

Physical Education Lessons:

Week 1:

Purpose of the lesson:

- To understand and apply critical elements of jumping and landing
- To understand why balance, jumping, and stretching are important to an active lifestyle

Standards: PE.1.1.1; PE.1.1.2; PE.1.1.3; PE.1.1.4; PE.1.1.8; PE.2.1.1; PE.3.1.1; PE.3.1.2; PE.3.1.3; PE Standard 4; PE.5.1.1

Learning outcomes:

- Students will demonstrate the ability to jump while pushing off of two feet
- Students will demonstrate the ability to safely land after jumping
- Students will understand different activities that require the ability to jump and balance
- Students will understand why stretching is important to movement

Warm-up activity:


- Windmill stretches
- Bunny hops
- Seal jacks
- Bear crawl
- Skips
- Jogging/Walking

Instructions for warm-up: At the beginning of class the PE teacher will welcome the students in line with their normal routine. The teacher will tell the children that they are going to be learning about Blaze the Trail Cat, and that Blaze the Trail Cat is going to help teach them lessons about movement. The teacher will tell/remind the children that Blaze grew up in the forest and that he loved to run and play. One of his favorite things was to mimic what he saw others doing.

Blaze loved it when the trees blew in the wind. Whenever this happened he would move with the trees. *Here the teacher will demonstrate a windmill stretch; and then invite all of the children to do a windmill stretch for 20 seconds. Students may have trouble crossing midline (K-1) visual demonstration or hand under hand assist to have right cross over to left, placing stickers on shoes and cue "touch, red, touch blue".*

Blaze also loved bunnies and the way they moved. *Here the teacher will demonstrate a bunny hop, pushing off of two feet and landing softly. The teacher will invite the children to do bunny hops in one space (i.e., only in a vertical plane) for 20 seconds. Students can bunny hop in circle or on lines in the gym (having a designated space for them to travel decreases bump ins).*

As crazy as it seems, Blaze also had a friend in the forest who was a seal (he swam up the river from the ocean). Blaze's friend, the seal, loved to do seal jacks. *Here the teacher will demonstrate seal jacks. The teacher will invite the children to do seal jacks for 20 seconds.*



Start with students in a star pose position (with arms and legs outstretched, cue arms in front, legs together and give demonstration.

Sometimes in the forest, Blaze would see bears. *Here the teacher will demonstrate a bear crawl. The teacher will invite the children to do bear crawls for 20 seconds. Give students a line to bear walk on making sure they are at least 2 bear walks away from their friends (safety).*

When Blaze was really happy, he would skip back home to his family. *Here the teacher will demonstrate a skip with proper form. The teacher will invite the children to skip for 20 seconds. Students can skip back to “home” spot cueing step - hop - step - hop.*

Retention check: After demonstrating each activity, the teacher will ask the children if they remember the 5 things Blaze likes to do. Each child that gives an answer will be asked to demo the activity. The teacher can provide scaffolding as needed.

3-5 Minute warm-up: The teacher will have a system in which children will jog, walk, or move through the gym (this could be when music starts, on a go call, etc.). Once moving, there will be a stop cue (music stopping, a clap, a callout). On the stop cue, each child will pick one of Blaze’s favorite activities, do it 5 times, and then keep moving. The teacher will aim to have 5 stop cues during the 3-5 minute warm-up.

Have illustrated visuals of Blaze doing each activity with its name (example: picture of sealy in a tummy push up or Bear in walk position).

Modifications: Children are able to self-select any of the 5 activities during this warm-up. They can also break some of the activities down into individual parts as needed (e.g. just the arms or just the legs for seal jacks).

Equipment needed for warm-up: N/A

Movement skills/main lesson:

These can be done as activities with the whole class, or as stations that children rotate through. The lessons can be done all in one session (with teacher pacing for time), or can be selected individually to focus on during different days of the week.

- Jump rope
- Lily pad crossing
- Broad jumps
- Balance rocks

Instructions:

The teacher is encouraged to continue to use the story of Blaze the Trail Cat. When at his home in the forest, Blaze enjoys jumping over branches (jump rope), crossing the river (lily pad crossing), seeing how far he can jump, or jumping over obstacles (broad jumps), and balancing on big rocks.

1. Discuss and demo proper form for jumping off of two feet, jumping off of one foot, landing on two feet, and landing on one foot.

2. Demo each station:

a. **Jump rope:** set a goal in line with grade level standard (i.e., 5 consecutive revolutions). Lay rope on the floor for students that struggle, and have them two foot jump over forward, back and side to side. Can also do an assisted jump where one student places jump rope flat on the floor with the other handle in hand, and twirls in a circle, while the struggling student jumps or steps over when the rope approaches.

b. **Lily pad crossing:** Set poly spots in a line across the gym. Encourage children to jump off of one foot and land on the opposite foot on the next poly spot. If unable to do this, use two feet. You can make this 'crossing the river' or 'the floor is lava'. Can also step from one pad to the other using a large step.

c. **Broad jumps:** Challenge students to jump as far as they can while using proper technique for push off and landing. Do three jumps and walk back to the line. For a challenge, you can put poly spots down and encourage each kid to jump over the spot (you can make up something in the forest you are jumping over). Can also do the step over a line or spot.

d. **Balance rocks:** Work with a partner. Have each partner balance on one foot until they fall off, then it is the next partner's turn. Switch feet each time. If you don't have any balance rocks or pads, use the poly spots and have them try with their eyes closed. Students can also stand with two feet on a poly spot as a rock or a larger rock.

3. Teacher to rotate and give feedback.

Modifications: A cordless jump rope can be used instead of a traditional jump rope if needed. Ensure poly spots (for lily pad crossing) are an appropriate distance for the age and skill level of children in class. If children are not able to do broad jumps, have them work on a jumping skill that is appropriate for them. If balance rocks are challenging for some children, provide poly spots or a flat surface for balancing. Or they could try standing on one leg with eyes open or closed.

Equipment needed: Jump ropes, poly spots, balance rocks or balance pads

Cool down activity:

- Standing side bend stretch
- Seated stretch with one leg out and one leg bent
- Easy seated pose with deep breaths

Instructions: After the PE class has completed the main lesson, the PE teacher will bring the students back together to finish the day's lesson with a closing activity. The teacher will again tell the children that Blaze loved to run and play in the forest, but after he was done playing it was important for him to stretch his muscles, take a few deep breaths and pay attention to how his body felt.

Blaze loved it when the trees blew in the wind. Whenever this happened he would move with the trees. Here the teacher will demonstrate a standing side bend stretch; and then invite all of the children to do a standing side bend stretch for 15 seconds on each side.

Blaze loved jumping through the forest and balancing on logs and big rocks, which really worked his legs. So he would always stretch his legs after he was done playing. Here the teacher will demonstrate a seated stretch with one leg straight and one leg bent; and then invite all of the children to do this stretch for 15 seconds on each side.

Blaze loved taking a moment to himself to pay attention to how his body felt and be thankful for the time he had to play and move his body. *Here the teacher will demonstrate easy seated pose (sitting with legs crossed - in a way that is comfortable to each person); and then invite all of the children to do easy seated pose with closed eyes or a soft gaze for at least one minute (or longer if time allows), while taking deep breaths in and out. Sitting criss cross applesauce, side sit, L sit or fig 4 sit or butterfly sit (heels and toes together with bent knees).*

Modifications: These stretches can also be done sitting in a chair, wheelchair, or even done standing and near a wall.

Equipment needed: N/A

Closing Questions:

- What is one important thing to do when we jump?
- What is one important thing about when we land?
- What are some different activities you can do that include jumping and balance?
- Does anyone know why it is important to stretch after we use our muscles?

Evaluation Methods:

- Teacher observation
- Oral response

Week 2: (Squatting, twisting, walking)

Purpose of the lesson:

- To practice movement skills associated with squatting, twisting, and walking.
- To understand how different movement activities help with our core strength.

Standards: PE.1.1.3; PE.1.1.4; PE.1.1.8; PE.1.1.11; PE.1.1.12; PE.2.1.3; PE.2.1.4; PE.2.1.5; PE.3.1.1; PE.3.1.2; PE.3.1.3; PE Standard 4; PE.5.1.1; PE.5.1.2

Learning outcomes:

- Students will demonstrate the ability to successfully move around objects
- Students will understand different activities that core strength
- Students will understand why proper-warm-ups are important for movement

Warm-up activity:

- Windmill stretch
- Squats
- Squat jumps
- Lunge w/ twist
- Shuffle
- Jogging/Walking

Instructions for warm-up: At the beginning of class the PE teacher will welcome the students in line with their normal routine. The teacher will tell the children that they are going to continue learning about Blaze the Trail Cat, and that Blaze the Trail Cat is going to help teach them lessons about movement along his journey. The teacher will tell/remind the children that Blaze grew up in the forest, but now he is leaving the forest to find his purpose.

Blaze decided he should warm-up his muscles before starting on his journey. He studied how the trees woke up and decided to move side to side like the tree. *Here the teacher will demonstrate a windmill stretch; and then invite all of the children to do a windmill stretch for 20 seconds.*

Once Blaze was on his journey, there were lots of things he had to duck under. To do this he learned how to squat. *Here the teacher will demonstrate a squat. The teacher will invite the children to do squats for 20 seconds.*

Blaze also had to jump over things. So, he had to squat and jump! *Here the teacher will demonstrate a squat jump, reinforcing the principles from last week for pushing off of two feet and landing properly. The teacher will invite the children to do jump squats for 20 seconds.*

Students may perform sit to stands or wall sits or squat to stand with hands over head.

Sometimes in the forest, Blaze had to twist around different objects! *Here the teacher will demonstrate a lunge with a twist. The teacher will invite the children to do lunges with a twist for 20 seconds. Students struggling with lunge can kneel, lift and step, or kneel and lift on one side then repeat on other side.*

Finally, sometimes Blaze had to shuffle through small spaces. *Here the teacher will demonstrate a side-shuffle with proper form. The teacher will invite the children to side-shuffle for 20 seconds. Students are cued step together, step, together, can practice with all students in center circle (wide) moving clockwise and counterclockwise or side slide from line to line width of gym, can shorten distance or steps when needed.*

Retention check: After demonstrating each activity, the teacher will ask the children if they remember the 5 things Blaze did on his journey out of the forest. Each child that gives an answer will be asked to demo the activity. The teacher can provide scaffolding as needed.

3-5 Minute warm-up. The teacher will have a system in which children will jog, walk, or move through the gym (this could be when music starts, on a go call, etc.). Once moving, there will be a stop cue (music stopping, a clap, a callout). On the stop cue, each child will pick one of Blaze's activities, do it 5 times, and then keep moving. The teacher will aim to have 5 stop cues during the 3-5 minute warm-up.

Modifications: Children are able to self-select any of the 5 activities during this warm-up. They can also break some of the activities down into individual parts as needed (e.g. just the twist without the lunge).

Equipment needed for warm-up: N/A

Movement skills/main lesson: These can be done as activities with the whole class, or as stations that children rotate through. The lessons can be done all in one session (with teacher pacing for time), or can be

selected individually to focus on during different days of the week.

- Zombie tag
- Under and over the logs
- Toss the water

Instructions:

The teacher is encouraged to continue to use the story of Blaze the Trail Cat. This week, Blaze will be making his way out of the forest. On his way out of the forest, Blaze tries to avoid some of the trees blowing in the wind, as well as other obstacles in the forest. We will represent this in Zombie Tag. Next, we will practice going over and under logs in the forest. Finally, we will practice getting water from the river and tossing it out of a bucket.

1. Explain the rules for each game/activity.
2. Demo each activity:

a. Zombie Tag: To play zombie tag the teacher should have the “tag” area setup before class. Use poly spots to represent where you want kids to stand. The game will include children who are “Blaze” and children who are “trees” or “zombies”. The trees will stand on the poly spot, they cannot move their feet, only twist and reach out their arms. Their goal is to tag “Blaze” as he/she moves through the forest. Blaze is going to pick up a basketball and try to get it to the other side of the forest (the gym). You want to space out the trees so that children may have to move, twist, duck, jump, etc. to avoid being tagged. Once you are tagged, you change places with whoever tagged you and are not a tree. The teacher can rotate who is “Blaze” and who is a tree throughout. To begin to incorporate more basketball skills, you can require a certain number of bounces to get through the forest.

b. Over and under the logs: For this activity, children will work in partners. One partner will do a plank. The teacher should demonstrate this, and briefly discuss the importance of core strength. The other partner is going to crawl under the log (here the child doing the plank may lift themselves higher to create more room). Then, after crawling under the log, they can step over. The teacher can set a number of times, or a time, and then the partners will switch. This could also be done in a line across the gym where you have a number of “logs” (i.e., 10 children doing planks in a line) and the other children had to go under one, then over one. Once everyone makes it through, you can change roles.

Inclusion Tip: Students in wheelchairs can circle around, or go under two students making a log bridge with arms overhead for wheelchair to roll under, or place pool noodle on ground to roll over log. Two students can knee stand with arms overhead to create a bridge and student can crawl under.

c. Toss the water: In the final activity, we will pretend we are reaching down with a bucket to get water, and then toss that to our partner. Each child will work with a partner. They will stand about 5 feet apart (teacher can adjust as needed). One partner will start by reaching down to grab a basketball, and then passing it to their partner by doing a bucket pass. The partners will toss the ball back and forth trying to make 10 straight passes without the ball touching the ground.

Inclusion tip: Students with delays or challenges can drop the ball into a basket on the floor/bucket. May use a mini ramp from wheelchair (binder high side nearest to student to push ball down binder, off tray, and into basket/bucket for the shot! Can decrease the distance of shot so students can walk up to the basket and drop.

3. Teacher to give feedback throughout.

Modifications: For the over and under the logs activity, children can also practice their planks against an elevated surface, or a wall, if needed. Partners can go around if they can't fit under or over the plank. Tossing the water can also be done in a seated position, if needed.

Equipment needed: Poly Spots, basketballs

Cool down activity:

- Standing hamstring stretch (feet wide)
- Child's pose
- Easy seated pose with a twist

Instructions: After the PE class has completed the main lesson, the PE teacher will bring the students back together to finish the day's lesson with a closing activity. The teacher will again tell the children that when Blaze left the forest to find his purpose, he would need to stretch his muscles along the journey, take a few deep breaths and pay attention to how his body felt.

Blaze loved squatting and twisting, which really worked his legs. So he would always stretch his legs after he was done playing. *Here the teacher will demonstrate a standing hamstring stretch (feet wide); and then invite all of the children to do a standing hamstring stretch (feet wide) for 30 seconds. Students may stand with feet wide apart and reach up rather than to the floor if balance or spatial awareness or strength is an issue, can also do seated in a V sit on floor with legs extended to form a "V", reaching hands down to feet*

Blaze loved taking a moment to himself to think about all of the new experiences he has had since he left the forest to find his purpose. *Here the teacher will demonstrate child's pose, and then invite all of the children to do child's pose for 30 seconds to 1 minute, while taking deep breaths in and out.*

Inclusion Tip: Students in wheelchairs can lean forward with forehead on tray or lap bringing hands in front, or they can sit and lean forward on tray with arms in front. If student has sensory issues about getting on the floor, can have students stand against the wall (facing) with arms extended above head.

Blaze loved to twist his body as he explored his new surroundings, and it's important to stretch our bodies after twisting. *Here the teacher will demonstrate easy seated pose with a twist, and then invite all of the children to do an easy seated pose with a twist for 15 seconds on each side. Students cued right hand to left knee, look over left shoulder, left hand to right knee, look over right shoulder, if students have limited motion can have students look left and right*



Modifications: These stretches can also be done sitting in a chair, wheelchair, or even done standing and near a wall.

Equipment needed: N/A

Closing Questions:

- What activities did you notice that used your stomach (tummy) muscles?
- Our stomach muscles help us with lots of movements, like squatting, twisting, and balance. What are some things you can do at home to have strong stomach muscles?

Evaluation Methods:

- Teacher observation
- Oral response

Week 3:(Bending, pushing, skipping, landing)

Purpose of the lesson:

The purpose of this lesson is to begin to incorporate basketball related skills into fundamental movement activities that include bending, pushing, skipping and landing.

Standards: PE.1.1.3; PE.1.1.4; PE.1.1.8; PE.1.1.9; PE.1.1.11; PE.1.1.12; PE.2.1.3; PE.2.1.4; PE.2.1.5; PE.3.1.1; PE.3.1.2; PE.3.1.3; PE Standard 4; PE.5.1.1; PE.5.1.2

Learning outcomes:

- Students will learn to land in different postures/positions
- Students will learn and practice proper form for skipping
- Participants will use hand eye coordination and eye tracking to catch a bouncing ball
- Students will begin to understand the concept of an athletic stance

Warm-up activity:

- Squats
- Skips
- Mountain Climbers
- Push-ups
- Toe Touches
- Jogging/Walking

Instructions for warm-up: At the beginning of class the PE teacher will welcome the students in line with their normal routine. The teacher will tell the children that they are going to continue learning about Blaze the Trail Cat, and that Blaze the Trail Cat is going to help teach them lessons about movement along his journey. The teacher will tell/remind the children that Blaze grew up in the forest, left the forest to find his purpose, and after a brief stay at the Oregon Humane Society, is heading to live with the Portland Trail Blazers!

When Blaze was at the OHS, they taught him the importance of warming up his muscles before he played.

They would do squats. *Here the teacher will demonstrate a squat. The teacher will invite the children to do squats for 20 seconds. Can do wall squat, sit to stands.*

They would also do skips. *Here the teacher will demonstrate a skip with proper form. The teacher will invite the children to skip for 20 seconds (or from one line to another). Teaching cue: Step - hop - step - hop - step - hop. Stay on the lines, use your arms, lift your knees!*

They would do mountain climbers. *Here the teacher will demonstrate a mountain climber with proper form. The teacher will invite the children to do mountain climbers for 20 seconds.*

Teaching Tip: Student may do a scissor jump in place of mountain climber if low upper body muscle tone, can also step forward/step back, can also have student lean over bench and alternate leg bend and extension (mountain climber) from standing position or lean against wall and alternate legs forward and back in lunge.

They would do push-ups. *Here the teacher will demonstrate a push-up with proper form. The teacher will invite the children to do push-ups for 20 seconds.*

And finally they would do toe touches (standing and bending down to touch your toes). *Here the teacher will demonstrate a toe-touch with proper form. The teacher will invite the children to do toe touches for 20 seconds.*

Inclusion tip: Can do seated V stretch if student is in wheelchair or can reach down toward toes or reach out in front to ball.

Retention check: After demonstrating each activity, the teacher will ask the children if they remember the 5 things Blaze did to warm-up at the OHS. Each child that gives an answer will be asked to demo the activity. The teacher can provide scaffolding as needed.

3-5 Minute warm-up. The teacher will have a system in which children will jog, walk, or move through the gym (this could be when music starts, on a go call, etc.). Once moving, there will be a stop cue (music stopping, a clap, a callout). On the stop cue, each child will pick one of Blaze's activities, do it 5 times, and then keep moving. The teacher will aim to have 5 stop cues during the 3-5 minute warm-up.

Modifications: Children are able to self-select any of the 5 activities during this warm-up. For push-ups, modifications can be made by doing them on their knees, tummy, plank hold, alternate shoulder taps, or off of the wall. The teacher should demonstrate all possible options.

Equipment needed for warm-up: N/A

Movement skills/main lesson:

These can be done as activities with the whole class, or as stations that children rotate through. The lessons can be done all in one session (with teacher pacing for time), or can be selected individually to focus on during different days of the week.

- Flag tag
- Cone catch
- Land three ways
- Roomba!

Instructions:

The teacher is encouraged to continue to use the story of Blaze the Trail Cat. While Blaze was at the SPCA he had to find things to do that didn't take up a lot of space, because they didn't have enough room for him to run wild and free. His favorite game was to play flag tag with one of the other staff there. Another game he loved was trying to catch his favorite ball. When he didn't have anyone else to play with, we would work on jumping and landing. At the end of each day, Blaze would push the vacuum to make sure the floors were all clean from his fun day of play!

1. Discuss and demo proper form for any activities as needed
2. Demo each station/activity:

a. **Flag tag:** If setting up stations, consider making this a one versus one game with a defined space for each pair to play. If playing as a full class, set up different defined spaces with a limited number of children in each space. Each child will have a scarf tucked in, but hanging out of the side of their shorts/pants. If no scarves are available, any piece of cloth will work; a kitchen towel can make 10 flags each, 8 inches long to tuck into so a minimum 4 inch is out (as a last resort, a paper towel could work). The students will try to pull their classmate's flag, while not getting their flag pulled. This will encourage movement, bending, squatting, reaching, and twisting. Rotate groups and partners to keep games going (only tagging a classmate once per game) The teacher can begin to introduce the concept of an athletic stance, pausing the game on the whistle or music stop. Have the students pose in their athletic stance, (feet shoulder width apart, arms ready, squat with weight on balls of feet ready to move) in this activity, and reinforce that successful pulling of the flag is normally done in an athletic stance.

Inclusion Tip: Students that may have delays may have 3 flags rather than 1, pool noodle can be used to tag or "freeze" runner so challenged students have opportunity to grasp flag, if can not, tagged student will pull own flag and hand to challenged student and be given a "good citizen" award, good sportsmanship, kindness, pay it forward.

b. **Cone Catch:** This activity will be done with partners. One partner will have a cone, and the other partner a basketball. Make sure partners are spaced out throughout the gym to ensure safety. One partner will bounce (or toss) the basketball as high as they can into the air. The other partner will try to catch it in the cone (hold it upside down) after letting it bounce one more time. Play to 3 (or 5) and then switch.

Inclusion Tip: Students in wheelchairs can use binder ramp to push/ roll ball into the cone or allow the ball to bounce and have a partner catch in the cone! Or you can shorten distance or make hoop larger for students that may need adaptations.

c. **Land three ways:** This activity will promote different types of landing. If possible, have students start by standing on the first step of the bleachers. If a step is not available, they can be instructed to jump. The different jumps they can do are:

- i. Pencil jump (legs as straight as possible)
- ii. Star jump (arms and legs shoot out and then come back together for landing)
- iii. Squat jump: Land in an athletic stance
- iv. Scissor jump: land in lunge (right forward/left back or left forward/right back) with arm swing
- v. Tuck jump: jump up with knees high tap knees in flight and land on two feet
- vi. Jumping jack: starfish (arms and legs extended) pencil (legs and arms straight to midline)
- vii. 180 jump: 180 degree jump off two feet, twist entire body, and face the opposite direction!
- viii. 360 jump: jump off two feet, twist entire body in full circle, landing where you started!

After trying each jump students can be asked about the differences they noticed when landing.

d. **Roomba:** This activity will reinforce pushing. Using the poly spots (could also use a hula-hoop), the children will push the poly spot from one side of the gym to the other. Their feet will remain on the ground and both of their hands will be on the poly spots. If possible, add various obstacles from them to “vacuum”/pick up as they cross the gym. You can create a game to see who can vacuum up the most things.

2. Teacher to rotate and give feedback.

Modifications: For flag tag, teams can be created based on skill level. In cone catch, if any children struggle with catching the ball in a cone, the cone can be switched out with a piece of equipment that has a larger catching area (or they could try to get the ball through a hula hoop). For the roomba activity, children can be paired up to allow for additional support.

Equipment needed: flags, cones, poly spots

Cool down activity:

- Standing hamstring stretch (feet together)
- Seated forearm stretch
- Cobra pose
- Easy seated pose with deep breaths

Instructions: After the PE class has completed the main lesson, the PE teacher will bring the students back together to finish the day’s lesson with a closing activity. The teacher will again tell the children that Blaze has learned along his journey that after playing he needs to stretch his muscles, take a few deep breaths and pay attention to how his body feels.

Blaze loved skipping and landing, which really worked his legs. So he would always stretch his legs after he was done playing. *Here the teacher will demonstrate a standing hamstring stretch (feet together); and then invite all of the children to do a standing hamstring stretch (feet together) for 30 seconds. Teaching Tip: Some students may need to reach for the lower leg rather than foot, have the student with their back against the wall reaching toward the floor (will give additional support) or seated L sit.*

Blaze loved using his arms while he played at the SPCA, so he wanted to make sure to stretch the muscles in his arms when he was done playing. *Here the teacher will demonstrate a seated forearm stretch, and then invite all of the children to do a seated forearm stretch for 15 seconds on each arm (try hand pointed up and hand pointed down).*

Blaze loved practicing pushing up, which he can also do when stretching his body. *Here the teacher will demonstrate cobra pose, and then invite all of the children to do cobra pose for 30 seconds. Students may use the wall to face forward against wall with arms in push up position and push away from wall so arms are straight, students in wheelchairs may press against assistant's hands (palm to palm press with arms), may also press hands on arm rests and push torso up off seat.*

Blaze loved taking a moment to himself to pay attention to how his body felt and be thankful for the time he had to play and move his body. *Here the teacher will demonstrate easy seated pose (sitting with legs crossed - in a way that is comfortable to each person); and then invite all of the children to do easy seated pose with closed eyes or a soft gaze for at least one minute (or longer if time allows), while taking deep breaths in and out.*

Modifications: These stretches can also be done sitting in a chair, wheelchair, on a bench or even done standing and near a wall.

Equipment needed: N/A

Closing Questions:

- When playing flag tag, what were some strategies you used to get the flag? What position was your body in?
- What did you do during cone catch to have success?
- Some of the activities were challenging today. What did you learn about working hard and not giving up?

Evaluation Methods:

- Teacher observation
- Oral response

Week 4:(Passing, dribbling, shooting)

Purpose of the lesson:

- The purpose of this lesson is to begin building fundamental skills necessary to play the sport of basketball.

Standards: PE.1.1.3; PE.1.1.4; PE.1.1.8; PE.1.1.9; PE.1.1.11; PE.1.1.12; PE.2.1.3; PE.2.1.4; PE.2.1.5; PE.3.1.1; PE.3.1.2; PE.3.1.3; PE Standard 4; PE.5.1.1; PE.5.1.2

Learning outcomes:

- Students will dribble with their dominant hand
- Students will use teamwork
- Students will understand the mechanics of how to pass and shoot a basketball

Warm-up activity:

- Squats
- Skips
- Mountain Climbers
- Push-ups
- Toe Touches
- Jogging/Walking

Instructions for warm-up: At the beginning of class the PE teacher will welcome the students in line with their normal routine. The teacher will tell the children that they are going to continue learning about Blaze the Trail Cat, and that Blaze the Trail Cat is going to help teach them lessons about movement along his journey. The teacher will tell/remind the children that Blaze grew up in the forest, left the forest to find his purpose, and after a brief stay at the SPCA, is now living with the Portland Trail Blazers!

Last week we learned that when Blaze was at the SPCA, they taught him the importance of warming up his muscles before he played. When Blaze went to live with the Trail Blazers, he taught them his new warm-up. *The teacher will ask the children if they remember any of the warm-up moves, and invite them to re-teach the class.* The teacher will assist if needed.

3-5 Minute warm-up. The teacher will have a system in which children will jog, walk, skip, walk backwards, slide, gallop, march or move through the gym (this could be when music starts, on a go call, etc.). Once moving, there will be a stop cue (music stopping, a clap, a callout). On the stop cue, each child will pick one of Blaze's activities, do it 5 times, and then keep moving. The teacher will aim to have 5 stop cues during the 3-5 minute warm-up.

Modifications: Children are able to self-select any of the 5 activities during this warm-up. For push-ups modifications can be made by doing them on their knees, off tummy, pushing off hands (w/c) or off of the wall. The teacher should demonstrate all possible options.

Equipment needed for warm-up: N/A

Movement skills/main lesson:

These can be done as activities with the whole class, or as stations that children rotate through. The lessons can be done all in one session (with teacher pacing for time), or can be selected individually to focus on during different days of the week.

- Pick your shot
- Around the cones
- Partner pass
- Hit the spot

Instructions:

The teacher is encouraged to continue to use the story of Blaze the Trail Cat. Blaze is now living with the Portland Trail Blazers and every day gets to play his favorite game in the whole world...BASKETBALL!

1. Discuss and demo proper form
2. Demo each station:
 - a. **Pick your shot:** For this activity, put poly spots out at different spots and make each one worth a different amount of points. Encourage the children to count and keep track of how many points they score (this should not be competitive, rather, an exercise to have them use counting and working memory during the activity).
 - b. **Around the cones:** For this activity, the teacher should set up a series of cones in different fun patterns. One option is to make the cones in the shape of different letters of the alphabet. Have the children dribble the basketballs through the cones. You can alternate directions so they are using different hands while dribbling as appropriate.
 - c. **Partner pass:** For this activity each child will work with a partner. The teacher should set up two parallel lines of cones that go across the gym, and are approximately 5 feet apart. One partner will have the ball and one will not. The partner with the ball will dribble to the first cone, whereas the other partner will run to the first cone. The partner will then pass the ball, and they will proceed to the next cone accordingly. If possible, the pair can both take a shot at the end of the line.
 - d. **Hit the spot:** The teacher should make various targets on the wall (can use sticky notes, paper, etc.). Children will then work on hitting the targets, with a basketball, using a two handed chest pass. Ensure children and targets are appropriately spread out for safety.
 - e. **Dribble, shoot/Pass relay:** Students in groups of 4, 5 or 6 (total 4, 5 or 6 teams) start at one end of gym (length or width). With basket at the opposite end, students start on music to dribble the ball down court, shoot to the basket (don't have to make it), rebound, dribble back, and pass to the next relay member. As students complete one rotation they will sit at the end of the line/relay. When all members are sitting you are done!
3. Teacher to rotate and give feedback.

Modifications: Passing and shooting can be done from a seated position (in a chair or wheelchair), if needed. May use a binder as a small ramp on wheelchair tray to push the ball down into the basket, or to pass to a peer. Children can be paired up at pick your shot, around the cones, and hit the spot, to allow for additional support.

Equipment needed: N/A

Cool down activity:

- Standing cross arm stretch
- Cat-cow stretch
- Seated stretch with one leg out and one leg bent
- Easy seated pose with deep breaths

Instructions: After the PE class has completed the main lesson, the PE teacher will bring the students back together to finish the day's lesson with a closing activity. The teacher will again tell the children that Blaze loved to play basketball at the Moda Center, but after he was done playing it was important for him to stretch his muscles, take a few deep breaths and pay attention to how his body felt.

Blaze loved to practice his dribbling and shooting, which really worked the muscles in his arms. So he would always stretch his arms after he was done practicing. *Here the teacher will demonstrate a cross arm stretch while standing up, and then invite all of the children to do this stretch for 15 seconds on each side. May self hug (right hand to left elbow, left to right elbow and pull to get stretch).*

Blaze loved to stretch his back out too after playing basketball, so he would stretch out like a cat and a cow would. *Here the teacher will demonstrate cat-cow stretch, and then invite all of the children to do this stretch, alternating between cat and cow at least 5 times (more if time allows).*

May use small chair if student has difficulty holding core, may lay supine (on back) and bring knees to chest (tuck) or prone (on stomach) in child pose with arm reach forward.

Blaze loved practicing his basketball skills, which really worked his legs. So he would always stretch his legs after he was done practicing. *Here the teacher will demonstrate a seated stretch with one leg straight and one leg bent (figure 4 stretch); and then invite all of the children to do this stretch for 15 seconds on each side. Students seated may reach down with right hand to right foot, left hand to left foot, or seated may lift knee up to chest (left/right).*

Blaze loved taking a moment to himself to pay attention to how his body felt and be thankful for the time he had to play and move his body. *Here the teacher will demonstrate easy seated pose (sitting with legs crossed - in a way that is comfortable to each person); and then invite all of the children to do easy seated pose with closed eyes or a soft gaze for at least one minute (or longer if time allows), while taking deep breaths in and out. May have students place hands on chest or belly to feel the expansion from the inhale (air in lungs) and exhale (air out of lungs, decrease).*

Modifications: These stretches can also be done sitting in a chair, wheelchair, or even done standing and near a wall.

Equipment needed: N/A

Closing Questions:

- What was your favorite activity in our Blaze the cat series?
- What is one thing you learned that you will do outside of PE class?
- Who is one person you can play sports with at home?

Evaluation Methods:

- Teacher observation
- Oral response