

# ABC – Agility, Balance and Coordination

## A Unit Plan for Alberta Schools



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Alberta

Canada

## **ABC – Agility, Balance and Coordination 30 Lesson Unit Plan**

Designed as a 6 week unit plan with 5 daily 30 minute physical education classes per week  
Grade level focus: grade 3 and grade 4 (unit can be easily adapted to middle or high school)

### Unit Overview

#### **First 10 Lessons focused on Balance:**

Equipment needed: yoga mats, yoga pretzel deck, turtl's, duck walkers, stability pads, balance logs, island course balance steps, poly spots, dice, pylons, circuit station signs

1. Yoga introduction utilizing Yoga Pretzel Deck
2. Continue Yoga poses from pretzel deck and introduce Turtl's (balance tool that is half flat and half ball)
3. Yoga pretzel deck and continuation on Turtl's
4. Yoga pretzel deck and continuation on Turtl's
5. Circuit of yoga poses and Turtl activities
6. Introduction of Duck Walkers (balance tool)
7. Continuation of Duck Walkers
8. Introduction of stability pads, balance logs, and island course balance steps
9. Dice Balance Game utilizing all equipment introduced
10. Balance circuit

#### **Second 10 Lessons focused on Agility:**

Equipment needed: reaction balls, agility ladders, hurdles, poly spots, hoops, hoop holders, duck walkers, stability pads, balance logs, island course balance steps, circuit station signs, stop watches, paper, and pencils

1. Introduction of reaction balls
2. Agility circuit with agility ladders, hurdles, and poly spots
3. Continuation of agility circuits
4. Teacher created obstacle courses with variety of equipment
5. Continuation of teacher created obstacle courses with addition of timed factor using stop watch
6. Introduce student obstacle course creation
7. Continue student obstacle course creation
8. Continue student obstacle course creation
9. Continue student obstacle course creation
10. Complete student obstacle course creation

#### **Third 10 Lessons focused on Coordination:**

Equipment needed: Jump bands, Jump band DVD, music, music player, hula hoops, balls, rhythm sticks, scarves, ribbon wands, paper, and pencils

1. Introduction of Jump bands
2. Continuation of Jump bands
3. Continuation of Jump bands
4. Student Created Jump band routines
5. Continue Student Created Jump band routines
6. Performance of Jump band routines
7. Introduction to dance with the Electric Slide
8. Continuation of dance with Welcome to the NFL
9. Continuation of dance with Funky Dance and student created dances
10. Performance of student created dance

## **Physical Education Program of Study Outcomes to be achieved through this ABC unit:**

### Grade 3:

General Outcome A - Activity – basic skills and application of basic skills

A1 – respond to a variety of stimuli to create locomotor sequences

A3 – respond to a variety of stimuli to create nonlocomotor sequences

A7 – select and perform basic skills in a variety of environments and using various pieces of equipment

A8 – select and perform basic dance steps and patterns

A9 – select and perform simple movement sequences by using elements of body and space awareness and relationships, alone and with others

A13 – manipulate a variety of small objects while performing basic skills to demonstrate personal control

General Outcome B - Benefits Health – functional fitness

B3 – experience movement involving the components of health-related fitness; flexibility, endurance, strength, cardiovascular activities

General Outcome C - Cooperation – communication, leadership, teamwork

C1 – describe and demonstrate respectful communication skills appropriate to context

C4 – accept responsibility for assigned roles while participating in physical activity

C5 – display a willingness to share ideas, space and equipment when participating cooperatively with others

General Outcome D - Do it Daily...for Life! – Effort, safety, goal setting/personal challenge

D1 – express a willingness to participate regularly in physical education class

D3 – demonstrate the ability to listen to directions, follow rules and routines, and stay on task while participating in physical activity

D4 – demonstrate and participate in safe warm-up and cool-down activities

D7 – identify ways to change an activity to make it a challenge based on personal abilities

### Grade 4

General Outcome A - Activity – basic skills and application of basic skills

A1 – select, perform and refine simple locomotor sequences

A2 – consistently and confidently perform locomotor skills and combination of skills, by using elements of body and space awareness, effort and relationships to a variety of stimuli to improve personal performance

A3 – select, perform and refine simple nonlocomotor sequences

A4 – consistently and confidently perform nonlocomotor skills by using elements of body and space awareness, effort and relationships to a variety of stimuli to improve personal performance

A5 – select, perform and refine ways to receive, retain and send an object with control

A7 – select, perform and refine basic skills in a variety of environments and using various pieces of equipment

A8 – select, perform, and refine basic dance steps and patterns

A9 – demonstrate a creative process to develop dance sequences alone and with others

A13 – select, perform and refine the basic skills in individual activities

General Outcome B - Benefits Health – functional fitness

B3 – experience movement, involving components of fitness

General Outcome C - Cooperation – communication, leadership, teamwork

C1 – articulate and demonstrate respectful communication skills appropriate to context

C4 – select and demonstrate responsibility for assigned roles while participating in physical activity; and, accept ideas from others that relate to changing/adapting, movement experiences

C5 – participate cooperatively in group activities

General Outcome D - Do it Daily...for Life! – Effort, safety, goal setting/personal challenge

D1 – demonstrate a willingness to participate regularly in physical education class

D3 – follow rules, routines and procedures for safety in a variety of activities

D4 – participate in safe warm-up and cool-down activities





D7 – demonstrate different ways to achieve an activity goal that is personally challenging

# Physical Education Lesson #1 - Balance

Grade: 3/4

Unit: Agility/Balance/Coordination

Date: Jan/Feb

General Outcomes	 Activities		 Benefits Health			 Cooperation				 Do It Daily... For Life			
	Basic Skills	Application of Basic Skills	Functional Fitness	Body Image	Well-being	Communication	Fair Play	Leadership	Teamwork	Effort	Safety	Goal Setting/ Personal Challenge	Active Living In the Community
Specific Outcomes													

## Introduction/Warm Up

Aerobic warm up of large muscle groups and cardiovascular system -

This unit will focus on the following:  
Definitions (from dictionary.com)

Agility: the power of moving quickly and easily

Balance: a state of bodily equilibrium

Coordination: Harmonious functioning of muscles or groups of muscles in the execution of movements.

Today's lesson will focus on balance and how our bodies can balance in many different ways

## Learning Activities/Teaching Strategies

1. Set up Yoga Mats – one per student – students explore their own stretches and flexibility on their mat
2. Introduce Yoga Pretzel Deck - Standing poses and Balance poses
  - a. Mountain
  - b. Dancer
  - c. Triangle
  - d. Warrior 1
  - e. Warrior 2
  - f. Airplane
  - g. Tree
3. Student share balances and poses they know with a partner
4. Partner balances and poses from Yoga Pretzel Deck - back to back chair, Elevator, Rooftops
5. Create a sequence of 5 balances/poses – practice sequence – teach sequence to a partner
6. Balance Tag – designate 5 – 8 taggers – on “GO” students move safely around the playing area (designate locomotor movement: speed walking, skipping, side sliding, galloping, running, heel walking), if a student is touched by a tagger, they must freeze in their favorite yoga pose, to be free, another student must mirror the yoga pose beside the frozen student for 10 seconds, switch tagger often

## Closure/Cool Down

Review the definition of balance and how our body can achieve balance in different ways – have students name a variety of yoga poses done from the pretzel deck

## Equipment:

Mats, Yoga Pretzel Deck,  
Yoga music (optional)

## Assessment Ideas:





A - Student ability to hold yoga poses for an extended period of time  
B – student's experiencing flexibility component of functional fitness  
C – student's cooperation with partner during partner tasks  
D – student's ability to participate actively, willingly, and safely in balance activities

# Physical Education Lesson #2 - Balance

Grade: 3/4

Unit: Agility/Balance/Coordination

Date: Jan/Feb

General Outcomes	 Activities		 Benefits Health			 Cooperation			 Do It Daily... For Life			
	Basic Skills	Application of Basic Skills	Functional Fitness	Body Image	Well-being	Communication	Fair Play	Leadership	Teamwork	Effort	Safety	Goal Setting/ Personal Challenge
Specific Outcomes												

## Introduction/Warm Up

Aerobic warm up of large muscle groups and cardiovascular system -

Review and practice of Yoga Poses from day #1: Mountain, Dancer, Triangle, Warrior 1, Warrior 2, Airplane, Tree, back to back chair, Elevator, Rooftops

New poses from Yoga Pretzel Deck: Plank, Boat, Arrow, Cobra, Shark

Balance Tag: from lesson #1

## Learning Activities/Teaching Strategies

1. Introduction to Turtl' – safety considerations: place Turtl' on a flat surface, allow appropriate time for students to familiarize themselves with the turtl' by slowly stepping on and off the turtl' in all directions, wear proper athletic footwear, have students work in partners to allow for one spotter at each turtl'
2. Alternate all activities with one student on the turtl', and one student as the spotter
3. Familiarization with the turtl' – one partner practices stepping on and off at each quarter segment of the turtl', practice stepping on and over the turtl' from side to side and forward to backward
4. Jog up and down on turtl' for 30 seconds
5. Step on turtl' and squat on turtle, step off turtl', repeat 10 times
6. Step on turtl', perform a small vertical jump on turtl', step off, repeat 10 times
7. Jump on turtl', stick the landing, jump off turtl', repeat 10 times
8. Balance on turtl' – two feet, one foot, two knees, one knee, v sit position – hold each balance for 10 seconds
9. Create a movement and balance sequence on the turtl' with 4 movements and 3 balances
10. Turtl' Tag – designate 4-8 taggers, on "GO" students move safely in open space (designate the type of locomotor movement – speed walk, skip, gallop, run, side slide), if tagged by a tagger the tagger becomes the new "it", students are safe from taggers when performing a balance on a turtl', one student per turtl' at a time, teacher can designate what type of balance needs to be performed or it can be student choice
11. Turtl' activities adapted from "Introduction to the Turtl' An Amazing core Stability Exercise Dome" by Cindy Gober

## Closure/Cool Down

Review safety considerations when using the Turtl'. Have students name different movements and balances that can be done on the Turtl'

## Equipment:

Mats, yoga pretzel deck, turtl' dome shaped balance tool (1 per every 2 students)

## Assessment Ideas:





- A: student movement on and off the turtl', student balances on the turtl'
- B: student's experiencing cardiovascular and strength functional fitness on turtl'
- C: student's cooperation through partner spotting on the turtl'
- D: student's actively, willingly, and safely participating in turtl' activities

# Physical Education Lesson #3 - Balance

Grade: 3/4

Unit: Agility/Balance/Coordination

Date: Jan/Feb

General Outcomes	 Activities		 Benefits Health			 Cooperation				 Do It Daily... For Life			
	Specific Outcomes	Basic Skills	Application of Basic Skills	Functional Fitness	Body Image	Well-being	Communication	Fair Play	Leadership	Teamwork	Effort	Safety	Goal Setting/ Personal Challenge

## Introduction/Warm Up

Aerobic warm up of large muscle groups and cardiovascular system -

Review and practice of Yoga Poses from day 1 and 2: Mountain, Dancer, Triangle, Warrior 1, Warrior 2, Airplane, Tree, back to back chair, Elevator, Rooftops, Plank, Boat, Arrow, Cobra, Shark

New poses from Yoga Pretzel Deck: Gorilla, Rock, Turtle, River, Down Dog

Turtl' Tag from lesson #2

## Learning Activities/Teaching Strategies

Review Turtl' safety and expectations: allow appropriate time for students to re-familiarize themselves with the turtl' by slowly stepping on and off the turtl' in all directions, wear proper athletic footwear, have students work in partners to allow for one spotter at each turtl' - Alternate all activities with one student on the turtl', and one student as the spotter

1. Teacher lead turtl' circuit - one student performing circuit activities, one student spotting/resting

- step up, step down (15-30 reps/sec per exercise)
- step up sideways, step down other side
- jog up, jog down
- partner's switch roles and repeat above
- step up, squat, step down
- step up, small jump on turtl', step down
- jump on, stick landing, jump off
- partner's switch and repeat above
- Repeat entire sequence above
- step up, Tree pose, hold, step down
- step up, airplane pose, hold, step down
- boat pose - hold
- partner's switch and repeat above

2. Student balances - practice a variety of balances on the turtl' using a variety of different body parts and a variety of levels (lying, sitting, kneeling, standing)

3. Follow the leader on the turtl' - partner groups join together with 3-4 other partner groups to form groups of 8 - 10 (one partner works on the turtl' the other partner is the spotter) - one partner group becomes the lead group, whatever movement or balance they do on the turtl' the other groups must follow - switch spotter to mover every three activities, switch lead group every 6 activities

## Closure/Cool Down

Discuss what muscles in the body are working when we move and balance on the turtl'

## Equipment:

Mats, yoga pretzel deck, turtl' dome shaped balance tool (1 per every 2 students)

## Assessment Ideas:





A: student movement on and off the turtl', student balances on the turtl'  
 B: student's experiencing cardiovascular and strength functional fitness on turtl'  
 C: student's cooperation through partner spotting on the turtl'  
 D: students actively, willingly, and safely participating in turtl' activities

# Physical Education Lesson #4 - Balance

Grade: 3/4

Unit: Agility/Balance/Coordination

Date: Jan/Feb

General Outcomes	 Activities		 Benefits Health			 Cooperation				 Do It Daily... For Life			
Specific Outcomes	Basic Skills	Application of Basic Skills	Functional Fitness	Body Image	Well-being	Communication	Fair Play	Leadership	Teamwork	Effort	Safety	Goal Setting/ Personal Challenge	Active Living In the Community

## Introduction/Warm Up

Aerobic warm up of large muscle groups and cardiovascular system -

Review and practice of Yoga Poses from day 1 and 2: Mountain, Dancer, Triangle, Warrior 1, Warrior 2, Airplane, Tree, back to back chair, Elevator, Rooftops, Plank, Boat, Arrow, Cobra, Shark, Gorilla, Rock, Turtle, River, Down Dog

New poses from Yoga Pretzel Deck: Dragon, Twisting Dragon, Pretzel, Cat, Lying Twist

Turtl' Tag from lesson #2

## Learning Activities/Teaching Strategies

Review safety and expectations on the turtl': allow appropriate time for students to re-familiarize themselves with the turtl' by slowly stepping on and off the turtl' in all directions, wear proper athletic footwear, have students work in partners to allow for one spotter at each turtl' - Alternate all activities with one student on the turtl', and one student as the spotter

1. Teacher lead cardio circuit on turtl' - step ups, jog ups, jump ups, lateral over the turtl', squats
2. Teacher lead strength circuit on turtl' - abdominal curl ups on turtl', oblique bicycle curl up on turtl', plank on turtl' (flip turtl' over - dome down, flat surface up), push ups on turtl' (flip turtl' over) from knees or feet
3. Student created routines on turtl' - using yoga poses, movement on turtl', strength building on turtl' - create a workout using the turtl' - one partner does the workout, one partner spots

Criteria for the Turtl' Workout

- 3 different movements on turtl'
- 3 different balances on turtl'
- 3 different strength exercises on turtl'
- Repeat workout two times - one partner leads each time

4. Each partner group will lead two other groups through their turtl' workout

## Closure/Cool Down

Discuss what makes a good workout. How easy was it for other groups to follow your workout?

## Equipment:

Mats, yoga pretzel deck, turtl' dome shaped balance tool (1 per every 2 students)

## Assessment Ideas:





- A: Student turtl' workouts created and followed by other student
- B: student's experiencing cardiovascular and strength functional fitness on turtl'
- C: student's cooperation through partner spotting on the turtl' and creating a turtl' workout
- D: students actively, willingly, and safely participating in turtl' activities

# Physical Education Lesson #5 - Balance

Grade: 3/4

Unit: Agility/Balance/Coordination

Date: Jan/Feb

General Outcomes	 Activities		 Benefits Health			 Cooperation				 Do It Daily... For Life			
	Basic Skills	Application of Basic Skills	Functional Fitness	Body Image	Well-being	Communication	Fair Play	Leadership	Teamwork	Effort	Safety	Goal Setting/ Personal Challenge	Active Living In the Community
Specific Outcomes													

## Introduction/Warm Up

Aerobic warm up of large muscle groups and cardiovascular system -

Warm up game:

Pick a Card (see description in appendix A)

## Learning Activities/Teaching Strategies

1. Create a workout circuit combining yoga pretzel deck cards and turtl' activities
2. Students proceed through the circuit in pairs with two pair groups per station
3. When music plays, students perform activities at the station, when music stops, students proceed to the next station

Circuit Stations:

1. Turtl' step ups
2. Yoga balances - Tree, Airplane, Dancer, Triangle
3. Turtl' jump ons
4. Yoga partner balances - Back to Back Chair, Elevator, Rooftops
5. Turtl' abdominal curl ups or bicycle oblique curl ups
6. Yoga balances - Gorilla, Rock, Turtle, River, Down Dog
7. Turtl' lateral side to side over
8. Yoga follow the leader - one person chooses their favorite pose and the group follows - each person leads one yoga balance, then repeat leaders
9. Turtl' planks or push ups

## Closure/Cool Down

Discuss how turtl' and yoga activities impacted the three main areas of fitness (cardiovascular endurance, muscular strength, and flexibility). Have students provide examples of activities in each fitness area.

### Equipment:

Mats, yoga pretzel deck, turtl' dome shaped balance tool, station signs, music player with music to run 1 minute on with 15 sec rest

### Assessment Ideas:

- A: Student performance of yoga balances and turtl' activities
- B: student's experiencing cardiovascular and strength functional fitness on turtl' and through yoga balances
- C: student's encouragement of fellow students at each circuit station
- D: students actively, willingly, and safely participating in turtl' activities







# Physical Education Lesson #6 - Balance

Grade: 3/4

Unit: Agility/Balance/Coordination

Date: Jan/Feb

General Outcomes	 Activities		 Benefits Health			 Cooperation				 Do It Daily... For Life			
	Basic Skills	Application of Basic Skills	Functional Fitness	Body Image	Well-being	Communication	Fair Play	Leadership	Teamwork	Effort	Safety	Goal Setting/ Personal Challenge	Active Living In the Community
Specific Outcomes													

## Introduction/Warm Up

Aerobic warm up of large muscle groups and cardiovascular system -

Warm up game: Roll the Dice (See description in Appendix A)

## Learning Activities/Teaching Strategies

1. Introduce students to duck walkers (a rounded base balance tool)
2. Safety and expectations when using duck walkers - proper athletic shoes worn, students work in partners (one on the duck walker, one spotter), work at your own ability level, provide ample time for familiarization and practice on duck walker, start on a mat surface and progress to gymnasium floor surface when ready
3. Set up - partners with one duck walker and one mat
4. Activities
  - find balance on duck walker on mat (partner as spotter)
  - rock from side to side on the duck walker on the mat
  - start at one end of the mat and move on the duck walker from one end to the other end
  - move from one end of the mat and back on duck walker
  - when confident on duck walker, find balance on duck walker on gymnasium floor
  - rock from side to side on the duck walker on the gymnasium floor
  - start beside the mat on the gymnasium floor and move the length of the mat on the duck walker
  - move around the perimeter of the mat on the duck walker
5. Relay Challenges - On the teachers "Go", how many times can you
  - duck walk from one side of your mat to the other in the designated time - switch duck walker and spotter at each end of the mat
  - duck walk around the perimeter of your mat in the designated time - switch duck walker and spotter after each perimeter lap
  - duck walk across the width of the gymnasium in the designated time - switch duck walker and spotter after each width
  - duck walk and complete a challenge in the designated time - switch duck walkers after each time period (bounce a ball, toss and catch a bean bag, hit a ball in the air with a paddle, etc...)

## Closure/Cool Down

Discuss the challenges of balancing on a duck walker. What helps your balance?

## Equipment:

dice, duck walkers, mats, balls, bean bags

## Assessment Ideas:

A: Student balancing and moving on a duck walker

B: student's experiencing core strength and leg strength when using duck walkers

C: student cooperation with spotting on the duck walker and taking turns in the relay





D: student's actively, willingly, and safely participating in duck walker activities

# Physical Education Lesson #7 - Balance

Grade: 3/4

Unit: Agility/Balance/Coordination

Date: Jan/Feb

General Outcomes	 Activities		 Benefits Health			 Cooperation				 Do It Daily... For Life			
	Basic Skills	Application of Basic Skills	Functional Fitness	Body Image	Well-being	Communication	Fair Play	Leadership	Teamwork	Effort	Safety	Goal Setting/ Personal Challenge	Active Living In the Community
Specific Outcomes													

## Introduction/Warm Up

Aerobic warm up of large muscle groups and cardiovascular system -

Warm up game: Hospital Tag (See description in Appendix A)

## Learning Activities/Teaching Strategies

Review safety and expectations when using duck walkers - proper athletic shoes worn, students work in partners (one on the duck walker, one spotter), work at your own ability level, provide ample time for familiarization and practice on duck walker, start on a mat surface and progress to gymnasium floor surface when ready

1. Allow partner practice time with the duck walkers - utilize mats if necessary, add a challenge if appropriate (bounce a ball, toss and catch a bean bag, paddle a ball, stick handle a ball)
2. Cross the River Challenge - The object is to get across the river (length or width of the gymnasium) - Anytime a student crossing the river touches the gymnasium floor, they must return to the start and begin again  
Set up - partner groups join with another partner group to form a group of 4 - two students are crossing the river, two students are the spotters - students crossing the river must cross on the duck walkers, put two turtle's per group in the centre of the gym as a resting spot on their way across the river - once a group member makes it across the river, they switch spots with their spotter and the new group member must make it "across the river" - once all group members have made it "across the river", the teacher can give the group additional pieces of equipment that need to get across the river with them (ball, hockey stick, bean bags, poly spot, mat, etc..)

## Closure/Cool Down

Discuss how balance and cooperation/team work assisted groups in getting "across the river"

## Equipment:

duck walkers, mats, balls, bean bags, hockey sticks, paddles, poly spots

## Assessment Ideas:





- A: Student balancing and moving on a duck walker
- B: student's experiencing core strength and leg strength when using duck walkers
- C: student cooperation with spotting on the duck walker and working toward the common group goal of getting "across the river"
- D: student's actively, willingly, and safely participating in duck walker activities

# Physical Education Lesson #8 - Balance

Grade: 3/4

Unit: Agility/Balance/Coordination

Date: Jan/Feb

General Outcomes	 Activities		 Benefits Health			 Cooperation				 Do It Daily... For Life			
	Basic Skills	Application of Basic Skills	Functional Fitness	Body Image	Well-being	Communication	Fair Play	Leadership	Teamwork	Effort	Safety	Goal Setting/ Personal Challenge	Active Living In the Community
Specific Outcomes													

## Introduction/Warm Up

Aerobic warm up of large muscle groups and cardiovascular system -

Warm up game: Pick a Card Yoga Style (See description in appendix A)

## Learning Activities/Teaching Strategies

Introduction of Stability Pads, Balance Logs, and Island Course Balance Steps

Safety and expectations on balance equipment: wear proper athletic shoes, students work in partners to familiarize themselves with the equipment (one spotter), students work at own ability level, students are given practice time with the equipment

Divide class into two groups, each student with a partner - Set up Two stations:

Station #1:

Stability Pads:

Activities (one partner participates, one partner spots)

- yoga boat (modified v-sit) on pad
- tall kneel on pad
- stand and balance two feet on pad
- stand and balance one foot on pad
- squat on pad
- step from pad to pad
- repeat all above while throwing and catching a bean bag or ball

Station #2:

Balance Logs and Island Course Balance Steps - create 6 line courses with balance logs and island course balance steps (one for each group of 2 students) (add a turtl' or two per line if available)

Activities (one partner participates, one partner spots):

- walk through course forwards
- walk through course sideways
- walk through course backwards
- walk through course and perform a balance on each piece of equipment
- walk through course and throw and catch a scarf, ball or bean bag while moving
- create own course

## Closure/Cool Down

Discuss the combination of balance with throwing and catching an object

## Equipment:

Stability pads, balance logs  
Island course balance steps,  
bean bags, balls, turtl's

## Assessment Ideas:





A: Student balancing and moving on stability pads, balance logs, and Island Course balance steps  
B: student's experiencing core strength and leg strength when using balance equipment  
C: student cooperation with spotting and taking turns on balance  
D: student's actively, willingly, and safely participating in balance activities

# Physical Education Lesson #9 - Balance

Grade: 3/4

Unit: Agility/Balance/Coordination

Date: Jan/Feb

General Outcomes	 Activities		 Benefits Health			 Cooperation				 Do It Daily... For Life			
	Specific Outcomes	Basic Skills	Application of Basic Skills	Functional Fitness	Body Image	Well-being	Communication	Fair Play	Leadership	Teamwork	Effort	Safety	Goal Setting/ Personal Challenge

## Introduction/Warm Up

Aerobic warm up of large muscle groups and cardiovascular system -

Warm up game: Turtl' Tag (See description in appendix A)

## Learning Activities/Teaching Strategies

Review safety and expectations on balance equipment: wear proper athletic shoes, students work in partners to familiarize themselves with the equipment (one spotter), students work at own ability level, students are given practice time with the equipment

Roll a Balance - a game to test student balance

Set up: divide students into groups of 4-6 students, each group designates a home base area with a poly spot, and has one die

One member of the group rolls the die in the group's home base area- all group members perform the corresponding activity

- 1 - perform 3 different balances on a turtl', hold each balance for 20 sec
- 2 - pick three cards from the yoga pretzel deck, perform all three cards for 20 sec
- 3 - duck walk the width of the gymnasium
- 4 - toss and catch a ball or bean bag 20 times while balancing on a stability pad
- 5 - move three times through the island balance course (forwards, sideways, backwards)
- 6 - toss and catch a ball or bean bag with a partner 20 times while standing on a balance log

(Modifications: change tasks for each roll, have student created tasks for each number rolled, add another 6 tasks and give each group 2 die)

## Closure/Cool Down

Discuss how students feel their balance is improving from using specialized balance equipment

## Equipment:

turtl's, dice, yoga pretzel deck, duck walkers, stability pads, island balance course, balance logs, bean bags, balls

## Assessment Ideas:

A: Student performance of movement and balance on specialized balance equipment

B: student's experiencing core strength and leg strength when using balance equipment

C: student group cooperation in Roll a Balance Game





D: student's actively, willingly, and safely participating in balance activities

# Physical Education Lesson #10 - Balance

Grade: 3/4

Unit: Agility/Balance/Coordination

Date: Jan/Feb

General Outcomes	 Activities		 Benefits Health			 Cooperation			 Do It Daily... For Life			
	Basic Skills	Application of Basic Skills	Functional Fitness	Body Image	Well-being	Communication	Fair Play	Leadership	Teamwork	Effort	Safety	Goal Setting/ Personal Challenge
Specific Outcomes												

## Introduction/Warm Up

Aerobic warm up of large muscle groups and cardiovascular system -

Warm up game: Balance Tag (See description in appendix A)

## Learning Activities/Teaching Strategies

Review safety and expectations on balance equipment: wear proper athletic shoes, students work in partners to familiarize themselves with the equipment (one spotter), students work at own ability level, students are given practice time with the equipment

Create a workout circuit combining all balance equipment and activities introduced  
Students proceed through the circuit in pairs with two pair groups per station  
When music plays, students perform activities at the station, when music stops, students proceed to the next station

Circuit Stations:

1. Turtl' step ups or jog ups
2. Yoga balances - Pick a Card
3. Stability Pad - one leg balance or tall kneel and toss a bean bag to a partner
4. Duck Walkers - walk around or across the mat
5. Turtl' abdominal curl ups or bicycle oblique curl ups
6. Yoga balances - Pick a Card
7. Turtl' jump ups
8. Balance Log - squat and toss a bean bag to a partner
9. Turtl' plank or push ups

## Closure/Cool Down

Discuss examples of cardio, flexibility, and strength in today's circuit.

## Equipment:

Turtl's, yoga pretzel deck, stability pads, duck walkers, balance logs, station cards, music

## Assessment Ideas:

A: Student performance of movement and balance on specialized balance equipment

B: student's experiencing, cardiovascular activities, strength activities and flexibility activities

C: student group cooperation and encouragement in fitness circuit





D: student's actively, willingly, and safely participating in all activities

# Physical Education Lesson #1 - Agility

Grade: 3/4

Unit: Agility/Balance/Coordination

Date: Jan/Feb

General Outcomes	 Activities		 Benefits Health			 Cooperation				 Do It Daily... For Life			
	Basic Skills	Application of Basic Skills	Functional Fitness	Body Image	Well-being	Communication	Fair Play	Leadership	Teamwork	Effort	Safety	Goal Setting/ Personal Challenge	Active Living In the Community
Specific Outcomes													

## Introduction/Warm Up

Aerobic warm up of large muscle groups and cardiovascular system -

Warm up game: Roll the Dice (See description in appendix A)

## Learning Activities/Teaching Strategies

1. Introduction of reaction balls – show reaction balls (balls with semi circle bumps around the sides), demonstrate how they will bounce in many different directions when they are dropped on the ground, purpose of the balls is to see how quickly students can react (move their feet and catch the ball after a minimum number of bounces)
2. Review safety – stay on your feet to catch the ball, eyes are on the ball, always return to your home base to drop the ball
3. Allow student's exploration time to drop and catch the ball – Every student with a ball – helpful hints – drop the ball from shoulder height, the ball should bounce lower than the original dropping distance – ask the questions: How many times can you catch the ball after one bounce? How many times does it take you to catch the ball after two bounces? What can you do to be ready to catch the ball after a bounce?
4. Partner reaction ball quick draw – everyone with a partner – partner's stand facing each other arms length apart – one partner drops the reaction ball from shoulder height – both partners attempt to catch the reaction ball after one bounce – each catch = 1 point – Play until one partner reaches 11 points and then restart the game – Safety – remind students to stay on their feet, watch their heads so they do not collide with their partner's head, always return to home base area before dropping the next ball
5. King/Queen of the reaction ball – set up poly spots in two parallel lines with 10-12 poly spots per line – two students stand at each poly spot with one reaction ball per group of two, designate one end of line of poly spots the King and Queen end and one end the bottom end – the object of the game is to try to get to become the King or Queen of the Reaction Ball by advancing to the top King and Queen poly spot– students will do this by challenging the other student at the poly spot to a best of 3 points partner reaction ball quick draw – whichever student gets to 3 points first moves one spot up towards the King/Queen polyspots, whichever student has less points will move one spot down towards the bottom spot

## Closure/Cool Down

Discuss how the reaction balls targeted our agility (remembering the earlier definition of agility as the power of moving quickly and easily)

## Equipment:

reaction balls, poly spots, dice

## Assessment Ideas:





A: Student performance of agility and being able to move quickly on their feet to catch the reaction ball  
 C: student cooperation in partner quick draw and King/Queen of the reaction ball  
 D: student's actively, willingly, and safely participating in all activities

# Physical Education Lesson #2 - Agility

Grade: 3/4

Unit: Agility/Balance/Coordination

Date: Jan/Feb

General Outcomes	 Activities		 Benefits Health			 Cooperation			 Do It Daily... For Life			
	Basic Skills	Application of Basic Skills	Functional Fitness	Body Image	Well-being	Communication	Fair Play	Leadership	Teamwork	Effort	Safety	Goal Setting/ Personal Challenge
Specific Outcomes												

## Introduction/Warm Up

Aerobic warm up of large muscle groups and cardiovascular system -

Warm up game: Reaction Ball Partner Quick Draw (See description in appendix A)

## Learning Activities/Teaching Strategies

1. Introduce agility ladders, hurdles, and poly spots – the object of student movement today is move over these pieces of equipment without touching them – move feet quickly
2. Set up 6 different lines of equipment and divide class into 6 equal groups, have each group line up behind one line of equipment  
Equipment lines:
  - Multi level hurdles (go over hurdles)
  - Agility ladders (go over slats on agility ladders)
  - Poly spots with hurdles (jump on poly spots and over hurdles)
  - Multi level hurdles
  - Agility ladders with pylons (over agility ladders, around pylons)
  - Poly spots with hurdles and pylons (jump on poly spots, over hurdles, and around pylons)
3. Rotate groups through the 6 agility circuits every 2 minutes – student focus at each equipment line is speed and accurately making in over, on, or around the obstacle
4. If time – add a stopwatch for each group – one group member can time the speed the other group members make it through the equipment a designated number of times

## Closure/Cool Down

Discuss how we needed to change our movement to make it over, around, or on the particular obstacles. Question: How did we work agility today?

## Equipment:

Reaction balls, agility ladders, multi level hurdles, pylons, stopwatches

## Assessment Ideas:





A: Student performance of agility and being able to move quickly on their feet over, around and on the various pieces of equipment  
C: student cooperation in agility circuit group  
D: student's actively, willingly, and safely participating in all activities

# Physical Education Lesson #3 - Agility

Grade: 3/4

Unit: Agility/Balance/Coordination

Date: Jan/Feb

General Outcomes	 Activities		 Benefits Health			 Cooperation				 Do It Daily... For Life			
	Basic Skills	Application of Basic Skills	Functional Fitness	Body Image	Well-being	Communication	Fair Play	Leadership	Teamwork	Effort	Safety	Goal Setting/ Personal Challenge	Active Living In the Community
Specific Outcomes													

## Introduction/Warm Up

Aerobic warm up of large muscle groups and cardiovascular system -

Warm up game: King or Queen of the Reaction Ball (See agility lesson #1)

## Learning Activities/Teaching Strategies

- Continuation of last day's agility circuits creating 6 equipment lines as per yesterday
- Set up 6 different lines of equipment and divide class into 6 equal groups, have each group line up behind one line of equipment  
Equipment line suggestions:
  - Multi level hurdles (go over hurdles)
  - Agility ladders (go over slats on agility ladders)
  - Poly spots with hurdles (jump on poly spots and over hurdles)
  - Multi level hurdles
  - Agility ladders with pylons (over agility ladders, around pylons)
  - Poly spots with hurdles and pylons (jump on poly spots, over hurdles, and around pylons)
- Rotate groups through the 6 agility circuits every 2 minutes – student focus at each equipment line is speed and accurately making in over, on, or around the obstacle
- Emphasis on being timed during the circuit
  - Time individual group members
  - Time whole group with each group member doing course once in a relay fashion
  - Time whole group with each group member doing course twice in a relay fashion
  - Repeat the three above and try to beat the time

## Closure/Cool Down

When the timing aspect was added to your movement through the equipment, what happened? Did timing the movement through the agility circuit improve your agility?

### Equipment:

Reaction balls, agility ladders, multi level hurdles, pylons, stopwatches

### Assessment Ideas:

A: Student performance of agility and being able to move quickly on their feet over, around and on the various pieces of equipment  
C: student cooperation in agility circuit group  
D: student's actively, willingly, and safely participating in all activities







# Physical Education Lesson #4 - Agility

Grade: 3/4

Unit: Agility/Balance/Coordination

Date: Jan/Feb

General Outcomes	 Activities		 Benefits Health			 Cooperation				 Do It Daily... For Life			
	Basic Skills	Application of Basic Skills	Functional Fitness	Body Image	Well-being	Communication	Fair Play	Leadership	Teamwork	Effort	Safety	Goal Setting/ Personal Challenge	Active Living In the Community
Specific Outcomes													

## Introduction/Warm Up

Aerobic warm up of large muscle groups and cardiovascular system -

Warm up game: Pick a Card Yoga Style (See description in Appendix A)

### Equipment:

turtl's, duck walkers, reaction balls, stability pads, yoga pretzel deck, balance logs, island course balance steps, agility ladders, poly spots, hula hoops, hoop holders, and other items from equipment room that could be used in an obstacle course

## Learning Activities/Teaching Strategies

1. Object of the day is to test student agility through teacher created obstacle courses
2. Set up – set up 6 different obstacle courses using equipment introduced to date – turtl's, duck walkers, stability pads, reaction balls, yoga pretzel deck cards, balance logs, island course balance steps, poly spots, agility ladders, hula hoops, hoop holders, and any other relevant equipment from equipment room
3. Divide students into 6 equal groups and assign each group an obstacle course
4. Students complete their obstacle course – students not on the course can be course monitors to ensure the obstacle course is completed at its full integrity
5. Rotate through the 6 different obstacle courses

### Assessment Ideas:

A: Student performance of agility and being able to move quickly through an obstacle course  
 C: student cooperation in obstacle course group  
 D: student's actively, willingly, and safely participating in all activities

## Closure/Cool Down





Discuss how students need to move to make it through the obstacle course. What skills were needed to successfully make it through the obstacle course?

# Physical Education Lesson #5 - Agility

Grade: 3/4

Unit: Agility/Balance/Coordination

Date: Jan/Feb

General Outcomes	 Activities		 Benefits Health			 Cooperation				 Do It Daily... For Life			
Specific Outcomes	Basic Skills	Application of Basic Skills	Functional Fitness	Body Image	Well-being	Communication	Fair Play	Leadership	Teamwork	Effort	Safety	Goal Setting/ Personal Challenge	Active Living In the Community

## Introduction/Warm Up

Aerobic warm up of large muscle groups and cardiovascular system -

Warm up game: Follow the Leader (See description in Appendix A)

### Equipment:

turtl's, duck walkers, reaction balls, stability pads, yoga pretzel deck, balance logs, island course balance steps, agility ladders, poly spots, hula hoops, hoop holders, and other items from equipment room that could be used in an obstacle course

## Learning Activities/Teaching Strategies

1. Set up the same 6 obstacle courses as yesterday – create 6 groups and assign each group an obstacle course
2. Practice through the obstacle course
3. Add a stop watch to time each group member through the obstacle course
  - Time individual group members
  - Time whole group with each group member doing course once in a relay fashion
  - Time whole group with each group member doing course twice in a relay fashion
  - Repeat the three above and try to beat the time
4. Rotate through the 6 different obstacle courses

### Assessment Ideas:

A: Student performance of agility and being able to move quickly through an obstacle course  
 C: student cooperation in obstacle course group  
 D: student's actively, willingly, and safely participating in all activities

## Closure/Cool Down





After practicing the obstacle courses yesterday, how did student performance improve on the obstacle courses today? How did adding a stopwatch and timing the performance affect the movement on the obstacle course?

# Physical Education Lesson - #6 - Agility

Grade: 3/4

Unit: Agility/Balance/Coordination

Date: Jan/Feb

General Outcomes	 Activities		 Benefits Health			 Cooperation				 Do It Daily... For Life			
	Basic Skills	Application of Basic Skills	Functional Fitness	Body Image	Well-being	Communication	Fair Play	Leadership	Teamwork	Effort	Safety	Goal Setting/ Personal Challenge	Active Living In the Community
Specific Outcomes													

## Introduction/Warm Up

Aerobic warm up of large muscle groups and cardiovascular system -

Warm up game: Hospital Tag (See description in Appendix A)

## Learning Activities/Teaching Strategies

1. The object of this lesson is to transition from teacher created obstacle course to student created obstacle courses
2. Explain criteria for obstacle course:
  - Course must be safe with a distinct start line and finish line
  - Course must require a minimum of 4 different movements and 2 fitness activities
  - Course must be able to be completed by all team members in less than one minute (course may have some adaptations for students unable to complete certain challenges)
  - Course must be creative and not repeat more than one obstacle from teacher created courses or other student created courses
  - Groups need to draw course out on paper
3. Divide class into obstacle course teams of 4 students, allow students time to create obstacle courses using available equipment, groups check that their course meets the criteria for an obstacle course, groups draw obstacle course on paper, groups perform obstacle course and time group members through the obstacle course. If complete time the following:
  - Time individual group members
  - Time whole group with each group member doing course once in a relay fashion
  - Time whole group with each group member doing course twice in a relay fashion
  - Repeat the three above and try to beat the time

*Student created obstacle courses adapted from JOPERD (2009) Vol 80, No. 5 May/June article "Using Sport Education to Teach an Autonomy-Supportive Fitness Curriculum" by Sluder, Buchanan and Sinelnikov*

## Closure/Cool Down

Talk about how well group members worked together on creating their obstacle course. If any, how would your group make changes to your obstacle course for tomorrow?

## Equipment:

ALL available, paper and pencil, stopwatches

## Assessment Ideas:





- A: Student performance of agility and being able to move quickly through an obstacle course
- B: incorporation of 2 fitness activities into obstacle course
- C: student cooperation in obstacle course group
- D: student's actively, willingly, and safely participating in all activities

# Physical Education Lesson #7 - Agility

Grade: 3/4

Unit: Agility/Balance/Coordination

Date: Jan/Feb

General Outcomes	 Activities		 Benefits Health			 Cooperation				 Do It Daily... For Life			
	Basic Skills	Application of Basic Skills	Functional Fitness	Body Image	Well-being	Communication	Fair Play	Leadership	Teamwork	Effort	Safety	Goal Setting/ Personal Challenge	Active Living In the Community
Specific Outcomes													

## Introduction/Warm Up

Aerobic warm up of large muscle groups and cardiovascular system -

Warm up game: Reaction Ball Quick Draw (See description in Appendix A)

## Learning Activities/Teaching Strategies

- Review criteria of student created obstacle courses:
  - Course must be safe with a distinct start line and finish line
  - Course must require a minimum of 4 different movements and 2 fitness activities
  - Course must be able to be completed by all team members in less than one minute (course may have some adaptations for students unable to complete certain challenges)
  - Course must be creative and not repeat more than one obstacle from teacher created courses or other student created courses
  - Groups need to draw course out on paper
- Students join same group as yesterday and set up their obstacle course according to their drawing from previous class
- All members in group complete obstacle course within the 1 minute time limit
- Groups pair up with another group and each group demonstrates their obstacle course
- Groups work on the new obstacle course shown to them by their paired group and complete the following:
  - Time individual group members
  - Time whole group with each group member doing course once in a relay fashion
  - Time whole group with each group member doing course twice in a relay fashion
  - Repeat the three above and try to beat the time
- If time groups can pair with another new group and experience a new obstacle course

## Closure/Cool Down

Talk about the difference encountered when working on an obstacle course your group did not create. How did new obstacles affect your agility? What happens to your agility after practice on an obstacle course?

### Equipment:

ALL available, paper and pencil, stopwatches

### Assessment Ideas:





A: Student performance of agility and being able to move quickly through an obstacle course  
 B: incorporation of 2 fitness activities into obstacle course  
 C: student cooperation in obstacle course group  
 D: student's actively, willingly, and safely participating in all activities

# Physical Education Lesson #8 - Agility

Grade: 3/4

Unit: Agility/Balance/Coordination

Date: Jan/Feb

General Outcomes	 Activities		 Benefits Health			 Cooperation				 Do It Daily... For Life			
	Basic Skills	Application of Basic Skills	Functional Fitness	Body Image	Well-being	Communication	Fair Play	Leadership	Teamwork	Effort	Safety	Goal Setting/ Personal Challenge	Active Living In the Community
Specific Outcomes													

## Introduction/Warm Up

Aerobic warm up of large muscle groups and cardiovascular system -

Warm up game: Turtl' Tag (See description in Appendix A)

## Learning Activities/Teaching Strategies

- Students will create new obstacle courses with new group members
- Review criteria of student created obstacle courses:
  - Course must be safe with a distinct start line and finish line
  - Course must require a minimum of 4 different movements and 2 fitness activities
  - Course must be able to be completed by all team members in less than one minute (course may have some adaptations for students unable to complete certain challenges)
  - Course must be creative and not repeat more than one obstacle from teacher created courses or other student created courses**
  - Groups need to draw course out on paper
- Divide class into NEW obstacle course teams of 4 students, allow students time to create NEW obstacle courses using available equipment, groups check that their course meets the criteria for an obstacle course, groups draw obstacle course on paper, groups perform obstacle course and time group members through the obstacle course. If complete time the following:
  - Time individual group members
  - Time whole group with each group member doing course once in a relay fashion
  - Time whole group with each group member doing course twice in a relay fashion
  - Repeat the three above and try to beat the time

## Closure/Cool Down

How did working with a new group affect the creation of your obstacle course? What new obstacles/ideas/different movements/different fitness activities did you incorporate into your new obstacle course? How did these new obstacles affect your agility?

## Equipment:

ALL available, paper and pencil, stopwatches

## Assessment Ideas:





A: Student performance of agility and being able to move quickly through an obstacle course  
 B: incorporation of 2 fitness activities into obstacle course  
 C: student cooperation in obstacle course group  
 D: student's actively, willingly, and safely participating in all activities

# Physical Education Lesson #9 - Agility

Grade: 3/4

Unit: Agility/Balance/Coordination

Date: Jan/Feb

General Outcomes	 Activities		 Benefits Health			 Cooperation				 Do It Daily... For Life			
	Basic Skills	Application of Basic Skills	Functional Fitness	Body Image	Well-being	Communication	Fair Play	Leadership	Teamwork	Effort	Safety	Goal Setting/ Personal Challenge	Active Living In the Community
Specific Outcomes													

## Introduction/Warm Up

Aerobic warm up of large muscle groups and cardiovascular system -

Warm up game: Pick a Card Yoga Style (See description in Appendix A)

## Learning Activities/Teaching Strategies

- Review criteria of student created obstacle courses:
  - Course must be safe with a distinct start line and finish line
  - Course must require a minimum of 4 different movements and 2 fitness activities
  - Course must be able to be completed by all team members in less than one minute (course may have some adaptations for students unable to complete certain challenges)
  - Course must be creative and not repeat more than one obstacle from teacher created courses or other student created courses
  - Groups need to draw course out on paper
- Students join same group as yesterday and set up their obstacle course according to their drawing from previous class
- All members in group complete obstacle course within the 1 minute time limit
- Groups pair up with another group and each group demonstrates their obstacle course
- Groups work on the new obstacle course shown to them by their paired group and complete the following:
  - Time individual group members
  - Time whole group with each group member doing course once in a relay fashion
  - Time whole group with each group member doing course twice in a relay fashion
  - Repeat the three above and try to beat the time
- If time groups can pair with another new group and experience a new obstacle course

## Closure/Cool Down

Talk about how your individual agility is improving through practice on the obstacle courses.

### Equipment:

ALL available, paper and pencil, stopwatches

### Assessment Ideas:





A: Student performance of agility and being able to move quickly through an obstacle course  
 B: incorporation of 2 fitness activities into obstacle course  
 C: student cooperation in obstacle course group  
 D: student's actively, willingly, and safely participating in all activities

# Physical Education Lesson #10 - Agility

Grade: 3/4

Unit: Agility/Balance/Coordination

Date: Jan/Feb

General Outcomes	 Activities		 Benefits Health			 Cooperation				 Do It Daily... For Life			
Specific Outcomes	Basic Skills	Application of Basic Skills	Functional Fitness	Body Image	Well-being	Communication	Fair Play	Leadership	Teamwork	Effort	Safety	Goal Setting/ Personal Challenge	Active Living In the Community

## Introduction/Warm Up

Aerobic warm up of large muscle groups and cardiovascular system -

Warm up game: Balance Tag (See description in Appendix A)

## Learning Activities/Teaching Strategies

1. Review criteria of student created obstacle courses:
  - Course must be safe with a distinct start line and finish line
  - Course must require a minimum of 4 different movements and 2 fitness activities
  - Course must be able to be completed by all team members in less than one minute (course may have some adaptations for students unable to complete certain challenges)
  - Course must be creative and not repeat more than one obstacle from teacher created courses or other student created courses
  - Groups need to draw course out on paper
2. Students join same group as yesterday and set up their obstacle course according to their drawing from previous class
3. Groups practice on their own obstacle course
4. Each group presents their obstacle course to the class
5. Groups rotate through each obstacle course, testing their agility, and timing individual group members on each obstacle course

## Closure/Cool Down

Talk about the differences and similarities between each group's obstacle course. Talk about student's ability to make it through the different obstacle courses in the 1 minute time limit. Ask why or why not students could make it through the obstacle courses in the designated time frame.

## Equipment:

ALL available, paper and pencil, stopwatches

## Assessment Ideas:





A: Student performance of agility and being able to move quickly through an obstacle course  
 B: incorporation of 2 fitness activities into obstacle course  
 C: student cooperation in obstacle course group  
 D: student's actively, willingly, and safely participating in all activities

# Physical Education Lesson #1 - Coordination

Grade: 3/4

Unit: Agility/Balance/Coordination

Date: Jan/Feb

General Outcomes	 Activities		 Benefits Health			 Cooperation				 Do It Daily... For Life			
	Basic Skills	Application of Basic Skills	Functional Fitness	Body Image	Well-being	Communication	Fair Play	Leadership	Teamwork	Effort	Safety	Goal Setting/ Personal Challenge	Active Living In the Community
Specific Outcomes													

## Introduction/Warm Up

Aerobic warm up of large muscle groups and cardiovascular system -

Warm up game: Cross the River (See description in Appendix A)

## Learning Activities/Teaching Strategies

This lesson will focus on Coordination: (Harmonious functioning of muscles or groups of muscles in the execution of movements.) – through the integration of jump bands – students will need to coordinate their body movements in order to be successful with jump band activities

1. Introduction of jump bands: these are a pair of elastic type fabric bands with circular opening which a foot goes through, rests at the ankle, and is connected to another person in the same way, thus creating two parallel bands, ankle height off the ground
2. Safety considerations: once bands are around ankles, students should not walk around the gym, when putting on bands there should be slack between the two students, when removing bands there should be slack between the two students wearing the bands to eliminate the chances of the band being snapped towards a student
3. Learning the basic pattern – two students put on the jump bands as described above, once the bands are on, there should be no slack in the bands, the students wearing the bands on their ankles are called the ENDERS – they will jump in a coordinated rhythmical pattern of – IN IN, OUT OUT – IN being feet together, OUT being feet apart (can use the Jump Band DVD or student demonstrate to show the pattern)
4. Once the ENDERS have mastered the pattern of IN IN, OUT OUT – the JUMPERS can be added – JUMPERS jump in the opposite pattern of the ENDERS – JUMPERS pattern is OUT OUT, IN IN (when the JUMPERS are OUT (straddling the jump bands), the ENDERS are IN, and when the JUMPERS are IN, the ENDERS are OUT)
5. Groups of 4 can practice, with two students being ENDERS and two students being JUMPERS, rotating through the positions of ENDER and JUMPER until all have mastered the pattern of IN IN, OUT OUT

## Closure/Cool Down

Talk about the coordination necessary to master being an ENDER and JUMPER in the Jump Band activities.

## Equipment:

Jump Bands, Jump Band DVD, music

## Assessment Ideas:

A: Student performance of coordination in their ability to perform the jump band patterns as an ENDER and JUMPER  
 B: experiencing the highly aerobic cardiovascular activity of Jump Bands  
 C: student cooperation in Jump Band groups and performing the roles as both ENDER and JUMPER  
 D: student's actively, willingly, and safely participating in all activities







# Physical Education Lesson #2 - Coordination

Grade: 3/4

Unit: Agility/Balance/Coordination

Date: Jan/Feb

General Outcomes	 Activities		 Benefits Health			 Cooperation				 Do It Daily... For Life			
Specific Outcomes	Basic Skills	Application of Basic Skills	Functional Fitness	Body Image	Well-being	Communication	Fair Play	Leadership	Teamwork	Effort	Safety	Goal Setting/ Personal Challenge	Active Living In the Community

## Introduction/Warm Up

Aerobic warm up of large muscle groups and cardiovascular system -

Warm up game: Roll the Dice (See description in Appendix A)

## Learning Activities/Teaching Strategies

- Review Jump Band safety Safety considerations: once bands are around ankles, students should not walk around the gym, when putting on bands there should be slack between the two students, when removing bands there should be slack between the two students wearing the bands to eliminate the chances of the band being snapped towards a student
- Review Jump Band ENDER and JUMPER straddle patterns of : IN IN, OUT OUT and allow group practice time
- Introduce new jumping patterns (ENDERS always do the same IN IN, OUT OUT) watch the JUMPIN with JUMP BANDS DVD by Kathryn Short for visual help with jumping patterns:
  - The basic jump band tinkling step: JUMPER hops one foot on the outside of the jump bands twice while ENDERS are IN IN, then JUMPER jumps into the centre of the bands with one jump on each foot while the ENDERS are OUT OUT, then JUMPER hops one foot on the other side of the jump bands while the ENDERS are back to IN IN – this step takes the JUMPER across the jump bands
  - High Five – using either the IN, IN, OUT OUT or the basic tinkling step – JUMPERS high five other jumpers and turn to high five the ENDERS
  - Jogging step – JUMPERS jog across the jump bands, when ENDERS are IN IN, JUMPERS jog outside the bands, when ENDERS are OUT OUT, JUMPERS jog in the middle of the bands, when ENDERS go back to IN IN, JUMPERS jog to the other side of the jump bands, there by jogging back and forth across the bands
  - Add equipment – JUMPERS perform the IN IN, OUT OUT straddle step, tinkling step, or jogging step and tap rhythm sticks to the jumping beat (both ENDERS and JUMPERS can have rhythm sticks), bounce or pass and catch a ball, wave a scarf or ribbon wand, hula hoop or spin a hoop around their arm – allow students to be creative with the addition of simple pieces of equipment

## Closure/Cool Down

Talk about how the different jumping patterns and adding equipment affect coordination with the jump bands.

### Equipment:

Jump Bands, Jump Band DVD, music

### Assessment Ideas:

A: Student performance of coordination in their ability to perform the jump band patterns as an ENDER and JUMPER





B: experiencing the highly aerobic cardiovascular activity of Jump Bands  
 C: student cooperation in Jump Band groups and performing the roles as both ENDER and JUMPER  
 D: student's actively, willingly, and safely participating in all activities

# Physical Education Lesson #3 - Coordination

Grade: 3/4

Unit: Agility/Balance/Coordination

Date: Jan/Feb

General Outcomes	 Activities		 Benefits Health			 Cooperation				 Do It Daily... For Life			
Specific Outcomes	Basic Skills	Application of Basic Skills	Functional Fitness	Body Image	Well-being	Communication	Fair Play	Leadership	Teamwork	Effort	Safety	Goal Setting/ Personal Challenge	Active Living In the Community

## Introduction/Warm Up

Aerobic warm up of large muscle groups and cardiovascular system -

Warm up game: Pick a Card Yoga Style (See description in Appendix A)

## Learning Activities/Teaching Strategies

- Review Jump Band safety Safety considerations: once bands are around ankles, students should not walk around the gym, when putting on bands there should be slack between the two students, when removing bands there should be slack between the two students wearing the bands to eliminate the chances of the band being snapped towards a student
- Review Jump Band ENDER and JUMPER straddle patterns of : IN IN, OUT OUT, tinkling step, jogging step, high fives, and adding equipment – allow group practice time
- Introduce the large group jump band activities (Activities from Jumpin with Jump Bands DVD by Kathryn Short) See DVD for visual help
  - Centipede – 1 set of jump bands - up to four JUMPERS jump together with hands on shoulders in a designated jumping pattern
  - Visiting the Neighbours - 2 sets of jump bands set up across each other with 4 ENDERS and 4 JUMPERS – JUMPERS jump through the jump band in front of them and then move to the set to the right, JUMPERS continue around to jump in front of each ENDER
  - Jaws – 2 sets of jump bands set up across each other with 4 ENDERS and 4 or more JUMPERS – JUMPERS jump through the opening created by the two sets of jump bands when all ENDERS are in the OUT OUT position – once the JUMPER makes it through the middle, they create a line at another opening
  - Box Cars – 3 or more sets of jump bands set up in a straight line fashion – middle ENDERS will have two sets of Jump bands around their ankles (one going forward and one going backward) – multiple JUMPERS jump together in the multiple sets of jump bands

## Closure/Cool Down

Talk about how our coordination is affected when we worked together in large groups or as a whole class to accomplish Jump Band activities.

### Equipment:

Jump Bands, Jump Band DVD, music

### Assessment Ideas:

A: Student performance of coordination in their ability to perform the jump band patterns as an ENDER and JUMPER

B: experiencing the highly aerobic cardiovascular activity of Jump Bands

C: student cooperation in Jump Band groups and performing the roles as both ENDER and JUMPER





D: student's actively, willingly, and safely participating in all activities

# Physical Education Lesson #4 - Coordination

Grade: 3/4

Unit: Agility/Balance/Coordination

Date: Jan/Feb

General Outcomes	 Activities		 Benefits Health			 Cooperation			 Do It Daily... For Life			
	Basic Skills	Application of Basic Skills	Functional Fitness	Body Image	Well-being	Communication	Fair Play	Leadership	Teamwork	Effort	Safety	Goal Setting/ Personal Challenge
Specific Outcomes												

## Introduction/Warm Up

Aerobic warm up of large muscle groups and cardiovascular system -

Warm up game: Hospital Tag (See description in Appendix A)

## Learning Activities/Teaching Strategies

1. Students will create their own jump band routine with a group of 4 students
2. Set criteria for student created jump band routines:
  - All group members must perform as either an ENDER or JUMPER or both
  - Jump Band routine must have three different types of jumping
  - Jump Band routine must include one additional piece of equipment (rhythm sticks, ball, hula hoop, ribbon wand, scarf, etc...)
  - Routine must start with a distinct beginning and finish with a distinct ending and be 45 secs to 1 minute in length
3. Allow practice time for groups and paper and pencils for groups to write down the specifics to their jump band routine

## Closure/Cool Down

Talk about how groups are working together to create jump band routines and how important coordination of movements are important in the process

### Equipment:

Jump Bands, Jump Band DVD, music, paper, pencils

### Assessment Ideas:





A: Student performance of coordination in their ability to perform the jump band patterns as an ENDER and/or JUMPER in group jump band routine  
 B: experiencing the highly aerobic cardiovascular activity of Jump Bands  
 C: student cooperation in Jump Band groups and ability to work with group members to create jump band routine that fits criteria  
 D: student's actively, willingly, and safely participating in all activities

# Physical Education Lesson #5 - Coordination

Grade: 3/4

Unit: Agility/Balance/Coordination

Date: Jan/Feb

General Outcomes	 Activities		 Benefits Health			 Cooperation				 Do It Daily... For Life			
Specific Outcomes	Basic Skills	Application of Basic Skills	Functional Fitness	Body Image	Well-being	Communi-cation	Fair Play	Leadership	Teamwork	Effort	Safety	Goal Setting/ Personal Challenge	Active Living In the Community

## Introduction/Warm Up

Aerobic warm up of large muscle groups and cardiovascular system -

Warm up game: Reaction Ball Quick Draw (See description in Appendix A)

## Learning Activities/Teaching Strategies

1. Students continue creating their own jump band routine with a group of 4 students
2. Review criteria for student created jump band routines:
  - All group members must perform as either an ENDER or JUMPER or both
  - Jump Band routine must have three different types of jumping
  - Jump Band routine must include one additional piece of equipment (ball, hula hoop, ribbon wand, scarf, etc...)
  - Routine must start with a distinct beginning and finish with a distinct ending and be 45 secs to 1 minute in length
3. Allow final day of practice time for groups and paper and pencils for groups to write down the specifics to their jump band routine

## Equipment:

Jump Bands, Jump Band DVD, music, paper, pencils

## Assessment Ideas:

A: Student performance of coordination in their ability to perform the jump band patterns as an ENDER and/or JUMPER in group jump band routine  
 B: experiencing the highly aerobic cardiovascular activity of Jump Bands  
 C: student cooperation in Jump Band groups and ability to work with group members to create jump band routine that fits criteria  
 D: student's actively, willingly, and safely participating in all activities

## Closure/Cool Down





Talk about how groups are working together to create jump band routines and how important coordination of movements are important in the process

# Physical Education Lesson #6 - Coordination

Grade: 3/4

Unit: Agility/Balance/Coordination

Date: Jan/Feb

General Outcomes	 Activities		 Benefits Health			 Cooperation				 Do It Daily... For Life			
Specific Outcomes	Basic Skills	Application of Basic Skills	Functional Fitness	Body Image	Well-being	Communication	Fair Play	Leadership	Teamwork	Effort	Safety	Goal Setting/ Personal Challenge	Active Living In the Community

## Introduction/Warm Up

Aerobic warm up of large muscle groups and cardiovascular system -

Warm up game: Roll the Dice (See description in Appendix A)

## Learning Activities/Teaching Strategies

- Allow final practice time for jump band routines, review criteria:
  - All group members must perform as either an ENDER or JUMPER or both
  - Jump Band routine must have three different types of jumping
  - Jump Band routine must include one additional piece of equipment (ball, hula hoop, ribbon wand, scarf...)
  - Routine must start with a distinct beginning and finish with a distinct ending and be 45 secs to 1 minute in length
- Have each group perform their group jump band routine for an audience (the audience can be the whole class or another group)
- If time, groups can try out jump band moves they observed in other group jump band routines

## Equipment:

Jump Bands, Jump Band DVD, music, paper, pencils

## Assessment Ideas:

A: Student performance of group jump band routines  
 B: experiencing the highly aerobic cardiovascular activity of Jump Bands  
 C: student cooperation in Jump Band groups and ability to work with group members to perform jump band routine that fits criteria  
 D: student's actively, willingly, and safely participating in all activities

## Closure/Cool Down





Talk about how jump bands helped us with our coordination

# Physical Education Lesson #7 - Coordination

Grade: 3/4

Unit: Agility/Balance/Coordination

Date: Jan/Feb

General Outcomes	 Activities		 Benefits Health			 Cooperation			 Do It Daily... For Life				
Specific Outcomes	Basic Skills	Application of Basic Skills	Functional Fitness	Body Image	Well-being	Communication	Fair Play	Leadership	Teamwork	Effort	Safety	Goal Setting/ Personal Challenge	Active Living In the Community

## Introduction/Warm Up

Aerobic warm up of large muscle groups and cardiovascular system -

Warm up game: Turtl' Tag (See description in Appendix A)

## Learning Activities/Teaching Strategies

1. This lesson will focus on how dancing can impact and utilize student coordination
2. Teach Electric Slide Dance (adapted from PE Central.com)
  - Grapevine right
  - Grapevine left
  - Step back 4 steps lead with right foot
  - Step forward left foot, tap right foot
  - Step back right foot, tap left
  - Step left with a quarter turn, scuff right foot on ground and step down on right foot
  - Step left foot
  - Repeat
3. Allow student practice of steps without music
4. Add music – Electric Slide by Christy Lane

**Equipment:**  
turtl's, music

## Assessment Ideas:

A: Student performance of coordination of dance steps in proper sequence and in time with the music  
 B: experiencing the aerobic cardiovascular activity of dance  
 C: student cooperation in helping fellow students learn the dance moves  
 D: student's actively, willingly, and safely participating in all activities

## Closure/Cool Down





Talk about how coordination is necessary to learn and perform a dance correctly

# Physical Education Lesson #8 - Coordination

Grade: 3/4

Unit: Agility/Balance/Coordination

Date: Jan/Feb

General Outcomes	 Activities		 Benefits Health			 Cooperation				 Do It Daily... For Life			
	Basic Skills	Application of Basic Skills	Functional Fitness	Body Image	Well-being	Communication	Fair Play	Leadership	Teamwork	Effort	Safety	Goal Setting/ Personal Challenge	Active Living In the Community
Specific Outcomes													

## Introduction/Warm Up

Aerobic warm up of large muscle groups and cardiovascular system -

Warm up game: Cross the River (See description in Appendix A)

## Learning Activities/Teaching Strategies

1. Review the Electric Slide Dance learned in previous lesson
2. Teach new dance: Welcome to the NFL (adapted from PE Central.com)
  - Hands up to the right twice
  - Hands up to the left twice
  - Hands down to the right twice
  - Hands down to the left twice
  - Half a jumping jack (to star position)
  - Quarter turn and finish jumping jack
  - Stationary jumping jack
  - Jog 4 steps stationary
  - Step on right foot, kick left foot forward
  - Step left foot and then right foot
  - Step on right foot, kick left foot forward
  - Step left foot and then right foot
  - Attitude (arms crossed over chest, leaning to the right and tap left foot 4 times)
  - Attitude (arms crossed over chest, leaning to the left and tap right foot 4 times)
  - Repeat whole dance to the music
3. Allow students to practice steps without the music and help each other out learning the steps
4. Add music: Everybody, Everybody by Black Box

## Closure/Cool Down

Talk about how coordination is necessary to learn and perform a dance correctly

## Equipment:

various pieces needed for cross the river, music

## Assessment Ideas:

A: Student performance of coordination of dance steps in proper sequence and in time with the music

B: experiencing the aerobic cardiovascular activity of dance

C: student cooperation in helping fellow students learn the dance moves





D: student's actively, willingly, and safely participating in all activities

# Physical Education Lesson #9 - Coordination

Grade: 3/4

Unit: Agility/Balance/Coordination

Date: Jan/Feb

General Outcomes	 Activities		 Benefits Health			 Cooperation				 Do It Daily... For Life			
	Basic Skills	Application of Basic Skills	Functional Fitness	Body Image	Well-being	Communication	Fair Play	Leadership	Teamwork	Effort	Safety	Goal Setting/ Personal Challenge	Active Living In the Community
Specific Outcomes													

## Introduction/Warm Up

Aerobic warm up of large muscle groups and cardiovascular system -

Warm up game: Hospital Tag (See description in Appendix A)

## Learning Activities/Teaching Strategies

1. Review Welcome to the NFL dance
2. Review Electric Slide dance
3. Teach new dance: Funky Dance (Adapted from PE Central. Com)
  - 4 stomps with right foot
  - 4 vertical jumps in the air
  - Grapevine to the right
  - Grapevine to the left
  - Raise the roof 8 times
  - Repeat
4. Allow student practice without music
5. Add music – Get Ready For This by Unlimited
6. Students work on their own or in a group of 2-4 students and create their own version of the Funky Dance
7. Set Criteria for student created Funky Dance
  - Use 24 counts of music (3 sets of 8, 4 sets of 6, 6 sets of 4)
  - Repeat 24 counts three times
  - Be creative
  - Utilize movement of at least 4 different body parts
8. Allow practice time and provide paper and pencil for individuals and groups to write down their dance

## Equipment:

music, paper, pencils

## Assessment Ideas:

A: Student performance of coordination of dance steps in proper sequence and in time with the music

B: experiencing the aerobic cardiovascular activity of dance

C: student cooperation in helping fellow students learn the dance moves and/or group collaboration in creating a new version of the Funky Dance

D: student's actively, willingly, and safely participating in all activities

## Closure/Cool Down

Talk about how coordination is needed to create your own version of a dance







# Physical Education Lesson #10 - Coordination

Grade: 3/4

Unit: Agility/Balance/Coordination

Date: Jan/Feb

General Outcomes	 Activities		 Benefits Health			 Cooperation				 Do It Daily... For Life			
Specific Outcomes	Basic Skills	Application of Basic Skills	Functional Fitness	Body Image	Well-being	Communi-cation	Fair Play	Leadership	Teamwork	Effort	Safety	Goal Setting/ Personal Challenge	Active Living In the Community

## Introduction/Warm Up

Aerobic warm up of large muscle groups and cardiovascular system -

Warm up game: Pick a Card Yoga Style (See description in Appendix A)

## Learning Activities/Teaching Strategies

1. Review dances: Electric Slide, Welcome to the NFL, Funky Dance
2. Review Criteria for student created Funky Dance
  - Use 24 counts of music (3 sets of 8, 4 sets of 6, or 6 sets of 4)
  - Repeat 24 counts three times
  - Be creative
  - Utilize movement of at least 4 different body parts
3. Allow practice time for student created Funky Dance
4. Have each group perform their Funky Dance for an audience (the audience can be the whole class or another group)
5. If time groups can try out Funky Dance moves they observed in other groups

## Closure/Cool Down

Talk about how having coordinated movements helps in creating a dance, and general participation in activities

## Equipment:

music, paper, pencils, yoga deck

## Assessment Ideas:

A: Student performance of their own Funky Dance based on the set criteria  
 B: experiencing the aerobic cardiovascular activity of dance  
 C: student cooperation in helping fellow students learn the dance moves and/or group collaboration in creating a new version of the Funky Dance  
 D: student's actively, willingly, and safely participating in all activities

## **Appendix A: Descriptions of warm up games:**

**Balance Tag**– designate 5 – 8 taggers – on “GO” students move safely around the playing area (designate locomotor movement: speed walking, skipping, side sliding, galloping, running, heel walking), if a student is touched by a tagger, they must freeze in their favorite yoga pose, to be free, another student must mirror the yoga pose beside the frozen student for 10 seconds, switch tagger often

**Turtl' Tag** designate 4-8 taggers, on “GO” students move safely in open space (designate the type of locomotor movement – speed walk, skip, gallop, run, side slide), if tagged by a tagger the tagger becomes the new “it”, students are safe from taggers when performing a balance on a turtl', one student per turtl' at a time, teacher can designate what type of balance needs to be performed or it can be student choice

**Follow the Leader** - Follow the leader on the turtl' - partner groups join together with 3-4 other partner groups to form groups of 8 - 10 (one partner works on the turtl' the other partner is the spotter) - one partner group becomes the lead group, whatever movement or balance they do on the turtl' the other groups must follow - switch spotter to mover every three activities, switch lead group every 6 activities

(Modifications: follow the leader can be done with any type of equipment (stability pads, obstacle courses, balance logs, yoga pretzel deck, balances, and locomotor movements)

**Roll the Dice** - One member of the group rolls the die in the group's home base area- all group members perform the corresponding activity

- 1 - Perform 3 different balances on a turtl', hold each balance for 20 sec
- 2 - Pick three cards from the yoga pretzel deck; perform all three cards for 20 sec
- 3 - Duck walk the width of the gymnasium
- 4 - Toss and catch a ball or bean bag 20 times while balancing on a stability pad
- 5 - Move three times through the island balance course (forwards, sideways, and backwards)
- 6 - Toss and catch a ball or bean bag with a partner 20 times while standing on a balance log

(Modifications: change tasks for each roll, have student created tasks for each number rolled, add another 6 tasks and give each group 2 die)

**Pick a Card Yoga Style** – students in groups of 3-6, students take turns going to the Yoga Pretzel deck pile to randomly choose one Yoga Card, the card is brought back to the group and all group members must perform the yoga pose, the card is returned to the pile and a new group member chooses the next card – while one person is choosing a card the rest of the group can be performing a cardio or strength move until they return to the group

**Reaction Ball Quick Draw** – everyone with a partner – partner's stand facing each other arms length apart – one partner drops the reaction ball from shoulder height – both partners attempt to catch the reaction ball after one bounce – each catch = 1 point – Play until one partner reaches 11 points and then restart the game – Safety – remind students to stay on their feet, watch their heads so they do not collide with their partner's head, always return to home base area before dropping the next ball

(Modification: this game can be played individually where one person drops the ball and they try to catch it with the minimum number of bounces)

**Cross the River** - The object is to get across the river (length or width of the gymnasium) - Anytime a student crossing the river touches the gymnasium floor, they must return to the start and begin again

Set up - partner groups join with another partner group to form a group of 4 - two students are crossing the river, two students are the spotters - students crossing the river must cross on the duck walkers, put two turtl's per group in the centre of the gym as a resting spot on their way across the river - once a group member makes it across the river, they switch spots with their spotter and the new group member must make it "across the river" - once all group members have made it "across the river", the teacher can give the group additional pieces of equipment that need to get across the river with them (ball, hockey stick, bean bags, poly spot, mat, etc..)

(Modifications: if using equipment that does not need a spotter, then all groups must get across the river without touching the floor, provide groups with various pieces of equipment and the objective to get everyone across the river with all the pieces of equipment – if any group member touches the floor, all group members must return to the start and begin again)

**Hospital Tag** – designate 4 – 6 taggers who are considered “germs” in this game, on “GO” students move safely in open space (designate the type of locomotor movement – speed walk, skip, gallop, run, side slide), if tagged by a tagger/germ, the person who is tagged must go to the hospital (designate a hospital area with pylons), once in the hospital the student must perform an activity to get them healthy again (ex. 5 jumping jacks, 5 turtl' step ups, 2 different yoga poses, etc...), once the activity is performed they may leave the hospital and join the game again