

*Kindness*

**“INGREDIENTS”**

**COMPROMISE**

*Cooperation*

**TEAMWORK**

Helpfulness

Taking turns

**COMMUNICATION**

*Respect for others*

# Mingle, Mingle – “Ingredients”

- Mixing partner (twist) = Kindness



- Roll, pat, knead, & toss (march) = Communication



- Add the toppings (squat) = Teamwork



- Cook it (jump high 10) = Cooperation (Celebrate it!)



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## Learning Objectives

- Students will demonstrate body awareness to pass equipment to others.
- Students will demonstrate abdominal strength and endurance to maintain proper technique.
- Students will demonstrate personal responsibility in group situations.

## Learning Targets

- I can pass equipment to others without using my hands.
- I can use my abdominal muscles to keep my feet off the ground while seated.
- I can follow directions and give my best effort to complete tasks with others.

## Teaching Cues

- Use your abdominal muscles to keep your feet off the ground.
- Work together and help each other.
- The ball may not touch the ground.

## PREP

- 1 piece of equipment per 4 students.
- (Choose larger-sized, lightweight pieces such as cones, utility balls, paddles, etc.)

## SET

- Students sitting in a circle, facing out. Elbows hooked with neighbors.
- Put 1 piece of equipment in front of every 4th student around the circle.

## TEACH

### 1. Lesson Objective

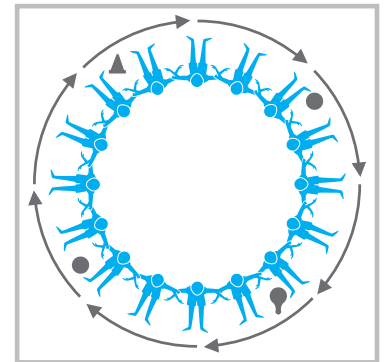
- The object of **Pass It Around** is to move all pieces of equipment around the circle without using hands.

### 2. Instructions

- On signal, pass the equipment around the circle (*clockwise*) with your legs and feet.
- Try to pass the equipment without letting it touch the ground.

### 3. Challenges

- Can you move the equipment all the way around the circle once without allowing it to touch the ground?
- You have 5 seconds to pass the object. Referee yourself and count when you receive the object.
- Do 5 sit-ups if you take longer than 5 seconds.



## REFLECTION QUESTIONS

- Were some pieces of equipment harder to pass than others? Why?
- How would strengthening your abdominal muscles help to perform this activity?
- What activities can you do to strengthen your abdominal muscles?

# Pass it Around

## Standards Alignment

### Standard 3: Outcome 2

Engages in the activities of physical education without teacher prompting.

### Standard 3: Outcome 5

Demonstrates the health-related fitness components.

### Standard 4: Outcome 1

Exhibits personal responsibility in group situations.

### Standard 4: Outcome 2

Reflects on personal social behavior in physical activity.

### Standard 4: Outcome 3

Listens respectfully to corrective feedback from others.

### Standard 4: Outcome 4

Works cooperatively with others.

### Standard 4: Outcome 5

Recognizes the role of rules and etiquette in physical activity with peers.

### Standard 5: Outcome 2

Discusses the challenge that comes from learning a new physical activity.

### Standard 5: Outcome 4

Describes the positive social interactions that come when engaged with others in physical activity.

## SEL Competencies

### Self-Awareness

Peer interaction, self-efficacy

### Self-Management

Self-discipline

### Social Awareness

Respect for others

### Relationship Skills

Cooperation, teamwork

## Vocabulary

- allow
- referee
- rumor

## SPARK It Up!

### 1. Odds and Evens

- Pass the equipment to every other student around the circle.
- (*Odds pass to odds, evens pass to evens.*)

### 2. Teeny Weeny Beanie

- Pass small objects (e.g., beanbags, yarn balls, tennis balls, juggling scarves).

### 3. Caterpillar Pass

- (*Groups of 5 in a line, 1 object per group.*)
- The line leader uses feet to pass object to second person, then crab walks to the end of the line.
- The second person passes to the third, then crab walks, etc.
- (*Caterpillar line moves towards a designated destination.*)

## Teaching Suggestions

- Place stronger students at every other spot marker to help.
- Modify the pieces to pass if most are struggling with the task.
- Two Circles: If there are more than 30 students, create 2 or more smaller circles.

## Integration

Rumor has it there was a guy who could make a sandwich with just his feet. Yuck! Don't try it at home. He was a trained professional. But here's an idea: While you are watching TV, work your abdominals, and try passing around towels, paper plates, magazines, and other lightweight items with your feet. Stay away from your brother's stinky socks, though. Double yuck!

## Teacher Reflection





## Learning Objectives

- Students will demonstrate body and spatial awareness in a group activity.
- Students will engage in MVPA and muscular strength and endurance activities.
- Students will work cooperatively and encourage others.

## Learning Targets

- I can move safely in general and personal space while passing objects.
- I can actively participate in activities that build muscular strength and endurance and keep my heart rate up.
- I can be positive and encourage others to complete tasks.

## Teaching Cues

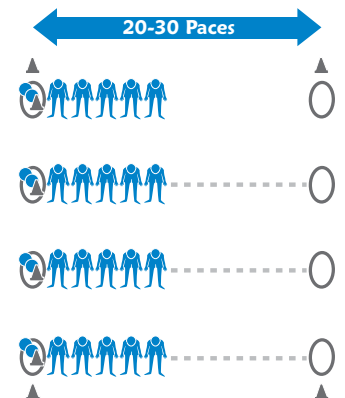
- Use your abdominal muscles to keep your feet and equipment off the floor.
- Focus on cooperation and making a good pass to the next student.
- As soon as you hand off the equipment move to the front of your line.

## PREP

- 4 cones (for start and finish lines)
- 2 hoops per group of 5
- 3 pieces of equipment per 5 students (e.g., large, light pieces such as cones, utility balls, or paddles)
- Music and player (optional)

## SET

- Create start and finish lines 20-30 paces apart.
- Form groups of 5, seated shoulder-to-shoulder in line.
- The last person in each group seated on the start line and the rest of the group toward the finish line.
- Provide each group with 1 piece of equipment between the feet of the last group member. Other 2 pieces of equipment lie on start line.



## TEACH

### 1. Lesson Objective

- The object of **Centipede Pass** is to move your group from the start line to the finish line using a "centipede" motion.

### 2. Instructions

- On signal, students with the equipment use only their feet to pass objects to student in front of them.
- After passing the equipment, move (using a crab walk) to the front of the line.
- The next student receives the equipment with their feet, then passes to the next student.
- That student then uses a crab walk to get to the front.
- Continue until the centipede line reaches the finish line to drop off the equipment.
- Run back to the start line and repeat with the second piece of equipment, finally, the third piece.

### 3. Challenges

- Can you move the equipment without allowing it to touch the floor?
- How fast can you get all your equipment to the finish line?



# Centipede Pass

## Standards Alignment

### Standard 3: Outcome 1

Describes how being physically active leads to a healthy body.

### Standard 3: Outcome 3

Participates in aerobic fitness activities.

### Standard 3: Outcome 4

Participates in a variety of strength and endurance-fitness activities.

### Standard 3: Outcome 7

Distinguishes between health-related and skill-related fitness.

### Standard 4: Outcome 1

Exhibits responsible social and inclusive behaviors.

### Standard 4: Outcome 5

Cooperates with classmates on problem-solving initiatives.

### Standard 5: Outcome 3

Generates positive strategies in a group challenge.

### Standard 5: Outcome 4

Describes how moving competently in activity creates enjoyment.

### Standard 5: Outcome 6

Demonstrates respect for self and others during activities.

## SEL Competencies

### Self-Awareness

Peer interaction

### Self-Management

Self-regulation

### Social Awareness

Respect for others

### Relationship Skills

Cooperation

## Reflection Questions

- What strategies did you use to pass the equipment successfully?
- How did you encourage each other?
- Which components of health-related fitness did you work on today? How do you know?

## SPARK It Up!

### 1. Odds and Evens

- Pass the equipment to every other student down the line. (Odds pass to odds, evens pass to evens.)

### 2. Teeny Beanie

- (Need small objects, e.g., beanbags, yarn balls, tennis balls, juggling scarves.)
- Pass small objects down the line.

## Teaching Suggestions

- If most are struggling with the task, modify the equipment being passed.
- Pre-plan so a single class is organized in the same format from beginning to end.
- Have students work in groups of 5 throughout the lesson. (Fewer transitions = more practice and activity time.)

## Integration

Work your abs by playing Centipede Pass at home. Let's say that your family is watching TV. Form a line or circle and promote a family workout by passing around towels, magazines, or pillows with your feet. Don't try it with the remote though, unless you feel like channel surfing.

## Teacher Reflection

