

Lesson Plans Week #1

Physical Education

Lesson Title: Introduction Week (Expectations/ Procedures/ Social Mixer)

Grade Level: PK- 8

Equipment: None

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: Each class will come to class or observe class and know what is expected. Even if they have had physical education class with Mr. Wuhr before, it helps to review these concepts and routines early in the school year. Each class will begin the class by circling around the middle and as a good routine, go through a series of stretches. The stretches that are performed together are; feet together and touch toes, feet apart to the right/ left/ middle, right and left quad stretch, arms behind and in front of body stretch. Each stretch will last for 10 second counts. We can take the time to discuss why this is a good practice before competition or any athletic/ extracurricular/ leisure activity. When we complete the stretches, we will always preform a short warm-up activity (lower grades ABC arm raises, upper grades constantly changed). This is also a good practice before activity and we will discuss why we do it. When we complete the warm-up then it becomes “coach time”. This is my opportunity to tell the class the activity we plan to do that day and/or any important rules with the activity. Then we will have time for my one rule called “Sportsmanship” and we can discuss all this means in a physical education/ athletic realm. If there is time remaining, we will play a short game called anyone who. We will play this game differently than we have in the past to keep social distancing. All the boys will line up on one side of the lot and the girls on the other. I will ask, or have a student ask an anyone who question. If this question applies to any individual, they must run across and switch sides. This will help us

to find out what we have in common and hopefully the lines look different than the way that they started.

Objectives: By the end of class the students will be able to... know and understand the expectations and routines associated with physical education, play a short “get to know you” activity.

Lesson Plans Week #2
Physical Education

Lesson Title: Noah's Ark (Body Awareness)

Grades: PK-3

Equipment: Noah's Ark (Children's addition) book

- **ODE Standards: Standard 1:** A physically literate individual demonstrates competency in a variety of motor skills and movement patterns.
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- **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: This game is run a lot like Charades. After reading the shortened version of Noah's Ark from the bible to the children and discussing it during "Coach Time", then we will go over how to play the game. Students will have an opportunity to act out one of the animals on Noah's Ark without using their noises. They must find a way to express what animal they are being only using their body and clues. Students may guess what type of animal that person is being and then they get to be the next animal on Noah's Ark. We will continue playing until everyone has had a chance to be on the Ark or we may run out of time. If that happens we will pick up the game next week where we left off.

Objectives: By the end of class the students will... Practice routines and expectations in physical education class, respect each other while playing a cooperative game, use creativity to show what animal they are being.

Lesson Plans Week #2
Physical Education

Grade Level: 4-8

Lesson Title: Personal Fitness

Equipment: None

- **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: For our first unit we will work on a variety of fitness concepts that incorporate training to fit any sport or leisure activity. This will be in the form of a fitness group class using all body weight exercises. Since we will have a variety of students in class or learning online we will take our time as we move from activity to activity. This first week in this unit we will introduce some of the main exercises they will be using in future weeks.

Objectives: By the end of class the students will be able to.... Practice behaviors and routines that are expected in physical education class, develop an understanding of different exercises and why one would do them.

Lesson Plans Week #3
Physical Education

Grades: PK- 3

Lesson Title: Noah's Ark/ Meet and Greet

Equipment: None

- **ODE Standards: Standard 1:** A physically literate individual demonstrates competency in a variety of motor skills and movement patterns.
- **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 may or may not have given every child a chance to be on the Noah's Ark, so we may refresh the rules and continue playing until everyone in the class has had a chance to be on the Ark or move directly to the other game if they have. Meet and greet is a game meant to have children interact with one another and apply to standard #5 for the ODE. I will instruct the children how to move in the open space such as jumping, skipping, walking like a robot, etc. When I blow the whistle and count down from 5, each student is expected to pair with another and I will give them a short activity to perform together such as a virtual high five, a secret dance move, being each other's mirror, etc.

Objectives: By the end of class the students will be able to... work together and meet different students in their class, use skills like cooperation and respect to perform a variety of fun tasks, continue using proper etiquette in physical education.

Lesson Plans Week #3
Physical Education

Lesson Title: Personal Fitness

Grade Level: 4-8

Equipment: None

- **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: This is the second week of this unit and we are going to continue to introduce different body weight exercises in a group setting and reinforcing others in a workout class type of atmosphere.

Objectives: By the end of class the students will be able to... participate in a variety of learned and newly introduced exercises, learn about how to take care of their body through exercises, develop an understanding of the muscular, and cardiovascular system through experience.

Lesson Plans Week #4
Physical Education

Grade Level: PK-4

Lesson Title: Crack the Code

Equipment: Poly Strips (16 total)

- **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 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: The idea of this activity is to learn from mistakes and realizing that they are not a bad thing. Also learning from others success and mistakes can be just as important. I will set up the poly strips in a 3 x 3 array and have the students line up so that they all can see it. One student at a time will step on one poly strip in the front row. I will give them a “Yes” or “No” response. If they receive a “Yes”, that means that they have selected the right one in the order and can pick to move one spot to the right, left, or straight in front of them. They will be given the same responses for each spot that they step on. If they receive a “No” it means it is not the right one in the order and they must go to the end of the line and wait their next turn, hopefully learning from that mistake. The code is the same for everyone and is written down before class begins so it doesn’t change, so by watching others they will quickly learn the right way to move through the grid. If the class accomplishes the 3 x3 array, we will make it more challenging with more options by making a 4 x 4 array.

Objectives: By the end of class the students will be able to... learn how to make and correct their own mistakes, watch and learn from others, develop a strategy to work through the grid, by the end of the game everyone has completed the code and is a winner!

Lesson Plans Week #4
Physical Education

Grade Level: 5-8

Lesson Title: Personal Fitness (Fun with Paper Plates)

Equipment: Paper plates or scrap paper

- **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: Each student will receive two paper plates or two pieces of scrap paper. I perform this workout with my own son at least once a week because it is a fun way to improve overall fitness. We will complete a wide variety of exercises using this minimal and expendable equipment to get a full body workout in. We will take our time and learn about what each exercise is doing and what muscles we are using.

Objectives: By the end of class the students will be able to... participate in a workout routine in a completely different way, enjoy the opportunity to get active while maintaining distance from others in a social setting, get a better understanding of how the body works.

Lesson Plans

Health Week #1

Grades: 2-4

Lesson Title: What makes you, you?

Standards Addressed: Mental/ Emotional Health

Description: Health is sometimes confused with being just physically active, but it also includes yourself. Today we will be creating a coat of arms showing the traits that make you yourself. Having knowledge about who you are and what makes you unique is interesting. Each student will be given a piece of paper and fold it into four parts by folding it in half length and width-wise. In each square, the students can choose to draw or write down what specific traits make them unique and different. These could include interests, hobbies, people that are important to them, something that describes their attitudes, future aspirations (what you want to be when they grow up), or a sport/ activity they are involved in. These all will help to show individual identity and the different qualities that make us special and how we make decisions.

Objectives: By the end of class the students will be able to... understand what makes each student unique and different, have fun creating a picture of the things that are important to them, if time permits share with the class what their pictures or coat of arms looks like.

Lesson Plans: Health Week #1

Grades: 5-8

Lesson Title: Health Triangle

Standards Addressed: Mental/ Emotional, Social, and Physical Health Awareness

Description: The image of the health triangle helps give an understanding that health is made up of more than the physical aspect. Using the triangle, we will discuss each component and different aspects of each side. Once the discussion is completed, the students will design their own health triangles and list different individual attributes they have in each section. Items that may be in each include;

Social Health- friends, communication skills, teamwork, resolving conflict

Mental/ Emotional- individual feelings, how to deal with stressful situations, personal perspectives

Physical Health- fitness, exercise, sports, recreational activities, how the body works

Objectives: By the end of class the students will be able to... recognize the health triangle, gain an understanding of what health is made up of, describe traits of each health component.

Lesson Plans
Health Week #2

Grades- 2-8

Lesson Title: Good Character- Gratitude

Standards: Mental/ Emotional Health

Description: By practicing gratitude, or the things that we are thankful for we can take time to reflect on the important parts of life and have a better perspective. We will have a discussion about how having a good outlook can change the way we think and feel during a day. Successful people take time to reflect and think about the things that make them happy or strive toward. Once our discussion is over, each student will receive a post-it-note. On this small piece of paper students can choose to draw or write something that they are thankful for to help make a gratitude wall. If time permits, we can share some of the things each student is thankful for.

Objectives: By the end of class the students will be able to... practice a mental and emotional health technique to make them think about what makes them thankful, express their feelings in a healthy manner and open up the school year in an emotionally healthy way.

Lesson Plans
Health Week #3

Grades: 2-4

Lesson Title: Goal Setting

Standards Addressed: Mental/ Emotional Health

Description: Discuss the difference between short-term and long-term goals. By having a long-term goal (eventual career, successful sports, etc.) one must set short-term goals to accomplish. Short term goals are smaller steps to get to a larger outcome. We will give examples of setting a long-term goal and then making smaller steps to achieve this goal. As a group we will take turns setting long term goals and setting short term goals to reach it on the board.

Objectives: By the end of class... students will understand the steps that need to be taken to accomplish longer goals, practice an emotionally healthy and motivating technique.

Lesson Plans
Health Week #3

Grades: 5-8

Lesson Title: S.M.A.R.T Goal Setting

Standards: Mental/ Emotional Health

Description: Discuss long-term/ short-term goals and then the acronym S.M.A.R.T as it pertains to goal setting.

S- Specific

M- Measurable

A- Attainable

R- Relevant

T- Time

Resource- <https://www.youtube.com/watch?v=FFT6uP1fFI>

Once we have discussed each part of goal setting the students will think of what they want to accomplish and use each letter to set a long term goal and develop some short term goals to accomplish this.

Objectives: By the end of class students will be able to... understand how to practice the mentally healthy technique of goal setting, and develop an understanding of what makes them unique and motivated.

Lesson Plans
Health Week #4

Grades: 2-3

Lesson Title: Good Character

Standards: Emotional/ Mental Health, Social Health

Description: Using Health and Wellness text book define what good character is- Be responsible, trustworthy, a good citizen, be fair, show respect, and be caring. Describe each of these characteristics that make up personal character. Once students understand these terms, students will draw a picture of one of these components of good character and if time permits, we will share.

Objectives: By the end of class the students will be able to... understand the traits that make up character and the attributes needed to practice it.

Lesson Plans
Health Week #4

Grades: 4-8

Lesson Title: Conflict Resolution

Standards: Mental/ Emotional Health, Social Health

Description: Define terms Conflict and resolution. Brainstorm as a class healthy ways to deal with conflicts. Understand that conflicts range in severity and some can be solved on your own, others may need help from an adult or a third party. There are healthy ways to deal with conflict and unhealthy. Give examples of conflict and ask students for appropriate ways to deal with the problem.

Objectives: By the end of class the students will be able to... define the terms conflict and resolution, understand how to deal with a problem using socially and mentally healthy techniques, think critically about solutions to possible conflicts.