

October Week #1

Lesson Plans P.E.

Grades: PK-3

Lesson Title: Crack the Code Part II

Equipment: 16 Poly Strips, pathway key

ODE Standards Addressed:

- **Standard 1:** A physically literate individual demonstrates competency in a variety of motor skills and movement patterns.
- **Standard 2:** A physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.
- **Standard 4:** A physically literate individual exhibits responsible, personal and social behavior that respects self and others.
- **Standard 5:** A physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Description: Last time we did this activity the students used 9 poly strips arranged in a 3 X 3 array on the floor. This time it will be a little more difficult because I will arrange 16 poly strips in a 4 X 4 array. The same rules will apply for this game from the last time, but they will have more options making the game more difficult. The rules are that each student must select a poly strip from the first row to step on. If they get it right they will receive a "Yes" response from me. They must make a selection by picking one spot to the left, right, or directly in front of them. They may not step over rows or move diagonally. If they keep getting "Yes" responses, they are cracking the code. If they receive a "No" response they must go back to their seat and learn from that mistake. By watching others and learning from their own experience, they will be able to find the right way to move through the strips. The game is over when we have cracked the code and are able to repeat it a number of times.

Learning Objectives:

By the end of class, the students will be able to...

1. Learn by making mistakes and watching others, becoming knowledgeable that it is an important way to learn.
2. Develop a strategy as a team and pay attention to others.
3. Be challenged more than they were when we only used 9 poly strips and had less options.

Week #1 P.E.

Grades:4-8

Lesson Title: Circuit Training

Equipment: Jump Ropes, Poly Strips, speed ladder

ODE Standards Addressed:

- **Standard 1:** A physically literate individual demonstrates competency in a variety of motor skills and movement patterns.
- **Standard 2:** A physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.
- **Standard 3:** A physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
- **Standard 4:** A physically literate individual exhibits responsible, personal and social behavior that respects self and others.
- **Standard 5:** A physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Description: Students will travel in a circuit (outside preferably) to different fitness stations for an interval type of training. They will perform the exercise at each station for 1 minute to be exposed to a different type of personal fitness training program. Each station will concentrate on a different fitness component.

Station #1- Flexibility

Station #2- Speed/ Agility

Station #3- Endurance

Station #4- Strength

We will perform 4 times through the circuit to gain a full understanding of how to do each station with minute breaks between rounds. Estimated time for circuit plus recovery time= 20 minutes.

Learning Objectives:

By the end of class, students will be able to...

Understand and participate in a different style of personal fitness

Develop an understanding of the different fitness components

Gain strength, speed, endurance, and flexibility to become more fit

P. E. Week #2

Grades: Pk-3

Lesson Title: Story Book Walk

Equipment: Story Book Pages Posted (Hopefully outdoors)

ODE Standards Addressed:

- **Standard 1:** A physically literate individual demonstrates competency in a variety of motor skills and movement patterns.
- **Standard 2:** A physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.
- **Standard 3:** A physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
- **Standard 5:** A physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Description: Students will travel as a group along the fence of the school (hopefully if weather permits) and read a book as we move from station to station. I will ask for volunteers for older grades, and I will read the page to the younger kids. This is something that is done at some public libraries and at local parks to both get people physically active, but also to educate and engage people as they walk. The activity is over when we complete the reading. I will be taking the online learners with us on this journey and have them walk in place if they are able to while we walk from station to station.

Learning objectives:

By the end of class, the students will be able to...

Read or have been read to a book while getting physically active

Practice respect for one another while others are reading

Enjoy the opportunity to incorporate two subjects (physical education and reading/ literature)

Week #2 P. E.

Grades: 4-8

Lesson Title: Design a workout/ Personal fitness

Equipment: Worksheet- design workout

ODE Standards Addressed:

- **Standard 1:** A physically literate individual demonstrates competency in a variety of motor skills and movement patterns.
- **Standard 2:** A physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.
- **Standard 3:** A physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
- **Standard 4:** A physically literate individual exhibits responsible, personal and social behavior that respects self and others.
- **Standard 5:** A physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Description: We have spent the last few weeks discussing and participation in a variety of exercise programs, this is their opportunity to develop their own workout that we will be trying out. Each exercise program consists of a good stretch, warm-up, main exercise(s), cool-down, and possibly another stretch. They will use the worksheet to design their own workout.

Learning Objectives:

By the end of class, students will be able to...

Understand the components to a good workout and put them into practice using their own imagination

As a homework assignment actually perform the exercise program that they have designed

If time permits, we will select one workout that fits our space and give it a try and become physically fit together.

Attached is the Create a workout Worksheet

Make Your Own Work-Out



Name: _____

Directions: You have the chance to design your personal exercise program. Please fill in the following items. These should also be included in most exercise programs. Have fun and get some good exercise for your whole body!

1. Warm-up: This is a low-key type of movement to get your body ready for exercise. Walking, jog in place, etc. What did you do?

2. Stretch: Flexibility and getting the muscles ready for exercise. Leg stretches, arm stretches. List some of the stretches that you performed.

3. Strength Exercises: Exercises specifically for muscles. These can be push-ups, sit-ups, squats, etc. What strength exercises did you perform? How many?

4. Cardiovascular Exercises: Exercise meant to get your heart rate elevated such as running/ jogging (moderate intensity), jumping jacks, biking. What cardiovascular activity did you perform? How long?

5. Cool-Down: Do not just stop exercise, slowly cool your body down and perform lower intensity exercise such as walking, slow stretching, etc. What cool-down activity did you perform?

Week #3 P.E.

Grades: Pk-3

Lesson Title: Get off the Island

Equipment: Two poly spots, two hula hoops, one carpet square, any other equipment they can step on, two pieces of paper

ODE Standards Addressed:

- **Standard 1:** A physically literate individual demonstrates competency in a variety of motor skills and movement patterns.
- **Standard 2:** A physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.
- **Standard 4:** A physically literate individual exhibits responsible, personal and social behavior that respects self and others.
- **Standard 5:** A physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Description: Students will be presented with a made up scenario where we end up on an island and need to get back home to beautiful Cleveland, Ohio. I will present the equipment that we can use to get back across the water including the poly strips (water resistant French fries), Hula hoops (Monster truck tires), carpet squares (lily pads), and get creative with any other equipment that they can use. We will brain storm to develop a plan to use the equipment. Eventually most groups find that they can make a bridge to Cleveland and take turns crossing the water. This will help improve their balance and ability to think through a situation to find the best way to strategize. If time permits we will give another scenario and the equipment will change, they will have two pieces of paper. Using the paper, they will use them to skate across the frozen lake to Cleveland shuffling their feet in a new locomotor way.

Learning objectives:

By the end of class, the students will be able to...

Use multiple pieces of equipment and imagination to develop a strategy that works best for everyone in the class.

Contribute and find solutions to problems using good sportsmanship and manners.

Practice respect for one another and put a plan into action.

Lesson Plans P.E. Week #3

Grades: 4-8

Lesson Title: Design a Work-out Continued

Equipment: Design a Work-out worksheet

ODE Standards Addressed:

- **Standard 1:** A physically literate individual demonstrates competency in a variety of motor skills and movement patterns.
- **Standard 2:** A physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.
- **Standard 3:** A physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
- **Standard 4:** A physically literate individual exhibits responsible, personal and social behavior that respects self and others.
- **Standard 5:** A physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Description: We will be utilizing the student's workouts that they created again and since last week was a planning week and we may not have had a lot of time to participate or try workouts this will be our opportunity to do so. We will select different students exercise programs and try them.

Learning Objectives:

By the end of class, students will be able to...

Continue developing an understanding of fitness and workout creation

Have respect for one another while trying different exercises

Practice healthy behaviors

Lesson Plans P. E. Week #4

Grades: PK-3

Lesson Title: Get off the island Part #2

Equipment: 2 hula hoops

ODE Standards Addressed:

- **Standard 1:** A physically literate individual demonstrates competency in a variety of motor skills and movement patterns.
- **Standard 2:** A physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.
- **Standard 4:** A physically literate individual exhibits responsible, personal and social behavior that respects self and others.
- **Standard 5:** A physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Description: Last week we started an activity using imagination and strategy. This week we will continue the idea with another problem that needs to be solved using a similar situation. This time the only equipment they have is the two hula hoops (monster truck tires). They may pick them up and move them, but that is some of the only advice they get. Through a group strategy discussion, they must find a way to use the equipment to get to the other side (with younger students it will be a lead discussion with the teacher). They will also have limited trips to get the whole class to Cleveland, so they must use the equipment strategically with knowledge about numbers. Eventually, they will figure out that they need to use both hula hoops and step into each one while moving the open one in front of their group. The game is over when all students make it across the lake safely.

Learning Objectives:

By the end of class, students will be able to...

Use strategy to develop the best plan

Show respect for others while developing a plan

Put an action plan into action

Lesson Plans P.E. Week #4

Grades: 4-8

Lesson Title: Yoga/ Fitness

Equipment: Exercise/ Yoga Dice/ Speed Ladder

ODE Standards:

- **Standard 1:** A physically literate individual demonstrates competency in a variety of motor skills and movement patterns.
- **Standard 2:** A physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.
- **Standard 3:** A physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
- **Standard 4:** A physically literate individual exhibits responsible, personal and social behavior that respects self and others.
- **Standard 5:** A physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Description: Using an exercise dice we will participate in a variety of exercises. A cheap piece of equipment that was bought from 5 below, we will participate in a variety of exercises. When we spend 10-15 minutes with the exercise dice we will transition to a similar dice, but with yoga poses on it to improve flexibility and overall fitness. If time permits, we will also use the speed ladder with some speed and agility exercises.

Learning Objectives:

By the end of class, students will be able to...

Participate in different activities and enjoy getting physically fit with their classmates.

Be introduced to different exercises and a totally different style of exercise.

Health Lesson Plans Week #1

Grades: 2-3

Lesson Title: Being Polite

Equipment: Article from Ohio Parents

Health Standards: Mental/ Social Health

Description: Read the article to the students explaining that being polite is a good social quality that is necessary for success and social health. In the article it discusses different ways to practice politeness. We will have an exercise where students will be asked to work in groups and show respect for one another by interviewing one another. Then we will practice respect while other people are introducing their classmates to us and being polite with their interview questions. We will finish the class with a discussion about each of the top ten ways to show respect and politeness and give real life examples.

Learning Objectives:

By the end of class, students will be able to....

Understand respect and politeness in a socially healthy way

Practice interviewing someone and utilizing respectful and polite behaviors

When others are introducing students, also using respect and politeness

Lesson Plans Health Week #2

Grades: 2-8

Lesson Title: Escape Routes

Equipment: Paper and Pencil/ crayons

Standards: Personal/ Family Safety and health

Description: This week we will be discussing what to do in case of an emergency (fire, tornado) in Ohio. Do you have a plan or know where to go in either event? We practice it at school, but that is not the only place that it happens... Does your family have a meeting spot or multiple ways to escape in case of an emergency? Have you talked with your family and know how to react? A lot of questions and answers in this discussion based class. We will be also watching a short movie about fire safety.

[Fire Safety: What Every Child Should Know - YouTube](#)

Learning objectives:

By the end of class, the students will be able to...

Know how to respond to an emergency or unsafe situation in or out of school

Understand that knowledge about safety procedures or having them in place is a healthy idea and habit

Participate in a discussion based on what to do in the case of an emergency

Practice respect for classmates while discussing

Lesson Plans Week #3 Health

Grades: 2-3

Lesson Title: Wise Decisions

Equipment: None

Standards: Social/ Emotional/ Mental Health

Description: Wise decision making is important for making healthy and safe choices. Along with the Good Character presentation this may have an impact. 6 questions for healthy decision making

1. Is it healthful
2. Is it safe
3. Do I follow rules
4. Do I show respect for others
5. Do I follow my families rules
6. Do I show good character in this choice?

If the answer is yes, then the decision is a healthy decision. We will also talk about when to say no. This also goes along with the six questions.

Learning Objectives: By the end of class, the students will be able to...

Know how to make healthy decisions

Know all the questions to ask when making hard decisions

Practice healthy decision making procedures

Think before they act.

Carry on a conversation that respects others and their point of view

Lesson Plans Health Week #4

Grades: 2-3

Lesson Title: Feelings, anger and mistakes

Equipment: Paper Pencil

Standards: Mental Emotional Health

Description: Emotional health is made up of the way we feel and how we deal with emotion is important. Stress is healthy and can be unhealthy if dealt with in a negative way. Feeling angry is a natural thing in life and knowing how to deal with stress that may make you feel angry is also important to resolve in a positive way. We will go over positive stress relief and how stress can be both positive and negative. Lastly, we will talk about mistakes and how it is an important part of life to make mistakes. In fact, it is one of the best ways to learn, but can cause stress. If we have time we will play crack the code from P.E. class to illustrate the idea of making mistakes and why they can be a productive way to learn.

Learning Objectives:

By the end of class, the students will be able to...

Identify different feelings and how stress (positive or negative) can be a factor in emotions

Identify positive stress relief in regards to the emotion of anger

Understand that making mistakes should not be stressful but used as learning opportunities

Lesson Plans Week #1 Health

Grades: 4-8

Lesson Title: peer pressure

Equipment: None (discussion) Paper and Pencil

Standards: Social Health

Description: Define terms: Peer, acquaintance, shared values, reliable, loyal, sympathetic and peer pressure in regards to peer relationships. Introduce the idea of positive and negative peer pressure. With positive peer pressure friends may suggest volunteering, influencing you to join a team, or joining a club and setting good examples for others. Students will write one example in their life that they had positive peer pressure and we will share this with the class for participation points. Negative peer pressure is when the people around you are trying to influence you to do things you don't feel right about. The H.E.L.P. principal can help with judgments about peer pressure;

H- healthful, E- Ethical, L- Legal, P- Parent approved.

Assessment: Open ended questions with written responses (1 paragraph at least = 5 or more sentences)

1. Explain consequences that both positive and negative influences from peers can have on your life.
2. Do you think adults experience as much peer pressure as young students? Why or why not?

Learning Objectives:

By the end of class, students will be able to....

Understand the role that peer pressure plays both positively and negatively

Know what peer relationships are

Knowing how to judge a situation in a healthy way and make wise decisions before they act

Lesson Plans Week #3 Health

Grades: 4-8

Lesson Title: Bullying

Equipment: None (discussion)

Standards: Social Health

Description: We will discuss the Who, What, When, Where, Why, and How of bullying. Who gets bullied? Why do people get bullied? (everyone for any reason). What types of bullying are there (physical, verbal, cyber, spreading rumors)? Understand why people bully. What are the effects of bullying? What can you do if confronted with some bully strategies?

1. Talk to an adult if you see someone getting bullied
2. Stand up for others (speak up... don't keep the fact that you're being bullied a secret)
3. If possible, leave the situation (don't become a bully yourself in response)
4. Don't let the bully see your emotions or that they are upsetting you, they want a reaction, if they don't get it they might stop.
5. Be confident

Learning Objectives:

By the end of class, the students will be able to...

Identify the who, what, where, when, and why of bullying

Recognize ways to resolve the bullying either by being a friend or using a strategy that fits the situation

Know the different forms that bullying takes.

Lesson Plans Week #4 Health

Grades: 4-8

Lesson Title: Bullying (the other side)

Equipment: Magazine article about bullying (scholastic News, March 18, 2019)

Standards: Social/ emotional health

Description: I will read this article to the students and discuss it with the students. It is an opposite way of how we taught about bullying last week in that it is a firsthand account from a bully's perspective. Cameron was a bully himself, and it is a reverse psychological look at the topic we are discussing. He didn't even realize why or that he even was a bully. This true story has a happy resolution though. After reading the story and discussing, we will watch the video on this story link provided:

<https://www.today.com/parents/its-not-too-late-change-former-bully-7-now-campaigns-2D79749039>

and

<https://www.youtube.com/watch?v=Nod06e3GwNc>

Learning Objectives:

By the end of class, students will be able to...

Identify why people bully and see it from a different perspective

Make good and healthy choices in regards to this social health topic