

**Elementary Physical Education:  
Year Plan  
Intermediate Elementary: Grades 3-6**

---



**Sara Scardigli  
PESS 317  
November 24, 2008**

---

## **Overview:**

### **Teaching Philosophy:**

As a physical education teacher, it is my job to ensure that all my students are participating and gaining knowledge for their future in my classroom. The meaning of physical education is to allow students the opportunity to increase their physical well being through active participation. Teaching students skills and ideas to use throughout their lifetime is essential in physical education. Physical activity and growth cannot stop just in the classroom. By having a safe, comfortable, and fun atmosphere students will be able to develop both physically and mentally to their full potential. It is my job to make sure that students feel welcome when they enter my gymnasium. I also want to make sure that I give my students a variety of activities to participate in and learn from. I want to have a student and teacher directive classroom so I know that my students are really learning and enjoying what is being taught. It is crucial that I am reaching every student in the class as well. I want each and every student in my class to understand that physical activity needs to be a part of their lives not only now, but in their futures as well. It is my goal that students will become self motivated and challenged by new ideas and activities. In addition, as a physical education teacher, it is my job to not only teach students, but to disburse knowledge out to parents and the community through health and wellness programs.

### **Needs of Particular Level:**

- Level: Elementary (Primary) – K-5
- Needs: Motor Skills

### **NASPE Standards:**

A physically educated person:

- Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
- Standard 2: Demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
- Standard 3: Participates regularly in physical activity.
- Standard 4: Achieves and maintains a health-enhancing level of physical fitness.
- Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.
- Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

## **Goals of Lakeview Elementary Physical Education:**

A physically educated person:

**Standard 1:** Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

**Standard 2:** Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

**Standard 3:** Participates regularly in physical activity.

**Standard 4:** Achieves and maintains a health-enhancing level of physical fitness.

**Standard 5:** Exhibits responsible personal and social behavior that respects self and others in physical activity setting.

**Standard 6:** Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

## **Program Objectives:**

**Standard 1:** Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities

- Psychomotor:
  - TSWBAT demonstrate the ability to move through space in multiple ways characterized by walking, skipping, leaping, running, galloping, hopping and jumping. (P1)
  - TSWBAT demonstrate the ability to move in all directions characterized by moving sideways, forward, backward and angles. (P2)
  - TSWBAT demonstrate the ability to throw a ball both overhand and underhand characterized by stepping with opposition, timing and follow through. (P3)
  - TSWBAT demonstrate the ability to roll a ball at the target 10 to 30 feet away characterized by using one arm, limited bounces and proper aim. (P4)
  - TSWBAT demonstrate the ability to bat a ball off of a tee characterized by proper holding of the bat, stepping through their swing and hitting the ball. (P5)
  - TSWBAT demonstrate the ability to kick a stationery ball characterized by stepping on the side of the ball, kicking with the inside of their foot and following through. (P6)
  - TSWBAT demonstrate the ability to kick a rolling ball characterized by proper approach, stepping along side of the ball, kicking with inside of their foot and following through. (P7)
  - TSWBAT demonstrate the ability to hit using a racquet characterized by proper grip, proper swing and follow through. (P8)
- Cognitive
  - TSWBAT identify parts of the body during movement characterized by definition, demonstration and participation. (C1)
  - TSWBAT identify knowledge and rules of common sports characterized by refereeing games and activities. (C2)
  - TSWBAT identify the proper form of how to kick a ball. (C3)

**Standard 2:** Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

- Psychomotor:
  - TSWBAT demonstrate hand-eye and eye-foot coordination in various activities characterized by completion in various drills and activities. (P9)

- TSWBAT demonstrate the ability to participate with others characterized by partner, team and class work. (P10)
- TSWBAT demonstrate the ability to use a variety of strategies in sports and recreation activities characterized by developing team strategies, developing rules and discussion. (P11)
- TSWBAT demonstrate the ability to use proper warm up and cool down during physical activity characterized by stretching and lead ups. (P12)
- Cognitive:
  - TSWBAT identify when their heart rate is increasing during activity characterized by class discussion. (C4)
- Affective:
  - TSWBAT display the ability to give positive feedback to teammates during activity characterized by skill related feedback and encouragement. (A1)

**Standard 3:** Participates regularly in physical activity

- Psychomotor:
  - TSWBAT demonstrate the ability to participate in physical activity characterized by attendance and participation two to three days a week in class. (P13)
  - TSWBAT work to improve skills characterized by challenging them self in physical skills and endurance. (P14)
- Cognitive:
  - TSWBAT identify the importance of practicing regularly characterized by group discussion. (C5)
  - TSWBAT identify their physical activity outside of the classroom characterized by activity logs, journals and time sheets. (C6)
- Affective:
  - TSWBAT display the ability to maintain a positive attitude during physical activity characterized by participation, contribution and challenge. (A2)

**Standard 4:** Achieves and maintains a health-enhancing level of physical fitness.

- Psychomotor:
  - TSWBAT demonstrate the ability to participate in physical activity outside the classroom characterized by activity logs, journals and time sheets. (P15)
  - TSWBAT demonstrate the ability to take and calculate their heart rate before characterized by setting goals, taking pulse and recording heart rate. (P16)
- Cognitive:

- TSWBAT identify the benefits of participating in physical activity characterized by team teaching lessons and activity. (C7)
- TSWBAT identify the importance of increasing your heart rate during physical activity characterized by recording heart rate before and after class activities. (C8)
- Affective:
  - TSWBAT display and maintain a positive attitude during physical activity characterized by participation, contribution and challenge. (A3)

**Standard 5:** Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

- Psychomotor:
  - TSWBAT demonstrate good sportsmanship during all physical activity characterized by respect for all players, teamwork, safety and good class conduct. (P17)
  - TSWBAT to demonstrate appropriate social skills during activity characterized by communication, respect and teamwork. (P18)
  - TSWBAT demonstrate the ability to follow all safety rules characterized by respecting equipment, classroom and all people. (P19)
  - TSWBAT demonstrate the ability to use equipment properly and safely. (P20)
- Cognitive:
  - TSWBAT identify what characteristics make up good sportsmanship through peer evaluation characterized by respect for all players, teamwork, safety and good conduct. (C9)
- Affective:
  - TSWBAT display sportsmanship in class characterized by a signed “sportsmanship contract” stating teamwork, respect for all players and safety. (A4)
  - TSWBAT display encouragement and motivation for other students characterized by peer teaching and cooperative learning activities. (A5)

**Standard 6:** Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

- Psychomotor:
  - TSWBAT demonstrate the ability to set goals for physical activity characterized by individual goals, class goals, and lifetime activity goals. (P21)

- TSWBAT demonstrate the ability to participate in lifelong fitness activities characterized by Pilates, yoga, Frisbee and others. (P22)
- Cognitive
  - TSWBAT to identify the benefits of being physically active in recreational activities characterized by journaling outside classroom activity. (C10)
  - TSWBAT to identify the importance of fitness and physical activity characterized by fitness testing and tests. (C11)
- Affective:
  - TSWBAT display the ability to give positive feedback characterized by peer evaluation, coaching and officiating. (A6)
  - TSWBAT display and maintain a positive attitude during physical activity characterized by participation, contribution and challenging themselves. (A7)



**Program Learning Experiences:**

Team Bowling

Island Hopping

Titanic Challenge

Secret Handshake

Invent a Game

The Bus

Skipping for Aerobics and Dance

Camels and Crabs

Mad Dog Kickball

Mine Field

Kicking a Soccer Ball

People Puzzles

Foam Ball Passover

The Glob

Through the Quicksand

Smile Assessment

Formative Skills Checklist

Journaling

Sportsmanship Contract

## **Year Outline:**

\* 3 (30 min) lessons a week

- **Chasing, Fleeing, and Dodging**
  - 3 weeks
- **Dribbling**
  - 3 weeks
- **Kicking and Punting**
  - 4 weeks
- **Throwing and Catching**
  - 4 weeks
- **Body and Spatial Awareness**
  - 2 weeks
- **Striking and Racquet**
  - 4 weeks
- **Balance and Weight Transferring**
  - 2 weeks
- **Cooperative Learning Techniques**
  - 4 weeks
- **Jumping and Landing**
  - 1 week
- **Traveling and Loco motor Skills**
  - 2 weeks
- **Fitness**
  - 4 weeks
- **Miscellaneous Skills**
  - 3 weeks

**Elementary Physical Education:  
Unit Plan  
Cooperative Learning Activities  
Intermediate Elementary: Grades 3-6**

---

**Sara Scardigli**

---

**Unit Goals:**

- Standard 1: Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.
- Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
- Standard 3: Participates regularly in physical activity.
- Standard 5: Exhibits responsible personal and social behavior that respects self and other in physical activity settings.
- Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

## **Unit Objectives:**

- **Psychomotor:**

- TSWBAT demonstrate the ability to move through space in multiple ways characterized by walking, skipping, leaping, running, galloping, hopping, and jumping. (P1)
- TSWBAT demonstrate the ability to move in all directions characterized by moving sideways, forward, backward, and angles. (P2)
- TSWBAT demonstrate the ability to kick a stationary ball characterized by stepping on the side of the ball, kicking with inside of their foot and following through. (P6)
- TSWBAT demonstrate the ability to participate with others characterized by partner, team, and class work. (P10)
- TSWBAT demonstrate the ability to use a variety of strategies in sports and recreation activities characterized by developing team strategies, developing rules, and discussion. (P11)
- TSWBAT demonstrate good sportsmanship during all physical activity characterized by respect for all players, teamwork, safety, and good class conduct. (P17)
- TSWBAT demonstrate appropriate social skills during activity characterized by communication, respect, and teamwork. (P18)

- **Cognitive:**

- TSWBAT identify what characteristics make up good sportsmanship through peer evaluation characterized by respect for all players, teamwork, safety, and good conduct. (C9)

- **Affective:**

- TSWBAT display the ability to give positive feedback to teammates during activity characterized by skill related feedback and encouragement. (A1)
- TSWBAT display the ability to maintain a positive attitude during physical activity characterized by participation, contribution, and challenge. (A2)
- TSWBAT display sportsmanship in class characterized by a signed “sportsmanship contract” stating teamwork, respect for all players and safety. (A4)

## **Unit Learning Experiences:**

Team Bowling

Island Hopping

Titanic Challenge

Secret Handshake

Invent a Game

The Bus

Skipping for Aerobics and Dance

Camels and Crabs

Mad Dog Kickball

Mine Field

Kicking a Soccer Ball

People Puzzles

Foam Ball Passover

The Glob

Through the Quicksand

Smile Assessment

Formative Skills Checklist

Journaling

Sportsmanship Contract

## Assessment:

- **Psychomotor:**

- **P1 Assessment:** The student's ability to move in various patterns will be assessed using traditional formative skills checklists for the following movement patterns; walking, skipping, leaping, running, galloping, hoping and jumping. (See below, Assessment 1)
- **P2 Assessment:** The student's ability to move in all directions will be assessed during a game or activity setting. (Authentic Formative)
- **P6 Assessment:** The student's ability to kick a stationary ball will be assessed by the teacher and performed one by one. (Authentic Formative)
- **P10 Assessment:** The student's ability to work with partners and teams will be assessed using a partner/team evaluation form. (Authentic Summative)
- **P11 Assessment:** The student will be assessed as a group with his team using a realistic game setting where they develop strategy and alter rules to enhance the game or activity. (Authentic Formative)
- **P17 Assessment:** The student's sportsmanship will be assessed using role-playing scenarios before activities. (Authentic Formative)
- **P18 Assessment:** The student's social skills and communication will be assessed after activity. Students will reflect in journals how they worked with their team. (Authentic Formative)

- **Cognitive:**

- **C9 Assessment:** The student's ability to identify sportsmanship will be assessed by the students officiating games and activities. (Authentic Formative)

- **Affective:**

- **A1 Assessment:** The student's ability to provide positive feedback to their partner will be assessed by using a partner feedback form to determine each student's perception of the feedback they received.
- **A2 Assessment:** The student's participation, attitude and level of motivation will be assessed using a traditional formative point sheet, where points are awarded or deducted based on those three components.
- **A4 Assessment:** The student's sportsmanship in class will be assessed using an authentic formative sportsmanship conduct contract. (See attached sheet below, Assessment 2)

**Assessment 1**

<b>Movement:</b>	<b>Name: Date:</b>	<b>Needs Effort</b>	<b>Efficient</b>	<b>Mastered</b>
<b>Walk</b>				
<b>Run</b>				
<b>Skip</b>				
<b>Gallop</b>				
<b>Hop</b>				
<b>Jump</b>				
<b>Leap</b>				
<b>Other:</b>				

**Assessment 2**

**Sportsmanship Contract**

I \_\_\_\_\_ agree to display good sportsmanship in all class games and activities. I understand that good sportsmanship displays:

Respect Teammates and Opponents

Respect Teacher and Officials

Enjoyment

Accept victory and defeat

Cooperation

Congratulate and encourage both teammates and opposing members.

I understand if I display poor sportsmanship I will no longer be allowed to participate in that game for the day until I can prove I know how to use my good sportsmanship.

One way I am going to contribute to making the classroom a fun positive place:

1.

Signature: \_\_\_\_\_

Date: \_\_\_\_\_



**Elementary Physical Education:  
Lesson Plans  
Cooperative Learning Activities  
30 Minute Lessons  
3<sup>rd</sup> Grade**

---

**Sara Scardigli**

---

## Grade: 3 Unit: Cooperative Learning Day: 1 Team Bowling

### Equipment Needed:

- Pennies - 15-20 foam balls - 10 (1) liter soda bottles

<b>Psychomotor Objectives:</b> P1, P2, P10, P11, P17, P18 <b>Cognitive Objectives:</b> C9 <b>Affective Objectives:</b> A1			
Time	Activity – (LX) & Assessment	Class Organization	Cues & Feedback
2-3 min	-Recap benefits of working with a team	Half circle- mid gym	
5 min	-Split the class into teams- each team should have roughly 5 members so 4-6 teams total. - Each team has 4 “Rovers” and 1 “Pin Keeper” -Rover 1- Responsible for rolling and throwing balls to knock other teams pins down. (Stay on opponents side of court) -Rover 2- Responsible for passing teammates the balls and returning knocked over pins. (Between pin area and opponent side) -Pin Keeper- (pin box)- responsible for protecting the pins.	Each team on their court  Students pick the position they feel comfortable and where they can help their team.	Review boundaries
5 min	Go over rules and regulations of Team Bowling - Once you have possession of the ball- you can take 2 steps before passing it to another teammate -Rovers 2 and Pin Keepers can block with their hands and feet. While Rovers 1 can only block with their feet. - At least 3 players on the team must touch the ball before it can knock over a pin. -Once all pins are down, that “frame” is over.	Everyone has the foam balls down and listening to the teacher.	Moving to “open spaces”  Communicate with team
15-20 min	Play Team Bowling	Each team on their courts	-Students officiate -Reinforce team communication
1-2	Cool Down	Spaced out around gym	-Walk -Stretch -Recap Activity

1 min	Assessment- P18 & A1 -Handouts on Journal Topic: Students can reflect in their journals how they encouraged teammates, how it made them feel and how they can improve.	Handouts for take home journals	
-------	--	---------------------------------	--

**Grade: 3    Unit: Cooperative Learning    Day: 2**  
**Island Hopping**

**Equipment Needed:** - different colored bean bags - foam balls - mats - cones

**Integration:** Math problem solving skills

<b>Psychomotor Objectives:</b> P10, P11, P18			
<b>Affective Objectives:</b> A2			
<b>Time</b>	<b>Activity - (LX) &amp; Assessment</b>	<b>Class Organization</b>	<b>Cues &amp; Feedback</b>
1-2 min	Warm Up	Half circle in gym	Warm up bodies and brains
5 min	<p>Activity Intro- Island Hopping</p> <ul style="list-style-type: none"> <li>- Bean bags scattered all over the gym floor</li> <li>- Each color has a different number value (ex. Blue= 1 Red= 2)</li> <li>- Class is broken up into 4 groups</li> <li>-Teacher writes the problem on the board and the groups talk about how to solve it</li> <li>-Once they have the answer they need to use there "raft" (mats) to transport all team members into the ocean to retrieve the number they need (bean bags)</li> <li>-Return to Island and discuss problem</li> </ul>	Half circle	<p>Every group member has to go into the ocean.</p> <p>If someone falls off the raft, they have to start back at their island.</p>
20 min	Play Island Hopping using math problems that they are working on in math class.	Each team starts on their own island	Reinforce communicating and working together to problem solve.
2-3 min	Cool Down and Recap	Putting equipment away and stretching.	

**Grade: 3    Unit: Cooperative Learning    Day: 3**  
**Titanic Challenge**

**Equipment Needed:** - 3 hula hoops per team - Cones to mark start and finish

**Psychomotor Objectives:** P10, P11, P18

**Affective Objectives:** A1, A2

<b>Time</b>	<b>Activity – (LX) &amp; Assessment</b>	<b>Class Organization</b>	<b>Cues &amp; Feedback</b>
1-2 min	Warm Up	Half circle in gym	Warm up bodies and muscles
5 min	<p align="center">Activity Intro- Titanic Challenge</p> <ul style="list-style-type: none"> <li>- Students are aboard a “sinking ship” (behind the start line)</li> <li>-The hula hoops are there lifeboats.</li> <li>- The object is to get your whole team off the ship and across the finish line to safety but you can ONLY use lifeboats</li> <li>- You can only step in or pick up empty hoops</li> <li>- As many people can go in a lifeboat as the team wants but if someone steps out the whole boat has to return to the ship</li> <li>-You may step out of the lifeboat once you cross the finish line but you may not throw the hoop back to the ship.</li> </ul>	Half circle	
5-6 min	<p>Split Teams and Brainstorm</p> <ul style="list-style-type: none"> <li>- Split class into groups of six or less</li> <li>- Allow them 2-3 min to brainstorm- every group member must come up with an idea and then the group should communicate about which plan (s) they will attempt.</li> </ul>		Reinforce positive communication.
15-17 min	Play the Titanic Challenge	Teams all start behind the start line- volleyball court line	Make sure behaviors are helpful to the group and everyone is contributing

1-2 min	Cool Down and Recap	Pick up equipment	Talk about what was helpful and hurtful within their group.
------------	---------------------	----------------------	--

**Grade: 3 Unit: Cooperative Learning Day: 4**  
**Secret Handshake**

**Equipment Needed:**

- A small container with about 20 to 40 cards, each with a body-part word or action written on it, one word or phrase per card (examples: nose, elbow, twirl, knees, shout, jump, clap, skip, crab walk, karate kick, hop, jog, hands, etc.)

**Psychomotor Objectives:** P1, P2, P10, P17, P18

**Affective Objectives:** A1, A2

<b>Time</b>	<b>Activity - (LX) &amp; Assessment</b>	<b>Class Organization</b>	<b>Cues &amp; Feedback</b>
2-3 min	-Recap benefits of working with a team -Remind students this activity requires them to work nicely and cooperatively	Half circle- mid gym	
10 min	-Begin by having one student reach into container with the different phrases and words -Student pulls out 3 cards to be included in the "secret handshake" (thought there's really nothing secret about it) -Students are then paired up and given a few minutes to come up with their own individualized "secret handshake" using the 3 actions or body parts -These actions or body parts can be put into any order, and partners should be able to repeat handshake at least 3 times with it looking the same each time	Half circle - middle of gym for directions  Students will pick partners and then spread out across the entire gym	Review teamwork and cooperation
10 min	-Do same activity but in a different variation -Separate cards into 3 different containers, according to body parts, actions, and traveling actions. -Pair up students first using first names (have children count the number of letters in their first name. Now ask them to find someone in the class who has the same number of letters. Those two are now partners.) -Have each pair pick one card from each container -After giving students time to practice, let the pairs show their handshake to the class.	Half circle - middle of gym for directions  Students will get partners and then spread out across the entire gym	Communicate with partner

2-3 min	Cool Down	Spaced out around gym	-Walk -Stretch -Recap
------------	-----------	--------------------------	-----------------------------



**Grade: 3    Unit: Cooperative Learning    Day: 5**  
**Invent A Game**

**Equipment Needed:** - various pieces of equipment

**Psychomotor Objectives:** P1, P2, P10, P11, P17, P18

**Affective Objectives:** A1, A2, A5

<b>Time</b>	<b>Activity - (LX) &amp; Assessment</b>	<b>Class Organization</b>	<b>Cues &amp; Feedback</b>
1-2 min	Warm Up	Half circle in gym	Warm up bodies and brains
2-3 min	<p align="center">Activity Intro- Invent a Game</p> <ul style="list-style-type: none"> <li>-Assign students into groups of 4 or 5</li> <li>-Give each group 3 pieces of equipment</li> <li>-Ask students to create a game that uses all the pieces of equipment and includes all of the students who are going to play the game</li> <li>-Inform them they must come up with rules as well</li> </ul>	Half circle in middle of gym	<p>Every group member must be involved in presentation of game.</p> <p>Use their imagination and be creative.</p>
15 min	-Group time to work on and come up with a game	Spread groups around gym to work on gym	Reinforce team work, cooperating, and creativity
10 min	<p>-Students will present and show off their game to the rest of the class (must explain rules and show how they included all players in the game)</p> <p>*If not enough time present the next day or if time runs out continue to next day</p>	Entire gym to present; other students sit on sideline to observe	Ask for questions or other ideas to change game/rules
1-2 min	Cool down and recap	Putting equipment away and stretching.	

**Grade: 3    Unit: Cooperative Learning    Day: 6**  
**The Bus**

**Equipment Needed:** - One or more large mats

<b>Psychomotor Objectives:</b> P1, P2, P10, P17, P18 <b>Cognitive Objectives:</b> C9 <b>Affective Objectives:</b> A1, A2			
Time	Activity - (LX) & Assessment	Class Organization	Cues & Feedback
1-2 min	Warm Up	Half circle in gym	Warm up bodies and muscles
5 min	Activity Intro- The Bus -Divide students into groups around each mat -Present 6 challenges to students -Ask for questions if needed	Half circle in middle of gym	Review safety concerns for activity  Suggest each group should designate a "captain"
20 min	-Explain and perform each challenge <b>*Challenge 1) Lifting the mat:</b> Students must lift mat together, then bring it back down to the floor (quietly) at the same time. First, I will verbally "count" to cue students when to start, and then captain will count after that. Remind students to lift it only to where they are able to see over the mat. <b>*Challenge 2) The drop:</b> Students lift mat. At my signal, they drop it at the same time. Remind them to move backward out of the way when the mat is dropped. I verbally count first, then captain. <b>*Challenge 3) The drive around:</b> Students lift the mat and walk around the gym while holding it up (not high than they can see over it). Give students directions such as: straight, left, right, backward, U-turn. Then have captain give directions.	Spread out around each mat  Use entire gym	Reinforce cooperation and <b>SAFETY!</b>

	<p><b>*Challenge 4) The pick up:</b> Have a few students spread around the gym. A group with a mat comes over to “pick up” student. The group drops the mat, the student lays on mat, and the group must pick the mat back up. Student must lie on mat without moving and the group must bring the mat to the floor safely.</p> <p><b>*Challenge 5) The 360:</b> Students turn the mat 360° in one, then the other, direction.</p> <p><b>*Challenge 6) The tow truck:</b> Half the class lifts the mat up, the other half goes under mat on their hands and knees, all facing the same direction. Mat is gently brought down onto the student’s backs, who then must move the mat to the “garage” (sideline) without dropping it.</p>		
1-2 min	Cool Down and Recap	Pick up equipment and stretch	Review the types of behaviors which were positive and negative during activity

**Equipment Needed:** Jump ropes, music, whistle

<b>Psychomotor Objectives:</b> P1, P10, P18			
<b>Affective Objectives:</b> A1, A2			
<b>Time</b>	<b>Activity - (LX) &amp; Assessment</b>	<b>Class Organization</b>	<b>Cues &amp; Feedback</b>
5 min	Warm up: have students find a partner and spend the warm up time jump roping. After about 2 minutes, switch partners. Play some music while they are jump roping as well.	Students will be spread out around the gym.	Warm up bodies and muscles
5 min	Activity intro- Skipping for Aerobics and Dance -Assign students to group of 4 or 5 -Explain each station that is set up around the gym *Station 1) 2 foot jumping *Station 2) Alternate feet jumping *Station 3) Hop on one foot, switch feet *Station 4) Cross rope across body *Station 5) Jump rope backwards *Station 6) Group jump rope -Have each group go to a different station	Half circle in middle of gym  Groups spread out at each station	Review safety when group members are jump roping  Encourage students to try and give it their best
20 min	-Perform stations *Groups will be at each station for 2-3 min (play music and when it stops, groups will rotate)	Spread out around gym  Use entire gym	Continue to stress safety and encourage students
1-2 min	Cool down and recap	Pick up equipment and stretch	

**Grade: 3rd**

**Unit: Cooperative Learning  
Camels and Crabs**

**Day: 8**

**Equipment Needed:** -Buckets, bean bags, foam balls

<b>Psychomotor Objectives:</b> P1, P2, P10, P17			
<b>Affective Objectives:</b> A1, A2			
<b>Time</b>	<b>Activity - (LX) &amp; Assessment</b>	<b>Class Organization</b>	<b>Cues &amp; Feedback</b>
2 min	Warm up - running 3 laps and stretching	Half circle in middle of gym	Warm up bodies and muscles
5 min	Activity Intro-Camels and Crabs -Assign students to groups of 5 -Explain students will be placing the bean bag on their back (like a camel's hump), get into the push up position, and "walk" across the gym until they get to the other side to put the bag in the bucket. If the bean bag is dropped, student must pick it up and continue going. Once they get to the other side they must sit behind their bucket. First team done "wins".	Half circle in the middle of gym	Emphasize team work and encouragement for others
5 min	-Perform activity	Teams are set up on the court in their lines	
5 min	-Do the same type of relay, but instead have the students use a foam ball and do the crab walk. Therefore the ball will be placed on their stomach as they crab walk across the gym. If the foam ball falls off their stomach, they must place it back on before starting again. Once they get to the end, place the ball in their team's bucket and sit behind the bucket. First team done "wins".	Half circle in the middle of gym	Continue to emphasize team work and encourage
5 min	-Perform activity	Teams are set up on the court in their lines	Cheer teams on and help if necessary

3 min	-Cool down and recap	Put equipment away and stretch	Discuss what ways worked better than others
-------	----------------------	--------------------------------	---

**Grade: 3rd**

**Unit: Cooperative Learning  
Mad Dog Kickball**

**Day: 9**

**Equipment Needed:** -Kickball

**Psychomotor Objectives:** P1, P2, P10, P11, P17

**Cognitive Objectives:** C9

**Affective Objectives:** A1, A2

<b>Time</b>	<b>Activity - (LX) &amp; Assessment</b>	<b>Class Organization</b>	<b>Cues &amp; Feedback</b>
2-3 min	Warm up	Half circle in the middle of gym	Review topics covered in previous lessons
10 min	<p>Activity Intro-Mad Dog Kickball</p> <p><b>*Infield directions:</b> All team members must stand in line behind the one who will be taking their turn to kick. As the pitcher rolls the ball to the kicker, the kicker kicks the ball and the entire infield team runs around the 3 bases (as in regular Kick ball). The team continues to run around the bases until the outfield has completed their goal. A point is made each time the kicker touches home plate. The goal is to run around the bases as many times as they can.</p> <p><b>*Outfield directions:</b> As the kicker kicks the ball, the outfield team is to try and get the ball quickly. Whoever gets the ball stays in the spot where he/she caught the ball. (Outfield needs to be running to the obvious person who will be getting the ball). The outfield team forms a line behind the one who has the ball and passes the ball "over and under", as quickly as possible. The one at the end of the line runs to the front of the line and screams STOP! The infield must stop running around the bases.</p>	Half circle in the middle of the gym	Emphasize team work for this activity
15 min	-Perform activity	Use entire gym	Continue to emphasize cooperation and safety

2-3 min	Cool down and recap	Half circle in middle of gym	
------------	---------------------	---------------------------------	--



**Equipment Needed:** -Blindfolds for each student, hockey sticks, yarn balls, poly circles, bean bags, Frisbees, hula hoops, any other equipment that is available that is safe

<b>Psychomotor Objectives:</b> P2			
<b>Affective Objectives:</b> A1			
<b>Time</b>	<b>Activity - (LX) &amp; Assessment</b>	<b>Class Organization</b>	<b>Cues &amp; Feedback</b>
5 min	<p>Warm up</p> <ul style="list-style-type: none"> <li>-Have the student's partner up with someone who of about the same size as them.</li> <li>-Have them all line up at one end of the gym.</li> <li>-Have them do leap frog to the center-line with their partner. Then have them all do the crab walk back.</li> <li>-Then have them do the wheelbarrow with their partner to the center-line and the bear walk back.</li> <li>-Have them do the wheelbarrow to the center line again with the other person being the wheelbarrow now and then on the way back they have to sprint back to the end.</li> </ul>	Use half of the gym	Remind students to be safe
20 min	<p>Activity - Mine Field</p> <ul style="list-style-type: none"> <li>-Scatter the equipment all over the floor from one end of the activity area to the other.</li> <li>-Have the students work in pairs. Count them off by 1's and 2's and have a 1 and a 2 partner up.</li> <li>-One partner wears a blind fold while the other works as a guide to instruct their partner across the mine field.</li> <li>-The instructing partner is not to touch their partner at any time.</li> <li>-Once they cross the mine field (activity area) they have made it to the other side have them sit down.</li> <li>-If they touch a mine at any time they are to go back to the beginning.</li> <li>-Make harder or easier by adding or subtracting</li> </ul>	Use entire gym	Remind students to work cooperatively and be safe

	<p>equipment.</p> <p>-Let each partner go twice, allowing five minutes for each turn to get across.</p>		
5 min	<p>Cool down</p> <p>- Have the students get in a circle and stretch on their own</p>	<p>Half circle in middle of gym</p>	<p>While stretching go around the circle and have each person say what their partner did well to help them get through the mine field</p>

**Equipment Needed:** -Soccer balls (enough for each student to have one), cones (tall ones preferably)

**Psychomotor Objectives:** P6

**Affective Objectives:** A1, A2

Time	Activity - (LX) & Assessment	Class Organization	Cues & Feedback
4 min	Warm up -Have the students all line up on the goal line. -Have them do high knees to half field and then do butt kicks back to the goal line. -Have them shuffle with their right foot in front to half field and then come back to the goal line shuffling with their left foot in front. -Have them walk to half field and every couple steps have them kick one leg in the air. Have them alternate which foot they kick each time. -Then just have them jog back to the goal line.	Half of the soccer field	Warm up bodies and muscles
23 min	<b>Drills:</b> <b>Stationary Ball Drill: 4 min.</b> -Have them line up and count off 1's and 2's. -Have each 1 pair up with a 2 and each pair needs a ball. -Have them stand about 5 feet apart and practice placing their non-dominant foot next to the ball and using their kicking foot to strike the ball with their inside of foot. -Have their partner stop the ball and do the same thing passing the ball back to their partner. -Keep doing this back and forth. -After a few minutes have them back up and do the same thing from a farther distance. <b>Moving Ball Drills: 9 min.</b> <b>Drill #1 4 min.</b> -Have them come in close again to about 5 feet apart. -Have them do the same exact thing as they did for	As much of the field as needed	Remind students to be positive and encourage each other

	<p>the Stationary Ball Drill but instead of the person sticking the ball before they kick it back to their partner they are going to just kicking ball while it is rolling towards them.</p> <p>-Have them back up again after a few minutes to do it from a further distance.</p> <p><b>Drill #2 5 min.</b></p> <p>-Have the pairs all line up in two lines at the goal line. Have the first pair go and wait until they get about half way to half field before the next group goes.</p> <p>-Have the pairs pass the ball back and forth to each other while jogging to half field. When they get there have them wait and line up and they will go again when all the pairs are at half field. They will continue doing this back and forth for about 5 min.</p> <p><b>Accuracy Drill: 10 min.</b></p> <p>-Set up 3 cones at the half field right next to each other in a row. Do the same at the goal line.</p> <p>-All the 1's will be one team and the 2's will be one team.</p> <p>-Each team will have to pass the ball between their players to get it down the field. Each team will try and get the ball from the other team. The objective is to kick the ball at the three cones at the opposite end that your team is on and try to knock them down.</p> <p>-Students can only knock one cone down at a time. If more than one falls you have to place the other one back in a standing position.</p> <p>-This will take accuracy to hit the cones.</p> <p>-The first team to knock down their three cones wins.</p>		
3 min	<p>Cool Down</p> <p>-Circle up and stretch</p>	Half circle on the soccer field	Ask them questions while they are stretching to see if they know the proper form of kicking.

**Grade: 3rd**

**Unit: Cooperative Learning  
People Puzzles**

**Day: 12**

**Equipment Needed:** -Colored floor tape, jump ropes, patterns of different sizes and shapes, a couple of appropriate 4 letter words (one large, a number of medium-sized ones)

**Psychomotor Objectives:** P1, P2, P10, P18

**Cognitive Objectives:** C9

**Affective Objectives:** A2

<b>Time</b>	<b>Activity - (LX) &amp; Assessment</b>	<b>Class Organization</b>	<b>Cues &amp; Feedback</b>
5 min	Warm up	Circle in middle of gym	Warm up bodies and muscles
10 min	Activity Intro – People Puzzles - Set the gym up as follows: draw pictures of shapes and patterns on the gym floor using the floor tape or jump ropes or write the word on the floor using the tape. (before class begins) -At the beginning of the lesson, explain the importance of using proper tones and manners when speaking to others. -Ask students how they like to be spoken to. -Discuss how these are important when you are the person in charge and how it's important to ask the leader questions in a courteous manner. -Let students know they will get to be the "person in charge" and must use good communication and people skills for others to follow directions -Choose 1 or 2 students to be the leader (Their task is to arrange the whole group of students in a pattern or word which has been drawn on the floor. The task is complete when the pattern or word that is on the floor is completely covered by this group of student.)	Use the entire gym  Make sure words or patterns are spread out	Remind students the importance of cooperation and good listening skills
10 min	Activity -Students can't move without being instructed by leader, but they may ask questions -Students may be instructed to stand up, sit down, or otherwise (safely) move their body in the	Use entire gym	Look for pitfalls such as students yelling, leaders not being clear,

	<p>pattern.</p> <ul style="list-style-type: none"> <li>- After the whole group has successfully been manipulated into a pattern, divide students into small groups of six to eight students each.</li> <li>-Ask each group to decide which one person will first be the leader (by asking, not telling). Once a leader has been chosen, let the group choose a (smaller) pattern or a different word to use. Once their puzzle has been solved, have them choose another leader and pattern to use.</li> </ul>		<p>followers not listening. Praise leaders for good communication skills.</p> <p>Visit each group to see how they are doing with the activity.</p>
5 min	<p>Cool down and recap</p> <ul style="list-style-type: none"> <li>-Have students come together sitting around you and talk with them about the activity.</li> </ul>	Circle in the middle of the gym	<p>Ask students if they had any problems or if they thought it were easy and what they learned from the activity.</p>

**Grade: 3**

**Unit: Cooperative Learning  
Foam Ball Passover**

**Day: 13**

**Equipment Needed:** - 1 Basketball per Group  
- 1 Soccer Ball per Group  
- 1 Small Foam Ball per Group  
- 2 Hula-Hoops per Group

**Psychomotor Objectives:** P1, P2, P10, P17, P18

**Affective Objectives:** A1, A2

<b>Time</b>	<b>Activity - (LX) &amp; Assessment</b>	<b>Class Organization</b>	<b>Cues &amp; Feedback</b>
2-3 Min.	<ul style="list-style-type: none"><li>- Review importance of teamwork and working together to accomplish a goal</li></ul>	Semi-Circle in center of gym	
2-3 Min.	<ul style="list-style-type: none"><li>- Split class into groups of 5 or 6 team members</li><li>- Have students lay of the ground in a line head-to-toe</li><li>- Place 1 hula-hoop at the front (foot end) of each line and the other and the end line</li><li>- Place basketball, soccer ball, and small foam ball in the hula-hoop at the foot end of the line.</li></ul>	Each team sitting on the ground in their line	
5 Min.	<p>Explain Foam Ball Passover Game</p> <ul style="list-style-type: none"><li>- Using only your feet, pick up 1 ball from hula-hoop, and lift it over your head and hand it off to the next person in line.</li><li>- Once the ball reaches the last person in line, he or she will drop it into the Cardboard box or Bucket.</li><li>- Continue this process until all three (3) balls have been dropped into the bucket.</li><li>- Once all three balls have been dropped into the bucket, have the person at the end of the line grab the 3 balls, and walk to the front of the line and place them into the hula-hoop.</li><li>- Have the remaining team members slide down one spot.</li><li>- The game ends when everyone has had a chance to drop all 3 balls into the bucket.</li></ul>	Each team sitting on the ground in their line	Communicate with team members

15-20 Min.	Play Foam Ball Passover	Each team in their line	Reinforce positive communication with team members
2-5 Min.	Cool down and Recap	Clean up equipment  Semi-Circle	Talk about activity  What were some difficulties?  Did communicating help?
1 Min.	<p>Assessment</p> <ul style="list-style-type: none"> <li>- Have students complete smile assessment sheet: color in or circle. <ul style="list-style-type: none"> <li>○ Smile if student enjoyed the activity</li> <li>○ Squiggly face if student didn't mind the activity.</li> <li>○ Frowny face if student did not enjoy the activity.</li> </ul> </li> </ul>		



**Grade: 3**

**Unit: Cooperative Learning  
The Glob**

**Day: 14**

**Equipment Needed:** Cones to mark off playing area

**Psychomotor Objectives:** P1, P2, P10, P17, P18

**Affective Objectives:** A1, A2

<b>Time</b>	<b>Activity - (LX) &amp; Assessment</b>	<b>Class Organization</b>	<b>Cues &amp; Feedback</b>
1-2 Min.	Warm-Up	Semi-Circle in center of gym	
5 Min.	<p>Introduction to Activity- The Glob</p> <ul style="list-style-type: none"><li>- Designate 2 students to be “globs”</li><li>- The object of the game is for everyone to become part of a glob and to try to avoid becoming part of a glob.</li><li>- Have students spread out in playing area.</li><li>- The two globs will try to tag people and have them become part of their glob.</li><li>- Once tagged, students may connect their glob by holding hands or locking elbows. If that connection is broken at any time, then the members of the glob must wait until everyone is connected again.</li><li>- Once a glob reaches six(6) members, it may split into two(2) groups of three(3).</li><li>- Once everyone is part of a glob, select to new people to be a glob and repeat the process.</li></ul>	Semi-Circle in center of gym	<p>Emphasis cooperation and teamwork to catch those who are left.</p> <p>Discuss possible strategies</p>
20 Min.	Play The Glob	Students are spread out in playing area	Reinforce communication and cooperation

2-3 Min.	Cool Down and Recap	Clean up equipment Semi-Circle	Review some strategies used
-------------	---------------------	-----------------------------------	-----------------------------------

**Grade: 3**

**Unit: Cooperative Learning  
Through the Quicksand**

**Day: 15**

- Equipment Needed:** - Lots of hula-hoops  
- Lots of bean bags  
- Cones to mark off playing area  
- Jump Ropes

**Psychomotor Objectives:** P1, P2, P10, P17

**Affective Objectives:** A1, A2

<b>Time</b>	<b>Activity - (LX) &amp; Assessment</b>	<b>Class Organization</b>	<b>Cues &amp; Feedback</b>
2-3 Min.	Warm up	Semi circle in center of gym	
5 Min.	<p>Introduction to Activity: Through the Quicksand</p> <ul style="list-style-type: none"><li>- Use cones to set up a rectangular playing area.</li><li>- Place hula-hoops close together making sure to cover as much area as possible. (Use jump ropes instead of hoops if floor is slippery)</li><li>- Have students pair up.</li><li>- One partner will be the traveling expert and the other will be the rescue expert.</li><li>- The traveling experts will attempt to leap across quicksand alley to the other side.</li><li>-If the traveling expert steps in or on a hula-hoop, they are stuck in the quick sand. To become unstuck, they must catch a bean bag from their partner/rescue expert, who is standing on the outside of the playing area.</li><li>- The rescue experts will toss the bean bags under hand to their partners to help get them unstuck.</li><li>- Once the Travel Expert reaches the other end of Quicksand alley, each partner will trade places and begin the process again.</li></ul>	<p>Travel Experts at one end of rectangle.</p> <p>Rescue Experts at the other end of the rectangle.</p>	Explain Rules

20 Min.	Play Through the Quicksand	Activity	Emphasize good communication
2-3 Min.	Cool Down and Recap	Clean Up  Semi Circle	

**Bibliography:**

DeGagne, Marie-Jose (2001, March 16). The Bus. Retrieved November 18, 2008, from PE

Central Web site: <http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=660>.

Imergoot, Mike (2001, March 17). Invent A Game. Retrieved November 22, 2008, from PE

Central Web site: <http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=671>.

Wiesen, James (2001, September 20). Secret Handshake. Retrieved November 23, 2008,

from PE Central Web site:

<http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=663>.