pitcher to batter.
- No fly ball outs.

Students keep track of their individual scores. Student with most laps, (complete times around the cones,) wins. Distance of cones can vary in length according to students’ ability. Shorter distance of pitching cone from catcher cone will result in more runs possible.

✓ Set up fields.
- Monitor games.

ACTIVITY #1

Hit and Run Softball (continued)
(15 minutes)

LESSON CONTENT                  ROLE OF ASSISTANT

- For safety your students can use one of the side cones for the catcher to tag to stop the runner. (Catcher must tag the cone for the runner to stop.)

 Italics indicate the teacher speaking directly to the student.
<table>
<thead>
<tr>
<th>French Fry Tag</th>
<th>Cool Down/Closure</th>
</tr>
</thead>
<tbody>
<tr>
<td>(6 minutes)</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>
</tbody>
</table>
| ▪ 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. | ✓ Help with equipment.  
-Keeper students on task. | ▪ Collect equipment.  
-Ask students:  
  -Why is it difficult to hit the ball between the cones?  
  -What did you do to keep the ball fair?  
-Practice hitting with friends at home. | ✓ Collect equipment.  
-Keep students on task. |
| ▪ Quickly discuss negatives of fatty foods. Then 2-4 students are given a noodle; these students are French Fries. |                   |                   |
| ▪ Once tagged, a 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. |                   |                   |

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

**ACTIVITY #2**

**French Fry Tag**

(6 minutes)

**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.

**Quickly discuss negatives of fatty foods.** Then 2-4 students are given a noodle; these students are French Fries.

**Once tagged, a 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.

**Cool Down/Closure**

(3 minutes)

**Collect equipment.**

-Ask students:
  -Why is it difficult to hit the ball between the cones?
  -What did you do to keep the ball fair?
-Practice hitting with friends at home.

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

#### INSTANT ACTIVITY

**Flash Tag**

**LESSON CONTENT**
- Object of game: to add quickly and then tag partner.
- Students form pairs and stand facing each other.
- 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).
- Students add their number of fingers with their partner's number of fingers and try to call out sum first.
- 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.
- 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.
- After third turn, each student raises his or her hand and looks for a new partner to play with.

> Variation: Students run.

**ROLE OF ASSISTANT**
- Help students organize and understand IA.
- Move through play space, participating with students when it is appropriate, and encouraging students to participate actively.

**Fitness Scavenger Hunt**

**LESSON CONTENT**
- Form squads of 6 students. Each squad receives a "Squad Leader Challenge" task card.
- Students take turns acting as Squad Leader.
- Once a task is completed, a new squad leader reads next task.
- Squads will perform in different areas based on order of tasks.
- Squads start over if they complete all tasks before other groups.

> Variation: Allow squads, with your guidance (provide specific options that students choose from) to develop their own routines.

**ROLE OF ASSISTANT**
- Help students form groups.
- Participate with several groups as you supervise.

#### LESSON OUTCOMES
- Demonstrate base running skills.
- Demonstrate catching and throwing skills.
- Apply learned softball skills in a modified game.

#### EQUIPMENT
- Task cards
- 6-8 sets of bases
- 6-8 tees if needed
- 6-8 bats
- 1 ball for every 6 students
- 6 cones

#### BEFORE CLASS SET UP
- Put task cards, bats, bases, tees, cones, and balls in front near teacher.
- Put out sets of 4 bases for every 6 students.
### Activity #1: Base Running Thunder (10 minutes)

#### Lesson Content
- Students form groups of 6.
- Students decide who will field on third and first bases and 1 student in outfield. This is team A.
- Remaining 3 students line up behind home plate. This is team B.
- 1 student gets 1 bat, 1 ball, and 1 tee (Or someone on team B can pitch.)
- First batter hits as hard as possible. That batter will run around bases with his or her teammates following behind. If they round all bases, they can continue on for more bases. Runners will stop when all players on team A have touched hit ball. Number of bases run becomes team B’s score.
- Continue until all batters on team B have hit. Total of all bases run their score.
- Teams switch roles. After both teams have hit, play another inning.

#### Variation: Add pedometers then compare outfield team steps to batting team steps for score or bonus points.

#### Role of Assistant
- Set up each grid to resemble a softball diamond in cloverleaf format. See diagram end of Lesson 10
- Monitor games.
- Give positive specific feedback.

### Activity #2: Bucketball (15 minutes)

#### Lesson Content
- Assign 2 groups of 6 to each diamond.
- Object of game: Score as many runs as possible before all balls are collected in a bucket by defense.
- Team A will bat first while team B is in field. Players in field must spread out to cover a large area.
- Each player “batting” has 1 tennis ball; if batting team has 6 players then defense must collect 6 tennis balls.
- Team A lines up on first base line with last player touching home plate.
- On your cue “Throw!” each player on team A has 2 seconds to throw their tennis balls.
- After they throw, they all run bases.
- A team scores a run every time their last player crosses home plate.
- Team A keeps running until defense yells they have collected all thrown balls (in this case 6 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 A bats again.
- After 2 rounds, teams switch roles.
- For each ball miscounted, add 2 runs (defense calls time before all balls are in).
- 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 1 less ball.

#### Role of Assistant
- Arrange diamonds in a cloverleaf format.
- Keep students on task.
- Monitor games for proper play.

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

(3 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collect equipment.</td>
<td>Keep students on task.</td>
</tr>
<tr>
<td>Have students sit in a semi-circle. Ask students:</td>
<td>✓ Collect equipment.</td>
</tr>
<tr>
<td>Was it hard to perform under pressure during the games?</td>
<td></td>
</tr>
<tr>
<td>Which skill was the hardest to perform under pressure?</td>
<td></td>
</tr>
<tr>
<td>Jog, bike ride, or swim after school today with a friend.</td>
<td></td>
</tr>
</tbody>
</table>
Lesson Outcomes
- Demonstrate fielding grounders.
- Demonstrate throwing to a base.
- Demonstrate proper base running.

Equipment
- Stereo
- 2 softballs for every 8 students
- 6-8 sets of bases
- Set up 4 fields with bases for every 8 students.

Triangle Tag (5 minutes)

**Lesson Content**
- Students form groups of 4. 3 partners hold hands in a small triangle, facing each other. 1 of these students is a “target.”
- Fourth partner, a tagger, stands outside triangle across from target student.
- Object of game: for tagger to tag target student on an arm or hand by moving around outside of the triangle.
- Students in triangle cooperate and move laterally to protect target student from being tagged.
- Tagger cannot reach across triangle to tag.

**Role of Assistant**
- Help students start activity.
- Supervise, making sure students follow directions and stay on task.
- Encourage students in triangles to work together to protect target student.

Sports Jamboree (15 minutes)

**Lesson Content**
- Students whose number was called run onto court and complete a sports skill. Examples of sports skills include:
  - Dribble a basketball down court and score as many baskets as possible.
  - Dribble a soccer ball as quickly as possible back and forth between 2 cones.
  - Toss a ball and catch it as many times as possible.
- While each specified group number is completing their sports skills, remainder of class keeps moving in different ways, such as jogging, galloping, and skipping.
- After 30 seconds of sports skills, all students move back to perimeter of basketball court.
- All students return to walking around perimeter until whistle is blown again.

**Role of Assistant**
- Remind students of activity and number called if necessary.

Sports Jamboree (continued)

**Lesson Content**
- Assign students numbers 1-5 and instruct them to walk around perimeter of basketball court or 40 x 30 field.
- As you blow a whistle, call out a number and specify an activity. For example, call out, “5s and basketball.”

**Role of Assistant**
- Set up area (mark perimeter with cones).
- Offer encouragement.

**Health Related Physical Activity**

- Activity continues

**Italics indicate the teacher speaking directly to the student.**
### Field and Throw
(15 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students forms groups of 8, 2 softballs per group.</td>
<td>✓ Set up each grid to resemble a softball diamond in cloverleaf format. (See diagram end of Lesson 10)</td>
</tr>
<tr>
<td>Each group forms an infield with 4 bases 20 large steps apart, like a softball field.</td>
<td>✓ Assist with grouping</td>
</tr>
<tr>
<td>There are 4 batters and 4 fielders (1B, 2B, 3B, SS). Last batter helps retrieve balls thrown back in.</td>
<td>✓ Give positive specific feedback.</td>
</tr>
<tr>
<td>First batter rolls ball to third base and runs to first. Third baseman fields ball and then throws to first. First baseman catches ball and tosses it back to retriever.</td>
<td>✓ Monitor for safety.</td>
</tr>
<tr>
<td>If ball is thrown away, batter touches first and goes and gets ball.</td>
<td></td>
</tr>
<tr>
<td>Next batter throws ball to SS and tries to run it out. Repeat until all 4 hitters and all four fielders have fielded a ball. Then switch roles and repeat.</td>
<td></td>
</tr>
<tr>
<td>After about 5 minutes or 2 full rounds, have first batter start at first base.</td>
<td></td>
</tr>
<tr>
<td>Batter rolls ball to each fielder but this time play is a force at second base.</td>
<td></td>
</tr>
<tr>
<td>Again all bad throws are retrieved by batter going to second in order to keep drill moving.</td>
<td></td>
</tr>
<tr>
<td>Each time, batter going to first stays on first to create a force at second.</td>
<td>✓ Challenge: Batter earns 1 point if he or she rolls ball directly at a fielder at a medium or catchable speed.</td>
</tr>
<tr>
<td>Challenge: 1 point for batter or runner on base if he or she reaches next base before ball is caught and base tagged.</td>
<td>✓ Challenge: 1 point for batter or runner on base if he or she reaches next base before ball is caught and base tagged.</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>✓ Collect equipment.</td>
</tr>
<tr>
<td>Have students sit in a semi-circle. Ask students:</td>
<td>✓ Keep students on task.</td>
</tr>
<tr>
<td>Why do we work on quick fielding and getting rid of the ball so fast?</td>
<td></td>
</tr>
<tr>
<td>When would you have to tag the runner out instead of throwing to a base?</td>
<td></td>
</tr>
<tr>
<td>What throws are difficult for infielders to make?</td>
<td></td>
</tr>
<tr>
<td>Jog, bike, or play tag games after school with friends.</td>
<td></td>
</tr>
</tbody>
</table>
### Heart Alert
(5 minutes)

#### LESSON CONTENT
- Give 4 students short noodles with heart attack risk factors taped to them:
  - Smoking
  - Overweight
  - Lack of exercise
  - Fatty foods
- Students with noodles tag others. If tagged, students freeze and yell “Heart Alert!”
- Free students find frozen students and perform 5 jumping jacks together; there are no tag backs for frozen student or student freeing him or her.
- Rescued students return to game.
- Return noodles to sideline.

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

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

### FLOW
(15 minutes)

#### LESSON CONTENT
- FLOW

#### ROLE OF ASSISTANT
- Set up equipment.
- Encourage participation.
- Oversee stations that need most supervision.
- Supervise return of equipment.

---

**Instant Activity**

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

*Italics indicate the teacher speaking directly to the student.*
### Modified Games (15 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students form groups of 4 on your command. 3 groups of 4 (12 students) should report to each diamond.</td>
<td>✓ Set up diamonds in a cloverleaf format. (See diagram at end of Lesson 10)</td>
</tr>
<tr>
<td>Have 1 student get 1 bat and 1 ball for each diamond.</td>
<td>✓ Keep students on task.</td>
</tr>
<tr>
<td>Each group on a diamond is group 1, 2 or 3.</td>
<td>✓ Monitor games for proper play.</td>
</tr>
<tr>
<td>On each diamond group 1 bats first, group 2 are infielders, and group 3 are outfielders.</td>
<td>✓ Remind students of re-dos.</td>
</tr>
<tr>
<td>Batters either hit off a tee or pitch to their own groups. 3 pitch maximum.</td>
<td></td>
</tr>
<tr>
<td>Pitcher cannot interfere with a play or batter is out.</td>
<td></td>
</tr>
<tr>
<td>Begin softball game. After each batter bats once, rotate groups: outfielders go to infield, infielders bat, and batters go to outfield.</td>
<td></td>
</tr>
<tr>
<td>Batting group supplies catchers.</td>
<td></td>
</tr>
<tr>
<td>Catcher must always wear a mask and players not batting must stand away from batter, either behind a backstop or a cone.</td>
<td></td>
</tr>
<tr>
<td>Teams keep track of their own scores.</td>
<td></td>
</tr>
</tbody>
</table>

→ Variation: To make teams hustle, a team may bat as soon as their whole team is behind a dugout cone (or backstop). Teams will run in and out with this rule.

→ Variation: Adding pedometers could challenge all to keep feet moving (“Step Count Wars). At end of game, each group add up total steps to see who moved most during game.

### Cool Down/Closure (2 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have students stretch.</td>
<td>✓ Collect equipment.</td>
</tr>
<tr>
<td>Collect equipment.</td>
<td></td>
</tr>
<tr>
<td>Ask students:</td>
<td></td>
</tr>
<tr>
<td>What is the most difficult fielding position? Why?</td>
<td></td>
</tr>
<tr>
<td>What is the easiest fielding position? Why?</td>
<td></td>
</tr>
<tr>
<td>Find some friends to play softball or over-the-line with after school.</td>
<td></td>
</tr>
</tbody>
</table>

✓ Collect equipment.

★ Keep students on task.
### Softball 8th Grade: Lesson 9

#### Lesson Outcomes
- Demonstrate how to run on a fly ball.
- Apply learned softball skills in a modified game.

#### Equipment
- 4 sets of bases
- 4 large cones
- 4 bats and balls
- 2 additional bases

#### Before Class Set Up
- Set up a large square for HRPA.
- Set up 1 softball field for every 12 students.

---

#### Instant Activity

<table>
<thead>
<tr>
<th><strong>Hi-10 Everybody’s It</strong></th>
<th><strong>Release Tag</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lesson Content</strong></td>
<td><strong>Lesson Content</strong></td>
</tr>
<tr>
<td>Everyone in class is It.</td>
<td>1 corner of gym is a “Cave.” If outside, use cones to designate cave area.</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>3 Its try to tag other classmates.</td>
</tr>
<tr>
<td>If a student gets tagged he or she must sit or kneel down where they were tagged.</td>
<td>When someone is tagged he or she must jog to cave and be a “Captive.” Captives must jog in place in cave.</td>
</tr>
<tr>
<td>If 2 students tag each other at same time and argue, they both sit.</td>
<td>Any player can be brave and try to release 1, 2, or all “Captives” by running into cave and tagging those students.</td>
</tr>
<tr>
<td>Seated students hold both hands up and can be freed when a free student gives a Hi-10.</td>
<td>If “freer” is tagged while trying to free captives, he or she becomes a captive.</td>
</tr>
<tr>
<td>No immediate tag backs.</td>
<td>After 3 minutes, change taggers and start game over.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Role of Assistant</strong></th>
<th><strong>Health Related Physical Activity</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Set up 4 cones forming a 25 x 25 yard square.</td>
<td>Assist students with questions.</td>
</tr>
<tr>
<td>✓ Encourage participation.</td>
<td>Make certain “captives” are tagged when they are freed.</td>
</tr>
<tr>
<td>✓ Clarify the rules.</td>
<td>As captives are released they may be tagged again immediately.</td>
</tr>
</tbody>
</table>

---

**Italics indicate the teacher speaking directly to the student.**
### Base Running Drill

**LESSON CONTENT**
- Set up 2 bases, first base and second base with a player at each of those positions and 1-2 outfielders just beyond infield.
- You have 1 ball.
- Half of students, beginning just beyond first base, line up along right field line. Second half are lined up in foul territory waiting their turn.
- All students lined up are “on” first base.
- You throw a fly ball toward an outfielder.
- Runners come off base and go part way, not too far. If ball is caught they must return to base. If ball is dropped they all must run to second.
- Work on different situations so runners can practice when to run and when not to run.
- After first group runs to second, next group steps forward and lines up along right field line.
- You control when and where ball is thrown and number of outs.

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

### Modified Games

**LESSON CONTENT**
- Students form groups of 4 on your command. 3 groups of 4 (12 students) should report to each diamond.
- Have 1 student get 1 bat and 1 ball for each diamond.
- Each group on a diamond is group 1, 2 or 3.
- On each diamond group 1 bats first, group 2 are infielders, and group 3 are outfielders.
- Batters either hit off a tee or pitch to their own groups. 3 pitch maximum.
- Pitcher cannot interfere with a play or batter is out.
- Begin softball game. After each batter bats once, rotate groups: outfielders go to infield, infielders bat, and batters go to outfield.
- Batting group supplies catchers.
- Catcher must always wear a mask and players not batting must stand away from batter, either behind a backstop or a cone.
- Teams keep track of their own scores.

**ROLE OF ASSISTANT**
- Set up diamonds in a cloverleaf format. (See diagram at end of Lesson 10)
- Keep students on task.
- Monitor games for proper play.
- Remind students of re-dos.

---

**ACTIVITY #1**

**ACTIVITY #2**

**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>
</table>
| Have students sit in a semi-circle. Ask students:  
  - What do you do if a fly ball is hit and you are a runner on first and there is only 1 out?  
  - What do you do if a fly ball is hit and you are a runner on first and there are 2 outs?  
  - Find friends to play softball, over-the-line, or catch with. | Keep students on task. |

Italics indicate the teacher speaking directly to the student.
<table>
<thead>
<tr>
<th>Softball</th>
<th>8th Grade</th>
<th>Lesson 9</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.*
## Softball 8th Grade: Lesson 10

### Lesson Outcomes
- Apply learned softball skills in a modified game.

### Equipment
<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>EQUIPMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-4 sets of bases</td>
<td>3-4 buckets with 6 balls in each</td>
</tr>
<tr>
<td>1 flag per student</td>
<td>6 cones</td>
</tr>
</tbody>
</table>

### BEFORE CLASS SET UP
- Set up a large 30 X 30 square with 4 corner cones and 2 mid-field cones for HRPA.
- Have flags readily available.
- Set up 1 softball field for every 12 students.

### Take Down (5 minutes)

**LESSON CONTENT**
- Students find partners as they enter play space.
- Partners face each other and take 2 steps back.
- Remind students to keep their heads up during activity to avoid bumping heads.
- Object of game: to tag a partner's knee 3 times.
- When this happens, students call out “take down.”
- After a take down, students begin again, seeing who can earn most “take downs.”
- Have students switch partners after awhile or have Success/Try Again zones.

**ROLE OF ASSISTANT**
- Move through area providing encouragement and participating for short bouts with different pairs of students.

### Sharks (6 minutes)

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

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

**Variation**: Play using one or two hand touch instead of flags.

---

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

**Bucketball**  
*(20 minutes)*

**LESION CONTENT**  
- Assign 2 groups of 6 to each diamond.  
- Object of game: Score as many runs as possible before all balls are collected in a bucket by defense.  
- Team A will bat first while team B is in field. Players in field must spread out to cover a large area.  
- Each player “batting” has 1 tennis ball; if batting team has 6 players then defense must collect 6 tennis balls.  
- Team A lines up on first base line with last player touching home plate.  
- On your cue “Throw!” each player on team A has 2 seconds to throw their tennis balls.  
- After they throw, they all run bases.  
- A team scores a run every time their last player crosses home plate.  
- Team A keeps running until defense yells they have collected all thrown balls (in this case 6 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 A bats again.  
- After 2 rounds, teams switch roles.  
- For each ball miscounted, add 2 runs (defense calls 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 1 less ball.

**ROLE OF ASSISTANT**  
- Arrange diamonds in a clover-leaf format. (See diagram at end of Lesson 10)  
- Keep students on task.  
- Monitor games for proper play.

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

**LESSON CONTENT**  
- Have students sit in a semi-circle. Ask students:  
  - What did you enjoy most about softball?  
  - What was the most difficult aspect of softball?  
- Encourage students to go outside after school and try to get a small softball game going.

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

---

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## Lacrosse 8th Grade: Lesson 1

<table>
<thead>
<tr>
<th><strong>LESSON OUTCOMES</strong></th>
<th><strong>EQUIPMENT</strong></th>
<th><strong>BEFORE CLASS SET UP</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Demonstrate proper grip.</td>
<td>- 1 stick per student</td>
<td>✔ Set out boxes of pucks, koosh balls or hacky sacs, lacrosse balls, and sticks.</td>
</tr>
<tr>
<td>- Demonstrate scooping balls while stationary and running.</td>
<td>- 1 ball per pair</td>
<td>✔ Put fitness circuit equipment along wall.</td>
</tr>
<tr>
<td>- Demonstrate catching and throwing lacrosse balls while stationary and moving.</td>
<td>- Hacky sacs/koosh balls</td>
<td>✔ Prepare CD player.</td>
</tr>
<tr>
<td></td>
<td>- 30 pucks</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- 6 jump ropes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- 12 Dynabands</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- 6 turtles</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- 6 aerobic steps</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- CD player/CD</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Slit cones</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- White boards</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Cones</td>
<td></td>
</tr>
</tbody>
</table>

### Push-Up Position Hockey (4 minutes)

**LESSON CONTENT**
- Students find partners and face each other in push-up position about 5 feet apart.
- Using a ball, partners try to slide or roll object between each other's hands.
- Partner may stop object with 1 hand only.
- 1 point for each successful score
- First student to get 2 out of 3 goes to Success side, partner goes to Try Again side.

**ROLE OF ASSISTANT**
- Move around area to supervise students.
- Play against a student.
- Collect balls.

### Fitness Circuit (10 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 circuits as a group. Students perform designated exercise while music is playing (1 minute). Group moves to next station when music stops and gets ready to begin next exercise (10 seconds).

**ROLE OF ASSISTANT**
- Set up HRPA stations, putting task cards on cones.
- Start and stop music as needed.
- Work with groups that may need additional help.

---

*Italics indicate the teacher speaking directly to the student.*
### Scooping Practice
**(4 minutes)**

**LESSON CONTENT**
- Each student gets a lacrosse stick and a ball.
- Demonstrate how to hold stick:
  - Hands should be hip-width apart on stick.
  - Bend knees and put head of stick on ground with opening facing upwards.
  - Slide stick towards ball making it roll into pocket.
  - Accelerate stick right through ball.
- Lift stick and straighten knees.
- Have students shadow practice scooping without a ball.
- Scatter balls, koosh, hacky sacs, 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.

**ROLE OF ASSISTANT**
- Move around area, make sure each student has a stick and ball for activity.
- Help students having difficulty.
- Give tips and reminders to students having trouble scooping and cradling, “Bend, Slide, and Lift.”
- Scatter various balls in a designated area.

**Challenge:** Have students practice scooping a second time and ask them to see if they can beat their first round score.

### Scooping Shuttle Line Game
**(6 minutes)**

**LESSON CONTENT**
- Students form groups of 4 or 6 and divide into 2 groups of 2 or 3 lining up 15-20 feet apart facing each other. 1 ball per group of 4 or 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.

**ROLE OF ASSISTANT**
- Help students having difficulty.
- Give tips and reminders to students having trouble scooping and cradling: “Bend, Slide, and Lift.”

**Challenge:** How many scoops can each group do in 1 minute? Can each group improve? Which group can finish fastest? To complete task each student must go twice.

### Catching and Cradling
**(8 minutes)**

**LESSON CONTENT**
- Students scatter around play area.
  - 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.
  - Drill 1: Students stand 15 feet apart and begin to play catch. After 3 consecutive catches and cradles, tell students to take 1 step back.
  - Play for 2 minutes.

**ROLE OF ASSISTANT**
- Remind students throwing to make a good toss so that it’s easier for their partner to catch ball.
- Give tips and reminders to students having trouble passing and catching.

**Key Concepts**
- Remind students throwing to make a good toss so that it’s easier for their partner to catch ball.
- Give tips and reminders to students having trouble passing and catching.
- Give specific positive, corrective feedback.
## Cool Down/Closure
(3 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Return equipment.</td>
<td>✓ Collect equipment.</td>
</tr>
<tr>
<td>□ Think, Pair, Share (After a minute or so with each question, have a few students share answers with the class.)</td>
<td>□ Keep students on task.</td>
</tr>
<tr>
<td>□ What could be done to ensure more success while scooping the ball? (Make sure student is bending low with stick more horizontal to ground.)</td>
<td></td>
</tr>
<tr>
<td>□ Demonstrate the proper cradling motion to the person next to you. What are the critical elements of the cradling motion?</td>
<td></td>
</tr>
<tr>
<td>□ Demonstrate proper throwing/catching motion to person next to you. What are the critical elements of throwing and catching in lacrosse?</td>
<td></td>
</tr>
</tbody>
</table>

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

*Italics indicate the teacher speaking directly to the student.*
# Lacrosse 8th Grade: Lesson 2

## Lesson Outcomes
- Demonstrate catching and throwing lacrosse balls from both sides of body.
- Apply skills in a small-sided game.

## Equipment
- 1 jump rope and 1 stick per student
- CD player/CD

## Before Class Set Up
- Set out boxes of jump ropes, sticks, and balls.
- Prepare CD player.
- Set up 15 X 20 foot grids.

## Instant Activity
**Triangle Tag**
*(5 minutes)*

### Lesson Content
- Students form groups of 4. 3 partners hold hands in a small triangle, facing each other. 1 of these students is a “target.”
- Fourth partner, a tagger, stands outside triangle across from target student.
- Object of game: for tagger to tag target student on an arm or hand by moving around outside of the triangle.
- Students in triangle cooperate and move laterally to protect target student from being tagged.
- Tagger cannot reach across triangle to tag.

### Role of Assistant
- Help students start activity.
- Supervise, making sure students follow directions and stay on task.
- Encourage students in triangles to work together to protect target student.

## Health Related Physical Activity
**Continuity Exercises**
*(8-10 minutes)*

### Lesson Content
- Students alternate jump roping during music segments (approximately 30-40 seconds) with exercising in place (10-15 seconds) as directed by you when music stops.
- Students jump continuously while music is playing.
- Suggested exercises include:
  - Abdominal crunches
  - Leg raises (sitting or lying down)
  - Straddle stretch
  - Pretzel stretch
  - Modified hurdler stretch
  - Calf stretches
  - Push-ups
  - Reverse push-ups
  - Mountain climbers
  - Arm circles

### Role of Assistant
- Encourage students to hustle as they get a jump rope and begin jumping immediately.
- Start and stop music as needed.
- Participate in activities for short bouts as you encourage students.

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

- ✔ Set Up or Prep Duties
- ✔ Cues or Key Concepts
- ➔ Variation
- ✧ Challenge
### 3-Catch Game

**LESSON CONTENT**
- Students form groups of 3, 1 stick per student, 1 ball per group.
- Place teams together for 3-on-3 Keep Away and assign them to grids.
- Object is to maintain possession of ball.
- Each team attempts to complete 3 consecutive catches before ball is intercepted or dropped.
- Rules of 3 are in effect:
  - 3 steps can be taken after receiving pass.
  - 3 “alligators” to throw ball.
  - All 3 students must catch ball in order for score to count.
- Students must guard from 3 feet away from student with ball.
- Possession changes for interceptions or if ball touches floor.
- After 3 minutes have teams switch and play a different team.
- Players use cuts, fakes and jab steps to get away from defenders and into open spaces to support teammate with ball.

**ROLE OF ASSISTANT**
- Set up grids.
- Monitor students.
- Assist with Rules of 3.
- Provide specific positive feedback.

### Throw and Catch From Side

**LESSON CONTENT**
- Keep original groups of 3 players, 1 ball per group.
- Groups practice throws and catches from opposite side of body by swinging stick to opposite side of body to throw or catch.
- As students bring sticks to opposite sides of bodies they switch hands on stick (on left side of body, left hand higher on stick, right hand lower on stick and versa versa).
- After 1-2 minutes of throws and catches, receiving players make fakes, 45 degree cuts, and jab steps before catching ball. Ball may be thrown and caught from either side of body.

**ROLE OF ASSISTANT**
- Monitor students.
- Provide specific corrective feedback.

### 3-Catch Game

**LESSON CONTENT**
- Groups from Activity # 1 reform.
- Students continue as before. When defenders attempt to guard a student with ball, he or she throws or catches from “free” side of his or her body.
- Students support their teammates by cutting, faking, and using jab steps to get into open areas.
- Offense creates triangles so there are 2 throwing options for passers.
- Change opponents after 3 minute games.

**ROLE OF ASSISTANT**
- Monitor students.
- Encourage students to go to open areas with fakes, cuts, etc.
- Provide specific positive feedback.

*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>Return equipment.</td>
<td>✓ Collect equipment.</td>
</tr>
<tr>
<td>Think, Pair, Share (After a minute or so with each question, have a few students share answers with the class.)</td>
<td>■ Keep students on task.</td>
</tr>
<tr>
<td>What does it take to maintain possession of the ball?</td>
<td></td>
</tr>
<tr>
<td>What do games with defenders force your teammates to do?</td>
<td></td>
</tr>
<tr>
<td>What do you have to do to get away from your defender?</td>
<td></td>
</tr>
<tr>
<td>What do you have to do to get open to receive a pass?</td>
<td></td>
</tr>
<tr>
<td>When you have the ball and have a defender on you, what are some of your options for passing? (steps, pivot, throw from one side or another, fake)</td>
<td></td>
</tr>
<tr>
<td>What kinds of passes are best to use in the 3-Catch game?</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

Lacrosse  8th Grade  Lesson 2
## Lacrosse 8th Grade: Lesson 3

<table>
<thead>
<tr>
<th>LESSON OUTCOMES</th>
<th>EQUIPMENT</th>
<th>BEFORE CLASS SET UP</th>
</tr>
</thead>
</table>
| ■ Demonstrate proper shooting technique.  
■ Demonstrate proper catching, throwing, and scooping skills. | ■ CD player/CD  
■ 1 stick and 1 ball per student  
■ Cones  
■ HRPA task cards | ✓ Set out boxes of lacrosse sticks and balls.  
✓ Prepare CD player.  
✓ Set out cones and HRPA task cards. |

### Instant Activity

#### Flash Tag (5 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
</table>
| ■ Object of game: to add quickly and then tag partner.  
■ Students form pairs and stand facing each other.  
■ 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).  
■ Students add their number of fingers with their partner’s number of fingers and try to call out sum first.  
■ 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.  
■ 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.  
■ After third turn, each student raises his or her hand and looks for a new partner to play with. | ■ Help students organize and understand IA.  
■ Move through play space, participating with students when it is appropriate, and encouraging students to participate actively. |

→ Variation: Students run.

#### Health Related Physical Activity

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

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
</table>
| ■ Students remain with partners. While music plays, Partner 1 jogs, partner 2 performs inner circle activity according to task cards.  
■ When music pauses, partners switch roles. Partner 1 stops jogging, finds nearest cone and performs next activity. Partner 2 begins jogging.  
■ Repeat, switching roles each time music pauses.  
■ Students do not need to return to their original partners for next activity. | ✓ Start and stop music if needed.  
■ Supervise specific stations as needed.  
✓ Assist with equipment clean-up. |

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

**LESSON CONTENT**
- Students each get 1 stick and scatter around play area.
- 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.
- Students shadow practice shooting motion.

**ROLE OF ASSISTANT**
- Demonstrate shooting or help supervise students.
- Move around area assisting students having difficulty shooting.
- Provide specific positive feedback.

## Shooting Game (9 minutes)

**LESSON CONTENT**
- Students form groups of 3.
- 1 student gets 1 ball and 3 cones.
- Place a cone to indicate a shooting line ("shooting cone").
- Place another 2 cones to form a goal, 30 feet from shooting cone (form a triangle).
- 1 student is passer, one is shooter, and third student is retriever off to side of goal.
- Passer stands about 12 feet to left of shooting cone.
- On your signal, shooter runs toward shooting cone and catches ball thrown from passer. Shooter stops at shooting cone and shoots at goal.
- Retriever gets ball and immediately everyone rotates. Shooter runs to retriever’s spot, retriever runs to passer’s spot, and passer is next shooter.
- Shots count whether they are in air or bounce in.
- Emphasize that more students hustle, the more shots their group can attempt.
- Challenge: How many consecutive goals can each group of 3 score?

**ROLE OF ASSISTANT**
- Set up “goals” of 2 cones around gym/play space.
- Move around assisting students.
- Provide specific corrective feedback.

---

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

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Each group of 3 finds another group of 3, 1 ball group.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Assist with grouping if needed.</td>
</tr>
</tbody>
</table>

### Modified 3-on-3 Game

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Object of game: Score by shooting a goal.</td>
</tr>
<tr>
<td>All 3 players must catch ball at least once before shot on goal is allowed.</td>
</tr>
<tr>
<td>If ball is dropped players from either team may try to scoop ball for possession. If offense successfully scoops that counts as 1 of 3 caught balls.</td>
</tr>
<tr>
<td>No body contact allowed.</td>
</tr>
<tr>
<td>Rules of 3 are in effect:</td>
</tr>
<tr>
<td>3 steps can be taken after receiving pass.</td>
</tr>
<tr>
<td>3 “alligators” to throw ball.</td>
</tr>
<tr>
<td>All 3 students must catch or scoop ball in order to shoot.</td>
</tr>
<tr>
<td>Defenders must be 3 feet away from student with ball.</td>
</tr>
<tr>
<td>No goalies.</td>
</tr>
</tbody>
</table>

<table>
<thead>
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<th>ROLE OF ASSISTANT</th>
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<tbody>
<tr>
<td>Set up mini fields with goals (2 cones) on each side of field.</td>
</tr>
<tr>
<td>Monitor students</td>
</tr>
<tr>
<td>Assist with Rules of 3.</td>
</tr>
<tr>
<td>Provide specific positive feedback.</td>
</tr>
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</table>

### Cool Down/Closure

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<td>Return equipment.</td>
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<tr>
<td>Think, Pair, Share (After a minute or so with each question, have a few students share answers with the class.)</td>
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<tr>
<td>Why are scooping skills so important?</td>
</tr>
<tr>
<td>What are the keys to shooting?</td>
</tr>
<tr>
<td>What is the best strategy for a player who doesn’t have the ball?</td>
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<td>Collect equipment.</td>
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<td>Keep students on task.</td>
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Italics indicate the teacher speaking directly to the student.
Lacrosse

Set Up or Prep Duties
Cues or Key Concepts
Variation
Challenge

Italics indicate the teacher speaking directly to the student.
## Lacrosse 8th Grade : Lesson 4

### LESSON OUTCOMES
- Participate in a modified lacrosse game using proper skills and strategies.

### EQUIPMENT
- 1 stick and 1 ball per student
- CD player
- Cones

### BEFORE CLASS SET UP
- Set out boxes of sticks and balls.
- Prepare CD player.
- Set out cones.
- Set up fields for 4-on-4 games.

### Take Down (5 minutes)

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<td>Students find partners as they enter play space.</td>
<td>Move through area providing encouragement and participating for short bouts with different pairs of students.</td>
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<td>Partners face each other and take 2 steps back.</td>
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<td>When this happens, students call out “take down.”</td>
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<td>After a take down, students begin again, seeing who can earn most “take downs.”</td>
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<td>Have students switch partners after awhile or have Success/Try Again zones.</td>
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### Astronaut Drills (10 minutes)

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<tr>
<th>LESSON CONTENT</th>
<th>HEALTH RELATED PHYSICAL ACTIVITY</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students stand along perimeter of a circle or rectangle, facing center.</td>
<td>Examples of aerobic locomotor movements can include: Jogging, Skipping, Sliding, Brisk walking, Bear Walk</td>
<td>✓ Start music.</td>
</tr>
<tr>
<td>Stand along perimeter as well, within site of every student.</td>
<td>When music begins, give a locomotor movement for everyone to perform while moving counterclockwise around play area while music is plays.</td>
<td>✓ Participate with students, moving in the opposite direction on outside of group, offering encouragement to students to keep moving and maintain MVPA.</td>
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<td>Students may not pass each other and must move at a moderate pace.</td>
<td>Students stop and perform an exercise in place: Crunches, Hurdler stretch, Push-ups, Arm circles, Sit reach, Pretzel stretch</td>
<td>✓ When music pauses or on your signal, students stop and perform an exercise in place:</td>
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<td>Examples of aerobic locomotor movements can include:</td>
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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Skipping</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sliding</td>
<td></td>
<td></td>
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<tr>
<td>Brisk walking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bear Walk</td>
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<td></td>
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**Italics indicate the teacher speaking directly to the student.**
**Pass and Go**

(5 minutes)

**LESSON CONTENT**
- Students form groups of 4, 1 stick per student, 1 ball per group.
- Groups stand in pairs 30 feet away from each other.
- Student with ball passes to first student directly across from him or her and then runs to back of opposite line.
- Student catches ball, or if he or she misses it, scoops ball up and passes back to student standing across from him or her and then runs behind that line.
- Students pass across and follow pass to run behind that line.
- Challenge: How many catches can each group make in 1 minute?
- Challenge: How many consecutive catches can each group make?

**ROLE OF ASSISTANT**
- Assist students with drill.
- Provide specific positive, corrective feedback.

**Cool Down/Closure**

(3 minutes)

**LESSON CONTENT**
- Return equipment.
- Think, Pair, Share (After a minute or so with each question, have a few students share answers with the class.)
  - Why are plays like the give and go valuable in lacrosse?
  - In what other games could the give and go be used?

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

**4-on-4 Modified Games**

(15 minutes)

**LESSON CONTENT**
- Teacher places teams together for 4-on-4 modified games.
- Object of game: to move team down playing area and shoot ball between 2 cones/in small goal of opponent.
- Use paper, rock, scissors to decide which team gets ball first.
- Starting team begins passes from behind their own goal, moving toward opponent's goal.
- If ball is dropped or overthrown, players from either team may try to scoop ball for possession.
- No body contact allowed.
- Rules of 3 are in effect:
  - 3 steps can be taken after receiving pass.
  - 3 “alligators” to throw ball.
  - 3 passes to 3 different players before a shot. Scooping up counts as a catch.
  - Defensive players are 3 feet away from offensive players they are covering.
  - Offensive players try to shoot from in front of goal.
  - Defense tries to stay close to cover their person or intercept passes.
  - Switch goalies every 2 minutes or after every goal scored by either team.

**ROLE OF ASSISTANT**
- Monitor students
- Assist with Rule of 3’s
- Provide specific positive feedback
# Lacrosse 8th Grade : Lesson 5

<table>
<thead>
<tr>
<th>LESSON OUTCOMES</th>
<th>EQUIPMENT</th>
<th>BEFORE CLASS SET UP</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Participate in FLOW.</td>
<td>☐ FLOW equipment</td>
<td>☑ Put FLOW equipment along perimeter of gym/play area.</td>
</tr>
<tr>
<td>☐ Apply learned skills in a modified lacrosse game.</td>
<td>☐ 30 pucks</td>
<td>☑ Set out boxes of pucks, ball, and sticks.</td>
</tr>
<tr>
<td></td>
<td>☐ 1 stick per student</td>
<td>☑ Prepare CD player.</td>
</tr>
<tr>
<td></td>
<td>☐ 1 ball for every 8 students</td>
<td>☑ Set out cones.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>☑ Set up fields for 4-on-4 games.</td>
</tr>
</tbody>
</table>

## Push-Up Position Hockey
(5 minutes)

### LESSON CONTENT
- Students find partners and face each other in push-up position about 5 feet apart.
- Using a ball, partners try to slide or roll object between each other’s hands.
- Partner may stop object with 1 hand only.
- First student to get 2 out of 3 goes to Success side, partner goes to Try Again side.

### ROLE OF ASSISTANT
- Move around area to supervise students.
- Play against a student.
- Collect balls.

## FLOW
(15 minutes)

### LESSON CONTENT
- FLOW.

### ROLE OF ASSISTANT
- Assist with set up.
- Keep students on task.
- Give positive specific feedback.

## 4-on-4 Modified Games
(15 minutes)

### LESSON CONTENT
- Place teams together for 4-on-4 modified games.
- Object of game: to move team down playing area and shoot ball between 2 cones/into small goal of opponent.
- Use Rock, Paper, Scissors to decide which team gets ball first.
- Starting team begins passes from behind their own goal and moves toward opponent’s goal.
- If ball is dropped or overthrown, players from either team may try to scoop ball for possession.
- No body contact allowed.
- Rules of 3 are in effect:
  - 3 steps can be taken after receiving pass.
  - 3 “alligators” to throw ball.
  - 3 passes to 3 different players before a shot.
  - Scooping up counts as a catch.
- Defensive players are 3 feet away from offensive players they are covering.
- Offensive players try to shoot from in front of goal.
- Defense tries to stay close to cover their offender or intercept passes.
- Switch goalies every 2 minutes or after every goal scored by either team.

### ROLE OF ASSISTANT
- Monitor students.
- Assist with Rules of 3.
- Provide specific positive 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>- Return equipment.</td>
<td>✓ Collect equipment.</td>
</tr>
<tr>
<td>- Think, Pair, Share (After a minute or so with each question, have a few students share answers with the class.)</td>
<td>■ Keep students on task.</td>
</tr>
<tr>
<td>- After a pass, why is it important not to stay in the same place?</td>
<td></td>
</tr>
<tr>
<td>- When playing defense, where is the best place to stand with respect to the player you’re covering and the goal?</td>
<td></td>
</tr>
</tbody>
</table>

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

LESSON OUTCOMES
- Demonstrate various cuts, fakes, and jab steps.
- Apply learned skills in a modified lacrosse game.

EQUIPMENT
- 1 stick per student
- 1 ball for every 4 students
- 6 jump ropes
- 12 Dynabands
- 6 turtles
- 6 aerobic steps
- CD player/CD
- Slit cones
- White boards
- Cones

BEFORE CLASS SET UP
- Set out boxes of balls and sticks.
- Put fitness circuit equipment along wall.
- Prepare CD player.
- Set out cones.
- Set up lacrosse fields for 4-on-4 game.

Flash Tag (5 minutes)

LESSON CONTENT
- Object of game: to add quickly and then tag partner.
- Students form pairs and stand facing each other.
- 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).
- Students add their number of fingers with their partner’s number of fingers and try to call out sum first.
- 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.
- 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.
- After third turn, each student raises his or her hand and looks for a new partner to play with.

Variation: Students run.

ROLE OF ASSISTANT
- Help students organize and understand IA.
- Move through play space, participating with students when it is appropriate, and encouraging students to participate actively.

Fitness Circuit (10 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 (on floor or using turtles)
  - Shoulder press (using Dynabands)
  - Step-ups (using aerobic steps or bleachers)
  - Row (using Dynabands)
- Students move through circuits as a group. Students perform designated exercise while music is playing (1 minute). Group moves to next station when music stops and gets ready to begin next exercise (10 seconds).

ROLE OF ASSISTANT
- Set up HRPA stations, putting task cards on cones.
- Start and stop music as needed.
- Work with groups that may need additional help.

Italics indicate the teacher speaking directly to the student.

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

Lacrosse

8th Grade  Lesson 6
### Cut and Shoot
(6 minutes)

**LESSON CONTENT**
- Students form groups of 4, 1 stick per student, 3 balls per group.
- Player 1 stands about 15 feet to right of goal with 3 balls next to him or her.
- Remaining 3 players form a single file line next to Player 1.
- Player 2 runs straight ahead 20 feet then cuts and runs to left.
- Player 1 makes a pass to Player 2.
- Player 2 catches ball then shoots on goal. Shooter retrieves ball and returns to end of line.
- When each player has shot once rotate passer and repeat. Play continues until you signal to stop.

**ROLE OF ASSISTANT**
- Assist groups with their starting positions.
- Walk around groups to monitor cuts and passes.
- Make sure players switch with Player 1.

### Transition

**LESSON CONTENT**
- Students return lacrosse balls to receptacle then gather around you.

**ROLE OF ASSISTANT**
- Assist with equipment.
- Help with field set-ups.

### 4-on-4 Modified Games
(15 minutes)

**LESSON CONTENT**
- Place teams together for 4-on-4 modified games.
- Object of game: to move team down playing area and shoot ball between 2 cones/into small goal of opponent.
- Use Rock, Paper, Scissors to decide which team gets ball first.
- Starting team begins passes from behind their own goal and moves toward opponent's goal.
- If ball is dropped or overthrown, players from either team may try to scoop ball for possession.
- No body contact allowed.
- Rules of 3 are in effect:
  - 3 steps can be taken after receiving pass.
  - 3 "alligators" to throw ball.
  - 3 passes to 3 different players before a shot. Scooping up counts as a catch.
  - Defensive players are 3 feet away from offensive players they are covering.
- Offensive players try to shoot from in front of goal.
- Defense tries to stay close to cover their offender or intercept passes.
- Switch goalies every 2 minutes or after every goal scored by either team.

**ROLE OF ASSISTANT**
- Monitor students.
- Assist with Rules of 3.
- Provide specific positive feedback.

### Cool Down/Closure
(3 minutes)

**LESSON CONTENT**
- Return equipment.
- Think, Pair, Share (After a minute or so with each question, have a few students share answers with the class.)
  - Why don’t you usually receive passes if you remain stationary?
  - Do you find it difficult to execute more than one cut? Why or why not?

**ROLE OF ASSISTANT**
- Collect equipment.
- Keep students on task.
Lacrosse 8th Grade : Lesson 7

### LESSON OUTCOMES
- Demonstrate a running scoop of a moving ball.
- Apply learned lacrosse skills in a modified game.

### EQUIPMENT
- 1 ball for every 6 students
- 1 stick and 1 jump rope per student
- CD player/CD
- Cones
- Pinnies

### BEFORE CLASS SET UP
- Set out boxes of balls, sticks, and jump ropes.
- Prepare CD player.
- Set out cones and pinnies.
- Set up lacrosse fields for 6-on-6 games.

### Triangle Tag (5 minutes)

**LESSON CONTENT**
- Students form groups of 4. 3 partners hold hands in a small triangle, facing each other. 1 of these students is a “target.”
- Fourth partner, a tagger, stands outside triangle across from target student.
- Object of game: for tagger to tag target student on an arm or hand by moving around outside of the triangle.
- Students in triangle cooperate and move laterally to protect target student from being tagged.
- Tagger cannot reach across triangle to tag.

**ROLE OF ASSISTANT**
- Help students start activity.
- Supervise, making sure students follow directions and stay on task.
- Encourage students in triangles to work together to protect target student.

### Continuity Exercises (8-10 minutes)

**LESSON CONTENT**
- Students alternate jump roping during music segments (approximately 30-40 seconds) with exercising in place (10-15 seconds) as directed by you when music stops.
- Students jump continuously while music is playing.
- Suggested exercises include:
  - Abdominal crunches
  - Leg raises (sitting or lying down)
  - Straddle stretch
  - Pretzel stretch
  - Modified hurdler stretch
  - Calf stretches
  - Push-ups
  - Reverse push-ups
  - Mountain climbers
  - Arm circles

**ROLE OF ASSISTANT**
- Encourage students to hustle as they get a jump rope and begin jumping immediately.
- Start and stop music as needed.
- Participate in activities for short bouts as you encourage students.

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### ACTIVITY #1

**Scooping Shuttle Line Game**  
*(6 minutes)*

**LESSON CONTENT**

- Students form groups of 4 or 6 and divide into 2 groups of 2 or 3 lining up 15-20 feet apart facing each other. 1 ball per group of 4 or 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.

**STAR** Challenge: How many scoops can each group do in 1 minute? Can each group improve? Which group can finish fastest? To complete task each student must go twice.

**ROLE OF ASSISTANT**

- Help students having difficulty.
- Give tips and reminders to students having trouble scooping and cradling: “Bend, Slide, and Lift.”

### ACTIVITY #2

**Ultimate Lacrosse**  
*(15 minutes)*

**LESSON CONTENT**

- Object of game: for each team to pass ball down playing area to a teammate behind goal line. (No goals)
- Students remain in their groups of 6.
- Rules of 3 are in effect:
  - Only 3 “alligators” to hold ball.
  - Only 3 steps after receiving ball.
  - 3 feet away from offender when playing defense.
- Teams must complete 3 passes before attempting pass across goal.
- If ball is dropped or overthrown, players from either team may try to scoop ball for possession.
- Student with ball must stop within 3 steps and can only pivot.
- To score, a pass must be caught beyond end line.
- Defense tries to stay close to cover their offender or intercept passes.
- Have teams to play other teams every 3-5 minutes.

**ROLE OF ASSISTANT**

- Hand out pinnies.
- Move around games to monitor play.
- Remind students to count out 3 “alligators” loudly so teammates can hear them.

### COOL DOWN/CLOSURE

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

**LESSON CONTENT**

- Return equipment.
- Think, Pair, Share (After a minute or so with each question, have a few students share answers with the class.)
  - What could you do if the person you are covering gets away from you?
  - Does this game differ much in tactics from the 4-on-4 games you’ve played?
  - Why or why not?

**ROLE OF ASSISTANT**

- Collect equipment.
- Keep students on task.

---

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## Lacrosse 8th Grade: Lesson 8

### Lesson Outcomes
- Apply learned lacrosse skills in a modified game.

### Equipment
- 1 ball for every 6 students
- 1 stick per student
- CD player/CD
- Pinnies

### Before Class Set Up
- Set out boxes of balls and sticks.
- Prepare CD player.
- Set out pinnies.
- Set up lacrosse fields for 6-on-6 games

### Instant Activity
**Take Down**

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### Health Related Physical Activity
**Astronaut Drills**

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<td>Bear Walk</td>
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<td>Push-ups</td>
<td></td>
</tr>
<tr>
<td>Arm circles</td>
<td></td>
</tr>
<tr>
<td>Sit reach</td>
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</tr>
<tr>
<td>Pretzel stretch</td>
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**ACTIVITY #1**

**Ultimate Lacrosse**

**Kings Court Tournament**

(20 minutes)

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<tr>
<td>■ Students remain in their groups of 6.</td>
<td>✓ Move around games to monitor play.</td>
</tr>
<tr>
<td>■ Rules of 3 are in effect:</td>
<td>■ Remind students to count out 3 “alligators” loudly so teammates can hear them.</td>
</tr>
<tr>
<td></td>
<td>■ Only 3 “alligators” to hold ball.</td>
</tr>
<tr>
<td></td>
<td>■ Only 3 steps after receiving ball.</td>
</tr>
<tr>
<td></td>
<td>■ 3 feet away from offender when playing defense.</td>
</tr>
<tr>
<td></td>
<td>■ Teams must complete 3 passes before attempting pass across goal.</td>
</tr>
<tr>
<td></td>
<td>■ If ball is dropped or overthrown, players from either team may try to scoop ball for possession.</td>
</tr>
<tr>
<td></td>
<td>■ Student with ball must stop within 3 steps and can only pivot.</td>
</tr>
<tr>
<td></td>
<td>■ To score, a pass must be caught beyond end line.</td>
</tr>
<tr>
<td></td>
<td>■ Defense tries to stay close to cover their offender or intercept passes.</td>
</tr>
<tr>
<td></td>
<td>■ Have teams play other teams every 4-5 minutes.</td>
</tr>
<tr>
<td></td>
<td>■ Team that is leading moves up a field, team that is behind moves down a field. Team that wins at top field stays there and team that loses at bottom field stays there.</td>
</tr>
<tr>
<td></td>
<td>■ Object of tournament is to reach top field and stay as long as possible.</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>■ Return equipment.</td>
<td>✓ Collect equipment.</td>
</tr>
<tr>
<td>■ Stretch.</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 the class.)</td>
<td>■ Assist with stretching.</td>
</tr>
<tr>
<td></td>
<td>■ Why is it important to play as a team and share the ball in lacrosse?</td>
</tr>
<tr>
<td></td>
<td>■ Why is it important is hustle when playing lacrosse?</td>
</tr>
</tbody>
</table>

*Italics indicate the teacher speaking directly to the student.*
# Lacrosse 8th Grade: Lesson 9

## Lesson Outcomes
- Participate in FLOW.
- Apply learned lacrosse skills in a modified game.

## Equipment
- FLOW equipment
- 1 ball for every 12 students
- 1 stick per student
- CD player/CD
- Cones
- Pinnies

## Before Class Set Up
- Put FLOW equipment along perimeter of gym/play area.
- Set out boxes of balls and sticks.
- Prepare CD player.
- Set out cones and pinnies.
- Set up lacrosse fields for 6-on-6 games.

### Triangle Tag
**Lesson Content**
- Students form groups of 4. 3 partners hold hands in a small triangle, facing each other. 1 of these students is a “target.”
- Fourth partner, a tagger, stands outside triangle across from target student.
- Object of game: for tagger to tag target student on an arm or hand by moving around outside of the triangle.
- Students in triangle cooperate and move laterally to protect target student from being tagged.
- Tagger cannot reach across triangle to tag.

### Health Related Physical Activity
**LESSON CONTENT**
- After 6 rotations, end FLOW and have students help put equipment away.

## Role of Assistant
- Assist with set up.
- Keep students on task.
- Give positive specific feedback.

---

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

Italics indicate the teacher speaking directly to the student.
### 6-on-6 Modified Games

**Role of Assistant**
- Monitor students.
- Assist with Rules of 3.
- Provide specific positive feedback.
- Remind players to use their skills to move to open spaces, make cuts, use triangles, and use give and go.
- Assist with team rotations.

<table>
<thead>
<tr>
<th>Lesson Content</th>
<th>Role of Assistant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Place teams together for 6-on-6 modified games.</td>
<td>Monitor students.</td>
</tr>
<tr>
<td>Object of game: to move team down playing area and shoot ball between 2 cones/into small goal of opponent.</td>
<td>Assist with Rules of 3.</td>
</tr>
<tr>
<td>Use Rock, Paper, Scissors to decide which team gets ball first.</td>
<td>Provide specific positive feedback.</td>
</tr>
<tr>
<td>Starting team begins passes from behind their own goal and moves toward opponent’s goal.</td>
<td>Remind players to use their skills to move to open spaces, make cuts, use triangles, and use give and go.</td>
</tr>
<tr>
<td>If ball is dropped or overthrown, players from either team may try to scoop ball for possession.</td>
<td>Assist with team rotations.</td>
</tr>
<tr>
<td>No body contact allowed.</td>
<td></td>
</tr>
<tr>
<td>Rules of 3 are in effect:</td>
<td></td>
</tr>
<tr>
<td>3 steps can be taken after receiving pass.</td>
<td></td>
</tr>
<tr>
<td>3 “alligators” to throw ball.</td>
<td></td>
</tr>
<tr>
<td>3 passes to 3 different players before a shot. Scooping up counts as a catch.</td>
<td></td>
</tr>
<tr>
<td>Defensive players are 3 feet away from offensive players they are covering.</td>
<td></td>
</tr>
<tr>
<td>Offensive players try to shoot from in front of goal.</td>
<td></td>
</tr>
<tr>
<td>Defense tries to stay close to cover their offender or intercept passes.</td>
<td></td>
</tr>
<tr>
<td>Switch goalies every 2 minutes or after every goal scored by either team.</td>
<td></td>
</tr>
</tbody>
</table>

### Cool Down/Closure

**Role of Assistant**
- Collect equipment.
- Keep students on task.

<table>
<thead>
<tr>
<th>Lesson Content</th>
<th>Role of Assistant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Return equipment.</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>Which skill is most difficult for you in lacrosse? Why?</td>
<td></td>
</tr>
<tr>
<td>Which strategy is most difficult to perform? Why?</td>
<td></td>
</tr>
</tbody>
</table>

**Activity #1**

**Lacrosse 8th Grade Lesson 9**

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

*Italics indicate the teacher speaking directly to the student.*
### Lacrosse 8th Grade : Lesson 10

<table>
<thead>
<tr>
<th>LESSON OUTCOMES</th>
<th>EQUIPMENT</th>
<th>BEFORE CLASS SET UP</th>
</tr>
</thead>
</table>
| ■ Apply learned lacrosse skills in a modified game. | ■ 1 ball for every 12 students  
■ 1 stick per student | ✓ Set out boxes of balls and sticks.  
✓ Prepare CD player.  
✓ Set out cones.  
✓ Set up lacrosse fields for 6-on-6 games. |

---

#### INSTANT ACTIVITY

| Flash Tag  
(5 minutes) | ROLE OF ASSISTANT |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>LESSON CONTENT</td>
<td>ROLE OF ASSISTANT</td>
</tr>
</tbody>
</table>
| ■ Object of game: to add quickly and then tag partner.  
■ Students form pairs and stand facing each other.  
■ 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).  
■ Students add their number of fingers with their partner’s number of fingers and try to call out sum first.  
■ 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.  
■ 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.  
■ After third turn, each student raises his or her hand and looks for a new partner to play with.  
→ Variation: Students run. | ■ Help students organize and understand IA.  
■ Move through play space, participating with students when it is appropriate, and encouraging students to participate actively. |

---

#### HEALTH RELATED PHYSICAL ACTIVITY

| Partner Race Track Fitness  
(8-10 minutes) | ROLE OF ASSISTANT |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>LESSON CONTENT</td>
<td>ROLE OF ASSISTANT</td>
</tr>
</tbody>
</table>
| ■ Students remain with partners. While music plays, Partner 1 jogs, partner 2 performs inner circle activity according to task cards.  
■ When music pauses, partners switch roles. Partner 1 stops jogging, finds nearest cone and performs next activity. Partner 2 begins jogging.  
■ Repeat, switching roles each time music pauses.  
■ Students do not need to return to their original partners for next activity. | ■ Start and stop music if needed.  
■ Supervise specific stations as needed.  
■ Assist with equipment clean-up. |

---

*Italics indicate the teacher speaking directly to the student.*
### ACTIVITY #1
6-on-6 Modified Games
Kings Court Tournament
(20 minutes)

#### LESSON CONTENT
- Place teams together for 6-on-6 modified games.
- Object of game: to move team down playing area and shoot ball between 2 cones/into small goal of opponent.
- Use Rock, Paper, Scissors to decide which team gets ball first.
- Starting team begins passes from behind their own goal and moves toward opponent's goal.
- If ball is dropped or overthrown, players from either team may try to scoop ball for possession.
- No body contact allowed.
- Rules of 3 are in effect:  
  - 3 steps can be taken after receiving pass.
  - 3 "alligators" to throw ball.
  - 3 passes to 3 different players before a shot. Scooping up counts as a catch.
- Defensive players are 3 feet away from offensive players they are covering.
- Offensive players try to shoot from in front of goal.
- Defense tries to stay close to cover their offender or intercept passes.
- Switch goalies every 2 minutes or after every goal scored by either team.

#### ROLE OF ASSISTANT
- Monitor students.
- Assist with Rules of 3.
- Provide specific positive feedback.
- Remind players to use their skills to move to open spaces, make cuts, use triangles, and use give and go.
- Assist with team rotations.

### Cool Down/Closure
(3 minutes)

#### LESSON CONTENT
- Return equipment.
- Think, Pair, Share (After a minute or so with each question, have a few students share answers with the class.)  
  - Which do you like to play more, smaller games or larger games?
  - Which is easier to play? Why?

#### ROLE OF ASSISTANT
- Collect equipment.
- Keep students on task.
**Frisbee 8th Grade: Lesson 1**

<table>
<thead>
<tr>
<th>LESSON OUTCOMES</th>
<th>EQUIPMENT</th>
<th>BEFORE CLASS SET UP</th>
</tr>
</thead>
</table>
| ■ Demonstrate an accurate backhand Frisbee grip and throw  
■ Demonstrate making a catchable throw  
■ Demonstrate a successful basic sandwich catch | ■ Music for HRPA  
■ Cones for setting up grids | ✓ Frisbees spread around perimeter of play space  
✓ Squad Leader Task Cards ready for HRPA  
✓ Cones ready for marking 10 x 20 yd. grids |

---

**Partner Pass-Catch** *(5 minutes)*

**LESSON CONTENT**
- As students enter the play space, each one finds a partner.
- Partners get a Frisbee from the perimeter and practice throwing, catching.
- Challenge students to see how many accurate throws and consecutive, successful catches they can make with their partner.
- Have students begin close together and with each successful throw/catch, have the catcher move back one step.
- Play continues until a throw is not accurate and then partners move up 2 steps and begin again.

**ROLE OF ASSISTANT**
- Help students get started in the activity
- Supervise, make sure students follow directions and stay on task
- Make sure that students start at a reasonable distance apart
- Move around the area, offering feedback on throwing/catching and pointing out students who are being successful

---

**Transition**

**LESSON CONTENT**
- One partner returns Frisbee and then both partners join others to form squads of 8 students.
- Tallest person (shortest person, etc) in each group gets a “Squad Leader Challenge” task card

**ROLE OF ASSISTANT**
- Assist with grouping

---

**Squad Leader Fitness** *(8-10 minutes)*

**LESSON CONTENT**
- Students within the group take turns acting as the squad leader
- Once a task is completed, a new squad leader reads the next task
- (Variation: Squad Leader continues leading the task until the music stops, then new Squad Leader begins next task.)
- Squads will be performing different tasks through the play space based on the order of tasks
  - Variation(s): Incorporate Frisbee skills as tasks (e.g., Partner toss and catch).

**ROLE OF ASSISTANT**
- Participate (short bouts) with several groups as you supervise
- Reinforce students/groups who are participating
- Remind students about working within MVPA, by keeping their feet moving during all aerobic tasks

---

**HEALTH RELATED PHYSICAL ACTIVITY**

- Italic indicates 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>Squad Leaders return Task Cards to perimeter</td>
<td>Help students to quickly return Task cards and re-form groups</td>
</tr>
<tr>
<td>Squads of 8 divide to form groups of four.</td>
<td></td>
</tr>
<tr>
<td>One student from each group picks up 2 Frisbees.</td>
<td></td>
</tr>
<tr>
<td>Another student from each group gets 4 cones and the group sets up a 10 x 20 yd.grid (size can depend upon the space available).</td>
<td></td>
</tr>
</tbody>
</table>

### Passing/Catching Skills Review

**Activity #1**

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Each group of four has two Frisbees, and sets up a grid using four cones.</td>
<td></td>
</tr>
<tr>
<td>Each pair of students has one Frisbee and practices passing/catching.</td>
<td></td>
</tr>
<tr>
<td>After groups have had a chance to practice for a few moments, teacher stops students to quickly review basic grips, throws and catches.</td>
<td></td>
</tr>
</tbody>
</table>

- **Grip Cue**: Pinch disk's edge with thumb and middle finger, forefinger along edge of the disc.

- **Backhand Throw Cue**: Stand with dominant side to target. With front edge of the disc lower than the back edge, bring disc into the chest, pivot, step toward the target with dominant foot and release with snap of wrist. Follow by pointing fingers of throwing hand toward the target.

- **Sandwich Catch Cue**: Watch disk into the hands. Spread fingers apart, one hand on top, one on bottom. Clap hands together as you catch the disc.

### Target Throw

**Activity #2**

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Partners come together into their original group of 4.</td>
<td></td>
</tr>
<tr>
<td>One line of 2 players facing another line of 2 players, approximately 10-15 feet apart (distance may vary depending upon space available and skill level).</td>
<td></td>
</tr>
<tr>
<td>Player #3 is a Receiver and offers a target with two hands.</td>
<td></td>
</tr>
<tr>
<td>Player#1 is the Thrower.</td>
<td></td>
</tr>
<tr>
<td>Thrower, using proper grip for either a Backhand or Forehand Throw, steps and throws the disc to the receiver, attempting to hit the target (receiver's hands) with an accurate, catchable throw.</td>
<td></td>
</tr>
<tr>
<td>After throwing, #1 hustles to the end of the opposite line. Player #3 becomes the thrower and repeats, throwing to player #2, and then hustling to the end of that line, etc.</td>
<td></td>
</tr>
<tr>
<td>Play continues with students practicing accurately throwing at a stationary target, then hustling to the opposite line.</td>
<td></td>
</tr>
<tr>
<td>Receiver catches the accurate throw using either the Two-Handed or One-Handed Catch with good form.</td>
<td></td>
</tr>
</tbody>
</table>

**Challenge:**

- One point for every accurate, completed Backhand throw and catch.
- Two points for every accurate, completed Forehand Throw and catch.
- How many accurate throws/catches can each group make in 1 minute?

---

**Set Up or Prep Duties**

**Cues or Key Concepts**

**Variation**

**Challenge**

* Italics indicate the teacher speaking directly to the student.*
### Two on Two Keep Away

**Lesson Content**
- Using one disc, have students begin a game of 2 v. 2.
- Object of the game is for teams to make three consecutive, successful throws and catches, using all the skills practiced in the lesson.
- Emphasize correct form when throwing and catching.
- Student who catches the disc may not move with it, except to pivot.
- Player “marking” (guarding the thrower) must play a “soft” defense, at least an arm’s length away from thrower.
- Thrower should pivot in order to find room to throw the disc.
- Encourage students to move without the disc in order to get open for a pass.
- Encourage students to count out each successful reception out loud.
- After 3 consecutive successful throws, the offense places the disc down at that spot and possession changes.
- If a pass is incomplete, knocked down or intercepted, then possession changes at that spot and counting begins again.
- Scoring:
  - One point for every 3 consecutive completed passes.

**Role of Assistant**
- Move among games, encouraging proper technique and offering reinforcement and feedback.

### Cool Down/Closure

**Lesson Content**
- Think-Pair-Share
- One student returns equipment
- Turn to a partner and review critical element of backhand and forehand grips and throws, and the two handed and one handed catches.
  - Are players allowed to run with the disc in Ultimate Frisbee?
  - Practice the different Frisbee throws and catches with a friend after school

**Role of Assistant**
- Assistant help get Frisbees into receptacle.
| Frisbee | | 8th Grade | Lesson 1 |
| Set Up or Prep Duties | Cues or Key Concepts | Variation | Challenge |

*Italics indicate the teacher speaking directly to the student.*
# Frisbee 8th Grade: Lesson 2

## Lesson Outcomes
- Demonstrate accurate backhand and forehand Frisbee grip and throw
- Demonstrate two-handed sandwich catch and one-handed catch
- Demonstrate passing accurately to a moving target
- Demonstrate catching while moving
- Execute a pivot with the Frisbee

## Equipment
- Music for HRPA
- Frisbees (one for each pair of students)
- Jump Ropes
- Aerobic Steps or bleachers
- HRPA Task Cards
- Cones for Task Cards and for setting up grids
- Dynabands

## Before Class Set Up
- Frisbees spread around perimeter of play space
- Cones used to mark a 10 x 20 yard grid
- Set out equipment and Task Cards for HRPA
- Prepare music for HRPA

## Instant Activity
### Two Pass-Without Defenders (5 minutes)
- Spread Frisbees around the perimeter of the area. As they enter the area, each student finds a partner.
- The object is to pick up a Frisbee, complete two passes with a partner, set the Frisbee back down, jog to another Frisbee with that partner and repeat.
- Challenge: How many catches in a row can you and your partner make?

### Fitness Circuit (7-10 minutes)
- Divide students into 8 groups and assign each group a station as follows:
  - Jump Rope
  - Push-ups
  - Jumping Jacks
  - Curl-ups or Crunches
  - Lunge
  - Jogging in Place
  - Step-ups (using aerobic steps or bleachers)
  - Flexibility
- When music stops, groups move up to the next station

## Transition
- Students return Frisbees to perimeter and form groups of 6

## 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 the play space
- Set up HRPA stations, using Task Cards on cones
- Start and stop music as needed
- Work with groups that may need additional help

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

**Passing/Catching Skills Review**

(3-5 minutes)

**LESSON CONTENT**

- Forehand Grip Cue: 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.

- Forehand Throw Cue: 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, down and away from the body. 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.

- One Hand Catch Cue: Thumb of catching hand down if disc is above the waist. Thumb up if disc is below the waist. Look the disc into your hand and “give” with “soft hand” as you catch.

**ROLE OF ASSISTANT**

- Teacher and assistant must watch all students for safety
- Set up grids using one cone at each corner

ACTIVITY #2

**Ultimate Stack Game**

(5 minutes)

**LESSON CONTENT**

- After the catch the receiver runs the disc to the back of the passing line, and the passer runs to the back of the stack (receiving) line.

- Players switch lines after receiving and passing.

- Challenges: How many catches in a row can you group make? How many catches can your group make in a minute? Can you group improve?

**ROLE OF ASSISTANT**

- Remind receivers to make a sharp cut
- Remind passers to lead their receiver slightly with the pass
<table>
<thead>
<tr>
<th>ACTIVITY #3</th>
<th>3 vs. 3 (10-15 minutes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LESSON CONTENT</td>
<td>ROLE OF ASSISTANT</td>
</tr>
<tr>
<td>Groups of 6 divided into teams of 3.</td>
<td>Assistant help students set up their courts and understand the game.</td>
</tr>
<tr>
<td>Each game with 1 Frisbee.</td>
<td>Move to different areas to assist and offer feedback to students.</td>
</tr>
<tr>
<td>Object of the game is for each team to complete 3 passes.</td>
<td></td>
</tr>
<tr>
<td>Introduce the Ultimate Frisbee rule:</td>
<td></td>
</tr>
<tr>
<td>Players may not run with the Frisbee once it is caught.</td>
<td></td>
</tr>
<tr>
<td>1 point is scored for every 3 consecutive catches. After 3 catches, the Frisbee is placed down and the opposing team begins from that spot.</td>
<td></td>
</tr>
<tr>
<td>If pass is incomplete or intercepted the teams change possession at that spot and play continues.</td>
<td></td>
</tr>
<tr>
<td>Principle of 3’s is in effect:</td>
<td></td>
</tr>
<tr>
<td>Passer must pass the Frisbee in 3 seconds (“One Alligator, Two Alligator, Three Alligator”)</td>
<td></td>
</tr>
<tr>
<td>Team must complete 3 passes to score a point.</td>
<td></td>
</tr>
<tr>
<td>Defender stands 3 feet away from passer (soft defense).</td>
<td></td>
</tr>
<tr>
<td>3 different students must catch the Frisbee in order to score a point.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ACTIVITY #3</th>
<th>3 vs. 3 (continued) (10-15 minutes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LESSON CONTENT</td>
<td>ROLE OF ASSISTANT</td>
</tr>
<tr>
<td>Stop the game briefly on occasion to reinforce critical skills:</td>
<td>Assistant help students set up their courts and understand the game.</td>
</tr>
<tr>
<td>Thrower cannot run but should pivot with the Frisbee ready to make either a forehand or backhand pass.</td>
<td>Move to different areas to assist and offer feedback to students.</td>
</tr>
<tr>
<td>Passer should attempt short accurate passes rather than attempting long passes down the field.</td>
<td></td>
</tr>
<tr>
<td>After throwing, the passer should move immediately to get open for a possible pass.</td>
<td></td>
</tr>
<tr>
<td>Receivers should move and make sharp cuts to get open for a pass.</td>
<td></td>
</tr>
<tr>
<td>Defenders should play a soft defense, with hands up and knees bent in a good defensive position, but cannot knock the disc out of the thrower’s hand.</td>
<td></td>
</tr>
<tr>
<td>Defender who is guarding the thrower counts “3 alligator” out loud to encourage the offense to keep the game moving.</td>
<td></td>
</tr>
<tr>
<td>Possible Challenge: Play games for 3-4 minutes then have teams rotate one grid in a counter-clockwise direction.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cool Down/Closure (5 minutes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LESSON CONTENT</td>
</tr>
<tr>
<td>Think-Pair-Share</td>
</tr>
<tr>
<td>Return equipment</td>
</tr>
<tr>
<td>Turn to a partner and review one-handed catching cues.</td>
</tr>
<tr>
<td>Why is it important to lead a receiver with a pass?</td>
</tr>
<tr>
<td>Why is it important to move without the Frisbee?</td>
</tr>
<tr>
<td>Practice passing a Frisbee with a partner after school.</td>
</tr>
</tbody>
</table>

Italics indicate the teacher speaking directly to the student.
# Partner Frisbee Tag (5 minutes)

**LESSON CONTENT**
- Students find a partner as they enter the play space, one partner gets a Frisbee.
- Partner with the Frisbee is the first tagger.
- On "go" tagger with Frisbee chases his/her partner who runs away.
- When the runner is tagged, the tagger places the Frisbee down at that spot and the partner who was tagged picks up the Frisbee and is now the tagger.

**ROLE OF ASSISTANT**
- Spread out Frisbees around the perimeter of the play space
- Change "defenders" every minute if partners are not being successful catching each other
- Supervise the activity carefully to make sure that students are being safe

---

# Continuity Exercises (8-10 minutes)

**LESSON CONTENT**
- Students alternate jump roping during music segments (approximately 30-40 seconds) with an exercise in place as directed by teacher (10-15 seconds).
- Students jump continuously while music is playing.
- When music stops, place jump rope down and perform a teacher-initiated exercise (approx. 10-15 seconds).
- Suggested exercises can include:
  - Abdominal Crunches
  - Leg raises (sitting or lying down)
  - Straddle stretch
  - Pretzel stretch
  - Modified hurdler stretch
  - Calf stretches
  - Push-ups
  - Reverse push-ups
  - Mountain climbers
  - Arm circles
  - Shadow practice forehand or backhand Frisbee throws

**ROLE OF ASSISTANT**
- Encourage students to hustle as they get a jump rope and begin jumping immediately
- Start/Stop music as needed
- Participate in activities for short bouts as you encourage students

---

**LESSON OUTCOMES**
- Demonstrate basic defensive marking
- Demonstrate moving to an open space to receive a pass
- Demonstrate accurate passing/catching
- Demonstrate pivoting on one foot to find an open passing lane
- Demonstrate self-officiating during a small-sided game of Frisbee

---

**EQUIPMENT**
- Music for HRPA
- Frisbees (one for each pair of students)
- Jump Ropes for HRPA
- Cones to set up grids
- Pinnies

---

**BEFORE CLASS SET UP**
- Frisbees spread out around perimeter of play space
- Jump Ropes spread around the perimeter of play space
- Cones available to set up grids
- Pinnies spread out near each grid

---

*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 jump ropes and form groups of 3</td>
<td>Help with gathering up jump ropes</td>
</tr>
</tbody>
</table>

### ACTIVITY #1

#### 2 v 1 (5-10 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Groups of 3, each group moves to a grid with one Frisbee.</td>
<td>Make sure that defenders are playing a “soft defense” and do not try to hit the Frisbee out of the passer’s hands.</td>
</tr>
<tr>
<td>One student is the defender (D), one the receiver/supporter (R), and one the passer (P) (see Diagram)</td>
<td>Encourage receivers to hustle when running to an open space.</td>
</tr>
<tr>
<td>When the passer says “go,” defender moves to “mark” the passer, the receiver (R) takes a few steps toward Passer (P), then makes a sharp cut to either side to find an open space for receiving a pass.</td>
<td>During activity, assistant can find a group that is demonstrating good form.</td>
</tr>
<tr>
<td>The passer cannot run with the disc, but pivots to find an open passing lane for an accurate pass to the Receiver.</td>
<td>Choose a group that is having success and ask if they would demonstrate.</td>
</tr>
<tr>
<td>Rotate positions upon teacher signal (30-60 seconds).</td>
<td></td>
</tr>
<tr>
<td>The Defender should maintain a good “soft-defense” position:</td>
<td></td>
</tr>
<tr>
<td>3 feet away (Arm’s distance from passer)</td>
<td></td>
</tr>
<tr>
<td>Feet shoulder width apart, knees bent, head up</td>
<td></td>
</tr>
<tr>
<td>Arms outstretched and low, ready to deflect a pass</td>
<td></td>
</tr>
</tbody>
</table>

#### Goal of activity is for the Defender to run to “mark” the Passer, for the Receiver to move to an open position of support and for the Passer to pivot for an open passing lane.

#### Passes must be around the defender and not over the head.

#### Challenge:
- Defender scores a point whenever:
  - A pass is not completed
  - A pass is thrown over his or her head.
  - When a pass is thrown over his or her head.
  - Or when a pass it knocked down or intercepted.

*Italics indicate the teacher speaking directly to the student.*
### 3 v 3 Ultimate (5-10 minutes)

**LESSON CONTENT**
- Two teams of 3 come together within their grid for a game of 3 v 3 Ultimate Frisbee.
- Four cones are set up to mark an end zone at each end of the grid.
- One team wearing pinnies (optional).
- Players on each team choose one person to guard on the opposing team.
- Object of the game is to complete 3 passes and then score by completing a pass in the opposing team’s end zone.
- Play starts with one team having possession at its own goal line.
- Teams move up the field, emphasizing short passes and creating open space when on offense.
- Rules of 3:
  - 3 catches to 3 different players to score
  - Defender 3 feet away and cannot knock the Frisbee from the hand (soft defense)
  - Must throw in 3 alligators
- Any unsuccessful pass results in the other team’s Frisbee (Out of bounds, dropped, intercepted, etc.)

**ROLE OF ASSISTANT**
- Help students set up their end zone with cones
- Have pinnies available for one team in each grid
- Encourage teams on offense to move without the Frisbee
- Encourage teams to keep the games moving and officiating their own games (i.e. putting the disc in play at the spot where it was dropped or intercepted)

---

### Cool Down/Closure (5 minutes)

**LESSON CONTENT**
- Think-Pair-Share
  - One student returns equipment
  - Turn to a partner and demonstrate a good “soft defense” position.
  - What sport is similar to Ultimate Frisbee in the way you play defense?
  - How do you score a point in Ultimate Frisbee?
  - Play a modified game of Ultimate Frisbee with some friends after school.

**ROLE OF ASSISTANT**
- Assistant help collect Frisbees, cones and pinnies.
Frisbee

Set Up or Prep Duties

Cues or Key Concepts

Variation

Challenge

Italics indicate the teacher speaking directly to the student.
# Frisbee 8th Grade: Lesson 4

## Lesson Outcomes
- Demonstrate basic defensive marking
- Demonstrate moving to an open space to receive a pass
- Demonstrate accurate passing/catching
- Demonstrate pivoting on one foot to find an open passing lane
- Demonstrate self-officiating during a small-sided game of Frisbee

## Equipment
- Music for HRPA
- Frisbees (one for each pair of students)
- Jump Ropes for HRPA
- Cones to set up grids

## Before Class Set Up
- Frisbees spread out around perimeter of play space
- Jump Ropes spread around the perimeter of play space
- Cones available to set up grids
- Pinnies spread out near each grid

## Partner Frisbee Tag
### 5 minutes

<table>
<thead>
<tr>
<th>Lesson Content</th>
<th>Role of Assistant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students find a partner as they enter the play space, one partner gets a Frisbee.</td>
<td>✓ Spread out Frisbees around the perimeter of the play space</td>
</tr>
<tr>
<td>Partner with the Frisbee is the first tagger.</td>
<td>✗ Change “defenders” every minute if partners are not being successful catching each other</td>
</tr>
<tr>
<td>On “go” tagger with Frisbee chases his/her partner who runs away.</td>
<td>✗ Supervise the activity carefully to make sure that students are being safe</td>
</tr>
<tr>
<td>When the runner is tagged, the tagger places the Frisbee down at that spot and the partner who was tagged picks up the Frisbee and is now the tagger.</td>
<td></td>
</tr>
</tbody>
</table>

## Flow
### 15 minutes

<table>
<thead>
<tr>
<th>Lesson Content</th>
<th>Role of Assistant</th>
</tr>
</thead>
<tbody>
<tr>
<td>FLOW</td>
<td>Assist with grouping</td>
</tr>
<tr>
<td>Participate with several groups as you supervise</td>
<td></td>
</tr>
</tbody>
</table>

## Transition
### After Flow equipment is put away, groups hustle to their grids and each group of 6 joins another group of six to form two teams.

- One team in each grid wearing pinnies.

## Health Related Physical Activity
- Assist with grouping
- Participate with several groups as you supervise

---

*Italics indicate the teacher speaking directly to the student.*
### Activity #1: 3 v 3 Ultimate

**Lesson Content**
- Two teams of 3 come together within their grid for a game of 3 v 3 Ultimate Frisbee.
- Four cones are set up to mark an end zone at each end of the grid.
- One team wearing pinnies (optional).
- Players on each team choose one person to guard on the opposing team.
- Object of the game is to complete 3 passes and then score by completing a pass in the opposing team’s end zone.
- Play starts with one team having possession at its own goal line.
- Teams move up the field, emphasizing short passes and creating open space when on offense.
- Rules of 3:
  - 3 catches to 3 different players to score
  - Defender 3 feet away and cannot knock the Frisbee from the hand (soft defense)
  - Must throw in 3 alligators
  - Any unsuccessful pass results in the other team’s Frisbee (Out of bounds, dropped, intercepted, etc.)

**Role of Assistant**
- Help students set up their end zone with cones
- Have pinnies available for one team in each grid
- Encourage teams to keep the games moving and officiating their own games (i.e. putting the disc in play at the spot where it was dropped or intercepted)

### Activity #2: Sideline Ultimate Frisbee

**Lesson Content**
- Two teams of 6 players within a grid. One team wearing pinnies.
- Game consists of 3 sideline players and 3 active players in the field for each team.
- Object of the game is to score a point by completing a successful pass and catching in the end zone.
- Active players move to get open and can pass to each other or to the sideline players.
- Sideline players cannot move with the disc, except to pivot. They may not pass to each other, but can pass the disc back to the active players.
- Sideline players cannot score.
- Rules of Ultimate apply:
  - Play is continuous and if the disc is dropped, deflected or intercepted, the disc changes possession at that spot.
  - Defenders play a “soft defense” and may not knock the disc out of the passer’s or the receiver’s hands.
  - No purposeful contact allowed.
  - Passer can pivot but cannot run with the disc.

**Role of Assistant**
- Assistant helps students set up grids and end zones with cones.
- Keep students in designated play space and be sure they are rotating positions.
- Move from game to game, helping students keep the games moving and reinforcing good team strategy.

*Italics indicate the teacher speaking directly to the student.*
### (Indoor/limited space variation)
**Sideline Ultimate Frisbee (continued)**

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active, on-court offensive players move to an open space to get open for a pass from either the passer or one of the sideline players.</td>
<td></td>
</tr>
<tr>
<td>When defending the passer, the defender counts to “3 Alligator” after which the disc needs to be passed.</td>
<td></td>
</tr>
<tr>
<td>A point is scored when there is a successful pass and catch beyond the endzone line.</td>
<td></td>
</tr>
<tr>
<td>After a point is scored, players rotate positions from active players to sideline players.</td>
<td></td>
</tr>
<tr>
<td>If no points are being scored within a reasonable time (3-5 mins.), stop play and have sideline players and active players change roles.</td>
<td></td>
</tr>
<tr>
<td>Teacher should stop play occasionally to remind students about the concepts of:</td>
<td></td>
</tr>
<tr>
<td>No purposeful contact allowed in Ultimate Frisbee</td>
<td></td>
</tr>
<tr>
<td>Moving to get open for a pass</td>
<td></td>
</tr>
<tr>
<td>Basic “marking” on defense</td>
<td></td>
</tr>
<tr>
<td>Pivoting and attempting different passes in order to open a passing lane (backhand v. forehand), etc. depending on the defense.</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>Think-Pair-Share:</td>
<td>✅ Assistant help get gather cones, pinnies and Frisbees</td>
</tr>
<tr>
<td>Partners return Frisbees and pinnies, then come to the center of play space.</td>
<td></td>
</tr>
<tr>
<td>How can players on offense support the player who has the Frisbee?</td>
<td></td>
</tr>
<tr>
<td>Where should teammates go in order to get open for a pass?</td>
<td></td>
</tr>
<tr>
<td>Get some friends together after school for a game of Ultimate Frisbee.</td>
<td></td>
</tr>
</tbody>
</table>

**ACTIVITY #2**

**Sideline Ultimate Frisbee**

(continued)

(15 minutes)

**LESSON CONTENT**

- Partners return Frisbees and pinnies, then come to the center of play space.
- How can players on offense support the player who has the Frisbee?
- Where should teammates go in order to get open for a pass?
- Get some friends together after school for a game of Ultimate Frisbee.

**ROLE OF ASSISTANT**

- ✅ Assistant help get gather cones, pinnies and Frisbees

---

 Italics indicate the teacher speaking directly to the student.
# Frisbee 8th Grade: Lesson 5

<table>
<thead>
<tr>
<th>LESSON OUTCOMES</th>
<th>EQUIPMENT</th>
<th>BEFORE CLASS SET UP</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Demonstrate pivoting and passing when being defended&lt;br&gt;- Demonstrate basic defensive positioning and playing a soft defense</td>
<td>- Music for HRPA&lt;br&gt;- Cones for setting up grids&lt;br&gt;- Jump Ropes&lt;br&gt;- Aerobic Steps</td>
<td>- Frisbees (one for each grid)&lt;br&gt;- Pinnies&lt;br&gt;- Dynabands&lt;br&gt;- Squad leader task cards</td>
</tr>
</tbody>
</table>

## INSTANT ACTIVITY

### Rock, Paper, Scissors Tag

**LESSON CONTENT**
- Students find a partner as they enter the play space either a gym or an activity space marked with 4 cones.<br>- Partners play Rock, Paper, Scissors.<br>- The winner is the taggers and quickly attempts to tag his/her partner, who runs to get away.<br>- After the tag is made, play again from that spot.

**ROLE OF ASSISTANT**
- Help students get started as they enter the area from the locker room.<br>- Circulate around area to encourage students to participate.<br>- Assistant can participate in a game with a pair of students.

### Squad Leader Fitness

**LESSON CONTENT**
- Tallest person (shortest person, person with red shirt, etc) in each squad gets a “Squad Leader Challenge” task card<br>- Students within the squad then take turns acting as the squad leader<br>- Once a task is completed, a new squad leader reads the next task<br>- (Variation: Squad Leader continues leading the task until the music stops, then new Squad Leader begins next task).<br>- Squads will be performing different tasks through the play space based on the order of tasks<br>- Students start over if they complete all tasks before other groups

**ROLE OF ASSISTANT**
- Set out Task Cards for squads<br>- Start and stop music as needed<br>- Assist with grouping<br>- Participate with several groups as you supervise

### Transition

**LESSON CONTENT**
- Partners join others to form squads of 6-8 students.

**ROLE OF ASSISTANT**

### Transition

**LESSON CONTENT**
- After HRPA, groups move to a grid, each set up with cones/markers for a small-sided game of Ultimate Frisbee.<br>- One player in each grid gets a Frisbee.

**ROLE OF ASSISTANT**

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

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

---

Frisbee 8th Grade | Lesson 5
ACTIVITY #1

3 v. 3 Ultimate
(15-20 minutes)

LESSON CONTENT
- Two teams of 3 come together within their grid for a game of 3 v 3 Ultimate Frisbee.
- Four cones are set up to mark an end zone at each end of the grid.
- One team wearing pinnies (optional).
- Players on each team choose one person to guard on the opposing team.
- Object of the game is to complete 3 passes and then score by completing a pass in the opposing team's end zone.
- Play starts with one team having possession at its own goal line.
- Teams move up the field, emphasizing short passes and creating open space when on offense.
- Rules of 3:
  - 3 catches to 3 different players to score
  - Defender 3 feet away and cannot knock the Frisbee from the hand (soft defense)
  - Must throw in 3 alligators
- Any unsuccessful pass results in the other team’s Frisbee (Out of bounds, dropped, intercepted, etc.)

ROLE OF ASSISTANT
- Have pinnies available for each grid
- Move to different grids and encourage teams on offense to move without the Frisbee
- Encourage teams to keep the games moving and officiating their own games (i.e. putting the disc in play immediately at the spot where it was dropped or intercepted)

Cool Down/Closure
(5 minutes)

LESSON CONTENT
- Partners return Frisbees and pinnies, then come to the center of play space.
- Is physical contact allowed when playing Ultimate Frisbee?
- What can the thrower do to create a passing lane?
- Find a friend and play catch after school with a Frisbee.

ROLE OF ASSISTANT
- Assistant helps collect Frisbees, pinnies and cones.

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

## Instant Activity
### Partner Pass-Catch (5 minutes)
- **Lesson Content:**
  - As students enter the play space, each one finds a partner.
  - Partners get a Frisbee from the perimeter and practice throwing, catching.
  - Challenge students to see how many accurate throws and consecutive, successful catches they can make with their partner.
  - Have students begin close together and with each successful throw/catch, have the catcher move back one step.
  - Play continues until a throw is not accurate and then partners move up 2 steps and begin again.
- **Role of Assistant:**
  - Supervise, make sure students follow directions and stay on task.

## Health Related Physical Activity
### Fitness Circuit (7-10 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
    - Jogging in Place
    - Step-ups (using aerobic steps or bleachers)
    - Flexibility
- **Role of Assistant:**
  - Encourage students to hustle when forming groups and moving to a station.
  - Participate briefly at different stations, encouraging students to keep working hard and maintaining MVPA.

## Lesson Outcomes
- Demonstrate moving to open space to catch the Frisbee
- Demonstrate basic defensive position and guarding
- Demonstrate cutting down passing lanes in Ultimate Frisbee
- Demonstrate self-officiating during a game of Ultimate Frisbee

## Equipment
- Music for HRPA
- Frisbees (one for each pair of students)
- Jump Ropes
- HRPA Task Cards
- Cones for Task Cards and for setting up grids
- Aerobic Steps or bleachers

## Before Class Set Up
- Frisbees spread around perimeter of play space
- Cones used to mark grids
- Set out equipment and Task Cards for HRPA
- Prepare music for HRPA

---

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

4 v. 2 Frisbee Modified End-Line Game
(15-20 minutes)

LESSON CONTENT

- Teams of six, 4 Offense v. 2 Defense.
- One disc for each game.
- Set up several courts across the width of the play space, approx. 15 X 20 yards (see Diagram), marked off with cones.
- Offensive players move to an open space to receive a pass.
- Offense must make at least two passes before attempting a goal.
- Defense tries to cut down the passing lanes and intercept the pass.
- Defenders can guard the passer but must remain at least arm's distance away.
- Defenders count out loud to “3 Alligator,” after which time the passer must pass the disc.
- Passer cannot run with the Frisbee, but may pivot to create a passing lane.
- If Frisbee is incomplete, knocked down or intercepted, possession changes and the offense starts over again from opposite end line.

Scoring:

- One point is scored on Offense by completing a pass to the End-Line Receiver, who must catch the disc behind the end line.
- One point is scored on Defense every time a pass is deflected or intercepted.
- If a goal is scored, the player making the successful throw becomes End-Line receiver.
- After several minutes, teacher stops play and players switch positions.

ROLE OF ASSISTANT

- Teacher and assistant move among groups and offer ways to improve defense.
- Move to different groups in the area, offer praise if defense is working well, and more information if not doing as well as expected.
- Encourage Defenders to focus on the critical skills of defensive guarding and cutting down passing lanes.
- Encourage Offense to focus on critical skills of moving without the Frisbee in order to get open for a pass.

ACTIVITY #1

4 v. 2 Frisbee Modified End-Line Game
(continued)
(15-20 minutes)

LESSON CONTENT

Cool Down/Closure
(5 minutes)

LESSON CONTENT

Think-Pair-Share

- One student returns equipment
- Describe good defensive positioning when guarding someone in Frisbee End-Line.
- Describe what it means to cut down a passing lane.
- Play a game of 2 v.1, or 3 v. 2 Frisbee, etc. with friends in order to practice defensive moving to cut down passing lanes.

ROLE OF ASSISTANT

- Assist in gathering equipment
- Reinforce concepts taught in lesson

Italics indicate the teacher speaking directly to the student.
### Partner Frisbee Tag (5 minutes)

**LESSON CONTENT**
- Students find a partner as they enter the play space, one partner gets a Frisbee.
- Partner with the Frisbee is the first tagger.
- On “go” tagger with Frisbee chases his/her partner who runs away.
- When the runner is tagged, the tagger places the Frisbee down at that spot and the partner who was tagged is now the tagger.

**ROLE OF ASSISTANT**
- Teacher/Assistant supervise all activities for safety compliance, and correct throwing form.
- Make sure all students are actively involved and moving.

### CONTINUITY EXERCISES (8-10 minutes)

**LESSON CONTENT**
- Students alternate jump roping during music segments with an exercise in place as directed by teacher.
- Students jump continuously while music is playing (approximately: 30-40 seconds).
- When music stops, place jump rope down and perform an exercise (approx: 10-15 seconds).
- Suggested exercises can include:
  - Crunches
  - Straddle stretch
  - Push-ups
  - Arm circles
  - Hurdler Stretch
  - Mountain Climbers
  - Leg Raises
  - Butterfly Stretches

**ROLE OF ASSISTANT**
- Encourage students to hustle as they get a jump rope.
- Start/Stop music if needed
- Participate in activities for short bouts as you encourage students to maintain MVPA

---

**Frisbee**

### LESSON OUTCOMES
- Demonstrate moving to an open space on offense
- Demonstrate guarding an offensive player while on defense in a game of Ultimate Frisbee

### EQUIPMENT
- Music for HRPA
- Frisbees (one for each pair of students)
- Pinnies
- Jump Ropes for HRPA
- Cones to set up grids

### BEFORE CLASS SET UP
- Frisbees spread out around perimeter of play space
- Jump Ropes spread around the perimeter of play space
- Cones available to set up grids
- Pinnies spread out near each grid

---

**Set Up or Prep Duties**

**Cues or Key Concepts**

**Variation**

**Challenge**

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

**Defensive Triangle Game (10 minutes)**

**LESSON CONTENT**
- Groups of 3 with one Frisbee in approximately a 10 X 10 yard grid, marked off with cones.
- Object of the game is for Defenders to guard an Offensive player by “marking” and moving with that player to defend against a pass.
- Defender plays a soft defense, must remain an arm’s length away from Offensive player and cannot knock Frisbee from an Offensive player’s hands.
- Offensive players attempt to move away from Defender to an open space in order to receive a pass.

**Scoring:**
- Each successful pass scores one point for the Offense.
- Each deflected pass or interception scores one point for the defense.
- Rotate Offense and Defense after each deflection/interception, after each score or after 2 min.
- Encourage teams to self-referee in order to keep the games moving.

<table>
<thead>
<tr>
<th>O</th>
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<th>D</th>
<th>O</th>
</tr>
</thead>
</table>

**ROLE OF ASSISTANT**
- Help students set up the game and get started.
- Monitor games and give feedback about the critical skills of moving to get open on Offense and guarding on Defense.

### ACTIVITY 2

**6v. 6 Ultimate (10-12 minutes)**

**LESSON CONTENT**
- Groups of 6 come together from adjacent grids to form two teams within a larger grid.
- Four cones are set up on either sideline to mark an end zone at each end of the grid.
- One team wearing pinnies (optional).
- Players on each team choose one person to guard on the opposing team.
- Object of the game is to complete at least 3 passes and then score by completing a pass in the opposing team’s end zone.
- Play starts with one team having possession of the Frisbee at its own goal line.
- Teams move up the field, emphasizing short passes and creating open space when on offense.
- Before a goal can be scored, at least 3 successful catches by different members of the offense must be made.
- Passer may only hold the Frisbee for a count of 3 Alligator before it must be passed.
- Remind defenders to play a “soft defense” when guarding the passer (at least an arm’s length away from the offensive player).
- Team on offense remains on offense as long as passes are completed.
- Play is continuous and teams change possession if a pass is incomplete or intercepted, at that spot.
- If the Frisbee is thrown out of bounds, the opposing team starts with the Frisbee at that spot on the sideline.

**ROLE OF ASSISTANT**
- Have pinnies available for each grid.
- Move to different grids, helping students to get organized.
- Offer feedback to students and encourage fair play and self-refereeing.
- Encourage short passes and moving to an open space to help the passer when on offense.
- Encourage defenders to keep their hands up and maintain a good defensive position.
- Remind students that there is no purposeful contact allowed.

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

**6v. 6 Ultimate (continued)**  
(10-12 minutes)

<table>
<thead>
<tr>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher should stop individual games on occasion to talk about strategy:</td>
<td></td>
</tr>
<tr>
<td>Moving to an open space to receive a pass</td>
<td></td>
</tr>
<tr>
<td>Moving away from the defender</td>
<td></td>
</tr>
<tr>
<td>Defender moving to cut off an open passing lane</td>
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<tr>
<td><img src="image1.png" alt="Diagram" /></td>
<td><img src="image2.png" alt="Diagram" /></td>
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### Cool Down/Closure

(5 minutes)

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<tr>
<td>Think-Pair-Share</td>
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<tr>
<td>Students return equipment then come together in the center of the area:</td>
<td>✓ Assistant helps collect Frisbees, pinnies and cones.</td>
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<tr>
<td>How did support your teammates when playing Offense?</td>
<td></td>
</tr>
<tr>
<td>Move to an open space by faking and cutting.</td>
<td></td>
</tr>
<tr>
<td>How do you keep the game moving when there is an incomplete pass on Offense?</td>
<td></td>
</tr>
<tr>
<td>The Defense picks up the disc and play continues from that spot.</td>
<td></td>
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<tr>
<td>Get some friends together to practice throwing and catching a Frisbee.</td>
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**Frisbee**  
8th Grade  
Lesson 7
Set Up or Prep Duties  Cues or Key Concepts  Variation  Challenge

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

### LESSON OUTCOMES
- Demonstrate actively participating in FLOW
- Demonstrate all offensive and defensive skills and strategies in an Ultimate Frisbee tournament

### EQUIPMENT
- Equipment for FLOW
- Frisbees (one for each pair of students)
- Pinnies (7 for each grid)
- Timed music for FLOW (45 secs music-10 secs. pause)
- Cones for setting up grids

### BEFORE CLASS SET UP
- Set out Frisbees around perimeter of play space
- Set up FLOW equipment
- Have music ready for FLOW
- Grids set up with cones
- Set out pinnies for each grid

<table>
<thead>
<tr>
<th>INSTANT ACTIVITY</th>
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| Partner Pass-Catch  
(5 minutes) | As soon as most students are in area, assistant moves to help groups. |

**LESSON CONTENT**
- As students enter the play space, each one finds a partner.
- Partners get a Frisbee from the perimeter and practice throwing, catching.
- Challenge students to see how many accurate throws and consecutive, successful catches they can make with their partner.
- Have students begin close together and with each successful throw/catch, have the catcher move back one step.
- Play continues until a throw is not accurate and then partners move up 2 steps and begin again.

### HEALTH RELATED PHYSICAL ACTIVITY

**FLOW**  
(15 minutes)

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<tr>
<td>Gather and distribute equipment for FLOW</td>
</tr>
<tr>
<td>Start/Stop music if needed</td>
</tr>
<tr>
<td>Assist with equipment clean-up</td>
</tr>
<tr>
<td>Supervise specific stations that need direct supervision</td>
</tr>
<tr>
<td>Participate in activities for short bouts</td>
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**LESSON CONTENT**
- When setting up FLOW, explain to the students what area of fitness each station represents.
- FLOW rotation :45 seconds per station with :10 seconds pause in between to rotate.
- Students should be evenly grouped for 6 stations.
- 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.
- When the music stops, students 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.

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

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<td>■ After FLOW, have students form groups of 7.</td>
<td>✓ Assist with moving FLOW equipment.</td>
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<td>■ Two groups move to a grid for a game of Ultimate Frisbee.</td>
<td>✓ Have pinnies available for one team in each grid.</td>
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<tr>
<td>■ One team in each grid wearing pinnies (optional).</td>
<td>✓ Have cones ready to set up end zones at each grid.</td>
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### Ultimate Frisbee Tournament (continued)

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<td>■ All previously learned rules of Ultimate are in play.</td>
<td>■ Move to different grids, helping students to get organized.</td>
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<td>■ Object of the game is to score by completing a pass in the opposing team’s end zone.</td>
<td>■ When moving to different grids, encourage teams to keep the games moving.</td>
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<td>■ Play starts with both teams lining up at its end zone and one team throwing off to the other.</td>
<td>■ Offer feedback to students and encourage fair play and self-refereeing.</td>
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<td>■ The Frisbee is put into play at the spot where it is caught or where it lands.</td>
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<td>■ Teams move up the field, emphasizing short passes and creating open space when on offense.</td>
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<td>■ Passer may only hold the Frisbee for a count of 3 Alligator before it must be passed.</td>
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## Frisbee 8th Grade: Lesson 9

### Instant Activity

**Rock, Paper, Scissors Tag**

**Lesson Content**
- Students find a partner as they enter the play space.
- Partners play Rock, Paper, Scissors.
- The winner is the tagger and quickly attempts to tag his/her partner, who runs to get away.
- After the tag is made, partners begin play again from that spot.

**Role of Assistant**
- Help students get started as they enter the area from the locker room.
- Circulate around area to encourage students to participate.
- Assistant can participate in a game with a pair of students.

**Squad Leader Fitness**

**Lesson Content**
- One partner returns Frisbee and then both partners join others to form squads to 6-8 students.
- Tallest person in each squad gets 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.
- (Variation: Squad Leader continues leading the task until the music stops, then new Squad Leader begins next task).
- Squads will be performing different tasks through the play space 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**
- Setup HRPA stations.
- Start and stop music as needed.
- Assist with grouping.
- Participate with several groups as you supervise.

### Health Related Physical Activity

- Spread Frisbees and pinnies around the perimeter of play space.
- Cones available to set up grids for Ultimate Frisbee games.

### Lesson Outcomes
- Demonstrate all offensive and defensive skills and strategies to an Ultimate Frisbee Tournament.
- Demonstrate the ability to self-officiate a game of Ultimate Frisbee.

### Equipment
- Music for HRPA.
- Cones for setting up grids.
- Jump Ropes.
- Aerobic Steps.
- Frisbees (one for each grid).
- Pinnies.
- Dynabands.

### Before Class Set Up

- Spread Frisbees and pinnies around the perimeter of play space.
- Cones available to set up grids for Ultimate Frisbee games.

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<td>If the Frisbee is thrown out of bounds, the opposing team gains possession at that spot on the sideline.</td>
<td>✓ Encourage defenders to keep their hands up and maintain a good defensive position.</td>
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<td>After approximately 5 minutes, teacher stops play and the winning teams rotate counter clockwise into the next grid.</td>
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**Set Up or Prep Duties**

- Cues or Key Concepts

**Variation**

**Challenge**

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### Frisbee 8th Grade : Lesson 10

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<tr>
<th>LESSON OUTCOMES</th>
<th>EQUIPMENT</th>
<th>BEFORE CLASS SET UP</th>
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<tbody>
<tr>
<td>■ Demonstrate all offensive and defensive skills and strategies to an Ultimate Frisbee Tournament  ■ Demonstrate the ability to self-officiate a game of Ultimate Frisbee</td>
<td>■ Music for HRPA  ■ Frisbees (one for each pair of students)  ■ Jump Ropes</td>
<td>✓ Frisbees spread around perimeter of play space  ✓ Cones used to mark grids  ✓ Set out equipment and Task Cards for HRPA  ✓ Prepare music for HRPA</td>
</tr>
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#### Partner Frisbee Tag

**LESSON CONTENT**
- Students find a partner as they enter the play space, one partner gets a Frisbee.
- Partner with the Frisbee is the first tagger.
- On “go” tagger with Frisbee chases his/her partner who runs away.
- When the runner is tagged, the tagger places the Frisbee down at that spot and the partner who was tagged is now the tagger.

**ROLE OF ASSISTANT**
- Assistant supervises all activities for safety.
- Make sure all students are actively involved and moving.

#### 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
  - Jogging in Place
  - Step-ups (using aerobic steps or bleachers)
  - Flexibility

**ROLE OF ASSISTANT**
- Start and stop music as needed
- Assist with grouping
- Participate with several groups as you supervise

#### Transition

**LESSON CONTENT**
- After HRPA, have students form groups of 7.
- Two groups move to a grid for a game of Ultimate Frisbee.
- One team in each grid wearing pinnies.

**ROLE OF ASSISTANT**
- Assist with gathering HRPA Task Cards and equipment.
- Have pinnies available for one team in each grid.
- Have cones ready to set up grids and end zones at each grid.
**Ultimate Frisbee Tournament**

(15-20 minutes)

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<td>What other activities/sports do we use these skills (e.g., soccer)?</td>
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**ACTIVITY #1**

**COOL DOWN/CLOSURE**

(5 minutes)

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Frisbee Appendix

Task Cards
PUSH-UPS

Regular Push-Ups
Hands on floor, shoulder-width
Back straight

Variation:
Hands wider/closer than shoulders
From knees
ABDOMINAL CRUNCHES

Regular Crunch
Arms folded across chest
Head in line with body
Feet flat on floor

Bicycle Crunch
Alternate-twist to opposite knee
Keep head back
JUMP ROPE VARIATIONS

Forward
Regular Time
Double Time

Backward
Regular Time
Double Time

Criss-Cross
Arms wide across chest
LUNGES

Stand straight, feet together
Step forward, shift weight to front foot
Drop back knee close to the floor
Push back to standing position.
Repeat with opposite foot forward
AEROBIC STEP-UPS

Lead with left foot:
4-count “up-up – down-down”

Lead with right foot:
4-count “up-up – down-down”

Variation
Lift arms high as you step up
JOGGING IN-PLACE

Lift knees high
Swing arms
Change speeds - fast, then slow
FLEXIBILITY

Kneeling calf stretch
Hands and knee on floor
Left knee between hands
Press left heel to floor
Stretch forward, hold for 10 count
Switch feet and repeat

Butterfly Stretch
Sit on floor, legs crossed
Keeping abs in, lean forward
Extend arms, head down
Hold for 10 count, up slowly, repeat
FLEXIBILITY

Side Stretch
Stand with legs shoulder width
Stretch to side, moving arm down leg
Opposite arm straight up
Hold for 10-count
Repeat on opposite side
Continue for 3 sets on each side
General Appendices

Task Cards
JUMP & JOG FITNESS

Two Foot Basic
Jog Step
Skier
Scissors
Jumping Jack
Your Choice

*try each backwards, fast time, or with crossing arms
FITNESS SCAVENGER HUNT

Do all exercises together as a group!!

1. Run to the bleachers and do 25 step-ups
2. Carioca to each of the groups and do high-five’s
3. Jog to center of the gym/Do 2 sitting stretches
4. Find the short jumpropes/Do 25 fast time jumps
5. Jog and touch five walls, & six different lines
6. Walk to each corner, and do 5 4-count push-ups
7. Perform 10 jumping jacks under three baskets
8. Run to each corner of the gym & do 10 Curl-ups
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6. Carioca to each of the groups and do high-five’s
7. Jog to center of the gym/Do 2 sitting stretches
8. Find the short jumpropes/Do 25 fast time jumps
FITNESS
SCAVENGER HUNT

Do all exercises together as a group!!

1. Walk to each corner, and do 5 4-count push-ups
2. Perform 10 jumping jacks under three baskets
3. Run to each corner of the gym & do 10 Curl-ups
4. Run to the bleachers and do 25 step-ups
5. Carioca to each of the groups and do high-five’s
6. Jog to center of the gym/Do 2 sitting stretches
7. Find the short jumpropes/Do 25 fast time jumps
8. Jog and touch five walls, & six different lines
FITNESS SCAVENGER HUNT

Do all exercises together as a group!!

1. Perform 10 jumping jacks under three baskets
2. Run to each corner of the gym & do 10 Curl-ups
3. Run to the bleachers and do 25 step-ups
4. Carioca to each of the groups and do high-five’s
5. Jog to center of the gym/Do 2 sitting stretches
6. Find the short jumpropes/Do 25 fast time jumps
7. Jog and touch five walls, & six different lines
8. Walk to each corner, and do 5 4-count push-ups
RACE TRACK FITNESS

1. Push-ups
2. Crab Kicks
3. Curl-ups
4. Lower Body Flexibility
5. Lunges
6. Upper Body Flexibility
7. YOUR CHOICE!!
### ABDOMINALS
- Curl-ups
- V-sit
- Right leg across
- Left leg across

### UPPER BODY STRENGTH
- Treadmills
- 4-count push-ups
- Crab kicks – variations
- Triceps push-ups

### CARDIO
- Jumping jack variations
- Jog in place
- Pretend jump rope
- Follow the leader (Shuffle, Power Skip, Carioca, etc.)

### FLEXIBILITY
- Body twist
- Arm circles
- Sitting stretch
- Butterfly
- Calf stretch
Appendix 1.

Physical Activity Daily Lesson Plans Components & Glossary of Terms

UNIT PLAN
A series of lesson plans for each of the following activities: Basketball, Soccer, Team Handball, Frisbee, Track & Field, Softball, Dance, Cooperative Games, Fitness, Pickleball, and Volleyball. The lesson plans include:

- Outcome of the lessons describes what the students are expected to know and be able to do as a result of completing the lessons.
- Equipment needed to implement the lessons and activity set-up.
- Lessons contain a developmentally appropriate skill progression.
- The aim of each lesson is to maximize student MVPA.

LESSON PLAN
All lesson plans include the following Underlined components:

- Unit: Identifies the set of lesson plans.
- LESSON #: number of the lesson within the unit.
- GRADE: Grade (6TH, 7TH, OR 8TH) for which the lesson was developed.
- LESSON OUTCOME: related directly to the scope and sequence to attain the unit outcome.
- SET UP: Arrangement of the activity area prepared prior to the start of class.
- EQUIPMENT/MATERIALS/ SUPPLIES: Needed for implementing the daily lesson. Task cards, poster, and signs would be considered part of the equipment.
- ROLE OF ASSISTANT: General in scope and/or specific to the lesson for the day.
- CONTENT: Considerations for the teacher and assistant to utilize, in the organization and implementation of the lesson activities.
- ACTIVITY (TIME): Defined below and estimated time to carry out the activity.

ACTIVITIES
The following are components included in each lesson in which students are physically active and have a specific amount of time allocated for their implementation.

- INSTANT ACTIVITIES: ~Low organizational activities in which students engage immediately upon entering the activity area. They act as incentives to get out of the locker room and get active. Instructions are simple, and could be written on a dry eraser board, poster, chalk board, viewed on an overhead projector, or provided by the teacher or assistant as students enter the class.
- HEALTH-RELATED PHYSICAL ACTIVITY (HRPA): Students engage in gross motor activities such as tag game, walking or jogging circuit, cooperative activity, or individual or partner manipulative activities that are related to the major areas of health-related physical fitness (i.e., cardiovascular fitness, muscular strength and endurance, flexibility, and body composition).
- TRANSITION: The act of students receiving instruction and physically moving from one part of the activity area to another in order to participate in lesson implementation; the act of change to another subject or concept.
Energy Balance

A quick discussion for PE teachers and their students on Energy Balance from the HEALTHY Study.

Teacher’s Note: Please share the following information with your students at the end of class, as they cool down. It should take 3-5 minutes maximum. You may go over all the points in one session (this will take longer), or choose a few points over several days.

There are 8 messages on energy balance (fall semester) in this guide. The HEALTHY Study recommends that you break up the facts in each message over two-three days of the unit period.

Messages should be delivered in order, ensuring that a new message is introduced every unit period. You can use the “fun quiz” at the end of that session or at the beginning of the next session. Ask the whole group, verbally, and allow time for response. Encourage a wide range of exploration.

- Duration (per session): 3-5 minutes
- Delivery recommendation: two-three talking points on each message at the end of each session where the message is scheduled to be delivered.

Important Concepts for 8th grade Fall Semester:
- Increase movement, decrease time spent in sedentary behavior
- Choose healthier foods and drinks.
- Self monitor, set goals, and problem solve to increase intake of water, fruits, vegetables and physical activity.

Range of Potential Correct Answers:
- Help your students understand the point of each session. There are no incorrect responses. All students should be encouraged to try something new by the end of the unit.
- Please correct any misinformation, rumors or myths as soon as a student articulates it – give them the right information regarding the unit.
**Message 1: What are some ways you can increase your daily activity?**

**Talking points**
- The national goal is to reach 60 minutes of moderate to vigorous physical activity every day.
- Moderate to vigorous physical activities include brisk walking, dancing, biking, skate boarding, playing sports, and participating in PE class.
- It’s any movement or activity that gets you sweating or your heart rate up.

**Example**
To reach 60 minutes walk to and from school, participate in PE class, and play sports or find physical activities you can do after school.
On weekends, when you don’t have PE class, get together with some friends and play sports, or create some games of your own to stay active.

**Fun Quiz**
- Name three ways you can increase your activity and reach 60 minutes a day.

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**Message 2: What are sedentary behaviors?**

**Talking points**
- Sedentary behaviors are activities that require little or no movement like watching TV or movies, using the computer, playing most video games, talking on the phone, or reading.

**Example**
“I want to go home, text my friends, and play XBOX 360, but I’d rather go to swim practice.”
“I go home everyday and watch my TV shows, but I think I’ll start playing baseball with my friends.”

**Fun Quiz**
- What sedentary behavior do you spend the most time doing?
- What are some ways you can cut down on that and increase activity?

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**Message 3: Be active, not still!**

**Talking points**
- Be active when you’re usually inactive and increase your overall activity.
- Play team games, jump rope, and dance. There are tons of things to do.

**Example**
Walk around the house while you are on the phone or dance when listening to music.
Take your dog for a walk instead of playing video games.

**Fun Quiz**
- How can you be active while watching TV?
- Name three activities that you can do instead of watching TV.

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**Message 4: Why is drinking water important?**

**Talking points**
- It keeps you healthy.
- It’s an important part of nutrition.
- Most of all, it keeps you hydrated.

**Example**
“I feel better and more energetic when I drink water throughout the day.”
“I’m always less thirsty in the middle of the day when I drink water.”

**Fun Quiz**
- How can you let people know that drinking water is important?
- What would you tell your friends and family?

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**Message 5: What makes a snack healthy?**

**Talking points**
- Keep your snacks less than 200 calories.
- Read the label so you know the serving size and how much fat it has.

**Example**
“When I think of a healthy snack, I think of fruit, vegetables, or baked chips.”
“Every time I eat a snack I read the Nutrition Label so I know what I’m eating.”

**Fun Quiz**
- What is your favorite healthy snack?
- What can you do to make sure you eat healthier snacks?
**Message 6: What nutritious, lower-calorie foods can you eat instead of higher-calorie foods?**

**Talking points**
- Frozen yogurt instead of ice cream.
- Baked chips instead of potato chips.
- Whole wheat bread instead of white bread.
- Water instead of soda.

**Example**
- "When I think of nutritious, lower-calorie foods, I think of fruits, vegetables, and skim milk."
- "When I want a snack I have baked chips and a glass of water."
- "I love ice cream, but I've started eating frozen yogurt. It's just as good and much healthier."

**Fun Quiz**
- What foods did you use to eat before the HEALTHY study?
- Make a list of nutritious, lower-calorie foods you eat every day.

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**Message 7: Challenging yourself. Set goals to drink more water and eat more fruits and vegetables.**

**Talking points**
- First, name your goal.
- Then, track your progress.
- Look at what gets in your way.
- Find ways to get around what's in your way.

**Example**
- "I want to eat more vegetables. I like red peppers, so I set a goal to take a small bag of red pepper slices to lunch. When I brought in the red peppers I'd check off that day on the calendar. I was doing great, but then there weren't any peppers left. I asked my Mom to buy twice as many when she goes shopping on Saturday so I'll have enough next week."
- "My goal was to drink more water. I even created a chart to show how much I was drinking. It was going well, but I really wanted soda with dinner. To get around that I started drinking water every time I wanted a soda."

**Fun Quiz**
- Name a goal you'd like to reach for next week.
- Try to reach that goal by keeping track of your progress.

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**Message 8: Break the habit. Find ways to be active instead of sitting in front of the TV or computer.**

**Talking points**
- First, name your goal.
- Then, track your progress.
- Look at what gets in your way.
- Find ways to solve problems.

**Example**
- "My goal is to do sit-ups during commercials whenever I watch TV. I put a piece of paper by the TV and checked off whenever I did sit-ups. The first night I did too many—I was sore the next day. So I skipped a night and then didn't do as many the next time. It's been two weeks and I'm really getting stronger."
- "I love internet games, but my goal is to run a mile before I get to play. If I don't run, I don't play. Let's just say I've played everyday this week. Running a full mile was tough at first, but I pushed myself and now I'm up to 2 miles."

**Fun Quiz**
- Name a goal you'd like to reach for next week.
- Try to reach that goal by keeping track of your progress.
8S PE: HEALTHY Cool Down Quizzes

Strength, Balance, and Choice for Life

A quick discussion for PE teachers and their students on Strength, Balance, and Choice for Life from the HEALTHY Study.

**Teacher's Note:** Please share the following information with your students at the end of class, as they cool down. It should take 3-5 minutes maximum. You may go over all the points in one session (this will take longer), or choose a few points over several days.

There are 8 messages on strength, balance, and choice for life (spring semester) in this guide. The HEALTHY Study recommends that you break up the facts in each message over two-three days of the unit period.

Messages should be delivered in order, ensuring that a new message is introduced every unit period. You can use the “fun quiz” at the end of that session or at the beginning of the next session. Ask the whole group, verbally, and allow time for response. Encourage a wide range of exploration.

**Duration (per session):** 3-5 minutes

**Delivery recommendation:** two-three talking points on each message at the end of each session where the message is scheduled to be delivered

**Important Concepts for 8th grade Spring Semester:**

- Increase strength
- Increase physical activity
- Eating a variety of foods.
- Self-monitor, set goals, and problem solve to increase physical activity and eat more healthily.

**Range of Potential Correct Answers:**

- Help your students understand the point of each session. There are no incorrect responses. All students should be encouraged to try something new by the end of the unit.
- Please correct any misinformation, rumors or myths as soon as a student articulates it – give them the right information regarding the unit.
**Message 1: How can you develop your body strength?**

**Talking points**
- Little things make a big difference in your strength.
  - Lift a box, work-out with an exercise band, do push-ups and crunches anytime during the day.
  - Doing little things like that can gradually increase your strength.

**Example**
- Challenge yourself each day:
  - How many push-ups can you do in 30 seconds?
  - How many sit-ups can you do in 60 seconds?
  - Use your Exercise Band for some resistance.
  Do them after school, while watching TV, before you go to bed. Anytime you can find a couple minutes to do them. Do each at least 3 days a week and you will notice a difference.

**Fun Quiz**
- What 2 activities will you try next week to build strength?

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**Message 2: Increase your time being active during the day.**

**Talking points**
- Get more physical activity everyday and improve your health.
  - Spend more time doing activities that increase your heart rate and make you sweat. This will strengthen your heart.

**Example**
- Get more exercise in everyday by walking to and from school, and during extra time at lunch.
  - Do some jumping jacks while you’re watching your shows.

**Fun Challenge**
- Work your way up to 60 minutes of exercise a day. See how many days next week you can reach the goal.

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**Message 3: Be active, not inactive, as much as possible.**

**Talking points**
- Turning sedentary time into active time is a great way to be healthy.
  - Don’t sit and play video games, play a video game that makes you move or dance.
  - Cut your screen time in half. Spend your extra time being active.
  - Watch less than 2 hours of television a day.
  - Being more active will help you relax and give you more energy.

**Example**
- "After school, rather than have screen time for an hour, play outside for 30 minutes and then play the game for 30 minutes. This will increase your energy level and you’ll be more prepared for your game."
  - "All the games my friends and I play get us moving around. Inside or outside we’re usually really active and having tons of fun."

**Fun Quiz**
- Think of ways you can be active instead of playing video games or watching television?
  - What video games can you play to keep you active?
### Message 4: What can you do outside of school to be active?

**Talking points**
- Go biking or hiking in a local park that has trails where you can get a scenic workout.
- Many parks have tennis and basketball courts, and baseball or softball fields you can use anytime.
- If the weather is bad, think of some games that get you walking around your house or work out at home with exercise equipment, videos, or weights.

**Example**
- “My friends and I go to the park and play basketball when it’s nice out.”
- “Our local park has a bike trail my friends and I ride down all the time.”
- “It was raining outside so I used an exercise video to get my heart rate up.”

**Fun Quiz**
- What fun activities can you do at the park by your house?

### Message 5: Eating the same thing everyday is no fun. How can you add some variety?

**Talking points**
- Eating different foods is important to get the vitamins and minerals you need.
- Eat some fruits, vegetables, whole grains, low-fat yogurt, lean meat, fish, and poultry without skin. Drink water or skim milk.

**Example**
- “For lunch, I eat a salad with grilled chicken, some skim milk, and a whole wheat roll. When I get hungry in the afternoon, I eat an apple with low-fat yogurt.”
- “I ate apples everyday for lunch, but I started to get tired of them, so I started to bring oranges, bananas, blueberries, and even kiwis.”

**Fun Quiz**
- What will you eat to bring variety to your diet?

### Message 6: Why is it important to eat well and exercise?

**Talking points**
- Eating well gives you the vitamins and minerals your body needs and exercising burns the calories you eat.
- Eating well helps prevent diseases like diabetes.
- Exercising makes your heart and entire body stronger.

**Example**
- “Everyday I try to workout for an hour. I play basketball or run. I also drink water and eat healthy snacks. It makes me feel healthier and more energetic.”
- “I have people in my family who have diabetes, so I pay close attention to what I eat, and I make sure I exercise everyday to keep my body healthy.”

**Fun Quiz**
- Think of one new activity you can do and a healthy snack you can eat to help you stay in balance.

### Message 7: Being active throughout the day helps relieve stress.

**Talking points**
- Everyone feels stressed sometimes.
- Relieve your stress with exercise.
- Exercise clears your mind and gives you energy to take on life's challenges.

**Example**
- “I love my little brother, but he really gets on my nerves. After we argue, I go out and play basketball with my friends. It calms me down and I feel a lot better.”
- “With all the homework I can get sometimes I feel like I can’t handle it all. When I get like that I take 30 minutes to run, or play soccer, and I always have a clear mind after.”

**Fun Quiz**
- What sorts of things stress you out?
- Can you name a time when being active made you feel less stressed?
- What active people do you know that handle stress well?
Message 8: Choose HEALTHY. That’s what HEALTHY is all about. Eat well, be active. What have you learned that you’ll take into high school?

| Talking points | Make water your life force. Water delivers energy to your muscles, helps your taste buds work better, replaces what you lose in sweat during physical activity, helps your heart function, and brings more blood to your brain so you think better.  
| | Only you can move you. Being active improves fitness, makes muscles stronger, makes a healthy heart, helps you sleep better, makes you more alert, helps muscles work together, helps prevent type 2 diabetes, helps you get rid of stress, makes stronger bones, and burns calories.  
| | Find your balance. Balance eating well and exercise to get the right amount of vitamins and minerals and burns calories. A good balance can help you avoid type 2 diabetes.  
| | What’s your HEALTHY Food? Keep eating healthy. Choose foods with little or no fat, little or no added sugar, and foods with no toppings or with non-fat or low-fat toppings.  
| | Keep your portions under control. Look for small or medium size portions instead of large or super-size, and eat lots of fruits and vegetables.  

| Example | “In the HEALTHY program, one thing I learned is that fat has a lot of calories in it and that some of the foods I’ve been eating have a lot of fat in them. I’m going to try to eat less fat in high school.”  
| | “I learned that the serving sizes I used to eat were too large. I’m going to watch my portions and read nutrition labels to make the best food choices.”  

| Fun Quiz | Name one thing you learned in HEALTHY that you think will help you in high school. |