Full Year P.E. Preview

Thanks for previewing!

P.E. Curriculum FOR GRADES 6-12

FOR PRINT + ON GOOGLE DRIVE!

5 DAYS A WEEK STEP-BY-STEP LESSONS FOR 1 FULL SEMESTER!

100+ LESSONS ON GOOGLE DRIVE!

9 WEEKS OF ONLINE WORKOUTS

20 UNITS!

LOW ORG GAMES!

#1 Best Seller on TPT!

A Complete Year of P.E. Lesson Plans

I am a National Board Certified Teacher with a Master of Education Degree and I have experience teaching Elementary, Jr. High, and High School P.E. and Health.

“Love it! Made my planning easy!”

“Awesome curriculum!” "I LOVE THIS!"

“Wow! I LOVE this seller’s products… Purchased her P.E. curriculum and I LOVE it.”

“It is amazingly organized with great ideas.”

“It has made my life as a teacher so much easier. I am lucky I found such a great product. This takes years of experience and a lot of time.”

“…So easy to set up and follow.”

THE PROGRAM MEETS P.E. STANDARDS:

Aligned to National, Common Core, and my State Standards!

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects | ELA College and Career Anchor Standards

http://www.corestandards.org/ELA-Literacy/

	Writing Grades 9/10	ELA College and Career Anchor Standards fo Writing
1	Write arguments focused on discipline-specific content.	Write arguments to support claims in an analysis of subs topics or texts using valid reasoning and relevant and su evidence.
2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical proc	Write informative/explanatory texts to examine and con complex ideas and information clearly and accurately th
3	Incorporate narrative element arguments and informative/ e *Note: Students' narrative skills co grades. The Standards require tha incorporate narrative elements ef informative/explanatory texts. In students must be able to incorpor their analyses of individuals or ev science and technical subjects, stu precise enough descriptions of the they use in their investigations or can replicate them and (possibly)*	
4	Produce clear and coherent w development, organiz task, purpose	

	Reading Grades 6-8
1	Cite specific textual evidence to support analysis of science and te
2	Determine the central ideas or conclusions of a text; provide an a knowledge or opinions.
3	Follow precisely a multistep procedure when carrying out experi technical tasks.
4	Determine the meaning of symbols, key terms, and other domain- specific scientific or technical context relevant to grades 6–8 texts
5	Analyze the structure an author uses to organize a text, including and to an understanding of the topic.
6	Analyze the author's purpose in providing an explanation, describing a procedure, procedure, or discussing an experiment in a text.
7	Integrate quantitative or technical information expressed in words in a text with a version of that information d visually (e.g., in a flowchart, diagram, model, graph, or table).
	g facts, reasoned judgment based on research findings, and speculation in a text.
	he information gained from experiments, simulations, video, or multimedia sources with text on the same topic.
	l comprehend science/technical texts in the grades 6–8 text complexity band

COMMON CORE STATE STANDARDS

Moving into the Future: National Standards for Physical Education, 2nd Edition

http://www.aahperd.org/naspe/standards/nationalStandards/PEstandards.cfm

Standard 1 - The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Standard 2 - The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

Standard 3 - The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Standard 4 - The physically literate individual exhibits responsible personal and social behavior that respects self and others.

Standard 5 - The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Standard 1: Students will demonstrate competency in a variety of motor skills and movement patterns.

Topics:	Grade Level and Standards:	Add in Your State Standards Here:	How This Program Meets Standards:
1. Games and Sports	Year 1: Demonstrate competency in activity-specific movement skills in two or more games and sports (invasion, net/wall, field/striking, target). **PE1.1.HS1** Refine activity-specific movement skills in two or more games and sports (invasion, net/wall, field/striking, target). **PE1.1.HS2** Year 2: Refine activity-specific movement skills in two or more games and sports (invasion, net/wall, field/striking, target). **PE1.1.HS2**		-Met in several units; such as: soccer, football, basketball -Met in several units; such as volleyball and floor hockey -Met in several units; such as: soccer, football, basketball
2. Individual-Performance Activities	Year 1: Demonstrate competency in activity-specific movement skills in two or more individual-performance		-Met in several units; such as: tennis, badminton, pickleball

State standards are based on the 5 SHAPE National P.E. Standards!

SHAPE America SOCIETY OF HEALTH AND PHYSICAL EDUCATORS®

#1 Best-Selling P.E. Program

Syllabus

Fitness Testing

Units

Components of Fitness

Meet Standards

Lessons

Body Systems

FITT Plans

Nutrition

Skills/Drills

Games

GOOGLE DOCS

Fun

Tests

Videos

Weight Training

Activities

Assessments

Cardio Workouts

Tournaments

Strength and Conditioning

1 Several Online Programs!

2 No Prep Print + Go Day-by-Day Lessons-Full Semester!

3 19 Units with Step-by-Step Teacher Directions

4 Wt. Training | Cardio | Workouts |FITT Plans

1 Several Online Programs!

On GOOGLE DOCS!

9-Week Workout Program
on Google Slides!

On GOOGLE DOCS!

NEW

Week 1 | Date: x

Monday	Tuesday	Wednesday	Thursday	Friday
workout	bodywork+	workout	bodywork+	workout
1. Warm-Up	1. Warm-Up	1. Warm-Up	1. Warm-Up	1. Warm-Up
2. CHOOSE FROM:	2. CHOOSE FROM:	2. CHOOSE FROM:	2. CHOOSE FROM:	2. CHOOSE FROM:
- Walking - Dance/TBo Videos - Pre-Approved activity- write in here: x	- Ab Workout - Glutes Video - Pre-Approved activity- write in here: x	- Walking+ HR	Lower Back WkOut	- Walking io Videos
3. Stretch	3. Stretch			

Student Directions

Thank you for being part of this digital workout program!

The goal of this P.E. "at home" program is to help students try a huge variety of activities, and to give you a CHOICE of which workouts you'd rather do!

The hope is that this program will to encourage you to continue participating in movement, yoga, cardio, fitness, strength training, team sports, individual lifetime sports, dance, or competition, in your future and FOR LIFE!

P.E. and physical activity should be a positive experience!
Here's to having a healthy body and the desire to be active for life!

1. Your requirement is to work out 5 days a week, Monday thru Friday.
2. Using the weekly calendar, each day you will select a warm-up routine o choice.
3. After your warm-up, you will "CHOOSE FROM" one of 2 daily workouts, **NOTE**: If you have a different physical activity that you would rather do (*will get your heartrate up on M-W-F and give you a good calisthenic workout on T-T* ask your teacher if you can substitute that in place of this program's wor You will write in the activity in red under the "Pre-Approved" section.
4. After the workout, you will select a stretching routine of your choice.
5. Last, you will mark "Yes" or "No" if you completed the daily tasks. On Fri you will have a parent mark "Yes" or "No" if you completed the workouts filled in the calendar honestly.

Fully editable!

Lower Back Exercises:

1. plank hold 30 sec. to 1:00 min.
2. side plank hold 30 sec. to 1:00 min.
3. opposite arm and leg on stability ball, knees or on stomach
4. hip flexor stretch
5. ab exercises - see "Best Abs" document
   -tighten and do bicycle slow
   -heel touches
   -heel crunches, fingers slide to knees
   -bicycle with legs flutter-slow
   -long arm crunch
   -reverse crunch
6. balance on foam form or balance board

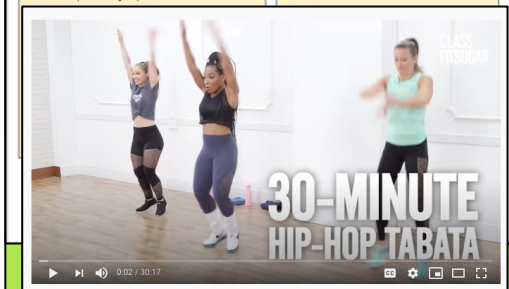
Cool-Down Stretches to C

#4: Standing Stretches

-head turning side to side
-head roll side, front, side
-arm rolls forward-r and l
-arm circles
-shoulder shrugs
-shoulder rolls back
-round the shoulders (hands on thighs)
-shoulder presses forward (hands still on thighs)
-pull arm across by elbow and hold
-interlace fingers, reach arms high, r and l
-alternating arm reaches (lunge same foot back)
-side bends
-trunk rotations
-hips side to side (palms together)
-lunges
-knee lifts (to chest pull)

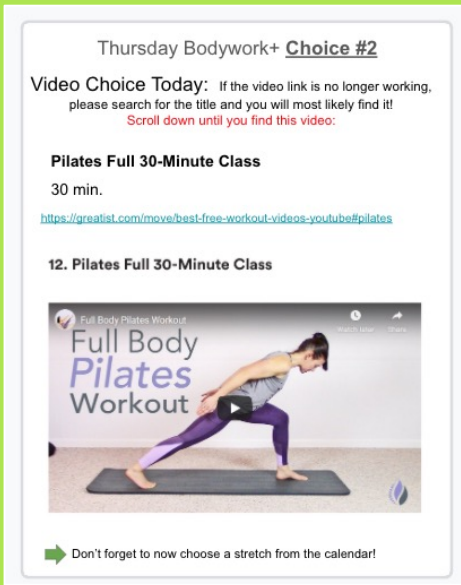
#5: Standing Stretches

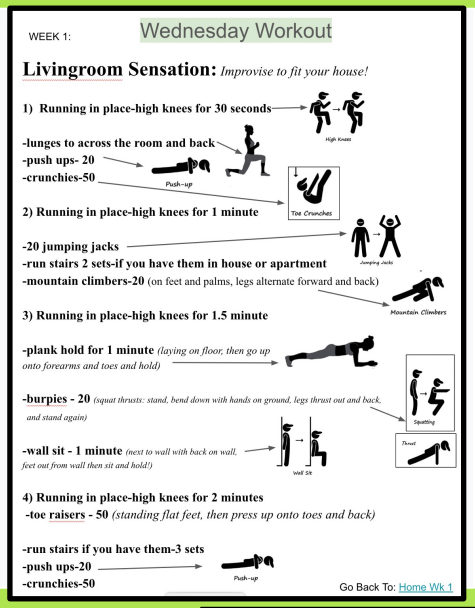
1. heel forw., head to knee-switch sides
2. point and flex foot-switch sides
3. back leg go straight, lean on a wall, back heel down-switch sides
4. arm straight forward use opposite hand to pull arm across chest-switch sides
5. grab both hands behind back and lean forward
6. turn L. and be centered-put head to both knees
7. stand it up-still centered, hands behind back, pull forw. head to both knees



30-Minute Hip-Hop Tabata to Torch Calories

No Prep! Ready to Go!





Completed?:

Yes

No:

Parent: Please verify sheet has been filled out accurately:

Yes

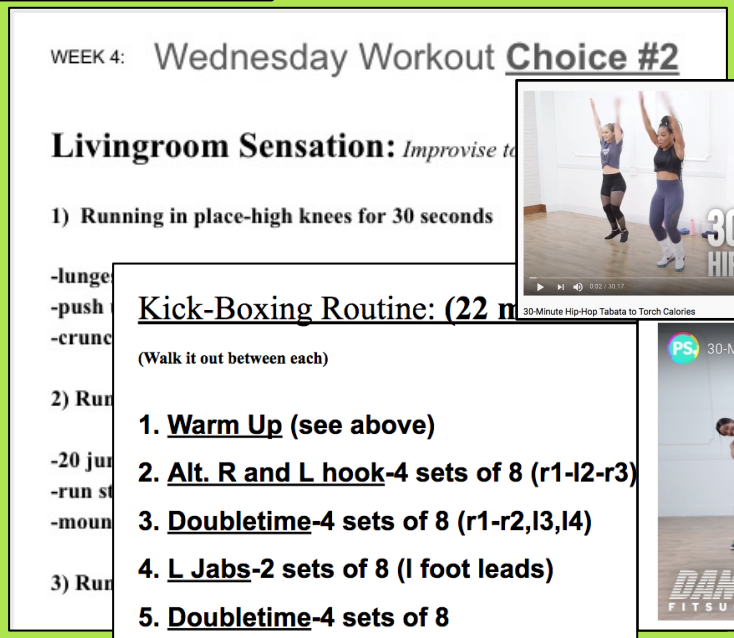
No:

NEW

On GOOGLE DOCS!

Student Choices!

- -9 Weeks
- -6 Warm Ups
- -5 Stretching Routines
- -Workouts!
- -Heart Rate Lesson
- -First Aid Wrapping
- -Videos



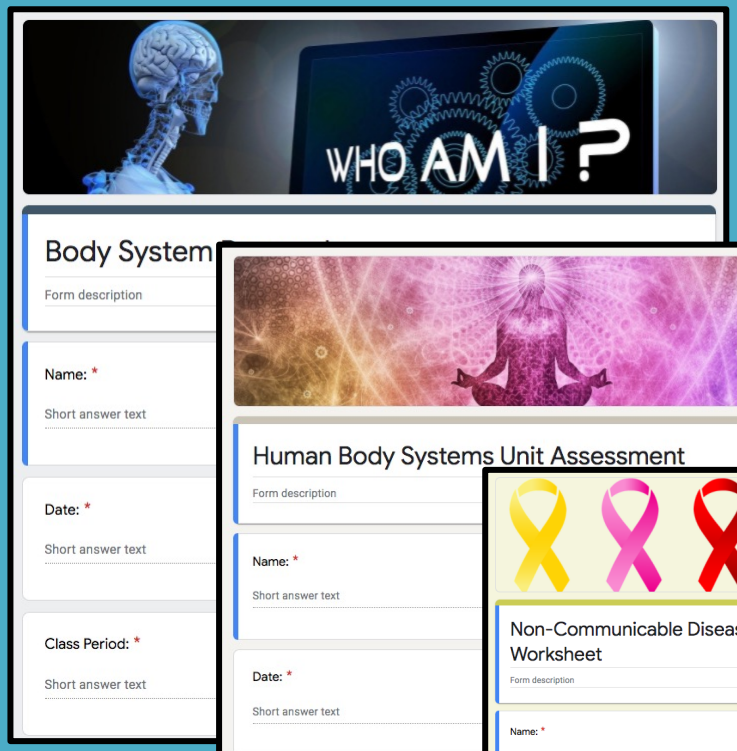
Kick-Boxing Routine: (22 m

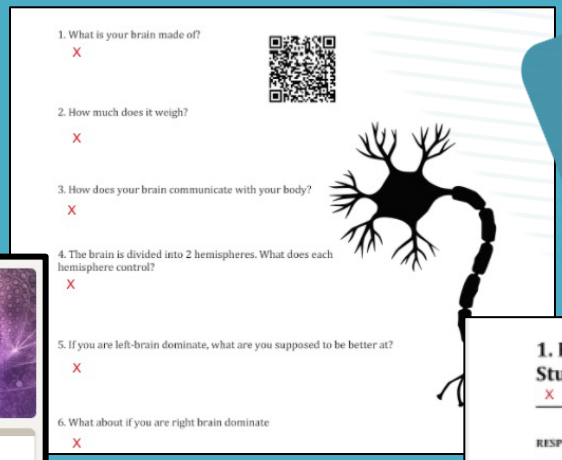
(Walk it out between each)

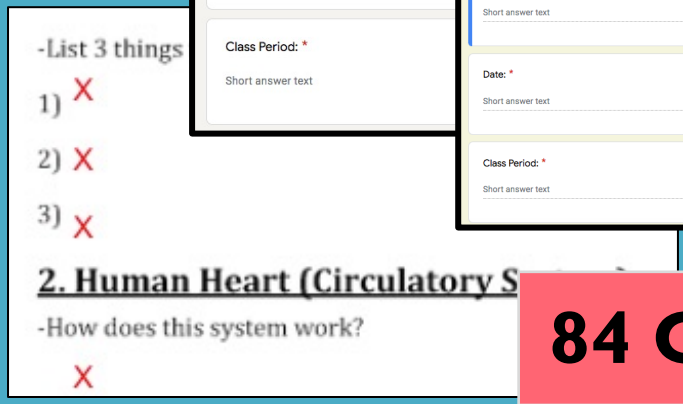
1. Warm Up (see above)
2. Alt. R and L hook-4 sets of 8 (r1-l2-r3)
3. Doubletime-4 sets of 8 (r1-r2,l3,l4)
4. L Jabs-2 sets of 8 (l foot leads)
5. Doubletime-4 sets of 8

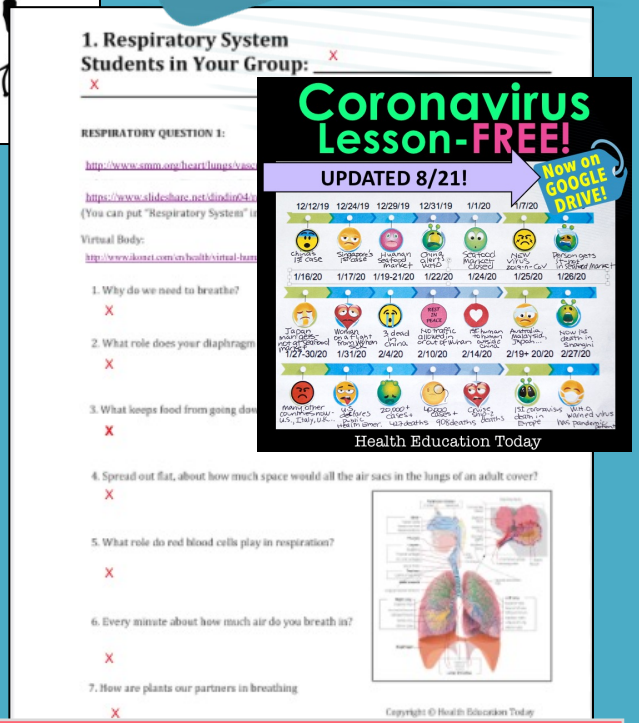
Human Body Systems

Student Docs on Google Docs!









On GOOGLE DOCS!

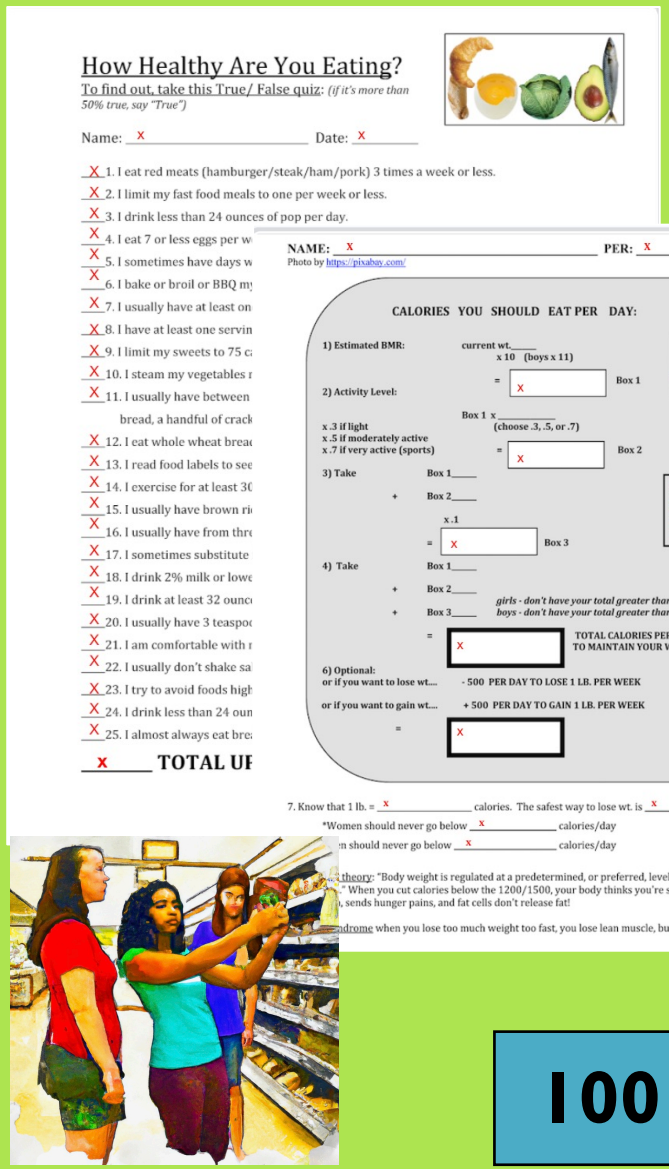
TRY ME!

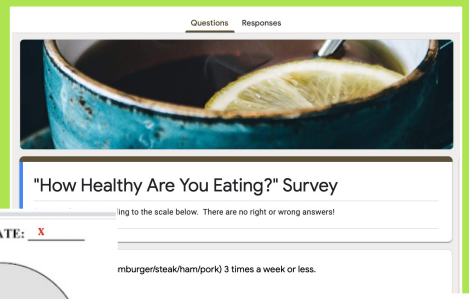
84 Google Slides + 4 Google Forms

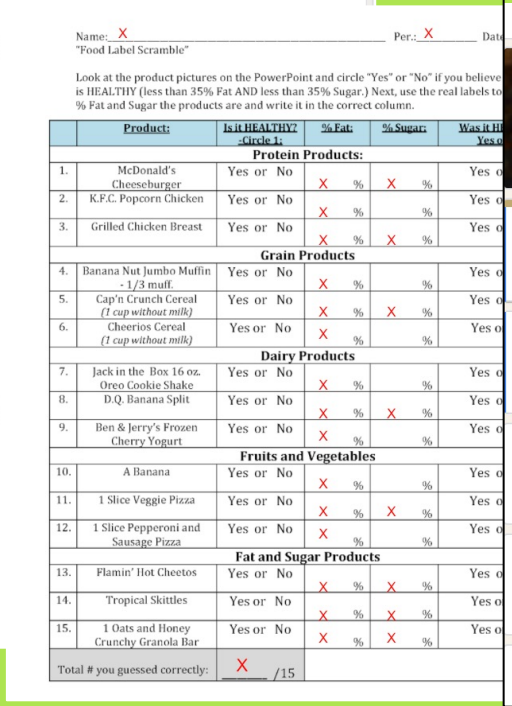
4-Week Nutrition Unit

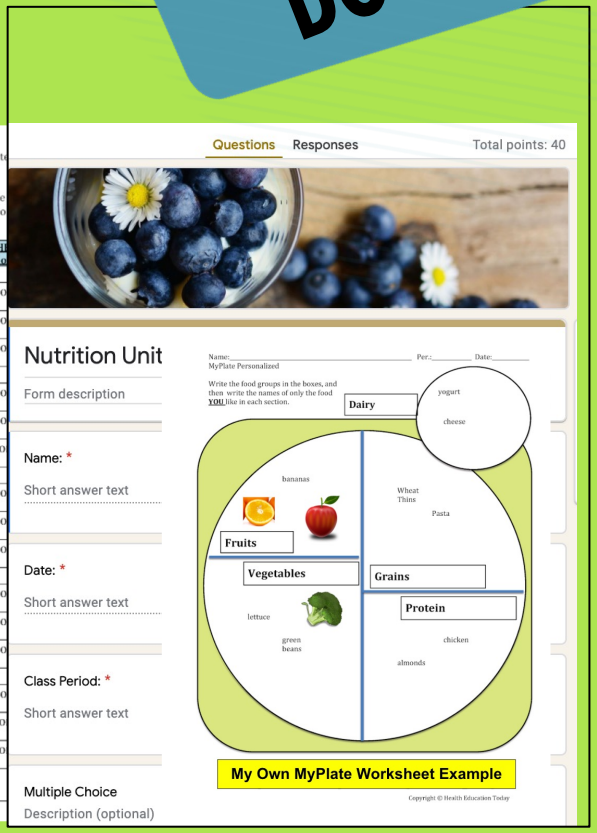
Student Docs now on Google Docs!

On GOOGLE DOCS!







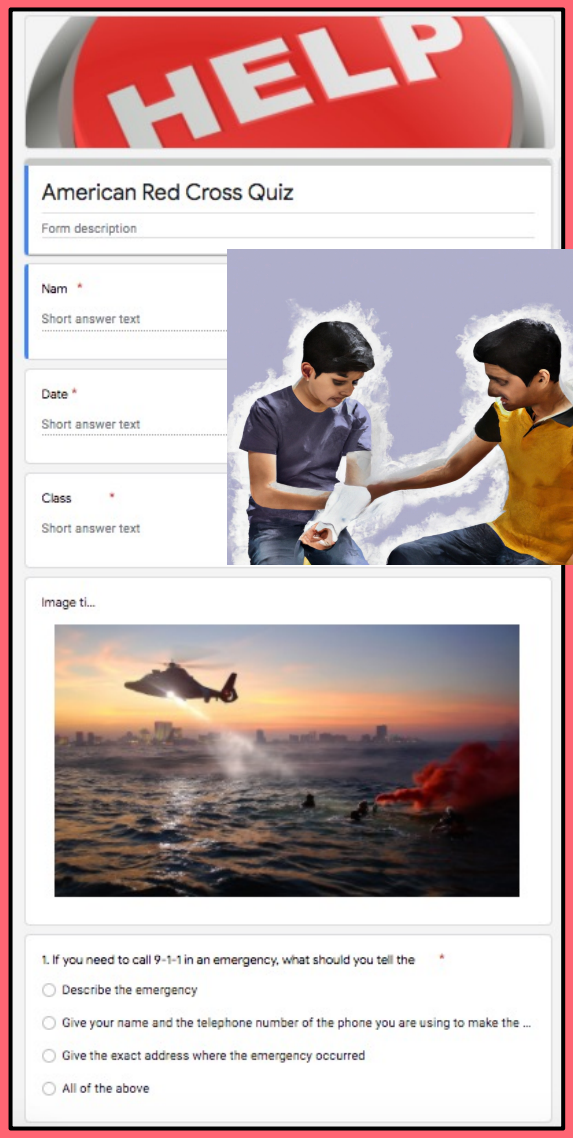


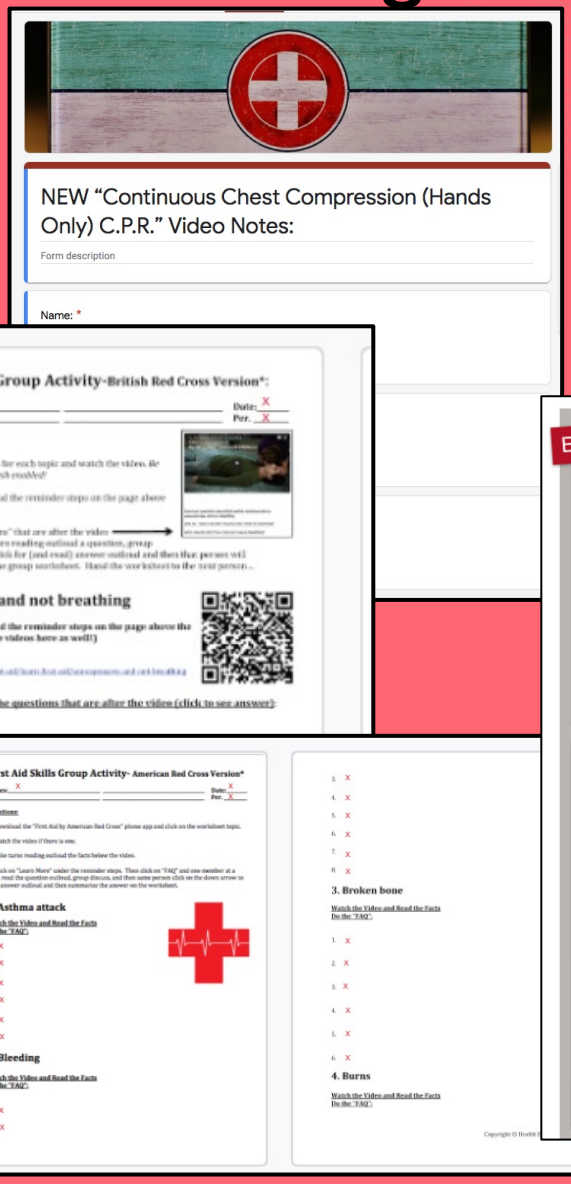
100 Google Slides + 4 Google Forms

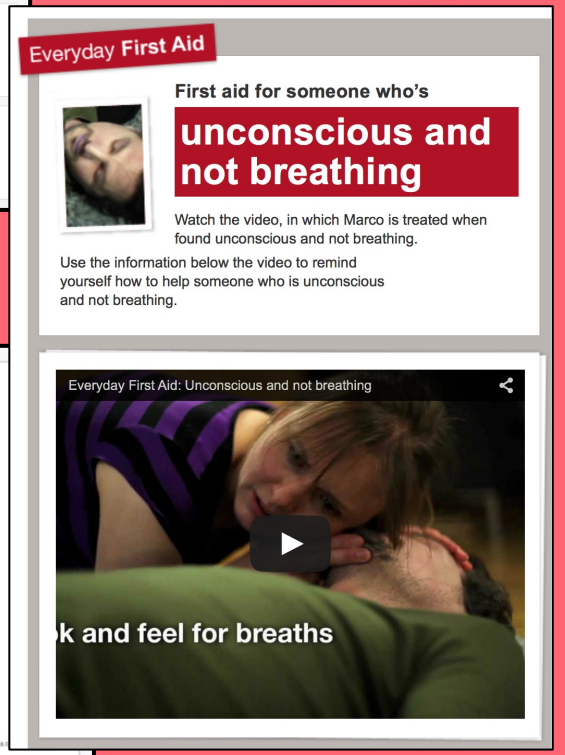
3-Week First Aid Unit

Student Docs now on Google Docs!

On GOOGLE DOCS!





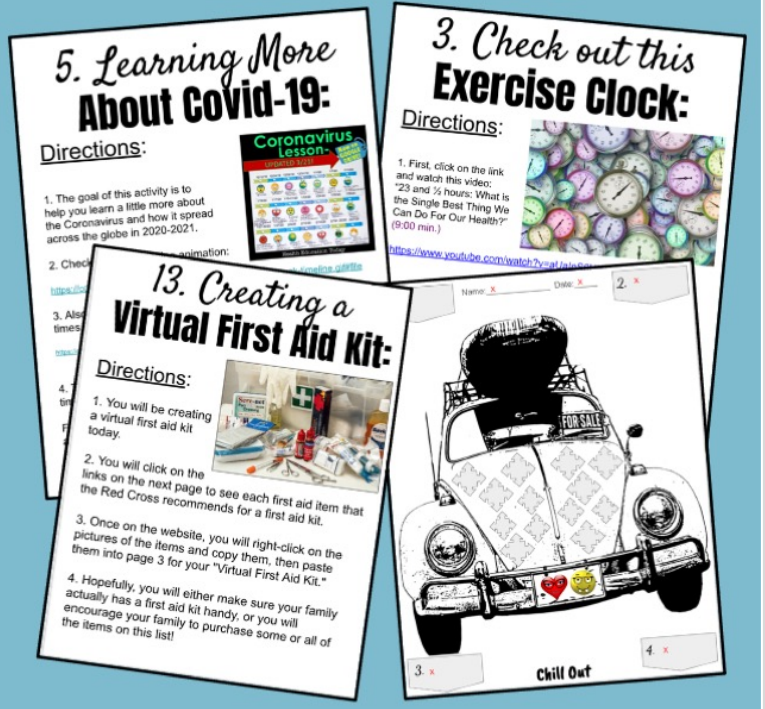


16 Virtual Online Worksheets

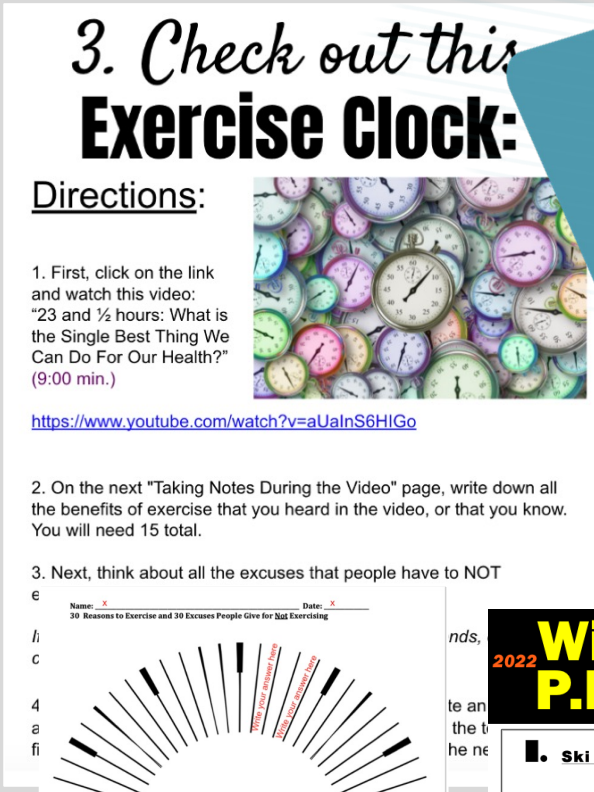
Student Docs on Google Docs!

Virtual Online P.E. Worksheets

New 3-Week Google Slides Program



IN MY FULL-YEAR P.E. PROGRAM ONLY!



On GOOGLE DOCS!

NEW

THE REST OF THE SLIDES GIVE YOU MORE DETAILS ON WHAT'S INCLUDED:

physed

Name

- 0Teacher Directions Read First.docx
- 0Teacher Directions Read First.pdf
- 01Organizing Docs.docx
- 01Organizing Docs.pdf
- 02Full Sem Lesson Plans
- 03Online Workout
- 04Fitness Testing
- 05Standards Comm Core and Scope and
- 06Inside Units and Activities
- 07Outside Units and Activities
- 08Wt Training
- 09Cardio Workouts
- 10Calisthenics and Body Work
- 11Fitt Plans Folder
- 12Written Work
- 13Body Systems Unit
- 14Nutrition Files
- 15 High School First Aid Unit
- 16Learning Targets for PE
- 17PE Updates for Previous Buyers HET.pdf

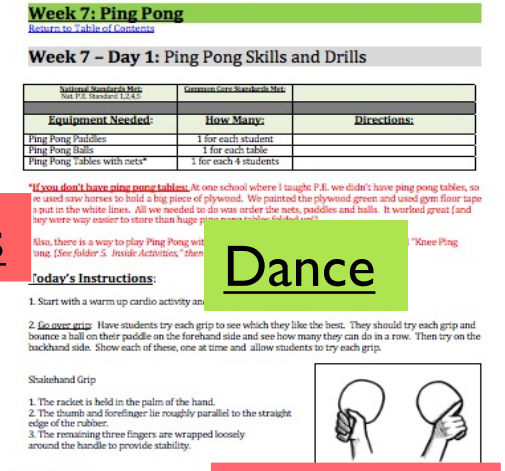
Units

Assessments

Fitness Testing

Workouts

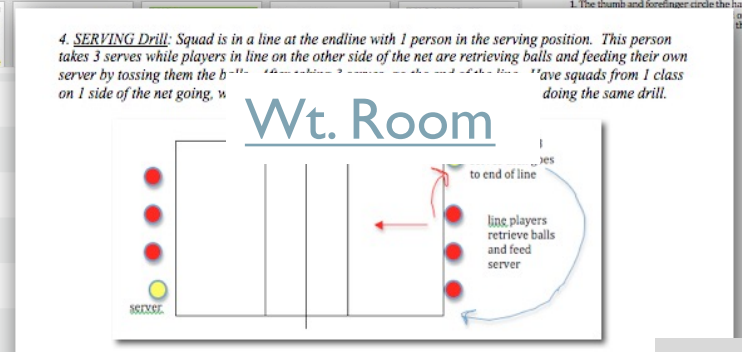
Games



Dance

Lessons

Games



FITT Plans

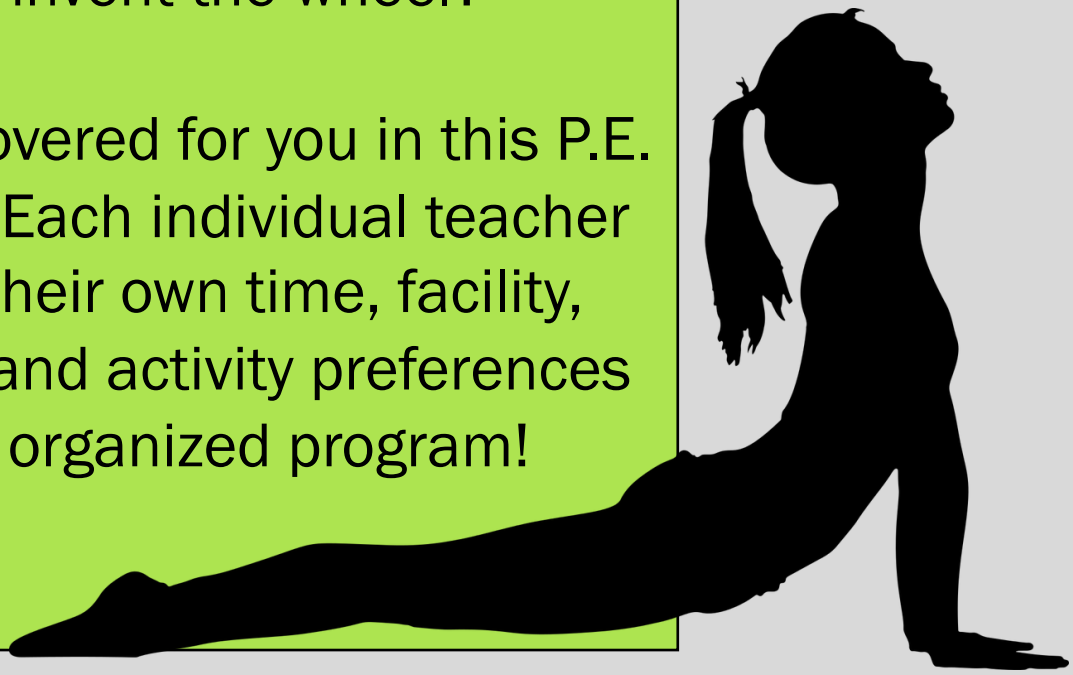
Strength and Conditioning

Tournaments

2 No Prep Print + Go Day-by-Day Lessons-Full Semester!

Why re-invent the wheel?

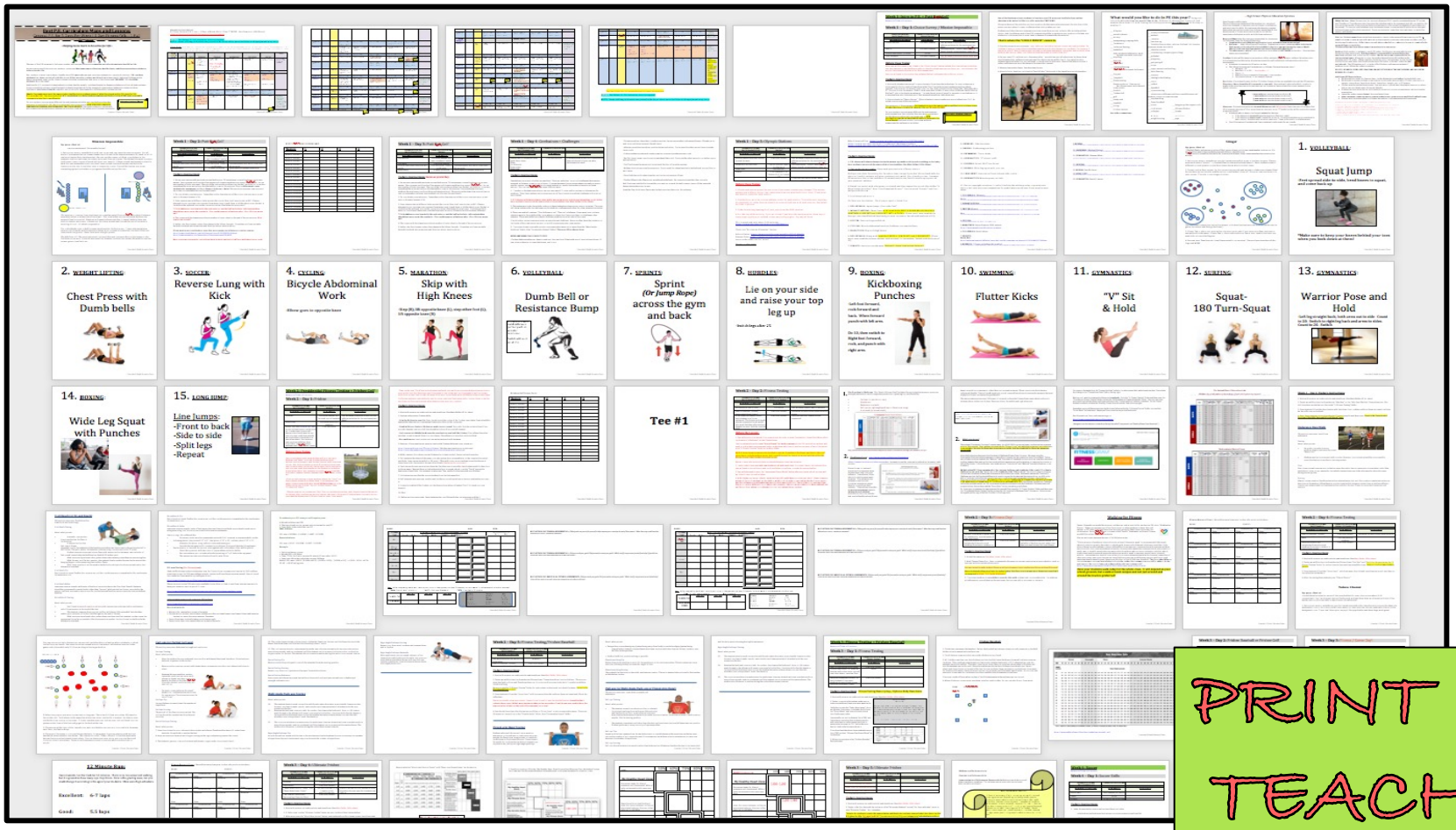
I have it all covered for you in this P.E. curriculum...Each individual teacher can meet their own time, facility, equipment, and activity preferences with this organized program!



90-Lesson Day-by-Day!

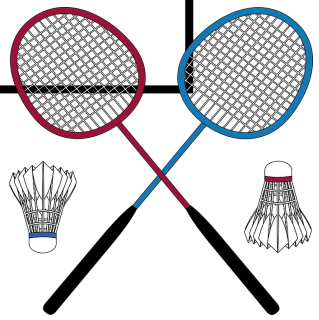
Formatted for teaching 3 or 5 days/week

full semester, and 2 Days/week for **a full year**!



PRINT + TEACH!

HERE ARE THE "DAY-BY-DAY" FILES AT A GLANCE:



- Elective PE Class 5 Days Wk Sem.docx
- Elective PE Class 5 Days Wk Sem.pdf
- General PE Class 2 Days Wk Year.docx ← **General P.E. – 2 Days a Week**
- General PE Class 2 Days Wk Year.pdf
- General PE Class 3 Days Wk Sem.docx ← **General P.E. – 3 Days a Week**
- General PE Class 3 Days Wk Sem.pdf
- General PE Class 5 Days Wk Sem.docx ← **General P.E. – 5 Days a Week**
- General PE Class 5 Days Wk Sem.pdf
- Standards on One Doc.pdf

3 Days General P.E./2 Days Wt. Training

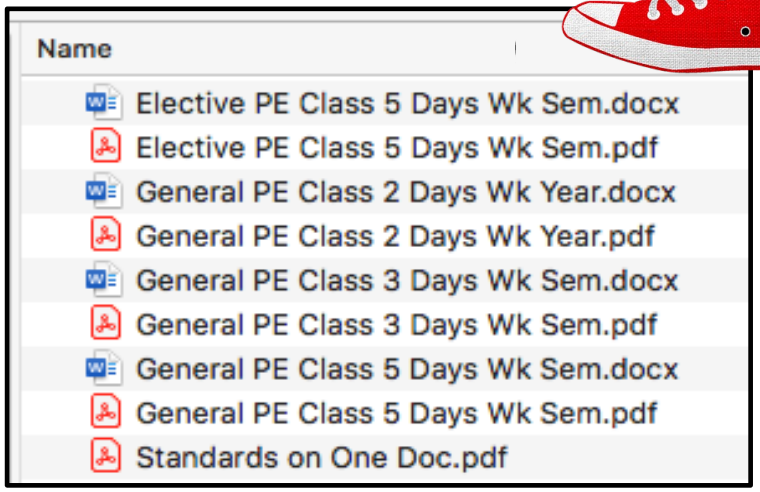
- WT TRAINING 2 Days General PE Class 3 Days
  - 1. General PE Class 3 Days.docx
  - 1. General PE Class 3 Days.pdf
  - 2. WEIGHT TRAINING 2 Days.docx
  - 2. WEIGHT TRAINING 2 Days.pdf

Wt. Training Elective- 5 Days/Week

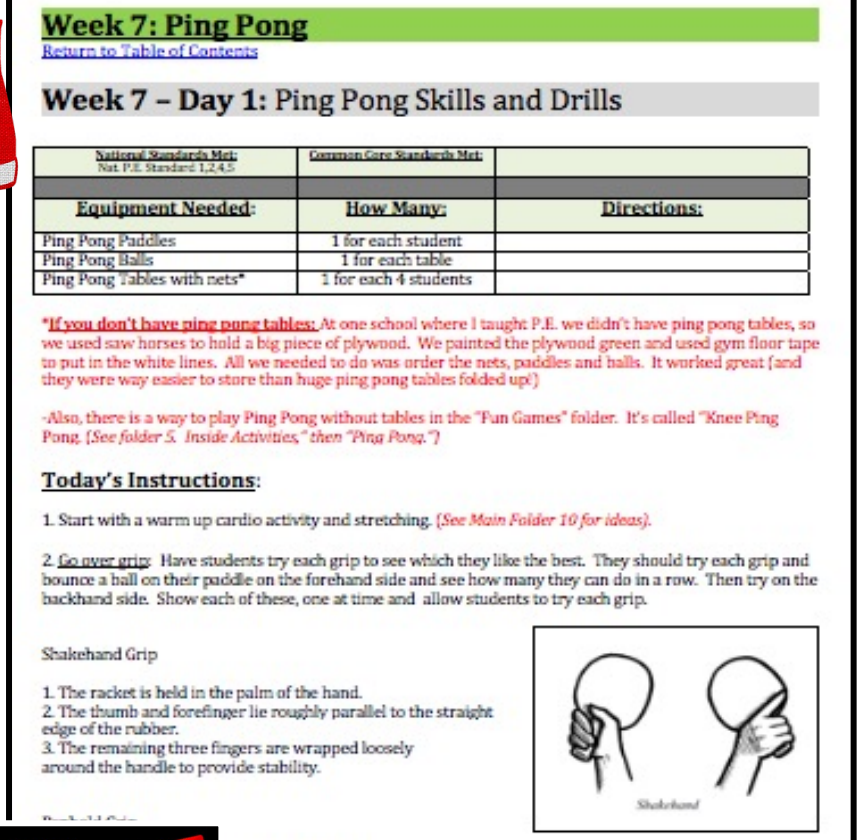
- WT TRAINING ELECTIVE 5 Days
  - WEIGHT TRAINING 5 Days.docx
  - WEIGHT TRAINING 5 Days.pdf

- Weightroom Docs
  - 1. 60 Weight Training Videos.pdf
  - Circuit With Signs and Record Sheets
  - FITT PLANS and HEART RATE LESSONS
  - How to Design Your Own Program Poster.docx
  - How to Design Your Own Program Poster.pdf
  - Muscle Anatomy Quizzes
  - Muscular Fitness PowerPoint.pdf
  - Muscular Fitness PowerPoint.pptx
  - Muscular Strength Background Info.pdf
  - Risk Asessment Survey.docx
  - Risk Asessment Survey.pdf
  - Strength Workout Record Sheet 2 Days.docx
  - Strength Workout Record Sheet 2 Days.pdf
  - Training Principles Worksheet.docx
  - Training Principles Worksheet.pdf
  - Two Days Wk Workout Record Sheets
  - Weight Training Handbook Worksheet KEY.docx
  - Weight Training Handbook Worksheet KEY.pdf
  - Weight Training Handbook Worksheet.docx
  - Weight Training Handbook Worksheet.pdf
  - Write Your Own Workout

THE "DAY-BY-DAY" FILES



PRINT + TEACH!



Week 7: Ping Pong

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Week 7 – Day 1: Ping Pong Skills and Drills

National Standards Met: Nat. P.E. Standard 1,2,4,5	Common Core Standards Met:	
Equipment Needed:	**How Many:**	**Directions:**
Ping Pong Paddles	1 for each student	
Ping Pong Balls	1 for each table	
Ping Pong Tables with nets*	1 for each 4 students	

*If you don't have ping pong tables: At one school where I taught P.E. we didn't have ping pong tables, so we used saw horses to hold a big piece of plywood. We painted the plywood green and used gym floor tape to put in the white lines. All we needed to do was order the nets, paddles and balls. It worked great (and they were way easier to store than huge ping pong tables folded up!)

-Also, there is a way to play Ping Pong without tables in the "Fun Games" folder. It's called "Knee Ping Pong. (*See folder 5. Inside Activities," then "Ping Pong."*)

Today's Instructions:

1. Start with a warm up cardio activity and stretching. (*See Main Folder 10 for ideas).*

2. Go over grips: Have students try each grip to see which they like the best. They should try each grip and bounce a ball on their paddle on the forehand side and see how many they can do in a row. Then try on the backhand side. Show each of these, one at time and allow students to try each grip.

Shakehand Grip

1. The racket is held in the palm of the hand.
2. The thumb and forefinger lie roughly parallel to the straight edge of the rubber.
3. The remaining three fingers are wrapped loosely around the handle to provide stability.

ger circle the handle.
curl or spread on the back face.
e is used with this grip.

WEEK 4		Soccer	Dribbling, Trapping, Throw in Drills Tunnel Soccer Game	Goal Keeping, Dribble, Pass, Shoot Drill, Make it a Game	Fitness/Game Day	Trapping, heading drills, 4 on 4 Games	Game Rules and positions, game play
Standards Met:			Nat. P.E. Standard 1,2,4,5	Nat. P.E. Standard 1,2,4,5	Nat. P.E. Standard 1,2,3,4,5 *Common Core W 4*	Nat. P.E. Standard 1,2,4,5	Nat. P.E. Standard 1,2,4,5
WEEK 5		Soccer	Soccer Game Play	Soccer Game Play	Fitness/Game Day Cardio FITT Plan	Soccer Game Play Soccer Study Guide	Soccer Game Play Mental Benefits of Exercise Homework
Standards Met:			Nat. P.E. Standard 1,2,4,5	Nat. P.E. Standard 1,2,4,5	Nat. P.E. Standard 1,2,3,4,5 *Common Core W 2,4,5*	Nat. P.E. Standard 1,2,4,5 *R 3*	Nat. P.E. Standard 1,2,4,5 *Common Core W 5 / R 6, 8*
WEEK 6		Tennis	Court rules, forehand, drill, backhand, drills, rally	Serving, drill, scoring, games	Fitness/Game Day	Game Play	Start Round Robin Tournament Play
Standards Met:			Nat. P.E. Standard 1,2,4,5	Nat. P.E. Standard 1,2,4,5	Nat. P.E. Standard 1,2,3,4,5	Nat. P.E. Standard 1,2,4,5	Nat. P.E. Standard 1,2,4,5

National Standards

Common Core

Week 2: Presidential Fitness Testing + Frisbee Golf

Return to Table of Contents

Week 2 – Day 1: Frisbee

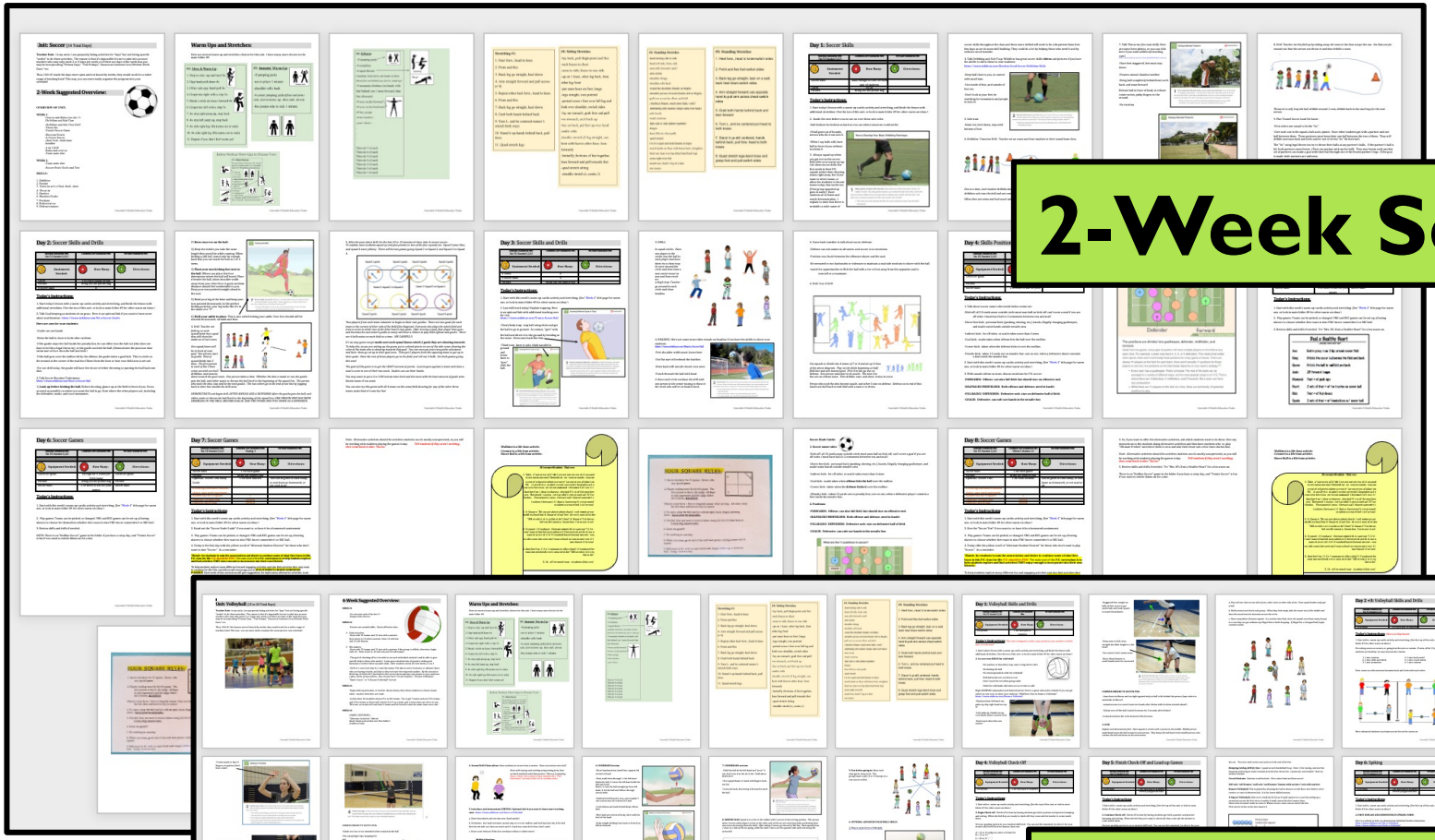
National Standards Met: Nat. P.E. Standard 1,2,4,5	Common Core Standards Met: Writing 4	My State Standards Met: *Fill in your own standards here...*
Equipment Needed:	**How Many:**	**Directions:**
Frisbees	1 for each student, or 1 for each pair of students	*You will need to edit this so you are only offering activities for the equipment you have!*
Score Card	1 for each group of 4 students	
Either purchase Frisbee Golf Nets, or any old equipment can be used, or to make your course a bit harder since they'd need to not just hit a tree trunk, but actually get the Frisbee in the hole or in part of an object. For instance, you could use old tires, bike innertubes hanging, buckets, garbage cans, Hula hoops, ropes, etc.	1 for each hole	*See game directions below..*

Today's Instructions:

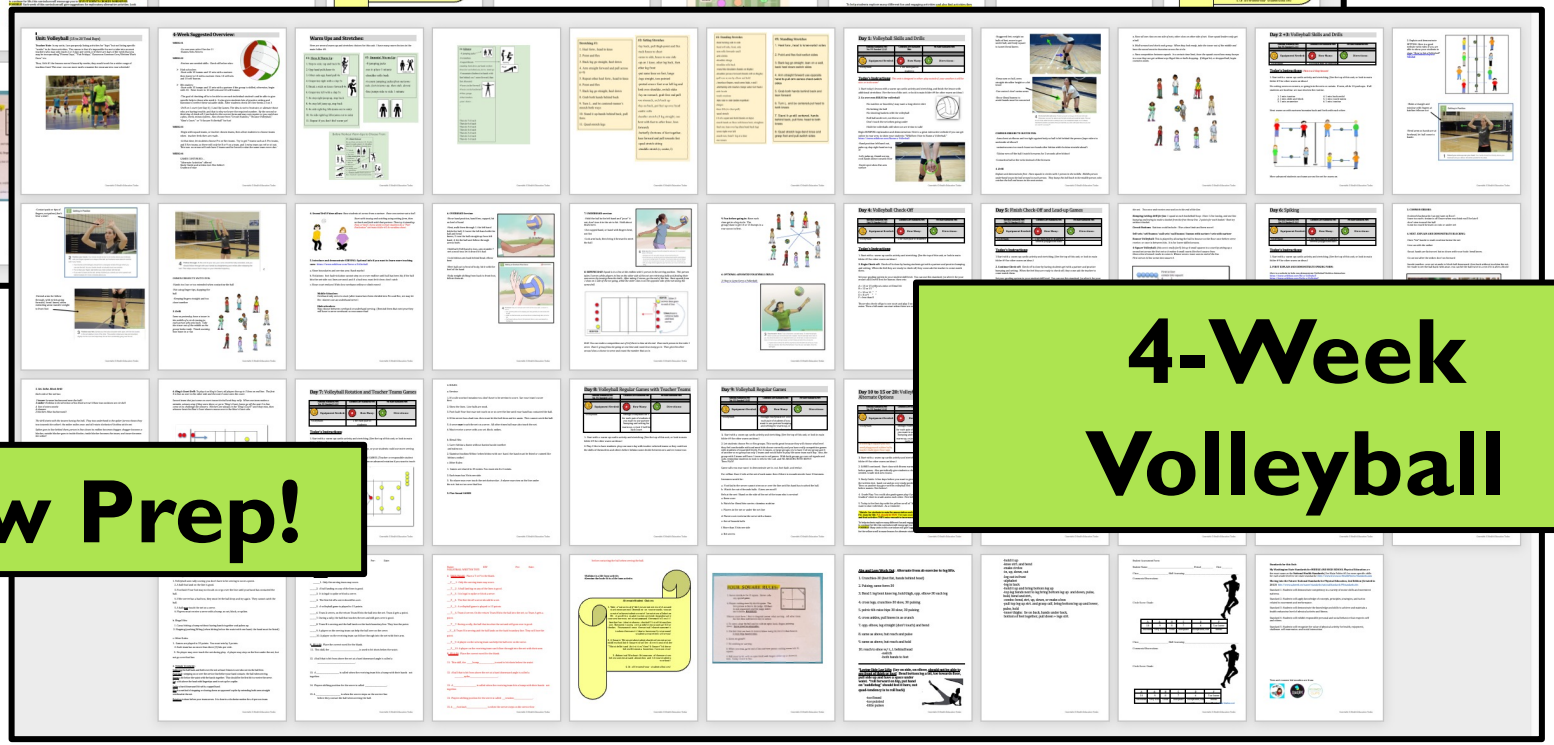
0. Start with this week's warm-up cardio activity and stretching. (Here is "Week 2's" title page for warm ups, or look in main folder #9 for other warm up ideas.)

Before Class Today: You can purchase ready-made Frisbee golf nets, sets with Frisbees and "holes" included, (Similar to this picture) but you can just as easily, and for way cheaper make your own course.

Any old equipment can work if you want to use it and you can make your course a bit harder since they'd need to not just hit a tree trunk, but actually get the Frisbee in the hole or in part of an object.



2-Week Soccer



4-Week Volleyball

Low Prep!

Example: 5 Days a Week/ 1 Semester is 349 pages!

THE "DAY-BY-DAY" FILES

Class Goal: To provide engaging activities and knowledge th
focus for their future P.E. elective, to teach FITT Plans and give our Sta
half of the semester and will meet Common Core Standards in that pro

WEEK LINK TO PAGE	DATE:	UNIT:	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
WEEK 1		**Intro to P.E. + Putt Putt Golf**	First Day: 1) Introduction 2) Choice Survey 3) Rules 4) Mission Impossible Game	Bring Uniforms: Putt Putt Golf The rest of this week are activities that can be done without a uniform if students forget to bring theirs!	Putt Putt Golf	Combatives and Challenges!	Olympic Stations/ Cooperative Game
Standards Met:			*Common Core W 4, R 3*	P.E. Standard 1,2,4,5 *Common Core W 4*			
WEEK 2:		**Presi-dential Fitness Testing**	**All P.E. lessons begin with fitness activity and*	Presidential Fitness Testing:			

What would you like to do in PE this year? Using this list **circle 10 activities you would like to do**. Of those 10, choose your favorite 5, and number them from 1-5, with 1 being the activity you would **most like to do** all the way to number 5.

___4-Square
___aerobics/dance
___archery
___backpacking/camping skills
___badminton
___ballroom Dancing
___basketball
___body workouts (abdominal work, leg and arm work, stretches)
___bicycling
___bowling
___Bucca Ball
___canoeing/
___Combative
___Croquet
___Dodgeball
___fitness testi
___fitness work be a fitn
___jump roping
___football
___Frisbee Golf
___golf
___hacky sack
___handball
___hiking
___hip hop dancir
Any other sugges

___Karate/self-defense
___kickball
___Lacrosse
___line dancing
___Nutrition lessons-diets, calories, fast food info, dangers of energy drinks, body fat %
___obstacle courses
___orienteering (compass/geocaching)
___pickleball
___ping pong

Name:_____ **Period:**_____

FITT PLANS HANDOUT: Use the following guidelines in writi
decide if you should maintain, or improve your fitness acc
Presidential Fitness standards: (if you met standard, you c
meet standard, you should choose to improve.)

F – Frequency: how often you will perfor
I – Intensity: how hard you will perform p
T – Time: how long you will perform phys
T – Type: the kind of physical activities yo

	Cardiorespiratory Endurance	
	To maintain:	To im
F	3 days a week	5 days
I	60% of **your** maximum heart rate (220 minus your age)	80% o your a
T	At least 30 minutes	30-60
T	Aerobic activities that raise heart rate like run, dance, swim, bike	Aerobi dance,

	Muscular Strength	
	To maintain:	To imp
F	2 days a week (w/ day of rest in between)	3-4 days
I	1-3 reps of heavier weight (3 sets)	3-5 reps
T	However long it takes to complete 3 sets	However
T	Free weights, weight machines, exercises	Free weig

	Muscular Endurance	
	To maintain:	To impro
F	2 days a week (w/ day of rest in between)	3-4 days a
I	8-12 reps of a lighter weight (3 sets)	12-15 reps
T	However long it takes to complete 3 sets	However lo
T	Free weights, weight machines, exercises	Free weight

Name:_____ KEY
Basketball Test

BASKETBALL WRITTEN TEST:

A. TRUE/FALSE: Place a T or F in the blank.
__T__1. The game of basketball used t
__F__2. The basket for the game is exa
__F__3. The game is started with a te
__T__4. When shooting a lay on the right hand and go off your left

B. FILL-IN: Place the correct word for the b
6. Each basketball team has five play
__forwards__ and one
7. The team that has the ball is said
8. Each shot made inside the 3 poi
9. Each free throw made is worth
10. When a player moves his/her
a __travel__
11. You are not allowed to stay i
12. If a player dribbles a second
__double dribble__
13. Give two tips for good drib

Basketball Skills:
Dribbling:
1. Keep a staggered balanced stance. Bend at the waist and th position. Keep your weight balanced on the balls of your fe
2. Keep your head up – do **not** look at the ball.
3. Keep your wrist relaxed and cup your hand slightly
4. Dribble the ball by pushing with the finger pads –**not** the p
5. Never bounce the ball higher than the waist.
6. Use the non-dribbling arm and hand to protect yourself fro

for **speed dribbling**:
- Keep the body more upright; leaning only slightly forw
- Push the ball forward out in front of the body.
- The faster you are running the further forward you sh

Week 8 – Day 4: Volleyball Rotation and Games

National Standards Met: Nat. P.E. Standard 1,2,4,5	Common Core Standards Met:	
Equipment Needed:	**How Many:**	**Directions:**
Volleyballs	1 for each pair of students	

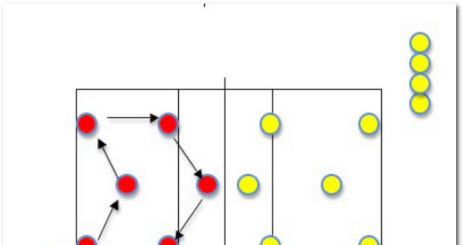
Today's Instructions:

1. Start with a warm up cardio activity and stretching. (See *Main Folder 10 for ideas).*

2. If you didn't finish going over serving 2 days ago, work more on that now!

Then, go over ROTATION and RULES, and begin squad GAMES. (Teacher or responsible student reffing)

3. Demonstrate rotation: Have one squad set up on the court with a few rotating in at server. Show where each player should stand and then demonstrate how to move to rotate. (Remind them that you only rotate after the other team has served and your team is getting the serve back!)



4. RULES:

a. Serving:

1. It's rally scoring (meaning you don't have to be serving to score. Say your team's score first.

Slappin' Leather: *Line dance that faces all four walls*

Grapevine to the right R–L-R-Clap

Grapevine back- L-R-L-Clap

Repeat

Week 13: Basketball

Return to Table of Contents

Week 13 – Day 1: Basketball Skills and Drills

National Standards Met: Nat. P.E. Standard 1,2,4,5	Common Core Standards Met:	
Equipment Needed:	**How Many:**	**Directions:**
Basketballs	At least 12	

h: running lines. In squads, using whistle break, grapevine, back pedal, skip. Stretch.

s, stop shooting! Especially at the end of ere will be consequences for shots after the

strate: Have volunteer demonstrators at each of the 3 hoops. Take 1 shot in front of group and talk BEEF:

lder square to the basket. Have knees bent, be relaxed. Hold the ball with xed. Use opposite hand as a guide.

k before shooting.

d be under the ball lose to body, pointing at the basket when shooting.

he follow-though with arm fully extended and snap wrist toward basket e a backwards spin to the ball.

nding in front of the group without a basket- show the back spin and

a baske

HOT COM

ch line b

or each g

ot, rebo

PRINT + TEACH!

3

19 Units with Step-by-Step Teacher Directions

11 Indoor Units:

Name

- 1. Volleyball
- 2. Badminton
- 3. Basketball
- 4. Floor Hockey
- 5. Pickleball
- 6. Ping Pong
- 7. Handball. Speedball
- 8. Aerobic Fitness
- 8. Aerobics
- 9. Jump Roping
- 10. Bowling
- 11. Dance
- 12. Body Systen
- Heart Rate Lesso
- Play Score Sheet
- Play Score Sheet
- Skills Rubric.pdf

These are the "Inside Sports Units," with skills, drills, lead-up games, play, tournament ladders, written study guides, tests, and more.

Name:_____ Pe

Basketball Test

BASKETBALL WRITTEN TEST:

A. TRUE/FALSE: Place a T or F in the blank.

_____1. The game of basketball used to use peach baskets for

_____2. The basket for the game is exactly 12 feet from the

_____3. The game is started with a team passing the ball in

_____4. When shooting a lay on the right side of the basket hand and go off your left foot.

B. FILL-IN: Place the correct word for the blank.

_____ basketball team has five players: two _____

Day 1: Basketball Skills and Drills

National Standards Met: Nat. P.E. Standard 1,2,4,5	Common Core Standards Met:	My State Standards Met:
Equipment Needed:	How Many:	Directions:
Basketballs	At least 12	

1. Fitness warm up and stretch: Running lines. In squads, using whistle staggered starts-slow jog, fast break, grapevine, back pedal, skip. Stretch.

2. Basketball Rules for Today:
-No wild, long throws
-When the whistle blows, stop shooting! Especially at the end of class, balls in quickly-there will be consequences for shots after the whistle!

3. Talk SHOOTING and demonstrate: Have volunteer demonstrators at each of the 3 hoops. Take 1 shot each. Bring shooters in lined up in front of group and talk BEEF:

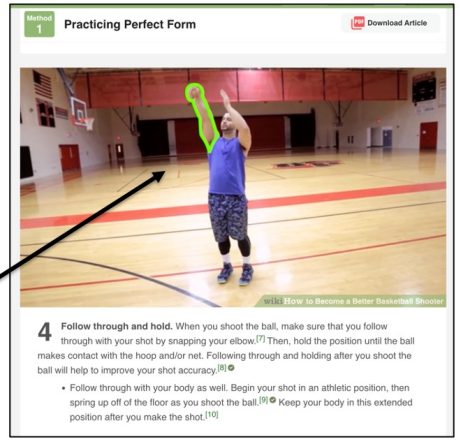
B: Balance-have 2 feet set, shoulder square to the basket. Have knees bent, be relaxed. Hold the ball with fingertips only, spread and relaxed. Use opposite hand as a guide.

E: Eyes-Aim for the rim, and look before shooting.

E: Elbow-shooting elbow should be under the ball lose to body, pointing at the basket when shooting.

F: Follow-through, exaggerate the follow-though with arm fully extended and snap wrist toward basket and downward. There should be a backwards spin to the ball.

This picture was taken from:
https://www.wikihow.com/Become-a-Better-Basketball-Shooter



Lesson Examples:

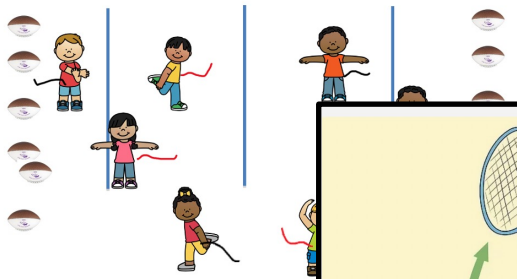
Capture the Football

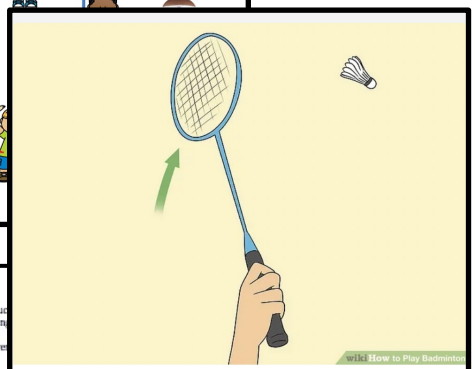
**THIS ACTIVITY MEETS NATIONAL STANDARDS-See end of activity/lesson*

Equipment Needed:
-12 or more nerf or real footballs-(or any objects works really)
-1 colored football flag for each person on two different teams (or rags, ropes, or duct tape taped together works)

1. Each team member tucks a flag into their waistband. Two different teams should each have two different colored flags.

2. Set up the game in your gym or outside field with teams lined up on an endzone line facing each other. Have each team guarding 6 or more footballs. See example:





6 **Learn to slice your shots.** The slice can help slow down the shuttle or change its direction. This is a more advanced skill that will make it hard for your opponent to know where you're going or to be able to return the shuttle. Here's what you can do:[5]

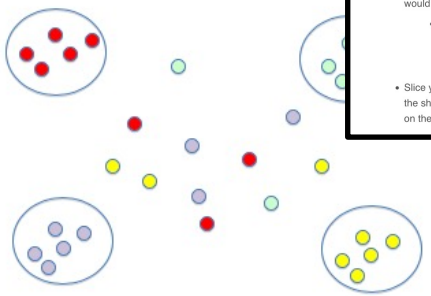
- Slice your net shots. Start the forward motion as usual and then move the racket inward as you slice it perpendicular to the center of the birdie, thus slicing the shuttle and making it spin cross court instead of moving forward, as your opponent would expect it to do.
  - If service of the shuttlecock from the server's racket causes the bird to touch the net and then go over, play must stop and the play is done over. However, if the shuttlecock happens to touch the net then go over further into the play, the stroke is good and the bird can remain playable.
- Slice your drop shots. Just slice the racket, moving it perpendicular to the center of the shuttle when it's in the air. This will slow down the shuttle, making it quickly fall on the opponent's side near the net.

Stinger

Equipment Needed:
-1 Football flag for each person-or strips of fabric, pieces of rope, or duc
together in strips, etc. It's optional if you want to have students wearin
colored pinnies
-4 Hula hoops or something that can be the home base for 4 teams (eve
placed in a circle on the ground)

1. Set up your gym or outside parking lot/paved area with 4 teams in th
Players must each have a "stinger" – a football flag (or alternative listed
students wear 4 different colored pinnies, or just have teams know wh

2. Teams start in their corner. In this corner you are safe and no one ca
(flag). As you dare, go out into the middle and try to pull other's flags o
you bring it to your corner. The rule is one stinger at a time



Day 1: Volleyball Skills and Drills

National Standards Met: Nat. P.E. Standard 1,2,4,5	Common Core Standards Met:	My State Standards Met:
Equipment Needed:	**How Many:**	**Directions:**
Volleyballs	1 for each pair of students	

Today's Instructions:

1. Start today's lesson with a warm-up cardio activity and stretching, and finish the lesson with additional stretching. (See the top of this unit, or look in main folder #9 for other warm up ideas.)

2. Go over gym RULES for volleyball

-No watches or bracelets/ may want a long-sleeve shirt
-No kicking the ball
-No shooting baskets with the volleyball
-Roll ball under net, not throw over
-Don't touch the net when going under
-Hold the volleyballs still when we are trying to talk!

Begin BUMPING explanation and demonstration: Here is a great interactive website if you can get online in your gym, to show your students: "WikiHow: How to Bump a Volleyball." https://www.wikihow.com/Bump-a-Volleyball

-Hand position-left hand out, palm up, slap right hand on top of

-Left, palm up, thumb across, cock hands down towards floor

-Sweet spot-show flat arm surface

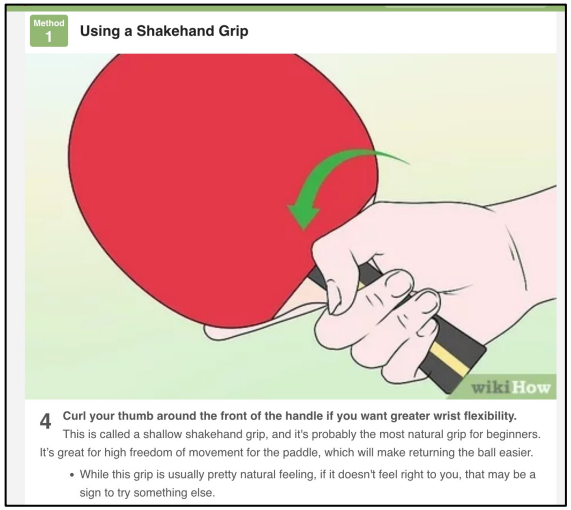
-Staggered feet, weight on balls of feet, move to get under ball, and body square

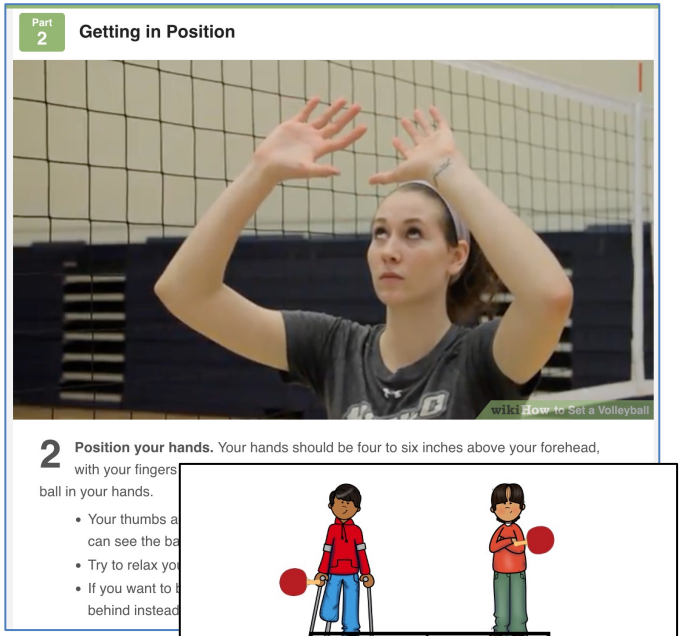
Lesson Examples:

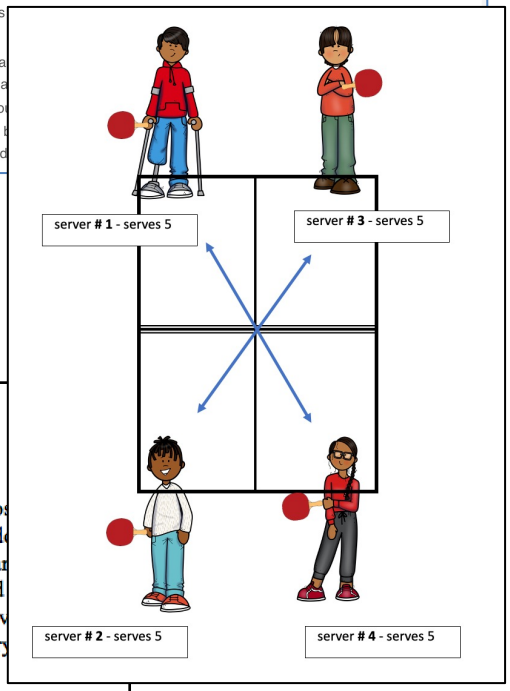
Strategy

Name

- 1. Combatives
- 2. Jump Roping Skills
- 3. Dodgeball
- 4. Low Organized Games
- 5. Whiffle Ball
- 6. Kick Ball
- 7. Dance
- 8. Scooters
- 9. Hoola Hoops
- 10. More Outside Games online
- Ways to Group Students.docx
- Ways to Group Students.pdf







Good "Learn to Salsa" Dance Video:

I liked this one:

Basic Steps:

https://www.youtube.com/watch?v=aVtWSZOttC0

Here is a whole channel for beginning Salsa:

https://www.youtube.com/watch?v=aVtWSZOttC0&list=PLXTobIqhjBfGoBN4-VA2I9N1rnBH-AzLN

Jump Rope Speed Test:

1 partner jumps while the partner counts jumps. (You choos
if they miss they keep counting where the jumper left off (d
back to zero!), or start the count over with a miss-maybe ear
unit don't go back to zero, and when students get better add
new rule that the count goes back to zero if they miss!) Hav
students record their score and set a new goal so they can tr
improve throughout the year.

Grading for Jump Rope Speed Test:

A - 150 or more
B - 100 – 148
C - 99 or less

Cooperation

Teamwork

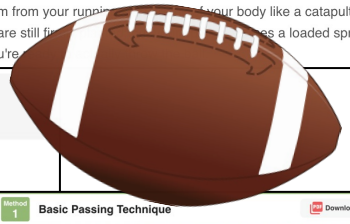
8+ Outdoor Units:

Name

- 1. Football
- 2. Soccer
- 3. Tennis
- 4. Sand Volleyball
- 5. Softball Unit
- 6. Field Hockey
- 7. Frisbee Games
- 8. Pickle Ball
- 9. Soft LaCrosse Unit
- 10. Back Yard Games
- 11. Other Outside Ideas
- Heart Rate Lesson
- Play Score Sheet.doc
- Play Score Sheet.pdf
- Skills Rubric.pdf

Method 1 **Doing a Normal Throw-in** Download Article

3 **Arch your back slightly.** Many players try to throw exclusively with their arms, but most of the power should come from your back and shoulders, as well as the momentum from your runni… of your body like a catapult your feet are still fi… as a loaded spri… before you're…



Method 1 **Basic Passing Technique** Download

2 **Grip the football.** The most common way to hold the football is with your ring and little fingers crossing the laces and your thumb underneath. Your index finger should be over a seam, and your thumb and index fingers should make an "L" shape.

- Many quarterbacks prefer variations on the common grip on the ball, as described above. For instance, Denver Broncos quarterback Peyton Manning lays his middle finger across the laces in addition to his ring and little fingers.[2] Experiment to see which position is most comfortable for you.
- Don't "palm" the football. Hold it lightly with your fingertips. Some palm contact is OK, but try to keep space between the center of the palm and the ball.
- Don't grip the ball too tightly. Keep your hold firm but loose - you'll be able to adjust your grip more easily.

THROWING:

-point toe toward target
-step with opposite foot
-aim for your target and follow-through
-throwing arm should lead with the elbow
-twist slightly at the trunk, left shoulder pointing forward/let

CATCHING:

-if the ball is above the waist, mit fingers face up,
-if the ball is below the waist, mit faces down
-keep eye on ball-watch it into your mit
-bring other hand up to keep the ball in and to be ready to thr

5. *Drill: Throw and catch with partners: (line up facing a partner a options of soft or hard softball. 1 partner come get a ball and sprea we'll work on grounders later.*

x x x x x x x x

-No negative comments or making fun of anyone. Softball is a game where 1 person is put on the spot and some people may feel uncomfortable, so we all need to be encouraging.

-No arguing with the umpire!

-Anytime coming from the field to be up to bat, either hand your mit to someone, or drop it on pitcher's mound. Then when we come in at the end of the period, please pick extras up on your way in.

-If you are a skilled baseball or softball player, then use the next few days while we are reviewing skills and rules to help others. Give pointers and instructions if you see a chance.

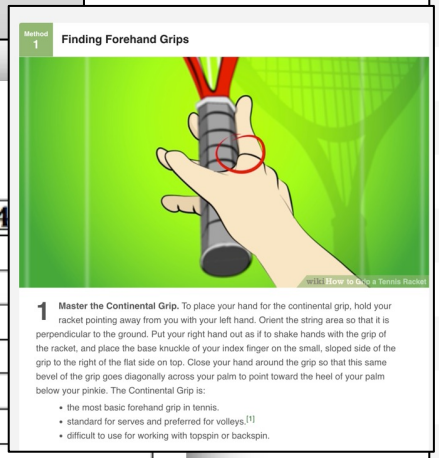
MORE ACTIVITIES OUTSIDE

Name

- 1. Kick Ball
- 2. Putt Putt Golf
- 3. 4 Square
- 4. Vzing Tennis.docx
- 4. Vzing Tennis.pdf
- 5. Bocce Ball
- 6. Low Organized Games
- 7. Croquet
- 8. Hot Tennis
- 9. Horse Shoes
- 10. Jump Roping
- 11. Speedball
- 12. Frisbee Games
- Ways to Group Students.
- Ways to Group Students.

FRISBEE GOLF SCORECARD

Names:	1.	2.	3.	4
Hole 1 scores:				
Hole 2 scores:				
Hole 3 scores:				
Hole 4 scores:				
Hole 5 scores:				
Hole 6 scores:				
Hole 7 scores:				
Hole 8 scores:				
Hole 9 scores:				

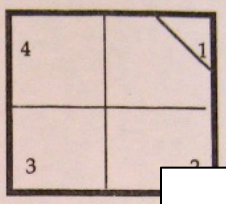


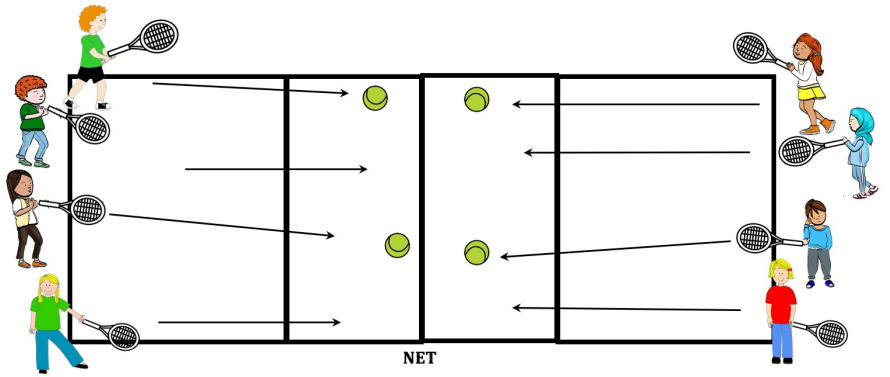
1 **Master the Continental Grip.** To place your hand for the continental grip, hold your racket pointing away from you with your left hand. Orient the string area so that it is perpendicular to the ground. Put your right hand out as if to shake hands with the grip of the racket, and place the base knuckle of your index finger on the small, sloped side of the grip to the right of the flat side on top. Close your hand around the grip so that this same bevel of the grip goes diagonally across your palm to point toward the heel of your palm below your pinkie. The Continental Grip is:

- the most basic forehand grip in tennis.
- standard for serves and preferred for volleys.[1]
- difficult to use for working with topspin or backspin.

FOUR SQUARE RULES:

1. Server stands in the #1 square. Server calls any special game.
2. Players waiting stand by the #4 square. The first person in line is the judge. (If there is and arguement and the judge didn't





How To Play Bocce

Taken From:
http://backyardbrigade.com/guide/bocce/115

Bocce is without a doubt one of the m
be interested in playing bocce ball cor
friendly game in your back yard. No n
bocce are relatively basic, and allow y
wonderful game within minutes.

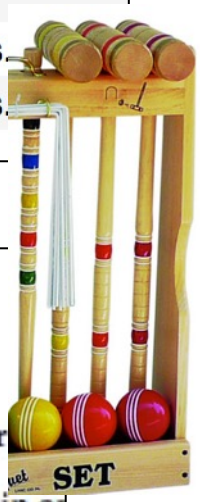
Open Bocce

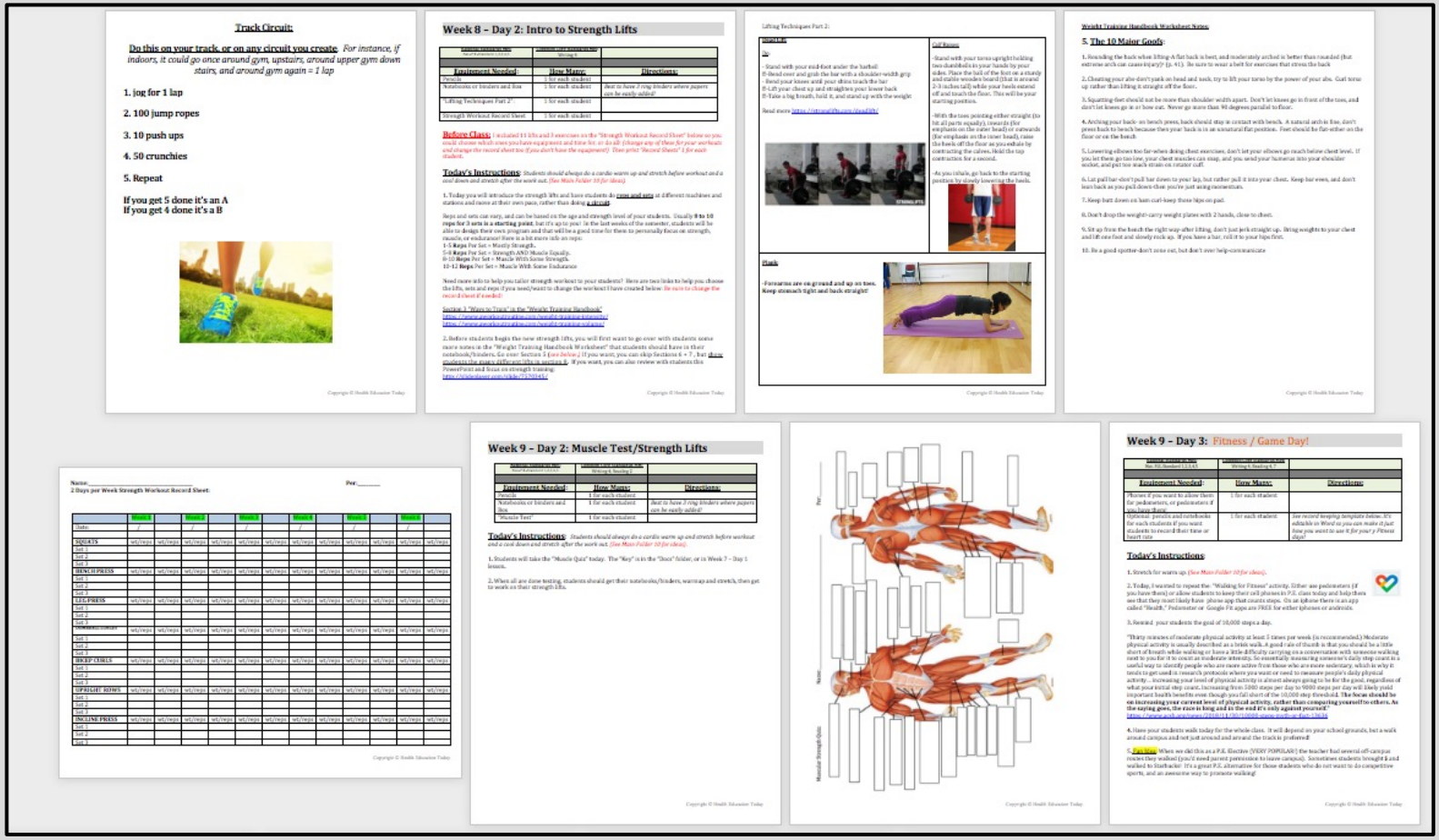
Open Bocce is the most popular form
about open bocce is that it can be pla
This includes grassy surfaces such as
sandy surfaces such as the beach, and
places that you can play bocce are on
bocce on a surface with hills or slopes
game.

Croquet:

-Adapt the croquet cour

-The players take turns in or





Track Circuit:

Do this on your track, or on any circuit you create. *For instance, if indoors, it could go once around gym, upstairs, around upper gym down stairs, and around gym again = 1 lap*

1. jog for 1 lap
2. 100 jump ropes
3. 10 push ups
4. 50 crunchies
5. Repeat

If you get 5 done it's an A
If you get 4 done it's a B

Week 8 – Day 2: Intro to Strength Lifts

Equipment Needed:	How Many:	Directions:
Pencils	1 for each student	
Notebooks or binders and Box	1 for each student	*Best to have 3 ring binders where papers can be easily added!*
"Lifting Techniques Part 2"	1 for each student	
Strength Workout Record Sheet	1 for each student	

Before Class: I included 11 lifts and 3 exercises on the "Strength Workout Record Sheet" below so you could choose which ones you have equipment and time for, or do all! (change any of these for your workouts and change the record sheet too if you don't have the equipment!) Then print "Record Sheets" 1 for each student.

Today's Instructions: *Students should always do a cardio warm up and stretch before workout and a cool down and stretch after the work out. (See Main Folder 10 for ideas).*

1. Today you will introduce the strength lifts and have students do reps and sets at different machines and stations and move at their own pace, rather than doing a circuit.

Reps and sets can vary, and can be based on the age and strength level of your students. Usually **8 to 10 reps for 3 sets is a starting point**, but it's up to you! In the last weeks of the semester, students will be able to design their own program and that will be a good time for them to personally focus on strength, muscle, or endurance! Here is a bit more info on reps:
1-5 **Reps** Per Set = Mostly Strength.
5-8 **Reps** Per Set = Strength AND Muscle Equally.
8-10 **Reps** Per Set = Muscle With Some Strength.
10-12 **Reps** Per Set = Muscle With Some Endurance

Need more info to help you tailor strength workout to your students? Here are two links to help you choose the lifts, sets and reps if you need/want to change the workout I have created below. Be sure to change the record sheet if needed!

Section 2 "Ways to Train" in the "Weight Training Handbook"
https://www.google.ca/url?q=http://health.gov/paguidelines/guidelines/adult.aspx&sa=U&ei=
https://www.google.ca/url?q=http://health.gov/paguidelines/guidelines/&sa=U&ei=

2. Before students begin the new strength lifts, you will first want to go over with students some more notes in the "Weight Training Handbook Worksheet" that students should have in their notebook/binders. Go over Section 5 (*see below*.) If you want, you can skip Sections 6 + 7, but these students the marks different/this is section 5. If you want, you can also review with students this PowerPoint and focus on strength training:
https://prezi.com/vjkkv7f2f0l4/

Lifting Techniques Part 2:

Squat #1

Go

- Stand with your mid-foot under the barbell
- Bend over and grab the bar with a shoulder-width grip
- Bend your knees and your shins touch the bar
- Lift your chest up and straighten your lower back
- Take a big breath, hold it, and stand up with the weight

Read more: https://fitnessvibe.com/deadlift/

Calf Raises

- Stand with your torso upright holding two dumbbells in your hands by your sides. Place the ball of the feet on a sturdy and stable wooden board (that is around 2-3 inches tall) while your heels extend off and touch the floor. This will be your starting position.
- With the toes pointing either straight (to hit all parts equally), towards (for emphasis on the outer head) or outwards (for emphasis on the inner head), raise the heels off the floor as you exhale by contracting the calves. Hold the top contraction for a second.
- As you inhale, go back to the starting position by slowly lowering the heels.

Plank

-Forearms are on ground and up on toes.
Keep stomach tight and back straight!

Weight Training Handbook Worksheet Notes

5. The 10 Major Goofs:

1. Rounding the back when lifting-A flat back is best, and moderately arched is better than rounded (but extreme arch can cause injury)! (p. 41). Be sure to wear a belt for exercises that stress the back

2. Cheating your abs-don't yank on head and neck, try to lift your torso by the power of your abs. Curl torso up rather than lifting it straight off the floor.

3. Squatting-feet should not be more than shoulder width apart. Don't let knees go in front of the toes, and don't let knees go at or bow out. Never go more than 90 degrees parallel to floor.

4. Arching your back- on bench press, back should stay in contact with bench. A natural arch is fine, don't press back to bench because then your back is in an unnatural flat position. Feet should be flat-either on the floor or on the bench

5. Lowering elbows too far-when doing chest exercises, don't let your elbows go much below chest level. If you let them go too low, your chest muscles can snap, and you send your humerus into your shoulder socket, and put too much strain on rotator cuff.

6. Let pull bar-don't pull bar down to your lap, but rather pull it into your chest. Keep bar even, and don't lean back as you pull down-free you're just using momentum.

7. Keep butt down on ham curl-keep those hips on pad.

8. Don't drop the weight-carry weight plates soft 2 hands, close to chest.

9. Sit up from the bench the right way-after lifting, don't just jerk straight up. Bring weights to your chest and lift one foot and slowly rock up. If you have a bar, roll it to your hips first.

10. Be a good sporter-don't zone out, but don't over help-communicate

Name:
2 Days per Week Strength Workout Record Sheet:
Per:_____

	Week 1		Week 2		Week 3		Week 4		Week 5		Week 6	
Date:	/		/		/		/		/		/	
SQUATS	wt/reps	wt/reps	wt/reps	wt/reps	wt/reps	wt/reps	wt/reps	wt/reps	wt/reps	wt/reps	wt/reps	wt/reps
Set 2												
Set 3												
BENCH PRESS	wt/reps	wt/reps	wt/reps	wt/reps	wt/reps	wt/reps	wt/reps	wt/reps	wt/reps	wt/reps	wt/reps	wt/reps
Set 2												
Set 3												
LEG PRESS	wt/reps	wt/reps	wt/reps	wt/reps	wt/reps	wt/reps	wt/reps	wt/reps	wt/reps	wt/reps	wt/reps	wt/reps
Set 2												
Set 3												
[illegible]	wt/reps	wt/reps	wt/reps	wt/reps	wt/reps	wt/reps	wt/reps	wt/reps	wt/reps	wt/reps	wt/reps	wt/reps
Set 2												
Set 3												
BICEP CURLS	wt/reps	wt/reps	wt/reps	wt/reps	wt/reps	wt/reps	wt/reps	wt/reps	wt/reps	wt/reps	wt/reps	wt/reps
Set 2												
Set 3												
UPRIGHT ROWS	wt/reps	wt/reps	wt/reps	wt/reps	wt/reps	wt/reps	wt/reps	wt/reps	wt/reps	wt/reps	wt/reps	wt/reps
Set 2												
Set 3												
INCLINE PRESS	wt/reps	wt/reps	wt/reps	wt/reps	wt/reps	wt/reps	wt/reps	wt/reps	wt/reps	wt/reps	wt/reps	wt/reps
Set 2												
Set 3												

Week 9 – Day 2: Muscle Test/Strength Lifts

Equipment Needed:	How Many:	Directions:
Pencils	1 for each student	
Notebooks or binders and Box	1 for each student	*Best to have 3 ring binders where papers can be easily added!*
"Muscle Test"	1 for each student	

Today's Instructions: *Students should always do a cardio warm up and stretch before workout and a cool down and stretch after the work out. (See Main Folder 10 for ideas).*

1. Students will take the "Muscle Quiz" today. The "Key" is in the "Docs" folder, or in Week 7 – Day 1 lesson.

2. When all are done testing, students should get their notebooks/binders, warm-up and stretch, then get to work on their strength lifts.

Week 9 – Day 3: Fitness / Game Day!

Equipment Needed:	How Many:	Directions:
Phones if you want to allow them for pedometers, or pedometers if you have them	1 for each student	
Optional: pencils and notebooks for each students if you want students to record their time or heart rate	1 for each student	*see record keeping template below. It's editable in Word so you can make it just how you want to use it for your y Fitness days!*

Today's Instructions:

1. Stretch for warm up. *(See Main Folder 10 for ideas).*

2. Today, I wanted to repeat the "Walking for Fitness" activity. Either use pedometers (if you have them) or allow students to keep their cell phones in P.E. class today and help them see that they most likely have phone app that counts steps. On an iphone there is an app called "Health." Pedometer or Google Fit apps are FREE for either iphones or androids.

3. Remind your students the goal of 10,000 steps a day.

"Many minutes of moderate physical activity at least 5 times per week (is recommended.) Moderate physical activity is usually described as a brisk walk. A good rule of thumb is that you should be a little short of breath while walking or have a little difficulty carrying on a conversation with someone walking next to you for it to count as moderate intensity. So essentially measuring someone's daily step count is a useful way to identify people who are more active from those who are more sedentary, which is why it tends to get used in research protocols where you want or need to measure people's daily physical activity... increasing your level of physical activity is almost always going to be for the good, regardless of what your initial step count. Increasing from 5000 steps per day to 9000 steps per day will likely yield important health benefits even though you fall short of the 10,000 step threshold. **The focus should be on increasing your current level of physical activity, rather than comparing yourself to others. As the saying goes, the race is long and in the end it's only against yourself.**"
(How Many Steps Should I Walk Each Day? | Mayo Clinic)

4. Have your students walk today for the whole class. It will depend on your school grounds, but a walk around campus and not just around and around the track is preferred!

5. Fun Idea: When we did this as a P.E. Elective (VERY POPULAR) the teacher had several off-campus routes they walked (you'd need parent permission to leave campus). Sometimes students brought $ and walked to Starbucks! It's a great P.E. alternative for those students who do not want to do competitive sports, and an awesome way to promote walking!

4 Wt. Training | Cardio | Workouts |FITT Plans

WT.TRAINING & STRENGTH CONDITIONING

Name

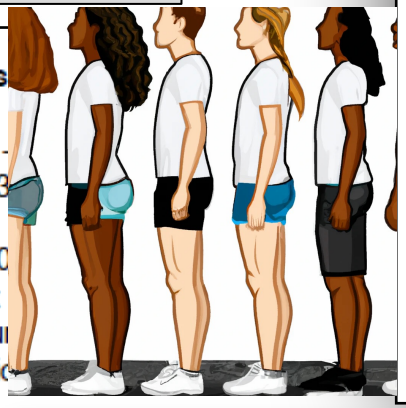
- 0. Teacher Directions
- 0. Teacher Directions
- 1. Understanding Musc
- 2. Risk Assessment Su
- 3. Muscle Anatomy Qu
- 4. Warm Ups and Stre
- 5. Free Weights Routin
- 6. Wt Room Workouts
- 7. Fitness Testing
- 8. Fitt Plans Folder
- 9. Wt Training as Part
- 10. Strength and Cond
- Wt Room Program Cal

1. Backs and Biceps

*do one warm-up set -
1. Bent Over Rows - 3
2. Lat. Pulls - 3 x 10
3. Bicep Curls - 3 x 10
4. Reverse Flies - 3 x
5. 1-arm rows with du
6. Back Hyperextensic
*crunchies - 2 x 50

2. Chest and Triceps

*do one warm-up set -
1. Bench Press - 3 x 1
2. Incline Press - 3 x 1
3. Tricep Extension - (
4. Push ups - 3 x 25
5. Flies - (lay on bench
6. Kick Backs - 3 x 10
*crunchies - 2 x 50



Name:_____
2 Days per Week Weightroom Recording Sheet:

	Week 1		Week 2		Week 3
Date:	/		/		/
	wt/reps	wt/reps	wt/reps	wt/reps	wt/reps
Set 1					
Set 2					
Set 3					
	wt/reps	wt/reps	wt/reps	wt/reps	wt/reps
Set 1					
Set 2					
Set 3					
	wt/reps	wt/reps	wt/reps	wt/reps	wt/reps
Set 1					
Set 2					
Set 3					
	wt/reps	wt/reps	wt/reps	wt/reps	wt/reps
Set 1					
Set 2					
Set 3					

Directions: Figure your maxes on the 4 lifts below on lifts so you can determine percenta

	Day 1	Day 2	Day 3
	1 set of 20 at 60-65%	1 set of 20 at 60-65%	1 set of 20 at 60-65%
Maxes:			
1RM bench=			
1RM Incline=			
1RM Knee Ext=			
1RM Leg Curl=			
	CHEST/TRI/LEGS:	BAS/BI/SH/LEGS:	CHEST/TRI/LEGS:
Date:			
	Bench:	Bent Row:	Bench:
	Tricep Ext:	Leg Curl	Tricep Ext:
	Flies:	Biceps	Flies:

CARDIO WORKOUTS

Name

- Warm Ups
- 0. Aerobic Fitness
- 1. Spartan Sprint
- 2. 8 Down
- 3. Partner Stair Run
- 4. One Minute Activities
- 5. Quarter Turn Routine.pdf
- 5. Quarter Turn.docx
- 6. Scooter Relays.docx
- 6. Scooter Relays.pdf
- 7. Sweet Sixteen
- 8. Jump Rope Tests
- 9. 12 Minute Run
- 10. Deal a Healthy H
- 11. Step Benching
- 12. Kickboxing
- 13. Dance
- 14. Walk and Run th
- 15. Gym Floor Sens
- 16. 10 Second Fitn
- 17. Track Circuit
- 18. Whistle Game
- 19. F
- 20. F
- 21. S
- 22. C
- 23. C
- 24. F
- 25. T
- 26. Cardio Barre
- 27. Army Fitness
- 28. Marine Fitness
- 29. Circuit Training Surprise
- 30. Interval Workout
- 31. Rocky Fitness Stations
- 32. Uno Fitness
- 33. Fuel Up To Play 60.pdf
- 34. Strength and Cond. Videos
- 35. Aerobic Fitness
- 36. Strength and Cond. Videos
- 37. See Inside Sport Aerobics and Dance.pdf
- Heart Rate Lesson

Deal a Healthy Heart

Ace: runs 1 lap

King: 25 jumping jacks

Queen: crab walk (to a certain mark you determine)

Jack: 25 forward lunges

Diamond: That # of push-ups

Heart: 2 sets of that # of side-to-side jumps

Club: That # of high knees

Spade: that # of sprints!

"Spartan" (or whatever you
CardioResp Er

Students start at the bottom work your

aps

Push Ups

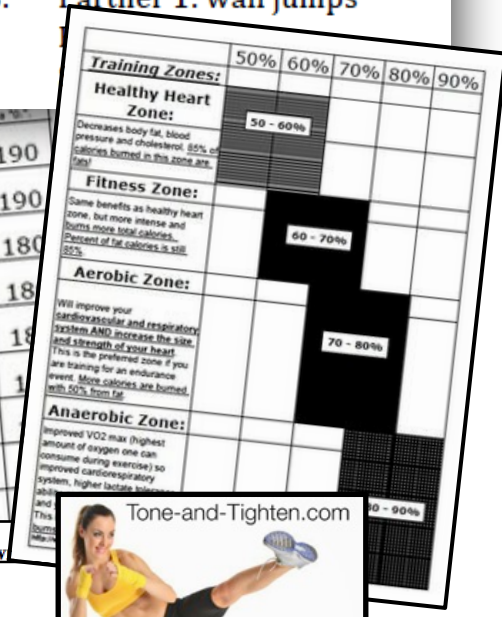
Healthy Heart Zone		Aerobic Zone		
50%	60%	70%	80%	
Fitness Zone				
220 minus age	These % are rounded so you can take a 6 sec. count and add a "0"			
206	100	120	140	170	190
205	100	120	140	160	190
204	100	120	140	160	180
203	100	120	140	160	18
202	100	120	140	160	1
201	100	120	140	160	
200	100	120	140	160	
190	100	110	130	150	

Sweet 16:

1. Both partners: Run 1 Sweet 16 line and touch the line and back, t so on until the end line.

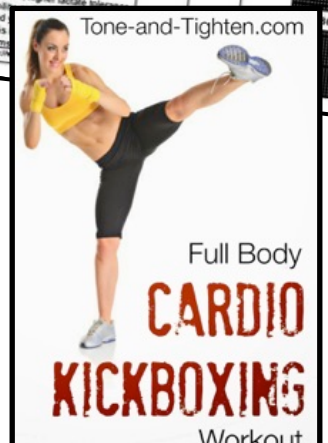
2. Partner 1: wall sit
   Partner 2: crunchies
   Switch

3. Partner 1: wall jumps



Low-Impact Warm Up and Cool Dow

STANDING:
-head turning side to side
-head roll side, front, side
-arm rolls forward-r and l
-arm circles
-shoulder shrugs
-shoulder rolls back
-round the shoulders (hands on thighs)
-shoulder presses forward (hands still on thighs)
-pull arm across by elbow and hold
,-interlace fingers, reach arms high, r and l
-alternating arm reaches (lunge same foot back)
-side bends
-trunk rotations
-hips side to side (palms together)
-lunges
-knee lifts (to chest pull)
-quad stretch
1/4 of a squat and hold (hands on hips)
-touch hands on floor with knees bent, straighten



CALESTHENICS & BODY WORK

The Best Abdominal Exercises:

1. Sit Ups: knees bent, feet flat, arms crossed across chest, come up until elbows tou

2. Crunchies: these are like 1/2 sit ups, come up until back is off floor, then down.

3. Rowing: start on back with legs straight, arms over your head. Arms come forwa bend, come up until chest is close to legs, then back down.

rms. Hold legs 6 inches above the fl

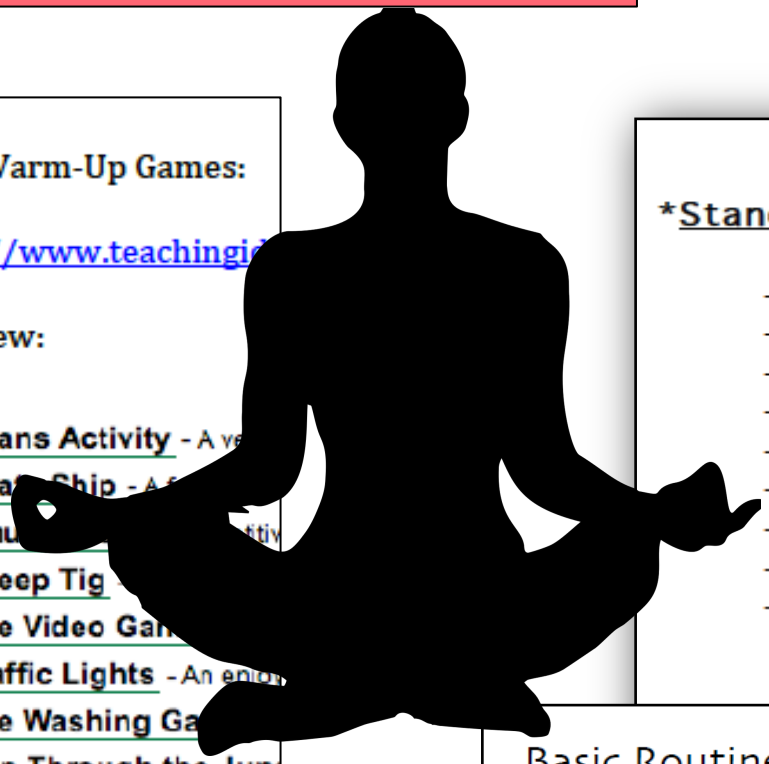
g legs up straight, then lower slowly

Fun Warm-Up Games:

http://www.teachingid

Preview:

5 - 11 **Beans Activity** - A ve
5 - 11 **Pira Ship** - A f
5 - 11 **Smu** itiv
5 - 11 **Sheep Tig**
5 - 11 **The Video Ga**
5 - 11 **Traffic Lights** - An enjo
5 - 11 **The Washing Ga**
5 - 11 **Run Through the Jung**



*Standing Wall Leg Lifts:

-to the front
-pulse knees
-pulses
-circles
-to the side
-knees bent
-pulses
-up-out-in-down
-to back

6. Stair Climb with Bicep Curl
Turn those stairs into a cardio machine—no magic wand necessary. Grab some dumbbells (or household objects!) and briskly walk up and down the stairway while simultaneously doing bicep curls to work the whole body.

7. Prone Walkout
Beginning on all fours with the core engaged, slowly

Basic Routine: (22 min. w/o co

(Walk it out between each)

1. Warm Up (see above)
2. Alt. R and L hook-4 sets of 8 (r1-l2-r3) foot pivots
3. Doubletime-4 sets of 8 (r1-r2,l3,l4)
4. L Jabs-2 sets of 8 (l foot leads)
5. Doubletime-4 sets of 8
6. R Jabs-2 sets of 8 (r foot leads)
7. Doubletime-4 sets of 8
8. Alt. Uppercuts-2 sets of 8 (r+l in squat form)

FITNESS TESTING

Tests, standards, tips, and goal sheets included!

FITNESSGRAM
The Cooper Institute

Play 60

Standards for Healthy Fitness Zone*
Revision 8.6 and 9.x
BOYS

	Aerobic Capacity VO2 (mL/kg/min) PACER, One Mile Run & Walk Test			Percent Body Fat				Body
	NI-Health Risk	NI	HFZ	Very Lean	HFZ	NI	NI-Health Risk	Very Lean	HFZ
5	*Completion of test. Lap count*			≤8.8	8.9-18.8	18.9	≥27.0	≤13.8	13.9-16
6	*or time standards not*			≤8.4	8.5-18.8	18.9	≥27.0	≤13.7	13.8-16.1
7	*recommended.*			≤8.2	8.3-18.8	18.9	≥27.0	≤13.7	13.8-17.3
8				≤8.3	8.4-18.8	18.9	≥27.0	≤13.8	13.9-17.8
9				≤8.6	8.7-20.6	20.7	≥30.1	≤14.0	14.1-18.5
10	≤37.3	37.4-40.1	≥40.2	≤8.8	8.9-22.4	22.5	≥33.2	≤14.2	14.3-18.9
11	≤37.3	37.4-40.1	≥40.2	≤8.7	8.8-23.6	23.7	≥35.4	≤14.5	14.6-19.7
12	≤37.6	37.7-40.2	≥40.3	≤8.3	8.4-23.6	23.7	≥35.9	≤15.0	15.1-20.5
13	≤38.6	38.7-41.0	≥41.1	≤7.7	7.8-22.8	22.9	≥35.0	≤15.4	15.5-21.3
14	≤39.6	39.7-42.4	≥42.5	≤7.0	7.1-21.3	21.4	≥33.2	≤16.0	16.1-22.1
15	≤40.6	40.7-43.5	≥43.6	≤6.5	6.6-20.1	20.2	≥31.5	≤16.5	16.6-22.9
16	≤41.0	41.1-44.0	≥44.1	≤6.4	6.5-20.1	20.2	≥31.6	≤17.1	17.2-23.7

To estimate your VO_2 max you will require your:

1. Weight in kilograms (W)
2. The time it took you to run one mile in decimal format (T)
3. Heart Rate at the end of the run (H)

Male Athletes

VO_2 max = 108.844 - 0.1636W - 1.438T - 0.1928H

Female Athletes

VO_2 max = 100.5 - 0.1636W - 1.438T - 0.1928H

Example

- Kathy is a female runner
- Weight (W) = 63.2kilos
- Time (T) for the 1 mile run was 10 minute 15 seconds = 10.25
- Heart rate (H) at the end of the run was 132bpm

Kathy's VO_2 max = 100.5 - (0.1636 x 63.2) - (1.438 x 10.25) - (0.1928 x 132)
100.5 - 10.34 - 14.74 - 25. 45 = 49.97 ml/kg/min

The Presidential Physical Fitness Standard

	Age	Curl-Ups (# one minute)	Partial* Curl-Ups (#)	Shuttle Run (sec.)	V-Sit Reach (inches)	Sit & Reach (cm)	One-Mile Run (min:sec)	Distance Option** (min:sec) 1/4 mile	(min:sec) 1/2 mile	Pull-Ups (#)	Rt. Angle* Push-Ups (#)
BOYS	6	33	22	12.1	+2.5	31	10:15	1:55		2	9
	7	36	24	11.5	+3.5	30	9:22	1:48		4	14
	8	40	30	11.1	+3.0	31	8:48		3:30	5	17
	9	41	37	10.9	+3.0	31	8:31		3:30	5	18
	10	45	35	10.3	+4.0	30	7:57			6	22
	11	47	43	10.0	+4.0	31	7:32			6	27
	12	50	64	9.8	+4.0	31	7:11			7	31
	13	53	59	9.5	+3.5	33	6:50			7	39
	14	56	62	9.1	+4.5	36	6:26			10	40
	15	57	75	9.0	+5.0	37	6:20			11	42
	16	56	73	8.7	+6.0	39	6:08			11	44
	17	55	66	8.7	+7.0	41	6:06			13	53
GIRLS	6	32	22	12.4	+5.5	32	11:20	2:00		2	9
	7	34	24	12.1	+5.0	32	10:36	1:55		2	14
	8	38	30	11.8	+4.5	33	10:02		3:50	2	17
	9	39	37	11.1	+5.5	33	9:30		3:53	2	18
	10	40	33	10.8	+6.0	33	9:19			3	20
	11	42	43	10.5	+6.5	34	9:02			3	19
	12	45	50	10.4	+7.0	36	8:23			2	20
	13	46	59	10.2	+7.0	38	8:13			2	21
	14			10.1	+8.0	40	7:59			2	20
	15						8:09			2	21
	16									2	21
	17									1	24

NAME: AGE: PER:

Fitness Test	My Goal	Test #1	My Goal	Test #2	My Final Goal	Final Test	Standards for my age Nat'l	Pres
Mile		__DNM __NATL __PRES		__DNM __NATL __PRES		__DNM __NATL __PRES		
Sit Ups or Partial Curl Ups		__DNM __NATL __PRES		__DNM __NATL __PRES		__DNM __NATL __PRES		
Right Angle Push Ups		__DNM __NATL __PRES		__DNM __NATL __PRES		__DNM __NATL __PRES		
Sit 'N Reach (cm)		__DNM __NATL __PRES		__DNM __NATL __PRES		__DNM __NATL __PRES		
Pull Up		__DNM __NATL __PRES		__DNM __NATL __PRES		__DNM __NATL __PRES		
Flexed Arm Hang		__DNM __NATL __PRES		__DNM __NATL __PRES		__DNM __NATL __PRES		
Shuttle Run		__DNM __NATL __PRES		__DNM __NATL __PRES		__DNM __NATL __PRES		

My Fitness Assessment Scores

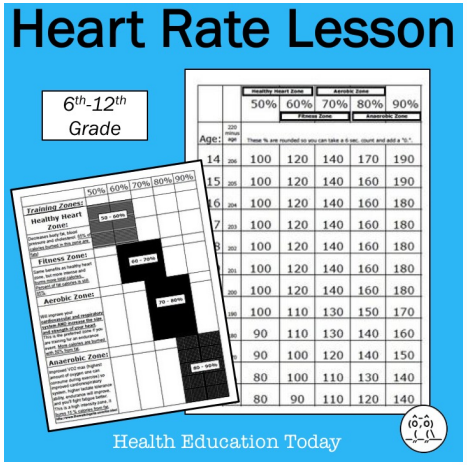
Key: After completing each test, record your score in the appropriate box followed by a check mark to indicate which standard you met.
__DNM: Did not meet standard __NATL: National Standard __PRES: Presidential Standard

% Body Fat	Test #1	Test #2	Test #3
Category			

Women	Category	Men
10-12%	essential	2-4%
13-20%	athletic	6-13%
21-24%	**optimal**	**14-17%**
25-31%	acceptable	18-25%
32% or over	at risk	26% or over

FITT PLANS

Make teaching FITT plans easy with these materials!



FITT Plans Teacher Directions:

Need:
Presidential Fitness Testing Standards for the timed mile and a track and stop watch to time your students
Printed copies of the "Cardio Respiratory Endurance Worksheet" (1 for each student)
Printed copies of the "Weekend FITT Plan Worksheet" (1 for each student)

THIS MEETS COMMON CORE STANDARD W 1.

There are dozens of ways you can teach the 5 components of fitness and the FITT plans concepts. You could just spend a few minu

Name: _____ Per: _____

Parent FITT Plan Homework

In this lesson, you will interview a person who is at least five years out of high school (parents are O.K.), who has a regular workout routine. You will ask this person what they currently do to work out. Using your knowledge of the FITT principle, put the adult's workout routine down in a FITT plan format. Discuss their workout with them in terms of the FITT principle below. Discuss if they used their heart rate as a measurement of test intensity, and how they could use heart rate in their workout in the future. Also discuss how nutrition relates to their fitness program.

Person Interviewed: And how you know them:	List below the person's workout routine:
F (Frequency-how often)	
I (Intensity-heart rate)	
T (Time-how long)	
T (Type of exercise)	

Name: _____ Per: _____ Date: _____

1. Record Your CardioRespiratory Endurance Scores:

	Your Score:	National Standard:	Presidential Standard:	Will your goal be to maintain or improve?	Your goal for 1 month from now:
Mile Test:					
Other Test:					

2. Know the CardioRespiratory Endurance Workout Guidelines:

Use the following guidelines in writing your fitness plans. You will need to decide if you should maintain, or improve your fitness according to how your current scores meet Presidential Fitness standards: (if you met standard, you can choose to maintain, or improve. If you did not meet standard, you should choose to improve.)

	CardioRespiratory Endurance	
	To maintain:	To improve:
F	3 days a week	5 days a week
I	60% of max heart rate (220 minus your age)	80% of max heart rate (220 minus your age)
T	At least 30 minutes	30-60 minutes
T	Aerobic activities like run, dance, swim, bike	Aerobic activities like run, dance, swim, bike

WRITTEN WORK

Play Score Sheet

Student Assessment Form:

Student Name:

Period:_____ Date:_____

Class:_____

Skill Assessing:_____

Comments/Observations:

Circle Score: Grade:

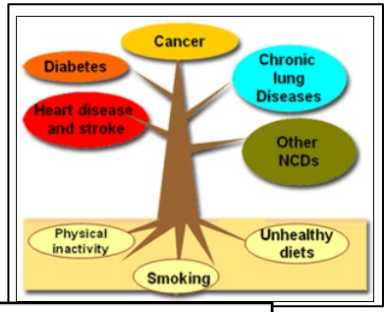
A	A-	B	C	D	F
10	9	8	7	6	5 or lower
Excellent	Very Good	Good	Adequate	Acceptable, but could improve	Needs Improvement

Peer Assessments

BARRIERS TO FITNESS: Overcoming common problems
http://www.mayoclinic.com/health/fitness/SM00085_D
By Mayo Clinic staff

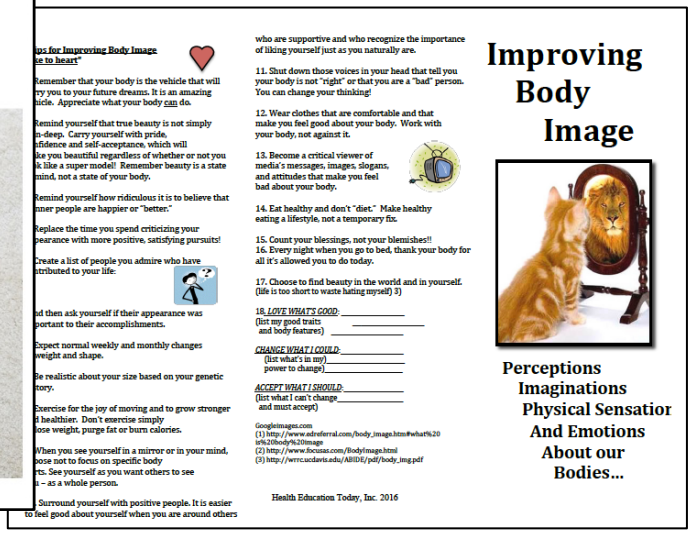
Sticking to a regular exercise schedule isn't easy. After all, there are hindrances — time, boredom, injuries, self-confidence. But these issu d in your way. Consider practical strategies for overcoming comm ss.

1. Barrier: I don't have enough time to e



Articles
Surveys
Newsletters
Fitness Careers
Brochures +…

Optional Articles:



Improving Body Image

Perceptions
Imaginations
Physical Sensation
And Emotions
About our
Bodies...

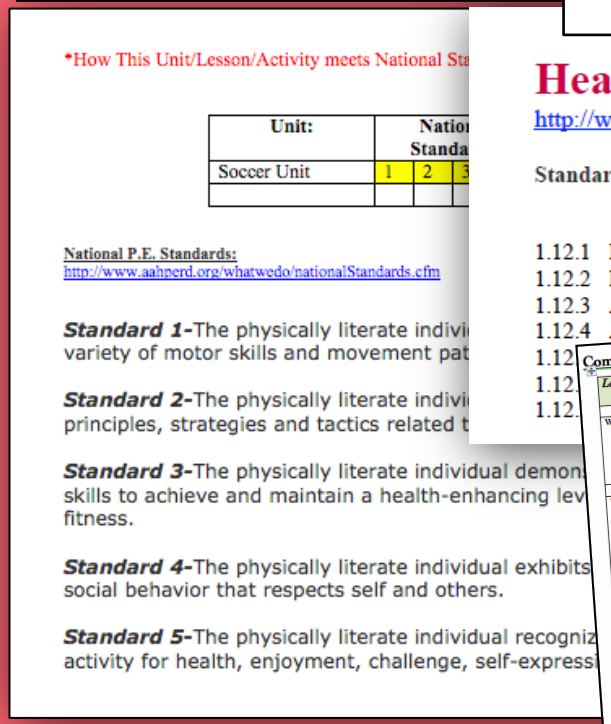
Health Education Today, Inc. 2016

MEETING STANDARDS

It can be overwhelming to meet the Components of Fitness, FITT plans, AND meet your state, national, and Common Core standards. Here, it's done for you!

1. Meets <u>all five</u> AAHPERD SHAPE National Physical Education Standards
2. Meets all 16 Washington State P.E./Fitness Standards (very likely your state standards are similar!)
3. Meets all 20 Common Core Standards
   Meets all Components of Fitness

SHAPE America SOCIETY OF HEALTH AND PHYSICAL EDUCATORS®


*How This Unit/Lesson/Activity meets National St

Unit:	Natio Standa		
Soccer Unit	1	2	3

National P.E. Standards:
http://www.aahperd.org/whatwedo/nationalStandards.cfm

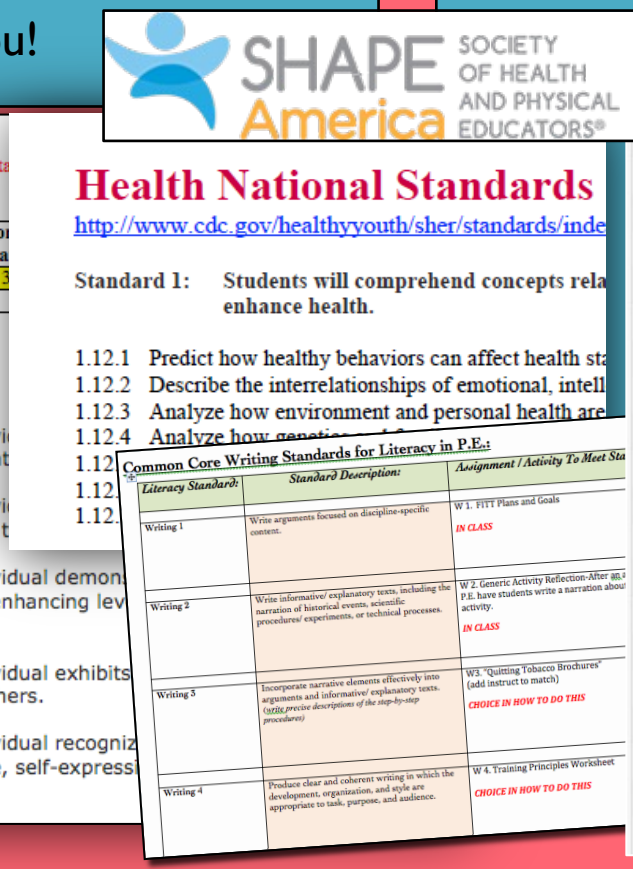
Standard 1-The physically literate indivi variety of motor skills and movement pat

Standard 2-The physically literate indivi principles, strategies and tactics related t

Standard 3-The physically literate individual demon skills to achieve and maintain a health-enhancing lev fitness.

Standard 4-The physically literate individual exhibits social behavior that respects self and others.

Standard 5-The physically literate individual recogniz activity for health, enjoyment, challenge, self-expressi

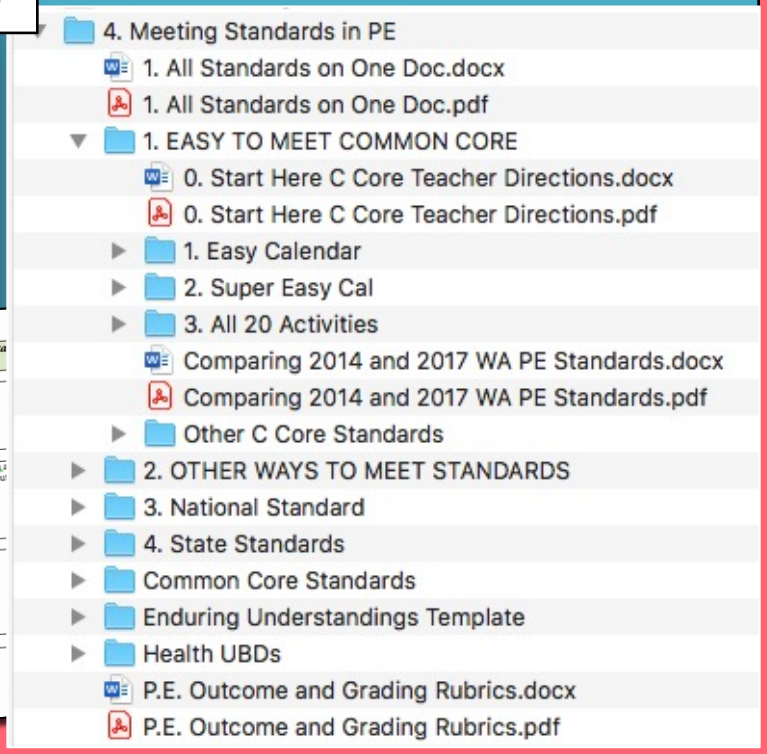

Health National Standards
http://www.cdc.gov/healthyyouth/sher/standards/inde

Standard 1: **Students will comprehend concepts rela enhance health.**

1.12.1 Predict how healthy behaviors can affect health st
1.12.2 Describe the interrelationships of emotional, intell
1.12.3 Analyze how environment and personal health are
1.12.4 Analyze how genetic
1.12
1.12
1.12

Common Core Writing Standards for Literacy in P.E.:

Literacy Standard:	Standard Description:	Assignment / Activity To Meet Sta
Writing 1	Write arguments focused on discipline-specific content.	W 1. FITT Plans and Goals IN CLASS
Writing 2	Write informative/ explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.	W 2. Generic Activity Reflection-After an P.E. have students write a narration about activity. IN CLASS
Writing 3	Incorporate narrative elements effectively into arguments and informative/ explanatory texts. (write precise descriptions of the step-by-step procedures)	W3. "Quitting Tobacco Brochures" (add instruct to match) CHOICE IN HOW TO DO THIS
Writing 4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	W 4. Training Principles Worksheet CHOICE IN HOW TO DO THIS


- 4. Meeting Standards in PE
  - 1. All Standards on One Doc.docx
  - 1. All Standards on One Doc.pdf
  - 1. EASY TO MEET COMMON CORE
    - 0. Start Here C Core Teacher Directions.docx
    - 0. Start Here C Core Teacher Directions.pdf
    - 1. Easy Calendar
    - 2. Super Easy Cal
    - 3. All 20 Activities
    - Comparing 2014 and 2017 WA PE Standards.docx
    - Comparing 2014 and 2017 WA PE Standards.pdf
    - Other C Core Standards
  - 2. OTHER WAYS TO MEET STANDARDS
  - 3. National Standard
  - 4. State Standards
  - Common Core Standards
  - Enduring Understandings Template
  - Health UBDs
  - P.E. Outcome and Grading Rubrics.docx
  - P.E. Outcome and Grading Rubrics.pdf

More Meeting Standards

Docs are Editable in Word!

W 4. Produce clear and coherent writing in which the developm
appropriate to task, purpose, and audience.

Assignment: "Training Principles Worksheet"

CHOICE IN HOW TO DO THIS

Need:
Training Principals Worksheet *(Print one for each student.)*

Directions:

1. Students will read
give students additio

2. It's up to you if yo
non-suited students.

3. The next article at
days!!

Training Principles

Overload: *You must do more exercise than you norm*

Progression: *As you continue in a fitness program, your improve.*

Specificity: *You get what you train. If you lift weights but your lower body will not. If you stretch flexibility; the rest of your body will not.*

R 3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.

Assignment: "Energy Drinks" Worksheet

Need:
"Energy Drinks Worksheet *(Print one for each student)*
Computer Access
*Print 1 key to the "Energy Drink Activity" for yourself *(it's cut and pasted below)*

Changes I had to Make to This Lesson for it to Meet Standard: None

Link to Full Step-by-Step Lesson With PowerPoint:
http://www.teacherspayteachers.com/Product/Sub-Plans-for-Any-High-School-Class-FREE-Energy-Drinks-Dangers-Lesson

Directions:

You will need computer access to do this lesson. Also, you'll need to decide if you want students to work alone or in pairs. I like to have my students work in pairs because they learn as they are discussing the topics. Here are the websites students will use:

http://www.energyfiend.com/the-caffeine-

http://www.energyfiend.com/sugar-in-dri

1. Hand out the "Energy Drinks Worksh

2. Students will work on the packet. If yo
one on the girl who died after drinking tw
http://news.yahoo.com/video/fda-probes-

gram and quit, you will lose your fitness gai

is to make big improvements.

ur exercise workout, and how it will help yo

The Dangers of Energy Drinks

Sub Plans for any Middle or High School Class

As a P.E. teacher for over 20 years, and as our Department Head for 6 years, I have a lot to share of grant work, curriculum mapping, and Common Core alignment.

Aligned to all 48 Washington State Physical Education Standards:

Standard 3: Students will demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Topics:	Grade Level and Standards:	Add in Your State Standards Here:	How This Program Meets Standards:
FITNESS: 5. Health-Related Fitness	Year 1: Adjust intensity to keep heart rate in the target zone, calculate recovery heart rate, and use technology to monitor cardiorespiratory endurance. **PE3.5.HS1a** Use types of mus muscular endura exercises(isometri eccentric). **PE3.5.H** Use types of flexibility exercises (static, dynamic). **PE3.5.HS1c** Year 2: Analyze recovery heart rate in relationship to fitness level and overall health. **PE3.5.HS2a** Analyze types of muscular strength, muscular endurance, and flexibility	Add Yours Here!	-Met by completing the "Heart Rate Lesson" which is in the "Inside Units" and "Outside Units" and also in the "General P.E. Full Semester Lesson Plans. " -Met in the Main Folder, then folder "#11. Fitt Plans Folder," and also in the "#8. Weight Training" folder. -Met in the Main Folder, then folder #11 "Fitt Plans Folder," and also the "#10. Calisthenics and Body Work" folder. -Met by completing the "Heart Rate Lesson" which is in the "Inside Units" and "Outside Units" and also in the "General P.E. Full Semester Lesson Plans. " Met in the Main Folder, then folder "#11. Fitt Plans Folder," and also in
	exercises for personal fitness development. **PE3.5.HS2b**		the "#8. Weight Training" folder.
6. Training Principles	Year 1: Explain training principles (overload, specificity, progression, reversibility, diminishing return, rest, and recovery) and how they relate to fitness planning. **PE3.6.HS1** Year 2: Use training principles (overload, specificity, progression reversibility, diminishi and recovery) to desig workout. **PE3.6.HS2**		-Met in weight training unit (see "Handbook," and "Strength and Endurance Docs" for explanation) -Met in weight training unit (see "Handbook," and "Strength and Endurance Docs" for explanation)

So very likely to meet yours!

Learning Targets for P.E.

Learning Targets for P.E. Units and A

VOLLEYBALL UNIT:
Day 1: I will learn the rules and how to bump the volleyball.
Day 2: I will learn how to set the volleyball.
Day 3: I will continue to work on setting the volleyball.
Day 4: I will review bumps and sets, learn serving, and do drill
Day 5: I will review bumps and sets, servin
Day 6: I will learn spiking, blocking, and do
Day 7: I will demonstrate that I can bump
Day 8: I will review bumps and sets check

5 National Standards posters included, as well as templates to help you get organized and post your learning targets on a bulletin board like this:

4-WEEK NUTRITION UNIT

REMINDER!

1 ♠ Cancer

Treatment:

-Early detection is key! Guys can feel for testicle lumps and girls can feel for breast lumps.

-If you see changes in skin, moles, bowel or bladder habits, or any pain or symptom that does not seem normal, see a doctor!

-For some types of cancer they will remove the tumor. For others they can use chemotherapy (chemicals to kill the cancer, or radiation (rays) to damage the cancer cells. ♠ 1

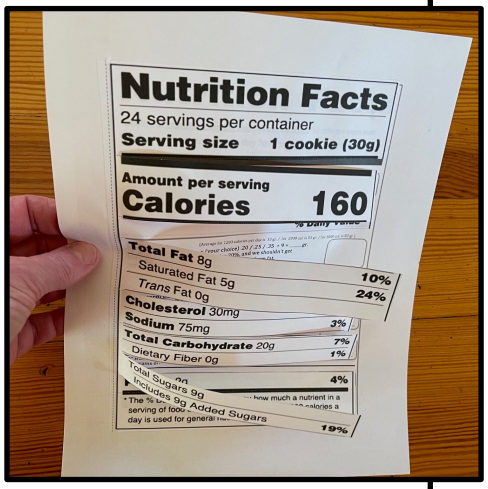
1 ♦ Cancer

Prevention: 5 leading preventions are:

1) Be a healthy weight
2) Eat plenty of fruits and vegetables
3) Work out and be in shape

4) Don't drink alcohol
5) Don't use tobacco

♦ 1



Name:_____ Per:_____ Date:_____

Food Label Worksheet

1. Look at servings per container -
2. Look at Serving size -
3. Look at Calories -
4. Look at Total Fat -
5. Look at Total Sugars -

Nutrition Facts
9 servings per container
Serving size 2/3 Cup (90g)
Amount per serving
Calories 200

	% Daily Value*
Total Fat 10g	13%
Saturated Fat 6g	30%
Trans Fat 0g	
Cholesterol 30mg	10%
Sodium 85mg	4%
Total Carbohydrate 25g	9%
Dietary Fiber 0g	0%
Total Sugars 17g	
Protein 3g	
Vitamin D 0mcg	
Calcium 105mg	
Iron 1mg	
Potassium 188m	

*The % Daily Value te... serving of food contri... day is used for gener...

6. Total Fat x 9 = ___ ÷ Calories

This is the % if you should eat about 2,000 calories per day

7. Total Sugar grams ÷ Total Grams

IS A PRODUCT HEALTHY? HERE'S HOW YOU FIND OUT...

Choose a food label from the class box - the pr...

Write the name of your food product here:___

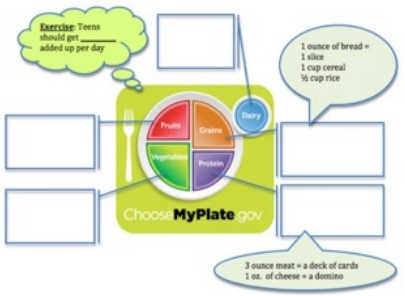
1. How many **Servings Per Container**?___

2. Write the **Serving Size** of your product: ___

Name:_____ Per:_____ Date:_____
MyPlate Worksheet Part 1

MyPlate illustrates the five food groups that are the building blocks for a healthy diet using a familiar image—a place setting for a meal. Before you eat, think about what goes on your plate or in your cup or bowl.

Use the key to fill in the suggested amounts of each food group FOR YOUR GENDER AND AGE.



MAIN MEALS:

Original Food Labels by: https://www.nutritionix.com/ Edited to match U.S.D.A. food labels format. Added sugars data from: https://www.fooducate.com

Costco Pizza:

Costco Hot Dog:

Nutrition Facts
1 serving per container
Serving Size 1 Slice
Amount per serving
Calories 760

	% Daily Value*
Total Fat 30g	46%
Saturated Fat 13g	65%
Trans Fat 1g	
Cholesterol 70mg	23%
Sodium 1740mg	72%
Total Carbohydrates 80g	27%
Dietary Fiber 7g	28%
Sugars 5g Added Sugars Data Not Available	
Protein 40g	

Nutrition Facts
Costco Hot Dog
1 serving per container
Serving Size 1 Hot Dog (120 g)
Amount per serving
Calories 316

	% Daily Value*
Total Fat 16g	25%
Saturated Fat 6g	30%
Trans Fat 0g	
Polyunsaturated Fat 1.4g	
Monounsaturated Fat 6.7g	
Cholesterol 28mg	9%
Sodium 871mg	36%
Potassium 228mg	7%

Name: _____

Food Label Scavenger Hunt Worksheet

BLUE – FAST FOOD	
Questions:	
Which one has fewer **Calories**? Costco Pizza, or a Costco Hot Dog ?	1. _____
People with high blood pressure should watch their sodium. The maximum per day is 2400 mg. Compare the **Sodium** in these 2 foods:	2. DQ Chicken St... Basket:_____
What % fat are Lasagna and Croissan'wich? Is this "healthy?" ***HINT:** Put **Calories from Fat** into your calculator and divide by **Calories*** ***HINT "Healthy?":** No more than 35% of total daily calories should come from fat	4. Lasagna:_____ 6. Healthy? Circle: yes or no
Which has less total fat – Chicken McGrill or Crispy Chicken?	8. _____
I want to have salad dressing on my salad at McDonalds. Which one has the least amount of both **Calories** and **Total Fat:** Creamy Caesar or Ranch?	Creamy Caesar: Ranch 13. Which one ha...

2-WEEK BODY SYSTEMS UNIT

REMINDER!

1. Respiratory System
Students in Your Group: _____

Note: If YouTube videos don't load, put the title i

RESPIRATORY QUESTION 1:

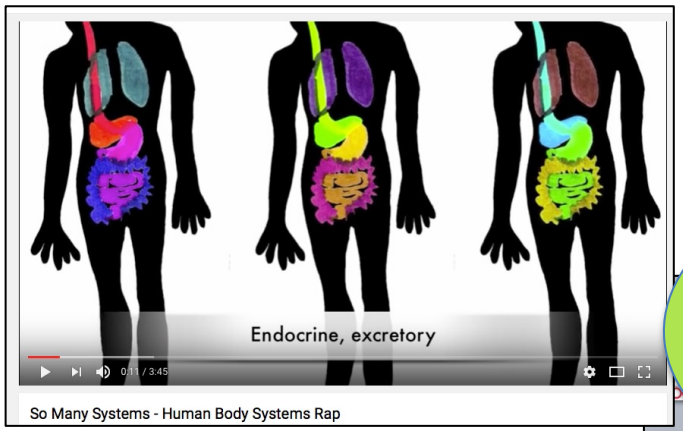
http://www.smm.org/heart/lungs/vascular.ht

https://www.slideshare.net/dindin04/respirat
(You can put "Respiratory System" into the Slide

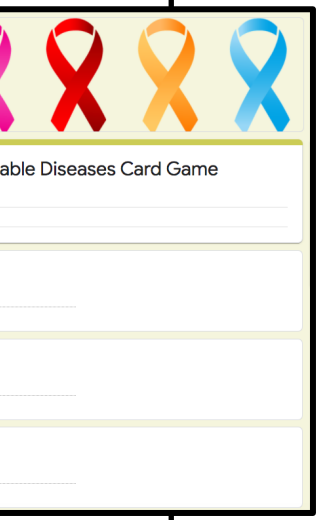
Virtual Body:
http://www.ikonet.com/en/health/virtual-human-body/

1. Why do we need to breathe?

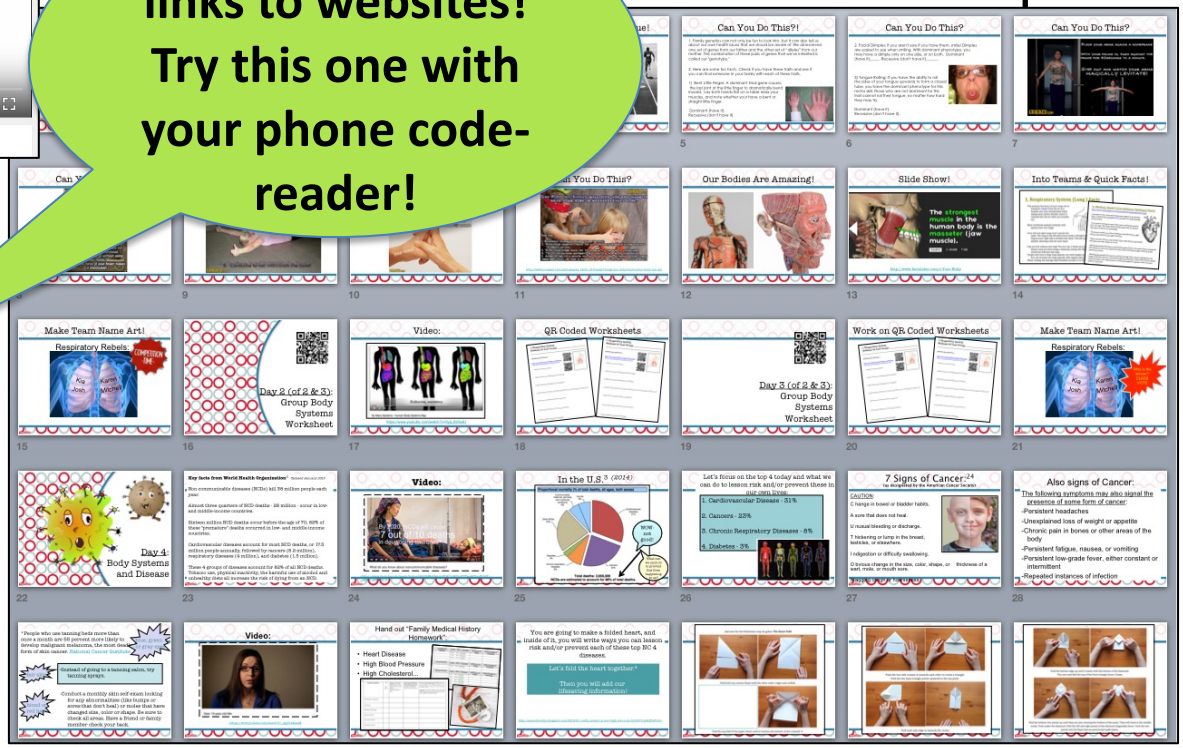
...ragm play in bre...



So Many Systems - Human Body Systems Rap



84 QR-Coded links to websites! Try this one with your phone code-reader!



3-WEEK FIRST AID UNIT

REMINDER!

First Aid Skills Group Activity-British Red Cross Version*:

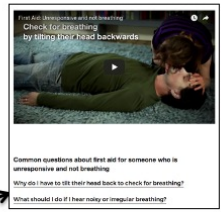
Names:_____ _____ **Date:**_____
_____ _____ **Per.** _____

Directions:

1) Use **the links or QR Codes to open the page for each topic.**

2) Take turns reading out loud the reminder numbered steps on the page above the video.

3) **Under the steps is a video.** Watch the video (video is in color and there is a large photo on the page).



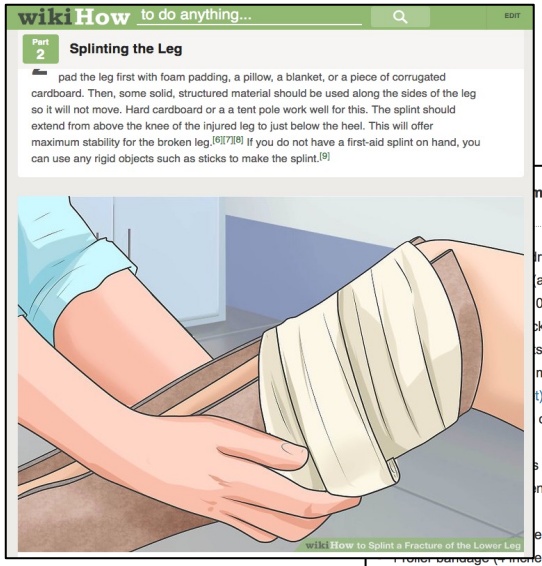
4) Do the "Common Questions" that are after the video with each person taking a turn reading out loud a question, group discuss, then same person click for (and read) answer out loud and then that person will summarize the answer on the group worksheet. Hand the worksheet to the next person…

1. Unconscious and not breathing

Take turns reading out loud the reminder steps on the page above the video the video. (watch the videos here as well!)

Watch the Video:
https://www.redcross.org.uk/first-aid/learn-first-aid/unresponsive-and-not-breathing

Write brief answers to the questions that are after the video (Click to see answer):



…mends that all first aid kits for a … the

- …ressings (5 x 9 inches)
- …assorted sizes)
- …0 yards x 1 inch)
- …ckets (approximately 1 gram)
- …s
- …mg each)
- …t) [Available on the Red Cross Store]
- …one-way valve)
- …s (size: large)
- …nt packets (approximately 1 gram each)
- …es wide)
- …es wide)
- 5 sterile gauze pads (3 x 3 inches) [Available on the Red Cross Store]

TRY ME! QR-Coded links to websites!

About the Author:

◆ Thank you for previewing!

- I am a certified K-12 Physical Education and Language Arts teacher and I also have my Health certification. Over my teaching career I've taught all grade levels and a variety of subjects, including: Junior High P.E.; 8th Grade Reading; Elementary P.E.; 9th Grade English; 9th Grade P.E.; High School Aerobics; and 9th Grade Health. I have my Master's of Education Degree in Instructional Technology and I received my National Board Certification in Health.

- My hobbies include my family, photography, birding, reading, gardening, sewing, hiking, camping, and travelling.

Works Cited:

Owl and Yosemite Photos by me.

WA Standards From: http://www.k12.wa.us/healthfitness/Standards.aspx

NYC Standards From:
http://www.p12.nysed.gov/sss/schoolhealth/schoolhealtheducation/healthPEFACSLearningStandards.pdf

Photos From:

https://labs.openai.com/

http://www.pixabay.com

http://www.fotosearch.com

http://www.shutterstock.com/index-in.mhtml

http://stokpic.com

https://unsplash.com

https://static.pexels.com