

## PHYSICAL EDUCATION – Weekly Unit Guide




\*Unit can be extended to provide multiple days of skill and knowledge development and practice in game play, however 1 week units should have high level of skill and safety development to reduce risk, liability, and increase student participation and enjoyment.

ACTIVITY UNIT:	Rainy Day/Limited Equipment/Large Group Activities				
	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Materials needed/ Set Up Notes:</b>	1. Projector or Sound System 2. Roll of caution tape into 4' pieces.	1. Topple Tubs, plastic cups, or small disc cones 2. 1 small gatorball per group of 5-8 students	1. Sound System 1.3 Gatorballs 2. RPS Handout or Projection 3. 3-5 bowling pins or cones per group. 4. One gatorball per group	1. Sound System RPS Handout or Projection 2. Deck of cards - Large groups two decks different colors Cones/balls/beanbags	1. Sound System Optional: Projector
<b>Standard/ Benchmark:</b> <i>Expected Learning Goal Outcome</i>	S6 – Value physical activity for health, enjoyment, challenge, self-expression and/or social interaction	S6 – Value physical activity for health, enjoyment, challenge, self-expression and/or social interaction	S6 – Value physical activity for health, enjoyment, challenge, self-expression and/or social interaction	S5 – Exhibit responsible personal and social behavior that respects self and others in physical-activity settings	S5 – Exhibit responsible personal and social behavior that respects self and others in physical-activity settings
<b>Lesson Topics/ Critical Content</b>	I can value group activities as a way to improve my <b>communication</b> skills.	I can value group activities as a way to <b>challenge</b> myself individually as well as to interact socially.	I can value group activities as a way to develop <b>leadership</b> skills.	I can exhibit <b>responsible personal behavior</b> while participating in group activities.	I can exhibit <b>responsible social behavior</b> that respects and encourages others.
<b>Lesson Targets/ Daily Learning Goals:</b> <i>(What are we learning?) Think the targets from a performance scale</i>	Group activities require leadership, communication, perseverance, creative thinking, cooperation, and more.	Showing individual talents in group activities can increase positive social interactions, enjoyment, and allow for self-expression.	Working with others gives us valuable life skills.	Valuing self and others while problem solving builds a stronger team, harmonious class, and healthier society.	Group activities require multiple skills and talents. This allows for various levels of respect to be observed.
<b>START UPS:</b> • Cognitive Warm Up Activity – Connects Students get them interested • Physical Warm Up	<b>Brainstorm</b> <i>1 min</i> Think of a time when you needed to work well with others in a group. What were some	<b>Review</b> <i>1 min</i> Think about yesterday's activity Stomp the Yard. Several different types of strategies were	<b>Review</b> <i>1 mins</i> Think about Hand Soccer from yesterday. Does fitness feel more enjoyable when we have	<b>Turn and Talk</b> <i>2 mins</i> What behaviors are likely to build team members up? Conversely, what	<b>Brainstorm</b> <i>1 min</i> Think of a time when you were excited for a friend, team, or classmate...even if you

(include time on task)	<p>challenges and successes?</p> <p><b>Physical Warm Up:</b> 6 minutes <a href="https://www.youtube.com/watch?v=EYDDtTJ6TtQ">https://www.youtube.com/watch?v=EYDDtTJ6TtQ</a></p>	<p>visible. Which one do you think was most successful?</p> <p><b>Physical Warm Up:</b> 10 mins Tabata Warm-up: 20 sec/10sec Example: Jumping Jacks, Frankenstein's, Single RDL, Push-up with Rotation, Squats, Plank, Squat Jacks, Mountain Climbers. Use <a href="#">this video</a> or your custom Tabata based on current focus. <a href="#">Tabata with cues and MUSIC</a></p>	<p>friends and family to participate with? How can you add more group fitness fun into your routine at home?</p> <p><b>Physical Warm Up:</b> Rock Paper Scissors for 3 10 mins Have students get into groups of 3 and sit with feet together. Designate area for Lost and Found. Add all 3 ages together, two oldest ages, and know age of oldest group member. Music starts, students all RPS at the same time. Result will designate what exercise to do on the handout. *Keep handouts in sheet protectors and ready for rainy day plan changes.  <a href="#">Music</a> <a href="#">Handout (Canva)</a> <a href="#">Handout (PDF)</a></p>	<p>behaviors are likely to shut team members down?</p> <p><b>Physical Warm Up:</b> Rock Paper Scissors for 2 10 mins Have students get into groups of 2 – sitting with feet together. Designate area for Lost and Found. Music starts, students RPS at the same time. Result will designate what exercise to do on the handout. *Keep handouts in sheet protectors and ready for rainy day plan changes.  <a href="#">Handout (Canva)</a> <a href="#">Handout (PDF)</a> <a href="#">Projection Option</a></p>	<p>weren't participating in the same activity they were.</p> <p><b>Physical Warm Up:</b> Ships and Sailors 10 mins • Playing area: Gym • Players: Entire class • Supplies: None  <a href="#">Directions</a></p>
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<p><b>Skill/Activity 1:</b> Include Direct Instruction, videos, PPT, visuals that support the learning of skill cues, movement fundamentals needed and Drills and Practice Activities/Games that address 1 or 2 skills. (include time on task)</p>	<p><b>Crowd Control</b> Whole Group Movement Activity</p> <p>Music: <a href="https://www.youtube.com/watch?v=21a1bTVwido">https://www.youtube.com/watch?v=21a1bTVwido</a></p> <p>Demo: <a href="https://collierschools.instructuremedia.com/embed/f4b49a85-5b56-42bf-956a-b318cbd5cad5">https://collierschools.instructuremedia.com/embed/f4b49a85-5b56-42bf-956a-b318cbd5cad5</a></p> <p>DJ Raphi Version: <a href="https://www.youtube.com/watch?v=Uz8MJyt8Tt8">https://www.youtube.com/watch?v=Uz8MJyt8Tt8</a></p> <p>Spread students across gym lengthwise, facing teacher.</p> <div data-bbox="426 1024 722 1166" data-label="Image"> </div> <p>Teacher and/or Projector</p>	<p><b>Topple Tube Flip</b></p> <ul style="list-style-type: none"> <li>Playing area: Gym</li> <li>Players: Entire class</li> <li>Supplies: Topple Tubes, plastic cups, or small disc cones</li> </ul> <p>Optional: pinnies</p> <p><a href="#">Instructions</a></p>	<p><b>Scatterball</b></p> <ul style="list-style-type: none"> <li>Playing area: Gym</li> <li>Players: Entire class</li> <li>Supplies: 3 gatorballs</li> </ul> <p><a href="#">Instructions</a></p>	<p><b>Card Relay</b></p> <ul style="list-style-type: none"> <li>Playing area: Gym</li> <li>Players: Entire class</li> <li>Supplies: Deck of Cards</li> </ul> <div data-bbox="1402 342 1696 721" data-label="Image"> </div> <p>(Click image to view gym set-up)</p> <p>Split class into 13 groups.</p> <p>Each group sits in a row at the end of the gym.</p> <p>Assign each group a Letter (A, K, Q, J) or number (2-10)</p> <p>Spread cards face down on the opposite end of gym.</p> <p>In a relay style, one student from each team will run to the opposite end of the gym and look at ONE card. If it is not their card, they will place it back on the</p>	<p><b>555 Workout</b></p> <ul style="list-style-type: none"> <li>Playing area: Gym</li> <li>Players: Entire class</li> <li>Supplies: None</li> </ul> <p>Students can stay on attendance dots or spread out around the perimeter of the basketball court - arms out to sides to maintain distance for activity.</p> <p>Do each of the following exercises together as a group:</p> <ul style="list-style-type: none"> <li>100 line/dot jumps</li> <li>90 jumping jacks</li> <li>80 knee taps</li> <li>70 arm circles (35 each arm)</li> <li>60 second wall sit</li> <li>50 calf raises</li> <li>40 high plank shoulder taps</li> <li>30 mountain climbers</li> <li>20 lunges</li> <li>10 curl-ups</li> <li>5 push ups</li> </ul>
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<b>Knowledge and Skill Check 1:</b> Things like Observational Assessments Student Discussions (Turn and Talk), Peer Evaluations, Essential Question Quiz, etc.	<p>What were some challenges when you started to move left and right?</p> <p>How did the challenges change when you were connected in a group?</p>	<p>Was this activity similar to an activity we have played in the past?</p> <p>Did you use a strategy from a previous activity that helped you today?</p>	<p>How were you successful in scatterball?</p> <p>Did you have to change any strategies from the first round?</p>	<p>What strategies did your group use when looking for your assigned cards?</p> <p>Did you even need to speak to each other to know what to do?</p>	<p>What variations can you add to this game?</p> <p>What challenges did you face when trying to find groups?</p> <p>What examples can you give of classmates that</p>

(include time on task)	How did communication help your row to be successful?	What hints would you give to someone coming to participate in this activity after you?	Was there communication involved during this activity?	How did paying attention to your teammates help you in this activity?	helped you or another to be successful?
<b>Skill/Activity 2:</b> Include Direct Instruction, videos, PPT, visuals that support the learning of skill cues, movement fundamentals needed and Drills and Practice Activities/Games that address 1 or 2 skills (include time on task)	<b>Stomp the Yard</b>  <b>Prep:</b> Cut a roll of caution tape into 4' pieces.  <b>Directions:</b> <ul style="list-style-type: none"> <li>Students tuck about 1.5" of the tape into their sock.</li> <li>Students spread out on the basketball court and must inside inbounds.</li> </ul>  <ul style="list-style-type: none"> <li>Students attempt to step on other student's tape while avoiding having their tape stepped on.</li> <li>If they lose their tape, pick it up and go out of bounds to do exercise of teacher's choice (Ex: 5 jumping jacks) and then put tape back into sock and re-enter the game.</li> </ul>	<b>Hand Soccer</b> <ul style="list-style-type: none"> <li>Groups of 5-8 form a circle with toes touching - feet wide.</li> <li>Players bend over (squat) and swat a ball with their hands.</li> <li>If the ball goes between a person's legs that person gets a point (lowest score wins - you don't want points!)</li> <li>If a ball is hit upwards and caught, a point is given to the person who hit it.</li> <li>If the ball leaves the circle between players, send 1 player to retrieve the ball and return to game play. No points.</li> <li>Can not get the person next to you out on first hit.</li> <li>When 3 points are scored that person holds a plank position until someone else gets 3 points; only one person in a plank at a time.</li> </ul>	<b>Conveyor Belt Relays</b> <ul style="list-style-type: none"> <li>Split class into groups based on your space and class size.</li> <li>Line pins up across one side of the gym.</li> <li>Students are in rows, perpendicular to the pins. (3-5 pins per group) - Could also use cones</li> </ul>  <p>(click image to view larger and examples)</p> <ul style="list-style-type: none"> <li>Choose the movement for students to use, pass ball from back of row to front, person to person.</li> <li>-Ex: Curl-up, plank, leg lift.</li> <li>The last person throws the ball at the pins, retrieves the ball runs it back to the start of the line, as the other students move up a spot and</li> </ul>	<b>Steal the Cone</b> Variations of Head, Shoulders, Knees, Toes, Cone <ul style="list-style-type: none"> <li>Students start with a partner, facing each other, with a cone on the floor between them.</li> </ul>  <p>(click image to view larger and instructions)</p> <ul style="list-style-type: none"> <li>Teacher calls out body part, bones, or muscles and players touch what is called. When the teacher says "cone" the first student to put their hand on the cone wins.</li> </ul>	<b>Rocky, Paper, Scissors</b>  Students challenge each other with RPS, keep battling until they have "knocked" the other opponent out! <ul style="list-style-type: none"> <li>1<sup>st</sup> Loss – Squat</li> <li>2<sup>nd</sup> Loss – Down on 1 knee</li> <li>3<sup>rd</sup> Loss – Down on both knees</li> <li>4<sup>th</sup> Loss – Knocked out</li> </ul> <p>The winner looks for a new opponent. The loser becomes the trainer and follows the winner around for each match cheering them on (collecting more trainers each match.)</p> <p>Once you get down to the final 2 – Have a championship face-off match at the center of the gym.</p> <p><a href="#">Music</a></p>

	<p><b>Music:</b>  <a href="#">Space Jam</a>  Or <a href="#">Jock Jams</a></p> <p><b>Variations:</b></p> <ul style="list-style-type: none"> <li>• Split class into two groups. Place the second group on edge of playing area – may step on tape if they can reach it from out of bounds area.</li> <li>• Have students start with a partner. Number 1 and 2. Have 1's start on the court and 2's on the edge. Teacher calls out numbers and players must switch with their partner at any moment.</li> <li>• Place tape on non-dominate side.</li> <li>• Use jump ropes with handle placed in back pocket.</li> </ul>	<p>Variations:</p> <ul style="list-style-type: none"> <li>• No points, just keep playing.</li> </ul> <p><a href="#">Music</a></p>	<p>they continue until all pins on their side are knocked down.</p> <p>Variations:</p> <ul style="list-style-type: none"> <li>- Ball must go back to start if dropped.</li> </ul> <p>Music:</p> <p><a href="#">Spotify Playlist</a></p>		
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<b>Knowledge and Skill Check 2:</b> Things like Observational Assessments Student Discussions (Turn and Talk), Peer Evaluations, Essential Question Quiz, etc. (include time on task)	<ul style="list-style-type: none"> <li>• What strategies did you see happening during the activity?</li> <li>• What worked, what unsuccessful? Why?</li> <li>• How can working with others challenge you in ways that solo activities do not?</li> </ul>	<ul style="list-style-type: none"> <li>• What component of fitness was the focus of today's hand soccer?</li> <li>• How would Hand Soccer help improve our Components of Fitness?</li> <li>• How could you modify this activity to help improve your fitness/health even more?</li> </ul>	<ul style="list-style-type: none"> <li>• What did you find successful about this activity?</li> <li>• What did you have to change to become successful?</li> <li>• Was there communication involved during this activity?</li> </ul>	<ul style="list-style-type: none"> <li>• What component of fitness did we work on today?</li> <li>• How did capture the cone help improve our Components of Fitness?</li> <li>• How could you modify this activity to help improve your fitness/health even more?</li> </ul>	<ul style="list-style-type: none"> <li>• How did it feel to still be a part of the group, even if you had been "knocked" out?</li> <li>• Do you think you can still be an active part of a group if you aren't actively participating?</li> </ul>
<b>Differentiation: ELL/ESE Supports and Accommodations</b>	<p><b>Change equipment, add supports, visuals, written directions, printout of scale, etc. to accommodate students with various abilities and accommodations... groups showing extreme ranges may need focused feedback more often and prompting, coaching layers.</b></p> <div> <b>CELEBRATE SUCCESS</b> <ul style="list-style-type: none"> <li>• Kagan Activities</li> <li>• Positive comments, remarks, motivators</li> <li>• Positive Referrals</li> </ul> </div> <div> <b>ELL Strategies:</b> <ul style="list-style-type: none"> <li>• Peer partners</li> <li>• Photo, video, and physical demonstration</li> </ul> </div> <div> <b>ESE Strategies:</b> <ul style="list-style-type: none"> <li>• visual aids</li> <li>• peer support</li> <li>• alternative assessment</li> <li>• extended time</li> </ul> </div> <div> <b>Gifted Accommodations/Differentiated Instruction:</b> <ul style="list-style-type: none"> <li>• Creative Responses/Projects</li> <li>• Higher Level &amp; Critical Thinking</li> <li>• Discussion/Large or Small Group</li> <li>• Cooperative Groups</li> </ul> <div> Provide frequent feedback and praise  Repeat directions and check for understanding  Materials broken down into manageable parts  Preferential Seating </div> </div>				