<table>
<thead>
<tr>
<th>ACTIVITY (Time)</th>
<th>LESSON CONTENT</th>
<th>ROLE OF ASSISTANT</th>
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</table>
| HEALTH RELATED PHYSICAL ACTIVITY: Shadow Tag (10 Minutes) | • Divide students into pairs and have each pair stand in scattered formation.  
• 1 student stands behind the other, completely stretches arms out in front, places hands on other student’s shoulders, then drops arms.  
• Object of game: for front partner to escape from other partner while staying within boundaries.  
• If front person is more than arm’s length away from back person when whistle blows, then back person does 5 jumping jacks.  
• If front person is within reach at whistle, then he or she does 5 jumping jacks.  
• Switch roles after each round. As students learn the game, allow them to run to get away. | • Help teacher with organization.  
Promote safety by redirecting unsafe behaviors. |
| TRANSITION | As Shadow Tag ends, tell students they have 10 seconds to get into groups of 6.  
• Countdown from 10.  
• Anyone not in a group at end of countdown joins you and you place them into a group. | • Assist with grouping of students. |
### LESSON 1

#### 4th-5th GRADE

<table>
<thead>
<tr>
<th>ACTIVITY #1</th>
<th>Circle Walk Game</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Groups of 6 form circles lying on their backs with their feet facing middle of circle, bottoms of their feet almost touching. After all students are in position, they turn over into down position for push-ups.</td>
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<tr>
<td>• Groups should look like a wheel with bodies as spokes.</td>
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<tr>
<td>• On your signal, students rise up into up position of push-up, and begin &quot;walking&quot; with hands and feet toward their right. Continue for 15-30 seconds, depending on class ability.</td>
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<tr>
<td>• On your second signal, students stop and put 1 knee to floor to rest (15-20 seconds).</td>
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<tr>
<td>• Repeat signals for starting and stopping. Groups can move in either direction.</td>
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<tr>
<td>• Assist with student grouping and organization.</td>
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</tr>
<tr>
<td>• Congratulate excellence and effort.</td>
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<tr>
<td>• Give feedback on push-up form and level of participation.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ACTIVITY #2</th>
<th>Tuck Jumps &amp; Squat Jumps Jog /Stretch Drill Extraordinaire</th>
</tr>
</thead>
<tbody>
<tr>
<td>• All students are in scattered formation in activity area in their own personal space, standing with feet shoulder width apart with body straight.</td>
<td></td>
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<tr>
<td>• Tuck Jump: Students jump straight up, bringing knees as close to their chest as possible, while trying to grasp knees with hands, then return feet to the floor. Repeat several times.</td>
<td></td>
</tr>
<tr>
<td>• All students move around area in free formation, jogging slowly, you signal to stop and all students stretch in place. Students may use leg, shoulder, arm, stretches.</td>
<td></td>
</tr>
<tr>
<td>• Squat Jumps Extraordinaire: Students stand in a line on a baseline or football yard line. On your signal, all students take 3 small jumps, then 1 long jump. Make sure students are using good jumping technique; arm swing, leg drive, and landing.</td>
<td></td>
</tr>
<tr>
<td>• Repeat several times and have students try to improve after each jump.</td>
<td></td>
</tr>
<tr>
<td>• Assist students with form and instructions.</td>
<td></td>
</tr>
<tr>
<td>• Commend good effort; success will be different for different skill levels.</td>
<td></td>
</tr>
<tr>
<td>• Provide positive feedback.</td>
<td></td>
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<tr>
<td>• Model stretches for students.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COOL DOWN/ CLOSURE</th>
<th>Review Skill/Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Assist with equipment.</td>
<td></td>
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</table>

L1 TEKS Introduction 1,2, 4.1 ADEFG 4.2 ABD 4.3 AE 4.4 BH 4.6 AB 4.7 ABCD
L1 TEKS Introduction 1,2, 5.1 BC FKL 5.2 ABC 5.3 A 5.4 C 5.5 AD 5.6 AB 5.7 ABC

NASPE NATL STD P.E. 1,2,3,4,5,6
EQUIPMENT:
- 1 long jump rope for every 4 students
- 20 cones
- 3-5 pinnies of 1 color
- 3-5 pinnies of another color

LESSON OUTCOMES:
- Develop cardiovascular endurance by participating in class activities.
- Demonstrate proper form for the standing start.
- Demonstrate, either verbally through explanation or actions, their understanding of start and sprint techniques.

BEFORE CLASS SET UP:
△ HRPA: Set up 40 X 40 area for tag game.
△ Activity #4: Set up 3 cones per group per game instructions.

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| HEALTH RELATED PHYSICAL ACTIVITY: 2-Fer Tag (10 Minutes) | - There will be 2 “taggers” per 15 students.
- Students are in scattered formation in a 40 X 40 square area for game.
- 1 set of taggers wear 1 color pinnie; other set of taggers wear another color.
- 1 set of taggers are the Jumping Jack Attack, other set are the Up-Crew.
- When a tagger tags a student, he or she must do the exercise that is assigned to that tagger. For example, if tagged by a Jumping Jack Attacker, tagged person must go to area marked off for jumping jacks and perform 5 jumping jacks to re-enter the game. If tagged by an Up-Crew, he / she must do 5 sit-ups or push-ups.
- No immediate tag backs are allowed after doing exercises. Student has right to re-enter game.
- Assign 1 area for Jumping Jacks and 1 area for Sit-Ups out of the activity area.
- After two minutes, switch taggers. | △ Set up boundaries as needed.
△ If large class, split into 2 games.
△ Make sure students are doing correct exercise when tagged.
△ Distribute pinnies |

| ACTIVITY #1 4 Corners | | △ Set up cones as needed. Large classes may need 2 set-ups.
△ Assist students with the tasks at each cone.
△ Divide area with teacher and monitor groups.
△ Maintain compliance with movement methods.
△ Provide feedback and positive praise for effort in activity. |
|-----------------------|-----------------|--------------------------------------------------|
| | - Use previous 40X40 set-up. Use fitness level of students to choose yards or feet or set up one of each. Place task cards at each cone.
- Divide class into 4 groups, 1 group at each cone. On your signal, students begin tasks at their cones, and move to next station upon completion. Each cone has a movement suggestion for moving from 1 cone to the next.
  - Station 1: Jumping Jacks - 20. Motor Movement: Hop on left foot to next station.
  - Station 2: Hi-5s - 10 (students form pairs). Jump high and give Hi-5 at top of jump. Motor Movement: Long jump to next station.
  - Station 3: Lunges to each side - 10 to right and 10 to left. Motor Movement: Long jump to next station. |
### Lesson 2

**Movement:** Run backward to next station.
- **Station 4:** High Knees - 20. Jog in place and lift knees even with waist.
  
  **Motor Movement:** Carioca.

---

### Activity #2

**Standing Start, Racing Start, Sprinting Skill Technique**

- Students stand, arm length apart in a line facing teacher and teacher assistant.

**Standing Start:** (On Your Mark) - Feet are a half-stride apart, (Set) - Body leans forward, Weight on toes, Knees slightly bent, Arms down or slightly back, (Go) - Drive legs and swing arms.

- Students shadow skill as you explain.

**Racing Start:** (On Your Mark) - Kneel down, Front foot 4-12 inches behind start line, Thumb and finger parallel to line, Knee of other leg behind front foot, (Get Set) - Raise hips, Rear knee raised, Shoulders over hands, center of gravity forward and over hands, Eyes focused on the starting line or just behind,(Go) - Push with both feet, Raise body gradually, Drive one arm back and the other forward (punching action).

- Students shadow skill as you explain.

**Sprinting Technique:** Forward body lean, Arm swing, Knees forward and up.

- Students shadow skill as you explain.

- Assist students with form feedback and process of activity.
- Commend good effort. Success will be different for different skill levels.

---

### Activity #3

**Racing Starts and Arm Swing Skill Drill**

- Students in same formation as above activity.
- **Arm Swing Drill:** Stand with feet about 6 inches apart, Elbows bent at 90° angle. Swing arms forward and backwards without changing body or arm position, Shoulders should be down and relaxed while hands reach face level. Focus on keeping the face / jaw relaxed.

- Students practice running in place with arm swing. Ask them if they can move their arms faster than their legs or their legs faster than their arms. They will find they have to move body parts in unison.

- The focus of the swing should be on the backswing with the forward swing being a natural reaction.

- **Standing Start Drill:** Have students stand in line across activity area an arm’s length apart, feet in ready position for start. Use cues of On Your Mark, Get Set, and Go. Students perform skills for each command. They run 20 yards up field and walk back.

- After a few runs, have students try racing start.

- Move among students giving feedback and help on technique.
- Commend good effort.

---

### Activity #4

**Round-N-Round**

- This is a 6 person relay race.
- Students form groups of 6.
- 3 students line up behind first and last cones. First student gets into a racing start

- Set up 3 cones per group; 1 for start, 1 10 yards away and 1 20 yards away.
### Lesson 2

#### 4th-5th Grade

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>We Go</strong></td>
<td>Position and on your signal, runs to first cone, runs around it, and proceeds to last cone, where next student is in a racing start position. When first runner passes second runner, he or she takes off, runs to middle cone, runs around it, and proceeds to next student in line. &lt;br&gt;• Continue until all students have done 2 racing starts from each end. &lt;br&gt;• Repeat same process changing to standing start.</td>
<td>• Move among groups to make sure students are using the proper starting form and waiting for the incoming runners to pass.</td>
</tr>
<tr>
<td><strong>COOL DOWN/CLOSURE</strong></td>
<td>• Review Skill/Activity</td>
<td>• Assist with equipment.</td>
</tr>
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</table>

**L2 TEKS Introduction 1,2**  
4.1 AEFG  4.2 ABD  4.3 AE  4.4 BH A  4.5 4.6 A,B  4.7 ABCD  
5.1 BC FKL  5.2 ABC  5.3 A  5.4 C AD  5.5 5.6 A,B  5.7 ABC  

NASPE NATL STD P.E.  1,2,3,4,5,6
**TRACK AND FIELD**

**LESSON 3**

**4th-5th GRADE**

---

**EQUIPMENT:**
- Equipment
- 1 baton for every 4 students
- 12+ cones

**LESSON OUTCOMES:**
- Demonstrate and practice visual and blind handoffs.
- Demonstrate both types of handoffs during game.
- Develop cardiovascular endurance, agility, speed, and demonstrate fitness.

**BEFORE CLASS SET UP:**
- Set-up field for HRPA
- ✨ Have batons available.
- ✨ Activity #2: Set up cones, at least 10-20 yards apart, on either side of area to show students where to line up. Color code cones (all #1 cones are red, etc.)

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<tbody>
<tr>
<td>HEALTH RELATED PHYSICAL ACTIVITY:</td>
<td></td>
<td>HELP TEACHER WITH ORGANIZATION.</td>
</tr>
</tbody>
</table>
| Shadow Tag (10 minutes) | Divide students into pairs and have each pair stand in scattered formation. 1 student stands behind the other, completely stretches arms out in front, places hands on other student's shoulders and then drops arms. Object of Game: for front partner to escape from other partner while staying within boundaries. If front person is more than arm's length away from back person when whistle blows, then back person does 5 jumping jacks. If front person is within reach at whistle then he or she does 5 jumping jacks. Switch roles after each round. As students learn the game allow them to run to get away. | ✨ PROMOTE SAFETY BY REDIRECTING UNSAFE BEHAVIORS |}

<table>
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<tr>
<th>ACTIVITY #1</th>
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</thead>
<tbody>
<tr>
<td>Visual Relay Handoff &amp; Blind Relay Handoff Skill Development</td>
<td>Students form groups of 4. 1 person from each group gets a baton for the group. Each person in the group is given a color matching the colors of the cones set up around the area. 1 color for each member. Review running techniques and starts from previous lesson. Visual Relay Handoff: Recipient looks behind at incoming runner, 1 arm extended at shoulder height, Fingers pointing at runner, Start slow jog up track when incoming runner is within 10 feet, Focus on baton, Feed baton into hand, Turn and begin running. (This technique is used mostly in distance races.) Groups practice visual relay handoffs. Blind Relay Handoff: Receiver has back to passer, Receiver starts to run when passer gives verbal cue, Arm of receiver is extended at waist height or higher with</td>
<td>✨ MOVE AMONG STUDENTS TO HELP WITH INSTRUCTION.</td>
</tr>
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</table>
palm in a V position for passer to place baton. Passer passes baton with a striking motion (use a push / extend motion as it is more aligned with arm swing) placing it into V of receiver’s hand, Receiver accelerates.
- Students shadow practice hand position for blind handoff.
- Groups practice blind relay handoffs.

**Transiton**
- At end of drill, have students remember their colors and move to corresponding cone on either side of area. Call out colors. One person from each groups should be at each color, and they should be “in line”
- Help with organization, as students will be confused, and need to be directed as to where to go.

**Activity #2**
**Line Relays**
- Students form lines of 4, each group spaced 10 yards apart. First student has baton.
- On your signal, first student runs to second student and hands off baton, second student takes off running, and so on to end of line. As each student finishes running, he or she turns and walks back to their start point.
- Starting with last student to run, have them repeat process going back.
- Repeat 3-4 times
- If more distance can be added between students, then it becomes more of a distance run.
- Assist with getting students organized in activity area. Have them take 15 giant steps from the next student in line if no lines are available.
- Assist those who finished running with handoff technique.
- Commend effort and good handoffs.
- Provide corrective and positive feedback

**Cool Down/Closure**
- Review Skill/Activity
- Assist with equipment.

**TEKS**
- L3  Introduction 1,2 4.1 AEFG
- L3  TEKS  Introduction 1,2 5.1 BCFLK 5.2 ABC
- NASPE NATL STD P.E. 1,2,3,4,5,6
### TRACK AND FIELD

**LESSON 4**

**4th-5th GRADE**

**EQUIPMENT:**
- 6 purple cones, 6 red cones, and 6 Green cones /task cards
- Half-cone markers 1 per student

**LESSON OUTCOMES:**
- Develop agility and cardiovascular strength by participating in class activities.
- Demonstrate basic jumping techniques used in Long Jump and Triple Jump.
- Work cooperatively with others in tag games and game situations.

**BEFORE CLASS SET UP:**
- HRPA: Set up 30 X 30 area for tag game.

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<tr>
<td>HEALTH RELATED PHYSICAL ACTIVITY: Partner Tag (10 minutes)</td>
<td>Class forms pairs in a scattered formation in 30 X30 activity area. 1 student of pair is “it” and stands on outside of 4 cones. Partner is inside 4 cones separated from his or her partner. On your signal, both students speed walk and “it” tries to tag his or her partner. If tagged, that student does 3 push-ups, and takes on role as “it.” If a student accidentally bumps into another student, he or she must give Hi-5 and apologize. Action will need to be monitored for running students. For each 3 games played, have students get back-to-back with another one to provide new partnerships. Have students try to match up with someone of similar speed.</td>
<td>Assist with partnering. Make sure students are playing safely. Congratulate students doing a good job.</td>
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</tbody>
</table>

<p>| ACTIVITY #1 Long Jump, Triple Jump | Students standing in semi circle (or some such thing) to indicate transition. Explain the difference between standing long jump and running long jump. If no pit is available, running long jump is modified to jogging and small jumps. Approach to long jump is key to good jump. Demonstrate jogging approach, concentrating on takeoff point and attack of the jump.. Long Jump: Foot is planted with knee flexed, Lift, leap, and reach with lead leg, Thrust arms upward, Feet and hands reach forward, Fall forward if necessary when landing. Triple Jump: Footwork - left, left, right, both OR right, right, left, both. Students can practice Triple Jump footwork independent of approach. Students shadow practice skills as you provide explanation. | Know cues and be able to assist students throughout activity by using those cues. |</p>
<table>
<thead>
<tr>
<th>ACTIVITY #2</th>
<th>Single Leg Bound, Alternate Bound, Combination Bound</th>
</tr>
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<tbody>
<tr>
<td>• Students line up along basketball baseline or football yard marker. They do 1 of the movements below to far cone or line and do either same or different movement back. Repeat as often as needed.</td>
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<tr>
<td>• Single Leg Bound - Students perform hops on 1 foot, trying to cover as much ground as possible. Arms should be thrust forward with each jump. This is not always natural so has to be coached. Make sure they bound with both right and left leg. This will help students determine lead leg.</td>
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<tr>
<td>• Alternate Bound - Students take large strides to move forward. They should attempt to remain off ground as long as possible. Arms can be in opposition as in running. Knee drive upward and a clawing action which activates the hamstring is required here.</td>
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<tr>
<td>• Combination Bound - Students use triple jump form (left, left, right). This is difficult, and should not be tried until first 2 jumps have been accomplished.</td>
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<thead>
<tr>
<th>ACTIVITY #3</th>
<th>Marker Touch-'N-Go</th>
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<tbody>
<tr>
<td>• Larger spaces are better for MVPA.</td>
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<tr>
<td>• Students form 4 groups, each group on a different sideline. Declare a specific motor movement for each round: skip, jog, hop on 1 foot, etc.</td>
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<tr>
<td>• On your signal, students move to a marker as quickly as possible, with only 1 student per marker.</td>
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<tr>
<td>• After students reach a marker, signal to return to sideline using same movement pattern. Repeat activity changing movement pattern.</td>
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<tr>
<td>↔ Variation: Pick a specific color marker for students to move to.</td>
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</tr>
<tr>
<td>↔ Variation: Use a specific body part to touch marker.</td>
<td></td>
</tr>
<tr>
<td>↔ Variation: On your signal, students form groups of 4 and find a marker of a certain color, going there as a group.</td>
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<td>• Review Skill/Activity</td>
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<th>4.2 ABD</th>
<th>4.3 AE BH AC</th>
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<th>4.6 A,B</th>
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<td>L4 TEKS Introduction</td>
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<td>5.2 ABC</td>
<td>5.3 5.4</td>
<td>5.5 AD</td>
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</table>

NASPE NATL STD P.E. 1,2,3,4,5,6
### EQUIPMENT:
- 1 ball per 2 students
- Use softballs if possible. Baseballs or tennis balls can be used too for those with smaller hands
- Cones

### LESSON OUTCOMES:
- Use dodging and fleeing skills to play tag games with other students.
- Continue to develop cardiovascular endurance through class activities.
- Acknowledge differing skill levels and abilities and accept feedback and instruction from teacher
- Work cooperatively with others.
- Demonstrate a few of the critical elements in shot put.

### BEFORE CLASS SET UP:
- Activity #1: Distribute shot puts/balls
- Activity #2: Set out cones to separate activity area. Have balls easily accessible.
- Activity #3: 1 ball per group of 6.

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| HEALTH RELATED PHYSICAL ACTIVITY: End Around Runs (10 minutes) | • Students form groups of 8-10 by using roll groups or some similar grouping.  
• Groups form a straight line. On your signal, each line begins walking. There is no particular pattern for the lines, except that they need to stay as straight as possible. When entire line is moving, last student jogs up to front of line and becomes leader.  
• As soon as that student arrives in front of line, new last student jogs to front and so on.  
• Students continue for 2 minutes until you signal to jog.  
• After jogging, students speed up to a faster jog and sprint to front, then back to jog, then to walk.  
• Students will soon see that the closer they stay together, the less distance they must run. This activity is good for developing teamwork and cooperation. | • Help students form groups and lines.  
• Explain directions to students who don’t understand.  
• Follow groups and commend good individual running as well as teamwork. |
| ACTIVITY #1 Review Triple Jump and/or Long Jump Shot Put | • Students shadow practice w/o equipment the following events:  
- Review Triple Jump: Footwork - left, left, right, both OR right, right, left, both.  
- Review Long Jump: Take off foot, Lift lead leg, Arms upward and block, Reach toward landing.  
- Shot Put: Hold shot (or alternative) in palm of hand under jaw between chin and ear, Elbow out (nearly a 90 angle at armpit), push upward and out, No wrist snap | • Know cues and be able to use them throughout drill and rest of lesson. |
It's all about stance and creating torque in the lower body so the upper body acts more like a whip.

**ACTIVITY #2**

**Standing Triple Jump, Shot Put**

- Divide class in half. Back to back with a partner; one partner up, one down. All up people to shot, all down to TJ. Also a great way to create teams.
- One group doing Triple Jump - Students stand in line formation facing same direction.
  - Students take a hop with 1 foot, hop on the same foot again, then hop on the other foot, and land on 2 feet. This should be short at first, and as steps become more comfortable, distances can be lengthened. Should practice both sides LLR and RRL to determine which side is stronger (and why).
  - Arms should thrust forward and block on each hop and reach out to land.

- The second group does Shot Put - Students form pairs and get a shot (or alternative) put or other ball for pair (i.e. softball). Students face each other about 15 feet apart.
  - Using proper form, student shot puts ball to partner. Focus is on lower body creating torque (lower body turns while upper body remains stable) The key is the lower body, which starts at the feet (stance is critical).
  - Students stand facing one another, feet facing forward and shoulder width apart. Turn with the shot side away from partner with opposite arm up. Initiate the turn by blocking the non-throwing arm, turning the hips and trying to get the shot to just fly out instead of actually putting it out.
- Continue until you signal. 3-4 minutes.

**ACTIVITY #3**

**Tunnel Ball Plus**

- Students form groups of 6 in a line formation, 1 ball per group.
- 4 students form a tunnel by getting into up position of push-up, fifth student is at front of line and has a ball, and sixth student is bending over at end of line to receive ball.
- On your signal, student with ball rolls it under students through tunnel to sixth student. Upon receiving ball, this student runs to front with it.
- Student who rolled ball joins tunnel in front and last student in line gets up and prepares to receive the next pass.
- Continue until whole line has been in all 3 positions.

- Challenge: How many passes can be completed in 1 minute?

**COOL DOWN/**

- Review Skill/Activity

- Help students with set-up
- Explain anything students may not understand
- Help those who are having trouble staying in up position of push up
- Commend effort

- Assist with equipment.
L5 TEKS Introduction 1,2

NASPE NATL STD P.E. 1,2,3,4,5,6
### EQUIPMENT:
- 1 short jump rope for every 2 students
- 10-12 Discus
- 30 relay batons
- Cones

### LESSON OUTCOMES:
- Demonstrate basic discus throwing skill and ability.
- Demonstrate knowledge and ability to perform visual and blind handoffs
- Work cooperatively in small groups.

### BEFORE CLASS SET UP:
- Activity #2: Discus, Batons
- Activity #3: Have 4 batons available and set up 4 cones for boundaries and team markers.

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| HEALTH RELATED PHYSICAL ACTIVITY: | Students find partners as they enter activity area, 1 short jump rope per pair.  
As 1 student jumps rope, partner is jogging around jumper and stretching. Jumper jumps 10-15 times, and then they change places.  
Students should use different jumping styles each time: single rebound, Double rebound, one foot, side to side, etc. | Assist students as they enter area with partnering and finding ropes.  
Suggest different types of jumping styles. |
| Jump Rope (10 minutes) | | |
| ACTIVITY #1 Review Relay Handoffs Discus | Students gather and sit / stand in semi circle to view demo.  
Review Relay Handoffs using verbal or visual cues: Turn and look, arm up, slow jog, Baton to hand, Take off running. When performing Blind Relay Handoff: Trust passer, First “stick,” Extend arm straight back, Elbow up, Palm up, Feel baton, Take off running.  
Discus: For a right handed student (adjust for left-handers) - Left shoulder toward target, Rest discus in first knuckle of all fingers but little and on “pad” near wrist, Body twists around, Arm swings straight out in a circular motion, Release pinky to index finger order.  
Lower body creates torque due to initial stance and lower body turning while upper body remains stable. Non throwing arm is up and blocks so the throwing arm swings through like a whip. | Provide positive feedback on technique, cooperation, and inclusion. |
### LESSON 6

#### 4th-5th Grade

**ACTIVITY #2**  
**Discus Bowling**  
**Visual and Blind Handoffs**

- Have students get back to back with partner, up person to discus, down to relay handoffs.
- Discus - Students form groups of 4-5, depending on class size (the smaller the better), 1 baton and 1 discus per group. Divide number of students as evenly as possible.
- 1 pair has a discus and is separated by 6-8 feet. Student with discus grips and shows grip to partner. When partner says grip is appropriate, student with discus “bowls” or rolls discus on its edge toward partner. Partner rolls it back. Each student rolls discus 2-3 times.
- Students attempt to toss discus into air no more than 10 feet up. Partner provides feedback about release and grip. Both partners should complete this 2 times.
- Partners get 20 feet apart and execute mini-throw to each other.
- Hand-Offs - Visual and Blind Handoffs - 1 baton per pair.
- Partners are 20 feet apart and in line with each other. Practice visual handoffs first to get the idea of running straight to partner. Pair does this 5 times.
- Partners practice 5 blind handoffs.
- After each group has completed the tasks, exchange spaces and equipment and repeat the activity.

- Move among groups to provide feedback and support.
- Be aware of students not following safety protocols and alter behaviors as needed.
- Commend those who are cooperating and trying to follow directions.

**ACTIVITY #3**  
**Never Ending Relay**

- Divide class into as many groups as there are cones, and send a group to each cone. They squat in a line from cone diagonally toward center of rectangle.
- First student has a baton and stands outside cone facing counter-clockwise. This will be the direction all students are running. On your signal, each student with a baton begins running around all cones until they return to their original cone.
- While this student is running outside cones, next student in line prepares to receive the baton. When student receives baton, he or she runs a lap, and so on through line.
- Object of game: to complete as many laps as possible in time allotted.
- Game should be continuous until you signal halt.

- Set up a 40 X 40 yard rectangle. Use cones to mark each corner. If class is large, have 2 or 3 set-ups for this activity. If facilities and/or space are an issue, make the distance smaller but have as many set-ups as possible, so the students get the most cardiovascular effect.
- Help students form lines.
- Help students maintain good running form with positive feedback.
- Support safety measures during entire activity.

**COOL DOWN/CLOSURE**

- Review Skill/Activity
- Assist with equipment.
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NASPE NATL STD P.E. 1,2,3,4,5,6
**EQUIPMENT:**
- 4-12 cones, 1 bean bag or hackey sack for every 15 students
- HRPA-4 hoops, Jump Kone set-up, 2 batons, 2 shot puts or softballs, 2 long ropes, 4 short ropes, 2 discus
- 1 cone or poly spot per student
- 6-10 balls (basketballs, softballs, Nerf balls)

**LESSON OUTCOMES:**
- Participate in the Cone Movement Skills activity to improve overall fitness levels.
- Improve fitness skills by participating in track and field circuit.
- Review and practice triple and long jump technique.
- Review shot put and discus technique, and relay handoffs.
- Demonstrate teamwork by playing Old Run Around.

**BEFORE CLASS SET UP:**
- HRPA: Set up stations before class.
- Activity #2: Set up zigzag cones.

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| Track and Field Circuit (20 Minutes) | • Divide students equally among 10 stations.  
• Have students stretch in place while watching rapid demonstration of each station by you or a student.  
• On your signal, students perform task at each station. On your next signal, students replace all equipment at station and move to next.  
• Each station should take 45 seconds with a 15 second change of station. Continue until all stations have been completed.  
• Students return equipment to storage area.  
• Station 1: Shuttle Run - 2 hoops per pair. Students start at 1 hoop facing each | Either have equipment ready to distribute or already set up.  
• Help students form groups.  
• Supervise all groups, especially the shot and discus to insure cooperation and safety. |
other, and together shuffle step back and forth between 2 hoops.
- Station 2: Jump Kones - 2 cones and Jump Kone system needed. Set up at level comfortable for both participants. Students jump over cones with 2 feet back and forth.
- Station 3: Handoffs - 1 baton per pair. Practice visual and blind handoffs.
- Station 4: Standing Long Jump 2 markers for each student, to mark their jumps Students measure jump. Attempt to better the distance with each jump.
- Station 5: Shot Put - 1 shot put or softball per pair. Each student “puts” shot or ball toward partner. Safety rules must be followed at all times.
- Station 6: Zigzag Jumping - 1 long jump rope per pair. Students place rope straight out. Starting at end of rope, they jump over in a zigzag pattern to other end, then turn around and come back.
- Station 7: Jog - Students jog around entire area and return to station.
- Station 8: Triple Jump - Have a line or a rope on floor to indicate general take-off area. Have 1 student perform a slow triple jump with other student watching. After positive comments are given, switch roles.
- Station 9: Jump Rope - 2 short ropes are needed per pair. Keep short ropes at station. Students do different types of jumps (i.e., front, back, 1 foot, crossover).
- Station 10: Discus - 1 discus per pair. This station concentrates on release. Students face each other 10 feet apart. 1 student performs a mini-throw and release toward partner. Partner makes positive comments and roles reverse.

**ACTIVITY #1**
**Distance Running Technique**
- Distance Running Technique: Body is erect and there is little arm movement, Swing / drive elbows back in a natural motion, which means the hand come to the midline of the body), use good stride with heel/toe strike.
- Students jog in place demonstrating proper running form.
- Assist students with technique.

**ACTIVITY #2**
**The Old Run Around**
- Students form groups of 4, 1 ball and 6 cones/markers per group. Groups are in zigzag formation with extra cone outside zigzag area.
- Cones must be 5 large steps apart and in zigzag formation. 1 student is at each cone/marker and first student in line has ball. Extra student is at cone on outside of area and is a runner.
- On your signal, student with ball tosses it to student at second cone, and so on until ball gets to end of line. While ball is being passed, runner is running around group.
- Object of game: for runner to make it around group and back to cone before ball goes to end of line.
- Assist students with setting up formation.
- Supervise groups by making sure the runners are following rules and passers are passing to the next student in line and not further down the line.
is passed down line.
- If runner is faster, then he or she gets a point. If passing line is faster, then everyone in line gets a point.
- Change positions by having student who ends up with ball become runner and runner become first student in line that makes first throw.
- Students keep track of their own points.

↔ Variation: Have passers pass ball up and back before student finishes.

**COOL DOWN/CLOSURE**

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<td>NASPE NATL STD P.E. 1,2,3,4,5,6</td>
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**EQUIPMENT:**
- 30+ cones/markers
- 18 hurdles (or small cones)
- 6 Batons
- 1 small fleece ball/bean bag per student
- Stereo

**LESSON OUTCOMES:**
- Demonstrate running and cornering skills in Instant Activity.
- Develop running, turning and tag skills in class activities.
- Demonstrate basic hurdling technique.
- Work cooperatively with teacher, staff, and other students.

**BEFORE CLASS SET UP:**
- HRPA: Set up 4 cones in a rectangle 40 X 40 yards.
- Activity #1: Set up 2 cones per group, 20-30 feet apart.
- Activity #2: Set up 4 rows of 5 hurdles/cones. 2 rows of 18" hurdles and 2 rows of 28" hurdles.

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<td>HEALTH RELATED PHYSICAL ACTIVITY:</td>
<td>- Never ending Relay (10 minutes)</td>
<td>- Set up 40 X 40 yard rectangle. Use cones to mark each corner. If class is large, have 2 or 3 set-ups for this activity. If facilities and/or space are limited, make the distance smaller but have as many set-ups as possible, so the students get the most cardiovascular effect.</td>
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<td>- Divide class into as many groups as there are cones, and send a group to each cone. They squat in a line from cone diagonally toward center of rectangle.</td>
<td>- Help students maintain good running form by providing positive feedback.</td>
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<td>- First student has a baton and stands outside cone facing counter-clockwise. This will be the direction all students are running. On your signal, each student with a baton begins running around all cones until they return to their original cone.</td>
<td>- Support safety measures during entire activity.</td>
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<td>- While this student is running outside cones, next student in line prepares to receive the baton. When student receives baton, he or she runs a lap, and so on through line.</td>
<td>- Assist students with cone set-up.</td>
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<td>- Object of game: to complete as many laps as possible in time allotted.</td>
<td>- Place cones 20-30 feet apart.</td>
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<td>- Game should be continuous until you signal halt.</td>
<td>- Explain and model as needed.</td>
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**ACTIVITY #1 The Loop**
- Students remain in groups, 2 cones per group. Students line up behind 1 cone facing the other.
- On your signal, first student runs to cone, rounds cone, and speed walks back to line. Students in line can take off when student in front of them gets to cone.
### ACTIVITY #2

**Review Shot Put**
- Hold shot in palm of hand under jaw between chin and ear, elbow out, push upward and out, Wrist snap after release.

**Hurdles**
- Take-off foot is 3-5 feet from hurdle, Lead leg is bent over hurdle and trailing leg is bent with knee to side, perform body lean over the hurdle.
- The lead knee is driven forward at the hurdle and the block of the lead thigh makes the lower leg swing forward. The common mistake is to drive the leg at the hurdle resulting in a lowering of the center of gravity, which then results in a slowing of the body.
- The lead arm also blocks which creates some lift to clear the hurdle.

- Be aware of safety issues and prepare students for low hurdles by practicing proper technique.
- Emphasize proper form so poor performance habits are not formed.

### ACTIVITY #3

**Hurdles**
- Students form groups of 6. Each group lines up behind hurdles (cones) they feel comfortable going over.
- Groups walk through approach to hurdle, lead leg out. Knee drive up and forward, snap down (activate hamstring to snap leg down), trailing leg out and over hurdle.
- Once they finish have them go back over hurdles using the same technique.
- Emphasize maintenance of sprinting form.
- Students return using same skill.
- Have students get on either side of cones and pull trailing leg over the cone, repeatedly. This will emulate the trail leg going over the hurdle. Emphasis is on knee lift and foot position (out and sideways).
- Students return using same skill.
- Have them run fast over hurdles and hurdle back when each group finishes.

- Set up a row of 2 hurdles per group.
- Move from group to group making sure the students are remaining on task and jumping correctly over the bar.
- Compliment good form, strength, and cooperation with other students in their group.

### ACTIVITY #4

**Rat Race**
- Four cones and lively music.
- Set up cones to create a safe track for students to jog around.
- Students are positioned outside the cones in scatter formation.
- While music is playing the students jog around the “track”.
- When the music stops, the “rats” (students) move forward only (not allowed to go against the flow of the rat race) to find a partner & sitting inside the cone track.
- After 5 seconds (teacher counts down), any student without a partner does five jumping jacks (teacher can change the exercise for each stoppage of the music).

- Set up 40X40 track with cones.
- Make sure students all move in the same direction at all times.
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NASPE NATL STD P.E. 1,2,3,4,5,6
**EQUIPMENT:**
- HRPA: 4 cones, 4 pinnies, 4 beanbags
- Track Meet Activity

**LESSON OUTCOMES:**
- Demonstrate previously acquired skills by participating in mock track meet.
- Work cooperatively with large group by taking scores for other students.
- Apply knowledge of previously learned physical and cognitive skills as they relate to track and field.

**BEFORE CLASS SET UP:**
- HRPA: Set up 4 cones for boundary for tag game and 4 pinnies for “taggers”
- Track Meet: If possible, set up entire mock meet stations before class

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<td>HEALTH RELATED PHYSICAL ACTIVITY: Heal the Heart Tag (10 Minutes)</td>
<td>1 tagger and 1 heart healer per 15 students are needed. Other students are scattered about activity area. Taggers wear pinnies. Heart healers have “hearts” (hackey sacks or beanbags). Heart healers are safe and cannot be tagged. When other students are tagged they must squat down as if their hearts have been damaged. Taggers may be considered fats, candy, etc. To re-enter game, a tagged student must be given a “heart” (hackey sack/beanbag) by a heart healer. Now a new student has “heart” and can heal tagged students. Heart healer then joins game as a player. After 2 minutes, change taggers.</td>
<td>• Set up taggers and heart healers. Have pinnies and hackey sacks/beanbags ready for distribution. Supervise and support cooperation and healthy competition.</td>
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**ACTIVITY #1**
Mock Track Meet: Triple Jump, Discus, Short Relay, Long Distance Running
- Form 2 groups of 6 students for each station. Each group will have a clipboard and a sheet.
- At each station, there will be a task card and method of scoring. 1 team performs skill while other team marks, scores, or picks winners of event.
- If it is an individual event, each student performs task and has a score recorded. If it is a team/relay event, divide group into 2 for competition. After 1 team completes a task, other team goes.
- Groups move to another station ONLY on your signal.
- If a group either is off-task, not following rules, or not cooperating, it is your option to disqualify a team from an event and give students scores of zero.

**COOL DOWN/ REVIEW Skill/Activity**
- Review Skill/Activity
- Assist with set up of stations.
- Move among all groups to ensure compliance to rules and safety precautions.
- Assist with equipment.
<table>
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<th>L9</th>
<th>TEKS Introduction 1,2</th>
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NASPE NATL STD P.E. 1,2,3,4,5,6
**TRACK AND FIELD**

**LESSON 10**

**4th-5th GRADE**

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**EQUIPMENT:**
- HRPA: 30 cones/marker
- Noodles
- Pinnies
- Track Meet Activity

**LESSON OUTCOMES:**
- Demonstrate previously acquired skills by participating in mock track meet.
- Work cooperatively with large group by taking scores for other students.
- Apply knowledge previously learned physical and cognitive skills as they relate to track and field.

**BEFORE CLASS SET UP:**
- Track Meet: If possible, set up entire mock meet stations before class.

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| HEALTH RELATED PHYSICAL ACTIVITY: Tag Nutrition (10 Minutes) | • There is 1 tagger and 1 healthy helper per 15 students. Other students are scattered around activity area.  
• Taggers have a noodle (sticky fat) to use as a tagging device. Healthy helpers wear pinnies.  
• On your signal, students move around activity area within boundaries, trying to avoid being tagged with a “fatty food stick”.  
• If tagged, students have a clogged artery, are frozen and must remain there until a healthy helper comes and frees them with a touch.  
• If the healthy helper is tagged restart the game with new taggers.  
• Play for 1-2 minutes then change taggers. | • Help students take on roles of healthy helpers and taggers.  
• Maintain compliance with safety rules for tagging. |

| ACTIVITY #1 Mock Track Meet: Long Jump, Hurdles, Shot Put, Individual Short Running, and Long Distance Relay | • Form 2 groups of 6 students for each station. Each group will have a clipboard and a sheet.  
• At each station, there will be a task card and method of scoring. 1 team performs skill while other team marks, scores, or picks winners of event.  
• If it is an individual event, each student performs task and has a score recorded. If it is a team/relay event, divide group into 2 for competition. After 1 team completes a task, other team goes.  
• Groups move to another station ONLY on your signal.  
• If a group either is off-task, not following rules, or not cooperating, it is your option to disqualify a team from an event and give students scores of zero. | • Help set up stations.  
• Move among all groups to ensure compliance to rules and safety precautions. |

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