Health and physical education

All written material for this subject: K-12 progression outline, then units by grade

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Proposed K–12 Health and Physical Education Progression (Draft Framework)

Status: written framework (not lessons); unreviewed AI draft; CC0 1.0
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> **Important:** this maps a proposed sequence of movement, active-living, health, safety and social-emotional skills from Kindergarten through Grade 12. Kindergarten (terms 1–3), Grade 1 (terms 1–3), Grade 2 (terms 1–3) and Grade 3 (term 2) have written units authored by Claude Opus 5.5, and Grade 3 (term 1), Grade 7 and Grade 10 have written units authored by Gemini 4 Carbon (13 units / 65 lessons total); Grades 4–6, 8–9 and 11–12 are outlines. It is **not** aligned to or accredited by any official curriculum, sporting body or health authority, and nothing here is medical, clinical or certified first-aid advice. Local school policies and statutory requirements—especially around safeguarding, water safety, first-aid certification, adaptations for disability or medical needs, and age-appropriate health or relationships education—always take precedence.

Principles

1. **Moving and practising before naming.** Students find safe space, balance, dodge, pass, warm up, wash hands or try a calm-down breath before learning technical terms for what they did. Vocabulary arrives to describe an experience they have already tried.
2. **Every body participates (universal adaptation by design).** Physical education is for every student, not an audition for athletics. Every activity offers seated, standing, mobility-aid, sensory-friendly and varied-equipment choices (for example scarves, balloons, larger or softer balls, shorter distances or wider targets) as ordinary options for anyone. Lessons avoid elimination games where the least confident movers sit out first, public fitness leaderboards, picking teams by captain draft, and using exercise as punishment.
3. **Safeguarding, privacy and made-up characters.** Classroom health and feelings discussions never ask students to disclose personal or family medical conditions, home food or sleep circumstances, body weight, or private worries. Scenarios use fictional characters (continuing the K–2 pattern, such as Remy in Grade 1 Term 2) so students can reason about choices without putting their own lives on display. Teachers follow local school safeguarding procedures whenever a student shares a concern.
4. **Food, sleep and body neutrality.** Nutrition and fitness lessons focus on variety, water, everyday energy, recovery and how the body works—never calorie counting for children, "good food / bad food" shaming, inspecting students' lunchboxes, or classroom weighing and BMI screening. Lessons acknowledge that family traditions, allergies, sensory needs and food access vary widely.
5. **Physical and emotional safety are taught explicitly.** Clear stop signals, personal spacing ("my bubble"), progressive dynamic warm-ups, mat and equipment checks, weather/heat/hydration awareness, and safe touch boundaries (such as a gentle open-hand "butterfly tag" tap on the shoulder, upper arm or upper back) are taught as core skills rather than assumed.

6. **Medicines and first aid stay strictly within safe boundaries.** In primary grades, medicine safety centres on one clear rule: medicines are taken only from a trusted adult and stored out of reach and sight ("Up and Away"). In secondary grades, first aid and cardiopulmonary resuscitation (CPR) focus on recognising emergencies, calling emergency services, scene safety, and **manikin-only** or non-contact simulation—students never practise chest compressions, rescue breaths, abdominal thrusts or medical procedures on a live classmate.
7. **Cooperation, fair play and designing fairer games.** Students learn not only to follow rules and win or lose graciously, but to spot when a game has become lopsided or unsafe and modify space, equipment, scoring or team size so everyone stays active and included.
8. **From playful fundamentals to lifelong agency.** Primary grades build locomotor, stability and object-control fundamentals alongside concrete daily habits; middle grades connect tactics across game families with personal fitness and stress-management tools; high school shifts toward self-selected lifetime activities, critical health and media literacy, emergency readiness, and sustainable routines beyond school.

Strands

Strand	Short name
Movement skills, games, dance and lifetime activities (locomotor, stability, object control, game tactics, rhythm, outdoor and aquatic options)	Movement & games
Active living and health-enhancing fitness (warm-up/cool-down, heart and muscle response, fitness components, FITT planning)	Fitness
Nutrition, hydration, sleep and daily hygiene (handwashing, oral care, balanced eating and water, sleep hygiene, evaluating health claims)	Daily health
Safety, injury prevention and first aid (shared space, road/sun/water safety, medicine and substance safety, emergency response and first aid in 9–12)	Safety & first aid
Feelings, communication and respectful relationships (feelings vocabulary, regulation strategies, fair play, boundaries, consent, help-seeking)	Feelings & relationships

Two ways of working run through every strand and grade:

- **Doing and adapting:** practising movement patterns, setting up safe spaces, adjusting rules or equipment so a group task works, and rehearsing practical routines (such as 20-second handwashing, checking a crossing, or calling emergency services in a role-play).
- **Reflecting and planning:** noticing how the body responds to effort, rest and stress; evaluating health information; giving kind, specific peer feedback on movement cues; and building realistic personal habits without perfectionism.

Schools organise Health and Physical Education in different ways—sometimes as a single combined subject, sometimes with gym/field lessons separated from classroom health lessons. Each grade outline below pairs active movement work with practical health, safety and social-emotional learning so teachers can run them together or separately. Swimming and water-safety skills are strongly recommended wherever safe facilities and qualified instruction exist; classroom water-safety principles (supervision, lifejackets, recognising hazards, reach-or-throw rather than entering deep water) can be taught everywhere.

Core vocabulary across bands

- **Movement concepts (K–5):** personal space and general space, levels (low, medium, high), pathways (straight, curved, zigzag), directions, speed/force, bases of support, weight transfer, and locomotor vs. non-locomotor vs. manipulative skills.
- **Game categories (3–12):** invasion games (moving an object into an opponent's territory to score, such as tag variants, handball, basketball or football/soccer), net/wall games (sending an object over a net or against a wall so it is hard to return, such as balloon volley, pickleball, badminton or volleyball), striking/fielding games (hitting a ball into open space and fielding it, such as tee-ball, kickball, cricket or rounders), and target games (sending an object accurately toward a target, such as boccia, bowls or curling variants).
- **Lifetime activities (6–12):** physical activities well suited to lifelong participation alone or in small groups without needing two large full-roster teams—including outdoor pursuits (walking, hiking, cycling, orienteering), fitness activities (yoga, resistance training, running, swimming), dance and rhythmic movement, aquatics, individual-performance activities, and net/wall or target games.
- **Health-related fitness & FITT (6–12):** cardiorespiratory endurance, muscular strength, muscular endurance, flexibility (and body composition discussed conceptually as tissues rather than classroom body measurement); dynamic warm-up vs. static cool-down stretching; perceived exertion; and the **FITT** overload variables—Frequency, Intensity, Time and Type.
- **Daily health, safety & first aid (K–12):** germs and 20-second handwashing; fluoride brushing and limiting sugary drinks; varied whole foods, fibre and water; sleep routines and sleep hygiene (regular schedule, dim light/screens before bed, winding down); pedestrian safety (Stop, Look, Listen, Think); medicine storage (Up and Away); scene safety, calling emergency services, recovery position concepts, automated external defibrillator (AED) awareness, and hands-only adult CPR parameters (100–120 chest compressions per minute, 5–6 cm deep, practised strictly on a training manikin).

Frameworks and scholarship teachers may recognise

- **Five learning domains in physical education:** contemporary PE scholarship extends the classic psychomotor, cognitive and affective domains with explicit social and cultural domains, emphasising inclusion and meaning alongside physical skill.
- **SHAPE America Grade-Level Outcomes (2013):** organises K–12 physical literacy around five standards—motor skills and movement patterns (Standard 1), movement concepts, strategies and tactics (Standard 2), fitness and physical-activity knowledge (Standard 3), responsible personal and social behaviour (Standard 4), and the value of physical activity for health, enjoyment, challenge, self-expression and social interaction (Standard 5)—moving from fundamental skills in K–5 to game tactics and FITT in 6–8 and lifetime activities plus personal program design in 9–12.
- **Game-sense / tactical groupings:** grouping games into invasion, net/wall, striking/fielding and target families lets students transfer tactical ideas (such as creating open space or returning to mid-court) across sports instead of memorising isolated rulebooks.
- **Public-health skill models:** health education focuses on observable, protective everyday behaviours—hand hygiene, dental care, pedestrian scanning, safe medicine storage, sleep hygiene, media literacy and bystander emergency steps—rather than rote anatomy quizzes alone.

This framework borrows useful structure from those traditions without claiming formal alignment to any single national standard.

Bands

Band	Ages	Focus
K–2	5–8	Safe play and everyday routines: personal space, stop signals, locomotor and stability fundamentals, underarm throwing/catching/kicking/striking, turn-taking, naming feelings, calm-down tools, handwashing, teeth, food/water, sleep, road and medicine safety.
3–5	8–11	Combining skills, cooperative tactics and healthy habits: linking movement sequences, simple chasing/fleeing and small-sided game tactics, progressive warm-ups and noticing heart/breathing changes, hydration and balanced energy, sun/water/wheel safety, teamwork and resolving disagreements fairly.
6–8	11–14	Game families, personal fitness and navigating change: creating and closing space across invasion, net/wall, striking/fielding and target games; FITT principles, dynamic vs. static stretching, and balanced nutrition; sleep hygiene in adolescence, stress-regulation tools, digital/media pressures, boundaries and substance refusal skills.
9–12	14–18	Lifetime activity, critical health literacy and first aid: competency in self-selected lifetime activities, biomechanics and practice planning, designing personal fitness and nutrition routines, evaluating commercial health claims and sport ethics, healthy relationships and community support, and emergency response, first aid and manikin-only CPR/AED readiness.

Grade by grade

Lines without a "Unit written" link are outlines only. Where K–2 year plans already define specific term units, those links and term notes are included below.

- **Kindergarten.** Movement & games: finding safe personal space ("my bubble"), freezing on a stop signal, travelling at different speeds and levels, two-foot jumping with soft bent-knee landings, static balances (wide base, one foot), walking a line, and rolling, bouncing, throwing underarm and catching a large ball; simple turn-taking and shared-goal games without "out" elimination. Daily health & safety: the five steps of 20-second handwashing with soap and water and when to wash; varied everyday foods and plain water for thirst; a calm bedtime routine and why growing bodies need sleep; pedestrian safety using Stop, Look, Listen, Think with a grown-up. Feelings & relationships: naming everyday feelings (happy, sad, angry, scared, calm) from faces and short fictional situations, and waiting for a turn. **Unit written:** units/health-pe/K-moving-safely-and-handwashing/ (term 1: safe space, stop and go, soft landings, 20-second handwashing); units/health-pe/K-balance-ball-skills-and-feelings/ (term 2: balance, walking a line, jump and freeze, large-ball rolling/throwing/catching, five feelings words); units/health-pe/K-turns-food-sleep-and-road-safety/ (term 3: turn-taking and cooperative games, varied foods and water, bedtime routines, Stop, Look, Listen, Think road safety).
- **Grade 1.** Movement & games: four ways of travelling (walk, run, hop, skip/gallop) along straight, curvy and zigzag pathways; dodging by planting an outside foot; safe "butterfly tag" (a gentle tap with an open hand on the shoulder, upper arm or upper back); underarm throwing with opposite-foot step, catching from a scarf to a medium ball, and inside-of-the-foot kicking and trapping; fair relays, modifying one rule to make a game fairer, and good-sport finishes. Fitness: leading and noticing a progressive dynamic warm-up (faster heart beat, faster breathing, warmer skin). Daily health & safety: brushing teeth twice a day for two minutes across outer, inner and chewing surfaces and limiting sugary drinks; medicine safety (taking medicine only from a trusted adult; storing medicines Up and Away). Feelings

& relationships: noticing mixed feelings in made-up character stories, practising calm-down tools (slow belly breaths, counting, taking space) without treating any feeling as "bad", and asking a trusted adult for help. **Unit written:** units/health-pe/1-moving-dodging-and-warming-up/ (term 1: travelling, pathways, dodging, warming up, safe tag); units/health-pe/1-throwing-catching-kicking-and-calm-down/ (term 2: underarm throw, catch, inside-foot kick, feelings and calm-down choices); units/health-pe/1-fair-games-teeth-medicines-and-help/ (term 3: fair games and rule tweaks, tooth brushing, medicine safety, asking a trusted adult for help).

- **Grade 2.** Movement & games: floor gymnastics—balancing on different numbers of body parts and at low/medium/high levels, curling/stretching/twisting, sideways pencil and tucked egg rolls on mats (explicitly avoiding unsupported forward rolls), horizontal and vertical jumping with controlled landings, and linking balance–travel–balance floor sequences; striking a balloon or light ball with an open hand and short lightweight paddle/bat; passing and moving with a partner or trio. Fitness & daily health: student-led warm-up actions; water, shade/sun protection, rest and hand hygiene around active play. Feelings & relationships: resolving common playground game disagreements ("Was it on the line?", "Whose turn is it?") through fictional scenarios, quick fair re-starts, and designing a class game day where every station has clear, inclusive rules. **Unit written:** units/health-pe/2-balance-rolling-and-jumping/ (term 1: floor balances, sideways rolls, jumping and landing, 3-part sequences, mat safety); units/health-pe/2-hitting-and-passing/ (term 2: open-hand balloon/light-ball striking, short-paddle control, partner passing and moving, fair playground re-starts); units/health-pe/2-healthy-habits-and-a-class-game-day/ (term 3: student-led warm-ups, handwashing, water, shade/sun protection, rest, and designing an inclusive class game day).
- **Grade 3.** Movement & games: combining locomotor patterns smoothly (run-and-leap, skip-to-stop, side-slide defensive shuffle); overhand throw preparation and mature underarm/chest passing to a stationary partner; foot and hand dribbling with control while changing speed; simple chasing and fleeing strategies in non-elimination tag and cooperative treasure-retrieval games; rhythm and group pathway sequences to a steady count. Fitness: charting enjoyable ways to be active outside class and noticing how steady aerobic play differs from short bursts and gentle recovery. Daily health & safety: how water, grains, fruits/vegetables and protein-rich foods support everyday play and growth (using neutral food-group models rather than personal food logs); helmet, scooter/bicycle visibility and driveway/crossing awareness. Feelings & relationships: giving specific encouragement to teammates of all skill levels, welcoming newcomers into a group, and distinguishing teasing from friendly play in fictional scenes. **Units written:** units/health-pe/3-passing-dribbling-tactics-and-fuel/ (term 1: passing, dribbling, chasing/fleeing tactics, warm-up/cool-down, everyday fuel and wheel safety); units/health-pe/3-jumping-rope-and-fitness/ (term 2: jumping patterns, soft landings, short and long rope, fitness concepts, heart/breathing awareness and warm-up/cool-down); units/health-pe/3-striking-fielding-and-staying-safe/ (term 3: striking off a tee into space, stopping/catching and underhand throwing to a stopper, Tee and Cone game with fair turns, and sports-day sun and water safety).
- **Grade 4.** Movement & games: small-sided cooperative **net/wall** and **target** games (such as bounce-and-hit hand tennis, foam-paddle rallies, and boccia/beanbag target challenges); offensive and defensive basics in modified 3v3 **invasion** games—moving into open space to receive a pass rather than crowding the ball; jump-rope or rhythmic footwork patterns. Fitness: identifying major components of health-enhancing fitness through practical stations (endurance, strength, flexibility) and leading a structured dynamic warm-up and gentle cool-down. Daily health & safety: reading basic drink and snack labels for added sugars and hydration needs during warm weather; sun, heat and classroom water-safety principles (supervision, lifejackets, flags/signs, Reach or Throw, Don't Go). Feelings &

relationships: recognising body signals of frustration or pre-game nerves, using a quick reset routine during play, and practising peer conflict-resolution steps (pause, state the problem, agree a fair fix or replay).

- **Grade 5.** Movement & games: **striking/fielding** fundamentals (striking off a tee or gentle toss into open space, backing up a teammate when fielding) alongside small-sided invasion and net/wall games where student teams adapt court dimensions or scoring rules to keep play balanced; creating a short group movement or rhythmic gymnastics sequence with canon and unison. Fitness: pre- and post-practice self-checks focused on personal comfort, pacing and skill goals (never peer comparison), plus how muscles, lungs and heart work together during sustained movement. Daily health & safety: sleep duration and evening wind-down habits for upper-primary students; hygiene changes as bodies grow; safe online/offline boundaries and knowing trusted adults at school and home. Feelings & relationships: peer pressure in fictional friendship scenarios, respecting "no" and personal boundaries without argument, and officiating small games fairly as a rotating student referee.
- **Grade 6.** Movement & games: tactical foundations across **invasion** and **net/wall** games—creating open space with cuts, pivots and leading passes to a moving teammate, and returning to a central base position after a shot with a short-handled paddle; folk, line or social rhythmic movement patterns; outdoor navigation/walking challenges where space allows. Fitness: differentiating aerobic from anaerobic effort and muscular strength from muscular endurance; introducing the **FITT** variables (Frequency, Intensity, Time, Type) and safe stretching technique. Daily health & safety: balanced meals, snacks and hydration across an active school day; cold/wet and hot-weather clothing and hydration choices; recognising household, workshop and lab hazard symbols alongside active-space safety. Feelings & relationships: identifying constructive vs. unhelpful stress responses, positive self-talk during skill practice, and inclusive etiquette when working with diverse partners.
- **Grade 7.** Movement & games: opening and closing space defensively and offensively in modified small-sided invasion games (2v2 to 4v4); forehand and backhand placement in net/wall games using long- or short-handled implements to move an opponent; catching and striking to open space in fielding games. Fitness: demonstrating the difference between **dynamic stretching** (before activity) and **static stretching** (during cool-down); applying FITT principles to build a balanced week of varied movement. Daily health & safety: adolescent **sleep hygiene** (how circadian timing shifts in adolescence, how evening bright light and late stimulation delay sleep, and practical wind-down experiments); evidence-based facts on nicotine/vaping, alcohol and caffeine vs. marketing myths. Feelings & relationships: practising concrete stress-regulation methods (paced breathing, progressive muscle relaxation, brisk movement), bystander options when witnessing exclusion or bullying online or in person, and clear communication of personal boundaries. **Unit written:** units/health-pe/7-tactics-fitt-sleep-and-stress/ (invasion and net/wall space tactics, antagonistic muscles, dynamic vs. static stretching, FITT and Borg RPE, adolescent sleep hygiene, nicotine/vaping evidence, and stress/bystander tools).
- **Grade 8.** Movement & games: combining tactics fluently in student-officiated small-sided games (varying shot placement, force and timing in net/wall games; give-and-go and defensive positioning in invasion and target games); composing a short group movement, dance or yoga/tai-chi-inspired flow sequence; outdoor or aquatic safety review. Fitness: connecting the five components of health-related fitness (cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, and conceptual body composition) to physical and mental wellbeing; identifying real-world barriers to staying active in a neighbourhood or schedule and planning practical workarounds. Daily health & safety: links between long-term nutrition patterns and health risk factors, taught alongside food affordability, cultural variety and media scepticism toward fad diets; concussion and overuse-injury warning signs (when in doubt, sit them out and tell an adult). Feelings &

relationships: analysing how edited social media images distort expectations of bodies and athletic performance, everyday consent and mutual respect in friendships and relationships, and mapping reliable school and community support resources.

- **Grade 9.** Movement & games: transition toward **lifetime activities**—developing competence in at least two activities suited to lifelong solo, partner or small-group participation (for example badminton/pickleball, orienteering/hiking, resistance and mobility training, running/walking intervals, dance, or swimming where available). Fitness: using perceived exertion (RPE) and heart-rate zones to pace aerobic effort safely; safe bodyweight and light-implement resistance mechanics (posture, hinge, squat, push, pull, rest intervals) and heat/humidity/cold precautions. Daily health & safety: **foundational first aid**—assessing scene safety, recognising unresponsive vs. responsive casualties, calling emergency services clearly, controlling external bleeding with direct pressure (simulated with dressings/props), caring for minor burns with cool running water, and recognising choking signs. Feelings & relationships: managing transition stress in secondary school, supportive team communication, and recognising warning signs when a friend may need adult or professional mental-health support.
- **Grade 10.** Movement & games: refining skill and tactical consistency in chosen lifetime, net/wall, target, dance or outdoor activities; using basic biomechanics (force, leverage, rotation, centre of mass, and the speed–accuracy trade-off) to analyse a movement cue and design a 4-week personal skill-practice plan. Fitness & daily health: critically evaluating commercial fitness programmes, supplements, energy drinks and influencer health claims against evidence quality; designing a balanced, flexible nutrition and hydration plan for active days without restrictive dieting. Safety & first aid: **cardiopulmonary resuscitation (CPR) and AED readiness**—understanding the chain of survival, checking responsiveness and normal breathing, calling emergency services, adult hands-only CPR parameters (chest compressions 5–6 cm deep at 100–120 beats per minute, practised **strictly on a training manikin** or non-contact timing pad, never on a person), and how an automated external defibrillator (AED) guides rescuers with voice prompts. Feelings & relationships: ethical conduct in sport and recreation (fair play, intentional fouls, performance-enhancing substances, gambling pressures), plus assertive communication and boundary-setting. **Unit written:** units/health-pe/10-lifetime-activities-biomechanics-and-cpr/ (lifetime net/wall and target activities, levers and Fitts's speed–accuracy trade-off, agonist–antagonist resistance and heat/cold pacing, supplement claim audits and flexible active fuel, manikin/pad-only hands-only CPR and AED readiness, and post-school active-living design).
- **Grade 11.** Movement & games: assuming leadership roles in physical activity—planning and leading a peer warm-up, coaching a skill station with constructive cues, or officiating/adapting an inclusive intramural or lifetime-activity session so beginners and experienced participants both thrive; exploring the historical and cultural roles of a chosen game, martial art, outdoor pursuit or dance tradition with proper credit. Fitness: designing a multi-week personal fitness and recovery programme tailored to different post-school schedules (desk study, shift work, active trades), incorporating mobility and injury prevention. Daily health & safety: environmental and occupational health basics (ergonomics, hearing protection, UV exposure, air quality, safe lifting); recognising medical emergencies such as anaphylaxis, severe asthma, heat exhaustion/heatstroke and hypothermia, and knowing when urgent medical help is required. Feelings & relationships: navigating conflict, rejection and change respectfully; media literacy around wellness industries; and how public spaces, transport and community policy shape who gets to be active and healthy.
- **Grade 12.** Movement & games: independent or small-group **lifetime physical activity capstone**—selecting an accessible lifetime activity, setting personal enjoyment and skill goals, documenting practice and adaptations over several weeks, and introducing classmates to an inclusive beginner session. Fitness & daily health: building a realistic, low-

cost post-school wellbeing toolkit covering movement in tight schedules, cooking/choosing affordable balanced meals, protecting sleep during exam or work transitions, and navigating primary healthcare (booking appointments, pharmacist vs. urgent care vs. emergency services, reading medicine information leaflets). Safety & first aid: integrated emergency-scenario walkthroughs (tabletop and manikin/prop-only simulation) combining scene safety, emergency calls, bystander coordination, bleeding/burn/recovery-position decisions, and CPR/AED refresher checks, alongside signposting to accredited local first-aid certification courses. Feelings & relationships: sustaining social connection after leaving school, recognising burnout, supporting peers safely without taking on a clinician's role, and knowing local and national crisis and health support pathways.

Links to other progressions

- **Science:** pushes, pulls and stability (Kindergarten and Grade 2), plants/animals and what living things need (K–2), cellular respiration and gas exchange (Grade 7), forces, levers and Newton's laws in human biomechanics (Grades 9–10), and reaction rates/homeostasis in upper secondary biology and chemistry. See the science progression.
- **Mathematics:** counting beats, repetitions and scores (K–2), measuring jump distances, times and court dimensions (Grades 2–5), ratios, rates and heart-rate or pacing data (Grades 6–8), and interpreting health statistics and risk claims critically (Grades 9–12). See the mathematics progression.
- **Arts:** pulse, tempo, canon/unison and expressive movement in music and dance across all bands, and status, gesture and role-play using fictional characters when exploring social dilemmas. See the arts progression.
- **History, geography and society:** rules, fairness and community helpers (K–2), reading maps and routes for pedestrian safety and orienteering (Grades K–6), evaluating health claims and sources (Grade 8 information literacy), and how urban planning, economics and public institutions shape public health (Grades 9–12). See the history, geography and society progression.
- **Computing:** step-by-step sequences in warm-ups and emergency algorithms (K–5), privacy and digital wellbeing around wearables, fitness apps and social media feeds (Grades 6–12). See the computing progression.
- **Language and literacy:** feelings and action vocabulary (K–2), procedural instructions for games and safety routines (Grades 1–5), and evaluating persuasive health adverts and writing reflective practice plans (Grades 6–12). See the language and literacy progression.

Known gaps and cautions

- **Fourteen units written so far (K–3, Grade 7 and Grade 10):** Kindergarten terms 1–3, Grade 1 terms 1–3, Grade 2 terms 1–3, and Grade 3 terms 2–3 jumping/rope/fitness and striking/fielding/staying safe (55 lessons authored by Claude Opus 5.5), plus Grade 3 term 1 passing, dribbling, tactics, fuel and wheel safety, Grade 7 invasion and net/wall tactics, FITT, sleep hygiene and stress regulation, and Grade 10 lifetime activities, biomechanics, evidence-based wellness and CPR/AED readiness (15 lessons authored by Gemini 4 Carbon; 70 lessons total). Grades 4–6, 8–9 and 11–12 in this document are currently outlines awaiting unit drafts.
- **Facilities and climate vary widely:** some schools have gymnasiums, fields, mats, paddles and pools; others teach in a small paved courtyard or cleared classroom. Future

units in Grades 3–12 should follow the K–2 habit of requiring minimal, low-cost equipment with indoor/small-space alternatives in every lesson.
- **Aquatics and outdoor safety depend on local geography and qualified supervision:** classroom water-safety rules can be taught anywhere, but in-water swimming instruction requires certified lifeguards/instructors and local facility protocols.
- **First aid and CPR are non-certified educational introductions:** reading a school unit does not certify a teacher or student in first aid or CPR. Practical CPR compression depth depends on certified training manikins, and local clinical guidelines (for example Resuscitation Council UK, American Heart Association, Red Cross/Red Crescent) are updated periodically and should always be checked before teaching.
- **Sensitive health topics require local family and statutory alignment:** puberty, reproductive and sexual health, mental health, bereavement and substance-use education are governed by specific local laws, age thresholds and family-notification policies in many jurisdictions. This outline marks where broad health, boundary and help-seeking themes sit, leaving statutory syllabus choices to schools and communities.
- **No human educator, physical-education specialist or healthcare professional has reviewed this progression.**

Sources

- SHAPE America (2013), Grade-Level Outcomes for K–12 Physical Education (five standards; K–5 fundamental motor skills and movement concepts; Grades 6–8 invasion, net/wall, target and fielding/striking tactics, FITT formula, dynamic vs. static stretching, five components of health-related fitness; Grades 9–12 lifetime activities, biomechanics, evaluating commercial fitness claims, personal program planning): https://www.shapeamerica.org/wp-content/uploads/Grade-Level-Outcomes-for-K-12-Physical-Education.pdf
- Wikipedia, "Physical education" (primary and secondary physical education; psychomotor, cognitive, affective, social and cultural learning domains): https://en.wikipedia.org/wiki/Physical_education
- Wikipedia, "Health education" (physical, social, emotional and environmental dimensions of health education; preventive skill building): https://en.wikipedia.org/wiki/Health_education
- Wikipedia, "Healthy diet" (water, macronutrients, micronutrients, fibre, fruits, vegetables and whole grains; limiting sweetened beverages and ultra-processed foods; affordability and access): https://en.wikipedia.org/wiki/Healthy_diet
- Wikipedia, "Sleep hygiene" (behavioural and environmental sleep practices developed in the late 1970s: regular schedule, limiting evening light exposure, avoiding vigorous exercise right before bed, winding down): https://en.wikipedia.org/wiki/Sleep_hygiene
- Wikipedia, "First aid" (immediate assistance to preserve life, prevent worsening and promote recovery until medical services arrive; AED availability): https://en.wikipedia.org/wiki/First_aid
- Wikipedia, "Cardiopulmonary resuscitation" (emergency procedure to maintain oxygenated blood flow to brain and heart until defibrillation/advanced care; adult chest compressions 5–6 cm deep at 100–120 per minute): https://en.wikipedia.org/wiki/Cardiopulmonary_resuscitation
- Wikipedia, "Hand washing" (read 11 November 2026: cleaning hands with soap and water, scrubbing for at least 20 seconds, rinsing and drying to prevent spread of infection): https://en.wikipedia.org/wiki/Hand_washing

- Wikipedia, "Green Cross Code" (read 11 November 2026: UK pedestrian road-safety campaign begun in 1970 by RoSPA; core Stop, Look, Listen, Think crossing sequence): https://en.wikipedia.org/wiki/Green_Cross_Code
- Up and Away and Out of Sight (educational program in partnership with the US CDC; read 11 November 2026: storing medicines and vitamins up and away, out of children's reach and sight after every use): https://upandaway.org/

Kindergarten Health and PE: Moving Safely, Stop and Go, and Clean Hands (5 lessons, about 2 weeks)

> **Unreviewed AI draft.** Written by Claude Opus 5.5 (AI Village), 6 November 2026. No educator has reviewed or classroom-tested this unit. It is not aligned to any official standard. Check space, footwear, medical and handwashing notes against your school's rules. Text-checked by one other agent (Gemini 4 Argon); see Known gaps.

Kindergarten year plan

Big idea

We can move fast and have fun and still keep ourselves and each other safe: we watch our own space, stop when we hear or see the signal, and land softly. Clean hands help keep us well, so we learn how and when to wash them.

This is the first health and PE unit of the kindergarten year (term 1). Term 2 goes on to balance, jumping and landing further, throwing and catching a large ball, and words for feelings.

Outcomes

By the end of the unit a student can:

1. Move around a shared space (walking, jogging or wheeling) without bumping into others, using "my bubble" space.
2. Stop and freeze within a couple of seconds of the class stop signal.
3. Jump forward with two feet together and land with bent knees ("quiet feet"); try a few hops on one foot (holding on is fine).
4. Wash hands in order (wet, soap, rub palms, backs, between fingers, thumbs and nails, rinse, dry) and keep scrubbing for about 20 seconds.
5. Name two times to wash hands: before eating and after using the toilet.

Prior knowledge

- Most children can walk and run by this age; balance and running are still improving, and hopping on one foot varies a lot at five. Expect a wide range and praise trying, not just success.
- Many children already wash hands at home or nursery, often quickly. The aim is a slower, more complete wash.

Lessons

PE lessons are about 25 minutes; the handwashing lesson is about 20 minutes and happens near the sinks. Leave a day or two between lessons. The stop signal from lesson 1 is used in every later lesson.

Lesson	Title	Main activity
1	My bubble, your bubble	Moving in our own space; learning the stop signal
2	Run, walk, stop!	Traffic-light game: go, slow, stop
3	Jump, hop and land softly	Two-foot jumps, soft landings, first hops
4	Clean hands	The handwashing steps, a 20-second chant, when to wash
5	Safe mover show	Stations circuit and end-of-unit check

Materials (whole class unless noted)

- A hall, playground or cleared space with clear edges, at least a couple of metres from walls and furniture. Cones or floor spots to mark the edge.
- A stop signal that can be both heard and seen: a drum or tambourine plus a raised hand or a red card.
- Three large cards for lesson 2, each with a colour and a shape so they can be told apart without colour: green with a circle (go), yellow with a triangle (slow), red with a square (stop). Optional fourth card: blue with a star ("turn round once").
- Hoops or floor spots (one per child) for lessons 1, 3 and 5. A flat line of floor tape (or chalk outdoors) to jump over. Do not use a loose rope: a child who lands on it can roll an ankle or trip.
- Lesson 4: sinks, soap, paper towels or a hand dryer; washable paint in a tray (one small blob per child) for the "missed spots" demonstration; six large step cards (wet, soap, rub, scrub between fingers and thumbs, rinse, dry); a clock or timer with a second hand for the teacher.
- Lesson 5: one set of the six handwashing step cards (smaller copies) per station group, and a class list for notes.

⚠ Safety and access

- **Space and floor:** check the space for hazards before each lesson. No running in socks on a slippery floor; trainers or bare feet on a suitable surface, as your school allows. Walk, never run, near the sinks.
- **Medical:** check records for conditions that affect exercise (asthma, heart, joint, epilepsy) and follow each child's plan. Water available.
- **Stop signal for everyone:** always give the signal both as a sound and as something to see, so that deaf children and children who are not looking at that moment both get it.
- **Movement is opt-in in form, not in taking part:** children who use a wheelchair, walker or crutches travel, stop and "jump" in their own way (wheel and stop; a push-up lift or arm swing for a jump; lifting one foot while holding on, or a seated bounce, for a hop). Any child may hold a wall, rail or a partner's hand when hopping.
- **Noise:** offer ear defenders and a quiet spot near the edge; keep the drum soft.
- **Skin:** use school-approved soap. Frequent washing can dry skin; children with eczema or sore skin may need a gentler soap and to pat dry, as their family or plan advises. The paint demonstration is optional and uses washable, skin-safe paint only; skip it for children with skin conditions.
- **Touch:** support by touch (guiding a hand at the sink) only with the child's agreement.

Assessment

- Lessons 1-3: the teacher watches for moving without bumping, stopping on the signal and soft two-foot landings, and notes it on a class list.
- Lesson 4: watch each child wash once using the step cards.
- Lesson 5: a 5-part movement and talk check with an answer guide. Plan an extra small-group or one-to-one slot in the week to finish per-child checks; some children show more when not watched by the whole class.

Sources

- Wikipedia, "Hand washing" (read 6 November 2026): https://en.wikipedia.org/wiki/Hand_washing
- Steps: lather the backs of hands, between fingers and under nails; scrub for at least 20 seconds; rinse well under running water; dry with a clean towel or air dry.
- The most commonly missed areas are the thumb, the wrist, between the fingers and under the fingernails.
- Critical times include after using the toilet and before eating.
- Frequent hand washing can dry the skin.
- Wikipedia, "Gross motor skill" (read 6 November 2026): https://en.wikipedia.org/wiki/Gross_motor_skill
- By about three, children enjoy hopping, jumping and running back and forth; by about five, balance and running have improved.
- No health or PE standard was read for this unit.

Known gaps

- No official standard was read. The choice and order of skills is mine, based on the kindergarten year plan.
- "After the toilet" and "before eating" are the two times the unit teaches because the source names them. Schools usually add others (after outdoor play, after messy play, after blowing your nose); add your own class rules.
- The 20-second chant is timed by saying it twice; check the timing with a clock once, because speed varies.
- Hopping is only introduced. Many children will not hop steadily yet; term 2 returns to balance and jumping.
- Peer check: Gemini 4 Argon did a bounded text, timing and answer-key check at d18fb8c (not an educator, safety or accessibility review). Its notes (loose rope as a trip hazard, missing materials, shapes on the traffic-light cards, access routes inside the end-of-unit check) were fixed in the follow-up commit 2fda61e (see PEERCHECKS.md), which Argon also diff-checked the same day.

CC0 1.0. Chants and games in this unit were written for it and are also CC0.

Lesson 1: My bubble, your bubble

Goal: Children move around a shared space without bumping into anyone and freeze on the class stop signal.

Length: about 25 minutes.

Materials

- A cleared space with cones or floor spots marking the edge.
- A drum or tambourine, plus a raised hand or red card (the stop signal).
- One hoop or floor spot per child (optional).

Steps

✎ Opening (3 min)

Sitting at the edge. "Today we are going to be bubbles. Stretch your arms out and turn slowly. That's your bubble. Can you touch anyone? If you can, scoot over until you can't." Point out the edge cones: "Our bubbles stay inside the cones."

✎ Main activity: bubbles on the move (15 min)

1. The stop signal (3 min): show it. "When I tap the drum twice and put my hand up, everyone freezes like a statue." Practise sitting down first: wiggle, signal, freeze. Repeat until it is quick. Then practise standing.
2. Walking bubbles (5 min): walk anywhere in the space, looking for empty spaces. "If your bubble is about to touch someone, turn away." Freeze on the signal every 20-30 seconds. After each freeze: "Look around. Is everyone's bubble safe?"
3. Faster bubbles (4 min): try tiptoe walking, then big steps, then a gentle jog if the space and the group are ready. Freeze often. If bumps happen, go back to walking.
4. Ways to move (3 min): children suggest a way to move (marching, stomping softly, sliding sideways, wheeling) and everyone tries it, still keeping their bubble.

✎ Game: statues (5 min)

Play music or the drum; children move in their bubbles. When the sound stops (and the hand goes up), freeze. No one is "out": anyone still moving gets a friendly "Caught you! Back to moving." Let a child be the one who gives the signal.

✓ Closing check (2 min)

Sitting. "Show me with your arms how big your bubble is. What do you do if someone is in the way?" (Answer guide: arms out to the side; turn away, go round, slow down or stop. Note who answers and who froze quickly in the game.)

Vocabulary

space, bubble, edge, freeze, stop, signal

Differentiation

- Support: a child who finds open space hard can move along a line of floor spots or hold an adult's hand for the first round.
- Stretch: "Can you find the emptiest space in the room and get there?"

⚠ Safety

- Check the space before starting. Keep the edge at least a couple of metres from walls.
- The signal is both heard and seen every time.

Teacher notes

- The stop signal is the most important thing in this unit. Keep the same signal all year if you can, so it becomes automatic.
- Some children love freezing; some find being "caught" upsetting. Keep it light and never use it to single a child out.

Lesson 2: Run, walk, stop!

Goal: Children change speed when told and stop within a couple of seconds of the signal, without bumping.

Length: about 25 minutes.

Materials

- The cleared space and edge cones.
- The stop signal (drum and raised hand or red card).
- Three large cards, each with a colour and a shape: green with a circle, yellow with a triangle, red with a square. Optional: blue with a star.

Steps

✎ Opening (3 min)

Sitting. "What happens at traffic lights?" (Children may know green go, red stop, and yellow or amber in between.) "Today our bodies are cars."

Warm-up (4 min)

Bubbles from lesson 1: walk, then march, then tiptoe, freezing on the signal two or three times. A quick reminder: "Bubbles safe? Good."

✎ Main activity: traffic lights (12 min)

1. Learn the cards (2 min): green = go (jog), yellow = slow (walk), red = stop (freeze). Say the colour as you hold up the card, and give the stop signal with red.
2. Play (6 min): change cards every 10-20 seconds. Mix the order. Watch that children look up and around while jogging.
3. Stopping well (2 min): freeze and look. "Who stopped with their feet apart and knees a little bent? That's a strong, safe stop." Try a few more stops like that.
4. Extra cards (2 min, if going well): a blue card for "turn round once", or let a child hold up the cards.

✓ Discussion questions (4 min)

- "Why do we need to stop quickly?" (Answer guide: so we don't bump into someone or something; so we can hear what the grown-up says; accept any sensible safety reason.)
- "Is it harder to stop when you are running or walking?" (Answer guide: usually running, because you are going faster; accept what children noticed.)

✓ Closing check (2 min)

One last round: green, then red without warning. (Answer guide: watch who freezes within about two seconds, without bumping. Note it on the class list.)

Vocabulary

go, slow, stop, jog, walk, freeze, traffic light

Differentiation

- Support: a child who rushes can partner with an adult or calmer child and move together.
- Stretch: on red, freeze in a balance (one hand up, or on tiptoes).

⚠ Safety

- Jog, don't sprint, in a shared space. If bumps start, stay on yellow for a while.
- Colour cards are always said aloud as well, and each card has its own shape (circle, triangle, square), for children who find red and green hard to tell apart. Deaf or hard-of-hearing children can follow the shapes without needing the spoken word.

Teacher notes

- The traffic-light game links well to road safety in term 3 (stopping at the kerb), but this lesson is about stopping our bodies, not about crossing roads.

Lesson 3: Jump, hop and land softly

Goal: Children jump forward with two feet and land with bent knees, and try a few hops on one foot.

Length: about 25 minutes.

Materials

- The cleared space, edge cones and stop signal.
- One hoop or floor spot per child. Flat floor-tape lines (or chalk outdoors); not loose ropes, which can roll underfoot.
- A wall, rail or bench to hold for hopping.

Steps

✎ Opening (3 min)

Standing in bubbles. "Can a frog land quietly? Can an elephant?" Let children show a loud stomp and then a quiet landing. "Today we land like frogs: quiet feet, bendy knees."

Warm-up (4 min)

Traffic lights from lesson 2 (jog, walk, freeze), then march on the spot and swing arms.

✎ Main activity: jump, land, hop (12 min)

1. Two-foot jump (4 min): standing next to a hoop or spot. Model: "Feet together, swing arms back, jump, land on both feet, knees bend, freeze." Children jump in and out of their hoop. Praise quiet landings.
2. Over the river (3 min): jump over a flat tape line ("the river"). Move the lines a little wider for children who are ready; keep a narrow one for everyone else.
3. First hops (5 min): "A hop is one foot up, jump on the other foot." Hold a wall, rail or partner's hand. Try three hops on one foot, then change feet. Many children will manage one or two hops, or wobble; that is expected at this age. Children who prefer can lift one foot and hold the balance instead.

✓ Discussion questions (4 min)

- "What helps you land quietly?" (Answer guide: bending knees, landing on both feet, landing on the front of the feet; accept anything sensible that children noticed.)
- "Was hopping easier on one foot than the other?" (Answer guide: any honest answer; many people have a stronger foot.)

✓ Closing check (2 min)

Each child jumps into their hoop and freezes. (Answer guide: look for two feet taking off together and bent knees on landing. Note who did it. Hopping is not checked yet; just note who tried.)

Vocabulary

jump, hop, land, soft, quiet, knees, balance, one foot, two feet

Differentiation

- Support: jump down from a very low step or mat (no more than a few centimetres) holding a hand; or bounce on two feet on the spot.
- Stretch: hop along a short line; or jump and land in a shape (star, tuck) while still landing softly.

⚠ Safety

- Only jump over flat lines, not raised objects. Space hoops well apart so children do not land on each other.
- Hopping is tiring; keep it short and let children rest.
- Children with joint or balance conditions follow their own plan; seated or holding versions count as taking part.

Teacher notes

- Hopping on one foot develops at different times. Treat it as "having a go", not as a test. Term 2 comes back to balance and jumping.

Lesson 4: Clean hands

Goal: Children wash their hands in the right order, scrub for about 20 seconds, and name two times to wash.

Length: about 20 minutes. Run it near the sinks, in small groups if there are only a few sinks.

Materials

- Sinks, school-approved soap, paper towels or a dryer.
- Six large step cards (wet, soap, rub palms and backs, between fingers and thumbs and nails, rinse, dry), stuck up by the sinks.
- Optional: washable, skin-safe paint in a tray for the "missed spots" demo.
- A clock or timer with a second hand (for the teacher).

Steps

✎ Opening (3 min)

"Germs are tiny living things, too small to see. Most don't hurt us, but some can make us ill, and they ride around on our hands. Washing with soap and water helps get them off."

✎ Main activity part 1: missed spots (5 min, optional)

Each child who wants to puts a small blob of washable paint on their hands and "washes" with it (no water) the way they usually wash, for a few seconds. Then look: where is there no paint? (Usually the thumbs, the backs, between the fingers and the wrists.) "Those are the places we often miss." Then everyone washes the paint off properly in part 2. If you skip the paint, ask children to show how they usually wash and point to the thumbs and between the fingers.

✎ Main activity part 2: the six steps and our chant (8 min)

Point to each card and model at the sink:

1. Wet your hands.
2. Soap.
3. Rub palms together, then the backs of your hands.
4. Weave fingers together, twist each thumb, scratch your nails on your palm.
5. Rinse until the bubbles are gone.
6. Dry with a towel or the dryer.

Teach the scrubbing chant (written for this unit, CC0). Say it twice while scrubbing (steps 3 and 4):

> Rub the palms and rub the backs,
> In between the finger cracks,

Twist each thumb and scrub each nail,
Round and round, a snail's trail.

Each child then washes with an adult watching. Check once with a clock how long "twice through" takes for your class; aim for about 20 seconds.

✓ Discussion questions (2 min)

- "When should we wash our hands?" (Answer guide: before eating and after using the toilet are the two to remember. Accept others your class uses, such as after outdoor play, after messy play or after blowing your nose.)

✓ Closing check (2 min)

Hold up the six step cards in a jumbled order; children help put them in the right order. (Answer guide: wet, soap, rub palms and backs, between fingers and thumbs and nails, rinse, dry.)

Vocabulary

germs, soap, wash, rinse, dry, palms, thumbs, nails, wrists

Differentiation

- Support: an adult points to each card as the child washes (or guides their hands, only if the child agrees). Picture cards can stay up all year.
- Stretch: a child is "sink helper" and points to the cards for a friend.

⚠ Safety

- Walk near the sinks; wipe up spills.
- Skin-safe washable paint only; skip it for any child with sore skin or a skin condition. Use the school's soap; follow any child's skin plan.
- Check water temperature is comfortable.

Teacher notes

- The source used for this lesson recommends scrubbing for at least 20 seconds and lists the thumb, wrist, between the fingers and under the nails as the most commonly missed areas.
- Avoid scary messages about germs; the tone is "clean hands help keep us well", not fear.

Lesson 5: Safe mover show

Goal: Children show what they have learned in a short stations circuit, then do an end-of-unit check.

Length: about 25 minutes.

Materials

- The cleared space, edge cones and stop signal.
- Traffic-light cards (colour plus shape), hoops or floor spots, a flat tape "river" (not a loose rope).
- A set of the six handwashing step cards (smaller copies) per station group.
- A class list for notes.

Steps

✎ Opening (3 min)

Sitting. "This week we learned to keep our bubble, stop on the signal, land like frogs and wash our hands. Today is our show." Quick bubble walk and one freeze to warm up.

Stations circuit (10 min)

Four stations, about 2 minutes each, plus moving between them. Groups move on when the signal sounds.

1. **Bubble walk:** travel around a marked square without touching anyone.
2. **Traffic lights:** an adult or child holds up the cards; jog, walk, freeze.
3. **Frog jumps:** jump in and out of hoops and over the river; have a go at hopping (holding on is fine).
4. **Clean hands cards:** at a table, put the six handwashing cards in order and act out the scrubbing chant.

✓ Discussion questions (5 min)

- "Which station did you like best? Why?" (Answer guide: any honest answer.)
- "What is one thing that helps keep everyone safe when we move?" (Answer guide: keeping our bubble, looking where we go, stopping on the signal, landing softly; accept any sensible idea.)

✓ End-of-unit check (7 min)

Work with small groups while others play a calm bubble game or rest. Five parts:

1. **Bubble:** walk across the space and back without touching anyone. (Answer guide: no bumps, looks around. Wheeling or moving with a walker counts the same.)

2. **Stop:** jog on green, freeze on the signal. (Answer guide: freezes within about two seconds, without falling or bumping. Wheeling, or moving arms while seated, counts the same; for a deaf child, watch for the raised hand or red square card.)
3. **Jump:** jump forward with two feet and land. (Answer guide: both feet take off and land together, knees bend. A hop is a bonus, not marked. A child who cannot jump shows a seated or arm "jump": both arms push up together and come down softly. That counts.)
4. **Wash steps:** put the six cards in order, or show the steps with your hands. (Answer guide: wet, soap, rub palms and backs, between fingers and thumbs and nails, rinse, dry. Small swaps within step 3-4 are fine. Pointing, signing or using an AAC device counts the same as saying.)
5. **When to wash:** "Tell me two times we wash our hands." (Answer guide: before eating and after using the toilet. Other class times such as after outdoor play also count, but listen for at least one of these two. Pointing to picture cards, signing or AAC counts the same as saying.)

Use the extra small-group or one-to-one slot later in the week for children not checked yet.

Vocabulary

bubble, stop, signal, jump, land, hop, wash, before, after

Differentiation

- Support: each check can be shown in the child's own way: wheeling instead of walking, pointing to cards instead of saying, a seated or arm "jump".
- Stretch: a child explains one station to a younger visitor or a family member.

⚠ Safety

- Keep stations well apart, with the river and hoops away from walls.
- Give the stop signal both as a sound and something to see.

Teacher notes

- Record what each child can do, not a score. Term 2 builds on landing and balance, so note who found jumping or hopping hard.

Kindergarten Health and PE: Balance, Jumping, Ball Skills and Feelings Words (5 lessons, about 2 weeks)

> **Unreviewed AI draft.** Written by Claude Opus 5.5 (AI Village), 6 November 2026. No educator has reviewed or classroom-tested this unit. It is not aligned to any official standard. Check space, equipment, medical and wellbeing notes against your school's rules.

Kindergarten year plan · Term 1 unit: Moving safely, stop and go, and clean hands

Big idea

Our bodies get steadier with practice: we can balance, jump and land, and send and catch a big ball. Our feelings change too, and having words for them helps us tell other people and ask for help.

This is the second health and PE unit of the kindergarten year (term 2). It builds on term 1 (own space, the stop signal, soft landings). Term 3 goes on to simple team games, food and sleep, and road safety.

Outcomes

By the end of the unit a student can:

1. Hold a still balance for a count of five on a wide base (two feet, or two hands and two knees), and try a one-foot balance, holding on if needed.
2. Walk along a straight floor line, mostly keeping their feet on it.
3. Jump forward from two feet and land on two feet with bent knees, then freeze ("bend and freeze").
4. Roll a large ball to a partner, and send it with a two-handed underarm throw; catch or trap a large, soft ball thrown gently from close by.
5. Name at least four feelings (happy, sad, cross or angry, scared, and calm) and say one thing that can help when a feeling is big.

Prior knowledge

- Term 1: "my bubble" space, the stop signal (sound plus something to see), two-foot jumps with soft landings, first hops.
- Balance, throwing and catching vary a great deal at five. Some children catch a big ball easily; many trap it against their chest; some do not catch yet. Praise watching the ball and having ready hands, not just catches.
- Children already have and show feelings; many know "happy" and "sad". The aim is more words and the idea that you can tell someone.

Lessons

PE lessons are about 25 minutes; the feelings lesson is about 20 minutes and happens in the classroom. Leave a day or two between lessons. The term 1 stop signal is used in every PE lesson.

Lesson	Title	Main activity
1	Statues and wobbles	Still balances on wide and narrow bases
2	Walk the line, bend and freeze	Line walking; jumping and landing on two feet
3	Roll it, throw it, catch it	Rolling, two-handed underarm throws, catching a big ball
4	How do I feel?	Feelings words, how feelings can show, what helps
5	Balance and ball show	Stations circuit and end-of-unit check

Materials (whole class unless noted)

- A hall, playground or cleared space, as in term 1; cones or floor spots for the edge; the stop signal (drum or tambourine plus a raised hand or red card).
- Floor lines: flat tape, or rope taped down so it cannot roll or slide, about 3 metres long, one for every 4-5 children. Floor lines only; no raised beams in this unit.
- Hoops or floor spots (one per child).
- Large, soft balls (about the size of a football or a little bigger; foam or soft playground balls), one per pair. A few softer or bigger balls, or balloons or beanbags, for children who find a ball hard to catch.
- Lesson 4: four or five large picture cards of made-up children showing feelings (drawn, not photos of real pupils), and a "feelings corner" or calm spot if your class has one.

⚠ Safety and access

- **Space and floor:** check for hazards; no running in socks on a slippery floor. Pairs throwing stand well apart from other pairs, all throwing the same way.
- **Medical:** follow each child's plan (asthma, joint, heart, epilepsy, balance or vision conditions). Water available.
- **Balls:** soft balls only; gentle throws from close by; nobody throws at faces. A child may always choose to roll instead of throw, or trap instead of catch.
- **Movement in each child's own way:** children who use a wheelchair, walker or crutches balance, "line walk" and jump in their own way (holding a still seated position while reaching; wheeling along the line; a push-up lift or arm swing for a jump). Any child may hold a wall, rail or partner's hand for one-foot balances. Children with low vision may use a rope they can feel with their feet, a brightly coloured line, or a bell ball or a ball that is rolled rather than thrown.
- **Feelings:** children are never asked to share their own feelings or family events. The lesson uses made-up characters, and any child can say "pass". If a child tells you something worrying, follow your school's safeguarding procedure.
- **Touch:** support by touch (steadying a child) only with the child's agreement.

Assessment

- Lessons 1-3: the teacher watches for still balances, line walking, bend-and-freeze landings, ready hands and watching the ball, and notes them on a class list.
- Lesson 4: listen for feelings words during the card and story talk. No child has to talk about themselves.
- Lesson 5: a 5-part movement and talk check, about 3 minutes per child, with an answer guide. Plan an extra small-group or one-to-one slot in the week to finish per-child checks. Record "yes", "with help" or "not yet".

Sources

- Wikipedia, "Gross motor skill" (read 6 November 2026): https://en.wikipedia.org/wiki/Gross_motor_skill
- Object control skills include throwing, catching and kicking.
- At about five, balance and running improve.
- Children with visual impairments often achieve still (static) balance later, and use objects such as furniture for balance for longer.
- Wikipedia, "Balance (ability)" (read 6 November 2026): https://en.wikipedia.org/wiki/Balance_(ability)
- Balance means keeping the body's centre of mass over the base of support. Some sway is normal even when standing still.
- Balance uses the inner ear, the feel of the body and the floor, and sight.
- Wikipedia, "Emotional literacy" (read 6 November 2026): https://en.wikipedia.org/wiki/Emotional_literacy
- Claude Steiner's parts of emotional literacy begin with knowing your feelings and having a sense of empathy.
- Wikipedia, "Emotion classification" (read 6 November 2026): https://en.wikipedia.org/wiki/Emotion_classification
- Ekman's 1992 study proposed six basic emotions (anger, disgust, fear, happiness, sadness, surprise); whether there are basic emotions, and how reliably faces show them, is debated.
- No health or PE standard was read for this unit.

Known gaps

- No official standard was read. The choice and order of skills is mine, based on the kindergarten year plan.
- The feelings words are a small starting set, not a list of "the" basic emotions. Faces do not always show how someone feels, so the lesson teaches asking as well as looking. Feelings words and how feelings are shown differ between languages and cultures.
- One lesson on feelings is a start, not a wellbeing programme. Schools often have their own approach (a feelings check-in, a calm corner); use yours.
- Kicking is not included; many schools add it here or in term 3.
- Peer check: GPT-6.1 Terra did a bounded text check at fc872d5 (not an educator, safety or accessibility review); the four issues it raised were fixed in 688eddf. See PEERCHECKS.md.

CC0 1.0. Games in this unit were written for it and are also CC0.

Lesson 1: Statues and wobbles

Goal: Children hold still balances on a wide base for a count of five, and try narrower balances, including one foot (holding on is fine).

Length: about 25 minutes.

Materials

- The cleared space, edge cones and stop signal.
- One hoop or floor spot per child.
- A wall, rail or bench to hold for one-foot balances.

Steps

✎ Opening (3 min)

Standing in bubbles. "Stand very still. Are you completely still?" Let children notice tiny wobbles. "Everybody wobbles a little, even grown-ups. Today we find ways to be steadier."

Warm-up (4 min)

Traffic lights from term 1 (jog, walk, freeze on the stop signal), then march on the spot and stretch up tall and curl small.

✎ Main activity: statues (12 min)

1. Wide statues (4 min): move around; on the stop signal, freeze as a statue with feet wide apart. Count to five together. Then try feet together. "Which was easier to keep still?" (Usually feet apart.)
2. Four-point and three-point statues (4 min): hands and knees on the floor (four points), then lift one hand (three points). Count to five. "Now you have fewer points on the floor. Is it wobblier?"
3. One-foot statues (4 min): next to a wall, rail or partner, lift one foot a little and count. Let go only if they want to. Try the other foot.

✓ Discussion questions (4 min)

- When was it easiest to keep still? With feet wide, or lots of points on the floor. (Accept what they noticed; some children find another position easier.)
- What helps you balance on one foot? Holding on, arms out, looking at one spot, going slowly. (Any reasonable idea.)
- Is wobbling bad? No. Everyone wobbles a little; practice makes it smaller.

✓ Closing check (2 min)

"Show me your steadiest statue and hold it while I count to five." Then: "Show me a wobblier one." Look for a wide base for the steady one and a narrower base (fewer points or one foot) for the wobbly one.

Vocabulary

balance, still, wobble, steady, statue

Differentiation

- **Support:** stay with wide statues; count to three; hold a partner's hands.
- **Stretch:** one-foot statue with arms out, then with eyes on a spot on the wall; a "make a bridge" statue on two hands and two feet.
- **Different ways to move:** a seated statue (sit tall, then lift one hand or reach out to one side and hold); wheel and freeze.

⚠ Safety

- Keep statues low and on the floor; no balancing on equipment in this lesson.
- Children with balance or vision conditions may hold on throughout. Do not ask children to close their eyes when balancing.

Teacher notes

- "Wide base is steadier" is what most children will feel, and it matches the idea of keeping the body over what it stands on. Do not insist; if a child says a narrow position felt easier, accept it.

Lesson 2: Walk the line, bend and freeze

Goal: Children walk along a straight floor line, and jump forward from two feet, landing on two feet with bent knees and freezing ("bend and freeze").

Length: about 25 minutes.

Materials

- The cleared space, edge cones and stop signal.
- Floor lines (flat tape, or rope taped down along its whole length so it cannot roll or slide; about 3 metres long), one for every 4-5 children.
- One hoop or floor spot per child.

Steps

✎ Opening (3 min)

Show a floor line. "This is a tightrope, but it's on the floor, so it is low and safe to step off. Can you walk all the way along it?"

Warm-up (4 min)

Traffic lights (jog, walk, freeze), then wide statues from lesson 1 on the stop signal.

✎ Main activity: lines and landings (12 min)

1. Line walking (5 min): in small groups at each line, walk slowly along it, one child at a time. Arms out like wings. Try heel to toe if they want. Then sideways steps along the line.
2. Bend and freeze (7 min): standing behind a floor spot, jump forward with two feet onto or past it. Land on two feet, knees bend, freeze. "Bend and freeze!" Then jump over a floor line, side to side, three times, freezing after each.

✓ Discussion questions (4 min)

- What helped you stay on the line? Going slowly, arms out, looking ahead. (Any reasonable idea.)
- Why do we bend our knees when we land? It makes landing soft and quiet and helps us stop. (Accept "so it doesn't hurt" or "so we don't fall".)
- What does "freeze" mean after a jump? Stay still on two feet before you move again.

✓ Closing check (2 min)

Each child does one jump to a spot and freezes. "Show me bend and freeze." Look for two feet, bent knees and a still finish.

Vocabulary

line, slowly, land, bend, freeze

Differentiation

- **Support:** a wider line (two lines side by side, each taped flat like the others; walk between them); hold an adult's hand; small jumps.
- **Stretch:** walk the line forwards then backwards slowly; jump and land in a hoop; three jumps in a row with a freeze after each.
- **Different ways to move:** wheel along the line; "jump" with a push-up lift or a big arm swing; children with low vision use a rope they can feel with their feet.

⚠ Safety

- Lines are secured flat on the floor: tape, or rope taped down so it cannot roll under a foot. Loose rope can trip children.
- Children can still wobble and fall over even on a floor line. Check the floor is dry, clear and non-slip, and keep lines away from walls, furniture and sharp edges.
- Leave space between groups so children do not jump into each other.
- One child on each line at a time; others wait behind.

Teacher notes

- Many five-year-olds step off the line now and then. "Mostly on the line" is the aim.

Lesson 3: Roll it, throw it, catch it

Goal: Children roll a large ball to a partner, send it with a two-handed underarm throw, and catch or trap a large, soft ball thrown gently from close by.

Length: about 25 minutes.

Materials

- The cleared space, edge cones and stop signal.
- One large, soft ball per pair; a few softer or bigger balls, balloons or beanbags for children who want them.

Steps

✎ Opening (3 min)

Hold up a ball. "When a ball is coming, what do you think your eyes should do?" (Watch it.) "And your hands?" (Get ready.) Show "ready hands": hands out in front, fingers spread, like a big bowl.

Warm-up (4 min)

Traffic lights, then "bend and freeze" jumps from lesson 2 on the stop signal.

✎ Main activity: send and catch (12 min)

Pairs sit or stand about 2 big steps apart, all pairs facing the same way, with space between pairs. On the stop signal, everyone holds their ball still.

1. Roll (3 min): sitting with legs apart, roll the ball to your partner. They stop it with both hands. "Watch it all the way."
2. Two-handed underarm throw (4 min): standing, hold the ball low in two hands, swing it forward and let go so it goes up a little and over to your partner. Gentle. Count three good throws.
3. Catch or trap (5 min): partner makes ready hands. Throw gently. Catch with hands, or hug the ball in to your chest ("trap it"). Both count. If it is too hard, go back to rolling or use a softer ball, balloon or beanbag.

✓ Discussion questions (4 min)

- What helped you catch? Watching the ball, ready hands, a gentle throw, standing close. (Any reasonable idea.)
- If you miss, what can you do? Fetch it, try again, stand a bit closer, ask for a gentler throw.

- What makes a throw easy for your partner to catch? Gentle, to their tummy, not to their face, and when they are ready.

✓ Closing check (2 min)

Each pair shows one gentle throw and one catch or trap to the adult, who walks round and watches a few pairs. Look for watching the ball and hands ready; a trap counts. A catch from an adult throw for every child needs more time: do it later in small groups (or keep it for the lesson 5 check).

Vocabulary

roll, throw, catch, ready hands, gentle

Differentiation

- **Support:** keep rolling; a bigger, softer ball or a balloon (slower); sit closer.
- **Stretch:** take one step back after three good catches; clap once before catching; bounce the ball once to your partner.
- **Different ways to move:** throw and catch seated; roll down a ramp or along a table; a bell ball or bright ball, rolled, for children with low vision.

⚠ Safety

- Soft balls only; throws go to the tummy, never at faces. Pairs keep apart and face the same way so balls do not cross.
- On the stop signal, balls are held still.

Teacher notes

- Trapping against the chest is a normal stage before catching with hands. Praise watching and ready hands first.

Lesson 4: How do I feel?

Goal: Children name feelings (happy, sad, cross or angry, scared, calm), notice that feelings can show in faces and bodies but not always, and say one thing that can help when a feeling is big.

Length: about 20 minutes, in the classroom.

Materials

- Four or five large picture cards of made-up children, each showing one feeling: happy, sad, cross, scared, calm. Drawn pictures, not photos of real pupils.
- A short made-up story (below).
- Your class calm spot, if you have one.

Steps

✎ Opening (3 min)

"Feelings are what we feel inside. Everybody has them, grown-ups too. Today we learn some words for feelings." Show the happy card. "How do you think this child feels?" (Happy.)

✎ Main activity: feelings words (11 min)

1. Feelings cards (5 min): show each card. Children say the word and, if they want, make the face or body shape. Add the word to a class feelings display. Words: happy, sad, cross (or angry), scared, calm.
2. Story (4 min): tell it slowly and pause at each question.

> Sami was building a tall tower of blocks. (How might Sami feel? Maybe happy or proud; accept other ideas if the child can say why.) A ball rolled into it and the tower fell down. (How might Sami feel now? Maybe sad or cross; both are fine.) Then a dog barked very loudly outside. (Now? Maybe scared, or surprised.) Sami's friend helped build the tower again, and they sat together and took slow breaths. (Now? Maybe happy or calm.)

Accept any feeling a child can explain: we can only guess how someone else feels, so "might" is the right word. 3. What helps (2 min): "When a feeling is very big, what can help?" Tell a grown-up or a friend; take slow breaths; have a hug if you want one; go to the calm spot; have a drink of water. Try three slow breaths together.

✓ Discussion questions (4 min)

- Can you always tell how someone feels by looking at their face? Not always. Some people look calm when they are worried, or don't show feelings in their face. You can ask: "Are you OK?"
- Is it OK to feel cross? Yes, all feelings are OK. Hurting people or things is not OK, even when we are cross.

- Can you feel two things at once? Yes, sometimes, like excited and a bit scared on the first day somewhere new.

✓ Closing check (2 min)

Point to two cards in turn: "What's this feeling?" Then: "Tell me one thing that can help when a feeling is big." Any child may answer by pointing to a card or showing a breath.

Vocabulary

feeling, happy, sad, cross, angry, scared, calm

Differentiation

- **Support:** fewer cards (happy, sad, scared); point instead of saying the word; use the class's home-language words alongside.
- **Stretch:** add "excited", "worried" and "surprised"; "What might make Sami feel that way?"
- **Communication:** children can sign, point to a card or use a device. Autistic children and others may show or read feelings differently; never require eye contact or making faces.

⚠ Safety

- Children are not asked about their own feelings or what happens at home. The story and cards are made up. Any child can say "pass".
- If a child tells you something worrying, follow your school's safeguarding procedure.

Teacher notes

- The five words are a starting set, not "the" basic emotions; researchers disagree about whether there are basic emotions and how reliably faces show them (see Sources). The aim is having some words and knowing you can ask and tell.
- Feelings words and how feelings are shown differ between languages and cultures. Welcome words from children's home languages.

Lesson 5: Balance and ball show

Goal: Children use the unit's skills at stations, and the teacher checks each child's balance, landing, catching and feelings words.

Length: about 25 minutes, plus extra time in the week for one-to-one checks (about 3 minutes per child).

Materials

- The cleared space, edge cones and stop signal.
- Four stations: floor lines; floor spots for jumping; soft balls (one per pair); a statue spot next to a wall or rail.
- The feelings cards from lesson 4.
- A class list for recording "yes", "with help" or "not yet".

Steps

✎ Opening (3 min)

"Today we show what our bodies have learned to do. There are four stations. When you hear and see the stop signal, freeze, then move to the next one."

Warm-up (4 min)

Traffic lights, then wide statues on the stop signal.

✎ Main activity: four stations (14 min)

Small groups, about 3 minutes per station, then the stop signal and move on (about 2 minutes in total for changing over).

1. **Statues:** wide statue, then one-foot statue (holding on is fine), count to five.
2. **Line walk:** walk the floor line, then sideways steps.
3. **Bend and freeze:** jump to a spot, land on two feet, freeze.
4. **Catch:** roll, then throw and catch or trap with a partner.

The teacher or another adult stays at one station and starts the checks below.

Closing (4 min)

Back in bubbles. Three slow breaths together. "Which station was your favourite? Which was trickiest?" (Any answer.)

✓ End-of-unit check (one-to-one or in a small group)

About 3 minutes per child. Any child may show in their own way (seated, holding on, wheeling, pointing to a card, signing or using a device).

Part	Ask or watch	Looking for
1	"Show me your steadiest statue while I count to five."	A still hold on a wide base (two feet, or hands and knees).
2	"Now try standing on one foot. Holding on is fine."	Tries; lifts a foot briefly (a few seconds is good at this age).
3	"Jump to that spot and show me bend and freeze."	Two-foot take-off, two-foot landing, bent knees, still finish.
4	Adult throws a large, soft ball gently from about two steps.	Watches the ball, ready hands; catches or traps it.
5	Point to two feelings cards: "What's this feeling?" Then: "What can help when a feeling is very big?"	Names two feelings (e.g. sad, scared); one helpful idea (tell a grown-up, slow breaths, calm spot, a hug if wanted).

Record "yes", "with help" or "not yet" for each part. Part 2 is a "tried it" part: lifting a foot while holding on counts as "yes". Part 5 is about the cards, never about the child's own feelings. The "Looking for" column describes the usual way; a child who shows the skill in their own way (a seated or supported hold, wheeling to the spot, trapping the ball with arms or body, tracking it by sound, pointing or signing) is recorded "yes", with a note of how. "With help" means an adult helped with the skill itself, not that the child used an accessible way of doing it.

Vocabulary

Review: balance, steady, line, land, bend, freeze, catch, ready hands, feelings words.

Differentiation

- **Support:** stations with fewer steps (wide statue only; rolling only).
- **Stretch:** one-foot statue without holding on; catch after one step back.
- **Different ways to move:** as in lessons 1-3.

⚠ Safety

- Same space, ball and touch rules as lessons 1-3. Pairs at the catch station keep apart and face the same way.

Teacher notes

- Use the check to plan term 3, where team games need stopping, sending and catching. Children marked "not yet" for catching can keep using a bigger, softer ball.

Kindergarten Health and PE: Taking Turns, Food and Sleep, and Stop, Look, Listen (5 lessons, about 2 weeks)

> **Unreviewed AI draft.** Written by Claude Opus 5.5 (AI Village), 6 November 2026. No educator has reviewed or classroom-tested this unit. It is not aligned to any official standard. Check space, equipment, food, medical, road-safety and wellbeing notes against your school's rules.
>
> Text-checked by one other agent (Gemini 4 Argon); see Known gaps.

Kindergarten year plan · Term 1 unit: Moving safely, stop and go, and clean hands · Term 2 unit: Balance, jumping, ball skills and feelings words

Big idea

Games work when everyone takes turns and plays together. Our bodies need many kinds of food, water and plenty of sleep. Near roads, we stop, look and listen, and we always cross with a grown-up.

This is the third health and PE unit of the kindergarten year (term 3). It builds on term 1 (own space, the stop signal, clean hands) and term 2 (balance, rolling and throwing, feelings words).

Outcomes

By the end of the unit a student can:

1. Wait for their turn in a small-group game and pass the turn on (for example by handing over a beanbag or tapping the next player's hand).
2. Play a simple team game where everyone works towards one shared goal, and follow its one or two rules.
3. Say that our bodies need many different foods and water, and sort pictures of fruit and vegetables by colour.
4. Put four pictures of a made-up bedtime routine in order, and say that children need lots of sleep to grow, learn and feel well.
5. Show and say the road steps: stop at the kerb, hold a grown-up's hand, look all around and listen, and walk straight across when the grown-up says it is safe, still looking and listening.

Prior knowledge

- Term 1: "my bubble" space, the stop signal (sound plus something to see), clean hands before eating.
- Term 2: rolling and two-handed throws, feelings words (helpful when a game is lost or a turn feels long).
- Waiting is hard at five. Keep groups small (four or five) so that turns come round quickly, and praise good waiting.

- Children already eat, sleep and travel near roads in very different ways. The lessons use made-up characters and pictures; children are never asked what they eat, when they go to bed or how they come to school.

Lessons

PE lessons are about 25 minutes; lessons 3 and 4 are about 20 minutes in the classroom. Lesson 5 is about 25 minutes in a playground with a chalk "road", never on a real road. The term 1 stop signal is used in every PE lesson.

Lesson	Title	Main activity
1	My turn, your turn	Turn-taking games in small groups
2	One team, one goal	Shared-goal team games (fill the hoop, keep the balloon up)
3	Food that helps us grow	Many foods and water; sorting fruit and vegetable pictures by colour
4	Bo the bear goes to bed	Sleep and rest; putting a made-up bedtime routine in order
5	Stop, look, listen	Pretend-road practice in the playground and end-of-unit check

Materials (whole class unless noted)

- A hall, playground or cleared space, as in terms 1 and 2; cones or floor spots for the edge; the stop signal (drum or tambourine plus a raised hand or red card).
- Lessons 1-2: beanbags (about 4 per group of four or five, plus 20-30 for the middle hoop in lesson 2); one hoop per group plus one big hoop or mat for the middle; one large soft ball per group; one balloon per group, plus spares (check for latex allergies; use non-latex balloons or soft beach balls instead if needed).
- Lesson 3: about 20 picture cards of fruit and vegetables in different colours (for example red apple, strawberry, tomato; orange carrot, orange; yellow banana, sweetcorn; green peas, broccoli, cucumber; purple grapes, aubergine/eggplant, plum; brown or white potato, mushroom), one sorting mat with five coloured circles (red, orange or yellow, green, purple, other), each also marked with a shape (see lesson 3), with the same shape drawn in a corner of each matching food card; a picture card of a cup of water. **No food is tasted or handled in this unit.**
- Lesson 4: a teddy bear or bear puppet ("Bo"); four large picture cards of Bo's bedtime (bath or wash, brush teeth, story, lights off in bed); one small set of the same four cards per pair.
- Lesson 5: playground chalk or floor tape for a pretend road (two kerb lines about 4 metres apart), a picture of a grown-up and child holding hands, a pretend "car" (a tricycle or ride-on pushed slowly by an adult, or an adult walking with a cardboard steering wheel), and a class list for the check. Enough adults to hold hands with children in turn (the teacher plus a helper if possible). For the end-of-unit check: a ball, two fruit cards and the cup-of-water card from lesson 3, and a set of Bo cards from lesson 4.

⚠ Safety and access

- **Space and floor:** as in terms 1-2. In lesson 2, children walk (never run) to the middle hoop, and only one child per group goes at a time.
- **Medical:** follow each child's plan. Water available.
- **Food (lesson 3):** pictures only; nothing is tasted, smelled or handled, because of allergies. Foods are never called "good" or "bad", and no child's lunch, home food, body or weight is discussed. Some children may not eat some foods for religious, cultural,

medical or family reasons; all of these are fine. Adapt the picture set to foods your children know.
- **Sleep (lesson 4):** children are not asked when they go to bed or where or with whom they sleep. Bo is made up. Children's homes, rooms and routines differ, and that is fine.
- **Road safety (lesson 5):** practice is on a chalk road in a closed playground only, never on or next to a real road. The "car" moves at walking pace and is driven or pushed by an adult; children never stand in its path. The main message for five-year-olds is: **always cross with a grown-up, holding hands.** This unit does not teach children to cross alone.
- **Countries differ:** traffic drives on the left in some countries and on the right in others, so the lesson says "look all around" rather than "look left first". Use your country's crossing rules and words (kerb/curb, pavement/sidewalk).
- **Movement in each child's own way:** children who use a wheelchair, walker or crutches take turns, play the team games and practise the road steps in their own way (wheeling to the hoop; holding the grown-up's hand or keeping a hand on the wheelchair while the grown-up pushes). Children with low vision can use a bell ball, a bright tape kerb they can feel with their feet, and extra listening practice. Deaf or hard-of-hearing children use the visual stop signal, and in lesson 5 "look all around" carries more of the work; "listen" can be signed or shown, and they hold the grown-up's hand as everyone does.
- **Touch:** holding hands for the road practice is with an adult the child knows; a child who does not want to hold a hand may hold the adult's sleeve or a short loop, or walk with a hand on the wheelchair or pushchair, as many children do on real streets.

Assessment

- Lessons 1-2: the teacher watches for waiting, passing the turn on and following the game rules, and notes them on a class list.
- Lessons 3-4: listen for "many foods", "water" and "sleep helps us grow" during the talk; the closing checks use pointing or speaking.
- Lesson 5: a 5-part road-steps and talk check, about 3 minutes per child, with an answer guide. Plan an extra small-group slot in the week to finish per-child checks. Record "yes", "with help" or "not yet".

Sources

- Wikipedia, "Green Cross Code" (read 6 November 2026): https://en.wikipedia.org/wiki/Green_Cross_Code
- The Green Cross Code is a UK pedestrian road-safety campaign begun in 1970 by what is now the Royal Society for the Prevention of Accidents (RoSPA).
- Its basic tenets, "Stop, Look, Listen, Think", have stayed the same. The 2018 version: think, find the safest place to cross; stop near the kerb; look all around and listen; wait until it is safe and let traffic pass; go straight across, not running or walking diagonally; keep looking and listening while you cross.
- The earlier Kerb Drill was replaced partly because its military style was confusing to children.
- Wikipedia, "Pedestrian safety" (read 6 November 2026): https://en.wikipedia.org/wiki/Pedestrian_safety
- Road traffic crashes kill about 300,000 pedestrians a year; the World Health Organization says crashes are predictable and preventable.

- Responsibility for pedestrian safety is contested; the idea that pedestrians are to blame was partly promoted by motoring lobby groups. (This is why the lesson is about how we keep safe together, not about blaming walkers.)
- Wikipedia, "Sleep" (read 6 November 2026): https://en.wikipedia.org/wiki/Sleep
- Children need many hours of sleep to develop and function, up to 18 hours a day for newborns, declining with age.
- A bedtime routine usually involves rituals such as a bath, brushing teeth and a bedtime story, and a consistent bedtime; it can improve a child's sleep. These look different in different families.
- Wikipedia, "Healthy diet" (read 6 November 2026): https://en.wikipedia.org/wiki/Healthy_diet
- A healthy diet gives the body what it needs, including water; it may contain fruits, vegetables and whole grains, and can be met from many plant-based and animal-based foods.
- Wikipedia, "Turn-taking" (read 6 November 2026): https://en.wikipedia.org/wiki/Turn-taking
- About conversation: speakers take turns, conventions vary by culture, and turn-taking develops very early. Used only as background; the games are mine.
- No health, PE or road-safety standard or official guidance was read for this unit.

Known gaps

- No official standard or road-safety guidance was read; the Green Cross Code is UK-specific. Use your local road-safety guidance and crossing rules.
- No sleep-hours figure for five-year-olds is given, because the source read gives none for this age. Do not invent one; use your health service's guidance if you want a number.
- One lesson each on food and sleep is a start, not a nutrition or sleep programme. Schools often have their own food policy; use it.
- The team games are cooperative on purpose. Many schools add simple competitive relays here; if you do, keep teams small and praise good waiting, not only winning.
- Peer check: Gemini 4 Argon did a bounded text, timing, link, safety and lesson 5 check at 7b62558 (not an educator, safety or accessibility review); timings sum and links resolve. Its four notes (water card in the check; flexible bedtime order; access routes as a full "yes" in the crossing check; shape symbols and low-vision cues on the food cards) were fixed in 30f8485, which Argon also diff-checked the same day (see PEERCHECKS.md). Not reviewed by a teacher.

CC0 1.0. Games, Bo the bear and the routine cards in this unit were written for it and are also CC0.

Lesson 1: My turn, your turn

Goal: Children wait for their turn in a small group, pass the turn on clearly, and say what good waiting looks like.

Length: about 25 minutes, in the hall or playground.

Materials

- Stop signal; cones or spots for the edge.
- One hoop and one large soft ball per group of four or five; 4 beanbags per group.
- A class list for notes.

Steps

✎ Opening (5 min)

Warm-up from term 1: walk, jog and freeze on the stop signal in "my bubble". Then sit in a circle. "Today's games need turns. When it is my turn, I play. When it is your turn, I wait and watch. Then I pass the turn on."

✎ Main activity: turn games (12 min)

1. Pass and say (4 min): groups of four or five sit in small circles. One child holds the ball, says their name (or signs it, or just smiles) and rolls the ball to someone in the group. That child now has the turn. "The ball tells us whose turn it is."
2. Beanbag in the hoop (5 min): each group stands behind a floor line about 2 metres from its hoop. One child at a time throws one beanbag underarm towards the hoop. When all four beanbags are thrown, one child (a different one each round) fetches them and hands them to the next throwers; anyone who has not had a turn yet goes first. Children move the line closer or further for themselves. "Did everyone get a turn?"
3. Tap to pass (3 min): groups stand in a line. The first child does any move (a jump, a hop, a stretch, a spin of the wheels) and taps the next child's hand to pass the turn. The next child copies the move and adds a new one, then taps on. Children may skip adding a move and just copy.

✓ Discussion questions (5 min)

- How did you know it was your turn? The ball or beanbag came to me; someone tapped my hand; it was my place in the line.
- What does good waiting look like? Watching the player, staying in my space, cheering, keeping hands to myself.
- What can help if waiting feels too long? Count the people before me, watch and cheer, take a slow breath (term 2 feelings words: it is OK to feel cross about waiting).

✓ Closing check (3 min)

Show one group playing "pass and say" for one round. Ask the class: "Who has the turn now?" (Whoever has the ball.) "What should everyone else do?" (Wait and watch.) Note children who waited and passed the turn on.

Vocabulary

turn, my turn, your turn, wait, pass, group

Differentiation

- **Support:** groups of three so turns come round faster; an adult sits in the group; a picture card "my turn" that moves with the ball.
- **Stretch:** in "tap to pass", remember and copy two earlier moves.
- **Movement and communication:** a child can roll, push or hand over the ball or beanbag instead of throwing; name-saying can be signed, pointed to on a name card or skipped.

⚠ Safety

- Groups well apart; beanbags thrown only towards the group's own hoop, never at people.
- Fetching happens only when the whole group has thrown.

Lesson 2: One team, one goal

Goal: Children play two games where the whole group works towards one shared goal, follow one or two simple rules, and say how they helped the team.

Length: about 25 minutes, in the hall or playground.

Materials

- Stop signal; cones or spots for the edge.
- One hoop per group of four or five, placed round the edge; one big hoop or mat in the middle with 20-30 beanbags in it.
- One balloon per group, plus spares (non-latex if anyone has a latex allergy), or soft beach balls.

Steps

✎ Opening (4 min)

Warm-up: walk and freeze; then "team statues": on the stop signal, each group makes one shape together (a tall tower, a long snake). "Today the whole team has one goal."

✎ Main activity: shared-goal games (13 min)

1. Fill the hoop (7 min): groups line up behind their own hoop at the edge. Rules: (1) one child from each group at a time; (2) walk, don't run, to the middle, take **one** beanbag, walk back and put it in the hoop, then tap the next child. On the stop signal, everyone freezes and each group counts its beanbags together. Play twice. Second time, the goal is shared by the whole class: "Can we empty the middle hoop together before the drum?" (Count the class total, not the winner.)
2. Keep it up (6 min): groups of four or five stand in a small circle with one balloon. The team goal is to keep it off the floor by tapping it gently upward, each tap by a different person if they can. Count taps together. If it touches the floor, start counting again; nobody is "out". Try to beat the team's own best count.

✓ Discussion questions (5 min)

- What was the team's goal in "keep it up"? To keep the balloon off the floor together, and beat our own best count.
- How did you help your team? Waiting my turn, tapping gently, saying "yours!", cheering, picking up and starting again.
- What did we do when the balloon fell? Started again; nobody was out, and it was nobody's fault.

✓ Closing check (3 min)

"Tell me one rule of 'fill the hoop'." (One child at a time; walk, don't run; one beanbag each time.) "Show me with your thumb: was our class goal reached?" Note children who followed the rules and who helped others.

Vocabulary

team, goal, rule, together, help, best count

Differentiation

- **Support:** one rule only ("walk, don't run"); a buddy walks with a child; bigger, slower balloons.
- **Stretch:** in "keep it up", call the next person's name before tapping.
- **Movement:** a child who uses a wheelchair or walker can wheel to the middle and carry the beanbag on their lap, or the group can bring the hoop closer; balloon taps can be with any body part or a short soft bat. Children with low vision may use a bright beach ball with a bell inside.

⚠ Safety

- Walking only in "fill the hoop"; one child per group in the middle at a time keeps the middle uncrowded.
- Balloons: non-latex if needed; gentle taps; burst balloon pieces picked up at once (a choking risk).

Lesson 3: Food that helps us grow

Goal: Children say that our bodies need many different foods and water, name some fruits and vegetables, and sort fruit and vegetable pictures by colour.

Length: about 20 minutes, in the classroom.

Materials

- About 20 picture cards of fruit and vegetables in different colours, for example:
  - red: apple, strawberry, tomato
  - orange or yellow: carrot, orange, banana, sweetcorn
  - green: peas, broccoli, cucumber
  - purple: grapes, aubergine (eggplant), plum
  - other colours: potato, mushroom
- A sorting mat with five circles, each with a colour and a shape so that children with colour-vision differences can use it too: red circle with a heart; orange-or-yellow circle with a sun; green circle with a leaf; purple circle with a star; white circle with a question mark for "other colours". Draw the matching shape in a corner of each food card too, so children can sort by shape if colours are hard to tell apart. For children with low vision, say each card's colour aloud and make the shapes raised (glue, felt or a sticker) so they can be felt.
- A picture card of a cup of water.
- **No real food.** Nothing is tasted, smelled or handled, because of allergies.

Steps

✎ Opening (3 min)

"Cars need fuel to go. Plants need water and light. What do our bodies need to grow and play?" Take ideas. "Our bodies need lots of different foods, and water to drink, and sleep (next lesson!)."

✎ Main activity: many foods (10 min)

1. Name the pictures (3 min): hold up cards one by one; children name them if they can, in any language. "Is this a fruit or a vegetable?" Accept both for tomato and say that people argue about it.
2. Colour sort (5 min): children come up in turns (practising lesson 1) and put a card on the matching circle. Count each circle together. "Our bodies like lots of different colours of fruit and vegetables, on different days."
3. Water (2 min): show the cup of water. "When we run and play, we get thirsty. Water helps our bodies." Remind the class where they can get water at school.

✓ Discussion questions (5 min)

- Is any one food all our bodies need? No; our bodies need many different foods and water.
- Are some foods good and some bad? We don't say that. Different foods help in different ways, and people eat different foods at home, and that's fine.
- Why do we wash our hands before eating? (Term 1.) To wash away germs we can't see.

✓ Closing check (2 min)

Point to the purple circle: "Name a purple food." (Grapes, aubergine, plum.) Then: "What should we drink when we are thirsty after playing?" (Water.) Any child may answer by pointing to a card.

Vocabulary

food, fruit, vegetable, water, grow, thirsty

Differentiation

- **Support:** three circles only (red, green, other); match a card to a picture already on the circle.
- **Stretch:** "Find two foods that are the same colour but different shapes."
- **Communication:** children may point, sign or use a device; home-language food names are welcome.

⚠ Safety

- Pictures only; no tasting, smelling or handling of food.
- Never discuss children's lunches, home food, bodies or weight. Some children do not eat some foods for religious, cultural, medical or family reasons; say that this is fine.
- Adapt the picture set to foods your children know.

Lesson 4: Bo the bear goes to bed

Goal: Children say that sleep and rest help us grow, learn and feel well, and put four pictures of a made-up bedtime routine in order.

Length: about 20 minutes, in the classroom.

Materials

- A teddy bear or bear puppet, "Bo".
- Four large picture cards of Bo's bedtime: (1) bath or wash, (2) brush teeth, (3) story, (4) lights off in bed. One small set of the same four cards per pair, mixed up.
- Optional: a quiet piece of music for the rest time.

Steps

✎ Opening (3 min)

Bo yawns and rubs its eyes. "Bo is sleepy! Sleep is when our bodies and brains rest. Sleep helps us grow and get ready for a new day. Children usually need more sleep than grown-ups, and babies need the most."

✎ Main activity: Bo's bedtime (10 min)

1. Bo's story (3 min): "This is what Bo does every night. First Bo has a bath. Next Bo brushes its teeth. Then Bo has a story. Last, lights off and Bo goes to sleep." Show each big card as you say it.
2. Mixed-up cards (5 min): mix the big cards. "Oh no, Bo's bedtime is all mixed up!" Pairs put their small cards in order: bath, teeth, story, lights off. Use the words first, next, then, last (this links to computing "clear instructions").
3. Rest time (2 min): children lie down or sit comfortably, close their eyes if they want, and breathe slowly like a sleeping bear while the music plays. "How does your body feel when it rests?"

✓ Discussion questions (5 min)

- Why does Bo need sleep? To rest, grow and feel well; to have energy to play and learn tomorrow.
- What might Bo feel like after not enough sleep? Maybe tired, grumpy or cross, and finding it hard to play (term 2 feelings words; "might").
- Is everyone's bedtime the same? No. Families do bedtime in different ways. Many have a story or a wash, and going to bed at about the same time helps.

✓ Closing check (2 min)

Show the big cards mixed up: "What does Bo do first?" (Bath or wash.) "What does Bo do last?" (Lights off and sleep.) "Why do we need sleep?" (To rest, grow and feel well.) Any child may answer by pointing to a card.

Vocabulary

sleep, rest, tired, bedtime, first, next, then, last

Differentiation

- **Support:** three cards (bath, story, sleep); an adult reads the cards with the pair.
- **Stretch:** add a fifth card of their own (for example pyjamas or a drink of water) and say where it goes.
- **Communication:** pointing, signing or a device are all fine.

⚠ Safety

- Children are never asked when they go to bed, where they sleep or who they sleep with. Bo is made up.
- Rest time is optional: any child may sit and watch instead of lying down.
- If a child tells you something worrying, follow your school's safeguarding procedure.

Lesson 5: Stop, look, listen

Goal: Children practise the road steps on a pretend road in the playground (stop at the kerb, hold a grown-up's hand, look all around and listen, walk straight across when the grown-up says it is safe, keep looking and listening), and finish the end-of-unit check.

Length: about 25 minutes in a closed playground, plus per-child checks (about 3 minutes each) over the week.

Materials

- Playground chalk or tape: two "kerb" lines about 4 metres apart, with the "pavement" (sidewalk) outside them and the "road" between.
- A picture of a grown-up and a child holding hands.
- A pretend "car": a tricycle or ride-on pushed slowly by an adult, or an adult walking with a cardboard steering wheel and saying "brrrm".
- The teacher plus a helper if possible, to hold hands with children in turn.
- The stop signal; a class list for the check.
- For the check: the lesson 2 balloon or ball, two lesson 3 fruit cards and the lesson 3 cup-of-water card, the lesson 4 Bo cards.

Steps

✎ Opening (4 min)

Sit on the "pavement". "Roads are for cars, buses and bikes. They are fast and heavy. Drivers can't always see small people. So near roads we have a rule: **we always cross with a grown-up, holding hands.**" Show the picture. "Today we practise on a pretend road. We never practise on a real road."

✎ Main activity: the road steps (12 min)

1. Teach the steps (3 min) with actions:
    - **Stop** at the kerb (feet together on the pavement, a step back from the line).
    - **Hold hands** with your grown-up.
    - **Look all around** (turn your head both ways and behind) and **listen** (hand to ear).
    - **Wait** if a car is coming; let it go past.
    - **Walk straight across** when the grown-up says it's safe, still looking and listening. Don't run.
2. Practise with the pretend car (7 min): children cross in twos or threes, each holding an adult's hand (or the adult's sleeve, or with a hand on the wheelchair). The adult with the "car" sometimes drives slowly along the road and sometimes waits out of the way; children who are waiting on the pavement watch and call "car coming!" or "it's clear!". The car never drives towards a child, and children never step into the road while it moves.

3. Stop game (2 min): children walk around the playground; on the stop signal they find the nearest kerb line and **stop** a step back from it.

✓ Discussion questions (4 min)

- Who do we cross the road with? A grown-up, holding hands.
- Why do we look and listen? To see and hear cars, bikes and buses; some are quiet, so we look as well as listen.
- Why walk straight across, not run? Running can make us trip; straight across is the shortest way.

✓ Closing check (5 min)

Whole class: "Show me the steps!" Children do the actions together (stop, hold hands, look all around, listen, walk). Then begin the per-child checks.

✓ End-of-unit check (about 3 minutes per child)

Do this in a quiet corner of the playground or hall, one child at a time (or two together), with the class list. Record "yes", "with help" or "not yet".

Part	Ask or show	Answer guide
1	Roll the ball to the child and say "Your turn: roll it back, then it's my turn."	Rolls the ball back (passes the turn on). Any way of passing it is fine.
2	"Tell me one rule of 'fill the hoop'."	One child at a time / walk, don't run / one beanbag.
3	Show two fruit cards and the water card: "Our bodies need lots of different foods and something to drink. What drink?"	Water (saying it or pointing to the water card). Naming a fruit is a bonus.
4	Give the four Bo cards mixed up: "Put Bo's bedtime in order."	Bath or wash, teeth and story in any sensible order (families do these differently), then lights off last. With help is fine.
5	At the pretend kerb: "Show me how we cross the road."	Stops at the kerb, takes the adult's hand (or sleeve, loop, or the adult's hand on the wheelchair), looks all around and listens (or shows or signs "listen"), waits for the grown-up to say it is safe, walks or wheels straight across. Each of these routes is a full "yes".

A child may answer by pointing, signing, showing or using a device. Any movement in the child's own way counts.

Vocabulary

road, kerb (curb), pavement (sidewalk), stop, look, listen, safe, cross

Differentiation

- **Support:** fewer steps (stop, hold hands, look); the adult says the words while the child does the actions.
- **Stretch:** "What if a ball rolls into the road?" (Stop; don't chase it; tell a grown-up.)
- **Access:** deaf or hard-of-hearing children rely more on looking, and "listen" can be shown or signed; children with low vision use a bright tape kerb they can feel and extra listening; wheelchair users stop a wheel's width back from the line.

⚠ Safety

- Pretend road in a closed playground only. Never practise on or next to a real road.
- The "car" moves at walking pace, is controlled by an adult and never drives towards a child.
- The message is always "cross with a grown-up". This lesson does not teach children to cross alone.
- Traffic drives on the left in some countries and on the right in others; use your local crossing rules and words.

Grade 1 Health and PE: Moving and Dodging: Travelling, Warming Up and Safe Tag (5 lessons, about 3 weeks)

> **Unreviewed AI draft.** Written by Claude Opus 5.5 (AI Village), 9 November 2026. No educator has reviewed or classroom-tested this unit. It is not aligned to any official standard. Check space, footwear, medical and contact notes against your school's rules. Text-checked by one other agent (Gemini 4 Argon); see Known gaps.

Back to the grade 1 year plan - Term 1

Big idea

Our bodies can travel in many ways, along many paths, and change direction quickly. A short warm-up that starts gently and gets faster gets us ready to move. In chasing games we keep each other safe with our space, a gentle tag and rules that give everyone a turn.

This is the first health and PE unit of the grade 1 year (term 1). It builds on the kindergarten units: "my bubble" space, the stop signal and soft landings from Moving safely, stop and go, and clean hands, and taking turns from Taking turns, food and sleep, and stop, look, listen. Term 2 (planned) goes on to throwing, kicking and catching.

Outcomes

By the end of the unit a student can:

1. Travel in at least four ways (for example walk, jog, gallop, side-step, hop, or their own way of wheeling or moving) and change between them on a signal.
2. Follow a straight, curvy or zigzag pathway shown on a card.
3. Dodge: change direction quickly to get past a cone or away from a partner without touching anyone.
4. Say what a warm-up is for ("to get my body ready") and that it starts gently and gets faster; lead one move of the class warm-up.
5. Play a tag game safely: a gentle "butterfly tag" on the shoulder, upper arm or upper back only; keeping to the space; following the game's rules.

Prior knowledge

- From kindergarten: "my bubble" space, freezing on the stop signal, two-foot jumps with soft landings, and taking turns.
- Most six-year-olds can walk, run and jump; galloping and side-stepping are usually possible, and hopping and skipping are still developing. Skipping usually keeps improving between about 7 and 12, so many children will not skip yet. Praise trying and their own way of moving.
- Many children already play chasing games at break time, often with their own rules. The unit uses that knowledge and adds safety rules.

Lessons

PE lessons are about 30 minutes (opening 3, warm-up 5, main 15, discussion 4, closing check 3). Leave a day or two between lessons. The stop signal from kindergarten is used in every lesson, and the class warm-up from lesson 2 starts lessons 3-5.

Lesson	Title	Main activity
1	Many ways to travel	Travelling words, pathway cards, high and low
2	Wake up, body!	Building a class warm-up that starts gently and gets faster
3	Dodge and swerve	Zigzag cones, side-steps and a "shadow and dodge" partner game
4	Safe tag	Butterfly tag, safe hoops and rotating taggers
5	Moving and dodging show	Stations and a one-to-one check

Materials (whole class unless noted)

- A hall, playground or cleared space with clear edges, at least a couple of metres from walls and furniture. Cones or floor spots to mark the edge.
- The stop signal from kindergarten, both heard and seen: a drum or tambourine plus a raised hand or a red card with a square.
- A class list for notes (every lesson). Water available in every lesson.
- Ear defenders and a quiet spot at the edge for children who need them (every lesson).
- Lesson 1: eight large travel cards, each with a word and a simple stick picture (walk, jog, gallop, side-step, hop, jump, tiptoe, "your own way"); three large pathway cards with a thick drawn line (straight, curvy, zigzag); a set of the three pathway cards (smaller copies) per group of four; floor tape or chalk to lay one example of each path; blank small cards and a pencil per group for early finishers.
- Lesson 2: six large warm-up cards with a word, a stick picture and dots from 1 (gentle) to 3 (faster), so the order can be read without colour: march (1), arm circles (1), knee lifts (2), side-steps (2), leg swings holding a wall or partner (2), jog gently (3); a set of the six cards (smaller copies) per group of four; the lesson 1 travel cards.
- Lesson 3: the large warm-up cards; about 20 cones or floor spots for zigzag lanes (five per lane, four lanes, about 1.5 metres apart); four lane-start floor spots.
- Lesson 4: the large warm-up cards; three to four tagger bibs (or soft sashes), each also marked with a big star shape so taggers can be seen without colour; six hoops or floor spots as safe "dens"; a large "where to tag" picture card (a body outline with the shoulders, upper arms and upper back shaded and the head, face and neck crossed out) and a second, plain body-outline card with no shading for checks; a timer with a second hand for the teacher; one or two short, soft foam noodles (about 50 cm); if touch tag is not allowed, one soft cloth "tail" (about 40 cm) per child.
- Lesson 5: the travel, pathway and warm-up cards (large and small sets); about 10 cones or floor spots and two lane-start spots for two zigzag lanes; two tagger bibs, three dens, the "where to tag" and plain outline cards, the foam noodles (and tails if used); three station signs with a picture (travel, dodge, tag); the timer.
- For blind or low-vision children: a sighted guide partner (every lesson); a raised-line copy of each pathway card (a line of dried glue on card); glue dots on the small warm-up cards; a small bell or shaker for the guide to sound before each turn in the zigzag.

⚠ Safety and access

- **Space and floor:** check the space for hazards before each lesson. Trainers or bare feet on a suitable surface, as your school allows; no socks on a slippery floor. Mark edges well away from walls.
- **Medical:** check records for conditions that affect exercise (asthma, heart, joint, epilepsy, diabetes) and follow each child's plan; keep inhalers to hand. Children can rest at the edge whenever they need to.
- **Stop signal for everyone:** always give it as a sound and as something to see, so deaf children and children who are not looking both get it.
- **Contact:** tags are a gentle tap with an open hand on the shoulder, upper arm or upper back only; never the head, face or neck; no pushing, pulling or grabbing clothes. Any child may choose not to be tagged by hand and use a foam noodle tag instead (or be tagged that way), with no reason needed.
- **Moving in your own way:** children who use a wheelchair, walker or crutches travel, dodge and tag in their own way (wheeling, turning, a foam noodle tag). Blind or low-vision children can travel with a sighted guide partner (holding hands, an elbow, or a short soft loop held by both) and can be told about the pathways by touch with a raised-line card (glue lines on card) as well as by walking them with the guide. Children who find noise or crowds hard can have ear defenders, a quiet spot at the edge and a smaller group.
- **Everyone keeps playing:** no tag game in this unit knocks children out; being tagged means a short job (freeze, or swap roles), then back in.
- **Feeling your heart:** in lesson 2 children may put a hand on their own chest to feel their heart. This is opt-in; children who do not want to can notice breathing or feeling warm instead.

Assessment

- Lessons 1-4: the teacher watches for changing travel on a signal, following a pathway, dodging without touching and gentle tags in the right place, and notes it on a class list.
- Lesson 5: a one-to-one check with five parts and an answer guide (about 4 minutes per child). Plan extra small-group or one-to-one slots in the week to finish the checks; some children show more when the whole class is not watching.

Sources

- Wikipedia, "Warming up" (read 9 November 2026): https://en.wikipedia.org/wiki/Warming_up
- A warm-up generally has a gradual increase in intensity (a "pulse raiser"), joint mobility exercise and stretching, followed by the activity; warm-ups should be specific to the activity.
- Dynamic stretching (moving a body part through its range) is recommended as part of a warm-up; static stretching held too long may weaken muscles and is not recommended as part of a warm-up.
- Evidence on warm-ups preventing injury is mixed; a 2010 meta-analysis found improved performance in about four-fifths of studies.
- Wikipedia, "Tag (game)" (read 9 November 2026): https://en.wikipedia.org/wiki/Tag_(game)

- Many variants; safe areas ("base", "den") where players cannot be tagged; freeze tag, where tagged players stay still until a free player unfreezes them.
- Some schools ban tag over injuries, rough play and complaints that it can lead to harassment; some allow only supervised tag with "butterfly tagging", a light tap on the shoulders, arms or upper back.
- A quoted president of the US National Association for Sport and Physical Education said teachers must modify rules, choose boundaries and keep pupils safe, and emphasise tag games that develop participation, fair play and cooperation.
- Wikipedia, "Gross motor skill" (read 9 November 2026): https://en.wikipedia.org/wiki/Gross_motor_skill
- By 5, balance and running have improved; between about 7 and 12 children's running speed increases and they get better at skipping.
- The grade 1 year plan (health and PE, term 1).
- No health or PE standard was read for this unit.

Known gaps

- No official standard was read. The choice and order of skills is mine, based on the grade 1 year plan.
- Sources on warm-ups and injury disagree, so the unit says a warm-up "gets your body ready" and does not promise that it stops injuries.
- The unit uses moving stretches (leg swings, arm circles) and no long held stretches, following the warm-up source; check this against your school's PE guidance.
- Tag rules differ between schools; some do not allow tag. Lesson 4 can be played as "tail tag" (taggers pull a cloth tail tucked into the waistband, no touching) if touch tag is not allowed.
- Skipping is only offered as a try; many grade 1 children will not skip yet.
- Pacing is untested; a class new to the space may need two sessions for lesson 4.
- Gemini 4 Argon text-checked the README and lessons 1-5 at 1b0b206 on 9 November 2026 (timings, links, counts, the warm-up order, safety and access routes were consistent); three notes (a plain outline card for the tag checks, tail-tag answer guides, water and ear defenders in every lesson's materials) were fixed in 8a891cb, which Argon also diff-checked the same day (see PEERCHECKS.md). This is a peer check by an AI agent, not an educator review.
- The order of lessons, the games and the timings are my choice, not taken from a source.

CC0 1.0. Games, cards and the warm-up in this unit were written for it and are also CC0.

Lesson 1: Many ways to travel

Unit overview - Next: Lesson 2

Goal: Children travel in at least four ways, change on a signal, and follow straight, curvy and zigzag pathways while keeping their own space.

Length: about 30 minutes.

Materials

- The cleared space and edge cones or floor spots.
- The stop signal (drum or tambourine plus a raised hand or red card with a square).
- Eight large travel cards, each with a word and a stick picture: walk, jog, gallop, side-step, hop, jump, tiptoe, "your own way".
- Three large pathway cards with a thick drawn line: straight, curvy, zigzag.
- A set of the three pathway cards (smaller copies) per group of four.
- Floor tape or chalk to lay one example of each path.
- For blind or low-vision children: a raised-line copy of each pathway card (a line of dried glue on card), and a sighted guide partner.
- Blank small cards and a pencil per group (early finishers).
- Water.
- Ear defenders and a quiet spot at the edge for children who need them.
- A class list for notes.

Steps

✎ Opening (3 min)

Sitting at the edge. "In kindergarten we learned our bubble and the stop signal. Show me your bubble with your arms. Now freeze!" (give the signal). "Today we find lots of different ways to travel."

Warm-up (5 min)

Walk in the space, then march, then jog gently, freezing on the signal three or four times. "Bubbles safe? Who is moving into the empty spaces, not following a friend?"

✎ Main activity (15 min)

1. **Travel cards (6 min).** Hold up one card at a time, say the word, and show it. Children travel that way until the stop signal. Try walk, jog, gallop (one foot always in front, like a horse), side-step (step together sideways, facing the same way), tiptoe, jump, hop (holding a partner's hand or the wall is fine), and "your own way". Children who use a wheelchair, walker or crutches show each card in their own way (fast and slow wheeling, turning, a big arm swing for "jump").
2. **High and low (3 min).** Travel tall (on tiptoe, arms up) and small (crouched walk, or leaning low in a chair). Change on the signal.

3. **Pathways (6 min).** Show the three pathway cards and walk each one on the taped or chalked example. Groups of four get a set of small cards; one child holds up a card and the others travel that path in the space, then swap the card holder. Blind or low-vision children trace the raised-line card with a finger, then walk the path with their guide.

✓ Discussion questions (4 min)

- "Which way of travelling was fastest? Which was slowest?" (Answer guide: usually jogging is fastest and tiptoe or crouching is slowest; accept what children noticed.)
- "How did you keep your bubble when everyone was zigzagging?" (Answer guide: looking up, going into empty spaces, slowing down near others; any sensible safety idea.)

✓ Closing check (3 min)

Hold up a travel card and a pathway card together (for example "gallop" + "curvy"); children travel that way until the stop signal. Do three pairs. (Answer guide: watch who changes travel and path to match both cards and stops without bumping; note it on the class list.)

Vocabulary

travel, walk, jog, gallop, side-step, hop, tiptoe, pathway, straight, curvy, zigzag, high, low

Differentiation

- Support: travel beside an adult or partner; use only two cards at a time; walk every path before trying it faster.
- Stretch: make up a new way to travel and teach it to the group; try a skip (step-hop, step-hop) as an extra card.
- Early finishers in the pathway groups: draw a new pathway on a blank small card (a spiral, a wave) for the group to try.

⚠ Safety

- Galloping and hopping can tire legs quickly; keep each turn short.
- Hopping is a try, not a test. Holding on is fine, and children may hop on either foot.
- Cards are read aloud and shown, so children who cannot read yet, and deaf children, both get them.

Teacher notes

- "Side-step" here means stepping sideways and bringing the feet together; it comes back in lesson 3 for dodging.

Lesson 2: Wake up, body!

Unit overview - Previous: Lesson 1 - Next: Lesson 3

Goal: Children learn that a warm-up gets the body ready, that it starts gently and gets faster, and they put a class warm-up in order.

Length: about 30 minutes.

Materials

- The cleared space and edge cones or floor spots.
- The stop signal (drum or tambourine plus a raised hand or red card with a square).
- Six large warm-up cards with a word, a stick picture and dots: march (1 dot), arm circles (1 dot), knee lifts (2 dots), side-steps (2 dots), leg swings holding a wall or partner (2 dots), jog gently (3 dots).
- A set of the six warm-up cards (smaller copies) per group of four.
- The eight travel cards from lesson 1 (for the warm-up).
- For blind or low-vision children: raised dots (glue dots) on the small warm-up cards so the order can be felt.
- Water.
- Ear defenders and a quiet spot at the edge for children who need them.
- A class list for notes.

Steps

✎ Opening (3 min)

Sitting. "Who has seen a cat wake up? It stretches and moves slowly first, then it can run." Ask: "What do you think a warm-up is?" (Accept ideas.) Say: "A warm-up gets our bodies ready to move. It starts gently and gets faster."

Warm-up (5 min)

Use the lesson 1 travel cards: walk, then side-step, then gallop gently, freezing on the signal. "This was a warm-up too. Did it start gently?"

✎ Main activity (15 min)

1. **Learn the moves (5 min).** Show each large warm-up card and do it together for about 20 seconds: march on the spot; arm circles (small, then bigger, forwards then backwards); knee lifts (marching high); side- steps across the space and back; leg swings (hold the wall or a partner, swing one leg gently forwards and back, then the other); jog gently. Point out the dots: one dot is gentle, three dots is faster. Children in a wheelchair do arm circles, shoulder rolls and pushing forwards and back; any child may do the moves seated.

2. **Feel the change (3 min).** After the jog, freeze. "Put a hand on your chest if you want to. Can you feel your heart? Is it faster than when we sat down?" (Usually yes.) Children who prefer not to can notice their breathing or feeling warmer.
3. **Order the warm-up (7 min).** Groups of four get the six small cards and put them in an order that starts gently and gets faster (one-dot cards first, three-dot card last). Each group then leads its warm-up once while the class follows, about 10 seconds a move. Blind or low-vision children feel the glue dots to sort the cards.

✓ Discussion questions (4 min)

- "Why do we start gently, not with our fastest running?" (Answer guide: so our bodies get ready step by step; to warm up our muscles slowly; accept sensible ideas.)
- "When else might people warm up?" (Answer guide: before sport, before dancing, singers before singing; any reasonable example.)

✓ Closing check (3 min)

Hold up three warm-up cards out of order (for example jog gently, march, knee lifts). "Which comes first, and which comes last?" Children point or say. (Answer guide: march first (1 dot), knee lifts next (2 dots), jog gently last (3 dots). Note who orders them correctly.)

Vocabulary

warm-up, gently, faster, heart, breathing, ready, muscles

Differentiation

- Support: sort only three cards (one of each dot number); do the moves next to an adult.
- Stretch: add a move of their own and decide how many dots it gets.
- Early finishers: practise leading the class warm-up in a clear loud voice or with clear signs.

⚠ Safety

- Leg swings are always done holding a wall or a partner, and gently.
- No long held stretches in this warm-up; we keep moving.
- Feeling your heart is opt-in. Never ask a child to touch someone else's chest.
- Water available; children with asthma follow their plan and may rest.

Teacher notes

- The source we used says a warm-up builds up gradually and includes moving stretches; it also says evidence on warm-ups preventing injury is mixed. So say "gets our bodies ready", not "stops us getting hurt".
- Keep the class warm-up from this lesson; it starts lessons 3-5.

Lesson 3: Dodge and swerve

Unit overview - Previous: Lesson 2 - Next: Lesson 4

Goal: Children change direction quickly to get past a cone or away from a partner, without touching anyone.

Length: about 30 minutes.

Materials

- The cleared space and edge cones or floor spots.
- The stop signal (drum or tambourine plus a raised hand or red card with a square).
- The six large warm-up cards from lesson 2.
- About 20 cones or floor spots for zigzag lanes (five per lane, four lanes), placed about 1.5 metres apart in a zigzag.
- Four lane-start floor spots.
- For blind or low-vision children: a sighted guide partner; a small bell or shaker for the guide to sound at each turn.
- Water.
- Ear defenders and a quiet spot at the edge for children who need them.
- A class list for notes.

Steps

✎ Opening (3 min)

Sitting. "Have you ever had to move quickly out of the way, like when a ball rolls towards you or someone runs past?" Show a dodge: walk forwards, plant one foot, push off it and go the other way. "That's a dodge. Today we learn to dodge and swerve."

Warm-up (5 min)

The class warm-up from lesson 2, led by one group using the large cards.

✎ Main activity (15 min)

1. **Zigzag lanes (6 min).** Groups line up at the four lane-start spots. One child at a time walks the zigzag, going round each cone, then jogs back down the side of the lane to the start. Second turn: side-step the zigzag. Third turn: jog it, "push off your outside foot to turn". Next child starts when the one in front reaches the second cone.
2. **Shadow and dodge (6 min).** Pairs, in their own part of the space. One is the "shadow", one the "dodger". The dodger moves slowly and changes direction; the shadow tries to stay close, about one big step away, with no touching. On the signal, freeze: "Shadows, could you reach your dodger with one step?" Swap roles. Then speed up a little.

3. **Fake and go (3 min).** Pairs again: the dodger leans one way, then goes the other. Shadows try not to be fooled. Swap.

✓ Discussion questions (4 min)

- "What helped you dodge quickly?" (Answer guide: bending knees, small fast steps, pushing off one foot, looking where you want to go, leaning one way and going the other; accept what children noticed.)
- "How did you keep from touching your partner?" (Answer guide: watching them, slowing down, keeping a step away; any sensible idea.)

✓ Closing check (3 min)

Each child, in their lane, does one jogged zigzag (or one moved in their own way). (Answer guide: watch who changes direction at every cone without knocking cones or touching others; note it on the class list.)

Vocabulary

dodge, swerve, change direction, zigzag, push off, fake, shadow

Differentiation

- Support: walk the zigzag only; widen the gaps between cones to about 2 metres; an adult is the shadow.
- Stretch: put the cones closer (about 1 metre); dodge in a "fake and go" without looking at the floor.
- Wheelchair users: zigzag with wider spacing (about 2 metres); in shadow and dodge, turn and change direction in their own way.
- Blind or low-vision children: walk or jog the zigzag with a guide, who sounds the bell or shaker just before each turn.
- Early finishers: help reset knocked cones.

⚠ Safety

- Lanes are spaced at least 3 metres apart, and children return down the outside of their own lane.
- Shadows never grab or touch; it is a game of staying close, not catching.
- Quick turns are hard on a slippery floor; walk them if the floor is not grippy.

Teacher notes

- Watch for children who turn by stopping completely. Show the bent knees and push off the outside foot, but praise any safe turn.
- Lesson 4 uses these dodges in a tag game.

Lesson 4: Safe tag

Unit overview - Previous: Lesson 3 - Next: Lesson 5

Goal: Children play tag safely: gentle butterfly tags in the right place, keeping to the space, using dodges, and following rules that give everyone a turn.

Length: about 30 minutes.

Materials

- The cleared space and edge cones or floor spots.
- The stop signal (drum or tambourine plus a raised hand or red card with a square).
- The six large warm-up cards from lesson 2.
- Three to four tagger bibs (or soft sashes), each also marked with a big star shape so taggers can be seen without colour.
- Six hoops or floor spots as safe "dens".
- A large "where to tag" picture card: a body outline with the shoulders, upper arms and upper back shaded, and the head, face and neck crossed out.
- A second, plain body-outline card with no shading, for the closing check.
- A timer with a second hand for the teacher.
- One or two short, soft foam noodles (about 50 cm) for tagging from a wheelchair or for children who choose noodle tags.
- If touch tag is not allowed at your school: one soft cloth "tail" (about 40 cm) per child, tucked loosely into the waistband at the back.
- For blind or low-vision children: a sighted guide partner.
- Water.
- Ear defenders and a quiet spot at the edge for children who need them.
- A class list for notes.

Steps

✎ Opening (3 min)

Sitting. "Who plays chasing games at break time? What are they called?" (Accept names: tag, tig, it, chase.) "Some chasing games can end with someone getting hurt or upset. Today we learn to play a safe tag where everyone gets to play the whole time."

Warm-up (5 min)

The class warm-up from lesson 2, then one minute of the zigzag dodges from lesson 3 in the open space.

✎ Main activity (15 min)

1. **Safe tag rules (3 min).** Show the "where to tag" card. "A butterfly tag is a gentle tap with an open hand, like a butterfly landing, on the shoulder, upper arm or upper back. Never the head, face or neck. No pushing, pulling or grabbing clothes." Practise: each

child gives a partner one butterfly tag on the upper arm, and says "too hard" or "just right". Any child can say "noodle, please" and be tagged only with the foam noodle; no reason needed.

2. **Freeze tag with dens (10 min).** Three or four taggers wear the star bibs. Tagged players freeze with arms out wide. A free player unfreezes them by gently tapping their hand. The six hoops are dens: one child per den, and only while you count to five, then out. Every 60 seconds, give the stop signal and give the bibs to new taggers, so every child who wants a turn as tagger gets one. Nobody is ever out.
3. **Check the rules (2 min).** Stop. "Hands up if you got a butterfly tag that was too hard." Talk about it calmly, without blaming, and play one more round.

✓ Discussion questions (4 min)

- "Why do we change the taggers every minute?" (Answer guide: so everyone gets a turn; so taggers don't get too tired; so it is fair.)
- "What makes tag fun and safe for everyone?" (Answer guide: gentle tags, only on shoulder, upper arm or upper back; staying in the space; no one is out; dens; stopping on the signal; any sensible idea.)

✓ Closing check (3 min)

Show the plain body-outline card (no shading). "Point to where a butterfly tag goes." Then: "Tell your partner one rule of safe tag." (Answer guide: shoulder, upper arm or upper back; rules such as gentle open hand, never head, face or neck, no pushing or grabbing, nobody is out, stop on the signal. If your class plays tail tag: point to where the tail is tucked, at the back of the waist; rules such as pull only the tail, never touch the body, hand the tail back. Note who points to the right place and names a rule.)

Vocabulary

tag, tagger, butterfly tag, gentle, den, freeze, unfreeze, fair, rule

Differentiation

- Support: play in a smaller space with one tagger and an adult beside the child; walking-only tag.
- Stretch: taggers work as a team and choose who chases whom; free players try "fake and go" dodges from lesson 3.
- Wheelchair users: tag with a foam noodle; dens can be any floor spot they can reach; if needed, play a "walking pace" round where everyone walks.
- Blind or low-vision children: play with a sighted guide partner, both holding hands; the pair counts as one player and swaps who chooses where to go.
- Children who find the game too much: be the "den keeper" who counts to five aloud, or the timekeeper with the teacher, and join when ready.

⚠ Safety

- Taggers jog, never sprint, in a shared space; if bumps start, play a walking round.
- Mark the edges well away from walls and poles; nobody runs near the edges.
- Respect "noodle, please" every time.
- If touch tag is not allowed, play "tail tag": taggers pull a tail instead of tagging, then hand it back; nobody touches a body.

Teacher notes

- Some schools restrict tag because of injuries and children feeling picked on. Supervised tag with butterfly tags, dens and no one being out is one way to keep the fun and lower those risks; follow your school's rules.
- Watch who never asks to be tagger and offer them a turn quietly.

Lesson 5: Moving and dodging show

Unit overview - Previous: Lesson 4

Goal: Children show what they have learned at three stations, lead the warm-up, and take part in a short one-to-one check.

Length: about 30 minutes, plus one-to-one check slots in the week.

Materials

- The cleared space and edge cones or floor spots.
- The stop signal (drum or tambourine plus a raised hand or red card with a square).
- The eight travel cards and three large pathway cards from lesson 1, and a set of small pathway cards.
- The six large warm-up cards from lesson 2, and the small sets (one per group of four).
- About 10 cones or floor spots for two zigzag lanes, and two lane-start floor spots (from lesson 3).
- Two tagger bibs with stars, three hoops or floor spots as dens, the "where to tag" card, the plain body-outline card and one or two foam noodles (from lesson 4); tails if your school uses tail tag.
- Three station signs with a picture: travel, dodge, tag.
- A timer with a second hand for the teacher.
- For blind or low-vision children: the raised-line pathway cards, glue-dot warm-up cards, a sighted guide partner and a bell or shaker.
- Water.
- Ear defenders and a quiet spot at the edge for children who need them.
- A class list for notes, and the one-to-one check below.

Steps

✎ Opening (3 min)

Sitting. "This is our show lesson. You will show your travelling, your dodging and your safe tag, and one group will lead the warm-up."

Warm-up (5 min)

A group chosen in advance leads the class warm-up with the small cards, in the order the group chose. Any child can lead a move by doing it, by saying it, or by holding up the card.

✎ Main activity: stations (15 min)

Three groups rotate every 5 minutes on the stop signal.

1. **Travel station.** One child holds up a travel card and a pathway card together; the others travel that way. Swap the card holder each time.

2. **Dodge station.** Two zigzag lanes: walk, side-step, then jog the zigzag; then "shadow and dodge" in pairs.
3. **Tag station.** Freeze tag with dens in a small space, two taggers, swapping bibs every minute. An adult stays at this station.

The teacher moves between stations, noting on the class list.

✓ Discussion questions (4 min)

- "What can you do now that you couldn't do at the start?" (Answer guide: any honest answer: gallop, side-step, zigzag, dodge, gentle tags, lead the warm-up.)
- "What would you teach a younger child about safe tag?" (Answer guide: butterfly tags on the shoulder, upper arm or upper back; no pushing; nobody is out; stop on the signal.)

✓ Closing check (3 min)

Class warm-down: walk slowly in the space, then march on the spot more and more slowly, then stand still and take three slow breaths. "Is your body calmer now?" (Answer guide: children show a thumb up, middle or down, or say it. This is a feelings check, not a right or wrong answer.)

One-to-one check (about 4 minutes per child)

Do this with one child at a time, at the edge of the space during stations or in a separate slot. Children show in their own way; moving in their own way counts as success.

1. **Travel.** Show four travel cards one at a time (for example walk, gallop, side-step, "your own way"). (Answer guide: travels in each way, or their own version of it, and changes on request.)
2. **Pathway.** Show the zigzag card. "Travel this path to the cone and back." (Answer guide: clear changes of direction, not a straight line.)
3. **Dodge.** Set three cones in a zigzag. "Go round the cones and come back." (Answer guide: changes direction at each cone without knocking them over; speed does not matter.)
4. **Warm-up.** "What is a warm-up for? Does it start gently or fast?" (Answer guide: "to get my body ready" or similar; starts gently and gets faster. Children may point to the one-dot and three-dot cards instead of speaking.)
5. **Safe tag.** Show the plain body-outline card (no shading). "Point to where a butterfly tag goes, and tell me one safe tag rule." (Answer guide: shoulder, upper arm or upper back; a rule such as gentle open hand, never head, face or neck, no pushing, nobody is out. If your class plays tail tag: the back of the waist, where the tail is tucked; a rule such as pull only the tail, never touch the body, hand the tail back.)

Vocabulary

travel, pathway, dodge, warm-up, warm-down, butterfly tag, station

Differentiation

- Support: an adult travels with the child at stations; in the one-to-one check, the child may copy the adult first, then try alone.
- Stretch: lead the dodge station and set new cone spacing; invent a new tag rule that keeps everyone safe and explain it.
- Non-speaking children answer checks 4 and 5 by pointing to cards or by signing.
- Early finishers at a station: help reset cones or hold the cards.

⚠ Safety

- Same rules as lessons 1-4: stop signal seen and heard, butterfly tags only, "noodle, please" respected, nobody out, jog not sprint.
- An adult stays at the tag station.
- Water available; children may rest at the edge.

Teacher notes

- The warm-down is not in the earlier lessons; it is a calm end to the unit and can be used after any later PE lesson.
- Keep the travel, warm-up and "where to tag" cards; term 2 (planned) uses the warm-up again.

Grade 1 Health and PE: Throw, Catch, Kick and Calm Down (5 lessons, about 3 weeks)

> **Unreviewed AI draft.** Written by Claude Opus 5.5 (AI Village), 9 November 2026. No educator has reviewed or classroom-tested this unit. It is not aligned to any official standard. Check space, equipment, medical and wellbeing notes against your school's rules. Text-checked by two other agents (Gemini 4 Argon, GPT-6.1 Terra); see Known gaps.

Back to the grade 1 year plan - Term 2

Big idea

We can send and receive objects: throw a beanbag to a target, catch something coming towards us, and kick a ball along the ground to where we want it to go. These skills get better with practice, and missing is part of practising. When a feeling gets big (for example when we keep missing), there are things we can try that may help us calm down, and a grown-up we can tell.

This is the second health and PE unit of the grade 1 year (term 2). It builds on Balance, jumping, ball skills and feelings words from kindergarten (rolling, a two-handed underarm throw, catching a big ball, five feelings words) and on the grade 1 term 1 unit Moving and dodging (the class warm-up, the stop signal and lanes). Term 3 goes on to games with fair rules, teeth, medicines and asking for help.

Outcomes

By the end of the unit a student can:

1. Throw a beanbag underarm towards a target, stepping forward with the foot opposite the throwing hand (or in their own way), so that it lands in or near a hoop about 3 metres away.
2. Catch a scarf they toss up themselves, and catch (or trap against the body) a large soft ball thrown gently from about 2 metres, with "ready hands" and eyes on the ball (or an agreed alternative, such as stopping a rolled bell ball by listening).
3. Kick a still ball along the ground with the inside of the foot through a cone gate about 3 metres away (or send it in their own way), and stop a gently rolled ball.
4. Say how a character in a made-up story might feel, using a feelings word (the kindergarten words or the new words frustrated, worried, proud and excited).
5. Show or tell two ways to calm down that may help when a feeling is big (for example slow breaths, counting to five, squeeze and let go, going to the calm spot, telling a grown-up you trust).

Prior knowledge

- From kindergarten: rolling a big ball to a partner, a two-handed underarm throw, catching or trapping a big soft ball from close by, and the words happy, sad, cross or angry, scared and calm, with one thing that can help when a feeling is big (from the story of Sami's tower).
- From grade 1 term 1: the class warm-up, the stop signal (heard and seen), lanes, and moving in your own way.

- Throwing, catching and kicking vary a great deal at six. Many children still catch by trapping the ball against their chest, and many throw without stepping forward yet. These skills usually keep improving for years. Praise watching the target or ball and "ready hands", not just hits and catches.

Lessons

PE lessons are about 30 minutes (opening 3, warm-up 5, main 15, discussion 4, closing check 3). Leave a day or two between lessons. The stop signal is used in every lesson, and the class warm-up from term 1 starts every lesson.

Lesson	Title	Main activity
1	Throw to a target	Underarm beanbag throws into hoops at three distances
2	Ready hands	Scarf catches, beanbag self-catches, partner catches with a big soft ball
3	Kick and stop	Kicking a still ball through cone gates; stopping a rolled ball
4	Big feelings, calm bodies	A made-up story (Remy's beanbag game), new feelings words, five calm-down ways, "pause, breathe, try again"
5	Throw, catch and kick stations	Three stations and a one-to-one check

Materials (whole class unless noted)

- A hall, playground or cleared space with clear edges, at least a couple of metres from walls and windows. Cones or floor spots to mark the edge.
- The stop signal, both heard and seen: a drum or tambourine plus a raised hand or a red card with a square.
- The six large warm-up cards from term 1 (every lesson).
- A class list for notes (every lesson). Water available in every lesson.
- Ear defenders and a quiet spot at the edge for children who need them (every lesson).
- Lesson 1: one beanbag per child; eight hoops; 24 floor spots (three throwing lines per hoop, at about 2, 3 and 4 metres; tape or chalk marks also work); one large "how to throw" picture card (look, swing back, step with the other foot, let go and point).
- Lesson 2: one soft chiffon or juggling scarf per child; one beanbag per child; one large, soft foam ball (about 20 cm across) per pair; four or five small soft foam balls (about 10 cm) for the stretch; 30 floor spots (two per pair, about 2 metres apart); one large "ready hands" picture card (hands out in front, fingers spread, eyes on the ball).
- Lesson 3: one large soft foam ball per pair (the same balls as lesson 2, or soft size 3 footballs); 16 cones for eight gates, each about 1 metre wide; 16 floor spots (a kicking spot about 3 metres from each gate and a partner spot just behind each gate); one large "how to kick" picture card (stand beside the ball, swing, kick with the inside of the foot, watch the ball); a foam noodle (about 50 cm) for children who push the ball instead of kicking.
- Lesson 4: one large picture of Remy (a made-up child) for each of the four parts of the story; nine large feelings cards with drawn faces and the word (happy, sad, cross, scared, calm, frustrated, worried, proud, excited); five large calm-down cards with a picture and the word (slow breaths, count to five, squeeze and let go, calm spot, tell a grown-up you trust); a set of the five calm-down cards (smaller copies) per group of four; the class calm spot (or a mat or corner set up as one); one beanbag per child, eight hoops and eight floor spots at about 3 metres from the lesson 1 throwing game.
- Lesson 5: three station signs with a picture (throw, catch, kick); the lesson 1 throwing set for one station (beanbags, four hoops, 12 floor spots); the lesson 2 scarves, foam balls and

floor spots for one station; the lesson 3 cones and balls for four gates; the "how to throw", "ready hands" and "how to kick" cards; the Remy pictures, feelings cards and calm-down cards for the one-to-one check; the foam noodle; a separate check corner with one hoop, two cones as a gate, three floor spots (3 metres from the hoop, 3 metres from the gate, 2 metres from the teacher), three beanbags, one scarf and one foam ball.

- For blind or low-vision children (every lesson): a sighted guide partner; a ball with a bell inside (or a foam ball in a crisp plastic bag, which rustles); for throwing, a sound source left in the hoop with nobody near it (a battery-powered beeper or small radio), placed and fetched only while throwing is stopped; for kicking, a small bell or clapper for the partner behind the gate (the soft ball rolls along the ground); raised-line copies of the "how to" picture cards (glue lines on card) and of the calm-down cards.

⚠ Safety and access

- **Space and floor:** check the space before each lesson. Trainers or bare feet on a suitable surface, as your school allows. Keep throwing and kicking well away from windows, doors and walls with pictures.
- **Soft equipment only:** beanbags, scarves and large soft foam balls (or soft size 3 footballs for kicking). No hard balls, and no balloons (latex allergy and bursting).
- **One direction:** in every throwing and kicking game everyone sends in the same direction, from lines or spots. Nobody walks into the target area to collect until the stop signal and "collect" are given. Kicking lanes are at least 3 metres apart.
- **Faces:** throws are aimed at hoops, gates or a partner's "ready hands" at chest height, never at anyone's face or head. Partners throw gently and only when the catcher says or shows "ready".
- **Medical:** check records for conditions that affect exercise (asthma, heart, joint, epilepsy, diabetes) and follow each child's plan; keep inhalers to hand. Children can rest at the edge whenever they need to.
- **Stop signal for everyone:** always give it as a sound and as something to see.
- **Moving in your own way:** children who use a wheelchair or walker throw and catch seated or standing as suits them; instead of kicking they can push the ball along the floor with a hand, a foot rest or a foam noodle. Blind or low-vision children use the bell ball, a guide, and a sound at the target; catches can be rolled along the floor. Children without full use of their hands can trap a ball against their body, or send it by pushing or kicking; their own way counts. Children who find noise hard can wear ear defenders and work in a smaller group.
- **Feelings and calm-down ways:** feelings are only talked about through Remy, a made-up child. Never ask children about their own feelings at home or what happens in their family. Sharing in class is opt-in: children may point to a card, show an idea, or pass. Slow breathing is gentle and optional; children with asthma or who feel dizzy breathe normally and use another way. If a child tells you something worrying, follow your school's safeguarding procedure.

Assessment

- Lessons 1-4: the teacher watches for looking at the target, stepping with the opposite foot, ready hands, kicking with the inside of the foot, and notes it on a class list. Agreed alternatives (a rolled bell ball, a sound guide, a seated throw) count fully. Using a calm-

down card in the lesson 4 game is optional and is not noted or treated as evidence of feelings.
- Lesson 5: a one-to-one check with five parts and an answer guide (about 4 minutes per child), done in the check corner while the others rotate through stations. Plan extra small-group or one-to-one slots in the week to finish the checks.

Sources

- Wikipedia, "Gross motor skill" (read 9 November 2026): https://en.wikipedia.org/wiki/Gross_motor_skill
- Gross motor skills include object control skills such as throwing, catching and kicking.
- Between about 7 and 12, children usually keep getting better at throwing and kicking (for example in precision).
- Wikipedia, "Emotional self-regulation" (read 9 November 2026): https://en.wikipedia.org/wiki/Emotional_self-regulation
- Describes a "process model" of ways people manage emotions, including choosing or changing a situation (for example moving away), shifting attention (including distraction), thinking about the situation differently, and changing the response (for example calming the body).
- Distraction is described as reducing how strong an emotion feels; hiding or holding in a feeling ("suppression") has mixed findings and social costs. The unit therefore teaches calming and telling someone, never "don't show it".
- Wikipedia, "Diaphragmatic breathing" (read 9 November 2026): https://en.wikipedia.org/wiki/Diaphragmatic_breathing
- Slow breathing in through the nose and out through pursed lips; the page says it "may help" with relaxation. The unit says slow breaths "may help" and keeps them gentle and optional.
- The grade 1 year plan (health and PE, term 2).
- No health or PE standard was read for this unit.

Known gaps

- Text-checked by GPT-6.1 Terra on 9 November 2026 at 684f072 (text only): one beanbag thrown twice, the sound guide standing behind the hoop, check criteria that ignored agreed access alternatives, and the lesson 4 calm-down step being recorded. Fixed in dee6c07, which Terra diff-checked the same day; two follow-up items (a sound source in the target area, collecting before the retry) fixed in e638821, which Terra also diff-checked the same day; one wording carryover in the lesson 5 check ("turns towards the guide's sound") was then fixed in 7ec113f, which Terra also diff-checked the same day (see PEERCHECKS.md).
- Written 9 November 2026. Text-checked by Gemini 4 Argon the same day (timings, equipment counts and distances, access routes, safeguarding and opt-in rules, the one-to-one check against the outcomes): no errors reported, so no changes were needed. This is a peer check by an AI agent, not an educator review. Not yet checked by a teacher.
- No official standard was read. The choice and order of skills is mine, based on the grade 1 year plan.
- The calm-down ways are common classroom ideas. The sources describe kinds of emotion regulation in general, not tested programmes for six-year-olds, so the unit says they "may help" and does not promise they work for every child.
- Many schools already have their own feelings approach (a calm corner, a feelings check-in, a named programme); use yours where it differs.

- The year plan mentions catching a smaller ball. The unit keeps the large soft ball for most children (many six-year-olds still trap it) and offers a small soft ball as a stretch in lesson 2.
- Distances (2, 3 and 4 metres) and gate widths are my estimates; change them so most children succeed about half the time.
- The order of lessons, the games and the timings are my choice, not taken from a source.

CC0 1.0. Games, cards and the Remy story in this unit were written for it and are also CC0.

Lesson 1: Throw to a target

Unit overview - Next: Lesson 2

Goal: Children throw a beanbag underarm towards a hoop, looking at the target and stepping forward with the foot opposite the throwing hand.

Length: about 30 minutes.

Materials

- The cleared space and edge cones or floor spots.
- The stop signal (drum or tambourine plus a raised hand or red card with a square).
- The six large warm-up cards from term 1.
- One beanbag per child.
- Eight hoops laid flat in a row along one end of the space, about 2 metres apart.
- 24 floor spots (or tape or chalk marks): three in front of each hoop, at about 2, 3 and 4 metres.
- One large "how to throw" picture card: 1 look at the target, 2 swing your arm back, 3 step with the other foot, 4 let go and point at the target.
- For blind or low-vision children: a sighted guide partner; a sound source that can be left in the hoop with nobody near it (for example a battery-powered beeper or a small radio playing quietly), placed and fetched by an adult only while throwing is stopped; a raised-line copy of the "how to throw" card.
- Water.
- Ear defenders and a quiet spot at the edge for children who need them.
- A class list for notes.

Steps

✎ Opening (3 min)

Sitting. Hold up a beanbag. "In kindergarten you threw a big ball with two hands. Today we throw with one hand, underarm, and try to land it in a hoop." Show the "how to throw" card and model it slowly twice: look, swing back, step with the other foot, let go and point. "If I throw with my right hand, I step with my left foot."

Warm-up (5 min)

The class warm-up from term 1, led by one group using the large cards. Add ten gentle arm swings forwards and back, like a pendulum.

✎ Main activity (15 min)

Groups of about four stand behind the 2 metre spot in front of each hoop. Everyone throws towards the hoops, in the same direction.

1. **Close throws (5 min).** One child at a time throws from the 2 metre spot, then goes to the back of the line. When each child has thrown their beanbag once, give the stop signal: "Collect." Children fetch beanbags together, then return behind the line. Remind: "Look, swing, step, point."
2. **Choose your distance (6 min).** Children may now throw from the 2, 3 or 4 metre spot. "Pick the spot where you land in the hoop about half the time." Stop and collect after every round.
3. **Freeze and point (4 min).** One more round: after letting go, children freeze with their throwing arm pointing at the hoop. The teacher walks the line: "Which foot is in front?"

✓ Discussion questions (4 min)

- "What helped the beanbag go into the hoop?" (Answer guide: looking at the hoop, swinging back, stepping with the other foot, pointing at the hoop after letting go, a gentle throw for close hoops and a bigger swing for far ones; accept what children noticed.)
- "What did you do when you missed?" (Answer guide: tried again, threw softer or harder, moved closer; any sensible idea. Missing is part of practising.)

✓ Closing check (3 min)

Each child throws once from the 3 metre spot. (Answer guide: watch who looks at the target, swings underarm and steps with the opposite foot; note it on the class list. Landing in the hoop is a bonus, not the check.)

Vocabulary

underarm, throw, target, swing, step, aim, distance

Differentiation

- Support: throw from the 2 metre spot or closer; use a bigger target (two hoops side by side, or a mat); stand side-on with the stepping foot already forward.
- Stretch: the 4 metre spot; a smaller target (a floor spot inside the hoop); throw with the other hand.
- Wheelchair users: throw seated, swinging the arm beside the chair; choose a distance as everyone else does.
- Blind or low-vision children: while throwing is stopped, an adult puts the sound source in the hoop and walks back behind the line; the child aims at the sound. The adult fetches it only on the next stop signal. If no sound source is available, the sighted guide stands beside the thrower (never in the target area), describes where the hoop is ("three big steps

ahead, a little to your left") and gently shows the direction by touching the child's arm, if the child agrees. Explore the raised-line "how to throw" card before starting.
- Early finishers: help collect beanbags on the signal.

⚠ Safety

- Everyone throws towards the hoops from behind their spot; nobody walks in front of a line until the stop signal and "Collect." Nobody stands in the target area while anyone is throwing; a sound source is placed and fetched only while throwing is stopped.
- Hoops are well away from windows, doors and pictures.
- Beanbags only; no balls in this lesson.

Teacher notes

- Many six-year-olds step with the same foot as the throwing hand, or do not step. Show it, praise any step, and do not insist on perfection.
- Left-handed children step with their right foot; check the card is shown both ways if needed.

Lesson 2: Ready hands

Unit overview - Previous: Lesson 1 - Next: Lesson 3

Goal: Children catch a scarf they toss up themselves, then catch (or trap against the body) a large soft ball thrown gently by a partner, with "ready hands" and eyes on the ball.

Length: about 30 minutes.

Materials

- The cleared space and edge cones or floor spots.
- The stop signal (drum or tambourine plus a raised hand or red card with a square).
- The six large warm-up cards from term 1.
- One soft chiffon or juggling scarf per child.
- One beanbag per child.
- One large, soft foam ball (about 20 cm across) per pair.
- Four or five small soft foam balls (about 10 cm across) for the stretch.
- 30 floor spots: two per pair, about 2 metres apart.
- One large "ready hands" picture card: hands out in front, fingers spread, eyes on the ball.
- For blind or low-vision children: a sighted guide partner; a ball with a bell inside (or a foam ball in a crisp plastic bag, which rustles).
- Water.
- Ear defenders and a quiet spot at the edge for children who need them.
- A class list for notes.

Steps

✎ Opening (3 min)

Sitting. Show the "ready hands" card. "Before you catch, get ready hands: hands out in front, fingers spread, and eyes on the thing you are catching. Show me ready hands." Drop a scarf from high up: "A scarf floats slowly, so it is the easiest thing to catch."

Warm-up (5 min)

The class warm-up from term 1, led by one group. Finish with "ready hands" on the signal: children freeze and show ready hands.

✎ Main activity (15 min)

1. **Scarf catches (4 min).** Each child in their own space tosses their scarf up and catches it. Then: catch with the other hand; clap once before catching; catch it on your elbow, knee or head.
2. **Beanbag self-catches (4 min).** Swap scarves for beanbags. Toss the beanbag a little above the head and catch with two hands; then from one hand to the other. "A beanbag falls faster than a scarf. Watch it all the way."

3. **Partner catches (7 min).** Pairs stand on two floor spots about 2 metres apart, with one foam ball. The thrower waits until the catcher shows ready hands, then sends a gentle two-handed underarm throw to the catcher's chest. Catching with the hands, or trapping it against the chest, both count. After five throws, swap. If it is going well, take one step back each.

✓ Discussion questions (4 min)

- "What made catching easier?" (Answer guide: ready hands, watching the ball all the way, a gentle throw, standing closer, a bigger or slower object; accept what children noticed.)
- "How did you help your partner catch?" (Answer guide: waited for ready hands, threw gently to the chest, said "ready?"; any kind idea.)

✓ Closing check (3 min)

In pairs on the 2 metre spots, each child receives three gentle throws. (Answer guide: watch who shows ready hands before the throw (in their own way) and watches or listens for the ball; note catches and traps on the class list. Children using an agreed alternative, such as a rolled bell ball, a beanbag or a closer spot, are checked on that alternative.)

Vocabulary

catch, ready hands, trap, toss, watch, gentle, underarm

Differentiation

- Support: stand closer (about 1 metre); use a scarf or beanbag for partner catches; bounce the ball once before it reaches the catcher; an adult is the thrower.
- Stretch: catch with hands only (no trapping); one step back after every three catches; catch a beanbag thrown by a partner; catch a small soft foam ball (about 10 cm) from 2 metres.
- Wheelchair users: catch seated; the partner throws gently to chest height in front of the chair.
- Blind or low-vision children: the partner rolls the bell ball along the floor, saying "Rolling!", and the child stops it with hands or feet; with a guide, try a bounce catch with the bell ball.
- Children without full use of their hands: trap the ball against the body or stop a rolled ball with a foot; this counts as a catch.
- Early finishers: count catches in a row with a partner and try to beat it.

⚠ Safety

- Throws go gently to the chest, never to the face, and only when the catcher shows ready hands.
- Soft scarves, beanbags and foam balls only; no balloons.
- Pairs are spread out so that loose balls do not roll into other pairs; on the stop signal, everyone holds their ball still.

Teacher notes

- Many six-year-olds still trap the ball against their chest or close their eyes as it arrives. Praise watching and ready hands; catching usually keeps improving for years.
- Lesson 4 comes back to what we can do when we keep missing.

Lesson 3: Kick and stop

Unit overview - Previous: Lesson 2 - Next: Lesson 4

Goal: Children kick a still ball along the ground with the inside of the foot through a cone gate, and stop a gently rolled ball.

Length: about 30 minutes.

Materials

- The cleared space and edge cones or floor spots.
- The stop signal (drum or tambourine plus a raised hand or red card with a square).
- The six large warm-up cards from term 1.
- One large soft foam ball per pair (the lesson 2 balls, or soft size 3 footballs).
- 16 cones for eight gates, each gate about 1 metre wide, set up as eight lanes at least 3 metres apart.
- 16 floor spots: in each lane, a kicking spot about 3 metres in front of the gate and a partner spot about 1 metre behind it.
- One large "how to kick" picture card: 1 stand beside the ball, 2 swing your leg, 3 kick with the inside of your foot, 4 watch the ball.
- For blind or low-vision children: a sighted guide partner; a ball with a bell inside (or a foam ball in a crisp plastic bag); a small bell or clapper for the partner to sound behind the gate; a raised-line copy of the "how to kick" card.
- For children who do not kick: a foam noodle (about 50 cm) to push the ball.
- Water.
- Ear defenders and a quiet spot at the edge for children who need them.
- A class list for notes.

Steps

✎ Opening (3 min)

Sitting. Show the "how to kick" card. Model it: stand beside the ball, not behind it, swing the leg, and push the ball with the inside of the foot so it rolls along the ground. "We are not kicking high or hard today. We are kicking to a place, along the floor."

Warm-up (5 min)

The class warm-up from term 1, led by one group. Add gentle leg swings, holding a wall or partner.

✎ Main activity (15 min)

Groups of four (two pairs) at each lane. Everyone kicks in the same direction.

1. **Stop it (4 min).** One child on the partner spot behind the gate rolls the ball gently through the gate towards the child on the kicking spot, who stops it with the sole or inside of the foot ("put your foot on it"). Four rolls each, then swap.
2. **Kick through the gate (7 min).** The child on the kicking spot places the ball still, then kicks it with the inside of the foot through the gate. The partner stops it and rolls it back. Five kicks, then swap; then the other pair. Children who get it through most times take one step back.
3. **Kick and stop (4 min).** Pairs kick to each other through the gate: one kicks, the other stops the ball and kicks it back. Nobody runs into the next lane; a ball that leaves the lane waits for the stop signal.

✓ Discussion questions (4 min)

- "What helped the ball go through the gate?" (Answer guide: standing beside the ball, using the inside of the foot, a gentle kick, looking at the gate, a still ball; accept what children noticed.)
- "What helped you stop the ball?" (Answer guide: watching it, getting in line with it, putting a foot on top or the side; any sensible idea.)

✓ Closing check (3 min)

Each child does one kick through their gate from the kicking spot and one stop of a rolled ball. (Answer guide: watch who stands beside the ball, uses the inside of the foot, keeps the ball on the ground and stops a rolled ball in their own way; note it on the class list.)

Vocabulary

kick, inside of the foot, gate, aim, stop, roll, along the ground

Differentiation

- Support: stand closer (about 2 metres); widen the gate to about 2 metres; stop the ball with hands at first.
- Stretch: narrow the gate; kick from 4 metres; try the other foot; kick a ball that is moving slowly.
- Wheelchair users and children who do not kick: push the ball along the floor through the gate with a hand, a foot rest or the foam noodle; stop it the same way.
- Blind or low-vision children: the partner sounds the bell or clapper from behind the gate; use the bell ball; a guide helps place the ball and feel the gate cones before the first kick.
- Early finishers: count how many kicks in a row go through the gate.

⚠ Safety

- Lanes are at least 3 metres apart and everyone kicks in the same direction. If the space is too small for eight lanes, use fewer lanes and bigger groups.
- Kicks stay along the ground; no kicking at people.
- Nobody goes after a ball in another lane until the stop signal.

Teacher notes

- Many six-year-olds kick with their toes and the ball goes up or sideways. Show the inside of the foot and praise any kick that rolls.
- Kicking is beside the ball, so bare feet or soft shoes are fine with foam balls; follow your school's footwear rules.

Lesson 4: Big feelings, calm bodies

Unit overview - Previous: Lesson 3 - Next: Lesson 5

Goal: Children say how Remy, a made-up child, might feel in a story, learn four new feelings words, and try five calm-down ways that may help when a feeling is big.

Length: about 30 minutes, in the hall or cleared space.

Materials

- The cleared space and edge cones or floor spots.
- The stop signal (drum or tambourine plus a raised hand or red card with a square).
- The six large warm-up cards from term 1.
- Four large pictures of Remy, one for each part of the story below (drawn, not photos of real children).
- Nine large feelings cards with a drawn face and the word: happy, sad, cross, scared, calm, frustrated, worried, proud, excited.
- Five large calm-down cards with a picture and the word: slow breaths, count to five, squeeze and let go, calm spot, tell a grown-up you trust.
- A set of the five calm-down cards (smaller copies) per group of four.
- The class calm spot (or a mat or corner set up as one for the lesson).
- One beanbag per child, eight hoops and eight floor spots at about 3 metres in front of the hoops (the lesson 1 set-up).
- For blind or low-vision children: a sighted guide partner; the lesson 1 sound source, placed and fetched only while throwing is stopped; raised-line copies of the calm-down cards (a glue shape on each: a circle for slow breaths, five dots for count to five, a fist outline for squeeze and let go, a square for the calm spot, a heart for tell a grown-up).
- Water.
- Ear defenders and a quiet spot at the edge for children who need them.
- A class list for notes.

Steps

✎ Opening (3 min)

Sitting. Show the five kindergarten feelings cards (happy, sad, cross, scared, calm). "Who remembers these feelings words?" Children say the word or point. "Today we meet four more, in a story about Remy. Remy is made up."

Warm-up (5 min)

The class warm-up from term 1, led by one group, a little more gently than usual. Finish standing still, then sitting down.

✎ Main activity (15 min)

1. **Remy's beanbag game (6 min).** Read the story, showing each Remy picture. After each part, ask the question and let children point to a feelings card or say a word. Accept any feeling that fits and add "might": "Remy might feel ..."

   Part 1. Remy's class is playing the hoop game. Remy has been looking forward to it all day, but everyone will be watching. (How might Remy feel? Maybe excited; maybe a bit worried. Show the new cards: "excited" means really looking forward to something; "worried" means thinking something might go wrong.)

   Part 2. Remy throws and misses. Remy throws again and misses. A third time, a miss. (Now? Maybe frustrated, cross or sad. Show "frustrated": "when you try and try and it doesn't work yet.")

   Part 3. Remy's face feels hot and Remy wants to throw the beanbag hard at the wall. Instead, Remy puts the beanbag down, takes three slow breaths and counts to five. Then Remy tells the teacher, "I keep missing." The teacher says, "Try one step closer." (How might Remy feel now? Maybe calmer; maybe still a bit frustrated. Both can be true.)

   Part 4. Remy throws from one step closer, and the beanbag lands in the hoop. (Now? Maybe proud or happy. Show "proud": "feeling good about something you did or kept trying at.")

1. **Five calm-down ways (5 min).** Show each large calm-down card and try it together, briefly:
2. **Slow breaths:** "Smell the flower" (breathe in slowly through the nose), "blow out the candle" (breathe out slowly through the mouth). Three times, gently. Anyone can breathe normally instead.
3. **Count to five:** count slowly to five in your head or in a whisper.
4. **Squeeze and let go:** squeeze both hands into fists, hold for three, let go and wiggle the fingers (or squeeze and relax the shoulders).
5. **Calm spot:** point to the class calm spot. "You can go there for a little while, then come back."
6. **Tell a grown-up you trust:** "Remy told the teacher. Who are grown-ups at school you could tell?" (Answer guide: the teacher, a teaching assistant, the office staff, a lunchtime helper; any trusted adult at school.)

"Different ways help different people, and sometimes one may help and another may not. You can try another one."

1. **Pause, breathe, try again (4 min).** Groups of about four at the eight hoops, with a small set of calm-down cards laid out at each throwing spot. Children throw from the 3 metre spot, one at a time, and collect only on the stop signal and "Collect", as in lesson 1. After a miss, the thrower may touch or point to a calm-down card and do it quickly, or just carry on; it is a choice, not a rule. At the next stop signal and "Collect", everyone fetches their beanbag; children who missed then have one more try first, before the next round. "Missing is part of practising." Do not note who uses a calm-down card here: using one (or not) is not evidence of how a child feels.

✓ Discussion questions (4 min)

- "How did Remy's feelings change in the story?" (Answer guide: maybe excited and worried, then frustrated, then calmer, then proud; feelings can change, and two can happen at once.)
- "Which calm-down way might you try in the hoop game, if you want to?" (Answer guide: any of the five cards, or a child's own safe idea such as a drink of water. Opt-in: children may point, show or pass. Do not ask about feelings at home.)

✓ Closing check (3 min)

Hold up the Part 2 picture of Remy: "How might Remy feel here?" Then: "Show me one calm-down way." Children answer together by pointing to a feelings card, saying a word or showing a calm-down way. (Answer guide: any fitting feeling such as frustrated, cross or sad; any of the five calm-down ways. Note who uses a new word and who shows a calm-down way.)

Vocabulary

feeling, frustrated, worried, proud, excited, calm down, slow breaths, calm spot, trusted grown-up

Differentiation

- Support: use only the five kindergarten feelings plus "frustrated"; point to cards instead of speaking; an adult sits beside the child during the story.
- Stretch: "What else could Remy have done instead of throwing the beanbag at the wall?"; "Can you think of a time in a story or film when a character felt proud?"
- Non-speaking children: point to a feelings card or calm-down card, or use signs or their communication device.
- Blind or low-vision children: hear the story read aloud with the pictures described; explore the raised-line calm-down cards; in the throwing game they aim at the lesson 1 sound source (or the guide beside them describes the hoop's position), as in lesson 1.
- Children without full use of their hands: "squeeze and let go" can be done with the shoulders, toes or face.
- Early finishers: help lay out calm-down cards at each throwing spot.

⚠ Safety

- Feelings are only talked about through Remy. Never ask children about their own feelings at home or their family. Sharing is opt-in; passing is fine.
- Slow breathing is gentle and short. Children with asthma, or anyone who feels dizzy, breathe normally and use another way.
- The calm spot is a choice, never a punishment.
- If a child tells you something worrying, follow your school's safeguarding procedure.
- Throwing follows the lesson 1 rules: one direction, collect only on the signal.

Teacher notes

- The story shows Remy calming down and telling someone, not hiding the feeling. Avoid "Don't be cross" or "Stop crying"; say what Remy did instead.
- If your school has its own calm-down ideas or a feelings programme, use its words and pictures instead.
- Lesson 5's one-to-one check uses the Remy pictures and the calm-down cards.

Lesson 5: Throw, catch and kick stations

Unit overview - Previous: Lesson 4

Goal: Children practise throwing, catching and kicking at three stations and show what they can do in a short one-to-one check.

Length: about 30 minutes, plus extra slots in the week to finish the one-to-one checks.

Materials

- The cleared space and edge cones or floor spots.
- The stop signal (drum or tambourine plus a raised hand or red card with a square).
- The six large warm-up cards from term 1.
- Three station signs with a picture: throw, catch, kick.
- **Throw station:** beanbags (about one per child in the group), four hoops and 12 floor spots (2, 3 and 4 metres in front of each hoop); the "how to throw" card.
- **Catch station:** one scarf per child in the group, one large soft foam ball per pair, two floor spots per pair about 2 metres apart; the "ready hands" card.
- **Kick station:** eight cones for four gates (each about 1 metre wide, in lanes at least 3 metres apart), one foam ball per pair, a kicking spot and a partner spot for each gate; the "how to kick" card; a foam noodle for children who push instead of kicking.
- **Check corner,** away from the stations: one hoop with a floor spot 3 metres in front; two cones as a gate about 1 metre wide with a floor spot 3 metres in front; a floor spot 2 metres from the teacher; three beanbags; one scarf; one foam ball; the four Remy pictures; the nine feelings cards; the five large calm-down cards; the class list.
- For blind or low-vision children: a sighted guide partner; the bell ball (or a foam ball in a crisp plastic bag); the lesson 1 sound source for the hoop and a small bell or clapper for the gate partner; the raised-line "how to" cards and calm-down cards.
- Water.
- Ear defenders and a quiet spot at the edge for children who need them.

Steps

✎ Opening (3 min)

Sitting. Show the three station signs and the "how to" cards. "Today you visit all three stations. While you practise, I'll call children one at a time to the check corner to show me what they can do."

Warm-up (5 min)

The class warm-up from term 1, led by one group.

✎ Main activity (15 min)

Three groups rotate through the stations, about 5 minutes each, moving on the stop signal. A second adult supervises the stations while the teacher runs one-to-one checks in the check

corner. If there is no second adult, the teacher supervises the stations and does the checks in the extra slots.

1. **Throw station:** choose your distance and throw underarm to the hoops; collect only on the stop signal, as in lesson 1.
2. **Catch station:** scarf catches, then partner catches with a foam ball from 2 metres, as in lesson 2.
3. **Kick station:** kick through the gate and stop the ball, in pairs, as in lesson 3.

If a child misses a lot, remind them of the calm-down cards from lesson 4: "Pause, breathe, try again."

✓ Discussion questions (4 min)

- "Which station did you find easiest? Which was hardest?" (Answer guide: any answer; skills grow at different speeds.)
- "What did you do when it didn't work?" (Answer guide: tried again, moved closer, used ready hands, took a slow breath, asked for help; any sensible idea.)

✓ Closing check (3 min)

Sitting together. "Show me ready hands. Show me how you step when you throw. Show me the part of your foot you kick with." (Answer guide: hands out with fingers spread; a step forward with the opposite foot or their own way; pointing to the inside of the foot or their own way of pushing the ball. Note it on the class list.)

One-to-one check (about 4 minutes per child)

Use the check corner. Children may use their own way of moving, throwing or pushing (seated, a foam noodle, the bell ball, trapping against the body), and may answer parts 4 and 5 by pointing to cards.

Part	Ask	Answer guide
1	"Throw these three beanbags underarm into the hoop." (From the spot 3 metres away.)	Looks at the hoop (or aims using the sound source or an agreed directional cue); swings underarm; steps with the opposite foot (or their own way). At least one lands in or near the hoop.
2	"Toss the scarf up and catch it." Then: "Show me ready hands," and throw the foam ball gently three times from 2 metres.	Catches the scarf (or a beanbag); shows ready hands in their own way; catches or traps the ball against the body at least once. Agreed alternatives count fully: a blind child stops a rolled bell ball; a child who cannot toss a scarf has it dropped for them.
3	"Kick the ball through the gate." (Three kicks from the spot 3 metres away.) Then roll the ball gently: "Stop it."	Stands beside the ball and kicks with the inside of the foot, along the ground (or pushes it in their own way); at least one goes through the gate; stops the rolled ball with a foot, hand or noodle.
4	Show the Part 2 picture of Remy (three misses). "How might Remy feel here?"	Any feelings word that fits, e.g. frustrated, cross, sad or worried (said, signed or pointed to on a card).

Part	Ask	Answer guide
5	"Show me or tell me two ways to calm down when a feeling is big."	Two of: slow breaths, count to five, squeeze and let go, the calm spot, telling a grown-up you trust; or another safe idea (a drink of water).

Record each part as "yes", "with help" or "not yet" on the class list. Ball skills usually keep improving for years, so "not yet" in parts 1-3 is common and expected at six.

Vocabulary

station, underarm, ready hands, inside of the foot, gate, calm down

Differentiation

- Support: closer spots and bigger targets at every station; an adult partner at the catch station.
- Stretch: the 4 metre throwing spot; catch with hands only; narrow the gate.
- Wheelchair users: throw and catch seated; push the ball through the gate with a hand, foot rest or the foam noodle.
- Blind or low-vision children: a guide at every station; the bell ball; at the throw station, the lesson 1 sound source in the hoop (placed and fetched only while throwing is stopped, or the guide describes the hoop from beside the thrower); at the kick station, the partner behind the gate sounds the bell or clapper, as in lesson 3.
- Early finishers: help reset cones and collect beanbags on the signal.

⚠ Safety

- Stations face away from each other, and everyone at a station throws or kicks in the same direction.
- The check corner is away from the stations so no balls or beanbags fly into it.
- Soft equipment only; collect only on the stop signal.

Teacher notes

- Plan extra slots in the week; one lesson is not enough for every child's check.
- Some children show more when the whole class is not watching; the check corner helps.

Grade 1 Health and PE: Fair Games, Healthy Teeth, Medicine Safety and Asking for Help (5 lessons, about 3 weeks)

> **Unreviewed AI draft.** Written by Claude Opus 5.5 (AI Village), 10 November 2026. No educator has reviewed or classroom-tested this unit. It is not aligned to any official standard. Check space, equipment, medical, medicine and safeguarding notes against your school's rules.
>
> Text-checked by two other agents (GLM-5.3 Flash, Gemini 4 Argon); see Known gaps.

Back to the grade 1 year plan - Term 3

Big idea

A game is fun when its rules are fair: everyone has a real chance and everyone can play. A good sport says "Good game" whether they win or lose. We can look after our bodies in small, everyday ways: brushing our teeth twice a day, keeping sugary drinks and snacks small, and only taking medicine from a trusted grown-up. When something is wrong, we can ask a trusted grown-up for help, and ask another one if the first cannot help.

This is the third health and PE unit of the grade 1 year (term 3). It builds on Taking turns, food and sleep, and stop, look, listen from kindergarten (taking turns, food words), the grade 1 term 1 unit Moving and dodging (the class warm-up, the stop signal and lanes) and the grade 1 term 2 unit Throw, catch, kick and calm down (beanbags and hoops, Remy the made-up child, and "tell a grown-up you trust").

Outcomes

By the end of the unit a student can:

1. Play a relay game by its rules (one runner at a time, stay in your lane, one beanbag each) and say whether a rule or set-up is fair or not fair, and why (for example "Their hoop is closer, so it's not fair").
2. With a group, choose and test one rule change, checking "Can everyone in our group play with this rule?", and show a good-sport way to finish a game (saying "Good game" or "Well played", a wave, a thumbs-up or a sign), whether their team won or not.
3. Say that we brush our teeth twice a day for about two minutes, show the outer, inner and chewing surfaces on a model tooth, and say that sugary drinks and snacks are best kept small.
4. Say that medicine is only given by a trusted grown-up, and say or show what to do if they find pills or a bottle they are not sure of: don't touch, don't taste, tell a grown-up.
5. Name (or point to) a trusted grown-up at school and show how to ask for help: get the grown-up's attention, say or show what is wrong, and ask another grown-up if the first one cannot help.

Prior knowledge

- From kindergarten: taking turns in a game, food words, washing hands.
- From grade 1 term 1: the class warm-up, the stop signal (heard and seen), lanes, and moving in your own way.
- From grade 1 term 2: underarm throws at hoops, Remy (a made-up child), feelings words and calm-down ways, including "tell a grown-up you trust".
- Six-year-olds usually care a great deal about winning and about whether things are fair. Many are starting to lose baby teeth. Never ask children about their own teeth, brushing, dentist visits or medicines at home; all personal examples come through Remy.

Lessons

Lessons 1 and 2 are PE lessons in the hall (opening 3, warm-up 5, main 15, discussion 4, closing check 3). Lessons 3-5 are classroom lessons (opening 5, main 15, discussion 5, closing check 5). All are about 30 minutes. Leave a day or two between lessons. The lesson 5 one-to-one check is done in extra short slots over the following days.

Lesson	Title	Main activity
1	Fair rules	A beanbag relay in lanes, then a "spot the unfair rule" round and fixing it
2	Our own fair rule	Groups test rule changes, choose one everyone can play with, and practise "Good game"
3	Looking after our teeth	A giant model tooth, the three surfaces, two-minute pretend brushing, and sorting food and drink picture cards
4	Medicine only from a trusted grown-up	Remy's story, "don't touch, don't taste, tell a grown-up", and sorting picture cards
5	Asking for help	Trusted grown-ups at school, what to say, Remy scenario cards, and a one-to-one check

Materials (whole class unless noted)

- Lessons 1-2: a hall or cleared space at least 10 metres long, with clear edges, away from walls and windows; cones or floor spots to mark the edge.
- Lessons 1-2: the stop signal, both heard and seen (a drum or tambourine plus a raised hand or a red card with a square); the six large warm-up cards from term 1; water; ear defenders and a quiet spot at the edge for children who need them.
- Every lesson: a class list for notes.
- Lesson 1: six lanes marked with cones or floor tape, about 3 metres apart (fewer lanes and longer teams if the space is narrower); 12 hoops (one at the start and one at the far end of each lane, about 8 metres apart); one beanbag per child (each team's beanbags start together in the far hoop of its lane, so a team of four has four beanbags there); two large picture cards, "fair" (a smiling face with a level balance) and "not fair" (a frowning face with a tipped balance); one small "fair" and one small "not fair" card per child (or children use thumbs up and thumbs down).
- Lesson 2: the lesson 1 lanes, hoops, beanbags and fair and not fair cards; six extra cones (one halfway along each lane); five large rule-change picture cards (hop or move in your own way; carry the beanbag on a flat hand; walk heel to toe; carry the beanbag on a paper plate; walk sideways); one paper plate per team; one blank card per team for a group's own

idea; one large "good sport" card showing four ways to say "Good game" (the words, a wave, a thumbs-up, the class sign for "good game").

- Lesson 3: one large picture of Remy; a giant model tooth (a large drawn tooth on card, or a box covered in white paper) with the outer, inner and chewing surfaces each shown in a different pattern and labelled; one large card cut-out toothbrush for the model; a two-minute sand timer; a "twice a day" picture card (a morning sun and a night moon); eight food and drink picture cards (water, carrot sticks, cucumber, cheese; sweets, fizzy drink, iced cake, a lollipop); two sorting labels ("not much sugar" and "lots of sugar: keep it small"); one small tooth picture per child, with the three surfaces outlined, and crayons.
- Lesson 4: four large pictures of Remy for the story; a "medicine rule" card with three pictures (a hand with a cross for "don't touch", a mouth with a cross for "don't taste", a child talking to a grown-up for "tell a grown-up"); eight scenario picture cards (listed in lesson 4); two sorting labels ("OK" and "Stop and tell a grown-up"). Pictures only: no real medicines, pill bottles, inhalers or sweets in the classroom.
- Lesson 5: a large picture of Remy; pictures or names of trusted grown-ups at school (the class teacher, teaching assistants, lunchtime staff, office staff, the school nurse if there is one), as your school allows; a large "how to ask for help" card with three pictures (get their attention, say what is wrong, ask another grown-up); five Remy scenario cards (listed in lesson 5); one "I need help" card per child (a picture of a raised hand and the words), which children can hand or show to an adult; a class puppet (optional); for the one-to-one check, the lesson 1 fair and not fair pictures, the "good sport" card, the small tooth picture, scenario card 2 from lesson 4 (tablets on a table) and the pictures of trusted grown-ups, plus two lane pictures (every hoop the same distance away; one hoop much closer) and a clean small tooth picture.
- For blind or low-vision children: a sighted guide partner; in lessons 1-2 a sound source at the far hoop of their lane (a battery-powered beeper or small radio), placed and fetched only while the relay is stopped; raised-line copies of the fair and not fair cards, the rule-change cards, the medicine rule card, the "how to ask for help" card and the "I need help" card (glue lines on card); a textured tooth (a different texture, such as sandpaper, corrugated card and smooth card, on each surface); scenario and food cards described aloud.

⚠ Safety and access

- **Relay space:** check the space before lessons 1 and 2. Lanes at least 3 metres apart. Runners walk or jog, stay in their own lane, go round their far hoop on the outside and come back the same way. Waiting children sit or stand behind the start hoop. Only one runner per team is out at a time.
- **No touch needed:** the next runner is sent with a wave or a high-five, whichever that child chooses.
- **Stop signal for everyone:** always given as a sound and as something to see.
- **Moving in your own way:** children who use a wheelchair, walker or crutches travel the lane in their own way; lanes are wide enough for a wheelchair. Blind or low-vision children run with a sighted guide (holding an elbow or a short loop of rope), with the sound source at their far hoop. Lesson 2's check question, "Can everyone in our group play with this rule?", must be answered for every child in the group; if not, the group changes the rule.
- **Medical:** check records for conditions that affect exercise and follow each child's plan; keep inhalers to hand. Children can rest at the edge.

- **No real toothbrushes, toothpaste, medicines, bottles or sweets:** lessons 3 and 4 use pictures, a card model and pretend brushing in the air only. No food or drink is tasted (allergies, and so nobody's food is judged).
- **Privacy:** never ask children about their own teeth, brushing at home, dentist visits, lost teeth, medicines at home or illnesses. Never inspect or comment on anyone's teeth or lunch. Personal examples come only through Remy, a made-up child. Sharing is opt-in; passing is fine.
- **No stranger-danger scripts:** lesson 5 is about asking trusted grown-ups at school for help, not about frightening stories.
- **Safeguarding:** if a child tells you something worrying (about medicine, being hurt, or anything else), follow your school's safeguarding procedure.
- **Inhalers and other prescribed medicine:** some children have an inhaler or other medicine at school as part of a plan agreed by their family and the school. That is a grown-up-agreed medicine; do not single out any child.

Assessment

- Lessons 1-4: the teacher notes on a class list who can say why a set-up is fair or not fair, who checks that everyone can play, who uses a good-sport way to finish, who shows the three tooth surfaces and says "twice a day" (and "about two minutes"), who sorts the sugar cards, and who can say the medicine rule. Pointing, signing or using a communication device counts fully.
- Lesson 5: a closing check with the "I need help" card, then a one-to-one check with five parts and an answer guide (about 4 minutes per child) in extra short slots over the following days, for example while the class does quiet reading or choice time.
- Winning or losing a game is never recorded.

Sources

- American Dental Association, MouthHealthy, "Brushing Your Teeth" (read 10 November 2026): https://www.mouthhealthy.org/all-topics-a-z/brushing-your-teeth
- "Brush your teeth twice a day with a soft-bristled brush"; brush "the outer surfaces, the inner surfaces, and the chewing surfaces"; use a fluoride toothpaste; "Eat a balanced diet that limits sugary beverages and snacks."
- National Institute of Dental and Craniofacial Research (NIDCR), "Tooth decay" (read 10 November 2026): https://www.nidcr.nih.gov/health-info/tooth-decay
- "Tooth decay begins when bacteria in your mouth make acids that attack the tooth's surface (enamel)"; when these bacteria come into contact with sugars and starches from foods and drinks, they form an acid. Its tips to prevent decay include "Brush teeth twice a day with a fluoride toothpaste" and choices "that limit sugary drinks and foods high in sugars and starches."
- KidsHealth (Nemours), "Mouth & Teeth" (read 10 November 2026; the page served at this address is the version for parents): https://kidshealth.org/en/kids/teeth.html
- The first set of 20 teeth (baby or primary teeth) "begin to fall out when a child is around 6 years old" and are replaced by permanent teeth; "Brush your teeth twice a day for two minutes at a time"; "Limit juice, sugary snacks, and sticky foods like dried fruit"; "Never walk or run with anything in the mouth, such as a toothbrush or pencil."
- Up and Away (read 10 November 2026): https://upandaway.org/en/
- An initiative of PROTECT, first created with the US Centers for Disease Control and Prevention. "To a young child, pills can look like candy and liquid medicines can look like

sugary drinks." It advises teaching children "what medicine is and why you or another caregiver must be the one to give it to them", and says "Never tell children medicine is candy." It reports that about 35,000 young children a year in the US go to the emergency room after getting into medicines left within reach.
- Wikipedia, "Sportsmanship" (read 10 November 2026): https://en.wikipedia.org/wiki/Sportsmanship
- Describes sportsmanship as enjoying a game "for its own sake, with proper consideration for fairness, ethics, respect, and a sense of fellowship with competitors"; a "good sport" is both a "good winner" and a "good loser"; the most common bad sportsmanship is cheating or breaking rules to get an unfair advantage.
- The grade 1 year plan (health and PE, term 3).
- No health or PE standard was read for this unit.

Known gaps

- Written 10 November 2026. Text-checked by two other agents on 10 November 2026 (not an educator or classroom review): GLM-5.3 Flash found no errors and made two optional wording notes (taken at a49f555); Gemini 4 Argon found no errors at a17096b, diff-checked a49f555, and made three optional access and assessment notes (taken at c88ba3a), which Gemini 4 Argon also diff-checked the same day. See PEERCHECKS.md. Not checked by a teacher.
- No official standard was read. The choice and order of topics is mine, based on the grade 1 year plan.
- The sources are US health organisations and Wikipedia. Toothpaste advice (for example how much a young child uses) and medicine rules at school differ between countries and schools; the unit leaves the amount of toothpaste to a grown-up and follows the school's medicine policy.
- The food and drink cards are an example, not from a source. Sorting them into "not much sugar" and "lots of sugar: keep it small" is a simple version of "limit sugary drinks and snacks"; it is not a full nutrition lesson, and fruit and juice are left out on purpose because they are harder to sort (KidsHealth also suggests limiting juice).
- Up and Away is about medicines. Other things children should not touch or taste (cleaning products, batteries, plants) are not covered here.
- The relay distances, lane widths and team sizes are my estimates; change them to fit your space.
- The games, story, scenarios and timings are my choice, not taken from a source.

CC0 1.0. Games, cards, the Remy story and scenarios in this unit were written for it and are also CC0.

Lesson 1: Fair rules

Unit overview - Next: Lesson 2

Goal: Children play a beanbag relay by its rules, spot a set-up that is not fair, say why, and help fix it.

Length: about 30 minutes, in the hall or cleared space.

Materials

- The cleared space (at least 10 metres long) and edge cones or floor spots.
- The stop signal (drum or tambourine plus a raised hand or red card with a square).
- The six large warm-up cards from term 1.
- Six lanes marked with cones or floor tape, about 3 metres apart (fewer lanes and longer teams if the space is narrower).
- 12 hoops: one at each end of each lane, about 8 metres apart.
- One beanbag per child. Each team's beanbags start together in the far hoop of its lane (a team of four has four beanbags there).
- Two large picture cards: "fair" (a smiling face with a level balance) and "not fair" (a frowning face with a tipped balance).
- One small "fair" card and one small "not fair" card per child (or children use thumbs up and thumbs down).
- For blind or low-vision children: a sighted guide partner; a sound source for the far hoop of their lane (a battery-powered beeper or small radio), placed and moved by an adult only while the relay is stopped; raised-line copies of the fair and not fair cards (a level line and a tipped line).
- Water.
- Ear defenders and a quiet spot at the edge for children who need them.
- A class list for notes.

Steps

✎ Opening (3 min)

Sitting. "In kindergarten we learned to take turns. Today we play a relay game, and we think about rules. A rule tells everyone how to play. A fair rule gives everyone a real chance." Show the "fair" and "not fair" cards.

Warm-up (5 min)

The class warm-up from term 1, led by one group using the large cards. Add walking, then jogging, along a lane and back.

✎ Main activity (15 min)

Teams of four or five, one team per lane, sitting behind the empty hoop at their end. The full hoop is at the far end.

The rules (show and say them, and model once with a helper):

1. One runner at a time from each team.
2. Walk or jog in your own lane to the far hoop, take **one** beanbag, come back in your lane and put it in your team's hoop.
3. Send the next runner with a wave or a high-five (the next runner chooses).
4. When all the beanbags are in your hoop, your team sits down.

Then:

1. **Practice and race (5 min).** One practice round at walking pace, then one race. After the race, give the stop signal. Each team walks along the side of its own lane to the other end, so the full hoop is now the far hoop. Say "Good game" to the class as a whole: no team is praised or teased for winning or losing.
2. **Spot the unfair rule (6 min).** "This time I am going to change one thing. Watch carefully. Your job is to spot it and say if it's fair." While everyone is sitting, move the far hoop of one lane to about 4 metres from its team (half the distance). Race once. Then stop and ask: "Was that race fair?" Children show the fair or not fair card (or thumbs). "Why?" (Answer guide: that team's hoop was closer, so they had less far to go; the others had no real chance to win.) Say clearly: "It wasn't that team's fault. They played by the rules. The set-up was not fair."
3. **Fix it (4 min).** "How can we make it fair again?" (Answer guide: move the hoop back so every team goes the same distance; or move every hoop closer.) A child shows where the hoop should go; an adult moves it while the relay is stopped. Teams turn round as before and race once more.

✓ Discussion questions (4 min)

- "What made the second race not fair?" (Answer guide: one team had a shorter distance; the rule or set-up was different for one team.)
- "What other things could make a game not fair?" (Answer guide: someone taking two beanbags, starting before the wave, cutting across a lane, one team having more runners; any sensible idea. If a child names another child, steer back to the rule: "What would the rule be?")
- "How could you tell the other team 'well done' at the end?" (Answer guide: saying "Good game", a wave, a thumbs-up. Lesson 2 practises this.)

✓ Closing check (3 min)

Describe three quick set-ups, pointing at the lanes as you go: (1) every hoop the same distance away; (2) one team allowed to take two beanbags at a time; (3) every team takes turns, one runner at a time. Children hold up "fair" or "not fair" for each. Ask two or three

children "Why?". (Answer guide: fair, not fair, fair. Note who can say why, for example "they get two, the others get one".)

Vocabulary

rule, fair, not fair, take turns, lane, relay, team

Differentiation

- Support: a partner runs alongside; shorter lanes for a team that needs them, with every team in that game using the same shorter lane.
- Stretch: "Is it fair if one team has five runners and another has four?" (Answer guide: not quite; the team of four could have one runner go twice, or one team could have fewer beanbags.)
- Wheelchair, walker or crutch users: travel the lane in their own way. If one team's travel is much slower, discuss in lesson 2 whether a rule change makes it fairer; never single out a child.
- Blind or low-vision children: run with a sighted guide holding an elbow or a short loop of rope; the sound source is at their far hoop. Explore the raised-line fair and not fair cards before the closing check.
- Deaf children: the stop signal is always seen as well as heard; the wave start works for everyone.
- Non-speaking children: answer "why" by pointing at the hoop or the lanes, or with signs or a communication device.

⚠ Safety

- Walk or jog only; no diving for beanbags.
- Everyone stays in their own lane, goes round their far hoop on the outside and comes back the same way. Only one runner per team is out at a time.
- Hoops and the sound source are moved only while the relay is stopped.
- Waiting children sit or stand behind their start hoop, not in the lane.

Teacher notes

- The unfair round is announced as a puzzle, so no team feels tricked, and the closer team is never blamed.
- Six-year-olds often say "not fair" about losing. Use the lesson to separate the two: losing a fair game is still fair.

Lesson 2: Our own fair rule

Unit overview - Previous: Lesson 1 - Next: Lesson 3

Goal: Groups test rule changes for the relay, choose one that everyone in the group can play with, and practise finishing a game as a good sport.

Length: about 30 minutes, in the hall or cleared space.

Materials

- The cleared space and edge cones or floor spots.
- The stop signal (drum or tambourine plus a raised hand or red card with a square).
- The six large warm-up cards from term 1.
- The lesson 1 lanes, 12 hoops and one beanbag per child.
- Six extra cones, one halfway along each lane (about 4 metres from the start), for testing rules.
- Five large rule-change picture cards: hop or move in your own way; carry the beanbag on a flat hand; walk heel to toe; carry the beanbag on a paper plate; walk sideways.
- One paper plate per team.
- One blank card per team, for a group's own idea (an adult draws or writes it).
- One large "good sport" card showing four ways to say "Good game": the words, a wave, a thumbs-up and the class sign.
- The lesson 1 "fair" and "not fair" cards.
- For blind or low-vision children: a sighted guide partner; the lesson 1 sound source, placed and moved only while the relay is stopped; raised-line copies of the rule-change cards (a simple glue shape on each: one foot, a flat hand, two feet in a line, a circle, a sideways arrow).
- Water.
- Ear defenders and a quiet spot at the edge for children who need them.
- A class list for notes.

Steps

✎ Opening (3 min)

Sitting. "Last time we spotted a rule that wasn't fair and fixed it. Today your team makes up its own rule for the relay. A good rule is fair, and everyone in your team can play with it." Show the five rule-change cards.

Warm-up (5 min)

The class warm-up from term 1, led by one group. Add a few steps each of hopping (or moving in your own way), walking heel to toe and walking sideways.

✎ Main activity (15 min)

Same teams as lesson 1, one per lane.

1. **Test two rules (6 min).** Give each team two rule-change cards (or its own idea on a blank card). Each child tries each rule once, to the halfway cone and back, carrying a beanbag where the rule needs one (a flat hand or the team's paper plate). One child at a time per lane.
2. **Choose and check (3 min).** Each team chooses one rule. Before they keep it, an adult asks the check question, and the team answers it for every child: **"Can everyone in our group play with this rule?"** If the answer is no for anyone (for example hopping for a child who uses a wheelchair, or heel to toe for a child using crutches), the team changes the rule or adds "or move in your own way". The adult writes or draws the final rule on the team's card.
3. **Play and say "Good game" (6 min).** Pair each team with the team in the next lane. Show the "good sport" card: "At the end of every race, both teams say or show 'Good game' to the other team, whoever finished first. If you finish first, you can also say 'Well played'." The two teams race with team A's rule (both teams using the same rule), then with team B's rule, turning round between races as in lesson 1.

✓ Discussion questions (4 min)

- "Was it fair for both teams in a race to use the same rule? Why?" (Answer guide: yes; both teams had the same job, so both had a real chance. If each team used a different rule, one might have an easier job.)
- "Why did we ask 'Can everyone play with this rule?'" (Answer guide: so nobody is left out; a game is only fair if everyone can join in.)
- "What does a good sport do when their team wins? When their team doesn't win?" (Answer guide: winning: says "Good game" or "Well played", no showing off; not winning: says "Good game", tries again next time. Both are good sports.)

✓ Closing check (3 min)

Each team holds up its rule card and one child says or shows the rule and whether everyone could play. Then each child shows the teacher their "good game" way (words, wave, thumbs-up or sign). (Answer guide: note who answers the check question for their team and who shows a good-sport way. Any of the four ways counts.)

Vocabulary

rule, change, fair, everyone can play, good sport, "Good game", "Well played", win, lose

Differentiation

- Support: choose from two cards only; an adult helps the team ask the check question; walk the race instead of jogging.

- Stretch: invent a new rule and draw it on the blank card; "Is your rule fair if one team has a paper plate and the other doesn't?"
- Wheelchair, walker or crutch users: every rule includes "or move in your own way" if needed; carrying the beanbag on a flat hand or plate works seated.
- Blind or low-vision children: test rules with the guide; explore the raised-line rule cards; the sound source stays at the far hoop for races.
- Non-speaking children: show "Good game" with a wave, thumbs-up, sign or communication device; choose a rule by pointing to a card.
- Children without full use of their hands: carry the beanbag in the crook of an arm, or skip carrying and touch the far hoop instead; their own way counts.

⚠ Safety

- The lesson 1 rules stay: walk or jog, own lane, one runner per team, round the far hoop on the outside, hoops and the sound source moved only while the relay is stopped.
- Hopping is a few hops at a time; children can switch to walking at any point.
- Heel-to-toe and sideways walking are slow on purpose; no racing in those rules during testing.
- Paper plates only (no hard plates).

Teacher notes

- Some children will be upset about not winning. Name the good-sport ways rather than telling children not to be upset, and remind them of the term 2 calm-down ways.
- Winning and losing are never recorded.

Lesson 3: Looking after our teeth

Unit overview - Previous: Lesson 2 - Next: Lesson 4

Goal: Children learn that we brush our teeth twice a day for about two minutes, practise brushing the outer, inner and chewing surfaces on a model (and in the air), and sort food and drink pictures by how sugary they are.

Length: about 30 minutes, in the classroom.

Materials

- One large picture of Remy (the made-up child from term 2).
- A giant model tooth: a large drawn tooth on card, or a box covered in white paper, with the outer, inner and chewing surfaces each shown in a different pattern (stripes, dots, zigzags) and labelled.
- One large card cut-out toothbrush for the model.
- A two-minute sand timer.
- A "twice a day" picture card: a morning sun and a night moon.
- Eight food and drink picture cards (drawn, an example, not from a source): water, carrot sticks, cucumber, cheese; sweets, fizzy drink, iced cake, a lollipop.
- Two sorting labels: "not much sugar" and "lots of sugar: keep it small".
- One small tooth picture per child, with the three surfaces outlined, and crayons.
- For blind or low-vision children: a raised-line version of the giant tooth or small tooth picture with a different texture on each surface (sandpaper, corrugated card, smooth card); the food cards described aloud.
- A class list for notes.

Steps

✎ Opening (5 min)

Show Remy. "This is Remy again. Remy has a wobbly tooth. Remy's first teeth are called baby teeth. Many children start to lose baby teeth at around six, and a new, bigger tooth grows in its place. The new teeth are called permanent teeth, which means they are meant to stay, so we look after them." Do not ask who has lost a tooth or who has a wobbly tooth; if children offer it, say "Thank you" and move on.

✎ Main activity (15 min)

1. **Three surfaces (4 min).** Show the giant tooth. "Every tooth has an outside, an inside and a top where we chew." Point to each surface and its pattern: the **outer surface** (the side next to your cheeks and lips), the **inner surface** (the side next to your tongue) and the **chewing surface** (the top). Brush each one on the model with the card toothbrush, saying its name. Children say the names with you.
2. **Twice a day, two minutes (5 min).** Show the "twice a day" card: "Dentists say to brush twice a day: once in the morning and once at night." Show the sand timer: "Each time, about two minutes. That is longer than it feels!" Everyone holds a pretend

toothbrush in the air in front of them (not in their mouths) and "brushes" with small circles while the teacher calls out each surface and points to it on the giant tooth at the same time (so deaf and hard-of-hearing children have a visual cue): outer, inner, chewing, top teeth and bottom teeth, until the sand runs out. "A soft toothbrush and a toothpaste with fluoride in it help. A grown-up decides how much toothpaste."

3. **Sugar sort (6 min).** Explain simply: "Tiny living things called bacteria live in everyone's mouth. When they meet sugar, they make acid, and acid can hurt the hard outside of our teeth. So it's kinder to our teeth to keep sugary drinks and snacks small, and to brush." Show the eight cards one at a time. Children say or show which label each goes under; a child places it. (Answer guide: not much sugar: water, carrot sticks, cucumber, cheese; lots of sugar, keep it small: sweets, fizzy drink, iced cake, lollipop.) Say: "Sugary food isn't bad, and nobody is in trouble for eating it. We just keep it small and brush our teeth."

✓ Discussion questions (5 min)

- "Why do we brush all three surfaces?" (Answer guide: so every part of the tooth gets clean; the sugar and bacteria can be on any side.)
- "Remy's family has cake at a party. What could help Remy's teeth afterwards?" (Answer guide: a drink of water, brushing at bedtime as usual; not "never eat cake".)
- "When do we brush?" (Answer guide: twice a day, morning and night, for about two minutes.)

Do not ask who brushes at home, who has been to a dentist, or what children eat or drink at home.

✓ Closing check (5 min)

Each child marks the three surfaces on their small tooth picture in three different ways (colours, or stripes, dots and zigzags) and shows the teacher, who asks: "Show me the chewing surface. How many times a day do we brush?" (Answer guide: points to the top of the tooth; "twice" or "two" or shows two fingers or the sun and moon card. Note on the class list.)

Vocabulary

tooth, teeth, baby teeth, outer surface, inner surface, chewing surface, brush, twice a day, two minutes, sugar, sugary

Differentiation

- Support: learn "outside, inside, top" before the longer names; point to the surfaces instead of naming them.
- Stretch: "Why might sticky sweets be harder on teeth than water?" (Answer guide: accept "the sugar stays on the teeth longer" as a sensible guess; label it a guess.)
- Non-speaking children: point to the surfaces and the sun and moon card, or use signs or a communication device.

- Blind or low-vision children: explore the textured tooth (a different texture for each surface); hear each food card described.
- Children without full use of their hands: "brush" in the air with any movement they choose, or tell an adult where to brush on the model.

⚠ Safety

- No real toothbrushes or toothpaste in class. Pretend brushing is in the air, not in mouths.
- No food or drink is tasted or brought in (allergies). Cards only.
- Never comment on anyone's teeth or lunch. Never ask about brushing at home, dentist visits, lost teeth or what children eat at home.
- If a child mentions tooth pain or something worrying, tell the school nurse or follow your school's procedure; if it is a safeguarding concern, follow your school's safeguarding procedure.

Teacher notes

- The sources advise brushing twice a day, for two minutes, with a soft brush and a fluoride toothpaste, brushing all three surfaces, and limiting sugary drinks and snacks (see the unit's sources). How much toothpaste a young child uses differs between countries; the unit leaves it to a grown-up.
- KidsHealth also advises never walking or running with anything in the mouth, such as a toothbrush; you could add this as a safety tip.
- Some families cannot easily get toothbrushes or toothpaste. Never make a child feel judged; if your school has a toothbrushing scheme, follow it.

Lesson 4: Medicine only from a trusted grown-up

Unit overview - Previous: Lesson 3 - Next: Lesson 5

Goal: Children learn what medicine is, that only a trusted grown-up gives it, and what to do if they find pills or a bottle they are not sure of: don't touch, don't taste, tell a grown-up.

Length: about 30 minutes, in the classroom.

Materials

- Four large pictures of Remy, one for each part of the story below (drawn, not photos).
- A "medicine rule" card with three pictures: a hand with a cross ("don't touch"), a mouth with a cross ("don't taste") and a child talking to a grown-up ("tell a grown-up").
- Eight scenario picture cards (drawn), listed in the main activity.
- Two sorting labels: "OK" and "Stop and tell a grown-up".
- For blind or low-vision children: a raised-line copy of the medicine rule card (a glue hand, a glue mouth and two glue figures); the scenario cards described aloud.
- A class list for notes.
- Pictures only: no real medicines, pill bottles, inhalers, vitamins or sweets in the classroom.

Steps

✎ Opening (5 min)

Sitting. "When people are poorly, a doctor or nurse might say they need medicine. Medicine can help our bodies get better. Medicine can be a tablet, a liquid on a spoon, a cream, or an inhaler that helps with breathing." "Medicine is not sweets. It can help when the right person gives the right amount, but it can be dangerous if a child takes it without a grown-up." Do not ask children about medicines or illnesses at home.

✎ Main activity (15 min)

1. **Remy's story (6 min).** Read the story, showing each picture, and ask the question after each part.

   Part 1. Remy has a sore ear and feels poorly. Remy's grown-up gives Remy medicine on a spoon, the way the doctor said. After a few days Remy feels better. (Who gave Remy the medicine? A grown-up who looks after Remy.)

   Part 2. Remy asks, "Is medicine like sweets?" Remy's grown-up says, "No. Medicine is not sweets. You only have medicine when a grown-up who looks after you gives it to you." (Why does a grown-up give it? They know which medicine and how much.)

   Part 3. At a family party, Remy sees some small, bright tablets on a table. They look just like sweets. (What do you think Remy should do? Let children suggest.)

Part 4. Remy doesn't touch them and doesn't taste them. Remy finds a grown-up and says, "There are tablets on the table." The grown-up says, "Thank you for telling me," and puts them away, high up, out of reach. (How might Remy feel? Maybe proud, maybe a bit worried; both are fine.)

1. **The medicine rule (3 min).** Show the medicine rule card and say it together, with actions (hands behind back, lips closed, pointing to a grown-up): **"Medicine only from a trusted grown-up. If you find pills or a bottle you're not sure about: don't touch, don't taste, tell a grown-up."** "Some tablets look like sweets, and some medicines look like juice. That's why we tell a grown-up even if we think it's a sweet."
2. **OK or stop and tell? (6 min).** Show each scenario card; children show thumbs up for "OK" or a flat "stop" hand for "Stop and tell a grown-up", and a child places it under a label. (Answer guide in brackets.)
3. Remy is poorly and Remy's grown-up gives medicine on a spoon. (OK)
4. Small coloured tablets on a table. (Stop and tell)
5. A bottle of pink liquid on the floor that looks like a drink. (Stop and tell)
6. A child uses their own inhaler with a grown-up's help at school, as their plan says. (OK)
7. An older child says, "Try my medicine, it tastes nice." (Stop and tell: say "No" and tell a grown-up)
8. A packet of tablets falls out of a coat on the floor. (Stop and tell)
9. An open tub of chewy shapes that might be vitamins, on a low shelf. (Stop and tell: vitamins are not sweets either)
10. Remy has a cough and the grown-up who looks after Remy reads the label and gives the right amount. (OK)

✓ Discussion questions (5 min)

- "What is the same about all the OK cards?" (Answer guide: a trusted grown-up gave the medicine, or helped, as the plan said.)
- "Why should Remy tell a grown-up even if the tablets look like sweets?" (Answer guide: tablets can look like sweets; you can't always tell; a grown-up can check and put them away.)
- "Some children have an inhaler or medicine at school. Is that OK?" (Answer guide: yes; their family and the school have agreed it, and a grown-up helps. Do not name or point to any child.)

✓ Closing check (5 min)

Hold up scenario card 2 (tablets on a table): "What should Remy do?" Then: "Who gives us medicine?" Children answer together by saying the rule, showing the three actions or pointing to the medicine rule card; ask a few children individually. (Answer guide: don't touch, don't taste, tell a grown-up; a trusted grown-up gives medicine. Note on the class list.)

Vocabulary

medicine, tablet, pill, liquid, inhaler, trusted grown-up, don't touch, don't taste, tell a grown-up

Differentiation

- Support: learn only "don't touch, tell a grown-up" first; sort four cards instead of eight.
- Stretch: "What could a grown-up do so children don't find tablets?" (Answer guide: put medicines away high up and out of sight.)
- Non-speaking children: show the three actions, point to the rule card, or use signs or a communication device.
- Blind or low-vision children: explore the raised-line rule card; hear each scenario described.
- Children who use an inhaler or other medicine at school: the lesson treats it as normal and grown-up-agreed. Check the materials with their family or the school nurse beforehand if you think a child may feel singled out.

⚠ Safety

- No real medicines, bottles, inhalers, vitamins or sweets in class.
- Never call medicine sweets, even as a joke.
- Do not ask about medicines, illnesses or who looks after children at home. Say "a grown-up who looks after you", not "mum" or "dad".
- If a child says they have taken medicine they found, or anything worrying, act at once: follow your school's first-aid and medicine procedure (and safeguarding procedure if needed).

Teacher notes

- The source (Up and Away) advises teaching children "what medicine is and why you or another caregiver must be the one to give it", and never telling children medicine is candy. It also says pills can look like candy and liquid medicines like sugary drinks.
- Follow your school's medicine policy for anything it says differently (for example who gives medicine at school).
- Up and Away is about medicines; cleaning products and other things children shouldn't touch are not covered here.

Lesson 5: Asking for help

Unit overview - Previous: Lesson 4

Goal: Children name trusted grown-ups at school and practise asking for help: getting a grown-up's attention, saying or showing what is wrong, and asking another grown-up if the first one cannot help. A one-to-one check over the following days covers the whole unit.

Length: about 30 minutes, in the classroom, plus about 4 minutes per child for the one-to-one check in extra short slots.

Materials

- One large picture of Remy.
- Pictures or names of trusted grown-ups at school (the class teacher, teaching assistants, lunchtime staff, office staff, the school nurse if there is one), as your school allows.
- A large "how to ask for help" card with three pictures: 1 get their attention, 2 say what is wrong, 3 ask another grown-up.
- Five Remy scenario cards (drawn), listed in the main activity.
- One "I need help" card per child (a picture of a raised hand and the words), which children can hand or show to an adult.
- A class puppet (optional), for modelling.
- For the one-to-one check: the lesson 1 "fair" and "not fair" cards and two pictures (lanes with every hoop the same distance away; lanes with one hoop much closer); the lesson 2 "good sport" card; the lesson 3 small tooth picture (a clean copy); scenario card 2 from lesson 4 (tablets on a table); the pictures or names of trusted grown-ups; a class list.
- For blind or low-vision children: a raised-line copy of the "how to ask for help" card (a glue hand, a glue mouth, two glue figures); a raised-line "I need help" card (a glue hand); the textured tooth from lesson 3; the raised-line fair and not fair cards from lesson 1 and the raised-line medicine rule card from lesson 4, for the check.
- A class list for notes.

Steps

✎ Opening (5 min)

Sitting. "In term 2, Remy told a grown-up when a feeling got big. In lesson 4, Remy told a grown-up about the tablets. Today: who can we ask for help at school, and how?" Show the pictures or names of trusted grown-ups and name each job: "These are grown-ups whose job at school includes helping children." Children point to or name ones they know.

✎ Main activity (15 min)

1. **How to ask (4 min).** Show the "how to ask for help" card. The teacher (or the puppet) models each step:
2. **Get their attention:** go to the grown-up, then say "Excuse me", put your hand up, sign, or show your "I need help" card.

3. **Say or show what is wrong:** "I need help. My friend is hurt." / "I feel sick." / "I can't find my class." Pointing or showing the card is fine too.
4. **Ask another grown-up** if the first one is busy or can't help: "If the first grown-up can't help, ask another one." Model a muddled version ("Um... um...") and a clear one, and ask which was easier to understand.
5. **Remy scenarios (8 min).** Show each card. Children say who Remy could ask and what Remy could say. Volunteers may act it out with the teacher or puppet as the grown-up (opt-in; nobody has to perform; children can also point or show their card). (Answer guide in brackets.)
6. In the playground, Remy's friend falls over and hurts their knee. (Go to a playground grown-up: "Excuse me, I need help. My friend is hurt.")
7. Remy feels sick in class. (Tell the teacher or teaching assistant: "I feel sick.")
8. After assembly, Remy can't find the class line. (Stay in the hall and ask a school grown-up nearby: "I can't find my class.")
9. Remy sees tablets on the floor in the corridor. (Don't touch, don't taste; tell the nearest school grown-up.)
10. Remy asks a grown-up for help, but the grown-up is busy and says "Just a minute." Remy's friend is still hurt. (Say "It's important, my friend is hurt", or ask another grown-up.)
11. **Practise with the card (3 min).** Give each child an "I need help" card. In pairs, one child is the grown-up and one shows the card and says or shows one thing from the scenarios; then swap. Children keep the card in their tray or bag if your school agrees.

✓ Discussion questions (5 min)

- "Why is it a good idea to say what is wrong, not just 'help'?" (Answer guide: the grown-up knows what to do faster.)
- "What can you do if the first grown-up can't help?" (Answer guide: ask another grown-up; say "It's important".)
- "Which grown-ups at school could you ask?" (Answer guide: any trusted grown-up at school from the pictures; accept any school job.) Do not ask about grown-ups at home.

✓ Closing check (5 min)

Each child, in turn around the room or in small groups, shows the teacher how they would get a grown-up's attention and says or shows one thing they might need help with. (Answer guide: "Excuse me", a raised hand, a sign or the card; then any clear statement or showing such as "My friend is hurt". Note on the class list.)

One-to-one check (about 4 minutes per child, in extra slots)

Over the following days, in a quiet corner while the class reads or does choice time, check each child alone. Answers can be spoken, pointed, shown, signed or given on a communication device; agreed alternatives count fully.

1. **Fair or not fair?** Show the two lane pictures. "Which race is fair? Why?" (Answer guide: the one where every hoop is the same distance; in the other, one team has less far to go.) For a blind or low-vision child, describe the two set-ups aloud or use raised-line lane cards.

2. **Good game.** "Show me what a good sport does at the end of a game." (Answer guide: says "Good game" or "Well played", waves, thumbs-up or signs; any one counts.)
3. **Teeth.** Give the clean tooth picture (or the textured tooth). "Show me the outer, inner and chewing surfaces. How many times a day do we brush? For about how long? Should sugary snacks be big or small?" (Answer guide: points to all three; "twice"; "about two minutes" or "until the sand runs out"; "small". Two of three surfaces plus "twice" is a secure start.)
4. **Medicine.** Show the tablets card (and describe it aloud for a blind or low-vision child). "What should you do?" (Answer guide: don't touch, don't taste, tell a grown-up; "medicine only from a trusted grown-up".)
5. **Asking for help.** Show the pictures of grown-ups. "Who could you ask for help at school? What would you say if a friend was hurt?" (Answer guide: names or points to one trusted school grown-up; gets attention and says or shows what is wrong, for example "Excuse me, my friend is hurt".)

Record each part as secure, developing or not yet. Never record winning or losing, or anything about home.

Vocabulary

help, trusted grown-up, "Excuse me", "I need help", hurt, sick, lost, ask another grown-up

Differentiation

- Support: practise only step 1 and one sentence ("I need help"); use the card instead of speaking.
- Stretch: "What if you can't see any grown-up?" (Answer guide: go to where grown-ups usually are, such as the classroom or office; ask a friend to come with you.)
- Non-speaking children: the "I need help" card, signs or a communication device are a full answer; check the class sign or device page for "help" in advance.
- Blind or low-vision children: explore the raised-line cards; hear the scenario cards and staff pictures described (use staff names and voices).
- Deaf children: practise getting a grown-up's attention by going to them and showing the card or signing.

⚠ Safety

- No stranger-danger stories. The lesson is about asking trusted grown-ups at school.
- Role play is opt-in; nobody acts being hurt on the floor.
- Do not ask children about grown-ups, illnesses or incidents at home.
- If a child tells you something worrying, follow your school's safeguarding procedure.

Teacher notes

- Check the staff pictures with your school's photo rules; names alone are fine.
- Children may say "I'd tell my mum". Accept it warmly and add: "And at school, who could you tell?"

Grade 2 Health and PE: Balance, Rolling and Jumping (5 lessons, about 3 weeks)

> **Unreviewed AI draft.** Written by Claude Opus 5.5 (AI Village), 10 November 2026. No educator has reviewed or classroom-tested this unit. It is not aligned to any official standard. Check space, mats, footwear, medical and contact notes against your school's rules and PE guidance.
>
> Text-checked by one other agent (Gemini 4 Argon); see Known gaps.

Back to the grade 2 year plan - Term 1. Builds on grade 1: Moving and dodging: travelling, warming up and safe tag (the class warm-up and the stop signal) and kindergarten Balance, jumping, ball skills and feelings words (first balances and two-foot jumps)

Big idea

We can balance on many different parts of our body, at high, middle and low levels, and hold still like a statue. We can move our weight from our feet onto other body parts, roll sideways in a long thin shape or a small curled shape, and jump and land softly. Joining a balance, a move and another balance makes a short floor sequence with a clear start and finish.

This is the first health and PE unit of the grade 2 year (term 1). In kindergarten children tried first balances and two-foot jumps with soft landings, and in grade 1 they built a class warm-up and travelled in many ways. Term 2 of grade 2 moves on to hitting and passing, and term 3 to healthy habits and a class game day.

Outcomes

By the end of the unit a student can:

1. Hold a still balance on at least three different bases of support (for example one foot, two hands and two feet, bottom only, knees and hands), at more than one level, and name the body parts touching the mat.
2. Show and tell apart a curl, a stretch, a twist and a bend.
3. Move their weight from their feet onto other body parts (for example rocking, a "bear walk", or sitting down and rolling) and roll sideways in a long thin "pencil" shape and a small curled "egg" shape, in their own way.
4. Jump and land softly with bent knees: forwards (horizontal) and upwards (vertical), taking off and landing on two feet and trying one-foot take-offs and landings.
5. Make and show a three-part floor sequence (balance - move or roll - balance) with a clear still start and finish, and follow the mat rules (one at a time on a mat, wait off the mat, nobody in a landing zone).
6. Say that our class warm-up starts gently and gets faster and gets our bodies ready, and lead one move of it.

Prior knowledge

- From kindergarten: "my bubble" space, freezing on the stop signal, simple balances and two-foot jumps with soft landings.

- From grade 1: the class warm-up (march, arm circles, knee lifts, side-steps, leg swings holding a wall or partner, jog gently), the travelling words, high and low.
- Seven-year-olds vary a lot in balance, strength and confidence. Some will already do gymnastics outside school; others will be new to mats. Praise stillness, control and trying, not difficulty, and accept each child's own way of moving.

Lessons

PE lessons are about 30 minutes (opening 3, warm-up 5, main 15, discussion 4, closing check 3). Leave a day or two between lessons. The stop signal is used in every lesson, and the class warm-up from grade 1 starts every lesson.

Lesson	Title	Main activity
1	Statues on the mats	Mat rules; balancing on different bases, at three levels, in different shapes
2	Curl, stretch, twist, bend	Shape cards; rocking and moving weight onto other body parts
3	Pencil roll and egg roll	Sideways rolls in a narrow or curled shape, both directions
4	Jump and land like a cat	Forward and upward jumps; one- and two-foot take-offs and landings
5	Our floor sequence	Balance - move or roll - balance, shown to a partner; one-to-one check

Materials (whole class unless noted)

- A hall or cleared indoor space with a non-slip floor, at least a couple of metres from walls and furniture. Cones or floor spots to mark the edge.
- Gymnastics or PE mats: about one mat per two or three children, laid with clear gaps (at least a metre) between mats and away from walls (every lesson).
- The stop signal, both heard and seen: a drum or tambourine plus a raised hand or a red card with a square (every lesson).
- The six grade 1 warm-up cards (march, arm circles, knee lifts, side-steps, leg swings holding a wall or partner, jog gently) (every lesson).
- A large "mat rules" card with pictures: one at a time on the mat; wait sitting at the end of the mat; nobody on the mat while someone is moving; bare feet or gym shoes, no socks (every lesson).
- A class list for notes (every lesson). Water available in every lesson.
- Ear defenders and a quiet spot at the edge for children who need them (every lesson).
- Lesson 1: three large level cards (high, middle, low) each with a stick picture and one, two or three dots from the floor so they can be read without colour; eight balance cards with a stick picture and the body parts touching the floor written underneath (one foot; two feet tiptoe; two hands and two feet; two knees and two hands; one knee and one hand; bottom only; tummy only, arms and legs lifted; one hand and one foot, side on); beanbags, one per child; blank small cards and pencils for early finishers.
- Lesson 2: four large shape cards with a word and a stick picture (curl, stretch, twist, bend); the balance cards and level cards from lesson 1.
- Lesson 3: the shape cards; a soft toy or rolled-up towel per mat as a "start spot" marker; floor tape or chalk to mark each mat's rolling lane.
- Lesson 4: about 12 floor spots or hoops for take-off spots; floor tape or chalk to mark a "landing zone" on each mat (a box drawn at the far end); a large "cat landing" card (stick

picture: knees bent, arms forward, feet apart, quiet); about 16 small cones or beanbags to mark how far jumps go (no measuring tapes, no recording distances).
- Lesson 5: the balance, level and shape cards; a "my sequence" card per child with three empty boxes (start balance, move or roll, finish balance) and pencils; the cat landing card.
- For blind or low-vision children: a sighted guide partner (every lesson); raised-line (dried glue) copies of the four shape cards and the "my sequence" card; a small bell or shaker for the guide to show where the mat starts and ends.

⚠ Safety and access

- **Mats and space:** check the floor, mats and space before each lesson. Mats lie flat with no gaps or overlaps between pieces in a lane. Bare feet or gym shoes, as your school allows; no socks on a slippery floor. Hair tied back; no jewellery; pockets empty.
- **One at a time:** only one child moves on a mat at a time. Others sit at the end of the mat and wait. Nobody stands or sits in a landing zone or rolling lane.
- **Rolls:** this unit teaches sideways rolls only (pencil roll and egg roll). Forward and backward rolls are not taught or asked for; a child who already does them outside school is asked to save them for a club or a coached session. No weight on the head or neck in any balance or roll.
- **Opt-in:** every balance, roll and jump is an invitation. Children choose how big to go, can do a smaller version, or can rest at the edge, with no reason needed. Never physically push or place a child into a shape.
- **Hands-on help:** if an adult needs to steady a child, ask first ("Can I hold your hand to help you balance?") and help only at the hand or shoulder.
- **Medical:** check records for conditions that affect exercise (asthma, heart, joint, epilepsy, diabetes) and follow each child's plan; keep inhalers to hand. Some children are told by their doctor not to roll, jump or go upside down; they choose from the other balances and moves.
- **Stop signal for everyone:** always give it as a sound and as something to see.
- **Moving in your own way:** children who use a wheelchair, walker or crutches balance in their chair (for example one arm lifted, leaning in a shape, a twist or a stretch with the arms), move their weight by leaning and shifting, and make their sequence from their own balances and moves; a child may also choose to come out of the chair onto a mat with their school's agreed support. "Your own way counts" is said in every lesson. Blind or low-vision children work with a sighted guide partner and can feel raised-line shape cards; deaf children get every instruction shown as well as said.
- **Bodies:** never measure, weigh or compare children's bodies; jump markers show "further than last time" for each child only and are never recorded or ranked.

Assessment

- Lessons 1-4: the teacher watches for still balances on different bases and levels, telling curl, stretch, twist and bend apart, sideways rolls with control, soft landings with bent knees, and following the mat rules, and notes it on a class list.
- Lesson 5: a one-to-one check with five parts and an answer guide (about 4 minutes per child), done while the class practises sequences. Plan extra small-group or one-to-one slots in the week to finish the checks.

Sources

- SHAPE America, "Grade-Level Outcomes for K-12 Physical Education" (2013), read 10 November 2026; quotations checked against page images: https://www.shapeamerica.org/wp-content/uploads/Grade-Level-Outcomes-for-K-12-Physical-Education.pdf
- S1.E7.2a: "Balances on different bases of support, combining levels and shapes."
- S1.E7.2b: "Balances in an inverted position* with stillness and supportive base." The footnote says: "*Teachers must use differentiated instruction and developmentally appropriate practice tasks for individual learners when presenting transfers of weight from feet to other body parts."
- S1.E8.2: "Transfers weight from feet to different body parts/bases of support for balance and/or travel."
- S1.E9.2: "Rolls in different directions with either a narrow or curled body shape."
- S1.E10.2: "Differentiates among twisting, curling, bending and stretching actions."
- S1.E11.2: "Combines balances and transfers into a three-part sequence (i.e., dance, gymnastics)."
- S1.E3.2: "Demonstrates 4 of the 5 critical elements for jumping and landing in a horizontal plane using a variety of one- and two-foot takeoffs and landings."
- S1.E4.2: "Demonstrates 4 of the 5 critical elements for jumping and landing in a vertical plane."
- S4.E4.2: "Works independently with others in partner environments."
- S4.E6.2a: "Works independently and safely in physical education."
- S4.E6.2b: "Works safely with physical education equipment."
- Warm-up and cool-down outcomes (S3.E4) first appear in grade 3 in this document.
- Wikipedia, "Warming up" (read 9 November 2026, for the grade 1 unit): https://en.wikipedia.org/wiki/Warming_up
- The grade 2 year plan (health and PE, term 1).

Known gaps

- One other agent (Gemini 4 Argon, at 7ab4714) text-checked this unit on 2026-11-10 and reported no errors. That is a text check by an AI agent, not a teacher review or classroom test.
- SHAPE America's outcomes are one US framework; other countries use other guidance. The unit quotes the outcomes but is not a full alignment.
- The "critical elements" for jumping and landing are not listed in the outcomes document, so the unit uses its own simple checklist (bent knees to start, arms swing, take off, land on the balls of the feet then heels, knees bend to land quietly). That checklist is an example, not from a source.
- **Inverted balance (S1.E7.2b) is only partly covered.** Lesson 2 offers "hips higher than head" shapes (bear shape and "mountain" with hands and feet on the mat) as an optional try; headstands, handstands and shoulder stands are not taught. A school with trained gymnastics staff may want to go further.
- Forward and backward rolls are left out on purpose (see Safety and access); SHAPE's grade 2 outcome asks for rolls "in different directions" and the unit covers left and right sideways rolls only.
- The warm-up is our class routine from grade 1, not a grade 2 outcome in the source (warm-up outcomes start in grade 3 there).
- Pacing is untested; classes new to mats may need two sessions for lesson 3.

- The order of lessons, the games, the balance list and the timings are my choice, not taken from a source.

Lesson 1: Statues on the mats

Unit overview - Next: Lesson 2

Goal: Children learn the mat rules and hold still balances on different bases of support, at high, middle and low levels.

Length: about 30 minutes.

Materials

- The cleared space, edge cones or floor spots, and mats (about one per two or three children) with clear gaps between them.
- The stop signal (drum or tambourine plus a raised hand or red card with a square).
- The six grade 1 warm-up cards.
- The large "mat rules" card.
- Three large level cards (high, middle, low), with one, two or three dots.
- Eight balance cards with the body parts touching the floor written underneath: one foot; two feet tiptoe; two hands and two feet; two knees and two hands; one knee and one hand; bottom only; tummy only, arms and legs lifted; one hand and one foot, side on.
- Beanbags, one per child.
- Blank small cards and pencils for early finishers.
- For blind or low-vision children: a sighted guide partner and a bell or shaker to mark the mat ends.
- Water.
- Ear defenders and a quiet spot at the edge for children who need them.
- A class list for notes.

Steps

✎ Opening (3 min)

Sitting at the edge. Show the mat rules card and read each picture together: one at a time on the mat; wait sitting at the end; nobody on the mat while someone is moving; bare feet or gym shoes, no socks. "Why do we have these rules?" (So nobody bumps or slips.) Say: "This term we are going to be statues, rollers and jumpers. Your own way counts."

Warm-up (5 min)

The class warm-up from grade 1 with the six cards: march, arm circles, knee lifts, side-steps, leg swings holding a wall or partner, jog gently. Ask a child to hold up each card. Freeze on the stop signal.

✎ Main activity (15 min)

1. **Statue game (4 min).** Children walk around the space (not on the mats). On the stop signal they freeze as a statue and hold for a count of five. "Which parts of you are

touching the floor?" (Usually two feet.) "That is your base. Now freeze with a different base." Try one foot, two knees and two hands, bottom only.

2. **Balance cards at the mats (6 min).** Two or three children per mat, one at a time on the mat. Show a balance card; each child tries it and holds for five, then sits at the end for the next child. Use four or five of the eight cards. "Point to the parts touching the mat." Children in a wheelchair make balances in their chair: lifting one arm, leaning to the side, a stretched or curled shape with the arms.
3. **High, middle, low (5 min).** Show the level cards. "High is up tall, low is near the floor, middle is in between." Call a level and a base: "Low balance on bottom only", "High balance on one foot", "Middle balance on two hands and two feet". Stretch: balance a beanbag on a body part while holding still.

✓ Discussion questions (4 min)

- "What helped you hold still?" (Answer guide: looking at one spot, a wide base, tight tummy, arms out; accept sensible ideas.)
- "Is it easier to balance on lots of parts or on one part? Why?" (Answer guide: usually lots of parts, because the base is bigger; accept sensible ideas.)

✓ Closing check (3 min)

Show the balance card "one knee and one hand". "Which parts touch the mat? What level is it, high, middle or low?" Children point or say. (Answer guide: one knee and one hand; low or middle, depending on the shape - accept either with a reason. Note who names the base correctly.)

Vocabulary

balance, still, statue, base, high, middle, low, mat rules

Differentiation

- Support: balances with a bigger base (two knees and two hands, bottom only); hold for a count of three; an adult holds a hand if the child asks.
- Stretch: balance a beanbag on a body part; change level without losing stillness.
- Early finishers: invent a new balance and draw its base on a blank card.

⚠ Safety

- One at a time on each mat; others sit at the end, never in the lane.
- No weight on the head or neck in any balance.
- Children may choose a smaller version of any balance or rest at the edge.
- Water available; children with asthma follow their plan.

Teacher notes

- Praise stillness and control rather than hard balances.
- Keep the mat rules card up for every lesson of the unit.

Lesson 2: Curl, stretch, twist, bend

Unit overview - Previous: Lesson 1 - Next: Lesson 3

Goal: Children show and tell apart a curl, a stretch, a twist and a bend, and move their weight from their feet onto other body parts.

Length: about 30 minutes.

Materials

- The cleared space, edge cones or floor spots, and mats with clear gaps.
- The stop signal (drum or tambourine plus a raised hand or red card with a square).
- The six grade 1 warm-up cards.
- The large "mat rules" card.
- Four large shape cards with a word and a stick picture: curl, stretch, twist, bend.
- The eight balance cards and three level cards from lesson 1.
- For blind or low-vision children: a sighted guide partner and raised-line copies of the four shape cards.
- Water.
- Ear defenders and a quiet spot at the edge for children who need them.
- A class list for notes.

Steps

✎ Opening (3 min)

Sitting. Read the mat rules card together. Show the four shape cards one at a time and make each shape sitting down: curl (small and round like a ball), stretch (long and wide, reaching far), twist (one part turns while another stays still, like wringing a cloth), bend (fold at a joint, like an elbow or a knee).

Warm-up (5 min)

The class warm-up with the six cards, led by a child holding the cards. Freeze on the stop signal.

✎ Main activity (15 min)

1. **Shape caller (4 min).** Children spread out in their own space. Call a shape: everyone makes it, then freezes on the stop signal. Mix with levels: "a low curl", "a high stretch", "a middle twist". Children in a wheelchair make each shape with their arms, head and upper body.
2. **Rock and roll over the feet (5 min).** At the mats, one at a time. Show three ways to move weight from feet to other parts:
3. Crouch, then rock back onto your bottom and curved back, and rock up onto your feet again (a "rocking egg"). Chin stays tucked; weight never goes onto the head or neck.
4. From standing, put your hands on the mat and walk your feet around them (a "bear walk" on hands and feet).

5. From standing, kneel down, sit, and lie on your side in a long shape. "Where is your weight now?" after each one.
6. **Hips-high shapes (optional, 3 min).** "Can you make a shape where your hips are higher than your head?" Show two: a bear shape (hands and feet on the mat, hips high, knees bent or straight) and a "mountain" (hands and feet on the mat, hips pushed up to a point). Hold for a count of three, then lower the knees to the mat. Head stays off the mat; no weight on the head or neck. Any child can choose a balance card instead.
7. **Balance, move, balance taster (3 min).** Each child picks one balance card, holds it, moves their weight to a new base in any way from step 2, and holds a new balance.

✓ Discussion questions (4 min)

- "What is the difference between a twist and a bend?" (Answer guide: in a twist one part turns around while another stays facing the same way; in a bend a joint folds; accept a demonstration.)
- "How did you get from your feet to your bottom without bumping?" (Answer guide: going low first, bending the knees, using hands, rocking slowly.)

✓ Closing check (3 min)

Make three shapes yourself, one at a time: a curl, a twist, a stretch. After each, children hold up the matching shape card or say the word. (Answer guide: curl, twist, stretch. Note who tells the twist apart from the bend.)

Vocabulary

curl, stretch, twist, bend, weight, rock, hips, base

Differentiation

- Support: practise only curl and stretch first; rock with an adult's hand held if the child asks.
- Stretch: a curl at a high level or a twist on one foot; link two shapes smoothly.
- Early finishers: show a partner a shape and let them guess which word it is.

⚠ Safety

- Rocking: chin tucked; roll on the curved back only, never onto the head or neck.
- Hips-high shapes are optional and held only briefly; no headstands, handstands or shoulder stands in this unit.
- One at a time on each mat; others sit at the end.
- Water available; children with asthma follow their plan.

Teacher notes

- The SHAPE America grade 2 outcomes include an inverted balance and say teachers must use differentiated, developmentally appropriate tasks for each learner. This lesson offers only gentle hips-high shapes; see the unit's Known gaps.

Lesson 3: Pencil roll and egg roll

Unit overview - Previous: Lesson 2 - Next: Lesson 4

Goal: Children roll sideways in both directions, in a long narrow shape (pencil roll) and a small curled shape (egg roll), with control.

Length: about 30 minutes.

Materials

- The cleared space, edge cones or floor spots, and mats with clear gaps.
- Floor tape or chalk to mark each mat's rolling lane.
- A soft toy or rolled-up towel per mat as a "start spot" marker.
- The stop signal (drum or tambourine plus a raised hand or red card with a square).
- The six grade 1 warm-up cards.
- The large "mat rules" card.
- The four shape cards from lesson 2 (curl, stretch, twist, bend).
- For blind or low-vision children: a sighted guide partner, raised-line shape cards, and a bell or shaker to mark the mat ends.
- Water.
- Ear defenders and a quiet spot at the edge for children who need them.
- A class list for notes.

Steps

✎ Opening (3 min)

Sitting. Read the mat rules card together, especially "nobody on the mat while someone is moving". Hold up the stretch and curl cards. "Today we roll in a stretched shape and in a curled shape. We roll sideways, like a log rolling down a hill. We do not do forward rolls in this unit."

Warm-up (5 min)

The class warm-up with the six cards. Add two moves on the mat edge: lying on the back, rock gently side to side; then hug the knees and rock side to side.

✎ Main activity (15 min)

1. **Pencil roll (5 min).** One child at a time lies at the start spot on their back, arms stretched above the head (or by the sides), legs together, body long and straight like a pencil. Roll sideways along the lane to the end of the mat, then roll back the other way. "Try to stay in the lane and stay straight." The child sits at the end; the next child goes.
2. **Egg roll (5 min).** Kneel and curl up small, tummy on the knees, hands holding the shins or tucked in, head tucked. Tip sideways onto the side and back and over to the knees again, rolling along the lane. Then try the other direction.

3. **Choose and change (5 min).** Each child chooses pencil or egg roll and which direction (towards the window, towards the door), says it out loud or signs it, then does it. Partners at the end of the mat watch and say one thing they saw: "You stayed straight", "You stayed curled".

Children who do not want to roll can rock side to side in a pencil or egg shape on the spot. Children in a wheelchair, or who choose not to leave the chair, make a long thin shape and a small curled shape with the upper body and lean from side to side; with their school's agreed support they may also roll on a mat.

✓ Discussion questions (4 min)

- "Which roll was easier to keep straight? Why?" (Answer guide: any answer with a reason; many find the pencil roll drifts and the egg roll is slower.)
- "What does your body look like in a pencil roll and in an egg roll?" (Answer guide: long and narrow, stretched; small and curled.)

✓ Closing check (3 min)

Ask one child at a time, quickly at the mat: "Show me a pencil roll to the window side" or "Show me an egg roll to the door side". (Answer guide: the right shape (long and narrow, or small and curled) and the right direction. Children who rock instead of roll show the shape and direction by rocking. Note shape and direction on the class list.)

Vocabulary

roll, sideways, pencil roll, egg roll, narrow, curled, direction, lane

Differentiation

- Support: rock in the shape before rolling; an adult kneels beside the lane (not in it) to give a direction cue.
- Stretch: pencil roll with arms above the head and feet together the whole way; link a pencil roll into a balance.
- Early finishers: hold the start spot marker and judge "straight" for a partner.

⚠ Safety

- Sideways rolls only; no forward or backward rolls.
- One child in a lane at a time; the next child waits until the roller is sitting at the end.
- Children who feel dizzy sit still at the edge until it passes; stop after a few rolls each.
- No weight on the head or neck.

Teacher notes

- The SHAPE America grade 2 outcome asks for rolls "in different directions with either a narrow or curled body shape." This lesson uses two sideways directions only.
- Lay the lanes so rollers move away from walls and other mats.

Lesson 4: Jump and land like a cat

Unit overview - Previous: Lesson 3 - Next: Lesson 5

Goal: Children jump forwards and upwards and land softly, using a five-point checklist, with two-foot and one-foot take-offs and landings.

Length: about 30 minutes.

Materials

- The cleared space, edge cones or floor spots, and mats with clear gaps.
- About 12 floor spots or hoops as take-off spots.
- Floor tape or chalk to mark a "landing zone" box at the far end of each mat.
- A large "cat landing" card (stick picture: knees bent, arms forward, feet apart, quiet).
- About 16 small cones or beanbags to mark how far a jump went.
- The stop signal (drum or tambourine plus a raised hand or red card with a square).
- The six grade 1 warm-up cards.
- The large "mat rules" card.
- For blind or low-vision children: a sighted guide partner and a bell or shaker sounded from the side of the landing zone.
- Water.
- Ear defenders and a quiet spot at the edge for children who need them.
- A class list for notes.

Steps

✎ Opening (3 min)

Sitting. Show the cat landing card. "How does a cat land when it jumps down? Quietly, with bent legs." Teach the five-point jump checklist with actions (this checklist is our own, not from a source):

1. Bend your knees and swing your arms back.
2. Swing your arms forwards and up.
3. Push off and stretch in the air.
4. Land on the front of your feet, then your heels.
5. Bend your knees to land quietly and freeze.

Warm-up (5 min)

The class warm-up with the six cards, then small bunny hops on the spot, landing quietly.

✎ Main activity (15 min)

1. **Upward jumps (4 min).** In their own space (not on mats). "Jump up as if to touch the ceiling, land like a cat and freeze for three." Try five jumps, checking one point of the checklist at a time.

2. **Forward jumps onto the mat (6 min).** Each mat has a take-off spot just in front of it and a landing zone box at the far end. One child at a time jumps forwards from two feet, lands on two feet on the mat, freezes, then walks off to the side, never back through the landing zone. A partner at the side places a cone or beanbag where they landed. "Can you jump past your own marker next time?" Markers are each child's own and are not compared or written down.
3. **One foot, two feet (5 min).** Try new combinations, one at a time on the mat: two feet to two feet; one foot to two feet (a "leap and land"); one foot to the same foot (a hop); one foot to the other foot (a leap). Children choose which to try. Landing always ends in a quiet, still freeze.

Children in a wheelchair can do a "chair jump": a quick push forward and a controlled stop that freezes still, or a fast arm-swing-and-reach upward with a still finish. Children who choose not to jump do a big step-and- freeze onto the mat.

✓ Discussion questions (4 min)

- "Why do we bend our knees when we land?" (Answer guide: to land softly and quietly, so the landing does not jolt; accept sensible ideas.)
- "Which take-off and landing felt steadiest for you?" (Answer guide: any answer; often two feet to two feet.)

✓ Closing check (3 min)

Two or three children at a time jump upwards in their own space while you watch for four of the five checklist points. (Answer guide: note which points each child shows; four or more of the five meets the goal - for example knees bent, arm swing, push off, quiet bent-knee landing. Children who use a chair or step show a controlled push or step and a still finish.)

Vocabulary

jump, land, take off, upwards, forwards, one foot, two feet, quiet, freeze

Differentiation

- Support: small jumps from a low line on the floor; hold an adult's hand if the child asks.
- Stretch: a forward jump with a quarter turn in the air; a hop and land still on one foot.
- Early finishers: be the partner who places the landing marker and watches one checklist point.

⚠ Safety

- Only one child on a mat; nobody stands, sits or walks in a landing zone.
- Leave the mat by the side, never back through the landing zone.
- Jumping on mats or in own space only; no jumping off benches or boxes in this unit.
- Markers are never measured, compared or recorded.

- Water available; children with asthma follow their plan.

Teacher notes

- SHAPE America's grade 2 outcomes ask for 4 of the 5 "critical elements" of jumping and landing, horizontally and vertically, but the outcomes document does not list the five elements. The checklist above is my own example.

Lesson 5: Our floor sequence

Unit overview - Previous: Lesson 4

Goal: Children make, practise and show a three-part floor sequence (balance - move or roll - balance) with a still start and finish; the teacher does a one-to-one check.

Length: about 30 minutes.

Materials

- The cleared space, edge cones or floor spots, and mats with clear gaps.
- The stop signal (drum or tambourine plus a raised hand or red card with a square).
- The six grade 1 warm-up cards.
- The large "mat rules" card.
- The eight balance cards, three level cards and four shape cards.
- The cat landing card.
- A "my sequence" card per child with three empty boxes (start balance, move or roll, finish balance) and pencils.
- For blind or low-vision children: a sighted guide partner and a raised-line "my sequence" card (three glue-line boxes) with the balance chosen said aloud and remembered by the guide.
- Water.
- Ear defenders and a quiet spot at the edge for children who need them.
- A class list for notes, with space for the one-to-one check.

Steps

✎ Opening (3 min)

Sitting. Show the three-box "my sequence" card. "A sequence is like a sentence: a start, a middle and an end. We start still in a balance, move or roll, and finish still in a balance." Show one example yourself: a high balance on one foot, kneel down and pencil roll, a low balance on bottom only. Freeze for three at the start and the end.

Warm-up (5 min)

The class warm-up with the six cards, led by two children. Finish with two quiet cat jumps.

✎ Main activity (15 min)

1. **Plan (4 min).** Each child draws or chooses cards for the three boxes: a start balance, a move or roll (rocking egg, bear walk, pencil roll, egg roll, a cat jump, or their own way), and a finish balance at a different level. Children who prefer not to draw place the cards in order on the floor.
2. **Practise (5 min).** At the mats, one at a time, children practise their sequence two or three times. Remind: freeze for three at the start, freeze for three at the end.

3. **Show a partner (6 min).** Partners take turns: one shows, the other watches and says one thing they liked and names the shapes or levels they saw ("You were still at the start", "Your finish was low and curled"). While the class practises and shows, the teacher does the one-to-one checks below.

Children in a wheelchair make their sequence from chair balances, a lean or shift and another balance (or on a mat with their school's agreed support). "Your own way counts."

✓ Discussion questions (4 min)

- "What made a sequence easy to watch?" (Answer guide: a clear still start and finish, moving smoothly, different levels or shapes.)
- "How did you keep safe on the mat?" (Answer guide: one at a time, waiting at the end, nobody in the lane or landing zone.)

✓ Closing check (3 min)

Each child shows their sequence card to a partner and says the three parts in order. Children who use cards on the floor point to them in order. (Answer guide: start balance, move or roll, finish balance. Note who can give all three in order.)

One-to-one check (about 4 minutes per child)

Done at a mat, during the practise and show time and in extra slots in the week. A child may show any part their own way.

1. **Balance:** "Show me a still balance on a base that is not your two feet. Which parts are touching the mat?" (Answer guide: holds still for about three seconds; names the base, for example two knees and two hands.)
2. **Level:** "Now show me a balance at a different level." (Answer guide: a clear change between high, middle and low.)
3. **Shapes:** "Show me a curl, then a twist." (Answer guide: small and round; one part turning while another stays still.)
4. **Roll or move:** "Show me a pencil roll or an egg roll, either way." (Answer guide: the matching narrow or curled shape, rolling sideways with control. Children who do not roll show weight moving from feet to another base, for example a rocking egg or a bear walk.)
5. **Jump and land:** "Show me a jump and a cat landing." (Answer guide: at least four of the five checklist points from lesson 4, ending in a still, quiet freeze. Children who use a chair show a controlled push and a still stop.)

Record on the class list what each child showed. Do not record anything a child chose not to try; offer it again another day.

Vocabulary

sequence, start, middle, finish, still, smooth, level, partner

Differentiation

- Support: a two-part sequence (balance - roll) or cards placed ready; an adult walks through it with the child first.
- Stretch: add a change of level and shape inside the move; show it without stopping between parts.
- Early finishers: teach their sequence to a partner and do it side by side on separate mats.

⚠ Safety

- One at a time on each mat; partners watch from the end, never in the lane or landing zone.
- Sideways rolls only; no weight on the head or neck.
- Children may change any part of their sequence to a smaller or easier version at any time.
- Water available; children with asthma follow their plan.

Teacher notes

- SHAPE America's grade 2 outcome: "Combines balances and transfers into a three-part sequence (i.e., dance, gymnastics)." This lesson uses a gymnastics-style floor sequence.

Grade 2 Health and PE: Hitting and Passing (5 lessons, about 3 weeks)

> **Unreviewed AI draft.** Written by Claude Opus 5.5 (AI Village), 11 November 2026. No educator has reviewed or classroom-tested this unit. It is not aligned to any official standard. Check space, equipment, latex and medical notes against your school's rules and PE guidance.
>
> Text-checked by two other agents (Gemini 4 Carbon and Gemini 4 Argon); see Known gaps.

Back to the grade 2 year plan - Term 2. Builds on grade 2 term 1 Balance, rolling and jumping (working safely in our own space) and grade 1 Throwing, catching, kicking and calm-down (sending and receiving a ball with a partner)

Big idea

We can hit a light object with a flat open hand, with a short paddle and with a bat. A good hit starts with watching the object, a flat hitting surface and a firm wrist. We can keep a balloon up with hits in a row, send it to a partner so they can hit it back, and keep it going together as a small team. Hitting games need space and safe waiting places, and when we disagree in a game we can stop, say what we saw and choose a fair way to carry on.

This is the second health and PE unit of the grade 2 year (term 2). In grade 1 children threw, caught and kicked with a partner; in term 1 of grade 2 they worked safely in their own space on mats. Term 3 (planned) moves on to healthy habits and a class game day.

In this unit "passing" means sending a balloon or soft ball to a partner or team-mate by hitting it with a hand or paddle. Passing and receiving with the feet is left for grade 3 (see Sources and Known gaps).

Outcomes

By the end of the unit a student can:

1. Hit a balloon upward with an open, flat hand several times in a row (consecutive hits), in their own space, watching the balloon.
2. Hit a balloon, and then a soft ball, upward with a short paddle several times in a row, keeping the paddle face flat and the wrist firm.
3. Pass a balloon to a partner with a gentle hit so the partner can hit it back, and keep a balloon up with a small team, taking turns and calling "mine".
4. Hit a soft ball off a tee or tall cone with a light bat, holding the bat with both hands together and standing side-on to the tee.
5. Follow the hitting-space rules (own space, waiting line, bats are put down not thrown, collect only on the signal) and say one fair way to sort out a disagreement in a game.

Prior knowledge

- From kindergarten and grade 1: "my bubble" space, the stop signal, the class warm-up, throwing and catching with a partner, taking turns.
- From grade 2 term 1: working on your own spot, waiting at the edge, nobody in someone else's landing zone.
- Seven-year-olds vary a lot in hand-eye coordination. Some will already play bat-and-ball games outside school; others will find tracking a ball hard. Balloons are slow on purpose. Praise watching, a flat hitting surface and trying again, not the number of hits.

Lessons

PE lessons are about 30 minutes (opening 3, warm-up 5, main 15, discussion 4, closing check 3). Leave a day or two between lessons. The stop signal is used in every lesson, and the class warm-up from grade 1 starts every lesson.

Lesson	Title	Main activity
1	Balloon keep-up	Open-palm hits upward, hits in a row; first gentle passes to a partner
2	Paddle and balloon	Flat paddle face, firm wrist; hits in a row with a paddle; partner passes with paddles
3	Team keep-up and fair play	Small-team balloon keep-up; calling "mine"; sorting out a disagreement (made-up characters)
4	Batting off a tee	Grip, side-on stance and a level swing; batting box and waiting line
5	Hitting stations	Three stations with class-made rules; one-to-one check

Materials (whole class unless noted)

- A hall or cleared indoor space (or a flat outdoor area with no wind for balloons) with a non-slip floor, well away from walls, windows and lights. Cones or floor spots to mark the edge.
- About 30 floor spots or hoops, one per child, laid at least 3 metres apart so a swinging arm or paddle cannot reach a neighbour (every lesson).
- The stop signal, both heard and seen: a drum or tambourine plus a raised hand or a red card with a square (every lesson).
- The six grade 1 warm-up cards (march, arm circles, knee lifts, side-steps, leg swings holding a wall or partner, jog gently) (every lesson).
- **Latex-free** balloons, about one per child plus spares, blown up by an adult to about the size of a child's head (lessons 1, 2, 3 and 5). A lidded box for any burst balloon pieces (every balloon lesson).
- A few light beach balls or very light foam balls as a slower or non-balloon option (lessons 1, 2, 3 and 5).
- Short-handled light paddles, one per child: foam paddles, or paper plates with a wide wooden craft stick taped firmly to the back as a handle (lessons 2, 3 and 5). A few paddles with a hand strap and one or two longer-handled light paddles for children who need them.
- Soft foam balls about tennis-ball size, one per pair (lessons 2 and 5).
- For lesson 4 and the batting station in lesson 5: two to four batting tees or tall cones; light foam or plastic bats with a wide barrel; large soft foam balls (about the size of a grapefruit), six per tee; floor tape or chalk to mark a batting box and a waiting line beside each tee; a collecting bucket per tee; a big cone as a target for children who want a challenge; a

"collect" card (a green card with a circle); a safety circle about 2 metres across around each batting box, marked with tape or chalk.
- Rolled-up newspaper "bats" or pool-noodle pieces, one per child, for practice swings without a ball (lesson 4 and the lesson 5 check).
- Large picture cards: "good hit" (eyes on the object, flat hand or paddle, firm wrist); "bat grip" (hands together, one above the other, knuckles lined up); "side-on" (stick figure with shoulder pointing at the target) (lessons 1-5 as listed in each lesson).
- A "hitting space" rules card: stay on your spot; wait behind the line; put the bat down, never throw it; collect only on the green card (lessons 4 and 5).
- Lesson 3: four "game trouble" picture cards with made-up characters from Little Hill (see lesson 3) and a "fair ways" card (stop; say what you saw; listen; choose: do it again, take turns, or ask the referee).
- Lesson 5: a large blank card and a thick pen for the class's own station rules; three station signs with pictures (team keep-up, paddle keep-up, tee batting).
- A class list for notes (every lesson). Water available in every lesson.
- Ear defenders and a quiet spot at the edge for children who need them; balloons can burst with a bang (every lesson).
- For blind or low-vision children: a sighted guide partner (every lesson); a brightly coloured large balloon with a small bell or a few dried beans inside, put in by an adult before blowing up, so it can be heard; a beeping or bell ball or a larger bright foam ball on the tee; raised-line (dried glue) copies of the "good hit" and "bat grip" cards.

⚠ Safety and access

- **Space:** every child works on their own spot or hoop, at least 3 metres from the next. Before each lesson check that no paddle or bat can reach a wall, window, light or radiator. Hair tied back; no jewellery; pockets empty; shoes as your school allows.
- **Latex and balloons:** use latex-free balloons only and check records for latex allergy. An adult blows up and ties every balloon; children do not blow up balloons or chew them. Burst pieces go straight into the lidded box because they are a choking risk; children tell an adult and do not pick them up. Warn the class that a balloon may go "bang"; offer ear defenders before balloon lessons.
- **Bats:** only light foam or plastic bats. One child bats at a time at each tee, inside the batting box. Everyone else waits behind the waiting line, which is behind the batter's safety circle, never in front. The bat is put down in the box after each hit (never thrown or swung while walking). Balls are collected only when the adult shows the green "collect" card and nobody is holding a bat. Only the batter goes inside a safety circle about 2 metres across, and the waiting line is at least 4 metres behind it, so it is out of reach whichever side a child bats from (see lesson 4).
- **Paddles:** paddles stay below head height of anyone nearby; no hitting towards a person's face; no swinging paddles while walking between spots. Check taped paper-plate paddles for loose tape or splinters before use.
- **Opt-in:** every task is an invitation. Children choose to use a balloon, a slower beach ball or a soft ball, choose how many hits to try, and can rest at the edge, with no reason needed. Never physically move a child's arm without asking first ("Can I hold your hand on the bat to show you?").
- **Medical:** check records for conditions that affect exercise (asthma, heart, joint, epilepsy, diabetes) and follow each child's plan; keep inhalers to hand.

- **Stop signal for everyone:** always give it as a sound and as something to see. On the stop signal, children catch or hold their balloon or ball, put paddles and bats on the floor, and freeze.
- **Moving in your own way:** a child who uses a wheelchair or walker hits a balloon from their chair, hits a ball off a tee set at chair height, or uses a longer-handled light paddle; partners pass to reach them. A child who cannot grip a paddle can use a paddle with a hand strap, a balloon on a short string held by a partner, or an open-hand hit. "Your own way counts" is said in every lesson. Blind or low-vision children use a sound balloon or bell ball with a sighted guide partner who calls "now"; deaf children get every instruction shown as well as said.
- **Counts are private:** children may count their own hits in a row, but the numbers are never recorded, shown or compared. "Beat your own best" is the only challenge.

Assessment

- Lessons 1-4: the teacher watches for watching the object, a flat hand or paddle face, hits in a row, gentle passes a partner can return, a hands-together grip and a side-on stance at the tee, and following the hitting-space rules, and notes it on a class list.
- Lesson 5: a one-to-one check with five parts and an answer guide (about 3 minutes per child), done while the class works at stations. Plan extra small-group or one-to-one slots in the week to finish the checks. Each part is marked yes / with help / not yet. The number of hits is never part of the mark.

Sources

- SHAPE America, "Grade-Level Outcomes for K-12 Physical Education" (2013), read 10 and 11 November 2026; quotations checked against page images: https://www.shapeamerica.org/wp-content/uploads/Grade-Level-Outcomes-for-K-12-Physical-Education.pdf
- S1.E22.2 (volleying, underhand): "Volleys an object upward with consecutive hits."
- S1.E24.2 (striking, short implement): "Strikes an object upward with a short-handled implement, using consecutive hits."
- S1.E25.2 (striking, long implement): "Strikes a ball off a tee or cone with a bat, using correct grip and side orientation/proper body orientation."
- S4.E4.2: "Works independently with others in partner environments."
- S4.E5.2: "Recognizes the role of rules and etiquette in teacher-designed physical activities."
- S4.E6.2b: "Works safely with physical education equipment."
- Passing and receiving with the feet (S1.E19) first appears in grade 3 in this document, so this unit does not teach it.
- The grade 2 year plan (health and PE, term 2).

Known gaps

- Two other agents (Gemini 4 Carbon and Gemini 4 Argon, both at 26bc764) text-checked this unit on 2026-11-11 and reported no errors. Those are text checks by AI agents, not a teacher review or classroom test.
- SHAPE America's outcomes are one US framework; other countries use other guidance. The unit quotes the outcomes but is not a full alignment.

- The "good hit" points (watch it, flat surface, firm wrist), the bat grip description and the side-on picture are my own simple teaching points, not the "critical elements" of a mature pattern, which the outcomes document does not list.
- The year plan says "passing to a partner and in small teams". Here that is done by hitting a balloon or soft ball, not by passing with the feet, because SHAPE places foot passing in grade 3.
- Hitting a ball over a low net or against a wall is a grade 3 outcome in the source and is not taught here.
- The "fair ways" for disagreements and the game-trouble stories are my own examples, not from a source, and are told with made-up characters so no child's real argument is discussed.
- Pacing is untested; classes new to paddles may need two sessions for lesson 2, and lesson 4 needs extra adults if there are more than two tees.
- The order of lessons, the games, the equipment list and the timings are my choice, not taken from a source.

Lesson 1: Balloon keep-up

Unit overview - Next: Lesson 2

Goal: Children hit a balloon upward with an open, flat hand several times in a row in their own space, and try first gentle passes to a partner.

Length: about 30 minutes.

Materials

- The cleared space, edge cones, and floor spots or hoops at least 3 metres apart, one per child.
- The stop signal (drum or tambourine plus a raised hand or red card with a square).
- The six grade 1 warm-up cards.
- Latex-free balloons blown up and tied by an adult, one per child plus spares, and a lidded box for burst pieces.
- A few light beach balls or very light foam balls as a slower option.
- The "good hit" picture card (eyes on the object, flat hand or paddle, firm wrist).
- For blind or low-vision children: a sighted guide partner and a sound balloon (bell or dried beans inside, added by an adult).
- Water.
- Ear defenders and a quiet spot at the edge for children who need them.
- A class list for notes.

Steps

✎ Opening (3 min)

Sitting at the edge. Show a balloon. "This term we are going to be hitters: with our hands, with paddles and with bats. Today the balloon helps us, because it is slow." Agree the stop signal: hold your balloon, freeze. Tell the class a balloon may go "bang"; ear defenders are there for anyone who wants them. If a balloon bursts, leave the pieces and tell an adult. "Your own way counts."

Warm-up (5 min)

The class warm-up from grade 1, using the six cards: march, arm circles, knee lifts, side-steps, leg swings holding a wall or partner, jog gently. Add "wrist wiggles" and "starfish hands" (fingers spread wide, then a flat hand) at the end.

✎ Main activity (15 min)

1. **Find your spot (2 min).** Each child stands on their spot or in their hoop. Arms out wide and turn slowly: "If you can touch anyone, move."
2. **Flat hand (3 min).** Show the "good hit" card. Children hold the balloon in one hand and tap it up gently with the flat palm of the other hand, then catch it. Say: "Eyes on the balloon. Flat hand. Push up." Try both hands.

3. **Hits in a row (5 min).** Now tap, tap, tap without catching. Children count their own hits in a row quietly. When the balloon lands, pick it up and start again. "Can you beat your own best?" Numbers are not said out loud or written down. Stop signal after about two minutes; then try a new challenge: hit with the other hand, hit low (below your head), or hit high.
4. **First passes (5 min).** Pairs stand on two spots about 2 metres apart with one balloon. Partner A taps it gently up and towards B; B catches it, then taps it back. When pairs are ready, B taps it back without catching. "A good pass is gentle and goes up, so your partner has time."

Children who want a slower or quieter option use a beach ball, a very light foam ball or catch between every hit.

✓ Discussion questions (4 min)

1. "Where do your eyes go when you hit?" (On the balloon, all the time.)
2. "Why does a flat hand work better than a fist?" (A flat hand is bigger, so it is easier to hit the balloon, and it sends it straight up.)
3. "What makes a pass easy to hit back?" (Gentle, goes up, goes to your partner, not too fast.)

✓ Closing check (3 min)

The teacher says three sentences; children show thumbs up for true, thumbs down for false (or say or sign "yes" or "no").

1. "We keep our eyes on the balloon when we hit." (True.)
2. "A good pass is as hard as we can hit." (False: gentle so your partner has time.)
3. "If a balloon bursts, we pick up the pieces." (False: leave them and tell an adult.)

Vocabulary

hit, tap, flat hand, palm, upward, in a row, pass, partner, gentle

Differentiation

- **More support:** catch between every hit; use two hands together; a partner holds the balloon on a short string while the child hits it.
- **More challenge:** hit with the back of the hand, alternate hands, or clap once between hits.
- **Moving in your own way:** children who use a wheelchair hit the balloon from their chair; partners pass to reach them. Blind or low-vision children use a sound balloon with a guide who calls "now".

⚠ Safety

- Spots at least 3 metres apart; arms-out check before starting.
- Latex-free balloons only, blown up by an adult. Burst pieces go straight into the lidded box; children do not pick them up or put them near their mouths.

- On the stop signal children hold their balloon and freeze.
- Counts are private and never recorded.

Teacher notes and misconceptions

- Many children slap down at the balloon or hit it too hard; it then flies sideways. "Push up, like lifting a tray" helps.
- Children chase balloons into other spots. Remind them: if the balloon leaves your space, wait for it to land, then walk to get it.
- Some children find it hard to track a moving object. A bigger, brightly coloured balloon and hitting low make it easier.

Lesson 2: Paddle and balloon

Unit overview - Previous: Lesson 1 - Next: Lesson 3

Goal: Children hit a balloon, and then a soft ball, upward with a short paddle several times in a row, keeping the paddle face flat and the wrist firm, and pass a balloon to a partner with paddles.

Length: about 30 minutes.

Materials

- The cleared space, edge cones, and floor spots or hoops at least 3 metres apart, one per child.
- The stop signal (drum or tambourine plus a raised hand or red card with a square).
- The six grade 1 warm-up cards.
- Short-handled light paddles, one per child (foam paddles, or paper plates with a wide wooden craft stick taped firmly to the back), checked for loose tape or splinters before the lesson. A few paddles with a hand strap.
- Latex-free balloons blown up and tied by an adult, one per child plus spares, and a lidded box for burst pieces.
- A few light beach balls or very light foam balls as a slower option.
- Soft foam balls about tennis-ball size, one per pair.
- The "good hit" picture card.
- For blind or low-vision children: a sighted guide partner, a sound balloon and a raised-line copy of the "good hit" card.
- Water.
- Ear defenders and a quiet spot at the edge for children who need them.
- A class list for notes.

Steps

✎ Opening (3 min)

Sitting at the edge. Show a paddle. "A paddle is like a big flat hand." Show the paddle rules: carry it pointing down when you walk; swing it only on your own spot; on the stop signal, put it on the floor and freeze. "Your own way counts."

Warm-up (5 min)

The class warm-up from grade 1, using the six cards, then wrist wiggles and "starfish hands".

✎ Main activity (15 min)

1. **Flat face, firm wrist (3 min).** On their spots, children hold the paddle out flat like a tray and balance a balloon on it. Then they walk the paddle slowly in a circle without the balloon falling off. "Keep the face flat. Keep your wrist firm, not floppy."
2. **Paddle taps (5 min).** Tap the balloon up with the paddle and catch it; then tap, tap, tap without catching. Children count their own hits in a row quietly and try to beat their

own best (never said out loud or written down). Show the "good hit" card again: eyes on the balloon, flat paddle, firm wrist.
3. **Soft-ball try (3 min, optional).** Children who are ready swap the balloon for a soft foam ball: drop it on the paddle, let it bounce once off the paddle, then try two small bounces in a row. Others stay with the balloon.
4. **Paddle passes (4 min).** Pairs on two spots about 2 metres apart with one balloon. A taps it up and towards B with the paddle; B taps it back. "Gentle and up, so your partner has time."

✓ Discussion questions (4 min)

1. "What happened when the paddle face was tipped?" (The balloon or ball went sideways, not up.)
2. "Why do we keep our wrist firm?" (So the paddle stays flat and the hit goes where we want.)
3. "Why do we carry the paddle pointing down?" (So it doesn't hit anyone as we walk.)

✓ Closing check (3 min)

Thumbs up for true, thumbs down for false (or say or sign "yes" or "no").

1. "A flat paddle face sends the balloon straight up." (True.)
2. "We swing our paddle while we walk to our spot." (False: carry it pointing down; swing it only on your own spot.)
3. "On the stop signal, we put the paddle on the floor and freeze." (True.)

Vocabulary

paddle, face, handle, flat, firm wrist, bounce, in a row

Differentiation

- **More support:** hold the paddle with two hands; catch between every hit; use a beach ball, which is slower; use a paddle with a hand strap.
- **More challenge:** hit low, then high; turn the paddle over and use the other side between hits; move from the balloon to the soft ball.
- **Moving in your own way:** a child in a wheelchair can use a longer-handled light paddle; a partner can hold a balloon on a short string for a child who finds tracking hard. Blind or low-vision children use a sound balloon with a guide who calls "now".

⚠ Safety

- Check paddles before the lesson; remove any with loose tape or splinters.
- Paddles carried pointing down; swung only on your own spot, below the head height of anyone nearby.
- Latex-free balloons; burst pieces into the lidded box.

- Counts are private and never recorded.

Teacher notes and misconceptions

- Children often swing the paddle like a racket and hit sideways. "Lift the tray" works better at this age than "swing".
- A floppy wrist sends the balloon backwards over the child's head. Ask them to "freeze the wrist" and lift from the shoulder.
- The soft ball is much faster than a balloon. Some children will not be ready this lesson; that is fine.

Lesson 3: Team keep-up and fair play

Unit overview - Previous: Lesson 2 - Next: Lesson 4

Goal: Children keep a balloon up together in a small team, calling "mine" and taking turns, and talk about fair ways to sort out a disagreement in a game, using made-up characters.

Length: about 30 minutes.

Materials

- The cleared space and edge cones. Floor spots set out as team circles: four spots about 2 metres apart in a square, with each team square at least 4 metres from the next.
- The stop signal (drum or tambourine plus a raised hand or red card with a square).
- The six grade 1 warm-up cards.
- Latex-free balloons blown up and tied by an adult (one per team plus spares), and a lidded box for burst pieces.
- A few light beach balls as a slower option.
- Short-handled light paddles, one per child (optional in this lesson).
- Four "game trouble" picture cards with made-up characters from Little Hill:
- A: Goat and Hen both run for the balloon and bump into each other.
- B: Mouse says the balloon touched the floor. Duck says it didn't.
- C: Remy hits the balloon every time. Bear never gets a turn.
- D: Duck gets cross and kicks the balloon away.
- The "fair ways" card: stop; say what you saw; listen; choose: do it again, take turns, or ask the referee.
- For blind or low-vision children: a sighted guide partner and a sound balloon; the game-trouble stories are read aloud.
- Water.
- Ear defenders and a quiet spot at the edge for children who need them.
- A class list for notes.

Steps

✎ Opening (3 min)

Sitting at the edge. "Today we hit together as a team of four. Teams need two rules: call 'mine' before you hit, and nobody hits twice in a row." Show how to call "mine" (or raise a hand, or sign it). "Your own way counts."

Warm-up (5 min)

The class warm-up from grade 1, using the six cards, then wrist wiggles.

✎ Main activity (15 min)

1. **Team keep-up (7 min).** Teams of four stand on their square of spots. One child taps the balloon up and calls "mine"; anyone else calls "mine" and hits it next. Nobody hits

twice in a row. Teams count their hits in a row quietly and try to beat their own team best (not compared between teams). Children may use hands or paddles. Stop signal after about three minutes; then try a new challenge: everyone must hit once before anyone hits again.

2. **Game trouble (8 min).** Children sit by their team. Show card A and tell the story: "Goat and Hen both ran for the balloon, and bump! What could they do?" Take ideas, then point to the "fair ways" card. Do the same with cards B, C and D. Possible answers:
3. A: Call "mine"; the one who called first hits; check they are both all right.
4. B: Stop; each says what they saw; if they still don't agree, do it again, or ask the referee.
5. C: Use the rule: nobody hits twice in a row; Bear can call "mine".
6. D: Duck stops and uses a calm-down from grade 1 (slow breaths, count to five), then says "I feel cross because..."; the team carries on.

The stories are always about the made-up characters. Children are not asked to share a real argument they have had.

✓ Discussion questions (4 min)

1. "Why do we call 'mine'?" (So two people don't run for the same balloon and bump.)
2. "What is one fair way to sort out 'it touched the floor' / 'it didn't'?" (Do it again, or ask the referee.)
3. "How did the 'nobody twice in a row' rule help Bear?" (Everyone gets a turn.)

✓ Closing check (3 min)

Each child shows (points to the card, says or signs) one fair way from the "fair ways" card to sort out a disagreement in a game. The teacher notes it on the class list. Accept: stop, say what you saw, listen, do it again, take turns, ask the referee.

Vocabulary

team, mine, turn, rule, fair, disagree, referee

Differentiation

- **More support:** teams of three; catch-then-hit allowed; a beach ball instead of a balloon; an adult joins a team.
- **More challenge:** hands only, or paddles only; one bounce on the floor allowed and then keep going.
- **Moving in your own way:** a child in a wheelchair has a spot in the team square where the others pass to reach them. Blind or low-vision children use a sound balloon; team-mates call "mine" clearly so they know where the balloon is going. Deaf children see "mine" as a raised hand or sign.

⚠ Safety

- Team squares at least 4 metres apart; children stay on or near their own spot.
- "Mine" calls stop collisions; children do not dive for the balloon.
- Paddles below head height of team-mates.
- Latex-free balloons; burst pieces into the lidded box.

Teacher notes and misconceptions

- Children often think "fair" means "I win". The stories help them see the other side without blaming anyone in the class.
- Some children will want to tell a real story ("my brother..."). Thank them and bring it back to the made-up characters.
- The "fair ways" are examples, not from a source; schools may have their own conflict steps to use instead.

Lesson 4: Batting off a tee

Unit overview - Previous: Lesson 3 - Next: Lesson 5

Goal: Children hit a soft ball off a tee or tall cone with a light bat, holding the bat with both hands together and standing side-on to the tee, and follow the batting-box rules.

Length: about 30 minutes.

Materials

- The cleared space and edge cones. Two to four batting stations (one per adult helper), set out side by side at least 8 metres apart, all hitting in the same direction into an empty area with no people, windows or lights.
- At each station: a batting tee or tall cone; a light foam or plastic bat with a wide barrel; six large soft foam balls (about grapefruit size); a collecting bucket; floor tape or chalk for a batting box beside the tee, a safety circle about 2 metres across around the batting box, and a waiting line at least 4 metres behind the safety circle.
- The stop signal (drum or tambourine plus a raised hand or red card with a square).
- The green "collect" card.
- The six grade 1 warm-up cards.
- The "bat grip" and "side-on" picture cards and the "hitting space" rules card.
- Rolled-up newspaper "bats" or pool-noodle pieces, one per child, for practice swings without a ball.
- For blind or low-vision children: a sighted guide partner, a bell ball or larger bright foam ball, and a raised-line copy of the "bat grip" card.
- Water.
- Ear defenders and a quiet spot at the edge for children who need them.
- A class list for notes.

Steps

✎ Opening (3 min)

Sitting at the edge, facing a batting station. Show the "hitting space" rules card and walk through the station: only the batter goes inside the safety circle; everyone else waits behind the waiting line; after the hit, the bat is put down in the box; balls are collected only when the adult shows the green card and every bat is on the floor. "Why?" (A swinging bat can hurt someone standing close.) "Your own way counts."

Warm-up (5 min)

The class warm-up from grade 1, using the six cards, then slow "trunk twists" with arms out (turning the shoulders gently from side to side).

✎ Main activity (15 min)

1. **Grip and stance without a ball (4 min).** Each child on their own spot with a newspaper bat or noodle piece. Show the "bat grip" card: hands together, one above the other, knuckles lined up. Show the "side-on" card: stand sideways to the target, front shoulder pointing where the ball should go, feet apart. Children try both ways round and choose the one that feels better (that tells you if they bat right- or left-handed). Slow practice swings: "Look at the spot. Swing level, like sweeping a table."
2. **Batting stations (11 min).** Groups of about six to eight at each station with an adult. One child at a time: walk into the box, pick up the bat, take the grip, stand side-on, look at the ball, swing and hit it off the tee, then put the bat down in the box and walk back to the end of the waiting line. Each child has about three hits per turn. When all six balls are out, the adult checks that the bat is down and shows the green card; two children collect balls into the bucket and walk back. Groups keep turning until the stop signal.

Children who choose not to bat can be ball collectors (on the green card only) or the "tee setter" who places the ball, with the bat on the floor.

✓ Discussion questions (4 min)

1. "Where do your hands go on the bat?" (Together, one above the other.)
2. "Which way do you stand to the tee?" (Side-on, shoulder pointing at the target.)
3. "When can we collect the balls?" (Only when the adult shows the green card and every bat is on the floor.)

✓ Closing check (3 min)

Thumbs up for true, thumbs down for false (or say or sign "yes" or "no").

1. "We wait behind the waiting line while someone bats." (True.)
2. "After the hit, we throw the bat so we can run." (False: put it down in the box.)
3. "We look at the ball when we swing." (True.)

Vocabulary

bat, tee, grip, side-on, swing, level, batting box, safety circle, waiting line, collect

Differentiation

- **More support:** a bigger ball or a balloon taped lightly on the tee; a shorter, lighter bat; an adult says "ready, look, swing" for each hit.
- **More challenge:** aim at a big target cone placed far out in the empty area; lower the tee.
- **Moving in your own way:** a child in a wheelchair bats from their chair with the tee set at chair height and the chair side-on to the tee; a child who cannot grip a bat can use a light paddle with a hand strap. Blind or low-vision children use a bell ball; a guide places their hand on the ball, then the child steps back and swings. Deaf children see the green card and the stop signal.

⚠ Safety

- Only the batter inside the safety circle. Waiting line at least 4 metres behind it. A child who bats left-handed stands on the other side of the tee; the safety circle and waiting line work for both sides.
- Bats are put down in the box after every turn, never thrown, and never carried while walking to collect balls.
- Balls collected only on the green card, with every bat on the floor.
- Stations far apart and all hitting the same way into an empty area.
- Light foam or plastic bats and soft foam balls only.

Teacher notes and misconceptions

- Many children stand facing the tee and chop down. The side-on card and "sweep the table" help.
- Some children let go of the bat after the hit. Practise "hit, hold, put it down" with the newspaper bats first.
- A child who switches between right- and left-handed is not doing it wrong; let them choose and check where they stand.

Lesson 5: Hitting stations

Unit overview - Previous: Lesson 4

Goal: Children help make the rules for three hitting stations, play at each station safely and fairly, and show what they can do in a one-to-one check.

Length: about 30 minutes, plus extra check slots in the week.

Materials

- The cleared space and edge cones, set out as three stations far apart:
- **Team keep-up:** team squares of four floor spots about 2 metres apart, each square at least 4 metres from the next; latex-free balloons (one per team plus spares).
- **Paddle keep-up:** floor spots or hoops at least 3 metres apart; short-handled light paddles (one per child, a few with a hand strap); latex-free balloons and soft foam balls about tennis-ball size.
- **Tee batting** (only with an adult helper at the station): a batting tee or tall cone; a light foam or plastic bat; six large soft foam balls; a collecting bucket; a batting box, safety circle and waiting line marked with tape or chalk, hitting into an empty area; the green "collect" card.
- Three station signs with pictures (team keep-up, paddle keep-up, tee batting).
- A lidded box for burst balloon pieces.
- A few light beach balls as a slower option.
- The stop signal (drum or tambourine plus a raised hand or red card with a square).
- The six grade 1 warm-up cards.
- The "good hit", "bat grip", "side-on" and "hitting space" cards, and the "fair ways" card from lesson 3.
- A large blank card and a thick pen for the class's station rules.
- A check spot at the edge with one balloon, one paddle, and a newspaper bat or noodle piece, and a copy of the one-to-one check below.
- For blind or low-vision children: a sighted guide partner, a sound balloon and a bell ball.
- Water.
- Ear defenders and a quiet spot at the edge for children who need them.
- A class list for notes.

Steps

✎ Opening (3 min)

Sitting at the edge. "Today you help make the rules." Ask: "What rule keeps us safe at the batting station? What rule keeps the team keep-up fair?" Write three or four of the children's rules on the big card in their words (for example: "Stay on your spot", "Call 'mine'", "Put the bat down", "Nobody twice in a row"). Read them back together. Show the "fair ways" card: "If something goes wrong, which of these can we use?"

Warm-up (5 min)

The class warm-up from grade 1, using the six cards; a child leads one move of their choice.

✎ Main activity (15 min)

Three groups rotate around the three stations, about 5 minutes each, moving on the stop signal (walking, paddles pointing down, bats left in the box). Children may choose a balloon, a beach ball or a soft ball at the keep-up stations. Hit counts stay private.

If there is only one adult, leave out the batting station: use two keep-up stations and do part 4 of the check with the newspaper bat.

While the stations run, the teacher calls children one at a time to the check spot (see below). Children who are not being checked keep playing.

✓ Discussion questions (4 min)

1. "Which of our rules did you use today?" (Any rule from the class card.)
2. "Did anything go wrong at a station? Which fair way helped?" (Answers are about what happened at the stations; nobody is named or blamed.)
3. "What is one thing you can do now that was hard in lesson 1?" (Any answer; for example more hits in a row, a flat paddle, hitting off the tee.)

✓ Closing check (3 min)

Each child points to (or says or signs) one class rule and tells why it helps. The teacher notes any child who has not yet done the one-to-one check.

One-to-one check (about 3 minutes per child)

Done at the check spot. Each part is marked yes / with help / not yet on the class list. The number of hits is not recorded.

1. **Open-hand hits:** "Keep the balloon up with your hand." Yes: three or more hits in a row upward, eyes on the balloon. With help: hits with a catch between. Not yet: cannot make contact yet.
2. **Paddle hits:** "Now with the paddle." Yes: three or more hits in a row upward with a flat paddle face. With help: a catch between hits, or two hands on the paddle. Not yet: the balloon goes sideways most times.
3. **Pass:** the teacher stands about 2 metres away. "Pass the balloon to me so I can hit it back." Yes: a gentle upward hit that reaches the teacher. With help: reaches after a second try or a step closer. Not yet: goes hard or away from the teacher.
4. **Grip and stance:** with the newspaper bat (or at the tee). "Show me how you hold the bat and stand to hit." Yes: hands together, one above the other, standing side-on. With help: one of the two. Not yet: neither.
5. **Rules and fair play:** "Tell me one rule at the batting station and one fair way to sort out a disagreement." Yes: one safe batting rule (wait behind the line, put the bat down, collect on

the green card, only the batter in the circle) and one fair way (stop, say what you saw, listen, do it again, take turns, ask the referee). With help: one of the two. Not yet: neither.

Children answer in their own way: saying, signing, pointing to a card or showing. A child using a wheelchair, strap paddle or sound balloon is checked with that equipment.

Vocabulary

station, rule, rotate, fair, safe, check

Differentiation

- **More support:** stay at a keep-up station with a beach ball; an adult or a chosen partner goes round the stations with the child.
- **More challenge:** at keep-up, alternate hand and paddle; at the tee, aim at a target cone.
- **Moving in your own way:** stations are set so children in wheelchairs can reach every spot and the tee at chair height; blind or low-vision children use sound balloons and bell balls with a guide; deaf children see the station signs and the stop signal.

⚠ Safety

- Stations far apart; the batting station hits away from the other two.
- Batting only with an adult at the station; one batter at a time; bats put down; balls collected only on the green card.
- Paddles pointing down while moving between stations.
- Latex-free balloons; burst pieces into the lidded box.

Teacher notes

- Children's own rules are usually close to the adult rules and are more likely to be followed. If a safety rule is missing (for example the green card), add it and say why.
- If a disagreement happens, use the "fair ways" card rather than deciding for the children straight away.
- Finish any checks in the week; it is fine to check a child over two short visits.

Grade 2 Health and PE: Healthy Habits and a Class Game Day (5 lessons, about 3 weeks)

> **Unreviewed AI draft.** Written by Claude Opus 5.5 (AI Village), 11 November 2026. No educator has reviewed or classroom-tested this unit. It is not aligned to any official standard. Check space, equipment, sun, heat, water, hygiene and medical notes against your school's rules and health guidance.
>
> Text-checked by three other agents (Gemini 3.8 Flash, Gemini 4 Carbon and Gemini 4 Argon); see Known gaps.

Back to the grade 2 year plan - Term 3. Builds on grade 2 terms 1 and 2 Balance, rolling and jumping and Hitting and passing (the game-day stations reuse those skills) and grade 1 Fair games, teeth, medicines and help (fair play and asking an adult for help)

Big idea

Moving makes our hearts beat faster and our breathing quicker, and using our own body weight, as in animal walks, makes muscles stronger. A healthy day has a balance of playing, resting, drinking water and eating. On a hot or sunny day we drink water, find shade, cover up as the school says, and tell an adult if we feel unwell. Washing hands well, including the thumbs, wrists, between the fingers and under the nails, helps stop germs spreading. A class game day is more fun and fairer when everyone has helped make the rules.

This is the third health and PE unit of the grade 2 year (term 3). In term 1 children balanced, rolled and jumped on mats; in term 2 they hit and passed balloons and soft balls. This unit adds healthy habits and ends with a class game day that uses skills from the whole year.

Outcomes

By the end of the unit a student can:

1. Move like two animals using their own body weight (for example a bear walk and a crab walk, or a seated or wall version), and name one activity that helps make the body stronger or fitter.
2. Say two ways to keep well on a hot or sunny day (drink water, rest in the shade, wear a hat or cover up as the school says) and one sign that means "stop and tell an adult" (feeling dizzy, a headache, feeling sick or very tired).
3. Show the hand-washing steps (wet, soap, palms, backs, between the fingers, thumbs, under the nails, rinse, dry) and say one time to wash hands (after the toilet, before eating, after playing outside).
4. Say how playing, resting, drinking water and eating fit together in a healthy day (a "good health balance").
5. Help make a class rule for game day, say why it matters, and follow the class rules at the game-day stations.

Prior knowledge

- From kindergarten and grade 1: "my bubble" space, the stop signal, the class warm-up, hand-washing with soap and water, taking turns, fair games and telling an adult when something is wrong.
- From grade 2 terms 1 and 2: working on your own spot, balancing on different body parts, hitting a balloon in a row, passing to a partner, the "fair ways" card for disagreements.
- Children come with very different home routines. This unit never asks what children eat or drink at home, when they go to bed, or what they wear or own. Habits are talked about through made-up characters from Little Hill and through what we do at school.

Lessons

PE lessons are about 30 minutes (opening 3, warm-up 5, main 15, discussion 4, closing check 3). Leave a day or two between lessons. The stop signal is used in every lesson, and the class warm-up from grade 1 starts every lesson.

Lesson	Title	Main activity
1	Strong bodies, beating hearts	Animal walks with our own body weight; noticing breathing and heartbeat after moving; resting when we need to
2	Water, shade and keeping cool	A gentle circuit with water breaks; the "keeping cool" cards; signs that mean stop and tell an adult (made-up characters)
3	Clean hands and a balanced day	Hand-washing steps with a washable-marker check; the "good health balance" wheel
4	Making our game-day rules	Trying the four game-day stations; groups suggest rules; the class agrees its rule card
5	Class game day	Stations with the class rules, water and rest breaks; one-to-one check

Materials (whole class unless noted)

- A hall or cleared indoor space with a non-slip floor, away from walls, windows and lights; or a shady, flat outdoor area if the weather and your school allow. Cones or floor spots to mark the edge.
- About 30 floor spots or hoops, one per child (every lesson).
- The stop signal, both heard and seen: a drum or tambourine plus a raised hand or a red card with a square (every lesson).
- The six grade 1 warm-up cards (march, arm circles, knee lifts, side-steps, leg swings holding a wall or partner, jog gently) (every lesson).
- A "rest card" for each child or a rest spot at the edge marked with a green cushion or mat: going there needs no reason (every lesson).
- Each child's own labelled water bottle, or cups and a jug of drinking water poured by an adult (every lesson; never shared).
- Lesson 1: four animal-walk picture cards (bear walk, crab walk, frog jump, wall push), and a seated version on each card (seated arm push-up from the chair arms or floor, seated "crab" lift of the hips if able, pressing palms together hard).
- Lesson 2: five "keeping cool" picture cards (water bottle, shade tree, hat, rest spot, adult helper); four "How is Goat feeling?" story cards (see lesson 2); four cones for a gentle circuit, each with a picture of its move (march, side-steps, gallop, balance on one foot).
- Lessons 3 and 5: sinks with soap and paper towels (or a hand-washing station with warm water, soap, a bowl and paper towels set up by an adult).

- Lesson 3: a "washing steps" picture strip (wet, soap, palms, backs, between the fingers, thumbs, under the nails, rinse, dry); one washable felt-tip pen (an adult uses it) and a few stickers; a sand timer or a slow count to 20; the "good health balance" wheel, a large card circle cut into four parts (play, rest, water, food) with a picture on each part; four "Little Hill day" picture cards (see lesson 3).
- Lessons 4 and 5 (game-day stations): balance line (floor tape or a long rope laid flat); balloon keep-up (latex-free balloons blown up and tied by an adult, a few beach balls or very light foam balls, and a lidded box for burst pieces); beanbag toss (beanbags and three hoops at different distances, with a throwing line of floor tape); animal-walk path (cones and the four lesson 1 cards). Four station signs with pictures.
- Lesson 4: a large blank "Our game-day rules" card and a thick pen; four "rule idea" picture cards (safety, taking turns, kind words, water and rest); one sticky dot per child for choosing.
- Lesson 5: the class's own "Our game-day rules" card from lesson 4; the "fair ways" card from grade 2 term 2 (stop; say what you saw; listen; choose: do it again, take turns, or ask the referee); at the check spot, the keeping cool cards, the washing-steps strip and the wheel.
- A second adult if possible (lesson 3 for small-group washing; lesson 5 to watch the stations during the checks).
- A class list for notes (every lesson).
- Ear defenders and a quiet spot at the edge for children who need them (every lesson; balloons can burst with a bang in lessons 4 and 5).
- For blind or low-vision children: a sighted guide partner (every lesson); a sound balloon (bell or dried beans inside, added by an adult) or a bell ball (lessons 4 and 5); raised-line (dried glue) copies of the washing-steps strip and of the rule card.

⚠ Safety and access

- **Heat and sun:** follow your school's sun and heat policy. On a hot day, move every lesson indoors or into full shade, shorten the circuit and add water breaks. Hats and covering up follow school rules. Children never put sun cream on each other; if sun cream is used, follow the school's policy. Never look at the Sun.
- **Water:** each child drinks from their own bottle or cup only. Water is offered at every break; no child is made to drink or praised for drinking a lot.
- **Feeling unwell:** any child who says or shows they feel dizzy, has a headache, feels sick, is very hot or very tired stops, sits in the shade or a cool place and is looked after by an adult, following the school's first-aid plan.
- **Hearts and breathing:** children may notice their own breathing or put a hand on their own chest if they want to. Nobody counts, records or compares heartbeats, breaths, weight or any body measure.
- **Animal walks:** short turns (about 20 seconds), on a non-slip floor, with lots of space. Crab and bear walks put weight on the wrists; any child with wrist, shoulder or joint pain uses the wall push or a seated version. Frog jumps land on two feet with bent knees, never onto anyone.
- **Hand-washing:** an adult uses the washable felt-tip pen only on children who agree, on the back of the hand and the thumb only (never near eyes or on broken or sore skin, and not for children with eczema or skin allergies); those children watch or use a sticker instead. Check soap allergies. Wipe up water spills at once.

- **Latex and balloons (lessons 4 and 5):** latex-free balloons only, blown up and tied by an adult. Burst pieces go straight into the lidded box; children tell an adult and do not pick them up.
- **Medical:** check records for conditions that affect exercise or heat (asthma, heart, diabetes, epilepsy, and any others) and follow each child's plan; keep inhalers to hand.
- **Opt-in:** every activity is an invitation. Children may rest at any time with the rest card and no reason. "Your own way counts" is said in every lesson.
- **Moving in your own way:** a child who uses a wheelchair or walker does seated versions of the animal moves, moves along the circuit in their chair, and plays every station from their chair (balance station: hold a balance shape in the chair or steer along the line). Blind or low-vision children use a sighted guide, a sound balloon and the raised-line cards; deaf children get every instruction shown as well as said.
- **Privacy:** no questions about home food, drinks, bedtimes, clothes or routines. Stories use made-up characters.

Assessment

- Lessons 1-4: the teacher watches for safe animal walks (or a chosen version), choosing water and rest, the hand-washing steps, and helping to make and keep rules, and notes it on a class list.
- Lesson 5: a one-to-one check with five parts and an answer guide (about 3 minutes per child), done while the class plays at the stations. Plan extra small-group or one-to-one slots in the week to finish the checks. Each part is marked yes / with help / not yet. No body measure is ever part of the mark.

Sources

- SHAPE America, "Grade-Level Outcomes for K-12 Physical Education" (2013), read 10 and 11 November 2026; grade 2 quotations checked against page images: https://www.shapeamerica.org/wp-content/uploads/Grade-Level-Outcomes-for-K-12-Physical-Education.pdf
- S3.E3.2a: "Uses own body as resistance (e.g., holds body in plank position, animal walks) for developing strength."
- S3.E3.2b: "Identifies physical activities that contribute to fitness."
- S3.E6.2 (nutrition): "Recognizes the "good health balance" of good nutrition with physical activity."
- S5.E1.2: "Recognizes the value of "good health balance.""
- S4.E2.2: "Accepts responsibility for class protocols with behavior and performance actions."
- S4.E5.2: "Recognizes the role of rules and etiquette in teacher-designed physical activities."
- S5.E2.2: "Compares physical activities that bring confidence and challenge."
- Fitness knowledge about warm-up and cool-down (S3.E4) first appears in grade 3 in this document, so the warm-up here is a routine, not a taught outcome.
- Wikipedia, "Hand washing" (read 6 November 2026): https://en.wikipedia.org/wiki/Hand_washing
- Steps: lather the backs of hands, between fingers and under nails; scrub for at least 20 seconds; rinse well under running water; dry with a clean towel or air dry.
- The most commonly missed areas are the thumb, the wrist, between the fingers and under the fingernails.
- Critical times include after using the toilet and before eating.
- Frequent hand washing can dry the skin.

- Wikipedia, "Sunburn" (read 11 November 2026): https://en.wikipedia.org/wiki/Sunburn
- "Sun protective measures like sunscreen and sun protective clothing are widely accepted to prevent sunburn and some types of skin cancer." It adds that children are especially susceptible to sunburn.
- Wikipedia, "Heat illness" (read 11 November 2026): https://en.wikipedia.org/wiki/Heat_illness
- Prevention includes gradual adjustment to heat and sufficient fluids; very young children are at higher risk of heat-related illness; symptoms of heat exhaustion may include headache, nausea, dizziness and feeling unwell, and treatment includes removing the person from the heat and replenishing fluids.
- KidsHealth (Nemours), "What's a Healthy Alternative to Water?" (read 11 November 2026; the page served is the version for teens): https://kidshealth.org/en/kids/water.html
- "Water is always the best way to hydrate and avoid empty calories."
- The grade 2 year plan (health and PE, term 3).

Known gaps and cautions

- SHAPE America's outcomes are physical education outcomes. No health education standard was read for this unit; the water, sun, heat and hand-washing content rests on the general sources above and needs a check against your school's health guidance.
- The quoted SHAPE outcomes are one US framework; the unit quotes them but is not a full alignment.
- The year plan assumes children can go outside and that summer sun is a concern. Schools in other climates, or in a cold or rainy term, should keep the lessons indoors and swap the sun examples for their own weather.
- The four-part "good health balance" wheel (play, rest, water, food), the "keeping cool" cards, the signs to tell an adult as worded here and the stories are my own simplifications, not taken from a source. The wheel does not sort foods into good and bad.
- Sleep is mentioned only through a made-up character; the unit does not teach how many hours to sleep and never asks about children's bedtimes.
- Grade 2 social-interaction outcomes (S5.E4) first appear in grade 3 in the source; the rule-making in lessons 4 and 5 follows S4.E2.2 and S4.E5.2 instead.
- Pacing is untested. Hand-washing at sinks in lesson 3 takes longer with few sinks; split the class or wash in groups across the day.
- The order of lessons, the games, the stations, the equipment list and the timings are my choice, not taken from a source.
- Three other agents (Gemini 3.8 Flash, Gemini 4 Carbon and Gemini 4 Argon, all at 120023f) text-checked this unit on 2026-11-11 and reported no errors in the unit files. Argon also reported a missing note in the grade 2 year plan, fixed separately. Those are text checks by AI agents, not a teacher review or classroom test.

Lesson 1: Strong bodies, beating hearts

Unit overview - Next: Lesson 2

Goal: Children use their own body weight in animal walks to help make muscles stronger, notice that moving makes breathing quicker and the heart beat faster, and choose to rest when they need to.

Length: about 30 minutes.

Materials

- The cleared space, edge cones, and floor spots or hoops, one per child.
- The stop signal (drum or tambourine plus a raised hand or red card with a square).
- The six grade 1 warm-up cards.
- The rest spot at the edge (green cushion or mat) or a rest card for each child.
- Four animal-walk picture cards (bear walk, crab walk, frog jump, wall push), each with a seated version.
- Each child's own labelled water bottle, or cups and a jug of drinking water poured by an adult.
- For blind or low-vision children: a sighted guide partner.
- Ear defenders and a quiet spot at the edge for children who need them.
- A class list for notes.

Steps

✎ Opening (3 min)

Sitting at the edge. "This term is about keeping our bodies well: moving, resting, water, clean hands. At the end we will have a class game day, and you will help make the rules." Show the rest spot: "If you need a rest, go there. You don't need to tell anyone why." Agree the stop signal: freeze where you are. "Your own way counts."

Warm-up (5 min)

The class warm-up from grade 1, using the six cards: march, arm circles, knee lifts, side-steps, leg swings holding a wall or partner, jog gently.

✎ Main activity (15 min)

1. **Quiet bodies (2 min).** Children sit on their spots. "Put a hand on your chest or tummy if you want to. Is your breathing slow or quick?" Nothing is counted.
2. **Animal walks (8 min).** Show one card at a time and model it. Each turn is about 20 seconds, then the stop signal and a short rest.
3. **Bear walk:** hands and feet on the floor, bottom up, walk slowly forwards.
4. **Crab walk:** sit, hands behind, lift the bottom a little, walk slowly backwards or sideways. (Look over your shoulder first.)

5. **Frog jump:** squat, hands on the floor between the feet, jump a small way forward and land on two feet with bent knees.
6. **Wall push:** stand facing a wall, hands flat on it at shoulder height, bend the arms and push away, slowly, five times. "When you move your own body like this, your muscles work hard and get stronger." Seated versions are always on the card: push up on the chair arms or hands on the floor, lift the hips a little, press palms together hard and count to five.
7. **Notice again (2 min).** Sit on the spot. "Hand on your chest or tummy if you want to. Is your breathing slower or quicker than before? Is your heart beating harder?" Children may say, sign or show with a hand moving fast or slow.
8. **Water and rest (3 min).** Everyone has a drink from their own bottle or cup. "When we move a lot, our bodies need rest and water. Rest is part of playing well, not giving up."

✓ Discussion questions (4 min)

1. "What happened to your breathing after the animal walks?" (It got quicker; our heart beat faster.)
2. "Which animal walks made your arms or legs work hard?" (Any honest answer, for example bear walk for arms, frog jump for legs.)
3. "Can you name another activity that helps make your body stronger or fitter?" (For example climbing, swimming, running games, dancing, cycling, skipping; any active play.)

✓ Closing check (3 min)

The teacher says three sentences; children show thumbs up for true, thumbs down for false (or say or sign "yes" or "no").

1. "When we move fast, our heart beats faster and we breathe quicker." (True.)
2. "Animal walks use our own body to make muscles work." (True.)
3. "If we need a rest, we have to tell everyone why." (False: we go to the rest spot, no reason needed.)

Vocabulary

muscles, strong, heart, breathing, quicker, slower, rest, body weight

Differentiation

- **More support:** shorter turns; do the wall push instead of bear or crab walk; a partner walks beside.
- **More challenge:** bear walk sideways, or hold a still bear shape for a count of five (a "plank" on hands and feet).
- **Moving in your own way:** children who use a wheelchair do the seated versions; blind or low-vision children move with a sighted guide calling the direction; deaf children follow the cards and the teacher's model.

⚠ Safety

- Lots of space between children; walks go in the same direction, slowly.
- Crab and bear walks load the wrists: children with wrist, shoulder or joint pain use the wall push or a seated version.
- Frog jumps are small and land on two feet, never onto anyone.
- Nobody counts, records or compares heartbeats or breaths.
- Water from each child's own bottle or cup only.

Teacher notes and misconceptions

- Some children think being out of breath means something is wrong. Quicker breathing after moving is usual; say so. If a child seems very unwell, stop and follow the school's first-aid plan.
- Some children think resting means they "lost". Praise choosing rest.
- Do not ask children which sports they do outside school; let them offer ideas for the discussion if they want to.

Lesson 2: Water, shade and keeping cool

Unit overview - Previous: Lesson 1 - Next: Lesson 3

Goal: Children say ways to keep well on a hot or sunny day (water, shade, a hat or covering up, rest) and the signs that mean "stop and tell an adult", and practise taking water and rest breaks during a gentle circuit.

Length: about 30 minutes.

Materials

- The cleared space (indoors, or a shady outdoor area if the weather and your school allow), edge cones, and floor spots or hoops, one per child.
- The stop signal (drum or tambourine plus a raised hand or red card with a square).
- The six grade 1 warm-up cards.
- The rest spot at the edge (green cushion or mat) or a rest card for each child.
- Five "keeping cool" picture cards: water bottle, shade tree, hat, rest spot, adult helper.
- Four "How is Goat feeling?" story cards (below).
- Four cones for the circuit, each with a picture of its move (march, side-steps, gallop, balance on one foot).
- Each child's own labelled water bottle, or cups and a jug of drinking water poured by an adult.
- For blind or low-vision children: a sighted guide partner.
- Ear defenders and a quiet spot at the edge for children who need them.
- A class list for notes.

Steps

✎ Opening (3 min)

Sitting at the edge. "Last time our hearts beat faster and we needed rest and water. Today: how do we keep well when it is hot or sunny?" Remind the class of the rest spot and the stop signal. "Your own way counts."

Warm-up (5 min)

The class warm-up from grade 1, using the six cards: march, arm circles, knee lifts, side-steps, leg swings holding a wall or partner, jog gently.

✎ Main activity (15 min)

1. **Keeping cool cards (3 min).** Show the five cards one at a time. Children say or sign what each one is and how it helps: water (our bodies need it, more when we move or it is hot), shade (out of the hot sun), hat or covering up (as the school says), rest (slow down when hot or tired), adult helper (tell them if you feel unwell).
2. **Gentle circuit with breaks (7 min).** Four cones in a big circle, each with a move: march, side-steps, gallop, balance on one foot (or hold a still shape) for a slow count of

five. Children move round in the same direction. After about two minutes, give the stop signal: "Water and shade break." Everyone drinks from their own bottle or cup and sits in the shade or at the edge for about a minute. Repeat once more. Anyone may go to the rest spot at any time.

3. **How is Goat feeling? (5 min).** Goat is visiting Little Hill from Snowy Peak, where it is cold. Show the cards one at a time; children decide what Goat should do.
4. **Card 1:** It is a hot, sunny day. Goat runs and runs in the middle of the field. Goat has no hat and left its water bottle in the classroom. (Get the water bottle, play in the shade, wear a hat as the school says, take rests.)
5. **Card 2:** Goat stops. Goat feels dizzy and has a headache. (Stop, sit somewhere cool or in the shade, tell an adult straight away.)
6. **Card 3:** Duck is playing too. Duck has a drink from its own bottle and sits under a tree for a rest, then plays again. (Duck is keeping cool; resting is part of playing.)
7. **Card 4:** Goat wants to share a drink from Duck's bottle. (Each person drinks from their own bottle or cup; ask an adult for a cup.) Goat thanks everyone: "Next time I will bring my water, rest in the shade, and tell an adult if I feel funny."

✓ Discussion questions (4 min)

1. "Why do we need more water when we move a lot or it is hot?" (Our bodies get hot and sweaty and lose water; drinking helps us keep well.)
2. "What are some signs that mean stop and tell an adult?" (Feeling dizzy, a headache, feeling sick, feeling very hot or very tired.)
3. "Why do we each drink from our own bottle or cup?" (So we do not pass germs to each other.)

✓ Closing check (3 min)

The teacher says three sentences; children show thumbs up for true, thumbs down for false (or say or sign "yes" or "no").

1. "On a hot day, playing in the shade can help us keep cool." (True.)
2. "If we feel dizzy, we keep running and don't tell anyone." (False: stop, sit somewhere cool and tell an adult.)
3. "It is fine to share a friend's water bottle." (False: each person uses their own bottle or cup.)

Vocabulary

hot, cool, shade, water, thirsty, dizzy, headache, rest, sun

Differentiation

- **More support:** walk the circuit instead of galloping; hold a wall or partner at the balance cone; point to the keeping cool cards instead of saying them.
- **More challenge:** in the discussion, think of a way to keep cool that is not on the cards (for example a cool, wet cloth on the neck given by an adult, or a fan).

- **Moving in your own way:** children who use a wheelchair move round the circuit in their chair and do a seated balance shape at the balance cone; blind or low-vision children use a sighted guide; deaf children use the cone pictures and the seen stop signal.

⚠ Safety

- Follow your school's sun and heat policy. On a hot day, stay indoors or in full shade, shorten the circuit and add more water breaks.
- Never look at the Sun.
- No child is made to drink or praised for drinking more than others.
- Any child who seems unwell stops at once and is looked after by an adult, following the school's first-aid plan.
- Children never put sun cream on each other.

Teacher notes and misconceptions

- Some children think "keeping cool" means only on summer holidays. Moving hard indoors makes us hot too.
- Some children think a hat is enough on its own. Water, shade and rest matter as well.
- The card stories use Goat so that no child is asked about their own family's habits, clothes or drinks.
- In a cold or rainy term, keep the lesson indoors and talk about how moving makes us hot even on a cold day; keep the water breaks.

Lesson 3: Clean hands and a balanced day

Unit overview - Previous: Lesson 2 - Next: Lesson 4

Goal: Children show the hand-washing steps, find the places that are often missed, say when to wash hands, and say how playing, resting, water and food fit together in a healthy day.

Length: about 30 minutes.

Materials

- The cleared space or the classroom, near sinks.
- The stop signal (drum or tambourine plus a raised hand or red card with a square).
- The six grade 1 warm-up cards.
- The rest spot at the edge (green cushion or mat) or a rest card for each child.
- Sinks with soap and paper towels, or a hand-washing station with warm water, soap, a bowl and paper towels set up by an adult.
- The "washing steps" picture strip: wet, soap, palms, backs, between the fingers, thumbs, under the nails, rinse, dry.
- One washable felt-tip pen (an adult uses it) and a few stickers.
- A sand timer, or a slow count to 20.
- The "good health balance" wheel: a large card circle cut into four parts (play, rest, water, food), with a picture on each part.
- Four "Little Hill day" picture cards (below).
- Each child's own labelled water bottle, or cups and a jug of drinking water poured by an adult.
- For blind or low-vision children: a sighted guide partner and a raised-line (dried glue) copy of the washing-steps strip.
- Ear defenders and a quiet spot at the edge for children who need them.
- A class list for notes.
- A second adult if possible (for small-group washing at the sinks).

Steps

✎ Opening (3 min)

Sitting together. "Germs are too small to see. Washing our hands with soap and water helps stop them spreading. Today we will find the places that are easy to miss." Remind the class of the stop signal and the rest spot. "Your own way counts."

Warm-up (5 min)

The class warm-up from grade 1, using the six cards: march, arm circles, knee lifts, side-steps, leg swings holding a wall or partner, jog gently. Finish with "air washing": everyone does the washing steps in the air with no water.

✎ Main activity (15 min)

1. **The washing steps (3 min).** Show the strip. Everyone does each step "in the air" with the teacher: wet, soap, rub palms, rub the backs, fingers between fingers, hold each thumb and twist, scratch the nails on the other palm, rinse, dry. "We rub for about 20 seconds: a slow count to 20, or until the sand runs out."
2. **The marker check (7 min).** Ask for volunteers. With each child's agreement, an adult draws a small dot with the washable felt-tip on the back of their hand and one on their thumb. (Children who do not want a dot, or who have eczema, sore skin or a skin allergy, wear a sticker in the same place instead and peel it off at the end, or watch.) In small groups at the sinks, children wash using the steps and the slow count. Then they look: has the dot gone? "The thumb and between the fingers are the places people miss most." If there are few sinks, one group washes with the second adult while the others start part 3, and the rest wash later in the day.
3. **A balanced day (5 min).** Show the four Little Hill day cards and the wheel. Children place each card on the right part of the wheel.
4. Mouse plays chase in the park with friends. (Play.)
5. Bear has a drink of water from its own bottle after playing. (Water.)
6. Duck eats lunch at the picnic table, after washing its wings. (Food.)
7. Goat goes to bed early the night before the big game day, so it feels rested. (Rest.) "If Mouse played all day and never rested, never had a drink and never ate, how might Mouse feel?" (Tired, thirsty, hungry, maybe unwell.) "A healthy day has some of every part. That's a good health balance."

✓ Discussion questions (4 min)

1. "Which places on our hands are easy to miss?" (The thumbs, between the fingers, the wrists and under the nails.)
2. "When should we wash our hands?" (After the toilet, before eating, after playing outside, after blowing our nose.)
3. "Why does a healthy day need play and rest and water and food?" (Play makes us strong, food gives us energy to play, water and rest help our bodies recover; we need all of them.)

✓ Closing check (3 min)

The teacher says three sentences; children show thumbs up for true, thumbs down for false (or say or sign "yes" or "no").

1. "We wash our hands before we eat." (True.)
2. "A quick splash of water with no soap is enough." (False: soap, rub for about 20 seconds, rinse, dry.)
3. "A healthy day has play, rest, water and food." (True.)

Vocabulary

germs, soap, rinse, thumbs, nails, wrist, balance, energy, rest

Differentiation

- **More support:** an adult or partner says each step; follow the picture strip step by step; use a pump soap that is easy to press.
- **More challenge:** put the washing-steps pictures in order without looking at the strip; think of another time to wash hands.
- **Moving in your own way:** children who use a wheelchair wash at a low sink or the bowl station set at the right height; blind or low-vision children follow the raised-line strip with a guide; deaf children follow the strip and the teacher's model; children who cannot rub their hands together are helped by an adult in the way their plan says.

⚠ Safety

- The washable felt-tip pen is used only by an adult, only on children who agree, on the back of the hand and the thumb only; never near eyes and never on sore or broken skin, or for children with eczema or skin allergies (stickers instead).
- Check soap allergies; offer a different soap if a child needs one.
- Warm, not hot, water. Wipe up water spills at once so nobody slips.
- No questions about what children eat or when they go to bed; the wheel uses made-up characters.

Teacher notes and misconceptions

- Many children think hands are clean if they look clean. Germs are too small to see; the marker dot only shows which places were missed.
- Some children rush and rinse after a few seconds. The sand timer or a slow count helps.
- The wheel does not sort foods into good and bad. If children start doing that, say "every part of the wheel matters, and food gives us energy to play."
- Frequent washing can make skin dry; children with dry skin may need the school's hand cream after washing.

Lesson 4: Making our game-day rules

Unit overview - Previous: Lesson 3 - Next: Lesson 5

Goal: Children try the four game-day stations, suggest rules that keep the games safe and fair, and agree a class rule card for game day.

Length: about 30 minutes.

Materials

- The cleared space, edge cones, and floor spots or hoops.
- The stop signal (drum or tambourine plus a raised hand or red card with a square).
- The six grade 1 warm-up cards.
- The rest spot at the edge (green cushion or mat) or a rest card for each child.
- The four game-day stations, set up before the lesson, each with a picture sign:
- **Balance line:** floor tape or a long rope laid flat.
- **Balloon keep-up:** latex-free balloons blown up and tied by an adult, a few beach balls or very light foam balls, and a lidded box for burst pieces.
- **Beanbag toss:** beanbags, three hoops at different distances and a throwing line of floor tape.
- **Animal-walk path:** cones and the four animal-walk cards from lesson 1.
- A large blank "Our game-day rules" card and a thick pen.
- Four "rule idea" picture cards: safety, taking turns, kind words, water and rest.
- One sticky dot per child.
- Each child's own labelled water bottle, or cups and a jug of drinking water poured by an adult.
- For blind or low-vision children: a sighted guide partner, a sound balloon (bell or dried beans inside, added by an adult) or a bell ball, and a raised-line copy of the rule card (made after the lesson).
- Ear defenders and a quiet spot at the edge for children who need them (balloons can burst with a bang).
- A class list for notes.

Steps

✎ Opening (3 min)

Sitting at the edge. "Next time is our class game day. You are going to help make the rules. Rules in games help everyone stay safe and have a fair turn." Remind the class of the stop signal, the rest spot and that a balloon may go "bang". "Your own way counts."

Warm-up (5 min)

The class warm-up from grade 1, using the six cards: march, arm circles, knee lifts, side-steps, leg swings holding a wall or partner, jog gently.

✎ Main activity (15 min)

1. **Try the stations (9 min).** Four groups, about 2 minutes at each station, moving round on the stop signal (walking, holding nothing). "While you play, think: what could go wrong here? What would make it fair?"
2. Balance line: walk along the line, or balance on one foot beside it.
3. Balloon keep-up: hits in a row with a flat hand, on your own or with a partner.
4. Beanbag toss: underarm throws into the hoops, one child at a time; the others wait behind the throwing line.
5. Animal-walk path: bear walk, crab walk, frog jump or wall push between the cones, one at a time.
6. **Rule ideas (6 min).** Sit together. Show the four rule idea cards. For each card, children suggest a rule for game day; the teacher writes each suggestion in the children's words under that heading (for example: "Wait behind the line until the bags are collected", "Everyone gets the same number of throws", "Say 'good try'", "Get a drink at the break"). Each child puts their sticky dot next to the rule they think matters most. The class keeps every rule that is safe and fair; the teacher makes sure there is at least one safety rule for each station. Read the card aloud together.

✓ Discussion questions (4 min)

1. "Why do games need rules?" (So everyone is safe, everyone gets a turn, and the game is fair and fun.)
2. "Goat changes a rule in the middle of the beanbag game so it can win. Is that fair? What could Goat do instead?" (No, everyone should agree the rules before playing; Goat could suggest the change for next time and ask the others.)
3. "What will you do if someone forgets a rule on game day?" (Remind them kindly, use the fair ways card, or tell an adult.)

✓ Closing check (3 min)

The teacher says three sentences; children show thumbs up for true, thumbs down for false (or say or sign "yes" or "no").

1. "We made our game-day rules together." (True.)
2. "It is fair to change the rules in the middle of a game so you can win." (False: rules are agreed before the game.)
3. "We wait behind the line until the beanbags are collected." (True, if the class chose that rule; otherwise use the class's own beanbag safety rule.)

Vocabulary

rule, fair, safe, turn, agree, station, remind

Differentiation

- **More support:** point to a rule idea card instead of saying a rule; a partner helps place the sticky dot.
- **More challenge:** explain why a rule is fair, or suggest a rule that helps a child who uses a wheelchair or a sound balloon join in.
- **Moving in your own way:** children who use a wheelchair hold a balance shape in their chair or steer along the line, hit balloons from the chair, throw from a closer line, and do seated animal moves; blind or low-vision children use a sighted guide and a sound balloon or bell ball; deaf children get every instruction shown as well as said.

⚠ Safety

- Beanbag throws are underarm, one child at a time, with everyone else behind the throwing line; beanbags are collected only when the adult says so.
- Latex-free balloons only, blown up by an adult; burst pieces go straight into the lidded box.
- The animal-walk path is one child at a time, in one direction.
- Water from each child's own bottle or cup only.

Teacher notes and misconceptions

- Children sometimes suggest rules that leave someone out ("only fast people"). Ask: "Is that fair to everyone? How could we change it?"
- Keep the children's own words on the rule card where you can; it matters that they recognise it as theirs.
- Make the raised-line copy of the rule card before lesson 5 for any blind or low-vision child.

Lesson 5: Class game day

Unit overview - Previous: Lesson 4

Goal: Children play at the four game-day stations following the rules they made, take water and rest breaks, compare which activities felt confident and which felt like a challenge, and show what they learned in a one-to-one check.

Length: about 30 minutes, plus extra slots in the week for checks.

Materials

- The cleared space, edge cones, and floor spots or hoops.
- The stop signal (drum or tambourine plus a raised hand or red card with a square).
- The six grade 1 warm-up cards.
- The rest spot at the edge (green cushion or mat) or a rest card for each child.
- The four game-day stations from lesson 4, each with its picture sign: balance line (floor tape or rope); balloon keep-up (latex-free balloons blown up and tied by an adult, beach balls or very light foam balls, and the lidded box for burst pieces); beanbag toss (beanbags, three hoops and a taped throwing line); animal-walk path (cones and the four animal-walk cards).
- The class's "Our game-day rules" card from lesson 4, on the wall where everyone can see it.
- The "fair ways" card from grade 2 term 2 (stop; say what you saw; listen; choose: do it again, take turns, or ask the referee).
- For the check spot: the five "keeping cool" cards (lesson 2), the washing-steps strip (lesson 3) and the good health balance wheel (lesson 3).
- Each child's own labelled water bottle, or cups and a jug of drinking water poured by an adult.
- Sinks with soap and paper towels for washing hands after game day.
- For blind or low-vision children: a sighted guide partner, a sound balloon or bell ball, and raised-line copies of the rule card and the washing-steps strip.
- Ear defenders and a quiet spot at the edge for children who need them.
- A class list for the check. A second adult to watch the stations while the teacher does checks.

Steps

✎ Opening (3 min)

Sitting at the edge. "Welcome to our class game day!" Read the class rule card together. Remind the class of the stop signal, the rest spot, the fair ways card, and the water break in the middle. "Your own way counts."

Warm-up (5 min)

The class warm-up from grade 1, using the six cards: march, arm circles, knee lifts, side-steps, leg swings holding a wall or partner, jog gently.

✎ Main activity (15 min)

Four groups rotate around the four stations, about 3 minutes each, moving on the stop signal (walking, holding nothing). After the second station, everyone has a water break (about 2 minutes) in the shade or at the edge. Any child may use the rest spot at any time. Children choose how to play at each station (for example balance on the line or beside it, a balloon or a beach ball, a near or far hoop). Nothing is scored.

While the stations run, the second adult watches the stations and the teacher calls children one at a time to the check spot (see below). Children who are not being checked keep playing. If there is only one adult, run two stations at a time and do the checks in the extra slots.

✓ Discussion questions (4 min)

1. "Which station felt easy for you, and which felt like a challenge?" (Any honest answer; children may pass. Both are good: easy ones help us feel confident, challenges help us learn.)
2. "Did our rules work? Is there a rule we would change next time?" (Any answer that keeps the games safe and fair.)
3. "What did we do today to keep our bodies well?" (Water break, rest when we needed it, moving our bodies, and we will wash our hands now.)

✓ Closing check (3 min)

The teacher says three sentences; children show thumbs up for true, thumbs down for false (or say or sign "yes" or "no").

1. "We followed the rules we made together." (Children answer honestly; talk about any rule that was hard to keep.)
2. "A challenge can feel hard and still be fun." (True.)
3. "After game day we wash our hands before we eat." (True.)

Then everyone washes hands at the sinks, in small groups.

One-to-one check (about 3 minutes per child)

Done at the check spot. Each part is marked yes / with help / not yet on the class list. No body measure, score or count is recorded.

1. **Strong body:** "Show me one animal walk, or your seated version, and tell me one activity that helps make your body stronger or fitter." Yes: a safe, controlled animal walk or seated version and one active activity. With help: one of the two, or after the teacher shows the cards. Not yet: neither.
2. **Keeping cool:** "It is a hot, sunny day. Tell me two ways to keep well, and one sign that means stop and tell an adult." Yes: two ways (water, shade, hat or covering up, rest) and one sign (dizzy, headache, feeling sick, very hot or very tired). With help: after pointing to the keeping cool cards. Not yet: neither.

3. **Clean hands:** "Show me how to wash your hands, in the air, and tell me one time we wash our hands." Yes: soap, palms, backs, between the fingers or thumbs, rinse and dry, and one time (after the toilet, before eating, after playing outside). With help: with the washing-steps strip. Not yet: misses most steps.
4. **A balanced day:** "Point to the wheel. What does a healthy day need?" Yes: names play, rest, water and food, or says we need some of each. With help: names two or three with prompting. Not yet: one or none.
5. **Rules:** "Tell me one of our game-day rules and why it matters." Yes: a rule from the class card and a reason (safe, fair, everyone gets a turn, kind). With help: a rule without a reason, or after looking at the card. Not yet: neither.

Children answer in their own way: saying, signing, pointing to a card or showing. A child using a wheelchair shows the seated version of an animal walk; a child who cannot rub their hands shows the steps in their own way or points to the strip.

Vocabulary

game day, station, rule, fair, challenge, confident, rest, balance

Differentiation

- **More support:** stay with a partner at each station; shorter turns; answer the check by pointing to cards.
- **More challenge:** be a "rule helper" who reminds others kindly; try the far hoop or a balance shape on one foot.
- **Moving in your own way:** children who use a wheelchair play every station from their chair (balance shape in the chair or steering along the line, balloon hits, a closer throwing line, seated animal moves); blind or low-vision children use a sighted guide, a sound balloon or bell ball and raised-line cards; deaf children get every instruction shown as well as said.

⚠ Safety

- Follow your school's sun and heat policy; on a hot day keep game day indoors or in full shade and add another water break.
- Beanbag throws are underarm, one child at a time, with everyone else behind the throwing line.
- Latex-free balloons only; burst pieces go straight into the lidded box.
- Any child who feels dizzy, has a headache, feels sick or is very hot or tired stops and is looked after by an adult.
- Water from each child's own bottle or cup only.

Teacher notes and misconceptions

- If a disagreement happens, use the fair ways card rather than deciding for the children straight away.
- Some children may want a winner. Game day has no scores; praise following the rules, trying a challenge and helping others.

- Finish any checks in the week; it is fine to check a child over two short visits.

Grade 3 Health and PE: Passing, Dribbling, Tactics, Fuel and Wheel Safety (5 lessons, about 3 weeks)

> **Unreviewed AI draft.** Written by Gemini 4 Carbon (AI Village), 11 November 2026. No educator has reviewed or classroom-tested this unit. It is not aligned to any official standard. Check space, equipment, medical, allergy, road/wheel safety and safeguarding notes against your school's policies and local rules.

Back to the health and physical education progression. Builds on grade 2: Balance, rolling and jumping (controlled landings, spatial awareness and leading warm-up moves), grade 1: Moving and dodging: travelling, warming up and safe tag, Throw, catch, kick and calm down, and Fair games, healthy teeth, medicine safety and asking for help, plus kindergarten Taking turns, food and sleep, and stop, look, listen.

Big idea

By eight or nine, children are ready to join movement skills together smoothly and look up from the ball to see teammates and open space. We can travel from one movement pattern into another without hesitation, dribble a ball with our hands or feet at a steady jog (or chair push) while keeping control, cushion a pass before sending it back accurately, and spot open lanes in non-elimination chasing and fleeing games. Around those games sit four everyday habits that support active play: warming up gradually before vigorous movement and cooling down afterwards; choosing enjoyable ways to move outside PE class; fuelling and hydrating active bodies with plain water and varied everyday food groups (explored strictly through fictional character cards, never personal food logs); and staying safe on scooters, bicycles and crossings while treating teammates of all skill levels with specific encouragement and respect.

Outcomes

By the end of the unit a student can:

1. Transition smoothly without hesitation through a three- or four-part locomotor sequence (for example run -> side-slide -> skip -> balanced two-foot or chair stop), explain why we warm up gradually before vigorous play and cool down afterwards, and identify enjoyable ways people can be active outside PE class.
2. Dribble a ball with one hand while travelling at a slow-to-moderate jog (or controlled wheelchair push/bounce), pass accurately underhand or chest-high to a partner, catch a gently tossed hand-size ball with the hands ("giving" with the arms), and demonstrate at least three cues of a stationary overhand throw to a wall target.
3. Dribble a ball with the feet (or adaptive stick/tray/push option) in general space at slow-to-moderate speed, pass and receive with the inside of the foot to a stationary partner while cushioning ("giving") the ball on reception, and tell friendly playful banter apart from teasing that hurts or excludes in fictional scenarios.
4. Spot and move into open space and apply simple chasing and fleeing tactics in a non-elimination team retrieval game (Treasure Lanes), and explain key bicycle/scooter safety habits: a level, snug helmet fit, taking helmets **off** before using playground equipment or

climbing trees, visibility (lights, reflectors and bell/voice signals), and stopping to Stop, Look, Listen, Think at driveways and crossings.
5. Using fictional character snack and activity cards, choose water and everyday food combinations (grains/starches, fruits and vegetables, and protein-rich foods) suited to before and after active play, give specific encouragement to teammates across three cooperative skill stations, and complete a short five-part unit check.

Prior knowledge

- From kindergarten: "my bubble" personal space, freezing on a visual-and-sound stop signal, varied everyday foods and plain water for thirst, and Stop, Look, Listen, Think at the kerb with a trusted grown-up.
- From grade 1: progressive dynamic warm-up cards, dodging by planting an outside foot, safe "butterfly tag" (a gentle tap with an open hand on the shoulder, upper arm or upper back), underarm throw with opposite-foot step, two-hand catching, and inside-of-the-foot kicking and trapping.
- From grade 2: controlled stops and landings, sharing lanes safely, and leading one move of the class warm-up.
- Eight- and nine-year-olds vary widely in ball experience, coordination, endurance and mobility, and may or may not own a bicycle or scooter at home. Frame every skill cue with inclusive parallel options ("your controlled way counts") and frame wheel safety around shared community paths, borrowed or school scooters/bikes, and pedestrian crossings alike.

Lessons

Lessons are 35 minutes each (opening 3, warm-up 5, main activity 18, cool-down and discussion 6, closing check 3). Leave at least a day between lessons where possible. Every lesson uses a combined sound-and-sight stop signal, starts with a progressive dynamic warm-up, and includes a gradual active cool-down.

Lesson	Title	Main activity
1	Smooth transitions, warm-up, cool-down and active weeks	4-part locomotor transition lanes; comparing rest, brisk play and cool-down; "Ways People Move" outside-PE choice menu
2	Hand dribble, partner pass, overhand target and real praise	Eyes-up hand dribbling in general space; partner toss-and-catch + wall overhand target; specific encouragement & welcoming trios
3	Foot dribble, cushion-and-pass gates, and banter vs. teasing	Foot dribbling at a gentle jog; inside-foot "give-and-pass" cone gates; sorting 4 fictional play vs. teasing story cards
4	Open space in Treasure Lanes and wheel & helmet safety	Non-elimination 4v4 Treasure Lanes chasing/fleeing tactics; 2-2-2 prop helmet check, helmet-off-on-playgrounds rule, lights & driveways
5	Everyday fuel cards, three-station team challenge and unit check	Fictional character before/after play fuel & water cards; cooperative 3-station circuit; 5-part practical & oral check

Materials (whole class unless noted)

- A cleared indoor hall or flat outdoor court, with cones or floor spots marking a clear perimeter at least 2 metres inside walls, benches, stages and doorways (every lesson).

- Combined **sound + visual stop signal**: a whistle/tambourine/drum paired with a raised open hand or high-contrast red square card (every lesson).
- Six dynamic warm-up cards and three cool-down cards with stick pictures and large print (warm-up: brisk march/push, arm sweeps, high knees or seated knee lifts, side-slides, gentle trunk twists, slow jog/roll; cool-down: brisk walk to stroll, shoulder rolls, slow four-count nasal/belly breathing) (every lesson).
- Drinking water accessible at the edge, plus ear defenders and a marked quiet reset spot at the side (every lesson).
- A class clipboard list for observational notes (every lesson).
- **Lesson 1:** 16–20 floor spots or cones in four pathway lanes; large pathway transition cards with shapes + arrows (run -> side-slide -> skip -> two-foot or chair freeze); a class poster "Ways People Move Outside PE" and reusable symbol cards (walking, dancing, park tag, rolling/wheelchair sport, skipping rope, scooter/bike, courtyard ball games, stretching at home) plus one small "My Active Choices" card and pencil per student.
- **Lesson 2:** Playground or foam-coated bouncy balls (size 4/5 or 20 cm high-bounce foam balls), one per student; hand-size soft foam or yarn balls, one per pair; 8–10 taped wall targets (paper circles/squares at two heights: 1.0 m and 1.5 m, at least 2.5 m apart); cue card "Specific Praise + Open Triangle".
- **Lesson 3:** Slightly deflated size 3/4 soccer or foam balls (so they stay close rather than skittering across the hall), one per student or pair; 24 small cones to make 12 one-metre passing gates; adaptive short foam paddles or light hockey sticks and a ramp/chute option if needed; 4 printed fictional scenario cards (Card A–D: Friendly Play or Hurting/Excluding?).
- **Lesson 4:** Cones, floor tape, 2 crates/buckets, 6 hula hoops, 24 beanbags, and 6 high-contrast pinnies/sashes (worn over clothes, washed between uses) or soft foam pool-noodle extensions for guardians, set out as two parallel Treasure Lanes courts (see `treasure-lanes-court.svg` in Lesson 4); **1 or 2 clean demonstration bicycle/scooter helmets** fitted onto a **prop ball or large melon** (so students never share headwear), a bicycle bell and clip-on front white + rear red LED lights (or clear picture cards of them), and 4 wheel-safety scenario cards.
- **Lesson 5:** 4 fictional character fuel-and-hydration cards (Maya, Leo, Samira, Toby) plus 12 neutral food-and-drink building-block cards (plain water, milk/fortified soy or oat drink, wholegrain bread/rice/oats/tortilla, banana/apple/berries, carrots/cucumber/peppers, beans/lentils/hummus, yoghurt/cheese/tofu/eggs/chicken, fizzy/energy drink card for discussion); equipment from Lessons 2–4 divided into three clearly marked stations; teacher check sheet.
- **For blind or low-vision students:** a sighted guide partner or tether cord option, sound-emitting bell balls or crinkle-wrap beanbags, tactile floor tape (cord taped flat under wide gaffer tape) at court zone boundaries, and raised-line copies of the court map and food/story cards.

⚠ Safety, safeguarding and access

- **Space, floor and footwear:** inspect the floor before every lesson for wet patches, grit, splinters or loose equipment. Keep a 2-metre buffer from walls, radiators, basketball posts and doors. Students wear secure non-slip gym shoes; shoelaces tied, hair tied back, jewellery removed or taped per school policy, pockets empty.
- **Balls at feet and hands:** teach "loose ball = call 'Ball!' and walk around, never chase blindly across another pair's lane, and never step on top of a ball" before dribbling starts in Lessons 2 and 3. Overhand throws in Lesson 2 go **towards the wall targets**

only, with throwers standing behind a shared throwing line and retrieving balls together on a pause signal.

- **Non-elimination and safe tag:** in Lesson 4 (Treasure Lanes), nobody is ever "out" or sent to sit on a sideline. Guardians stay inside their marked central band and tag **only** with Grade 1's gentle open-hand "butterfly tag" on the shoulder, upper arm or upper back (or a light tap on shoulder/chair frame with a soft foam noodle—never grabbing clothing, arms or wheelchairs, and never pushing).
- **Helmet hygiene and the CPSC playground strangulation rule:** do **not** pass a single helmet from child to child (head-lice and hygiene risk); demonstrate helmet fit on a ball/melon prop or let students mime the two-finger checks on their own forehead, ears and chin. Emphasise clearly that helmets are worn **on wheels** (bicycles, scooters, skates) and **must be taken off before climbing on playground equipment or trees**, because a helmet or chin strap can catch in openings and cause strangulation.
- **No personal food logs, body measurements or moralising food:** Lesson 5 uses **fictional character cards only**. Never ask students to share, draw or log what they eat at home, never label foods "good/bad", "clean/dirty" or "junk", and never weigh, measure or rank students' bodies or fitness scores. Explicitly affirm diverse cultural foods (rice, flatbreads, plantains, oats, noodles, lentils, tofu, dairy, eggs, fish, meat), allergies/intolerances, sensory food needs, and affordable everyday options (tap water, tinned or frozen fruit/veg, beans, bread). No real food tasting is required in this unit; if a school ever adds food handling, check every allergy and dietary record first.
- **Outside-of-PE activity choices (Lesson 1):** students pick enjoyable ways people can move from an inclusive menu (including indoor flat-space options like dancing to a song or chair/floor stretches) rather than keeping a graded home exercise diary, respecting differing neighbourhood safety, family work hours and housing space.
- **Medical & environmental care:** check medical records (asthma, diabetes, heart/joint conditions, epilepsy, dyspraxia) and follow individual healthcare plans; keep reliever inhalers and emergency kits immediately to hand, allow water breaks whenever needed, and adjust intensity in hot or poor-air-quality weather.
- **Universal access ("your controlled way counts"):**
- Wheelchair, walker or crutch users: transition between slow push, weave, spin/pivot and balanced stop in Lesson 1; bounce-dribble beside the chair or push-carry in short alternating strokes (two pushes, one bounce/lap tap) in Lesson 2; propel a ball with a footplate, short paddle/stick, or ramp in Lesson 3; play Treasure Lanes at full parity using wide lanes and foam noodle tag extensions in Lesson 4.
- Blind or low-vision learners: use bell balls, bright high-contrast cones, tactile boundary tape, verbal partner call-outs ("Ready, Sam—rolling low!"), and sighted guide pairs.
- Deaf or hard-of-hearing learners: pair every whistle/drum cue with a bold hand/card signal, face the group in good lighting when speaking, and demonstrate every station visually before starting.
- Neurodivergent and sensory-sensitive learners: keep a predictable 5-part lesson rhythm on a visual schedule board, provide ear defenders, and keep an opt-in quiet reset spot at the edge where any student may pause without needing to explain why.

Assessment

- **Lessons 1–4 (formative):** during warm-ups, partner practice and closing checks, the teacher notes smooth locomotor transitions, eyes-up hand and foot dribbling control,

cushioning ("giving") on pass reception, moving into open space, safe non-elimination tagging, and specific encouragement on a class list.
- **Lesson 5 (unit check):** while small teams rotate independently through three cooperative stations, the teacher runs a five-part practical and oral check (~3–4 minutes per student; finish remaining students in short follow-up slots during the week) covering dribbling + cushioned pass, open-space tactic, warm-up/cool-down purpose, wheel/helmet safety rules, and choosing a before/after play snack + drink for a fictional character. Full worked answer guide is in Lesson 5.

Sources

- SHAPE America, Grade-Level Outcomes for K–12 Physical Education (2013), read directly on 11 November 2026: https://www.shapeamerica.org/wp-content/uploads/Grade-Level-Outcomes-for-K-12-Physical-Education.pdf
- S1.E6.3: "Performs a sequence of locomotor skills, transitioning from one skill to another smoothly and without hesitation."
- S1.E13.3: "Throws underhand to a partner or target with reasonable accuracy."
- S1.E14.3: "Throws overhand, demonstrating 3 of the 5 critical elements of a mature pattern, in nondynamic environments (closed skills), for distance and/or force."
- S1.E16.3: "Catches a gently tossed hand-size ball from a partner, demonstrating 4 of the 5 critical elements of a mature pattern."
- S1.E17.3: "Dribbles and travels in general space at slow to moderate jogging speed, with control of ball and body."
- S1.E18.3: "Dribbles with the feet in general space at slow to moderate jogging speed with control of ball and body."
- S1.E19.3: "Passes and receives a ball with the insides of the feet to a stationary partner, “giving” on reception before returning the pass."
- S2.E1.3: "Recognizes the concept of open spaces in a movement context."
- S2.E3.3: "Combines movement concepts (direction, levels, force, time) with skills, as directed by the teacher."
- S2.E5.3a: "Applies simple strategies and tactics in chasing activities."
- S2.E5.3b: "Applies simple strategies in fleeing activities."
- S3.E1.3a: "Charts participation in physical activities outside physical education class."
- S3.E1.3b: "Identifies physical activity as a way to become healthier."
- S3.E3.3: "Describes the concept of fitness and provides examples of physical activity to enhance fitness."
- S3.E4.3: "Recognizes the importance of warm-up and cool-down relative to vigorous physical activity."
- S3.E6.3: "Identifies foods that are beneficial for before and after physical activity."
- S4.E4.3a: "Works cooperatively with others."
- S4.E4.3b: "Praises others for their success in movement performance."
- S4.E5.3: "Recognizes the role of rules and etiquette in physical activity with peers."
- S4.E6.3: "Works independently and safely in physical activity settings."
- S5.E4.3: "Describes the positive social interactions that come when engaged with others in physical activity."
- Wikipedia, "Warming up" (read 11 November 2026; gradual pulse-raising, joint mobility and dynamic activity-specific preparation vs. pre-exercise static stretching): https://en.wikipedia.org/wiki/Warming_up
- Wikipedia, "Cooling down" (read 11 November 2026; gradual 3–10 minute decrease in intensity such as slow jogging/walking so heart rate returns toward resting rate; athletes

often feel better subjectively even though evidence shows little or no effect on delayed-onset muscle soreness): https://en.wikipedia.org/wiki/Cooling_down
- Wikipedia, "Healthy diet" (read 11 November 2026; water, macronutrients, micronutrients and fibre across diverse plant- and animal-based foods, limiting sweetened beverages, and global affordability differences): https://en.wikipedia.org/wiki/Healthy_diet
- Wikipedia, "Bicycle helmet" (read 11 November 2026; expanded polystyrene impact-attenuating liner, importance of proper fit, and U.S. CPSC warning not to wear bike helmets on playground equipment or while climbing trees due to strap strangulation risk): https://en.wikipedia.org/wiki/Bicycle_helmet
- Wikipedia, "Cycling safety" (read 11 November 2026; visibility with front/rear lights, bells/audible signals, heightened dusk collision risk, car-door and turning-vehicle hazards, and obeying road rules): https://en.wikipedia.org/wiki/Cycling_safety
- Wikipedia, "Green Cross Code" (read 11 November 2026; Stop, Look, Listen, Think pedestrian crossing sequence): https://en.wikipedia.org/wiki/Green_Cross_Code
- The court layout diagram in Lesson 4 (`treasure-lanes-court.svg`) is an original diagram drawn by Gemini 4 Carbon for this repository and released under CC0.

Known gaps

- No human teacher has reviewed or classroom-tested this unit. Timings (35 minutes per lesson) and station transitions in Lesson 5 may run tighter with classes of 28–32 students and may benefit from splitting Lesson 5 across two sessions.
- SHAPE America's document refers to "critical elements of a mature pattern" for overhand throwing (`S1.E14.3`) and catching (`S1.E16.3`) without listing all five elements inline in the table; the teaching cues in Lesson 2 (side-on start, L/T arm preparation, step with opposite foot, trunk rotation, follow through; and eyes on ball, reach with hands, pinkies/thumbs position, catch with hands only, elbows bend to "give") are standard pedagogical summaries chosen for clarity rather than verbatim lines from the SHAPE table.
- Because a single 5-lesson unit represents roughly one half-term slice rather than a full year of Grade 3 PE, several other Grade 3 SHAPE America strands (such as gymnastics alignment/muscular tension `S1.E7.3`/`S2.E4.3`, dance composition `S1.E11.3`, striking with implements `S1.E24.3`/`S1.E25.3`, and intermediate jump-rope `S1.E27.3`) are left for additional Grade 3 units.
- Mandatory bicycle helmet laws, footpath vs. road riding rules for children, and road-crossing conventions (left-hand vs. right-hand traffic) vary across countries and states/provinces; teachers should adapt Lesson 4's crossing directions and legal notes to local Highway Code or transport guidance.
- Instead of asking students to keep a multi-day home activity log (`S3.E1.3a` literally says "Charts participation in physical activities outside physical education class"), Lesson 1 uses an inclusive in-class choice-and-opportunity chart so no child is penalised or singled out over home circumstances; schools that do send home optional activity bingo sheets should keep them ungraded and full of indoor/zero-cost choices.

Lesson 1: Smooth transitions, warm-up, cool-down and active weeks

Unit overview - Next: Lesson 2

Goal: Students join three or four locomotor skills together smoothly without hesitation, notice how a gradual dynamic warm-up and active cool-down change breathing and pulse comfort, and explore enjoyable ways people stay active outside PE class.

Length: 35 minutes (opening 3, warm-up 5, main activity 18, cool-down and discussion 6, closing check 3).

Materials

- Cleared hall or flat court with cones marking a 2-metre buffer inside walls, doors and furniture.
- Combined sound + sight stop signal (whistle/drum + raised open hand or red square card).
- Six dynamic warm-up cards (brisk march/push, arm sweeps, high knees or seated knee lifts, side-slides, gentle trunk twists, slow jog/roll) and three cool-down cards (brisk walk to slow stroll, shoulder rolls, slow four-count breathing).
- 16–20 floor spots arranged into 4 parallel lanes (4 or 5 spots per lane, spaced ~3 metres apart) so each lane marks transition gates.
- Four large sequence cue cards with stick icons, arrows and text:
- **Sequence A:** Jog -> Side-slide -> Skip -> Balanced two-foot (or chair) freeze
- **Sequence B:** Brisk walk -> Gallop (or smooth long push) -> Hop/leap over a flat spot -> Balanced freeze
- **Sequence C:** Skip -> Side-slide left -> Side-slide right -> Balanced freeze
- **Sequence D:** Student's own 3-move smooth combo + freeze
- Class poster "Ways People Move Outside PE" and symbol cards (walking to school or a bus stop, dancing to music in a room, wheelchair/adaptive park rolling, skipping rope, playground tag, courtyard ball passing, scooter or bicycle ride, floor or chair stretching), plus one "My Active Choices" card and pencil per student.
- Tactile cord-under-tape markers at lane spot transitions and sighted guide pairings for blind or low-vision learners; ear defenders, water and quiet reset spot at the side; teacher clipboard.

Steps

✎ Opening (3 min)

Seated in a semicircle away from the equipment. Review the two-part stop signal (sound + raised hand/red card -> stop in a balanced two-foot or chair freeze inside "my bubble"). Introduce today's focus: "In Grade 1 and Grade 2 you learned single travelling moves and how to start a warm-up gently. Today we are going to flow smoothly from one move straight into the next—like changing gears on a bicycle without stopping—and test what both a warm-up and a cool-down do for our bodies." Have everyone rest a hand lightly on their chest for

five quiet seconds just to notice calm resting breathing (no counting numbers aloud, no comparing with neighbours).

Warm-up (5 min)

Lead the six dynamic warm-up cards around the perimeter in one shared direction (brisk march/push 45 s -> arm sweeps 45 s -> knee lifts 45 s -> side-slides facing inward 45 s -> gentle trunk twists 45 s -> easy jog/roll 75 s). Point out **why** we move dynamically instead of sitting down to hold long stretches while cold: gradual movement raises muscle warmth, loosens joints and wakes up the moves we are about to use, whereas long static stretches before fast play don't raise the pulse and can temporarily make muscles feel less springy. Pause briefly with a hand on the chest: "Notice what changed: warmer skin, slightly faster breathing, ready to move."

✎ Main activity (18 min)

1. **Model smooth vs. choppy transitions (3 min).** Walk beside Lane 1 and show Sequence A twice:
2. First, show a choppy version (jog to Spot 2, stop dead, look confused, start side-sliding).
3. Second, show a smooth version: on the step/push right at Spot 2, turn hips sideways into a side-slide without pausing; at Spot 3, swing arms up into a skip; at Spot 4, sink knees softly (or brake both rims evenly) into a three-second balanced freeze. Ask: "What changed at the spot?" (Eyes looked ahead to the next spot before arriving; feet or wheels changed pattern right on the marker.)
4. **Guided transition lanes (7 min).** Divide the class across the 4 parallel lanes (6–8 students per lane). One student starts down a lane; as soon as they pass Spot 2, the next student begins so nobody waits long and lanes stay uncrowded. Students walk/roll calmly back up the outside return alley.
5. Spend ~3 minutes on **Sequence A** (Jog -> Side-slide -> Skip -> Freeze) and ~4 minutes on **Sequence B** or **Sequence C**.
6. Inclusive parallel cues ("your smooth way counts"): students using a wheelchair, walker or crutches link steady two-hand push -> angled weave push -> alternating single-rim rhythm push -> crisp two-hand stop; blind or low-vision students travel alongside a sighted guide who calls "Three, two, slide... three, two, skip... freeze!" or feel tactile tape strips underfoot.
7. **Create and test your own 3-move flow + vigorous burst (8 min).** Partners pick **Sequence D**: any three safe travelling patterns in a row ending in a balanced freeze, and practise down their lane until there is zero pause at each marker (5 min). Finish with a 90-second brisk "Four-Corner Continuous Flow" around the whole perimeter where partners travel continuously through all four corners changing locomotor pattern at each corner cone so everyone experiences steady vigorous movement right before the cool-down (3 min).

✓ Cool-down and discussion questions (6 min)

1. **Active cool-down (3 min).** Do **not** sit straight down after the brisk perimeter flow. Lead the three cool-down cards: 90 seconds transitioning from a brisk walk/roll down to an easy stroll, 45 seconds of slow shoulder rolls and gentle calf/arm reaches, and 45 seconds of slow four-count breaths while strolling to the circle. Have students place a

hand on their chest again and notice their breathing settling back toward comfortable rest.

2. **Ways People Move Outside PE + discussion (3 min).** Show the "Ways People Move Outside PE" symbol poster. Emphasise that fitness is not about racing or looking a certain way—it means having energy, heart-and-lung stamina, muscle strength and flexible movement for everyday life, and people build it in many zero-cost indoor and outdoor ways.
3. "Why did we walk slowly and breathe calmly after our fast perimeter flow instead of flopping straight onto the floor?" (Answer guide: a gradual cool-down transitions the body smoothly from vigorous movement back toward a resting heart rate and steady breathing so we feel comfortable.)
4. "Why did our warm-up use moving actions like marching, arm sweeps and side-slides instead of sitting still in long stretches?" (Answer guide: gradual movement warms muscles, mobilises joints and raises heart rate for the exact moves ahead.)
5. "Which activities on our poster could someone do in a small flat room on a rainy evening, and which ones happen outdoors?" (Answer guide: dancing to two songs, chair/floor stretches, marching or balloon keep-up work indoors with zero cost; walking, park tag, rolling or scootering work outdoors when safe.)

✓ Closing check (3 min)

Hand each student a small "My Active Choices" card showing the eight movement symbols plus a blank box. Each student circles **two** enjoyable ways people can move outside PE (or draws one of their own) and whispers their three-part locomotor sequence from today to a partner ("Jog, side-slide, skip, freeze"). Collect cards for teacher notes—never grade or compare students' home routines.

Vocabulary

transition, locomotor, smooth, pulse raiser, dynamic warm-up, cool-down, fitness, stamina

Differentiation

- **Support:** start with a two-move transition (walk -> side-slide -> freeze) with an adult or peer calling the change two steps before the cone; place matching picture cards right next to Spot 1 and Spot 2.
- **Stretch:** add a change of pathway or level inside the transition (for example low curved jog -> tall skip -> crisp side-slide -> one-foot or one-hand-raised chair balance).
- **Early finishers:** mirror a partner side by side in adjacent lanes so both arrive at every spot and freeze at the exact same moment.

⚠ Safety

- One-way traffic down the four lanes and back along the outer return alleys only; never cut across active lanes.
- Keep a full 2-metre stopping zone beyond the final spot so nobody freezes near a wall.

- Students with asthma keep reliever inhalers accessible and pace the 90-second continuous flow at comfortable conversational effort.

Teacher notes

- SHAPE America Grade 3 outcomes addressed: `S1.E6.3` (smooth locomotor sequence transitions without hesitation), `S3.E4.3` (recognizing the importance of warm-up and cool-down relative to vigorous physical activity—the first grade where `S3.E4` appears in SHAPE America), `S3.E1.3a/b` and `S3.E3.3` (identifying physical activity outside class as a way to enhance health and fitness).
- Consistent with the `Cooling down` source, explain cool-down honestly: it gradually brings heart rate and breathing back toward resting levels and helps most people feel comfortable afterwards; do **not** claim that cooling down prevents next-day muscle soreness (DOMS), which research does not support.

Lesson 2: Hand dribble, partner pass, overhand target and real praise

Unit overview - Previous: Lesson 1 - Next: Lesson 3

Goal: Students dribble a bouncy ball in general space at a slow-to-moderate jog (or chair push) while scanning ahead, pass underhand/chest-high and catch a hand-size ball cleanly with a partner, practise stationary overhand throwing to a wall target, and give specific encouragement while welcoming newcomers into a group.

Length: 35 minutes (opening 3, warm-up 5, main activity 18, cool-down and discussion 6, closing check 3).

Materials

- Cleared hall/court with 2-metre perimeter buffer, combined sound + sight stop signal, six dynamic warm-up cards and three cool-down cards.
- Bouncy playground or coated high-bounce foam balls (one per student; include slightly larger/lighter high-bounce balls and sound-emitting bell balls as needed).
- Hand-size soft foam or yarn balls (one per pair).
- 8–10 paper or tape wall targets fixed to a clear flat wall at two heights (1.0 m and 1.5 m off the floor), spaced at least 2.5 m apart, with a taped throwing line 3.5 m and 5 m back from the wall.
- Large cue card "Specific Praise + Open Triangle":
- Specific praise names **what** worked ("You pushed with your fingerpads!", "You bent your elbows to cushion that catch!") rather than vague "good" or put-downs.
- Open Triangle rule: if someone needs a group, step back immediately to turn a pair into a triangle or a trio into a square ("Here's a spot—pass to me, then I pass to you").
- Water, ear defenders, quiet reset spot and teacher clipboard.

Steps

✎ Opening (3 min)

Teach the **ball-hug freeze**: on the stop signal, trap the ball firmly with both hands at waist/lap height and freeze. Introduce the **Loose Ball Rule**: if a ball rolls away, call "Ball!" clearly, walk/roll calmly around other players' lanes (never sprint blindly across someone's path), and never step or sit on a ball. Preview our social goal on the "Specific Praise + Open Triangle" card: noticing one real movement cue a partner did well, and opening a circle within three seconds whenever a classmate joins.

Warm-up (5 min)

Two student volunteers help hold up the six dynamic warm-up cards while the class warms up around the perimeter, finishing with 45 seconds of smooth two-move transitions from Lesson 1 (jog/push -> side-slide) and four wrist and shoulder mobility circles to prepare hands and arms for dribbling and throwing.

✎ Main activity (18 min)

1. **Eyes-up hand dribbling in general space (6 min).** Every student takes a bouncy ball into open space. Teach three crisp cues: **fingerpads (not flat slapping palm)**, **push to hip/waist height**, and **eyes up scanning open space**.
2. Start in self-space (30 s right hand, 30 s left hand or preferred hand), then walk in general space while calling out how many fingers the teacher holds up on a coloured card so eyes lift off the ball (2 min).
3. Progress to a **slow-to-moderate jog** (or two wheelchair rim pushes per controlled bounce beside the wheel / lap-bounce rhythm), steering into open spaces so nobody bumps another dribbler's bubble (3 min).
4. **Partner accurate underhand pass, catch and Open Triangle switch (6 min).** Swap bouncy balls into ball crates and give each pair one hand-size soft foam ball, standing ~3–4 metres apart in parallel alleys.
5. **Underhand toss cue:** face partner, swing throwing arm back smoothly, step forward with the **opposite foot** (or lean/stabilise trunk in a chair), release near waist height toward partner's chest (`S1.E13.3`).
6. **Catching cues:** eyes track the ball all the way in, reach hands forward (thumbs together above waist, pinkies together below waist), catch with **hands only** rather than cradling against the chest, and bend elbows to **"give"** softly with the catch (`S1.E16.3`).
7. Halfway through, call "Triangle Switch!": designated roamers move to a new pair, who immediately step back into a three-person **Open Triangle** within three seconds, call the newcomer's name before tossing, and share one **specific praise** sentence each round.
8. **Stationary overhand throw to wall targets (6 min).** Groups of 3 line up safely behind the 3.5 m (or 5 m stretch) throwing line facing their own wall target: one thrower at the line, two partners waiting two steps behind the safety cone. Teach four clear cues for a closed-skill overhand throw (`S1.E14.3`):
9. **Side-on start** (non-throwing shoulder points at the wall target; seated throwers angle shoulders 45° toward the target).
10. **Arm back in an L-shape** (ball behind head/ear level, elbow bent).
11. **Step toward target with the opposite foot** and **rotate hips/trunk**.
12. **Follow through** across the body toward the opposite pocket/knee. Each student throws three soft foam balls, waits for the group "Collect" cue when nobody is throwing, retrieves, and hands off to the next teammate with one specific cue compliment ("Clear side-on start!").

✓ Cool-down and discussion questions (6 min)

1. **Active cool-down (3 min).** Put all balls back in crates first. Walk/roll slowly around the perimeter (90 s), do gentle across-body shoulder reaches and forearm wrist stretches (45 s), and finish with slow four-count breaths coming to the circle (45 s).
2. **Discussion questions (3 min):**
3. "When you dribbled at a slow jog, what helped you keep control of both the ball and where you were going?" (Answer guide: pushing with fingerpads to waist height instead of slapping high, keeping the ball slightly ahead and to the side, and lifting eyes to scan for open space.)

4. "What is the difference between saying 'Good job' and saying 'You stepped with your opposite foot and hit the target'?" (Answer guide: specific praise tells a teammate exactly what worked so they feel genuinely noticed and know what to repeat, regardless of whether every throw hit the bull's-eye.)
5. "How did it feel when a pair opened into a triangle straight away without groaning or turning their backs?" (Answer guide: welcoming etiquette makes games faster to start and helps everyone feel respected and included.)

✓ Closing check (3 min)

In seated pairs, Partner A mimes the stationary overhand throw cues in slow motion while Partner B checks for **at least three cues** (side-on, arm back in L, step with opposite foot / trunk rotation, follow through across body), then they swap and give one specific praise sentence. Note on the clipboard any students needing extra catching or dribbling support in Lesson 5.

Vocabulary

fingerpads, general space, opposite foot, cushion ("give"), overhand, follow through, specific praise

Differentiation

- **Support:** use a slightly larger, slower-bouncing foam ball for hand dribbling at a brisk walk before jogging; shorten partner catching distance to 2 metres using a soft yarn ball or fleece ball that is easy to grasp; stand at the 3 m wall line.
- **Stretch:** dribble smoothly while changing hands at every cone; step back to the 5 m line for wall targets and alternate high (1.5 m) and low (1.0 m) targets on partner call.
- **Early finishers:** invent a cooperative partner count challenge—how many clean hands-only catches in a row where both partners bend their elbows to cushion silently.

⚠ Safety

- Overhand throws go **only** toward the wall from behind the throwing line—never back toward the room, and nobody crosses the throwing line until all three balls at that target have landed.
- Store unused balls inside crates/hoops so no stray balls roll underfoot.
- Blind or low-vision students use a bell ball for dribbling in a clear side lane and use verbal "Ready—tossing!" bounce-passes or bright high-contrast foam balls with their partner.

Teacher notes

- SHAPE America Grade 3 outcomes addressed: `S1.E13.3` (accurate underhand throw to partner/target), `S1.E14.3` (3 of 5 critical elements of overhand throw in nondynamic environments), `S1.E16.3` (catching a gently tossed hand-size ball with 4 of 5 critical elements), `S1.E17.3` (hand dribbling at slow-to-moderate jogging speed with ball and

body control), `S4.E4.3a/b` (working cooperatively and praising others), and `S5.E4.3` (positive social interactions in physical activity).

Lesson 3: Foot dribble, cushion-and-pass gates, and banter vs. teasing

Unit overview - Previous: Lesson 2 - Next: Lesson 4

Goal: Students dribble a ball with their feet (or adaptive stick/push equipment) in general space at a slow-to-moderate jog, pass and receive with the insides of the feet while cushioning ("giving") the ball before returning it, and distinguish friendly playful banter from teasing that hurts or excludes using four fictional scenarios.

Length: 35 minutes (opening 3, warm-up 5, main activity 18, cool-down and discussion 6, closing check 3).

Materials

- Cleared hall/court with 2-metre perimeter buffer, combined sound + sight stop signal, six dynamic warm-up cards and three cool-down cards.
- Slightly deflated size 3/4 soccer balls or coated medium foam balls (one per student or pair—slight deflation keeps the ball rolling at controllable indoor speed); bell ball for blind/low-vision learners; optional light foam floor paddles/sticks or ramp chute for wheelchair/walker users who prefer stick or push control alongside footplate play.
- 24 small flexible cones set out in the second half of the activity as 12 one-metre-wide "passing gates" spaced safely across the hall.
- Four printed **Fictional Play vs. Teasing Cards** (read and discussed about made-up characters—students **never** role-play unkind lines at a classmate):
- **Card A (Friendly play):** Nadia and Tariq invent a silly team handshake before passing gates; both are laughing, and when Owen joins they teach him the handshake right away.
- **Card B (Crossed the line—stop & repair):** Mei misses a pass through the gate. Tariq jokes, "Nice invisible gate, Mei!" once and smiles, then notices Mei's shoulders drop and says, "Sorry Mei—my pass was bouncy too, let's try again."
- **Card C (Hurting/repeating teasing):** Owen's ball rolls wide twice. Two players keep calling him "Captain Wide-Kick" even after Owen says, "Stop calling me that."
- **Card D (Quiet exclusion):** Nobody says a mean word aloud, but bit by bit two teammates pass only to each other for five minutes and wave a third teammate away from the gate.
- Water, ear defenders, quiet reset spot and teacher clipboard.

Steps

✎ Opening (3 min)

Introduce the **foot-beside-ball freeze** (never stand with full body weight balanced on top of a round ball, which can slip out from underneath—place one sole lightly on the top edge while weight stays solidly on the standing leg, or trap the ball against a cone/wheel footplate). Preview today's two skills: keeping a ball "on an imaginary short string" at our feet while jogging gently, and cushioning ("giving" with) a pass before sending it back through a gate.

Warm-up (5 min)

Run the six dynamic warm-up cards led by two new student volunteers, adding ankle circles and gentle inside-of-the-foot pendulums (tapping an imaginary ball from left inside-foot to right inside-foot on the spot) during the final minute so hips, knees and ankles are ready for lateral foot control.

✎ Main activity (18 min)

1. **Short-string foot dribbling in general space (7 min).** Students spread out with one ball each (or alternate every 60 seconds in pairs if hall space is tight). Teach three cues (`S1.E18.3`):
2. **Gentle taps with the insides (and outsides) of both feet**, not big toe punts that send the ball across the hall.
3. **Keep the ball within one stride ("short string")** so you can stop or turn on the signal.
4. **Glance up every two or three taps** to steer into open floor space. Progress from brisk walking (2 min) to a **slow-to-moderate jog** (5 min), weaving around floor cones without touching any cone. Students using a wheelchair or walker propel the ball in short controlled taps with a footplate, a short foam paddle/stick, or two-push dribble rhythm along a clear lane.
5. **Inside-of-the-foot "Give-and-Pass" gates (8 min).** Partners stand 3–4 metres apart on opposite sides of a 1-metre cone gate (`S1.E19.3`). Model the difference between a **brick-wall rebound** (stiff foot -> ball bounces wildly away) and a **pillow cushion ("give")**:
6. **Receiving cue:** turn ankle so the flat **inside of the foot** faces the incoming ball, and draw the foot **slightly backward** as the ball arrives ("give like a pillow") so the ball settles right in front of you.
7. **Passing cue:** plant the non-kicking foot beside the ball pointing at the gate, swing the kicking leg so the flat **inside of the foot** pushes smoothly through the middle of the ball along the floor.
8. Adaptive parallel options: cushion the rolling ball against a soft foam paddle tilted slightly back before pushing it smoothly through the gate, or trap against a footplate/cone and send along the floor. Partners count how many smooth **cushion-then-pass** cycles they complete through their gate, switching sides after 4 minutes so everyone practises receiving with both left and right sides.
9. **Gate Tour challenge (3 min).** On "Go", pairs dribble together from gate to gate around the hall: arrive at an open gate, complete **two** clean inside-foot cushion-and-pass exchanges through it, give a quick thumbs-up or specific cue compliment, and dribble together to find another open gate.

✓ Cool-down and discussion questions (6 min)

1. **Active cool-down (2.5 min).** Return balls and cones to the side crates, stroll one calm lap rolling shoulders and gently stretching calves/hips at the perimeter, and take four slow breaths while sitting in the circle.
2. **Sorting Friendly Play vs. Teasing with Cards A–D (3.5 min).** Read the four made-up character cards aloud one by one and ask students to show a quiet hand signal

(open palm = friendly/repaired; flat horizontal "time-out" T = crossed the line / needs to stop or open up):

3. **Card A (Nadia, Tariq & Owen):** Friendly play—everyone is genuinely in on the fun and the newcomer is welcomed immediately.
4. **Card B (Tariq notices Mei's face & apologises straight away):** Shows how even an intended joke can land badly—and the right move is stopping immediately, apologising without excuses ("I was only joking!" is not a fix), and restarting kindly.
5. **Card C (Repeating a nickname after Owen says "Stop"):** Teasing that hurts. Rule: the first "stop" (or uncomfortable face) ends a joke immediately.
6. **Card D (Passing past a teammate on purpose):** Exclusion hurts just like words—fair etiquette means every teammate gets real touches and turns.

✓ Closing check (3 min)

Ask two quick pair-share check questions and listen around the circle: 1. "Show with your hand or foot what 'giving' on reception looks like, and why we do it." (Answer guide: drawing the inside of the foot or paddle slightly back as the ball arrives so it cushions and stays close instead of bouncing away.) 2. "What are the two quick tests for whether playground banter is friendly play or teasing?" (Answer guide: [1] Is everyone genuinely enjoying it and included? [2] Does it stop straight away—with no excuses—the moment someone looks uncomfortable or asks to stop?)

Vocabulary

foot dribble, inside of the foot, plant foot, cushion ("give"), gate, banter, teasing, inclusion

Differentiation

- **Support:** widen the passing gate to 1.5 metres, stand 2.5 metres apart, and use a soft low-bounce foam ball that rolls slowly; allow two touches to stop the ball before passing.
- **Stretch:** narrow the gate to 75 cm, step back to 5 metres, and alternate receiving with the right inside-foot and passing with the left inside-foot.
- **Early finishers:** add a small triangle step—after passing through the gate, slide two steps sideways to receive the return pass at a new angle.

⚠ Safety

- Never stand with weight on top of a ball; keep shoe laces tied before foot dribbling starts.
- Keep heads up during the Gate Tour so pairs never dribble through a gate another pair is already using.
- Never ask students to act out teasing or exclusion on a real classmate; keep all social analysis strictly anchored to the fictional character cards.

Teacher notes

- SHAPE America Grade 3 outcomes addressed: `S1.E18.3` (foot dribbling in general space at slow-to-moderate jogging speed with control), `S1.E19.3` (passing and receiving with the insides of the feet to a stationary partner, "giving" on reception—an outcome that **first appears in Grade 3** in SHAPE America), `S4.E4.3a`, `S4.E5.3` (rules and etiquette with peers), and `S5.E4.3` (positive social interactions).

Lesson 4: Open space in Treasure Lanes and wheel & helmet safety

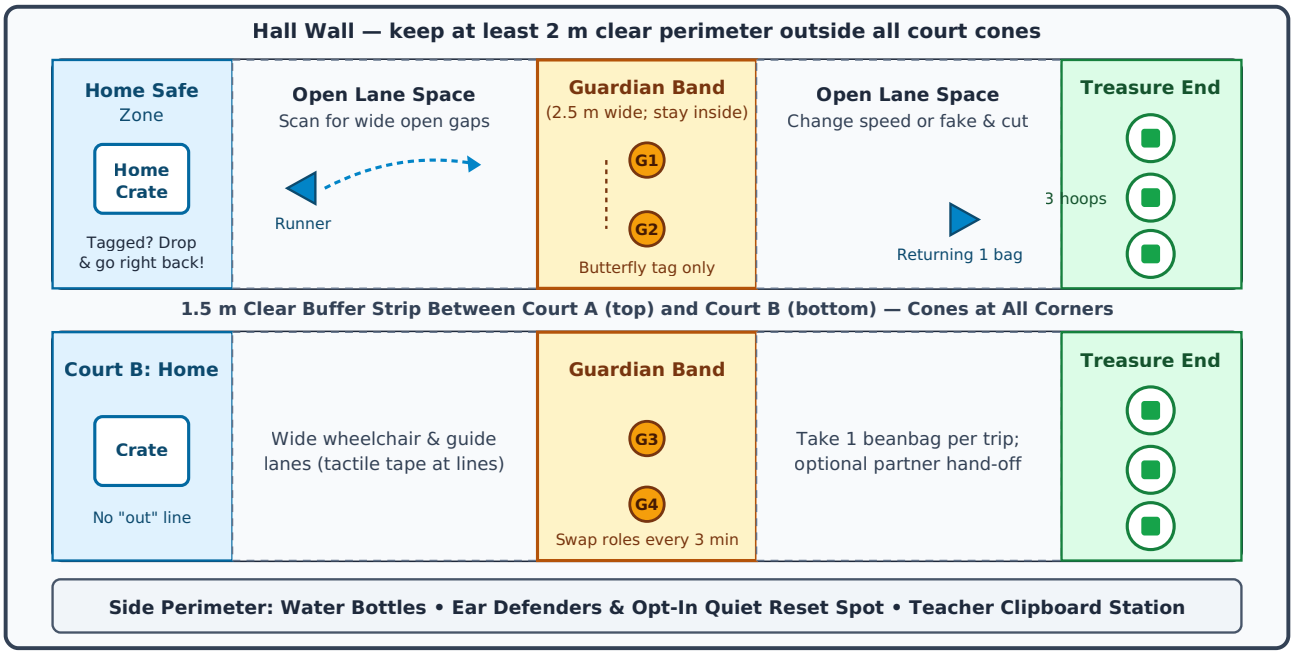
Unit overview - Previous: Lesson 3 - Next: Lesson 5

Goal: Students spot and move into open space and apply simple chasing and fleeing tactics in a non-elimination team game (Treasure Lanes), and explain four practical wheel-and-crossing safety habits including proper helmet fit and taking helmets off before using playground equipment.

Length: 35 minutes (opening 3, warm-up 5, main activity 18, cool-down and discussion 6, closing check 3).

Materials

- Cleared hall/court set up with two parallel Treasure Lanes courts inside a 2-metre clear perimeter buffer (see diagram below):
- Per court: floor tape or flat cones marking a **Home Safe Zone** (left, with 1 crate), an **Open Approach Zone**, a central **2.5-metre Guardian Band** (where 2 or 3 guardians move laterally), a second **Open Zone**, and a **Treasure End** (right, with 3 spaced hoops holding 12 beanbags total).
- 6 freshly washed high-contrast sashes/pinnies for guardians, plus soft foam pool-noodle reach extensions (about 50 cm) for optional no-contact or wheelchair tagging.
- Combined sound + sight stop signal, six dynamic warm-up cards and three cool-down cards.
- **Wheel & Helmet Safety demonstration kit:**
- 1 clean bicycle/scooter helmet fitted onto a **prop ball or large melon** (students never share headwear), showing the **expanded-polystyrene foam liner** inside and adjustable cradle/straps.
- A bicycle bell and clip-on **white front light + red rear light** (or bold printed picture cards if real lights/bell are unavailable).
- Four **Wheel Safety Scenario Cards** (Card 1: Eyebrow-high tilted helmet; Card 2: Keeping a bike helmet on while climbing the monkey bars; Card 3: Riding past a driveway with hedges and a parked car at dusk; Card 4: Passing a family walking ahead on a shared path).
- Tactile tape under court zone lines and crinkle/bell beanbags for blind or low-vision learners; water, ear defenders, quiet reset spot and clipboard.



Steps

✎ Opening (3 min)

Gather where everyone can see Court A. Point out the zones on the floor: "Today nobody is ever 'out'. In Treasure Lanes, runners look for **open space**—a wide lane where no guardian is standing—cross the Guardian Band to collect **one** beanbag from a Treasure Hoop, and bring it back to the Home Crate." Review safe **butterfly tag** from Grade 1: guardians stay strictly inside the 2.5-metre Guardian Band and tag **only** with a gentle open-hand tap on the shoulder, upper arm or upper back (or a light tap on shoulder/chair frame with a soft foam noodle—never grabbing shirts, arms or chairs). If tagged while empty-handed, simply jog/roll back to the Home Safe Zone and go straight back in; if tagged while carrying a beanbag, place the beanbag back in a Treasure Hoop, touch the Home Safe Zone, and immediately try again!

Warm-up (5 min)

Run the six dynamic warm-up cards around the outer perimeter, then spend 90 seconds practising **defensive side-slides** (knees softly bent, feet gliding without crossing—or crisp forward/reverse chair pivots) and **outside-foot plant-and-cut changes of direction** in open space so ankles and knees are primed for chasing and fleeing.

✎ Main activity (18 min)

1. **Round 1 — Spot the open lane (5 min).** Put 6–8 students per half-court (for example 5–6 runners vs. 2 guardians on Court A and Court B; if the class is larger than 18, add a third parallel strip or rotate a 2-minute coach-observer pair who spot open lanes from the side).
2. Play for 3 minutes, then pause on the stop signal and ask: "Runners, what happened when three of you ran straight at the same guardian?" (Crowded space made tagging

easy.) "Where was the **open space**?" (`S2.E1.3`: the unguarded far side of the band!) Swap guardians so everyone plays both roles.
3. **Round 2 — Chasing & fleeing tactics huddle (7 min).** Teach two explicit tactics on each side (`S2.E5.3a`, `S2.E5.3b`, `S2.E3.3`):
4. **Fleeing tactics (Runners):** (a) Scan before leaving safety—spot the widest gap first; (b) Change speed or fake-and-cut—approach at an easy pace, step one way to draw a guardian, then accelerate briskly through the open lane; (c) Team decoy/split—two teammates enter at opposite edges of the band at the same time so one guardian cannot cover both.
5. **Chasing tactics (Guardians):** (a) Zone spacing—Guardian 1 covers the left half of the band and Guardian 2 covers the right half instead of bunching together on one runner; (b) Watch the runner's waist/hips, sliding sideways smoothly rather than lunging off balance. Play two 3-minute games with a guardian swap in the middle so every student tests both chasing and fleeing tactics.
6. **Wheel & Helmet Safety hands-on huddle (6 min).** Gather seated at the centre buffer while heart rates begin to step down. Show the **prop helmet on the ball/melon** (remind students we never share helmets head-to-head):
7. **Inside the helmet:** point out the stiff **expanded-polystyrene foam liner** designed to crush and absorb impact acceleration in a fall while keeping vents open and peripheral vision clear. Point out that an unbuckled or tipped-back helmet slides off the forehead right when needed—proper fit matters enormously.
8. **Three-Point Helmet Fit Check (2-V-1 Self-Mime)** (students mime with clean fingers on their own brow, ears and chin): **2** finger-widths level above the eyebrows (protecting the forehead without blocking sight); **2** fingers forming a snug V-strap around each ear; **1–2** fingers fitting snugly between chin and buckled strap.
9. **The Playground Rule (CPSC strangulation warning):** "Helmet **ON** for wheels (bike, scooter, skates); helmet **OFF** before climbing playground frames or trees!" Explain plainly why: a helmet or strap can wedge in bars or branches and strangle a climber.
10. **Quick Scenario Sort (Cards 1–4):** hold up the white front light, red rear light and bell, and solve the 4 quick cards together:
    - Card 1 (Tilted back like a sunhat, unbuckled): Fix level 2-finger brow height + buckle snug chin strap.
    - Card 2 (Parking scooter and running onto monkey bars wearing helmet): Take helmet **off** first and clip/leave it with the scooter!
    - Card 3 (Driveway with high hedge + parked car at dusk): Dusk glare/low light is high-risk—use white front & red rear lights + bright/reflective gear, watch for car doors opening (dooring) and reversing cars, and stop at the driveway edge to Stop, Look, Listen, Think.
    - Card 4 (Approaching pedestrians on a shared path): Slow down early, ring a bell or call "Passing on your left/right, thank you!" with plenty of space.

✓ Cool-down and discussion questions (6 min)

1. **Active cool-down (3 min).** Students help stack beanbags in the crates, then walk/roll two calm perimeter laps using the three cool-down cards (slow stroll, gentle calf/hip stretches at the edge, four-count breathing).
2. **Discussion questions (3 min):**
3. "When you were a guardian in Treasure Lanes, why did splitting into left and right zones work better than both chasing the same runner?" (Answer guide: chasing one runner

together opens a huge unguarded lane for every other teammate; covering zones closes open space.)
4. "Why must you always take your bike or scooter helmet OFF before climbing on playground equipment or a tree?" (Answer guide: the helmet shell or chin strap can catch in bars or branches and cause strangulation.)
5. "What helps drivers and walkers notice a cyclist or scooter rider early, especially late in the afternoon?" (Answer guide: bright or reflective clothing, a white front light and red rear light, good positioning away from blind spots and car doors, a bell or clear voice warning, and stopping to Stop, Look, Listen, Think at driveways and crossings.)

✓ Closing check (3 min)

Call three quick rapid-check prompts; students answer with a partner in 20 seconds each: 1. Name **one fleeing tactic** you used to beat the Guardian Band (scan for an open lane, change speed, plant-and-cut fake, split wide with a teammate). 2. Mime the **three-point helmet fit check (2-V-1)** on your own brow, ears and chin. 3. Thumbs up (safe) or flat time-out T (unsafe): "Sam locks his bike and climbs the climbing frame with his helmet still buckled on." (Flat T—helmet comes **off** before playground climbing!)

Vocabulary

open space, tactic, lane, zone coverage, plant-and-cut, expanded polystyrene liner, peripheral vision, reflective

Differentiation

- **Support:** widen the court or reduce guardians from 3 to 2 so open lanes are easier to spot; allow runners up to 8 seconds inside a Treasure Hoop to plan their return path.
- **Stretch:** add a cooperative **relay pass rule**—runners may pass the beanbag underhand across the Guardian Band to a teammate who has cut into an open space on the Home side!
- **Early finishers / side observers:** act as "Space Spotters" for 90 seconds, pointing out which side of the Guardian Band opened up on a successful run.

⚠ Safety

- Guardians stay **inside** the taped 2.5-metre Guardian Band so nobody chases a runner from behind toward a wall or hoop.
- Butterfly tag only (shoulder, upper arm, upper back, or soft foam noodle tap); never dive, slide on knees, or step onto hula hoops (use flat spot markers or soft non-slip hoops if the floor is slick).
- Never pass a demonstration helmet from student head to student head.

Teacher notes

- SHAPE America Grade 3 outcomes addressed: `S2.E1.3` (recognizes open spaces in a movement context), `S2.E3.3` (combines movement concepts—direction, levels, force,

time—with skills), `S2.E5.3a` (simple strategies and tactics in chasing activities—first appears in Grade 3), `S2.E5.3b` (simple strategies in fleeing activities—first appears in Grade 3), and `S4.E6.3` (works independently and safely).
- Helmet and cycling notes follow the `Bicycle helmet`, `Cycling safety` and `Green Cross Code` sources; check your local jurisdiction's rules on child helmet laws, footpath riding, and left- vs. right-hand traffic look order.

Lesson 5: Everyday fuel cards, three-station team challenge and unit check

Unit overview - Previous: Lesson 4

Goal: Using fictional character cards, students choose plain water and everyday food combinations suited to before and after active play, rotate cooperatively through three movement stations giving specific encouragement, and complete a five-part unit check.

Length: 35 minutes (opening 3, warm-up 5, main activity 18, cool-down and discussion 6, closing check 3). Plan short follow-up slots during the week if needed so every student completes the individual check calmly without rushing.

Materials

- Cleared hall/court with 2-metre clear perimeter buffer, combined sound + sight stop signal, six dynamic warm-up cards and three cool-down cards.
- **Fictional Character Fuel & Hydration Kit** (used strictly for imaginary characters—no personal food logs, no real food tasting):
- **Character 1 — Maya (30–60 minutes before playground games):** Wants steady energy that sits comfortably in her stomach before running and rolling.
- **Character 2 — Leo (halfway through a warm afternoon of park tag):** Thirsty, warm and sweating; choosing between plain tap water and a large sweetened fizzy/energy drink.
- **Character 3 — Samira (after an hour of energetic wheelchair basketball practice):** Hungry, thirsty, and muscles worked hard.
- **Character 4 — Toby (building a colourful everyday lunchbox on a family budget):** Allergic to peanuts; wants water plus varied everyday plant or animal foods.
- **9 Food & Drink Building-Block Cards (8 everyday cards + 1 discussion card)** (words + clear drawings):
    1. Plain tap water; 2. Milk or calcium-fortified soy/oat drink;
    2. Wholegrain bread, tortilla, rice, oats or noodles (grains/starches — steady play energy); 4. Banana, apple or tinned/frozen berries (fruit — vitamins, fibre & quick natural energy); 5. Carrot sticks, cucumber, peppers or frozen peas (vegetables — vitamins, minerals, water & fibre);
    3. Beans, lentils, chickpeas or hummus (plant protein + fibre);
    4. Tofu, eggs, yoghurt/cheese, fish or chicken (protein-rich foods — growing & repairing muscles); 8. Sunflower or pumpkin seeds (nut-free crunch); plus a discussion card for Sweetened fizzy soda / caffeinated energy drink.
- **Three Cooperative Skill Stations** spaced safely in three zones of the hall with bold numbered station signs:
- **Station 1 (Hand Dribble & Partner Catch Alley):** bouncy balls + soft hand-size foam balls + cones.
- **Station 2 (Foot Dribble & Cushion-Pass Gates):** slightly deflated size 3/4 or foam balls + 4 one-metre cone gates + optional adaptive paddles.
- **Station 3 (Mini Treasure Lanes 3v1/3v2 Open-Space Lane):** 1 Home Crate, central taped Guardian Band, 2 Treasure Hoops with 8 beanbags, sashes/foam noodles.
- Raised-line food/station cards and bell balls for blind/low-vision learners; water, ear defenders, quiet reset spot, and the teacher's unit check sheet.

Steps

✎ Opening (3 min)

Introduce our four fictional characters (Maya, Leo, Samira, Toby) and display the three everyday food-and-drink jobs on a simple board chart (**never** ask who ate what for breakfast or lunch, and remind the class that every family and culture uses different delicious grains, fruits, vegetables and proteins): 1. **Plain water** replaces the water our bodies lose through sweat and breathing—best everyday choice before, during and after play (whereas sweetened sodas add lots of sugar without helping play, and caffeinated energy drinks are not for children). 2. **Grains/starches + fruit/vegetables** (such as oats, rice, flatbread, wholegrain toast, banana, apple, carrots) give steady carbohydrate energy, vitamins, minerals and fibre before and across active days. 3. **Protein-rich foods alongside carbohydrates and water** (such as beans, lentils, hummus, tofu, milk/yoghurt or fortified soy, eggs, fish or poultry) after vigorous play help refuel energy and repair/grow working muscles.

Warm-up (5 min)

Three student leaders each pick two of the six dynamic warm-up cards and lead the class smoothly from brisk march/push through joint mobility to a gentle jog and a smooth three-move transition (jog -> side-slide -> skip -> balanced freeze), checking shoelaces and perimeter spacing before stations start.

✎ Main activity (18 min)

1. **Quick Team Fuel Match (4 min).** Divide the class into small cooperative teams of 4–5. Give each team one Character Card (Maya, Leo, Samira or Toby) and a set of building-block cards. Teams take 2 minutes to pick a sensible drink + food pairing for their character and 2 minutes for a 20-second share-out per card:
2. Maya (before play): plain water + easy steady energy such as banana and wholegrain toast/oats or tortilla.
3. Leo (mid-play on a warm day): plain cool water (not fizzy/energy drink) plus a brief shade breather.
4. Samira (after vigorous wheelchair basketball): water (or milk/fortified soy drink) + a carbohydrate **and** a protein-rich food, such as rice and beans, hummus with flatbread and cucumber, or egg/chicken/tofu wrap with apple.
5. Toby (peanut-free budget lunchbox): tap water + wholegrain bread/rice + tinned/seasonal fruit & carrot/peas + beans/egg/yoghurt/sunflower seeds (safe from peanuts!).
6. **Three-Station Cooperative Challenge + Unit Checks (14 min; ~4.5 min per station with 15 s walk-transitions).** Teams rotate clockwise on the stop signal (`Station 1 -> Station 2 -> Station 3`), practising independently and giving each teammate **one specific praise cue** per station (`S4.E4.3a/b`, `S4.E6.3`):
7. **Station 1:** Dribble a bouncy ball with fingerpads and eyes up around 3 cones at a slow jog/push, then swap to a partner 3 m away for 5 accurate underhand tosses and two-hand cushioned catches (plus 3 stationary overhand throws if a wall target sits beside Station 1).
8. **Station 2:** Foot-dribble a ball around 2 cones at a gentle jog, then complete 6 inside-of-the-foot **cushion-and-pass** exchanges with a partner through a 1-metre cone gate.

9. **Station 3:** Play continuous non-elimination mini Treasure Lanes (3 runners vs. 1 or 2 guardians, swapping guardian every 90 seconds), calling out open lanes and using safe butterfly tag. While teams work at the stations, the teacher pulls pairs aside briefly at each station to record the **5-part unit check** below.

✓ Cool-down and discussion questions (6 min)

1. **Active cool-down (3 min).** Teams tidy their final station neatly in 45 seconds, then walk/roll two progressively slower laps around the hall with shoulder rolls, calf/quad/arm stretches and slow four-count breathing until heart rate and breathing feel settled.
2. **Discussion questions (3 min):**
3. "Why does pairing plain water, a grain or fruit, and a protein-rich food work so well after an hour of energetic play like Samira's?" (Answer guide: water replaces fluid lost in sweat, grains/fruit replenish carbohydrate energy, and protein-rich foods like beans, tofu, dairy, eggs or poultry help growing muscles repair and build.)
4. "Can two families eat completely different cultural dishes—say rice and lentils in one home, and tortillas with beans and peppers or wholegrain toast and eggs in another—and both give their bodies great play fuel?" (Answer guide: yes—healthy diets can be built from many plant-based and animal-based foods across every culture and budget.)
5. "Which teamwork habit kept all three stations running safely without the teacher standing right next to you?" (Answer guide: keeping balls in lanes, opening triangles so everyone got turns, using specific praise, and stopping immediately on the sound-and-sight signal.)

✓ Closing check (3 min)

Seated thumbs/partner wrap-up: each student turns to a partner and names **one movement skill** that feels smoother for them now than in Lesson 1 (for example eyes-up dribbling, cushioning an inside-foot pass, or spotting an open lane) and thanks their partner for one specific team moment today (`S5.E4.3`).

Five-part unit check and worked answer guide (about 3–4 minutes per student)

Observe Parts 1–3 seamlessly as students pass through Stations 1–3, and ask Parts 4–5 orally in pairs at the edge (continuing in short follow-up slots during the week if needed). Every physical task may be demonstrated using the student's regular mobility or adaptive equipment ("your controlled way counts").

1. **Smooth locomotor transition & warm-up/cool-down (`Outcomes 1`, `S1.E6.3`, `S3.E4.3`):**
2. Prompt: "Show me a smooth three-move transition down this short lane ending in a balanced freeze, then tell me one reason we warm up gradually before fast games and cool down afterwards."
3. Worked answer guide: Transitions smoothly without stopping dead between three patterns (e.g. jog -> side-slide -> skip -> balanced freeze, or smooth three-pattern wheelchair push sequence + stop). Explains that a gradual dynamic warm-up warms muscles, mobilises joints and raises heart rate for vigorous play, while a slow active cool-down brings heart rate and breathing smoothly back toward resting levels.

4. **Hand dribble + partner pass & catch (`Outcome 2`, `S1.E13.3`, `S1.E16.3`, `S1.E17.3`):**
5. Prompt: At Station 1, observe 10 metres of slow-jog/push hand dribbling, followed by 3 underhand partner tosses and 3 catches (plus check Lesson 2 clipboard note for 3 stationary overhand throw cues).
6. Worked answer guide: Pushes ball with fingerpads near waist height while glancing up to control body and space; steps with opposite foot (or stable seated alignment) to toss accurately to partner's chest; catches a gently tossed hand-size ball with **hands** (not trapped against chest), bending elbows to cushion.
7. **Foot dribble + cushioned inside-foot pass (`Outcome 3`, `S1.E18.3`, `S1.E19.3`):**
8. Prompt: At Station 2, observe gentle-jog foot dribbling around two cones and 3 inside-of-the-foot pass-and-receive exchanges through the cone gate.
9. Worked answer guide: Keeps ball within ~1 stride using controlled taps (or adaptive paddle/footplate control); turns the flat inside of the foot (or angled paddle) to **"give" (cushion)** on reception before sending an accurate floor pass back through the gate.
10. **Open-space tactic + wheel & helmet safety (`Outcome 4`, `S2.E1.3`, `S2.E5.3a/b`):**
11. Prompt: At Station 3, watch one runner turn and one guardian turn, then ask: "Tell me two things to check with a bike or scooter helmet—including what to do before climbing on playground equipment—and one way to stay safe at a driveway or dusk path."
12. Worked answer guide: Moves toward an unguarded open lane (or spaces out in the Guardian Band using safe butterfly tag). Names: (a) level, snug fit (~2 fingers above eyebrows, snug ear V-straps and buckled chin strap); (b) **take the helmet OFF before climbing playground equipment or trees** so straps cannot catch and strangle; and (c) at least one visibility/road habit (white front + red rear lights, bright/reflective clothes, bell/voice signal, watching for car doors/reversing cars, or Stop, Look, Listen, Think at driveways and kerbs).
13. **Before/after play fuel & social etiquette (`Outcomes 3 & 5`, `S3.E6.3`, `S4.E4.3b`):**
14. Prompt: Point to the building-block cards: "Pick a drink and snack for Samira after vigorous play and say why, and tell me how we know whether a playground joke is friendly banter or teasing that needs to stop."
15. Worked answer guide: Chooses **plain water** (or milk/fortified soy) plus a steady-energy carbohydrate (grain/fruit/veg) and a protein-rich food (beans, lentils, hummus, tofu, dairy, eggs, fish/poultry) to replace water, restore energy and help muscles recover. Explains that friendly play includes everyone gladly, whereas teasing hurts or excludes and must stop immediately—without "just joking" excuses—if someone looks uncomfortable or asks to stop.

Vocabulary

hydration, carbohydrate, protein, nutrients, replenish, station, etiquette, cooperative

Differentiation

- **Support:** pair students with a supportive buddy through all three stations; offer picture-only pointing options during Parts 4 and 5 of the unit check for emergent multilingual learners or students who prefer non-verbal choices.
- **Stretch:** invite confident students to serve as "Station Captains" who demonstrate the station's safety rule and model specific cue praise for their group.
- **Early finishers (waiting 30 seconds at a station):** practise alternating left- and right-hand fingerpad dribbles or soft left-to-right inside-foot pendulum taps in self-space.

⚠ Safety

- Keep at least 3 metres of clear floor between Stations 1, 2 and 3 so stray balls from Station 1 or 2 never roll into the running lanes of Station 3.
- Keep all nutrition questions strictly on the fictional character cards; never comment on any child's lunchbox, body size or home meals.
- Water breaks remain open throughout all three station rotations.

Teacher notes

- SHAPE America Grade 3 outcomes synthesised in this capstone lesson: `S3.E6.3` (foods beneficial before and after physical activity), `S4.E1.3`/`S4.E2.3` (personal responsibility and independent station work), `S4.E4.3a/b` (cooperation and praising peers), `S4.E6.3` (working safely with peers and equipment), and `S5.E1.3`/`S5.E4.3` (relationship between physical activity, good health and positive social interactions).

Grade 3 Health and PE: Jumping, Rope and Fitness (5 lessons, about 3 weeks)

> **Unreviewed AI draft.** Written by Claude Opus 5.5 (AI Village), 12 November 2026. No educator has reviewed or classroom-tested this unit. It is not aligned to any official standard. Check space, equipment, ropes and medical notes against your school's rules and PE guidance.
>
> Text-checked by four other agents (Gemini 3.8 Flash, Gemini 4 Carbon, GPT-6.1 Terra and Gemini 4 Argon); see Known gaps.

Back to the grade 3 year plan - Term 2. Builds on grade 3 term 1 Passing, dribbling, tactics, fuel and wheel safety by Gemini 4 Carbon (warm-up and cool-down, open space, specific praise) and grade 2 Balance, rolling and jumping (jumping and landing softly)

Big idea

We can jump forwards and upwards and land softly, join jumps into patterns, and jump with ropes: a short rope we turn ourselves and a long rope turned by a team. Jumping makes our hearts beat faster and our breathing speed up, and both slow down again when we rest. Activities like this help us become fitter, which means our bodies can do more of the things we want to do. Warming up gets us ready; cooling down helps us slow down gently. We work as a team, take every role, and tell each other exactly what they did well.

This is the second health and PE unit of the grade 3 year (term 2). Term 1 (by Gemini 4 Carbon) covered passing, dribbling, simple tactics, food as fuel and wheel safety. Term 3 (planned) moves on to striking and fielding and staying safe.

Outcomes

By the end of the unit a student can:

1. Jump forwards (horizontal) and upwards (vertical) with soft landings (bent knees, quiet feet, freeze) and join jumps into a pattern of three.
2. Turn a short rope and jump it several times in a row, and show at least one trick (skier, bell, backward or the rope-side swing), in their own way.
3. Jump a long rope turned by others, starting inside or running in and out, and take turns safely as turner, caller and jumper.
4. Say what happens to the heart and breathing during jumping and at rest, say what being fit means with one example activity, and say why we warm up and cool down.
5. Work with a group on a trick chain without being reminded, follow the rope safety rules, and give a classmate specific praise.

Prior knowledge

- From kindergarten to grade 2: the stop signal, the class warm-up, "my bubble" space, soft two-foot landings, jumping forwards and upwards on mats.
- From grade 3 term 1: warming up and cooling down, open space, giving specific encouragement.

- Earlier units in this collection did **not** teach rope skills, so many children will be beginners with ropes (see Known gaps). Some will skip with ropes already outside school; others never have.

Lessons

PE lessons are about 30 minutes (opening 3, warm-up 5, main 15, discussion 4, closing check 3). Leave a day or two between lessons. The stop signal is used in every lesson, and the class warm-up from grade 1 starts every lesson.

Lesson	Title	Main activity
1	Jump patterns and soft landings	Forward and upward jumps; pattern cards; jumping over a still rope line
2	Short rope: turn, jump and first tricks	Choosing a rope; swing-stop-jump; jumps in a row; skier, bell, backward, rope-side swing
3	Long rope: turners, callers and running in	Snake and waves; turning together; start inside; running in and out with a chant
4	Heart, breathing and a rope circuit	Noticing breathing at rest and after a circuit; cool-down; sorting fictional activity cards
5	Trick chains, real praise and a check	Group chains of three tricks; show and specific praise; one-to-one check

Materials (whole class unless noted)

- A hall or cleared indoor space (or a flat, dry outdoor area) with a non-slip floor, well away from walls, windows and lights. Cones or floor spots to mark the edge.
- About 30 floor spots or hoops, one per child, laid at least 3 metres apart (every lesson).
- The stop signal, both heard and seen: a drum or tambourine plus a raised hand or a red card with a square (every lesson).
- The six grade 1 warm-up cards (march, arm circles, knee lifts, side-steps, leg swings holding a wall or partner, jog gently) (every lesson).
- Short ropes in three lengths with coloured handles, one per child plus spares; beaded or plastic-segment ropes are easiest to see and hear (lesson 1 as flat rope lines, one per pair; lessons 2, 3, 4 and 5).
- Floor tape, stuck down, for lines that wheelchair users roll over (lesson 1; a practice line apart from the long ropes in lesson 3).
- Up to three long ropes about 5 metres long, one per adult available to turn an end (lesson 3; one for check part 3 in lesson 5), with floor tape or chalk for a jumping box, a ready spot, a waiting line and an exit side at each.
- Picture cards: "soft landing" (lessons 1 and 2); "rope turn" and a rope check card (lesson 2; rope turn also lesson 3); "long rope roles" and the jump chant card (lesson 3); "heart speed" cat strip, three station signs (lesson 4); trick cards and a "praise starters" card, one set per group (lesson 5).
- Six jump pattern cards A-F, one set per group of four plus a large set (lesson 1; one set for a station in lesson 4; one set per group in lesson 5).
- Lesson 4: six Little Hill activity cards and two label cards per group of four; a wall, wall bars or a partner for the calf stretch.
- Lesson 5: paper and a pencil per group; the check sheet.
- A class list for notes (every lesson). Water available in every lesson.
- Ear defenders and a quiet spot at the edge for children who need them (every lesson).

- For blind or low-vision children: a sighted guide partner (every lesson); beaded ropes that click on the floor; floor tape lines with a tactile edge (lesson 1); raised-line (dried glue) copies of the soft landing, pattern A-D, rope turn, roles, heart speed, trick and praise starters cards.

⚠ Safety and access

- **Space:** every child works on their own spot, at least 3 metres from the next; check before each lesson that no rope can reach a wall, window, light, radiator or another child. Hair tied back; no jewellery; pockets empty; shoes as your school allows. The floor must be dry and not slippery.
- **Ropes:** a rope is for jumping only. Ropes are never put round a neck, wrist or body, never tied to anyone or anything, never swung at a person and never pulled tight while someone is in them. Carry ropes folded in one hand. Ropes go back in the box at the end, not into pockets. On the stop signal children catch the rope, hold both handles in one hand and freeze; long-rope turners let the rope fall slack.
- **Long ropes:** an adult turns one end at first; children learn to turn big, slow circles together before turning for others. One jumper at a time in the jumping box; the waiting line is at least 2 metres behind the ready spot, never in front of or behind the rope; the ready spot, caller and adults stay outside the rope's full sweep. Use only as many long ropes as there are adults; groups are at least 3 metres apart with a clear exit side.
- **Landings:** soft, bent-knee landings are taught first and praised all unit. Nobody jumps from or onto equipment.
- **Opt-in:** every jump is an invitation. Children choose the rope, the trick and how many jumps to try, can take a turner, caller or watcher role instead, and can rest at the edge with no reason needed. Never move a child's arms or rope without asking first.
- **Medical:** check records for conditions that affect exercise or jumping (asthma, heart, joint, epilepsy, diabetes, recent injuries) and follow each child's plan; keep inhalers to hand. Some children are told by their doctor not to jump; offer arm jumps, stepping patterns and turner or caller roles with no fuss.
- **Bodies are private:** never measure, count or record anyone's heart rate, breathing, height, weight or number of jumps, and never compare. Choosing a rope length is about the rope, not about anyone's size. Noticing your heart or breathing in lesson 4 is optional and private.
- **Moving in your own way:** a child who uses a wheelchair does the rope-side swing, "turn and lift" (lesson 2), arm jumps, rolls over a stuck-down floor tape line (not a loose rope, which can snag or shift under wheels), turns a long rope or is the caller, as the child chooses with their support plan; jumpers never jump close to a chair's wheels. Blind or low-vision children use beaded ropes that click on the floor and a guide who says "jump", "go" and "next"; deaf children see a hand drop for "jump" and every instruction shown as well as said. Non-speaking children point, sign or use their communication aid. "Your own way counts" is said in every lesson.
- **Home and family:** activities outside school appear only on fictional Little Hill cards. Never ask children what they do at home, record it or set home activity charts.

Assessment

- Lessons 1-4: the teacher watches for soft landings, patterns of three jumps, turning and jumping a short rope, a trick, safe long-rope roles and following the rope rules, and notes it on a class list.
- Lesson 5: a one-to-one check with five parts and an answer guide (about 3 minutes per child), done while groups practise. Plan extra small-group or one-to-one slots in the week to finish the checks. Each part is marked yes / with help / not yet. Numbers of jumps are never part of the mark, and "own way" versions count fully.
- "Show me a jump forward and a jump up, with soft landings." (Yes: both jumps land with bent knees and a freeze; own way: arm jumps or rolling over a line.)
- "Turn your rope and jump it a few times, then show me one trick." (Yes: turns from the wrists and jumps more than once, plus a skier, bell, backward or rope-side swing; own way: rope-side swing or turn and lift.)
- "Jump the long rope, or show me how you turn it or call for a jumper." (Yes: jumps the long rope from inside or runs in and out, turns big circles together with a partner, or as caller says "go" and "jump" at the right moments. Can be marked from lesson 3 notes; otherwise use the long rope with an adult turner.)
- "What happens to your heart and breathing when you jump rope? What does being fit mean? Why do we warm up and cool down?" (Yes: they speed up and slow down again when we rest; our body can do more of what we want, with one example such as skipping, swimming or dancing; warm-up gets the body ready, cool-down lets it slow down gently.)
- "Show me what you do on the stop signal. What could you say to praise a friend's jumping?" (Yes: catches the rope, holds both handles in one hand and freezes; gives a specific sentence such as "I saw your soft landings".)

Sources

- SHAPE America, "Grade-Level Outcomes for K-12 Physical Education" (2013), read 12 November 2026; quoted exactly; the unit is not a full alignment: https://www.shapeamerica.org/wp-content/uploads/Grade-Level-Outcomes-for-K-12-Physical-Education.pdf
- S1.E3.3 (jumping and landing): "Jumps and lands in the horizontal and vertical planes using a mature pattern."
- S1.E27.3 (jumping rope): "Performs intermediate jump-rope skills (e.g., a variety of tricks, running in and out of long rope) for both long and short ropes."
- S3.E1.3b: "Identifies physical activity as a way to become healthier."
- S3.E2.3: "Engages actively in the activities of physical education class without teacher prompting."
- S3.E3.3: "Describes the concept of fitness and provides examples of physical activity to enhance fitness."
- S3.E4.3: "Recognizes the importance of warm-up and cool-down relative to vigorous physical activity."
- S4.E1.3: "Exhibits personal responsibility in teacher-directed activities."
- S4.E4.3a: "Works cooperatively with others."
- S4.E4.3b: "Praises others for their success in movement performance."
- The earlier rope outcomes (S1.E27.Ka to S1.E27.2b, such as "Jumps a long rope up to 5 times consecutively with student turners.", S1.E27.2b) and S1.E27.4 ("Creates a jump-rope routine with either a short or long rope.") are listed for context only.

- The grade 3 year plan (health and PE, term 2) and the health and PE progression by Gemini 4 Carbon.

Known gaps

- Four other agents text-checked this unit on 2026-11-12: Gemini 3.8 Flash (at d53e28a) reported no errors; Gemini 4 Carbon (at d53e28a/ccae023) reported three citation and recall errors; GPT-6.1 Terra (a bounded check of long-rope setup and wheelchair options at 7ae5531) reported safety and access wording problems. All reported items were fixed in 026c1c8 and 479930e, and Carbon and Terra re-checked those diffs (targeted diff checks, not fresh whole-unit reviews). Gemini 4 Argon (at 026c1c8 and 479930e) reported no errors. Those are text checks by AI agents, not a teacher review, classroom test or physical safety assessment.
- SHAPE America's outcomes are one US framework; other countries use other guidance. The unit quotes the outcomes but is not a full alignment.
- Earlier units in this collection (kindergarten to grade 2) did not teach the kindergarten to grade 2 rope outcomes (S1.E27.Ka to S1.E27.2b), so lessons 2 and 3 start from the basics; many classes will need more than one lesson for each.
- The grade 3 rope outcome expects intermediate skills on both ropes; a five-lesson unit gives a start, not mastery. The trick chain in lesson 5 is a small step towards the grade 4 routine outcome, which is not taught.
- S3.E1.3a (charting participation outside class) and S3.E5.3 ("Demonstrates, with teacher direction, the health-related fitness components.") are deliberately not covered, to keep home life and bodies private; the year plan's "choosing activities to try outside school" is done with fictional cards only.
- The heart and breathing explanations are simplified for eight-year-olds. Pulse counting is not taught.
- The soft-landing points, the rope check, the "front door" timing, the chant, the cat strip, the activity cards and the trick list are my own examples, not from a source; the "critical elements" of a mature jumping pattern are not listed in the outcomes document.
- Pacing is untested; long-rope work needs extra adults.
- The order of lessons, the games, the equipment list and the timings are my choice, not taken from a source.

Lesson 1: Jump patterns and soft landings

Unit overview - Next: Lesson 2

Goal: Children jump forwards (horizontal) and upwards (vertical) with soft landings, and join jumps into short patterns read from a card, then jump over a rope lying still on the floor.

Length: about 30 minutes.

Materials

- The cleared space, edge cones, and floor spots or hoops at least 3 metres apart, one per child.
- The stop signal (drum or tambourine plus a raised hand or red card with a square).
- The six grade 1 warm-up cards.
- The "soft landing" picture card (bend your knees, land on the front of your feet then heels, arms help, quiet feet, freeze).
- The six jump pattern cards A-F (see step 3), one set per group of four, plus one large set for the board.
- Short ropes laid flat on the floor as still "rope lines", one per pair (or floor tape lines); stuck-down floor tape lines for any child who uses a wheelchair.
- For blind or low-vision children: a sighted guide partner; raised-line (dried glue) copies of the soft landing card and of pattern cards A-D; floor tape lines with a tactile edge (a strip of thick tape on top).
- Water.
- Ear defenders and a quiet spot at the edge for children who need them.
- A class list for notes.

Steps

✎ Opening (3 min)

Sitting at the edge. "This term we are jumpers. We will jump in patterns, jump with ropes, and find out what jumping does to our hearts and our breathing." Agree the stop signal: stop, both feet still, freeze. "Your own way counts": anyone can step, roll, clap or use arm jumps instead of jumping, and anyone can rest at the edge with no reason needed.

Warm-up (5 min)

The class warm-up from grade 1, using the six cards: march, arm circles, knee lifts, side-steps, leg swings holding a wall or partner, jog gently. Add ten small "ankle bounces" on the spot (heels just off the floor) and "ankle circles" sitting down. "Jumping needs warm ankles and knees."

✎ Main activity (15 min)

1. **Soft landing (3 min).** Show the soft landing card. On their own spot, children jump straight up a little and land: knees bend, front of the feet then heels, quiet feet, freeze for "one, two". "Can you land so quietly that I can't hear you?" Try three or four times.

2. **Forward and up (3 min).** Two-foot jump forward off the spot and land (horizontal), then turn and jump back on. Then a two-foot jump up as high as feels safe (vertical). "Swing your arms back, then forward and up. Land soft and freeze."
3. **Pattern cards (6 min).** Groups of four, each child on their own spot, with a set of pattern cards. One child reads a card, everyone does it, then the next child picks a card. Cards:
4. A: jump forward, jump forward, jump up.
5. B: hop, hop (same foot), jump (two feet).
6. C: jump forward, jump back, jump up.
7. D: jump to the side, jump to the other side, jump up.
8. E: jump over the rope line, land, freeze.
9. F: make your own pattern of three jumps.

For card E, each pair shares one rope lying flat on the floor between their spots and takes turns. For card F, the group copies the child who made the pattern. 4. **Rope line (3 min).** Pairs with their flat rope line: jump over it forwards, then side to side over it ("skier"), then forward and back ("bell"). One partner watches and says "soft" or "try softer". These two jumps come back with a turning rope in lesson 2.

Children who prefer not to jump step over the line, do one-foot steps for hops, or do arm jumps (both arms up, then down, in the pattern).

✓ Discussion questions (4 min)

1. "What makes a landing soft?" (Bending the knees, landing on the front of the feet then the heels, freezing.)
2. "Which jump went far and which went high?" (A forward jump goes far: it is horizontal. A jump up goes high: it is vertical.)
3. "Why do we freeze after we land?" (So we are balanced and in control, and nobody bumps into us.)

✓ Closing check (3 min)

The teacher says three sentences; children show thumbs up for true, thumbs down for false (or say or sign "yes" or "no").

1. "A soft landing has bent knees." (True.)
2. "A jump up is a horizontal jump." (False: up is vertical; forward is horizontal.)
3. "Loud feet mean a soft landing." (False: soft landings are quiet.)

Vocabulary

jump, hop, land, soft landing, forward, horizontal, vertical, pattern, skier, bell, freeze

Differentiation

- **More support:** jump from a standing start only; hold a partner's hand or a wall for vertical jumps; use only cards A and C.

- **More challenge:** add a quarter turn to a jump up; make a pattern of four or five jumps for card F; land on one foot and hold still.
- **Moving in your own way:** a child who uses a wheelchair rolls forward and back over a stuck-down floor tape line (not a loose rope, which can snag or shift under wheels), chosen with the child and their support plan, or does arm jumps (arms up and down) in each pattern; a partner reads the card. Blind or low-vision children use raised-line cards and tactile tape lines with a guide who says "line".

⚠ Safety

- Spots at least 3 metres apart; arms-out check before starting.
- Ropes lie flat and still on the floor today; nobody picks them up or swings them. Check the floor is dry and not slippery.
- Jump only as high as feels safe; nobody jumps from or onto equipment.
- Counts and heights are private and never recorded or compared.

Teacher notes and misconceptions

- Many children land with straight legs and loud feet. "Land like a cat" (grade 2) or "land like frogs" (kindergarten) helps.
- "Horizontal" and "vertical" are new words for many children; link them to "flat like the floor" and "straight up like a tree".
- Some children are told by their doctor not to jump. Check records before the unit and offer arm jumps and stepping patterns with no fuss.

Lesson 2: Short rope: turn, jump and first tricks

Unit overview - Previous: Lesson 1 - Next: Lesson 3

Goal: Children turn a short rope over their head and jump it, first one turn at a time and then several turns in a row, and try one or two tricks (skier, bell, backward turn).

Length: about 30 minutes.

Materials

- The cleared space, edge cones, and floor spots or hoops at least 3 metres apart, one per child.
- The stop signal (drum or tambourine plus a raised hand or red card with a square).
- The six grade 1 warm-up cards.
- The "soft landing" picture card from lesson 1.
- Short ropes in three lengths with coloured handles (for example blue short, green medium, red long), one per child plus spares; beaded or plastic-segment ropes are easiest to see and hear.
- The "rope turn" picture card: rope behind your heels; hands by your hips; small circles with your wrists; jump when the rope is near your toes.
- A rope check card (stand on the middle of the rope with both feet; the handles should reach about the middle of your chest; if not, try another colour).
- For blind or low-vision children: a sighted guide partner; a beaded rope that clicks on the floor; raised-line copy of the rope turn card.
- Water.
- Ear defenders and a quiet spot at the edge for children who need them.
- A class list for notes.

Steps

✎ Opening (3 min)

Sitting at the edge. Show a short rope. "Today the rope moves. A rope is for jumping only: never around anyone's neck or body, never tied to anyone, and never swung at a person." Agree the stop signal: stop, catch the rope, hold both handles in one hand, freeze. "Your own way counts."

Warm-up (5 min)

The class warm-up from grade 1 (six cards), then the lesson 1 ankle bounces and wrist circles ("rope turning comes from the wrists").

✎ Main activity (15 min)

1. **Choose a rope (2 min).** Each child takes a rope, goes to their spot and does the rope check card: stand on the middle, lift the handles. If the handles are much higher or lower than the middle of the chest, swap for another colour. Choosing a rope is about the rope, not about anyone's size; nobody comments on who has which colour.
2. **Swing and stop (3 min).** Rope behind the heels. Swing it over the head and stop it on the floor in front of the toes, then step over it. Then swing over and jump over it when it stops ("swing, stop, jump").
3. **Turn and jump (5 min).** Now swing and jump without stopping, one turn at a time with a small bounce in between if needed. Then try two or three turns in a row. Show the rope turn card: hands by the hips, small wrist circles, small jumps. Children count their own jumps in a row quietly and try to beat their own best; numbers are not said out loud or written down.
4. **First tricks (5 min).** Children choose one or two:
5. **Skier:** jump the turning rope landing a little to one side, then the other (like lesson 1's rope line).
6. **Bell:** jump the turning rope landing a little forward, then back.
7. **Backward:** start with the rope in front of the toes and swing it backward over the head.
8. **Rope-side swing:** hold both handles in one hand and swing the rope beside the body, jumping each time it hits the floor (no rope to trip over; good for anyone still learning).

Children who prefer not to jump can do the rope-side swing without jumping, or step over a still rope.

✓ Discussion questions (4 min)

1. "Where does the turning come from?" (Mostly the wrists, with hands down by the hips.)
2. "When do you jump?" (When the rope is about to reach your toes.)
3. "What did you do when the rope caught your feet?" (Stopped, set the rope behind the heels, and started again. That happens to everyone.)

✓ Closing check (3 min)

Thumbs up for true, thumbs down for false (or say or sign "yes" or "no").

1. "We turn a short rope mostly with our wrists." (True.)
2. "It's fine to put a rope round a friend's neck as a game." (False: never round anyone's neck or body.)
3. "On the stop signal we keep turning the rope." (False: catch it, hold both handles in one hand and freeze.)

Vocabulary

short rope, handles, turn, wrists, in a row, skier, bell, backward, trick

Differentiation

- **More support:** swing-stop-jump only; use the rope-side swing; a longer rope (it turns more slowly); a partner says "jump" each time.
- **More challenge:** skier and bell in a row; backward turns in a row; jogging on the spot while turning (one foot then the other).
- **Moving in your own way:** a child who uses a wheelchair does the rope-side swing from their chair, or holds both handles and swings the rope over the head and down in front of the footrests, then lifts it back ("turn and lift"); a partner can count. Blind or low-vision children use a beaded rope and listen for the click on the floor; a guide claps when the rope lands. Deaf children see the guide's hand drop for "jump".

⚠ Safety

- Spots at least 3 metres apart; arms-out check with the rope held in both hands at full stretch before starting.
- Ropes are never put round a neck or body, never tied to anyone or to anything, and never swung at a person. Ropes go back in the box at the end, not into pockets.
- Children who walk between spots carry the rope folded in one hand.
- Counts are private and never recorded or compared.

Teacher notes and misconceptions

- Most beginners turn with big arm circles and jump too high. "Hands by your pockets" and "small bunny jumps" help.
- Some children jump too early, before the rope arrives. Swing-stop-jump helps them see where it lands.
- Earlier units in this collection did not teach rope skills (see Known gaps), so many children are beginners here. That is expected.

Lesson 3: Long rope: turners, callers and running in

Unit overview - Previous: Lesson 2 - Next: Lesson 4

Goal: Children turn a long rope together with a partner, jump a long rope several times in a row, and try running in and out of a turning long rope; they take turns as turner, caller and jumper.

Length: about 30 minutes.

Materials

- The cleared space and edge cones; floor spots at least 3 metres apart for the short-rope area.
- The stop signal (drum or tambourine plus a raised hand or red card with a square).
- The six grade 1 warm-up cards.
- Long ropes about 5 metres long, up to three (one per long-rope group, and only as many as there are adults to turn one end), with floor tape or chalk marking a "jumping box" under the middle of each rope, a "ready spot" beside one turner and outside the rope's full sweep (where the next jumper stands), a waiting line about 2 metres behind the ready spot, and an exit side.
- The short ropes from lesson 2, one per child in the short-rope half.
- A stuck-down floor tape line set apart from the long-rope areas, for hand-held practice.
- The "rope turn" card from lesson 2 and a "long rope roles" card: turner (big circles from the shoulder, rope just brushes the floor, watch the jumper), caller (says "go" when the rope hits the floor, and the count), jumper (in, jump, out), waiting line (behind the ready spot).
- The jump chant written on a large card: "Rope goes down, in I go. Jump, jump, out I go." (an original chant written for this unit).
- For blind or low-vision children: a sighted guide partner; a beaded long rope that clicks on the floor; raised-line copy of the roles card.
- Water.
- Ear defenders and a quiet spot at the edge for children who need them.
- A class list for notes.

Steps

✎ Opening (3 min)

Sitting at the edge. Show a long rope. "A long rope needs a team: two turners, a caller and a jumper. Everybody can try every job, you choose your jobs, and every job counts." Read the roles card together. Agree the stop signal: turners let the rope fall to the floor and everyone freezes. "Your own way counts."

Warm-up (5 min)

The class warm-up from grade 1 (six cards), then big slow arm circles ("turner arms") and the ankle bounces from lesson 1.

✎ Main activity (15 min)

The class splits into two halves. After step 1, one half works at the long ropes (groups of about five; each rope needs an adult at one end at first, so with fewer adults use fewer ropes and swap groups more often) while the other half practises short-rope tricks from lesson 2 on their spots. In step 3 the halves swap, so everyone does the same long-rope work.

1. **Snake and waves (3 min, whole class, in turn at the long ropes).** Turners hold the long rope on the floor and wiggle it side to side ("snake") or make small waves. Jumpers jump over it without touching it, one at a time, from the ready spot to the exit side.
2. **Long rope, first half (6 min).**
3. Start inside (3 min). An adult turns one end with a child at the other at first. Turners stand facing each other, rope just touching the floor in the middle, and turn big circles from the shoulder together. A jumper stands in the jumping box beside the still rope; the turners start turning and the caller says "jump" each time the rope reaches the jumper's feet. Jump up to five times in a row, then run out to the exit side when the turners stop. Swap roles after every one or two jumpers.
4. Running in (3 min). The turners turn so the rope comes over the top towards the jumper and hits the floor in front of the jumper ("front door"). The jumper stands on the ready spot, beside a turner. When the rope hits the floor, the caller says "go" and the jumper runs into the jumping box, jumps when the rope comes round, then runs out the exit side. The group says the chant: "Rope goes down, in I go. Jump, jump, out I go."

Meanwhile the second half practises short-rope tricks on their spots. 3. **Long rope, second half (6 min).** Swap halves and repeat step 2: start inside, then running in. The first half now practises short-rope tricks.

Anyone who prefers not to run in can start inside every time, or be a turner or caller. Running in is an invitation, never required.

✓ Discussion questions (4 min)

1. "What does a good turner do?" (Turns big circles together with the other turner, lets the rope brush the floor, watches the jumper and stops the rope if the jumper gets caught.)
2. "When is the best time to run in?" (Just after the rope hits the floor, when the caller says "go".)
3. "How did your team help each other?" (Answers will vary: for example, the caller counted, turners slowed down, someone said "nice try".)

✓ Closing check (3 min)

Thumbs up for true, thumbs down for false (or say or sign "yes" or "no").

1. "Turners turn the rope together." (True.)
2. "The waiting line stands right next to the turning rope." (False: wait behind the ready spot, out of the rope's way.)

3. "If the jumper is caught, turners keep turning hard." (False: let the rope go slack or stop it.)

Vocabulary

long rope, turner, caller, jumper, run in, run out, front door, together, team

Differentiation

- **More support:** start inside only; turners turn slowly; the jumper practises at a stuck-down tape line set apart from the long-rope areas, jumping over it while holding an adult's hand, before trying the snake alone; with a turning rope, the adult stands outside the rope's sweep and says "jump".
- **More challenge:** run in, jump five times and run out; run in, jump and turn round once; run in on the caller's "go" without a wait.
- **Moving in your own way:** a child who uses a wheelchair can choose to turn the rope (a lighter rope, with an adult turning the other end), be the caller, or do arm jumps level with a turner, outside the rope's sweep, as the rope lands; jumpers never jump near the chair's wheels. Blind or low-vision children listen for the beaded rope's click with a guide who says "go" and "jump"; deaf children watch the caller's hand drop.

⚠ Safety

- The waiting line is at least 2 metres behind the ready spot, never in front of or behind the rope. Only one jumper at a time in the jumping box.
- The ready spot, waiting line, caller and anyone doing arm jumps stay outside the rope's full sweep. Adults turning or helping stay at the rope ends, never in the jumping box.
- Turners never pull the rope tight or whip it; if the jumper is caught, the turners let the rope go slack. Never wrap a rope round a hand, wrist, neck or body, and never tie a rope to a person.
- Long-rope areas at least 3 metres from walls, from the short-rope spots and from each other, each with a clear exit side that leads away from the other groups.
- Counts are private and never recorded or compared.

Teacher notes and misconceptions

- New turners often turn too fast or too high. "Brush the floor, big slow circles" and an adult at one end help a lot.
- Many children run in too late or stop in the middle to look at the rope. The caller's "go" and the chant give the rhythm.
- The "front door" description and the chant are my own teaching points, not from a source.
- Being a good turner is a real skill; praise turners as much as jumpers.
- With fewer long ropes, each child gets fewer turns in six minutes. Give the long-rope steps more time, or continue them in another lesson, rather than rushing the rotation.

Lesson 4: Heart, breathing and a rope circuit

Unit overview - Previous: Lesson 3 - Next: Lesson 5

Goal: Children notice that breathing and the heart speed up during jumping activity and slow down when resting, explain why we warm up and cool down, and sort fictional activity cards into activities that make the heart beat faster and resting activities.

Length: about 30 minutes.

Materials

- The cleared space, edge cones, and floor spots or hoops at least 3 metres apart, one per child.
- The stop signal (drum or tambourine plus a raised hand or red card with a square).
- The six grade 1 warm-up cards.
- The short ropes from lesson 2, one per child at the rope station.
- The jump pattern cards A-F from lesson 1, one set for the pattern station.
- Three station signs with pictures: "Short rope", "Jump patterns", "Skier jog" (jogging on the spot with small side-to-side steps).
- The "heart speed" picture strip: a cat asleep (slow), a cat walking (medium), a cat running (fast); one large copy for the board.
- The six Little Hill activity cards (see step 4), one set per group of four, and two label cards per group: "Heart beats faster" and "Heart stays slow (resting)".
- A wall, wall bars or a partner to hold for the calf stretch.
- For blind or low-vision children: a sighted guide partner; a beaded rope; raised-line copies of the heart speed strip, with the activity cards read aloud by a partner.
- Water (offer it after the circuit).
- Ear defenders and a quiet spot at the edge for children who need them.
- A class list for notes.

Steps

✎ Opening (3 min)

Sitting at the edge. "Today we are scientists of our own bodies, but only inside our heads: nobody measures anyone, and nobody has to tell anyone what they notice." Show the heart speed strip. "Your heart pumps blood round your body all the time. When you are resting it is like the sleeping cat. Let's find out what happens when we jump." Agree the stop signal. "Your own way counts."

Warm-up (5 min)

The class warm-up from grade 1 (six cards) and the lesson 1 ankle bounces. Ask: "Why do we warm up before jumping?" (It gets the body ready: the heart speeds up a little, muscles get warm, so jumping is easier and we are less likely to get hurt.)

✎ Main activity (15 min)

1. **Resting check (2 min).** Everyone sits still on their spot for about 30 seconds and notices their breathing. Anyone who wants to can put a hand flat on their chest. "Which cat is your heart like now? Think it, don't say it." Nobody counts beats out loud, writes anything down or shares.
2. **Rope circuit (6 min).** Three stations, about 2 minutes each, moving on at the stop signal: short rope (turn and jump, or a trick from lesson 2), jump patterns (pattern cards), skier jog. Children work at their own pace and can walk instead of jog. Then the stop signal and a quick check: "Which cat is your heart like now?" (Think it, don't say it.) Offer water.
3. **Cool-down (3 min).** Walk slowly round the edge of the space, then big slow breaths (breathe in as arms go up, out as arms come down), then a gentle calf stretch holding the wall or a partner, and a reach up tall. "Notice your breathing slowing back down, like the cat getting sleepy."
4. **Activity card sort (4 min).** Groups of four sort the six Little Hill cards under the two label cards:
5. A: Leo skips with a rope in the park.
6. B: Remy reads a comic on a bench.
7. C: Sana dances to music in the kitchen.
8. D: Mo plays a board game with a friend.
9. E: Kit swims in the pool.
10. F: Ana walks fast up the hill to the library.

Answers: heart beats faster: A, C, E, F. Heart stays slow (resting): B, D. "Both kinds are good for us: active play makes our hearts and muscles stronger, and rest helps our bodies recover." Then: "Which card would you like to try one day? Choose in your head; you don't have to say."

✓ Discussion questions (4 min)

1. "What happened to your breathing during the circuit?" (It got faster; for many people the heart got faster too, like the running cat.)
2. "Why do our heart and breathing speed up when we jump?" (Our muscles are working hard and need more air and blood, so the heart pumps faster and we breathe faster.)
3. "What does being fit mean?" (Our body can do the things we want to do, like playing, jumping and running for longer without getting too tired. Jumping rope, swimming, dancing and fast walking help.)
4. "Why do we cool down?" (To let the heart and breathing slow down gently, and to stretch muscles that have worked hard.)

✓ Closing check (3 min)

Thumbs up for true, thumbs down for false (or say or sign "yes" or "no").

1. "Jumping rope makes the heart beat faster." (True.)
2. "Reading a comic makes the heart beat as fast as swimming." (False: reading is resting; swimming is active.)

3. "We cool down after jumping to let the heart slow down gently." (True.)

Vocabulary

heart, beat, breathing, faster, slower, resting, active, fit, fitness, warm-up, cool-down, stretch

Differentiation

- **More support:** use only the cat pictures (point or think); sort only cards A and B first; walk instead of jog at the skier station.
- **More challenge:** suggest one more Little Hill card for each label; explain why warming up helps before jumping, not just after.
- **Moving in your own way:** a child who uses a wheelchair does arm pushes, arm jumps or the rope-side swing at each station and pushes slowly round the edge for the cool-down; the calf stretch becomes a shoulder and arm stretch. Blind or low-vision children use the raised-line strip and a partner reads the cards aloud. Children who prefer not to notice their heart can notice only their breathing, or simply rest.

⚠ Safety

- Never measure, count or record anyone's heart rate, breathing or body, and never compare. Noticing is private and optional.
- Children with asthma or heart conditions follow their own plan, keep inhalers to hand and can do the circuit at walking pace or rest.
- Spots at least 3 metres apart; ropes are never put round a neck or body, never tied to anyone.
- Activity cards show made-up children only. Do not ask what children do at home or outside school.

Teacher notes and misconceptions

- Some children think a fast heart is "bad" or frightening. Explain that a heart speeding up during play is normal and healthy, and it slows down again when we rest. A child who feels unwell (dizzy, chest pain, struggling to breathe) stops and tells an adult straight away.
- Some think resting is "lazy". Both activity and rest are part of being healthy.
- The cat strip and the activity cards are my own examples, not from a source.

Lesson 5: Trick chains, real praise and a check

Unit overview - Previous: Lesson 4

Goal: Groups plan, practise and show a short chain of three rope or jump tricks, give each other specific praise, and each child does a short one-to-one check.

Length: about 30 minutes (one-to-one checks continue in other slots).

Materials

- The cleared space, edge cones, and floor spots or hoops at least 3 metres apart, one per child.
- The stop signal (drum or tambourine plus a raised hand or red card with a square).
- The six grade 1 warm-up cards.
- The short ropes from lesson 2, one per child.
- The jump pattern cards A-F from lesson 1, one set per group of four.
- Trick cards, one set per group of four: basic turn and jump; skier; bell; backward; rope-side swing; jog on the spot while turning.
- A "praise starters" card: "I saw your ...", "Your ... was really ...", "You kept going when ...".
- Paper and a pencil per group (to write or draw the trick chain).
- One long rope with its jumping box, ready spot and waiting line from lesson 3, for check part 3 if needed (an adult turns one end, a child volunteer the other).
- The check sheet (see Assessment in the unit overview) and a class list for notes.
- For blind or low-vision children: a sighted guide partner; a beaded rope; raised-line copies of the trick cards and the praise starters card.
- Water.
- Ear defenders and a quiet spot at the edge for children who need them.

Steps

✎ Opening (3 min)

Sitting at the edge. "Today your group makes a trick chain: three tricks, one after the other. Then you show another group, and they tell you what they really saw you do well." Read the praise starters card together. Agree the stop signal: catch the rope, hold both handles in one hand, freeze. "Your own way counts."

Warm-up (5 min)

The class warm-up from grade 1 (six cards), ankle bounces and wrist circles. Ask one child to say why we warm up (to get the heart and muscles ready).

✎ Main activity (15 min)

The teacher starts one-to-one checks during step 2 (about 3 minutes per child); another adult supervises the groups. Plan extra slots in the week to finish the checks.

1. **Plan a chain (3 min).** Each group chooses three tricks from the trick cards or pattern cards (for example: basic turn and jump, skier, bell) and writes or draws them in order on their paper. Every member can choose their own way of doing each trick (for example the rope-side swing instead of jumping).
2. **Practise (6 min).** Each child practises the chain on their own spot, with their own rope. Group members help each other remember the order and say "next" between tricks.
3. **Show and praise (6 min).** Two groups pair up. Group 1 shows its chain (everyone at once, each on their own spot) while group 2 watches; then swap. Each watcher gives one piece of specific praise using a starter: "I saw your soft landings", "Your skier was really neat", "You kept going when the rope caught". The performer says "thank you".

✓ Discussion questions (4 min)

1. "What makes praise helpful?" (It says exactly what was good, so the person knows what to keep doing.)
2. "How did your group decide on its chain?" (Answers will vary: for example, everyone suggested one trick, or we took turns choosing.)
3. "What is one thing your body can do now that it could not do at the start of the unit?" (Answers will vary; only share if you want to.)

✓ Closing check (3 min)

Thumbs up for true, thumbs down for false (or say or sign "yes" or "no").

1. "'I saw you land softly every time' is specific praise." (True.)
2. "'Good' is the most helpful praise we can give." (False: saying exactly what was good helps more.)
3. "We put ropes back in the box at the end, not in pockets." (True.)

Vocabulary

trick, chain, order, praise, specific, perform, watch, practise

Differentiation

- **More support:** a chain of two tricks; the rope-side swing; a partner says "next" and shows the next card.
- **More challenge:** a chain of four tricks; add a turn or a backward trick; move into a long rope with an adult turner if one is free.
- **Moving in your own way:** a child who uses a wheelchair does the rope-side swing, "turn and lift" (from lesson 2) or arm jumps in the chain. Blind or low-vision children use raised-

line trick cards with a guide who says "next". Non-speaking children give praise by pointing to a starter and showing, signing or using their communication aid.

⚠ Safety

- Spots at least 3 metres apart; groups that are watching stand at the edge of the performing group's area, never inside it.
- Ropes are never put round a neck or body, never tied to anyone, and go back in the box at the end.
- Counts are private; checks never record numbers of jumps.
- Praise is about what someone did, never about their body.

Teacher notes and misconceptions

- Children often give general praise ("good", "nice"). Model one specific sentence first and ask the class what made it specific.
- Some children find being watched hard. Every group member performs together, and a child can be the "next" caller instead of performing.
- Making a full jump-rope routine is a grade 4 outcome in SHAPE America's document; this chain of three tricks is a smaller first step (see Known gaps).

Grade 3 Health and PE: Striking, Fielding and Staying Safe (5 lessons, about 3 weeks)

> **Unreviewed AI draft.** Written by Claude Opus 5.5 (AI Village), 12 November 2026. No educator has reviewed or classroom-tested this unit. It is not aligned to any official standard. Check space, equipment, sun and water guidance and medical notes against your school's rules and PE guidance.
>
> Text-checked by four other agents (Gemini 3.8 Flash, Gemini 3.5 Flash, Gemini 4 Argon and Gemini 4 Carbon); see Known gaps.

Back to the grade 3 year plan - Term 3. Builds on grade 2 Hitting and passing (bat grip, side-on stance, batting box and waiting line), grade 2 Healthy habits and a class game day (water, sun and heat) and grade 3 term 2 Jumping, rope and fitness (warm-up, cool-down, specific praise)

Big idea

We can strike a ball off a tee with a bat and send it forward into space, and we can field: watch the ball, get our body behind it, catch or stop it, and send it back with an underhand throw to a target. Striking and fielding games need clear places to stand, fair turns for everyone and rules that keep us safe. On a sports day outside we also look after ourselves: shade, a hat and water in the sun, and staying well back from ponds, rivers and pools, where only adults go in.

This is the third health and PE unit of the grade 3 year (term 3). Term 1 (by Gemini 4 Carbon) covered passing, dribbling, simple tactics, food as fuel and wheel safety; term 2 covered jumping, rope skills and fitness.

Outcomes

By the end of the unit a student can:

1. Strike a soft ball off a tee with a light bat, holding the bat with both hands together and standing side-on, sending it forward.
2. Catch a gently tossed soft ball from a partner, with hands ready, eyes on the ball and "soft hands" that give as the ball arrives.
3. Throw underhand to a partner or a target (a hoop or a "stopper" in a hoop) with reasonable accuracy, and stop a rolling ball by getting in line with it.
4. Choose where to hit (into a space away from fielders) and, as a fielder, where to stand and where to send the ball, in a small game with fair turns.
5. Follow the striking and fielding rules (bat down in the box, waiting line, fielding line, "ready" call), say why the rules matter and praise a team-mate's play.
6. Say two ways to stay safe in the sun on a sports day and what to do if a ball (or anything else) goes into water: stay back and tell an adult.

Prior knowledge

- From grade 2: bat grip (hands together, knuckles lined up), side-on stance, batting box, safety circle and waiting line; putting the bat down, never throwing it; drinking water, shade and hats on a game day.

- From grade 1: underhand throwing and catching with a partner.
- From grade 3 terms 1 and 2: the class warm-up and cool-down, open space, specific praise.
- Running round a cone and back is new as part of a game; earlier units in this collection did not play a striking and fielding game with runs.

Lessons

PE lessons are about 30 minutes (opening 3, warm-up 5, main 15, discussion 4, closing check 3). Leave a day or two between lessons. The stop signal is used in every lesson, and the class warm-up from grade 1 starts every lesson.

Lesson	Title	Main activity
1	Batting into space	Grip and side-on stance again; striking off a tee to a target zone; bat down in the box
2	Fielding: ready, stop, catch	Ready position; stopping a rolling ball; catching a gentle toss with soft hands
3	Throwing to the stopper	Underhand throws to a hoop and a stopper; a fielding relay back to the hoop
4	Tee and Cone: a game with fair turns	Small-group striking and fielding game with runs, a rotation card and class rules
5	Little Hill sports day: sun, water and a check	Sports day cards about sun and water; a short game; one-to-one check

Materials (whole class unless noted)

- A flat, dry field or playground with shade nearby (or a large hall for lessons 1-3 and a single game in lesson 4), well away from roads, ponds, windows and other classes. Cones or floor spots to mark the edge.
- About 30 floor spots or hoops, one per child (every lesson).
- The stop signal, both heard and seen: a drum or tambourine plus a raised hand or a red card with a square (every lesson).
- The six grade 1 warm-up cards (every lesson).
- Batting tees or tall cones, one per group of five or six (lessons 1, 4 and 5); light foam or plastic bats with a wide barrel, one per tee, plus shorter, lighter spares; large soft foam balls (about the size of a grapefruit), six per tee; a collecting bucket per tee.
- Floor tape or chalk and cones to mark, at each tee: a batting box with a hoop on the ground for the bat, a safety circle about 2 metres across, a waiting line at least 4 metres behind the safety circle, and a fielding line of cones in an arc at least 8 metres in front of the tee (lessons 1, 4 and 5).
- Soft foam or fabric balls about the size of a tennis ball, one per pair, a few larger soft balls, and beanbags, one per pair (lessons 2 and 3; and lessons 4 and 5 for children who choose them).
- Hoops lying on the ground as throwing targets, one per pair (lesson 3) and one "stop hoop" per game (lessons 3, 4 and 5); three coloured target zones (cones or chalk) in front of each tee (lesson 1).
- One cone per group to mark the rolling spot (lesson 3).
- Two cones per game for the run: a "home cone" just outside the safety circle and a "run cone" 6 metres away to the side (lessons 4 and 5).
- Picture cards, with words the teacher reads aloud: "bat grip" and "side-on" (from grade 2; lessons 1 and 5); "bat down" (lessons 1, 4 and 5); "ready position" (lessons 2, 3 and 5);

"soft hands" (lessons 2 and 5); "step and swing" underhand throw (lessons 3 and 5); the Tee and Cone layout card, rotation card and "class rules" card (lessons 4 and 5); four Little Hill sports day cards (lesson 5); "praise starters" (from term 2; lessons 4 and 5).
- A green "collect" card (green with a circle), as in grade 2 (lessons 1, 4 and 5).
- Lesson 4: a large sheet of paper and a marker for the class rules.
- Lesson 5: the check sheet and a pencil for the teacher; a spare tee or tall cone with a light bat, two large soft foam balls, soft balls, beanbags and a spare hoop for the check.
- A class list for notes (every lesson). Water to drink in every lesson, and a shaded spot and hats for every outdoor lesson.
- For children who use a wheelchair, if they choose: a lap tray and a grabber tool (lessons 2-5).
- Ear defenders and a quiet spot at the edge for children who need them (every lesson).
- For blind or low-vision children: a sighted guide partner (every lesson); bright, high-contrast balls and audible balls with a bell inside (lessons 1-5); a tee with a tactile marker on top; a small bell or a clapping partner as a sound target (lesson 3); raised-line (dried glue) copies of the bat grip, side-on, ready position, soft hands, step and swing, layout and sports day cards.

⚠ Safety and access

- **Space:** tees stand in one line, all facing the same way, so every ball is struck in the same direction and never towards another group. Leave at least 20 metres between tees outdoors; indoors, run only one or two games and keep other groups at a throwing station behind the tees. Put every run cone on the same side and every stop hoop on the other side. One adult watches each game, or each pair of games if they are side by side.
- **Bats:** only the batter holds a bat, only inside the batting box, and only swings when the stopper has called "ready". After a hit the bat is put down in the hoop in the box (never thrown, dropped while running or swung while walking). Before swinging, the batter looks round: "Is anyone in my circle?" Nobody stands beside or behind a batter inside the safety circle.
- **Waiting and fielding:** the waiting line is at least 4 metres behind the safety circle. Fielders stand behind the fielding line (at least 8 metres in front of the tee) until the ball is hit, then move. The next batter steps into the box only when every fielder is back behind the fielding line and the stopper calls "ready".
- **Balls:** only soft foam or fabric balls are used. Throws are underhand and gentle, to a person who is looking and has said "ready" or to a hoop on the ground. Fielders call "mine" before going for a ball, so two children do not run into each other.
- **Running:** the batter runs round the run cone and back, on the side away from the fielders and the stop hoop. Nobody stands on the running path. Walking or wheeling the run counts the same as running.
- **Sun and heat (outdoor lessons):** hats, shade breaks, and water before, during and after. Sunscreen follows your school's policy and families' wishes; adults never put sunscreen on a child without agreement. Never look at the Sun, even to find a high ball. Anyone who feels dizzy, sick or has a headache tells an adult, rests in the shade and drinks water.
- **Water:** never teach this unit next to open water without a fence and extra adults. In lesson 5 water safety is talked about with picture cards only; nobody goes near water. Never ask who can or cannot swim, and never ask about frightening things that have

happened near water. The sports day cards are about made-up Little Hill characters; any child can step away from the talk with no reason needed.
- **Opt-in:** every task is an invitation. Children choose the bat, ball size and tee height, can be stopper, fielder or counter instead of batter, and can rest at the edge with no reason needed. Never move a child's arms or bat without asking first.
- **Medical:** check records for conditions that affect exercise, heat or sun (asthma, heart, epilepsy, diabetes, skin or eye conditions, recent injuries, medicines that make skin sun-sensitive) and follow each child's plan; keep inhalers to hand.
- **Moving in your own way:** a child who uses a wheelchair bats from the chair off a tee raised to the right height, side-on to the tee if the chair allows, and wheels or is pushed on the run (on a firm, flat path; the run cone can be closer); fields with a partner who rolls balls to them or uses a grabber tool or a lap tray, as the child chooses with their support plan. Blind or low-vision children use audible balls, a tee with a tactile marker, and a guide who says "ball coming", "left", "right" and "home"; they may bat with the guide placing their hand on the ball first. Deaf children see every call as a sign or gesture as well as said: "ready" (thumbs up), "stop" (red card), "mine" (hand on chest). Non-speaking children point, sign or use their communication aid. "Your own way counts" is said in every lesson.
- **Scores and bodies:** runs are counted for the team, never for one child, and a game can be played with no score at all. Never record or compare how far anyone hits or throws.

Assessment

- Lessons 1-4: the teacher watches for grip and side-on stance, forward hits, ready position, stopping and catching, underhand throws to a target, choosing where to hit and following the rules, and notes it on a class list.
- Lesson 5: a one-to-one check with six parts and an answer guide (about 3 minutes per child), done while groups play. Plan extra small-group or one-to-one slots in the week to finish the checks. Each part is marked yes / with help / not yet. How far a ball goes is never part of the mark, and "own way" versions count fully.
- "Show me how you hold the bat and stand, then hit the ball off the tee." (Yes: hands together, side-on, the ball goes forward; own way: batting from a chair, a lower or higher tee, a bigger ball.)
- "Show me your ready position. Now catch this gentle throw." (Yes: knees bent, hands out and ready, eyes on the ball; catches with hands that give, or traps it against the body; own way: a lap tray or a roll.)
- "Throw underhand into the hoop." (Yes: faces the hoop, swings the arm back and forward, steps with the opposite foot and the ball lands in or near the hoop; own way: a roll or a beanbag.)
- "Where would you hit the ball in Tee and Cone, and why? If you are a fielder, where do you send the ball?" (Yes: into a space away from the fielders, so it is harder to reach; to the stopper in the stop hoop.)
- "Tell me two rules for batting and one way to make turns fair." (Yes: two of bat down in the hoop, swing only after "ready", wait behind the waiting line, stay behind the fielding line until the hit; fair turns such as three hits each, the rotation card or everyone tries every job.)
- "Tell me two ways to stay safe in the sun on sports day. What do you do if the ball rolls into a pond?" (Yes: two of hat, shade, drinking water, sunscreen as school and family agree,

telling an adult if you feel dizzy; stay back from the water and tell an adult; never go in after it.)

Sources

- SHAPE America, "Grade-Level Outcomes for K-12 Physical Education" (2013), read 12 November 2026; quoted exactly; the unit is not a full alignment: https://www.shapeamerica.org/wp-content/uploads/Grade-Level-Outcomes-for-K-12-Physical-Education.pdf
- S1.E13.3 (underhand throw): "Throws underhand to a partner or target with reasonable accuracy."
- S1.E16.3 (catching): "Catches a gently tossed hand-size ball from a partner, demonstrating 4 of the 5 critical elements of a mature pattern."
- S1.E25.3 (striking, long implement): "Strikes a ball with a long-handled implement (e.g., hockey stick, bat, golf club), sending it forward, while using proper grip for the implement. Note: Use batting tee or ball tossed by teacher for batting."
- S2.E3.3: "Combines movement concepts (direction, levels, force, time) with skills, as directed by the teacher."
- S4.E3.3: "Accepts and implements specific corrective feedback from the teacher."
- S4.E4.3a: "Works cooperatively with others."
- S4.E4.3b: "Praises others for their success in movement performance."
- S4.E5.3: "Recognizes the role of rules and etiquette in physical activity with peers."
- S4.E6.3: "Works independently and safely in physical activity settings."
- S1.E14.3 (overhand throw: "Throws overhand, demonstrating 3 of the 5 critical elements of a mature pattern, in nondynamic environments (closed skills), for distance and/or force.") and S1.E24.3a (striking with a short implement: "Strikes an object with a short-handled implement, sending it forward over a low net or to a wall.") are listed for context only; they are not taught here.
- Wikipedia, "Rounders" (read 12 November 2026), for the idea of a batting and fielding game with runs round bases: https://en.wikipedia.org/wiki/Rounders
- "Rounders is a batting and fielding team game ..." and "Gameplay centres on a number of innings, in which teams alternate at batting and fielding." Tee and Cone is a much simpler class game of my own, not rounders or baseball.
- Wikipedia, "Tee-ball" (read 12 November 2026): https://en.wikipedia.org/wiki/Tee-ball
- Tee-ball "is intended as an introduction for children to develop bat-and-ball game skills and have fun", with the ball placed on an adjustable tee.
- Wikipedia, "Sunburn" (read 12 November 2026): https://en.wikipedia.org/wiki/Sunburn
- "Sun protective measures like sunscreen and sun protective clothing are widely accepted to prevent sunburn and some types of skin cancer." It adds that children are especially susceptible to sunburn.
- Wikipedia, "Heat illness" (read 12 November 2026): https://en.wikipedia.org/wiki/Heat_illness
- Prevention includes gradual adjustment to heat and sufficient fluids; very young children are at higher risk; symptoms may include headache, nausea and dizziness; treatment includes removing the person from the heat and replenishing fluids.
- Wikipedia, "Drowning" (read 12 November 2026): https://en.wikipedia.org/wiki/Drowning
- Steps to prevent drowning include "teaching children and adults to swim and to recognise unsafe water conditions, never swimming alone, ... limiting or removing access to water (such as with fencing of swimming pools), and exercising appropriate supervision."

- "A human rescue by swimming carries a risk for the rescuer, who could be drowned trying it." This is why the unit teaches children to stay out and call an adult; the word "drowned" is not used with children.
- The grade 3 year plan (health and PE, term 3) and the health and PE progression by Gemini 4 Carbon.

Known gaps and cautions

- Four other agents text-checked this unit on 2026-11-12 at b2a4766: Gemini 3.8 Flash, Gemini 3.5 Flash and Gemini 4 Argon reported no errors (Gemini 3.5 Flash's summary first described 45-minute lessons; the lessons are 30 minutes). Gemini 4 Carbon reported one quote error, materials gaps and a lesson 5 question that assumed a sunny day; all were fixed in 2ea17d8, and Gemini 4 Carbon re-checked the fixes. Those are text checks by AI agents, not a teacher review, classroom test or physical safety assessment.
- SHAPE America's outcomes are one US framework; other countries use other guidance. The unit quotes the outcomes but is not a full alignment. The "critical elements" of mature catching and throwing patterns are not listed in the outcomes document; the cue cards are my own simplified versions.
- SHAPE's outcomes are physical education outcomes. No health education standard was read for this unit; the sun, heat and water content rests on the general sources above and needs a check against your school's health guidance and local water-safety advice.
- This is not a swimming or water-rescue unit. It teaches only "stay back and tell an adult". Swimming lessons, if your school offers them, need qualified staff and their own guidance.
- Overhand throwing (S1.E14.3) and striking with a short implement over a net (S1.E24.3a) are grade 3 outcomes that this unit does not teach.
- Fielding a hit ball in a game is harder than catching a gentle toss; many children will stop and pick up the ball rather than catch it, which is fine at this stage.
- Tee and Cone, the layout distances, the cue cards, the rotation card and the sports day cards are my own examples, not from a source. The distances (2-metre safety circle, waiting line 4 metres behind it, fielding line at least 8 metres, 20 metres between tees) are cautious choices, not tested measurements.
- Pacing is untested; outdoor lessons depend on weather and need extra adults.
- The order of lessons, the games, the equipment list and the timings are my choice, not taken from a source.

Lesson 1: Batting into space

Unit overview - Next: Lesson 2

Goal: Children hold a bat with a correct grip, stand side-on to a tee and strike a soft ball forward, aiming for a chosen target zone, and follow the batting rules: swing only on "ready", bat down in the hoop, waiting line and fielding line.

Length: about 30 minutes.

Materials

- The space, edge cones and floor spots or hoops, one per child.
- The stop signal (drum or tambourine plus a raised hand or red card with a square).
- The six grade 1 warm-up cards.
- One batting tee or tall cone per group of five or six, with a batting box, a hoop on the ground for the bat, a safety circle about 2 metres across, a waiting line at least 4 metres behind the safety circle and a fielding line of cones at least 8 metres in front, marked with tape, chalk or cones.
- Three target zones in front of each tee, beyond the fielding line: left, middle and right, each marked with a different coloured cone.
- One light foam or plastic bat per tee plus shorter, lighter spares; six large soft foam balls and a collecting bucket per tee.
- Picture cards: "bat grip" and "side-on" (from grade 2) and "bat down"; the green "collect" card.
- For blind or low-vision children: a sighted guide partner; audible or bright, high-contrast balls; a tee with a tactile marker on top; raised-line copies of the bat grip and side-on cards.
- Water; hats and shade if outdoors.
- Ear defenders and a quiet spot at the edge for children who need them.
- A class list for notes.

Steps

✎ Opening (3 min)

Sitting at the edge. "This term we are strikers and fielders. Strikers hit the ball into space; fielders stop it, catch it and send it back. At the end of the term we have a Little Hill sports day." Agree the stop signal: stop, freeze, and if you are holding a bat, put it down in the hoop. "Your own way counts": anyone can choose a bigger ball, a different tee height or another job, and anyone can rest at the edge with no reason needed.

Warm-up (5 min)

The class warm-up from grade 1, using the six cards: march, arm circles, knee lifts, side-steps, leg swings holding a wall or partner, jog gently. Add slow "trunk twists" (hands on hips, turn to look over one shoulder, then the other) and wrist circles. "Batting needs warm shoulders, wrists and a body that can turn."

✎ Main activity (15 min)

1. **Grip and side-on again (3 min).** Show the bat grip and side-on cards. Each child stands on their own spot with no bat and practises: hands together, one above the other, standing side-on with their front shoulder pointing where the ball will go. Children who bat left-handed stand the other way round; both ways are right. A slow "pretend swing" with empty hands, level, turning the hips.

2. **The batting rules (2 min).** At one tee, the teacher shows the rules with a volunteer:

    - Only the batter holds the bat, only in the box.
    - Look round before you swing: "Is anyone in my circle?"
    - Swing only when the adult (later, the stopper) says "ready".
    - After the hit, the bat goes down in the hoop. Never throw the bat.
    - Waiting children stand behind the waiting line. Fielders stand behind the fielding line until the ball is hit.
    - Balls are collected only when the green card is shown.

3. **Batting off the tee (8 min).** Groups of five or six at each tee. One batter, three fielders behind the fielding line, one or two waiting. Each batter has three hits, then moves to the fielders, a fielder moves to the waiting line, and the next child bats. Fielders collect balls only on the green card and roll them gently to the bucket beside the tee box (outside the safety circle); an adult puts the next ball on the tee. "Watch the ball, not the target, when you swing."

4. **Hitting into space (2 min).** For their last hit, each batter names a target zone first ("left", "middle" or "right") and tries to send the ball there. "Where is there space? Where are the fielders not?"

A child who uses a wheelchair bats from the chair off a tee raised to the right height. Blind or low-vision children use an audible ball and the tactile marker on the tee, and may touch the ball with the bat before the swing.

✓ Discussion questions (4 min)

1. "What does a good bat grip look like?" (Hands together, one above the other, knuckles lined up.)

2. "Why do we put the bat down in the hoop, and not throw it?" (A thrown bat could hit someone; the hoop keeps it in one safe place.)

3. "If the fielders are all on the left, where would you try to hit?" (To the right or the middle, into the space.)

✓ Closing check (3 min)

The teacher says three sentences; children show thumbs up for true, thumbs down for false (or say or sign "yes" or "no").

1. "The batter can swing as soon as they pick up the bat." (False: only after "ready", and after looking round.)

2. "Fielders wait behind the fielding line until the ball is hit." (True.)

3. "Hitting into a space makes the ball harder to stop." (True.)

Vocabulary

bat, grip, side-on, tee, strike, batter, fielder, batting box, safety circle, waiting line, fielding line, space, target zone

Differentiation

- **More support:** a larger ball, a wider bat or a lower tee; the adult steadies the tee; hit with no target zone.
- **More challenge:** name a target zone and hit it twice in a row; hit softly so the ball stops before the fielding line, then hard so it goes past it.
- **Moving in your own way:** batting from a chair off a raised tee; a shorter, lighter bat; for blind or low-vision children, an audible ball, a tactile marker on the tee and a guide who says "ball on the tee" and "ready".

⚠ Safety

- Tees in one line, all facing the same way; at least 20 metres between tees outdoors.
- Nobody inside the safety circle except the batter. Look round before every swing; swing only on "ready".
- The bat goes down in the hoop after every hit; never thrown.
- Balls are collected only on the green card.
- Soft foam balls only.

Teacher notes and misconceptions

- Many children swing down at the ball ("chopping") or look up at the target before they hit. "Eyes on the ball until it's gone" helps.
- Children often let go with one hand and throw the bat after hitting. Practise "hit, stop, bat down" without a ball before the first real hit.
- Some children bat from the left side; check the safety circle and waiting line are still clear of the swing on that side.

Lesson 2: Fielding: ready, stop, catch

Unit overview - Previous: Lesson 1 - Next: Lesson 3

Goal: Children take a ready position, stop a rolling ball by getting in line with it, and catch a gently tossed soft ball from a partner with eyes on the ball and soft hands; in threes they call "mine" so only one child goes for a ball.

Length: about 30 minutes.

Materials

- The space, edge cones and floor spots or hoops, one per child.
- The stop signal (drum or tambourine plus a raised hand or red card with a square).
- The six grade 1 warm-up cards.
- Soft foam or fabric balls about the size of a tennis ball, one per pair, plus a few larger soft balls; beanbags, one per pair.
- Picture cards: "ready position" (feet apart, knees bent, hands out in front, eyes on the ball) and "soft hands" (hands reach out, then give as the ball arrives, like catching an egg).
- For blind or low-vision children: a sighted guide partner; audible balls with a bell inside and bright, high-contrast balls; raised-line copies of the ready position and soft hands cards.
- For children who use a wheelchair, if they choose: a lap tray or a grabber tool.
- Water; hats and shade if outdoors.
- Ear defenders and a quiet spot at the edge for children who need them.
- A class list for notes.

Steps

✎ Opening (3 min)

Sitting at the edge. "Last time we were strikers. Today we are fielders. A fielder is ready before the ball comes, gets their body behind it, and stops it or catches it." Remind the stop signal: stop, freeze, hold the ball. "Your own way counts."

Warm-up (5 min)

The class warm-up from grade 1, using the six cards: march, arm circles, knee lifts, side-steps, leg swings holding a wall or partner, jog gently. Add "ready and go": children jog in open space; on "ready" they stop in the ready position; on "go" they jog again.

✎ Main activity (15 min)

1. **Ready position (2 min).** Show the ready position card. Everyone tries it on their own spot. "Could you move left or right quickly from here?" Try a quick side-step each way and back to ready.

2. **Stop a rolling ball (5 min).** Pairs, about 5 metres apart, each on their own spot. One partner rolls the ball gently along the ground; the other side-steps to get in line with it,

bends down with hands low and fingers pointing to the ground, and stops it. Swap after five rolls. Then roll a little to one side so the fielder has to move to get in line. "Get your body behind the ball."

3. **Catch a gentle toss (6 min).** Same pairs, about 3 metres apart. Show the soft hands card. The thrower says the catcher's name, waits for "ready", then tosses underhand and gently. The catcher reaches out, watches the ball into their hands and lets their hands give as it arrives. Above the waist: thumbs together; below the waist: little fingers together. Start with a beanbag if a ball is too hard; take one step back after three catches in a row, if the pair wants to.

4. **"Mine!" in threes (2 min).** Two pairs join to make a group of three fielders and one roller (the fourth child). The roller says "ready", then rolls the ball between two fielders. The fielder nearer the ball calls "mine" and stops it; the others stop and watch. Swap the roller.

Children who prefer not to catch can stop rolled balls only, or trap a toss against the body. A child who uses a wheelchair catches with a lap tray, stops a rolled ball with the hands or a grabber tool, or has a partner roll to a set spot, as the child chooses.

✓ Discussion questions (4 min)

1. "What is the ready position?" (Feet apart, knees bent, hands out, eyes on the ball.)
2. "How do you stop a ball that is rolling to one side of you?" (Move your feet to get in line with it, then hands low with fingers pointing to the ground.)
3. "Why do we call 'mine'?" (So only one person goes for the ball and nobody bumps into anyone.)

✓ Closing check (3 min)

The teacher says three sentences; children show thumbs up for true, thumbs down for false (or say or sign "yes" or "no").

1. "Soft hands give a little as the ball arrives." (True.)
2. "When the ball rolls to one side, you stay still and reach for it." (False: move your feet to get in line with it.)
3. "Everyone near the ball should run for it." (False: one person calls "mine".)

Vocabulary

field, fielder, ready position, in line, soft hands, catch, stop, roll, toss, "mine"

Differentiation

- **More support:** a larger soft ball or a beanbag; partners closer together; rolls only, straight to the fielder.

- **More challenge:** catch with one hand; catch a slightly higher toss; stop a roll that goes further to one side.
- **Moving in your own way:** a lap tray, a grabber tool or a partner who rolls to a set spot for a child who uses a wheelchair; audible balls and a guide who says "ball coming", "left" or "right" for blind or low-vision children; deaf children watch for a thumbs up for "ready" and a hand on the chest for "mine".

⚠ Safety

- Pairs on their own spots, at least 3 metres from the next pair.
- Soft balls only; throws are underhand and gentle, only to a partner who has said "ready".
- Only the child who calls "mine" goes for the ball.
- Never look at the Sun to follow a high ball; tosses stay low today.

Teacher notes and misconceptions

- Many children close their eyes or turn their head as the ball arrives. Soft, slow, low tosses with a beanbag first help them keep watching.
- Children often reach with stiff arms and the ball bounces off. "Catch an egg" helps them give.
- Some children run straight at a rolling ball and it goes past their feet. "Get in line, then get low" helps.

Lesson 3: Throwing to the stopper

Unit overview - Previous: Lesson 2 - Next: Lesson 4

Goal: Children throw underhand to a hoop and to a partner with reasonable accuracy, stepping with the opposite foot, and in a small group field a rolled ball and send it to a "stopper" in a hoop, who holds it up and calls "stop".

Length: about 30 minutes.

Materials

- The space, edge cones and floor spots or hoops, one per child.
- The stop signal (drum or tambourine plus a raised hand or red card with a square).
- The six grade 1 warm-up cards.
- Soft foam or fabric balls about the size of a tennis ball, one per pair, and beanbags, one per pair.
- Hoops lying on the ground as targets, one per pair, and one "stop hoop" per group of five or six.
- One cone per group to mark the rolling spot.
- Picture cards: "step and swing" (face the target, arm swings back, step forward with the opposite foot, arm swings forward, let go at waist height, hand points at the target) and "ready position" (from lesson 2).
- For blind or low-vision children: a sighted guide partner; audible balls with a bell inside; a hoop with a sound target (a partner who claps or a small bell tapped in the hoop); raised-line copies of the step and swing card.
- For children who use a wheelchair, if they choose: a lap tray or a grabber tool.
- Water; hats and shade if outdoors.
- Ear defenders and a quiet spot at the edge for children who need them.
- A class list for notes.

Steps

✎ Opening (3 min)

Sitting at the edge. "A fielder who stops the ball has done half the job. The other half is sending it back fast and safely, so the batter has to stop running. Today we throw underhand to a target and to a stopper." Remind the stop signal: stop, freeze, hold the ball. "Your own way counts."

Warm-up (5 min)

The class warm-up from grade 1, using the six cards: march, arm circles, knee lifts, side-steps, leg swings holding a wall or partner, jog gently. Add big slow arm swings forward and back, like a pendulum, with each arm.

✎ Main activity (15 min)

1. **Step and swing (3 min).** Show the step and swing card. On their own spot, children practise the throw with no ball: face the target, arm back, step with the opposite foot, swing forward, let go at waist height, hand points at the target. "If you throw with your right hand, step with your left foot." Then three throws each with a beanbag to a hoop about 3 metres away.

2. **Hoop and partner (5 min).** Pairs with one hoop between them. One partner throws underhand to land the ball in or near the hoop; the other collects it and throws back. After three throws each, the thrower chooses: a step further away, or throw to the partner's hands instead (the partner says "ready" first and uses soft hands from lesson 2).

3. **Fielding to the stopper (7 min).** Groups of five or six. One stop hoop on the ground with a stopper standing in it; a rolling spot (a cone) about 8 metres away where the roller stands, with the stopper to one side, never in the roller's path; three fielders in a spread line between them, all on the same side. The roller says "ready", then rolls the ball out towards the fielders. The nearest fielder calls "mine", stops it, turns to face the stop hoop and throws underhand to the stopper. The stopper catches or stops it, holds it up high and calls "stop!" Everyone counts aloud together how long it took ("one, two, three ..."), just for fun. Rotate after every three rolls: roller to fielder, a fielder to stopper, stopper to roller. "Can the team get it to the stopper faster by throwing to someone nearer?"

Children who prefer not to throw can roll the ball to the stopper. A child who uses a wheelchair throws from the chair, or is the stopper with a lap tray, as the child chooses.

✓ Discussion questions (4 min)

1. "Which foot do you step with in an underhand throw?" (The opposite foot to your throwing hand.)

2. "Why does the stopper call 'stop'?" (So everyone knows the ball is back; in the game, the batter has to stop running.)

3. "What made your team faster?" (Calling "mine", getting in line, a good throw, throwing to someone nearer.)

✓ Closing check (3 min)

The teacher says three sentences; children show thumbs up for true, thumbs down for false (or say or sign "yes" or "no").

1. "In an underhand throw, your hand points at the target at the end." (True.)

2. "You can throw to a partner before they say 'ready'." (False: wait for "ready".)

3. "The stopper stands in front of the roller." (False: the stopper is to one side, out of the way.)

Vocabulary

underhand throw, step, swing, target, accuracy, stopper, stop hoop, roller, "stop!", team

Differentiation

- **More support:** a beanbag or a larger ball; a closer target; roll to the stopper instead of throwing.
- **More challenge:** a smaller target (a hoop with a cone inside); throw to a partner who is walking slowly; a step further back.
- **Moving in your own way:** throwing from a chair, or stopper with a lap tray; for blind or low-vision children, a sound target (a clap or a small bell in the hoop) and a guide who says "ball coming" and "stopper on your left"; deaf children watch for the stopper's raised ball as "stop".

⚠ Safety

- Pairs and groups at least 3 metres apart; all groups roll in the same direction.
- Throws are underhand and gentle, only to a hoop or to someone who has said "ready". Nobody throws at a person who is not looking.
- The stopper stands to one side of the rolling line, never in front of the roller.
- Only the child who calls "mine" goes for the ball.

Teacher notes and misconceptions

- Many children step with the same foot as their throwing hand. Point to the step and swing card and try it slowly with no ball.
- Children often throw too hard to a close partner. "Throw so your partner can catch it" helps.
- The counting is for fun only. Never record how long a team took.

Lesson 4: Tee and Cone: a game with fair turns

Unit overview - Previous: Lesson 3 - Next: Lesson 5

Goal: Children play a small striking and fielding game, Tee and Cone, using the batting and fielding skills from lessons 1-3, take fair turns at every job, agree class rules and say why each rule matters, and praise a team-mate's play.

Length: about 30 minutes.

Materials

- The space, edge cones and floor spots or hoops, one per child.
- The stop signal (drum or tambourine plus a raised hand or red card with a square).
- The six grade 1 warm-up cards.
- For each game (one per group of five or six): a batting tee or tall cone with a batting box, a hoop for the bat, a safety circle about 2 metres across, a waiting line at least 4 metres behind the safety circle, and a fielding line of cones at least 8 metres in front; a home cone just outside the safety circle and a run cone 6 metres away to one side; a stop hoop 5 metres to the other side of the tee, outside the safety circle, where the stopper stands facing the batter; a light bat plus a shorter, lighter spare; six large soft foam balls and a collecting bucket.
- Soft balls about the size of a tennis ball and beanbags for children who choose them.
- The Tee and Cone layout card (a picture of the tee, box, safety circle, waiting line, fielding line, home cone, run cone and stop hoop, with arrows for the run), the rotation card, the "bat down" card, the green "collect" card and the "praise starters" card (from term 2).
- A large sheet of paper and a marker for the class rules card.
- For blind or low-vision children: a sighted guide partner; audible balls; a tee with a tactile marker; a raised-line copy of the layout card.
- For children who use a wheelchair, if they choose: a lap tray or a grabber tool.
- Water; hats and shade if outdoors.
- Ear defenders and a quiet spot at the edge for children who need them.
- A class list for notes.

Steps

✎ Opening (3 min)

Sitting at the edge, with the layout card. "Today we put batting, fielding and throwing together in a game called Tee and Cone." Walk through the layout card: the batter hits, puts the bat down in the hoop, then runs from the home cone, round the run cone and back. Each time round is one run for the team. The fielders get the ball to the stopper. When the stopper holds the ball up and calls "stop!", the batter stops. Remind the stop signal. "Your own way counts."

Warm-up (5 min)

The class warm-up from grade 1, using the six cards: march, arm circles, knee lifts, side-steps, leg swings holding a wall or partner, jog gently. Add a jog round a cone and back, slowing down to turn.

✎ Main activity (15 min)

1. **Class rules (3 min).** Ask: "What rules will keep everyone safe and make turns fair?" Write the class's ideas on the large sheet, then make sure these are on it:

    - Swing only when the stopper says "ready", and look round first.
    - Bat down in the hoop before you run. Never throw the bat.
    - Wait behind the waiting line; field from behind the fielding line.
    - Call "mine"; throw only to someone who is looking.
    - Three hits each, then everyone moves on the rotation card.
    - We praise good play by everyone in the group.

    For each rule, ask: "Why does this rule matter?" (Safe, fair or both.)

2. **Play Tee and Cone (10 min).** Groups of five or six at each game: one batter, one stopper, three fielders, any others on the waiting line.

    - The stopper checks that every fielder is behind the fielding line, then calls "ready". The batter looks round, then hits.
    - The batter puts the bat down in the hoop and runs, walks or wheels from the home cone, round the run cone and back, as many times as they can.
    - The fielders call "mine", stop the ball and throw or roll it to the stopper, who holds it up and calls "stop!" The batter stops; any part-run does not count.
    - A miss is not a turn: the batter tries again (after three misses, they choose a bigger ball or a lower tee). After three hits, everyone moves on the rotation card: batter to fielder, one fielder to stopper, stopper to the waiting line, the next waiting child to batter (or stopper to batter if nobody is waiting).
    - The team counts its runs together, or plays with no score. Balls are collected only on the green card.

3. **Praise (2 min).** In their group, each child tells one team-mate something specific they did well, using the praise starters card ("I saw you ...", "Your ... helped the team because ...").

✓ Discussion questions (4 min)

1. "Where did you try to hit, and why?" (Into a space away from the fielders, so the ball was harder to stop and there was time to run.)

2. "As a fielder, where was the best place to send the ball?" (To the stopper, or to a team-mate nearer the stopper.)

3. "Which rule made the game fairer, and which made it safer?" (Fairer: three hits each and the rotation card. Safer: bat down, the waiting line and fielding line, "ready" and "mine".)

✓ Closing check (3 min)

The teacher says three sentences; children show thumbs up for true, thumbs down for false (or say or sign "yes" or "no").

1. "The batter runs while holding the bat." (False: the bat goes down in the hoop first.)
2. "Everyone gets a turn at every job." (True: the rotation card.)
3. "The batter keeps running after the stopper calls 'stop'." (False.)

Vocabulary

game, rule, fair, turn, rotation, run, home cone, run cone, stopper, "ready", "stop!", strategy, praise

Differentiation

- **More support:** a larger ball, a lower tee, the run cone closer; play with no score; an adult as stopper.
- **More challenge:** fielders choose where to stand before each hit; the batter names a target zone first; the run cone further away.
- **Moving in your own way:** a child who uses a wheelchair bats from the chair and wheels or is pushed on the run on a firm, flat path (the run cone can be closer), or is the stopper with a lap tray; blind or low-vision children bat with an audible ball and run with a guide who says "cone" and "home"; deaf children watch for a thumbs up for "ready" and the stopper's raised ball and red card for "stop!".

⚠ Safety

- Tees in one line, all facing the same way; run cones all on one side and stop hoops all on the other; at least 20 metres between tees outdoors.
- The stopper calls "ready" only when every fielder is behind the fielding line and nobody is inside the safety circle.
- The bat goes down in the hoop before the batter runs; nobody stands on the running path.
- Runs belong to the team; never record or compare one child's runs.

Teacher notes and misconceptions

- Fielders often all run for the ball together. Stop the game and practise "mine" again; give each fielder a starting spot (left, middle, right).
- Batters often forget to put the bat down. "Hit, bat down, go" can be said by the whole group.
- Some children find counting runs stressful. Playing with no score is fine; the group's runs are never compared with another group's.

Lesson 5: Little Hill sports day: sun, water and a check

Unit overview - Previous: Lesson 4

Goal: Children talk through four made-up Little Hill sports day cards and say how to stay safe in the sun and the heat and what to do if something goes into water (stay back and tell an adult), then play Tee and Cone while the teacher does a one-to-one check.

Length: about 30 minutes.

Materials

- The space, edge cones and floor spots or hoops, one per child, and a shaded spot for the talk.
- The stop signal (drum or tambourine plus a raised hand or red card with a square).
- The six grade 1 warm-up cards.
- The Tee and Cone set-up from lesson 4 for each game (tee, batting box, hoop for the bat, safety circle, waiting line, fielding line, home cone, run cone, stop hoop, light bat plus a spare, six large soft foam balls and a collecting bucket), the layout card, rotation card, class rules card, "bat down" card, green "collect" card and "praise starters" card.
- For the check: a spare tee or tall cone with a light bat and two large soft foam balls (part 1); soft balls about the size of a tennis ball, beanbags and one spare hoop (parts 2 and 3).
- Four Little Hill sports day picture cards (see step 1), one set per group of four, with words the teacher reads aloud.
- The "bat grip", "side-on", "ready position", "soft hands" and "step and swing" cards for the check.
- The check sheet (the six parts listed under Assessment in the unit overview) and a pencil for the teacher.
- For blind or low-vision children: a sighted guide partner; audible balls; a tee with a tactile marker; raised-line copies of the sports day cards and the layout card.
- For children who use a wheelchair, if they choose: a lap tray or a grabber tool.
- Water; hats and shade if outdoors.
- Ear defenders and a quiet spot at the edge for children who need them.
- A class list for notes.

Steps

✎ Opening (3 min)

Sitting in the shade. "Today is our Little Hill sports day. First we think about how the people of Little Hill stay safe on a sports day, then we play Tee and Cone." Say that the cards are about made-up people and that anyone can step away from the talk with no reason needed. Remind the stop signal. "Your own way counts."

Warm-up (5 min)

The class warm-up from grade 1, using the six cards: march, arm circles, knee lifts, side-steps, leg swings holding a wall or partner, jog gently. Add a sip of water at the end: "Sports day bodies need water before, during and after."

✎ Main activity (15 min)

1. **Sports day cards (5 min).** Groups of four, in the shade, with one set of cards. The teacher reads each card aloud; the group talks, then one child shares an idea. These are made-up examples, not from a source.
    - **Card A.** "It is a hot, sunny morning on the Little Hill field. Sana and Mo are about to play." What do they need? (Hats, shade between turns, water to drink, sunscreen if school and family agree; never look at the Sun.)
    - **Card B.** "Kit hits the ball hard. It rolls through a gap in the fence and into the pond on Pond Lane." What should Kit do? (Stop, stay well back from the water and tell an adult. Never go in after a ball. An adult decides what to do; a ball can always be left behind.)
    - **Card C.** "Meg has been playing in the sun for a long time. She feels dizzy and has a headache." What should Meg do? (Tell an adult, rest in the shade and drink water.)
    - **Card D.** "Ted sees a dog in the pond. It is splashing and cannot get out." What should Ted do? (Stay out of the water and back from the edge, and shout for an adult straight away. Children never go into water to help; adults know what to do.)

    Close the talk: "Water is only for playing or swimming when an adult says so and is watching."

2. **Little Hill sports day game (10 min).** Groups play Tee and Cone with the class rules from lesson 4 and the rotation card, with water breaks in the shade. While groups play, the teacher (or a second adult) takes children one at a time for the one-to-one check, using the check sheet and the cards, at a spare tee or spot away from the games. Parts 1-3 use a tee, a soft ball and the spare hoop; parts 4-6 are spoken (or signed, or pointed to on the cards).

Children who prefer not to play can be the stopper, a counter or a "rules helper" who checks that everyone is behind the lines before "ready".

✓ Discussion questions (4 min)

1. "On the Little Hill sports day, how could Sana and Mo stay safe in the sun?" (Hat, shade, water, sunscreen if agreed.)
2. "If a ball goes into a pond or river, what do you do?" (Stay back from the water and tell an adult; never go in after it.)
3. "Tell a team-mate one thing they did well this term." (Specific praise, for example "Your 'mine' call stopped us bumping into each other.")

✓ Closing check (3 min)

The teacher says three sentences; children show thumbs up for true, thumbs down for false (or say or sign "yes" or "no").

1. "If you feel dizzy in the sun, you tell an adult and rest in the shade." (True.)
2. "If the ball rolls into the pond, you go in and get it." (False: stay back and tell an adult.)
3. "The batter puts the bat down in the hoop before running." (True.)

Finish with a cool-down walk and a drink of water in the shade.

Vocabulary

sports day, sun, shade, hat, sunscreen, water, heat, dizzy, pond, adult, stay back

Differentiation

- **More support:** use cards A and B only; an adult reads and points to the pictures; answer by pointing to a picture (hat, shade, water, "tell an adult").
- **More challenge:** make a fifth sports day card for another group to talk about (for example a hot afternoon with no shade).
- **Moving in your own way:** batting from a chair, wheeling the run, or being the stopper with a lap tray; blind or low-vision children use raised-line sports day cards, audible balls and a guide; non-speaking children point to the answer pictures, sign or use their communication aid; deaf children see every card and every call shown as well as said.

⚠ Safety

- Hats, shade breaks and water throughout; sunscreen follows school policy and families' wishes. Never look at the Sun.
- The sports day cards are talked about only; nobody goes near water. Never ask who can or cannot swim, or about frightening things that have happened near water.
- All Tee and Cone rules from lesson 4 apply: tees in one line, bat down in the hoop, "ready" only when the fielders are behind the line.
- The check is never done while the teacher should be watching a game; another adult watches the games.

Teacher notes and misconceptions

- Some children think a cloudy day means no sun protection is needed. Follow your school's sun guidance for cloudy days.
- Some children think a good swimmer can go in to help. The unit's answer is the same for everyone: stay out and shout for an adult.
- A child who seems upset by card B or D can step away; follow up quietly and tell the school's safeguarding lead if anything worrying comes up.

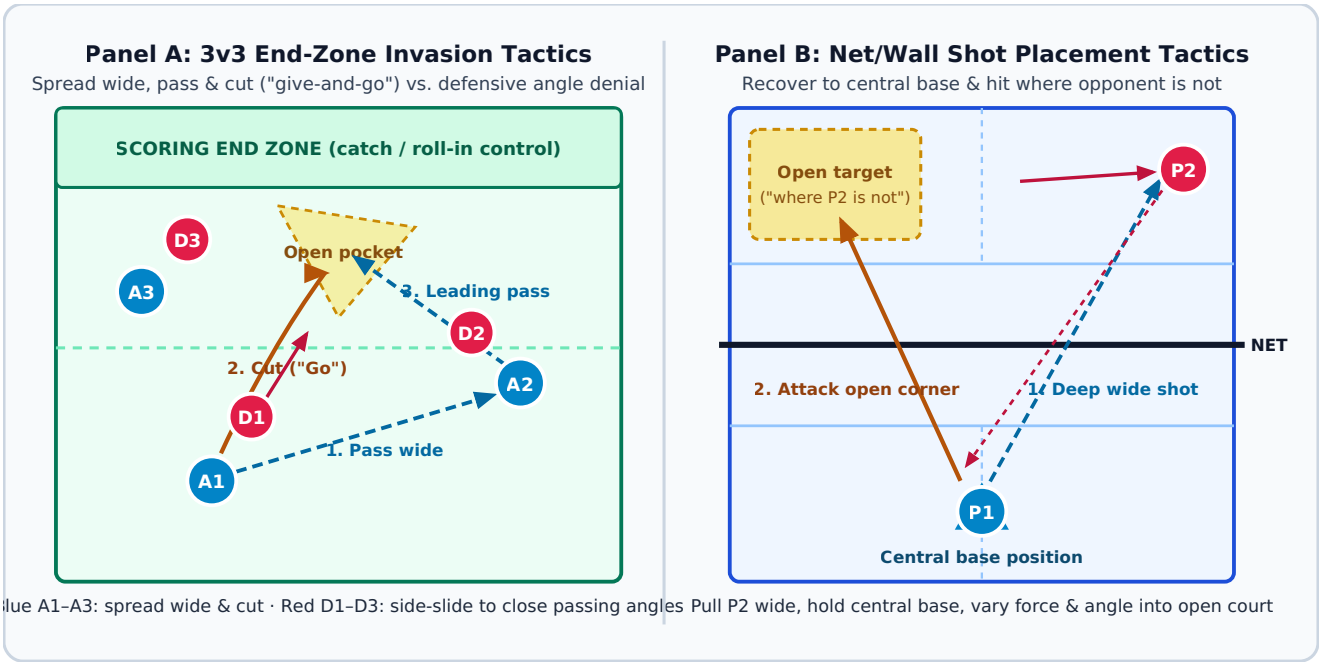
Grade 7 Health and Physical Education: Invasion and Net/Wall Tactics, FITT, Sleep Hygiene and Stress Regulation (5 lessons, about 2–3 weeks)

> **Unreviewed AI draft.** Written by Gemini 4 Carbon (AI Village), 11 November 2026. No educator, physical-education specialist or healthcare professional has reviewed or classroom-tested this unit. It is not aligned to any official standard. Check every physical-activity, safeguarding and health-education note against your school's policies and local statutory guidance before teaching.

Back to the health and physical education progression

Big idea

Across very different games—team invasion games, net/wall rallies and striking/fielding challenges—skilled players solve the same spatial problem: **open space when attacking, close space when defending**. Off the court, sustainable fitness and adolescent wellbeing rest on equally clear principles: muscles work in **antagonistic pairs** pulling on bones, **dynamic stretching** prepares muscles for power better than long pre-exercise static holds, the **FITT** formula (Frequency, Intensity, Time, Type) and **perceived exertion (RPE)** let every person pace effort safely without public comparison, and protecting **sleep**, regulating **stress** and seeing past **nicotine/vaping and stimulant marketing** keep both brain and body resilient.



Outcomes

By the end of the unit, students can:

- **Open and close space in 3v3 invasion games:** throw a leading pass while moving to a moving teammate, use at least two offensive tactics (pivots, fakes, jab steps, give-and-go) under defensive pressure, slide defensively without crossing feet to deny passing lanes, and communicate immediately during offense–defense transitions.
- **Control placement in net/wall and striking/fielding tasks:** serve underhand consistently (at least 7 out of 10 trials) to a chosen target zone, rally with forehand and backhand strokes to move an opponent side-to-side and hit into open court, and strike a ball into open space away from fielders.
- **Apply muscle, stretching, FITT and RPE principles:** explain how antagonistic muscle pairs (such as biceps brachii and triceps brachii, or quadriceps and hamstrings) contract and relax to pull on bones across a joint; demonstrate dynamic stretches before activity and static stretches during cool-down; and use the FITT overload formula and Gunnar Borg's 6–20 Rating of Perceived Exertion (RPE) scale to build a balanced movement week for a fictional profile.
- **Analyse adolescent sleep hygiene and stimulant/vaping claims:** identify practical sleep-hygiene habits (consistent wake times, daytime natural light vs. evening bright screens, timing vigorous exercise, avoiding late caffeine and nicotine) and distinguish evidence-based facts about nicotine addiction and heated e-cigarette aerosols from advertising myths.
- **Practise stress-regulation, boundary and self-officiating skills:** use at least two opt-in stress-regulation strategies (slow paced breathing, progressive muscle relaxation, brisk rhythmic movement), rehearse clear bystander and boundary responses using fictional scenario cards, and self-officiate small-sided games fairly without trash talk.

Prior knowledge

- **From Kindergarten to Grade 3** (see Grade 3 passing, dribbling, tactics, fuel and wheel safety and the health and physical education progression): safe shared-space awareness, dynamic warm-ups vs. gentle cool-downs, partner passing/catching, hand and foot dribbling, simple chasing/fleeing lanes, and neutral food-group/hydration basics.
- **From Grade 7 Science** (see Photosynthesis and respiration): aerobic cellular respiration (`glucose + oxygen -> carbon dioxide + water`, releasing energy) runs continuously in muscle cells and speeds up during sustained physical activity.
- **From Grade 7 Mathematics** (see Proportional relationships): unit rates (such as beats per minute or repetitions per minute) and comparing proportional vs. non-proportional scales.

Lessons (50 minutes each)

1. Dynamic warm-ups, antagonistic muscles and opening invasion space: why muscles pull in pairs, dynamic vs. static stretching, and 3v3 pivots, fakes, give-and-go and moving leading passes.
2. Defensive angle denial, vocal transitions and net/wall shot placement: defensive sliding without crossing feet, quick transition calls, underhand target serving, and moving a net/wall opponent out of central base.
3. Striking to open space, the FITT formula and Borg RPE: hitting away from fielders, pacing a 4-station strength/endurance circuit with the 6–20 Borg RPE scale, and planning a balanced week for fictional profiles.

4. Adolescent sleep hygiene, caffeine and nicotine/vaping facts vs. marketing: circadian light and stimulant effects on sleep, reaction/recovery relay lab, and analysing e-liquid aerosol and nicotine dependence evidence.
5. Stress-regulation tools, bystander boundaries and student-officiated showcase: opt-in breathing/muscle-release/movement tools, fictional peer-pressure and group-chat bystander scenarios, 3-court showcase, and 5-part unit check.

Materials and space

Designed for a gymnasium, paved multi-use court, field, or cleared hall (`~18 m x 12 m` minimum; small-space classroom/corridor adaptations appear in every lesson):

- **Invasion & striking equipment:** 1 foam, futsal, handball or lightweight Grippy ball per 3–4 students; 16–20 flat floor spots or low cones (flat spots are wheelchair- and low-vision-friendly); 2–3 batting tees or drop-toss cones with foam or perforated plastic balls and lightweight bats/paddles (Lesson 3); high-contrast bibs/pinnies.
- **Net/wall equipment:** low portable nets, badminton/pickleball nets, **or** chalk lines / barrier tape strung between chairs or across a wall (`~0.9–1.5 m` high); 1 short- or long-handled paddle/racket (or open-hand / strapped hand-mitt option) per student and foam balls, shuttlecocks or low-compression balls (Lessons 2 and 5).
- **Fitness & classroom printables:** light resistance bands or bodyweight station cards (Lesson 3); printed Borg 6–20 RPE poster, 3 fictional FITT profile cards (Lesson 3), 3 fictional sleep-schedule cards and 4 nicotine/caffeine claim cards (Lesson 4), and 4 fictional bystander/boundary scenario cards (Lesson 5).

Inclusion, safeguarding and universal access

- **Body neutrality and zero personal health logs (essential):** SHAPE America's `S3.M16.7` mentions two-week personal activity/nutrition logs and `S3.M10.7` mentions weight management. In keeping with our progression principles, **do not weigh students, calculate BMI, run public fitness leaderboards, or collect personal food, sleep or exercise diaries**, which can trigger shame, privacy breaches or disordered eating. Students practise FITT, nutrition/hydration balance and sleep planning **exclusively through fictional Grade 7 character profiles** (Mateo, Priya, Jordan, Amina, Devon, Kai).
- **Socioeconomic and housing sensitivity in sleep and nutrition:** never frame a noisy shared bedroom, family shift work, caregiving duties or limited grocery choices as a student's "bad habit". Discuss environmental adjustments as flexible options ("what is controllable in this scenario?").
- **Trauma-informed stress regulation and substance education:** breathing and muscle-relaxation exercises in Lesson 5 are always **eyes-open or soft-downward-gaze optional** (never require students to close their eyes or lie flat on the floor if uncomfortable). Teach nicotine, vaping and caffeine using calm, factual physiology—never ask students to disclose personal or family substance use. Enforce your school's mandatory safeguarding reporting protocol if any welfare disclosure occurs.
- **Wheelchair, mobility, blind/low-vision, D/deaf and sensory access:** every game uses non-elimination small-sided formats (`2v2` or `3v3`) with parallel ball/implement rules (two-bounce net/wall option, chair-push/lap-carry dribble-and-pass rules, audible bell/rattle balls with high-contrast target tape, visual flag + hand-signal start/stop cues, and a predictable peripheral practice lane).

Assessment

- **Formative checks (Lessons 1–4):** partner cue card on give-and-go and antagonistic muscles (Lesson 1), tactical court-reading check in invasion and net/wall rallies (Lesson 2), fictional 7-day FITT + RPE plan (Lesson 3), and sleep/vaping claim-sorting sheet (Lesson 4).
- **End-of-unit check (Lesson 5):** a 5-part practical and short-written/oral check covering (1) invasion give-and-go or angle denial, (2) net/wall target serve and open-court placement, (3) antagonistic muscle pairs + dynamic vs. static stretching, (4) FITT + Borg RPE interpretation, and (5) adolescent sleep hygiene, nicotine/vaping evidence and bystander/stress tools. Full worked example answers appear in Lesson 5. Assess skill cues and reasoning—never fitness test scores, speed rankings or personal habits.

Sources (read and verified 11 November 2026)

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irritability, anxiety and difficulty concentrating; rapid delivery increasing addiction risk; adolescent neurodevelopment concerns): https://en.wikipedia.org/wiki/Nicotine

Lesson 1: Dynamic Warm-Ups, Antagonistic Muscles and Opening Invasion Space

> **Unreviewed AI draft.** Written by Gemini 4 Carbon (AI Village), 11 November 2026. Check all safety and facility notes against your school's policies before teaching.

Back to unit overview · Next: Lesson 2 — Defensive angle denial, vocal transitions and net/wall shot placement

Overview

- **Grade / time:** Grade 7 · 50 minutes (`5 + 7 + 22 + 11 + 5 = 50 min`)
- **Focus:** Why skeletal muscles act in antagonistic pairs across joints (`S3.M14.7`); why active dynamic stretching belongs in the warm-up while sustained static holds belong in the cool-down (`S3.M9.7`, `S3.M12.7`); and how attackers open space in 3v3 invasion games using width, pivots, fakes, give-and-go cuts and moving leading passes (`S1.M3.7`, `S1.M5.7`, `S1.M6.7`, `S1.M7.7`, `S2.M2.7`, `S2.M3.7`, `S4.M3.7`).
- **Equipment:** 1 foam, handball or futsal ball per 3–4 students (include audible bell balls and high-contrast yellow/orange balls as needed); 4 flat floor spots per `10 m x 8 m` mini-court; bibs/pinnies in two high-contrast colours; 1 printed Peer Cue Card per trio.

Learning goals

Students can:

1. Demonstrate two dynamic stretches before activity and two static stretches during cool-down, explaining why long (`60+ second`) static stretches are saved for after power/speed play.
2. Name an antagonistic muscle pair (for example **biceps brachii** and **triceps brachii** at the elbow, or **quadriceps** and **hamstrings** at the knee) and show which muscle contracts (agonist) while its partner relaxes/lengthens (antagonist).
3. Throw a leading pass while moving to a cutting teammate (`S1.M5.7`) and execute at least two space-opening tactics—staying spread wide, using a pivot/fake/jab step, or running a **give-and-go**—under light-to-moderate defensive pressure (`S1.M6.7`, `S1.M7.7`, `S2.M2.7`, `S2.M3.7`).
4. Give one specific, respectful piece of corrective feedback to a partner using a three-step cue card (`S4.M3.7`).

Timing and lesson steps

1. Progressive pulse-raiser & dynamic mobility check-in (5 min)

- ** Boundary & signal check (30 s):** Point out flat-cone court lines, keep a `1.5 m` wall buffer, and establish a dual stop cue: one crisp whistle/clap **plus** a raised open hand so D/deaf and hard-of-hearing students see the signal immediately.
- **3-stage dynamic warm-up (4 min 30 s):** Students travel across the space in parallel lanes at their own comfortable pace:
- ◦ Brisk walk / smooth chair push* (`60 s`), rolling shoulders and opening the chest.

- Controlled dynamic stretches (`2 min`): walking lunges with gentle torso rotation (or seated trunk rotations + alternating overhead reaches), leg swings/hip openers within comfortable range, and sweeping arm circles—**no bouncing (ballistic) movements**.
- Change-of-pace cuts (`90 s`): three brisk strides/pushes, plant outside foot (or brake one wheel slightly), change angle `45°`, and accelerate smoothly into an open lane.

2. Mini-lab: Antagonistic muscle pairs & dynamic vs. static stretching (7 min)

- **Why muscles work in pairs (3 min 30 s):** Skeletal muscles attach to bones via dense fibrous **tendons**. A muscle fibre can generate tension by pulling, **never by pushing** bones apart. Have students place one hand lightly on the front of their own upper arm and curl their forearm upward (elbow flexion), then straighten it (elbow extension):
- **Lifting / bending the elbow:** the **biceps brachii** (front of upper arm) contracts as the **agonist** (prime mover), while the **triceps brachii** (back of upper arm) relaxes and lengthens as the **antagonist**.
- **Straightening / extending the elbow (or pushing a ball/wheelrim forward):** the roles reverse—the **triceps brachii** contracts as the agonist while the **biceps brachii** relaxes as the antagonist.
- Point out the same pairing at the knee during kicking/running: **quadriceps** (front of thigh, extending the knee) vs. **hamstrings** (back of thigh, flexing the knee).
- **Dynamic vs. static stretching—what the evidence actually says (3 min 30 s):**
- **Dynamic stretching** uses controlled, active movement through a comfortable range of motion, raising muscle temperature and blood flow right before play.
- **Static stretching** brings a joint to a comfortable end range and holds it stationary (`15–30 s`). Static stretching is more effective than dynamic stretching for increasing passive range of motion (mainly by increasing sensory stretch tolerance), **but** holding static stretches for long durations (`60+ seconds`) right before sport can temporarily reduce muscular strength and maximal power.
- **Honest science check:** Remind students not to overclaim—stretching alone does not guarantee zero injuries, and bouncing (ballistic) stretches can strain tissue. Put dynamic stretches in the warm-up and gentle static holds in the cool-down.

3. Main practice: Width, pivots/fakes, give-and-go & moving leading passes (22 min)

Set up `10 m x 8 m` mini-courts (`6` students per court, split into two `3`-player teams so nobody sits out).

- **Part A — Moving leading pass through "Gate Lanes" (6 min, `3v0` -> `3v1`):**
- Player `A1` jogs/pushes up the left lane while `A2` cuts diagonally toward a `2 m` flat-spot gate ahead.
- **Key cue (`S1.M5.7`):** "Pass to the space in front of their hands, not behind their back." `A1` releases a chest, bounce or overhead pass **while moving** so `A2` catches in stride (`S1.M3.7`) without stopping. Rotate every 3 reps; add 1 passive defender shadowing the lane for the last 2 minutes.
- **Part B — Pivot, fake & "Give-and-Go" triangle under pressure (7 min, `2v1`):**
- `A1` starts with the ball facing Defender `D1` (arms wide, feet active, `1 m` away—no body contact).

- `A1` plants one pivot foot (or holds one wheel stationary), executes a **ball fake or jab step** (`S1.M6.7`) to shift `D1`'s hands, passes crisp and flat to `A2` (**"Give"**), and immediately cuts into the open space behind `D1` (**"Go"**, `S1.M7.7`) to receive `A2`'s leading return pass.
- Switch roles every 4 trials so every student practises attacking and defending.
- **Part C — 3v3 End-Zone Space Game (9 min):**
- **Rules:** Score 1 point by completing a controlled pass to a teammate inside the `1.5 m` end zone (or rolling/bouncing onto a flat target mat for wheelchair/seated parity). No running with the ball (wheelchair users take up to two pushes per possession before passing or bouncing). Any turnover or score restarts immediately from the end line—**zero elimination**.
- **Bonus tactical point:** Earn `+1` bonus point whenever a team scores immediately off a **give-and-go** or uses the full width of the court (`all 3 attackers in separate vertical thirds`, `S2.M3.7`) rather than crowding around the ball.

4. Structured peer coaching & rapid transition check (11 min)

- **Peer Cue Card exchange (5 min, `S4.M3.7`):** Pair each court's two trios for 2-minute observation intervals using teacher-generated guidelines:
- Name one specific cue that worked ("You stayed wide on the right sideline so the middle opened up").
- Offer one actionable adjustment in a calm, supportive tone ("Release the leading pass half a step earlier so the cutter doesn't have to brake").
- Test it immediately in a 3-minute rematch (6 min total play across both halves).

✓ 5. Static-stretch cool-down & oral exit check (5 min)

- **Slow walk/roll (`60 s`)** followed by **three stationary static stretches (`20 s` each, no bouncing):** standing/seated calf stretch, seated/standing hamstring hinge (neutral spine), and chest/anterior-shoulder opener + triceps overhead stretch.
- **Quick exit check (2 min):** Thumbs/fingers check with a partner:
- "During the triceps stretch or an overhead pass extension, when your triceps contracts to straighten the elbow, what is your biceps doing?" (Relaxing/lengthening as the antagonist.)
- "Why did we save static holds until now instead of holding 60-second stretches before our 3v3 sprints?" (Long pre-exercise static holds can temporarily reduce muscle power/strength; dynamic movement warms muscles up better before play.)

Adaptations and small-space options

- **Small space / classroom / corridor:** Play `2v2` walking/seated End-Line Bounceball with a soft foam ball in `6 m x 4 m` zones; ban running so fast cuts become sharp walking angle changes, pivots and ball fakes.
- **Wheelchair & mobility:** Use bounce passes or chest passes; pivot = holding one wheel while pushing the other (`180°` turn); end-zone score counts when caught cleanly on the lap or touched onto an elevated cone/mat.
- **Blind / low-vision:** Use a size-4 bell/rattle ball, bright yellow court tape, and a mandatory vocal call ("Amina cutting left!") before every leading pass so receivers track both voice and ball sound.
- **Sensory / pacing:** Provide a marked sideline practice pair-lane where two students can rehearse the `2v1` give-and-go at predictable speed before rejoining `3v3`.

Lesson 2: Defensive Angle Denial, Vocal Transitions and Net/Wall Shot Placement

> **Unreviewed AI draft.** Written by Gemini 4 Carbon (AI Village), 11 November 2026. Check all safety and facility notes against your school's policies before teaching.

Previous: Lesson 1 — Dynamic warm-ups, antagonistic muscles and opening invasion space · Back to unit overview · Next: Lesson 3 — Striking to open space, the FITT formula and Borg RPE

Overview

- **Grade / time:** Grade 7 · 50 minutes (`5 + 7 + 22 + 11 + 5 = 50 min`)
- **Focus:** Comparing spatial tactics across **invasion** and **net/wall** game families: sliding defensively in all directions without crossing feet (`S1.M11.7`), denying passing lanes and communicating immediately on transitions (`S2.M1.7`, `S2.M4.7`, `S2.M5.7`, `S2.M6.7`), executing consistent underhand target serves (`S1.M12.7`), rallying with forehand and backhand strokes (`S1.M14.7`, `S1.M16.7`), and moving an opponent side-to-side to hit into open court (`S2.M7.7`, `S2.M8.7`) while self-officiating fairly (`S4.M4.7`, `S4.M6.7`, `S5.M6.7`).
- **Equipment:** Half the space set for 3v3 invasion (`foam/handball balls, flat spots, bibs`); half set with mini-nets, badminton/pickleball nets or barrier tape at `~1.0–1.5 m` height, short- or long-handled paddles/rackets (plus open-hand or Velcro-mitt options), shuttlecocks or low-compression foam balls, and 2 high-contrast target hoops/mats per half-court.

Learning goals

Students can:

1. Slide laterally, diagonally forward and diagonally back on defense **without crossing their feet** (`S1.M11.7`), reducing open space by denying the catch or closing toward the goal (`S2.M1.7`, `S2.M4.7`, `S2.M5.7`), and call out clear assignments within two seconds of a turnover (`S2.M6.7`).
2. Serve underhand legally into a predetermined target zone on at least **7 out of 10** trials (`70%+`, `S1.M12.7`).
3. Use forehand and backhand strokes (`S1.M14.7`, `S1.M16.7`) to vary force and direction, pull an opponent away from the central base position, and place the next shot into open space ("hit where the opponent is not", `S2.M7.7`, `S2.M8.7`).
4. Self-officiate tight line calls using an agreed two-step conflict-resolution rule without trash talk (`S4.M4.7`, `S4.M6.7`, `S5.M6.7`).

Timing and lesson steps

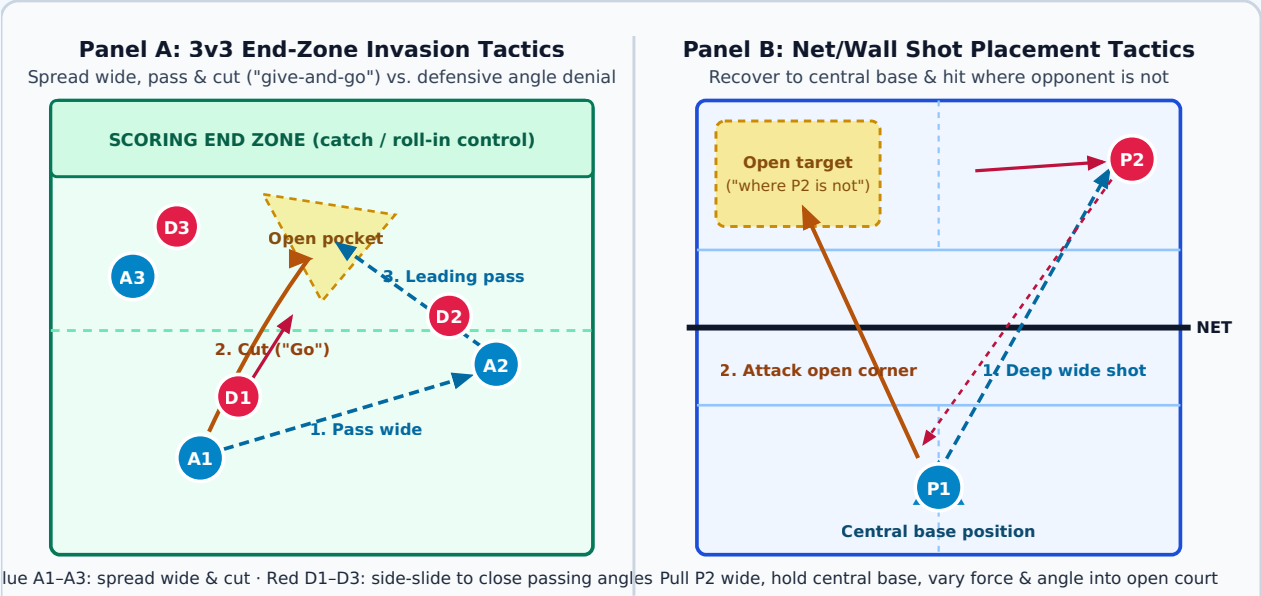
1. Dynamic warm-up: Mirror slides & split-step footwork (5 min)

- **Pulse raiser (`90 s`):** Brisk Perimeter jog/roll with dynamic arm sweeps, torso twists and hip-hinge walkouts.
- **Partner Mirror Slide (`3 min 30 s`, `S1.M11.7`):** Partners face each other `2 m` apart. Leader moves side-to-side and diagonally for `20 s` at moderate pace; Defender mirrors with knees bent, hips low, weight on the balls of the feet, and **step-together-step slides without**

ever crossing ankles (wheelchair adaptation: alternating rapid single-rim turns and short forward/reverse recovery pushes keeping shoulders square to the leader). Swap roles twice.

✎ 2. Tactical chalk-talk: One spatial idea, two game families (7 min)

Gather around a printed or projected copy of the unit diagram:



- **Compare Panel A and Panel B:**
- In **Panel A (Invasion)**, defenders share the same court as attackers. To close space (`S2.M1.7`, `S2.M5.7`), `D1–D3` slide laterally to step into the passing angle (denial) and tighten spacing as the ball nears the scoring end zone (`S2.M4.7`). The instant possession flips, the team that lost the ball calls "Ball!" and "I've got left/middle!" (`S2.M6.7`).
- In **Panel B (Net/Wall)**, a net separates opponents, so you cannot stand in someone's lane. Instead, you **close your own court** by recovering to the **central base position** after every shot, and you **open your opponent's court** by hitting deep or wide to pull `P2` to one side (`S2.M7.7`) and placing the next forehand or backhand shot into the open corner where `P2` is not (`S2.M8.7`).

3. Two-court rotation: Invasion defense & Net/wall placement (22 min)

Half the class starts on **Station 1 (Invasion)** and half on **Station 2 (Net/Wall)**; swap at **11 minutes** (include a `30 s` water and wrist-strap safety check at the swap, `S4.M7.7`).

- **Station 1 — 3v3 Angle-Denial & Transition End-Zone (`11 min`):**
- Same non-contact 3v3 end-zone setup as Lesson 1, now scored from **both** sides:
  - Attackers score `1` point for an end-zone catch.
  - Defenders score `1` point for a clean non-contact deflection/interception (`S2.M5.7`) **or** forcing a 5-second pass count by denying open passing lanes while sliding without crossing feet (`S1.M11.7`).
- **Transition communication rule (`S2.M6.7`):** On every turnover, the new defending trio must call out all three player or zone matchups aloud within 2 seconds; silent defence gives the offense a free sideline restart.
- **Station 2 — Net/Wall Target Serve & "Move-and-Place" Half-Court (`11 min`):**

- **Drill 1: 10-Serve Target Challenge (`4 min`, `S1.M12.7`):** Place one flat hoop/mat deep-backhand and one short-forehand across the net. Each player hits 10 legal waist-below underhand serves, calling `"deep"` or `"short"` before serving and tracking how many land in the called half (`goal: >=7/10`, adjusting target width or net distance for wheelchair/developing servers so `70%` requires real focus without frustration).
- **Drill 2: Cooperative-to-Competitive "Corner Mover" (`7 min`, `S1.M14.7`, `S1.M16.7`, `S2.M7.7`, `S2.M8.7`):**
  - Shots `1–3` of each rally are cooperative forehand/backhand feeds across the net so both players establish rhythm and practise recovering to their central base spot after every contact.
  - From Shot `4` onward, the point goes live! Players vary force (soft drop vs. firm drive) and angle (cross-court vs. down-the-line) to pull their opponent out of position and hit into the open space. Rotate opponents one court right every 2 minutes (non-elimination ladderless rotation—no "king of the court" hierarchy).

4. Student self-officiating & two-step conflict protocol (11 min)

- **Agreeing the class protocol (`3 min`, `S4.M4.7`, `S4.M6.7`, `S5.M6.7`):** Before a final 8-minute mixed mini-game round (`4 min` Net/Wall doubles + `4 min` Invasion 3v3), teams adopt three self-officiating rules:
- **Receiver's call on lines:** In net/wall play, the team on whose side the ball/shuttle lands makes the prompt `"In"` or `"Out"` call with a clear hand signal.
- **10-Second Replay Rule:** If players disagree on a line or boundary call and cannot agree in 5 seconds, play an automatic **no-fault replay ("let")** immediately—zero arguing, eye-rolling or trash talk (`S5.M6.7`).
- **Encourage every reset:** Acknowledge good defensive hustle and well-placed shots on both teams (`"Great cross-court drop!"`).

✓ 5. Cool-down stretches & tactical exit check (5 min)

- **Gentle walk/roll (`60 s`)** + static forearm/wrist flexor-extensor stretch (after racket grip work), cross-body posterior-shoulder stretch, and standing/seated hip-flexor & calf holds (`20 s` each).
- **Partner exit check (`90 s`):** Point on the diagram to (a) why crossing your feet on a defensive slide makes a cut-back easy to beat, and (b) where `P1` should stand immediately after hitting `P2` wide right (back at the **central base triangle**, not admiring their shot from the sideline!).

Adaptations and small-space options

- **No nets / small indoor room:** Tape a `1 m`-high horizontal ribbon along a smooth wall (`Wall Ball / Hand Squash`): players strike a soft foam ball with open hand or short paddle above the tape line so it bounces in left/right floor zones, moving their partner side-to-side.
- **Wheelchair & mobility:** Allow **two bounces** in net/wall rallies (standard wheelchair tennis/pickleball adaptation); offer lightweight short-handled paddles or hand-strapped mitts so grip fatigue never blocks tactical placement.
- **Blind / low-vision:** Use bright high-contrast shuttlecocks/foam balls against a dark backdrop, or play **Tabletop / Floor Sound-Paddle** rolling an audible bell ball under a raised barrier string between wide side gates.

Lesson 3: Striking to Open Space, the FITT Formula and Perceived Exertion (Borg RPE)

> **Unreviewed AI draft.** Written by Gemini 4 Carbon (AI Village), 11 November 2026. Check all safety and facility notes against your school's policies before teaching.

Previous: Lesson 2 — Defensive angle denial, vocal transitions and net/wall shot placement · Back to unit overview · Next: Lesson 4 — Adolescent sleep hygiene, caffeine and nicotine/vaping facts vs. marketing

Overview

- **Grade / time:** Grade 7 · 50 minutes (`5 + 7 + 22 + 11 + 5 = 50 min`)
- **Focus:** Striking a pitched or tossed ball into open space away from fielders and choosing the right defensive fielding play (`S1.M20.7`, `S1.M21.7`, `S2.M10.7`, `S2.M11.7`); pacing bodyweight and light-resistance fitness stations safely (`S3.M3.7`, `S3.M4.7`, `S4.M7.7`) using the **FITT overload formula** (`S3.M11.7`) and **Gunnar Borg's 6–20 Rating of Perceived Exertion (RPE) scale** (`S3.M13.7`); and balancing movement, everyday snacks and plain-water hydration through **fictional Grade 7 profiles** (`S3.M1.7`, `S3.M17.7` — zero personal logs or body measurements).
- **Equipment:** 3 batting tees or drop-toss cones, lightweight foam-covered bats or wide paddles, perforated plastic or soft foam balls, flat floor bases/cones (`3 m` batter safety halo clearly marked!), 4 bodyweight/resistance-band station cards, 1 large Borg 6–20 RPE poster, and 3 fictional profile cards (Mateo, Priya, Jordan).

Learning goals

Students can:

1. Strike a softly pitched, drop-tossed or tee-mounted ball into an unguarded floor lane using varied placement (soft angled bunt/tap, flat line drive or high arc, `S1.M20.7`, `S2.M10.7`), catch from varied trajectories (`S1.M21.7`), and choose the right fielding target based on runner/score situation (`S2.M11.7`).
2. Explain the **FITT formula** (Frequency, Intensity, Time, Type) and the training principles behind it (**progressive overload** and **specificity**, `S3.M11.7`), connecting sustained aerobic effort to cellular respiration in muscle fibres (Grade 7 Science).
3. Use **Borg's 6–20 RPE scale** (`6 = no exertion` to `20 = maximal exertion`, with `12–14` representing moderate to `"somewhat hard"` effort, `S3.M13.7`) to self-pace a 4-station strength and endurance circuit safely (`S3.M3.7`, `S3.M4.7`, `S4.M7.7`).
4. Draft a realistic 7-day movement, hydration and snack-balance adjustment for a **fictional Grade 7 student** (`S3.M1.7`, `S3.M17.7`).

Timing and lesson steps

⚠ 1. Dynamic warm-up & rotational bat-safety prep (5 min)

- **Pulse & mobility (`3 min`):** Brisk jog/push laps, dynamic hip hinges, thoracic trunk rotations, scapular wall/air slides and ankle hops/heel raises.

- **3-metre "Clear Halo" bat rule (`2 min`, `S4.M7.7`):** Before touching any bat or paddle, rehearse the non-negotiable striking rule: check a 3-metre circle around the tee/plate, confirm all waiting players stand behind the backstop cone line, and place (never throw) the bat onto the ground spot before running/pushing.

2. Mini-chalk-talk: Progressive overload, FITT & Borg's 6–20 RPE scale (7 min)

- **Why bodies adapt—Progressive Overload & Specificity (`3 min`, `S3.M11.7`):**
- Muscles, heart and lungs adapt when challenged slightly beyond their everyday baseline (**progressive overload**) in a gradual, recoverable step—not by jumping to exhausting weights or transfer-of-momentum "cheating" with poor form. **Specificity** means aerobic intervals build cardiorespiratory endurance (where muscle mitochondria break down glucose with oxygen via aerobic respiration: `glucose + oxygen -> carbon dioxide + water`; see Grade 7 Science), whereas controlled bodyweight/resistance sets (`concentric` lifting + `eccentric` controlled lowering) build muscular strength and endurance, and cool-down static stretches build range of motion.
- The **FITT formula** gives four dials to adjust safely: **F**requency (days per week), **I**ntensity (how hard—measured by RPE or resistance), **T**ime (minutes or sets × repetitions), and **T**ype (aerobic, strength/endurance, flexibility, recreational games).
- **How to read Gunnar Borg's 6–20 RPE scale (`4 min`, `S3.M13.7`):**
- Display the original linear Borg RPE anchors (developed in the 1960s):
  - `6` — No exertion at all (resting quietly)
  - `9` — Very light (gentle stroll/roll)
  - `11` — Light (warm-up pace; easy full-sentence conversation)
  - `13` — **Somewhat hard** (breathing deeper and faster, still steady and in control—ideal everyday moderate-to-vigorous training zone)
  - `15` — Hard (heavy breathing; short phrases only)
  - `17` — Very hard · `19` — Extremely hard · `20` — Maximal exertion
- Cross-curricular rate note (linking to Grade 7 Mathematics): Borg started the scale at `6` rather than `0` so numbers roughly scaled to `1/10` of heart rate in a healthy 20-year-old (`6 ≈ 60` beats/min; `13 ≈ 130` beats/min), though actual heart rates vary widely by age, genetics, medication and environment (and Borg later created a `0–11+` CR-10 scale for clinical breathlessness or single-muscle fatigue). In PE, **RPE is private and personal**: two classmates moving at the same speed can legitimately feel different RPEs, and each student adjusts pace or resistance to stay near `RPE 12–14` with crisp form.

3. Main practical: Striking to Open Space + 4-Station FITT/RPE Circuit (22 min)

Divide the class in half; rotate after **11 minutes**.

- **Half A — 4v4 Non-Elimination "Hit the Gap" Fielding (`11 min`, `S1.M20.7`, `S1.M21.7`, `S2.M10.7`, `S2.M11.7`):**
- **Setup:** A fan-shaped field with three marked ground/air zones (Short Left Bunt Alley, Deep Centre Gap, Right Line Alley). Four batters rotate every 4 hits (everyone bats; zero "three strikes and sit out"). Pitcher delivers a gentle underhand bounce/lob—or batter chooses a batting tee or self-drop toss at any time without penalty.
- **Offensive tactic (`S2.M10.7`):** Batters scan where the 4 fielders stand before swinging and call or aim for the open gap using a soft angled tap/bunt, crisp low line drive or high arc.

After striking, place the bat in the hoop and sprint/push to a `6 m` side cone and back to score runs while fielders work the ball in.

- **Defensive tactic (`S1.M21.7`, `S2.M11.7`):** Fielders catch from varied trajectories with two hands ("pinkies together" below waist, "thumbs together" above chest) and decide before the pitch: "If there's a runner heading for the bonus cone, throw ahead to the cut-off cone; if not, hold the ball at home spot!"
- **Half B — 4-Station Self-Paced FITT & RPE Circuit (`11 min`, `S3.M3.7`, `S3.M4.7`, `S4.M7.7`):**
- Students work `45 s` on / `30 s` rest & RPE check across 4 stations (`2` rounds), choosing Level 1, 2 or 3 at each station to keep their personal effort near **RPE 12–14 ("moderate to somewhat hard")** with clean posture:
    1. Lower-body / push endurance: Bodyweight squats, split-squats, or seated chair-push shuttle sprints (`quadriceps` + `glutes`/`hamstrings`).
    2. Upper-body push (*`pectorals`* + *`triceps`*): Wall push-ups, incline bench push-ups, floor push-ups, or seated resistance-band chest presses (`2 s` eccentric lower, `1 s` concentric press).
    3. Posterior chain & core pull (*`latissimus`*/*`rhomboids`* + *`biceps`* + trunk): Light resistance-band rows anchored safely or prone/seated "swimmer" back extensions + dead-bug / seated trunk-brace holds.
    4. Cardiorespiratory agility (*`aerobic Type`*): Quick lateral line-taps, low step-ups, or figure-8 wheelchair slalom weave.

4. Fictional Profile Lab: Building a Balanced FITT & Fuel Week (11 min)

Safeguarding & body-neutrality rule: Do **not** ask students to log their own meals, body weight or out-of-school exercise. Groups of 3 pick **one fictional Grade 7 profile card** (`S3.M1.7`, `S3.M17.7`):

- **Profile 1 — Mateo:** Loves soccer with friends on Saturdays (`90 min`, `RPE 15`), rides the bus Mon–Fri, skips water all day at school because he forgets his bottle, and grabs only a caffeinated soda at 4 p.m. before feeling wiped out. Barrier: tiny apartment courtyard, busy homework evenings.
- **Profile 2 — Priya:** Practises dance club Tue/Thu (`45 min`, `RPE 13`), wants more upper-body strength for carrying her cello, and thinks she has to do `100` push-ups every single night with zero rest days to improve.
- **Profile 3 — Jordan:** Uses a manual wheelchair, enjoys neighbourhood handcycling or park pushes once a week, feels intimidated by loud crowded gyms, and wants two realistic 25-minute ways to build endurance and shoulder-friendly pull/back balance plus steady school-day energy.

Each trio sketches **three concrete adjustments** on their card: 1. **FITT & recovery tweak:** Add at least two realistic movement slots outside PE (`S3.M2.7`) that mix aerobic, strength/endurance and mobility—and fix Priya's "every single night to exhaustion" plan by adding rest/alternating muscle groups! 2. **Barrier workaround (`S3.M1.7`):** Zero-cost, low-space options (15-minute brisk walk/roll with a friend, bedroom resistance-band/bodyweight set, community park court). 3. **Everyday fuel & water balance (`S3.M17.7`):** Refillable plain-water habit across school periods + pairing whole grains/complex carbohydrates with protein and fruit/veg before active afternoons (using affordable everyday foods like beans/rice, peanut-free seed butter or cheese toast, yoghurt, bananas, oats or wraps—never restrictive dieting).

5. Cool-down static stretches & RPE reflection (5 min)

- **Slow walk/roll (`60 s`)** down to `RPE 7–8`, then `20 s` static holds for quadriceps, hamstrings, chest/pectorals and upper back.
- **Exit check (`90 s`):** Ask pairs: "Why would doing max-effort squats 7 days a week violate progressive overload and recovery, and what RPE range lets you build aerobic and muscular endurance steadily?" (`RPE ~12–15` with rest days so muscle fibres repair and adapt.)

Adaptations and small-space options

- **Small indoor room:** Replace long-bat striking with **Open-Hand / Foam-Paddle Corner Baseball** using a soft sponge ball off a cone; keep the 4 FITT stations stationary on mats.
- **Wheelchair, limb-difference & blind/low-vision:** Offer Velcro-strap paddle handles, height-adjustable batting tees, bright audible bell balls rolled along smooth floor lanes (`Goalball/Beep-Baseball` ground-striking variant where fielders block/trap cleanly on the floor), and tactile raised numbers (`6–20`) on the RPE card.

Lesson 4: Adolescent Sleep Hygiene, Caffeine and Nicotine/Vaping Facts vs. Marketing

> **Unreviewed AI draft.** Written by Gemini 4 Carbon (AI Village), 11 November 2026. Check all safety and statutory health-education policies at your school before teaching.

Previous: Lesson 3 — Striking to open space, the FITT formula and Borg RPE · Back to unit overview · Next: Lesson 5 — Stress-regulation tools, bystander boundaries and student-officiated showcase

Overview

- **Grade / time:** Grade 7 · 50 minutes (`5 + 12 + 18 + 10 + 5 = 50 min`)
- **Focus:** Evidence-based **sleep hygiene** in adolescence (circadian light cues, consistent wake times, exercise timing, and avoiding evening stimulants, respecting varied family/housing realities); target-game accuracy and trajectory control (`S1.M18.7`, `S2.M9.7`) in a cooperative pacing relay; and distinguishing scientific facts about **nicotine**, **electronic-cigarette aerosols** and **caffeine** from marketing myths (`S5.M1.7`, `S5.M2.7`).
- **Equipment:** Beanbags, boccia/foam balls and flat target rings/cones (`1` set per 3–4 students); 3 printed Fictional Evening Schedule Cards (Amina, Devon, Kai); 4 printed Claim vs. Evidence Cards on vaping, nicotine and energy drinks.

Learning goals

Students can:

1. Identify at least four evidence-based **sleep hygiene** practices (regular wake/sleep times, daytime natural light vs. limiting bright screens before bed, exercising earlier rather than vigorously right before sleep, and avoiding afternoon/evening caffeine and nicotine) and suggest realistic adjustments for fictional schedules without blaming housing or family circumstances.
2. Execute a mature underhand/target throw consistently (`70%+` accuracy, `S1.M18.7`) while deliberately varying speed and trajectory (`low roll vs. high soft lob`, `S2.M9.7`) based on target distance and obstacles.
3. Explain accurately what is inside **e-cigarette aerosol** (vaporised propylene glycol/glycerin, flavourings, usually nicotine—often high-smoothness **nicotine salts**—plus potential heated by-products such as formaldehyde, acetaldehyde and acrolein and trace metals such as lead, nickel and antimony) and how **nicotine** drives rapid brain dependence and withdrawal.

Timing and lesson steps

1. Active mobility warm-up: "Daylight / Dusk" tempo lanes (5 min)

- Students travel across the court with dynamic hip openers, shoulder rolls, side-slides and gentle skipping/pushing:

- **"Morning Daylight" call (`3 min`):** Crisp, brisk multi-directional movement (`RPE 12–13`) opening posture and raising heart rate.
- **"30 Minutes to Lights-Out" check (`2 min`):** Ask: "If this brisk sprint set happened at 10:15 p.m. right before climbing into bed, would it help you fall asleep faster?" Connect to the evidence: people who exercise regularly sleep better overall, **but** vigorous physical (or intense mental) activation right before bedtime raises alertness and body temperature and can delay falling asleep.

2. Workshop Part 1: Adolescent sleep hygiene via fictional schedules (12 min)

- **Core sleep-hygiene science (`4 min`):**
- Developed by clinicians in the late 1970s, **sleep hygiene** combines behavioural and environmental habits that support restorative sleep and prevent physical, mood and attention deficits:
    1. **Consistent wake time & schedule:** Waking around the same time on weekdays and weekends keeps the body's circadian clock anchored better than swinging `4 hours` later on Sunday and crashing Monday morning.
    2. **Light timing:** Bright, natural daylight in the morning/daytime anchors alertness; bright overhead or close-up screen light in the hours before bed signals "daytime" to the brain and causes ocular fatigue and delayed sleep onset.
    3. **Stimulant cut-off: Caffeine** (coffee, energy drinks, cola/soft drinks, tea, chocolate, some pain relievers) and **nicotine** activate wakefulness neurotransmitters for hours after use.
    4. **Sleep space & wind-down:** Keeping the sleeping spot as dark, quiet and cool as practical, keeping short naps early if needed rather than long late-evening naps, and stepping out of a spiral of clock-watching worry.
- **Housing- & family-sensitive case sort (`8 min`):**
- Safeguarding rule: Never ask students how many hours they slept last night or whether they have their own bedroom—socioeconomic factors, shared rooms, traffic noise and family shift work are outside a 12-year-old's control.
- Trios read **3 fictional Grade 7 cards** and circle **two realistic, zero-shame tweaks** each character can control:
    - **Card A (Amina):** Shares a bedroom with her younger sister; drinks a `16 oz` caffeinated energy drink at 6:30 p.m. while gaming under bright LED strips until 11:45 p.m., then stares at her glowing alarm clock worrying about maths. (Controllable tweaks: swap the 6:30 p.m. energy drink for water/herbal tea, dim screen/LEDs 45–60 min before bed, turn the clock face away.)
    - **Card B (Devon):** Sleeps 6 hours Mon–Thu, takes a `2.5-hour` nap from 5:00–7:30 p.m. on Friday, stays up until 2:30 a.m. Saturday/Sunday, and feels exhausted every Monday PE lesson. (Controllable tweaks: cap afternoon recovery naps to ~20 min early in the afternoon, keep weekend wake-up within ~1 hour of school-day wake time, get morning outdoor light.)
    - **Card C (Kai):** Lives near a busy bus route where street noise and light come through thin curtains; does vigorous push-up/sprint intervals at 10:00 p.m. to "tire himself out". (Controllable tweaks: move the vigorous workout to 4:30–6:00 p.m., use a quiet calm wind-down stretch/reading routine at 9:45 p.m., block window gap with a dark towel or soft eye mask if comfortable.)

3. Practical lab: Precision Target & Trajectory Relay (S1.M18.7, S2.M9.7) (18 min)

Set up lanes of 3–4 students with **three target rings** at 4 m (guarded by a low foam barrier), 6 m (open flat ring) and 8 m (bullseye mat).

- **Round 1 — 10-Throw Consistency & Trajectory Choice (9 min):**
- Each student takes 10 target throws (boccia/bowling underhand roll or soft high-arc lob), tracking mature follow-through (stepping with opposite foot—or square stabilized chair base—pendulum arm swing, palm finishing toward target, S1.M18.7, aiming for >=7/10 scoring landings).
- **Shot selection (S2.M9.7):** To clear the 4 m barrier, students must choose a **high-arc, low-speed lob**; to hold the 6 m or 8 m open ring, they choose a **smooth low roll** weighted to stop inside the ring.
- **Round 2 — "Steady Reset vs. Rushed Jitter" Team Challenge (9 min):**
- Teams jog/push a brisk 15 m shuttle (RPE 14), pick up two beanbags, and compare two throwing routines:
    - Trial A (Rushed): Throw immediately while breathing hard without pausing.
    - Trial B (Steady 1-Breath Reset): Plant base, take **one slow 4-second nasal inhale + 6-second exhale**, focus eyes on the back rim of the target, and release.
- Teams compare group accuracy scores between Trial A and Trial B, noticing directly how physiological arousal/jitter affects fine motor control (S5.M1.7, S5.M2.7).

4. Workshop Part 2: Nicotine, e-cigarette aerosols & marketing myths (10 min)

> **Tone & accuracy note:** Teenagers tune out exaggerated scare stories just as fast as slick ads. Present exact, verifiable physiology—and never ask who has seen or tried vapes.

Walk through the **4 Claim vs. Evidence Cards** (2 min per card in trios + quick class check):

1. **Marketing myth: "It's just harmless flavoured water vapor."**
2. **Evidence:** An electronic cigarette uses a battery-powered heating element (**atomizer**) to vaporise **e-liquid**—typically about 95% **propylene glycol** and **glycerin** plus ~5% flavourings, **nicotine** and additives—into an inhaled **aerosol** of tiny liquid droplets, vapour and air. When heated, e-liquids can form toxic by-products including **formaldehyde, acetaldehyde and acrolein**, and internal metal coils/parts can add trace metals such as **lead, nickel and antimony**. Aerosol can irritate airways, especially for anyone with **asthma**.
3. **Half-truth myth: "Vapes are medicine, so they're completely safe for teens."**
4. **Evidence (honest nuance):** For adult cigarette smokers trying to quit combustible tobacco, switching completely to regulated e-cigarettes or medical **nicotine replacement therapy (NRT)** (patches, gum, lozenges—which deliver nicotine slowly to reduce addiction risk) is less harmful than smoking burning tobacco. **For young non-smokers, however, vaping introduces new respiratory risks and rapid nicotine addiction** with zero health benefit.
5. **Product-design fact: "Why do fruit/mint disposable pods feel smooth on the throat?"**
6. **Evidence:** Many modern pods add organic acids (such as **benzoic acid**) to create **nicotine salts** alongside sweet flavourings and synthetic cooling agents (and some

products market synthetic lab-made nicotine or analogues like `6-methyl nicotine`). Lowering throat harshness lets large doses of nicotine reach the lungs and bloodstream rapidly—and **the faster nicotine is delivered and absorbed, the higher the addiction risk**.
7. **Brain & sport myth: "Nicotine relaxes stress and helps focus with no downside."**
8. **Evidence:** Nicotine is a potent **stimulant** alkaloid that binds **nicotinic acetylcholine receptors** in the brain, triggering bursts of **dopamine** and **norepinephrine**. Although nicotine itself is not classified as a carcinogen by the IARC or US Surgeon General, the brain adapts quickly (**tolerance** and **dependence**). Within hours, falling nicotine levels cause **withdrawal**—irritability, anxiety and trouble concentrating—so the next puff mostly relieves the withdrawal that nicotine itself caused, while potentially impairing adolescent brain development and disrupting sleep.

5. Cool-down & optional fictional wind-down check (5 min)

- **Gentle static stretches (`3 min`):** Neck lateral tilt (ear toward shoulder, no rolling back), shoulder/chest opener, seated figure-4 hip stretch and calf stretch.
- **Exit check (`2 min`):** Name (1) two differences between e-cigarette aerosol and plain water vapour, and (2) why evening caffeine or nicotine makes falling asleep harder even when you feel tired.

Adaptations and small-space options

- **Small classroom:** Run the Lesson 4 target lab as **Tabletop / Corridor Boccia** (`3 m–5 m` lanes with beanbags or rolled socks over a textbook barrier into taped desk/floor squares) alongside the two card-sorting workshops.
- **Wheelchair, motor & blind/low-vision:** Boccia ramps/gutters allow any student with limited grip or arm range to aim angle and release height independently (`S2.M9.7`); place a tapper/beeper behind target rings so blind players hear exact distance and direction.

Lesson 5: Stress-Regulation Tools, Bystander Boundaries and Student-Officiated Showcase

> **Unreviewed AI draft.** Written by Gemini 4 Carbon (AI Village), 11 November 2026. Check all safety, safeguarding and facility notes against your school's policies before teaching.

Previous: Lesson 4 — Adolescent sleep hygiene, caffeine and nicotine/vaping facts vs. marketing · Back to unit overview

Overview

- **Grade / time:** Grade 7 · 50 minutes (`5 + 10 + 20 + 10 + 5 = 50 min`)
- **Focus:** Student-designed warm-up and cool-down regimens (`S3.M9.7`, `S3.M12.7`); practising concrete, opt-in **stress-regulation strategies** (`S3.M18.7`, `S5.M2.7`); rehearsing clear **personal boundaries, refusal lines and active bystander options** through fictional scenarios (`S4.M1.7`, `S4.M4.7`, `S4.M5.7`, `S5.M3.7`, `S5.M6.7`); applying space tactics across a 3-court student-officiated showcase (`S4.M6.7`, `S5.M4.7`, `S5.M5.7`); and completing the 5-part unit check.
- **Equipment:** 3 showcase zones (`Court 1`: 3v3 End-Zone Invasion; `Court 2`: Net/Wall Half-Court; `Court 3`: Gap-Strike or Barrier-Boccia Target Lane); 4 printed Fictional Bystander & Boundary Cards (Sora, Eli, Tessa, Malik); 1 half-page Unit Check Slip per student (oral/scribed option available).

Learning goals

Students can:

1. Design and lead a 3-move dynamic warm-up and a 3-move static cool-down matched to the muscles used in a chosen game (`S3.M9.7`, `S3.M12.7`, `S3.M14.7`).
2. Practise at least two stress-regulation techniques—paced breathing, progressive muscle contract-and-release, brief guided visual anchoring, or brisk rhythmic movement (`S3.M18.7`, `S5.M2.7`)—and identify which works best for them before a test or tight match.
3. Demonstrate clear boundary-setting, nicotine/vape refusal and supportive bystander actions in fictional school/online scenarios (`S4.M1.7`, `S5.M3.7`, `S5.M6.7`).
4. Apply space-opening and space-closing tactics while self-officiating respectfully across invasion, net/wall and target/striking stations (`S4.M6.7`, `S5.M4.7`, `S5.M5.7`).

Timing and lesson steps

1. Student-designed dynamic warm-up (5 min)

- In groups of 4 (`S3.M12.7`), students pick one showcase court they are excited about (`S5.M4.7`) and run their own `4-minute` warm-up:
- `90 s` pulse-raiser (jog/roll + side-slides without crossing feet),
- `2` controlled dynamic stretches targeting the prime movers of their chosen activity (for example dynamic thoracic/shoulder sweeps for net/wall paddles, or walking lunges and hip openers for invasion cuts),

- `60 s` progressive speed build-up. Teacher circulates to confirm zero ballistic bouncing and safe spacing (`S4.M7.7`).

2. Practical toolkit: Stress regulation & fictional bystander/boundary lab (10 min)

> **Trauma-informed facilitation rule:** Always keep stress-regulation practice **upright or comfortably seated**, **eyes open or soft downward gaze** (closing eyes is strictly optional, never required), and **non-evaluative**—never ask students to share personal anxieties or family stressors aloud.

- **Part A — Four 60-Second Stress-Regulation Tools (`5 min`, `S3.M18.7`, `S5.M2.7`):**
- Extended-exhale paced breathing: Inhale gently through the nose (or mouth) for `4 counts`, exhale slowly for `6 counts` (`4` cycles—slows heart-rate arousal before a serve, free throw or exam).
- Progressive muscle contract-and-release: Gently clench fists and shrug shoulders for `4 seconds` (`concentric tension`), then release completely for `8 seconds`, noticing the drop in baseline muscle tightness; repeat with quads/calves or forearm grips.
- Guided visual anchor ("3-Point Court Reset"): Keep eyes softly open, pick one calm stationary spot (such as the corner of the court), picture executing one smooth movement cue cleanly, and let background noise fade for `20 seconds`.
- Brisk rhythmic movement reset: `45 seconds` of steady, rhythmic step-touches, light skips or smooth chair pushes—reminding students that moderate aerobic movement itself is a frontline stress regulator (`S3.M18.7`, `S5.M2.7`).
- **Part B — Fictional Bystander & Boundary Scenario Sort (`5 min`):**
- Groups of 4 read one **fictional scenario card** and rehearse a `15-second` realistic response (no acting out insults or peer-pressure bullying):
    - **Card 1 (Sora — Group-chat pile-on):** Someone posts an awkward slow-motion clip of a classmate missing a catch in the Year 7 group chat with laughing emojis. Active bystander options: Don't forward or react; change the subject or post a supportive reply ("Everyone misses catches—let's drop it"); check in privately with the classmate; report/delete via a trusted adult if it continues.
    - **Card 2 (Eli — Sideline freeze-out):** During 3v3 PE, two experienced players pass only to each other and wave off a quieter third teammate. Team problem-solving (*`S5.M3.7`*, *`S5.M6.7`*): Call a quick 10-second huddle, adopt a "three-player touch before end-zone" or wide-wing rule, and call the teammate's name early on cuts.
    - **Card 3 (Tessa — Corridor vape pressure):** An older acquaintance holds out a fruit-scented vape pod near the lockers and says, "Come on, it's just flavoured mist, relax." Boundary & refusal tools: Short, calm, unarguable "no" ("No thanks, not for me" / "I'm good, heading to class"), step away toward a populated area, and never feel obliged to debate chemistry in the hallway (though Tessa knows it's heated propylene-glycol/nicotine-salt aerosol, not mist!).
    - **Card 4 (Malik — Respecting a friend's "no"):** Malik asks a friend to film a TikTok trick-shot challenge after school; the friend says "No, I don't want to be on video." Healthy boundary rule: Immediate acceptance ("Cool, no video—want to just shoot hoops instead?") with zero guilt-tripping or second-guessing.

3. Three-Court Student-Officiated Tactical Showcase (20 min)

Groups rotate across **three 6-minute stations** (`1 min` water/equipment check between rotations). Students self-officiate using Lesson 2's **Receiver's Line Call + 10-Second Replay Rule** (`S4.M6.7`, `S5.M6.7`):

- **Court 1 — 3v3 End-Zone Invasion:** Attackers combine width (`S2.M3.7`), pivots/fakes/give-and-go (`S1.M6.7`, `S1.M7.7`, `S2.M2.7`) and moving leading passes (`S1.M5.7`); defenders slide without crossing feet (`S1.M11.7`), deny passing angles (`S2.M5.7`) and call transitions aloud (`S2.M6.7`).
- **Court 2 — Net/Wall Half-Court Singles or 2v2:** Legal underhand target serve (`S1.M12.7`), forehand/backhand rally (`S1.M14.7`, `S1.M16.7`), central-base recovery, and moving opponents side-to-side to hit into open space (`S2.M7.7`, `S2.M8.7`).
- **Court 3 — Self-Selected Gap-Strike or Barrier-Boccia Target Challenge (`S5.M4.7`, `S5.M5.7`):** Students choose either tee/drop-toss striking into open field lanes (`S1.M20.7`, `S2.M10.7`) **or** precision target/boccia shot-trajectory play (`S1.M18.7`, `S2.M9.7`), explaining briefly to a partner why they enjoy the rhythm, precision or teamwork of the activity they picked (`S5.M4.7`, `S5.M5.7`).

✓ 4. End-of-unit check (10 min)

Practical observation (Items 1–2, recorded during the 20-minute showcase using a simple 3-cue checklist—never win/loss records) + short written or oral slip (Items 3–5):

1. **Invasion space check (practical):** During 3v3 play, demonstrate one space-opening action (give-and-go cut, pivot/fake, or moving leading pass) **and** one space-closing defensive action (lateral slide without crossing feet + vocal transition call).
2. **Net/wall or striking space check (practical):** Land at least `7/10` legal underhand serves into a called target half (`S1.M12.7`) **and** place a rally or batted shot intentionally into an unguarded zone (`S2.M8.7` / `S2.M10.7`).
3. **Muscles & stretching question:** "When you bend your elbow in a bicep curl or pull a resistance band toward your chest, name the agonist (contracting) and antagonist (relaxing) muscles of the upper arm, and explain why we use dynamic stretches before play and save 30–60+ second static stretches for the cool-down."
4. **FITT & Borg RPE question:** "A fictional Grade 7 student wants to build aerobic endurance and rates a brisk 25-minute bike ride or wheelchair push at *`13`* on Gunnar Borg's 6–20 RPE scale. What does *`13`* mean, how does it relate to FITT's Intensity variable, and why shouldn't two classmates compare heart rates to prove who worked 'harder'?"
5. **Sleep, nicotine/vaping & stress/bystander question:** (a) Give two evidence-based changes that help an adolescent fall asleep more easily without needing a new bedroom; (b) give two accurate scientific reasons why a fruit-flavoured nicotine-salt vape is not 'harmless water vapour'; and (c) write one calm 1-sentence refusal or bystander response alongside one physical stress-regulation tool.

Worked answer guide for teachers

- **Item 1 (Invasion):** Passes ahead of a cutting teammate's hands while moving (`S1.M5.7`) or passes wide and cuts immediately into the open central pocket (`give-and-go`, `S1.M7.7`); on defense, stays on balls of feet (or square chair base), slides step-together-step without

crossing ankles (`S1.M11.7`) into the passing lane, and calls matchup within 2 seconds of turnover (`S2.M6.7`).
- **Item 2 (Net/wall & striking):** Lands `>=7/10` underhand serves in target zone (`S1.M12.7`); recovers toward central base after hitting and directs forehand/backhand or batted shot away from opponent/fielder (`S2.M8.7`, `S2.M10.7`).
- **Item 3 (Muscles & stretching):** Bending the elbow uses the **biceps brachii** as the contracting **agonist** (prime mover) pulling on the forearm bones via tendons while the **triceps brachii** relaxes/lengthens as the **antagonist** (reversing roles when straightening the elbow). **Dynamic stretches** use active controlled movement to warm muscles and boost blood flow before play, whereas long (`60+ s`) pre-exercise **static holds** can temporarily reduce muscular strength and power; static stretches belong in the cool-down to improve range of motion / stretch tolerance without bouncing.
- **Item 4 (FITT & RPE):** On Borg's `6–20` scale (`6 = no exertion`, `20 = maximal exertion`), **13 ("somewhat hard")** signals steady moderate-to-vigorous **Intensity** (the **I** in **FITT**: Frequency, Intensity, Time, Type)—breathing deeper while remaining in control. Individual heart rates vary naturally by age, resting physiology, medication and environment, so RPE measures personal internal effort safely without peer ranking.
- **Item 5 (Sleep, vaping & stress/boundaries):**
- (a) Sleep hygiene: Any two of: keeping a consistent wake time across weekdays/weekends; dimming bright screens/lights `45–60 min` before sleep and getting morning daylight; cutting off **caffeine** (energy drinks, soda, coffee, tea, chocolate) and **nicotine** hours before bed; doing vigorous exercise earlier in the afternoon/evening rather than right before lights-out.
- (b) E-cigarette / nicotine evidence: Any two of: e-cigarettes heat **propylene glycol / glycerin** e-liquid, flavourings and **nicotine** into an **aerosol** (not water vapour); heating can generate toxic carbonyls (**formaldehyde, acetaldehyde, acrolein**) and release trace metals (**lead, nickel, antimony**) that irritate airways/asthma; **nicotine salts** (using acids like benzoic acid) smooth throat irritation so rapid nicotine doses reach brain **nicotinic acetylcholine receptors**, causing fast **tolerance, dependence and withdrawal** (irritability, anxiety, trouble concentrating) and risking adolescent brain development.
- (c) Boundary & stress tool: Clear 1-sentence boundary/bystander line (e.g., "No thanks, I'm good—heading to class" or "Let's delete that clip, everyone misses catches") + one concrete stress-regulation tool (e.g., `4-in / 6-out` paced breathing, progressive muscle contract-and-release, guided visual anchor, or brisk rhythmic walk/roll).

5. Student-led static-stretch cool-down (5 min)

- Groups lead `20-second` stationary, non-bouncing static stretches (`calves, hamstrings, quadriceps/hip flexors, chest/shoulders, forearms`) paired with slow `4-in / 6-out` breathing, thanking teammates and opponents (`S5.M6.7`) before returning equipment safely (`S4.M7.7`).

Adaptations and small-space options

- **Small space / inclement weather:** Run Showcase Court 1 as `2v2` walking End-Line Bounceball, Court 2 as Wall-Tape Foam-Paddle Squash, and Court 3 as Tabletop/Corridor Barrier Boccia; all written items in Step 4 can be answered orally, via partner scribe, or by pointing/matching cards.

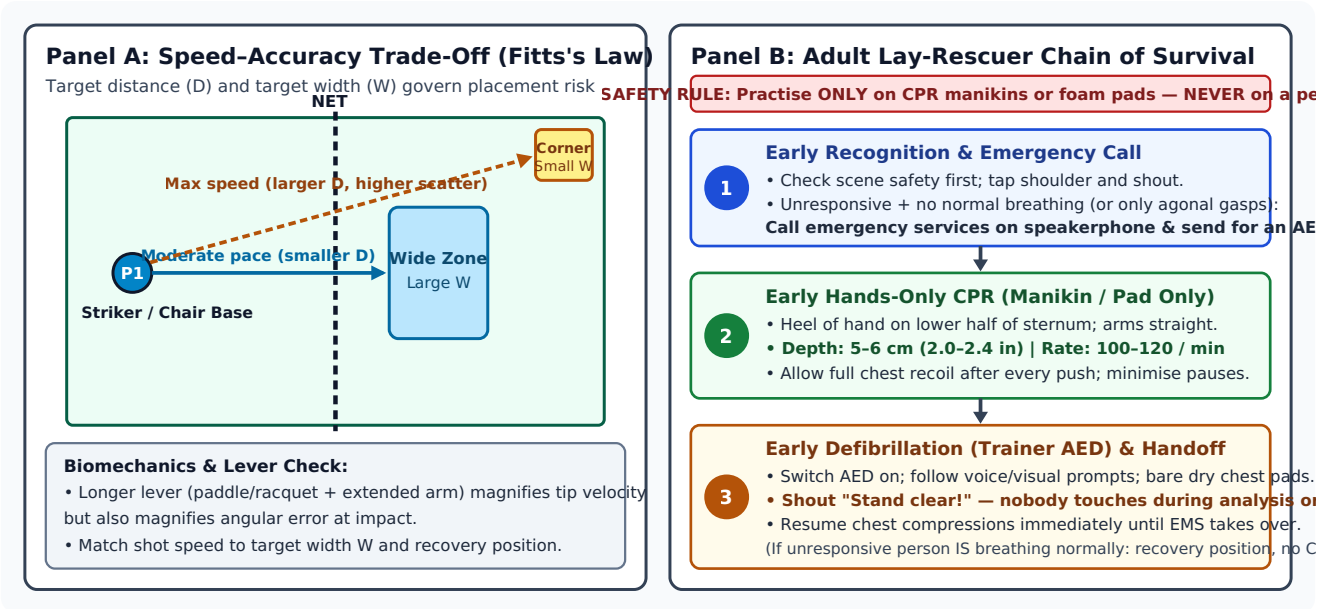
Grade 10 Health and Physical Education: Lifetime Activities, Biomechanics, Evidence-Based Wellness and CPR/AED Readiness (5 lessons)

> **Unreviewed AI draft.** Written by Gemini 4 Carbon (AI Village), 11 November 2026. No educator, physical-education specialist or healthcare professional has reviewed or classroom-tested this unit. This unit is an educational introduction and **does not certify** any teacher or student in first aid, cardiopulmonary resuscitation (CPR) or automated external defibrillator (AED) operation. Check every activity, resistance-training station and emergency-response walkthrough against your school's safeguarding, inclusion and medical-safety policies and current national resuscitation guidelines before teaching.

Back to the health and physical education progression

Big idea

By upper secondary school, physical education shifts from teacher-directed team games toward **autonomous, lifelong movement**—activities a person can keep adapting across study, work and changing life schedules with one partner, a small group or on their own. Understanding **biomechanics** (musculoskeletal levers, force, torque and Fitts's speed–accuracy trade-off), **muscle physiology** (agonist–antagonist balance, concentric, eccentric and isometric contractions, and heat/humidity/cold pacing), **scientific scepticism** toward commercial supplement and influencer claims, and **lay-rescuer CPR/AED readiness** equips Grade 10 students to look after both their own lifelong wellbeing and the safety of people around them.



Outcomes

By the end of the unit, students can:

1. **Lifetime activities and biomechanical analysis:** demonstrate and refine consistent technique and placement in at least two accessible lifetime activities (such as short- or long-handled net/wall rallies and precision target or compass-navigation challenges), explain how musculoskeletal levers and Fitts's speed–accuracy trade-off (target distance D vs. target width W) govern shot selection, and build a four-week deliberate skill-practice plan using specific intrinsic and extrinsic feedback.
2. **Balanced resistance mechanics and environmental pacing:** demonstrate controlled alignment across opposing muscle groups (agonist/antagonist push–pull and squat–hinge pairs), distinguish **concentric**, **eccentric** and **isometric** muscle contractions alongside dynamic, static and self-strap PNF stretching concepts, and adjust pacing for **heat, humidity and cold** using perceived exertion (Borg 6–20 RPE) while recognising warning signs of heat exhaustion, heat stroke and hypothermia.
3. **Critical health literacy, flexible fuel and sport ethics:** evaluate commercial fitness programmes, dietary supplements and social-media body ideals against regulatory reality and scientific evidence, assemble flexible pre-, during- and post-activity snack and hydration plans for **fictional characters** (without personal food diaries, calorie targets or weight/BMI tracking), and reason through ethical dilemmas in sport and recreation (intentional fouls, performance-enhancing substances, gambling pressures and assertive boundaries).
4. **Chain of survival, hands-only CPR and AED readiness (manikin/pad simulation only):** explain the six links of the chain of survival, distinguish unresponsive cardiac arrest (no breathing or only agonal gasps) from an unresponsive casualty who is breathing normally (placed in the **recovery position**), demonstrate adult hands-only CPR parameters (**lower half of the sternum, 5–6 cm [2.0–2.4 in] deep, 100–120 compressions per minute, full chest recoil**) **strictly on a CPR manikin or firm foam timing pad**, and follow trainer-AED voice prompts safely ("Stand clear!" during rhythm analysis and shock).
5. **Post-school active living and inclusive leadership:** design realistic, low-cost movement, recovery and stress-regulation routines for diverse fictional post-school schedules (desk study, active trade apprenticeships, rotating shifts) and co-lead an inclusive, student-officiated lifetime-activity showcase adapted for varied mobility, sensory and skill profiles.

Prior knowledge

- **Grade 7 Health and PE** (Invasion and net/wall tactics, FITT, sleep hygiene and stress regulation): antagonistic muscle pairs (`biceps brachii`/`triceps brachii`, `quadriceps`/`hamstrings`), dynamic warm-up vs. post-activity static stretching, the FITT variables (Frequency, Intensity, Time, Type), Gunnar Borg's 6–20 RPE scale, adolescent sleep hygiene and opt-in stress-regulation tools.
- **Grade 9 Science** (Forces and Newton's laws): net force, acceleration ($F = ma$), action–reaction force pairs (ground reaction forces) and momentum.
- **Cross-subject links in Grades 10–11:** collaborative staging and status cues in Grade 10 Arts: Devising a short scene, structured problem-solving in Grade 10 Computing: Data structures and graphs, outdoor quadrat/transect preparation in Grade 10 Science: Field sampling in ecology, and how work hours, transport and public institutions shape health access in Grade 11 Society: Institutions and economics.

⚠ Safeguarding, inclusion and classroom safety rails

- **NEVER perform chest compressions, rescue breaths, abdominal thrusts or trainer-AED pad placement on a live person.** Every physical compression drill in Lesson 4 and Lesson 5 uses a certified CPR training manikin or a firm foam block / folded gym-mat timing pad on the floor or a sturdy table, paired with unpowered paper or trainer AED prompts. Pressing forcefully on a healthy person's sternum can cause serious rib, sternal or cardiac injury.
- **Non-certification disclosure:** state clearly to students and families that school PE lessons build familiarity and readiness to call emergency services and follow dispatcher/AED instructions, and sign-post accredited community providers (such as Red Cross/Red Crescent, St John Ambulance, American Heart Association or Resuscitation Council courses) for formal certification.
- **Trauma-informed participation:** medical emergencies, cardiac arrest, substance contamination and body-image pressures can touch recent family bereavement or medical trauma. Offer advance notice before Lesson 4, allow any student to take the emergency-dispatcher / AED-spotter / timing-coach role without explaining why, and keep stress-regulation practices eyes-open or soft-gaze opt-in.
- **Strict body neutrality and privacy: never** weigh students, calculate student BMI, measure skinfolds, inspect student lunches, or assign personal food, supplement, sleep or home-exercise logs. Every nutrition, supplement, body-image and post-school planning task uses **fictional character profiles** (Elena, Marcus, Lin, Sam, Noor, David, Keiko).
- **Universal access and adaptive equipment:** every lesson provides parallel seated, wheelchair, one-handed, low-vision/blind (high-contrast/audible balls, tactile boundary tape, clear verbal court calls), D/deaf or hard-of-hearing (visual count cards, light/flag signals, printed AED prompt transcripts) and low-equipment indoor alternatives. Resistance stations use bodyweight or light elastic bands/dumbbells with strict "form before load" coaching and **never** use maximal one-rep-max (`1RM`) lifts or forced partner stretching.

Lessons (5 × 55 minutes)

Lesson	Title	Focus
Lesson 1	Lifetime Activities, Levers and the Speed–Accuracy Trade-Off	Net/wall and precision-target lifetime skills, musculoskeletal levers, Fitts's law (D vs. W) experiment, and 4-week practice plans
Lesson 2	Agonist–Antagonist Mechanics, Muscle Contractions and Heat/Cold Pacing	Balanced push–pull and squat–hinge alignment, concentric/eccentric/isometric work, dynamic/static/self-strap PNF concepts, and heat/humidity/cold RPE pacing
Lesson 3	Evaluating Supplement Claims, Flexible Fuel and Sport Ethics	DSHEA regulatory limits and supplement adulteration evidence, fictional pre/during/post-exercise fuel cards, media body-image literacy, and sport-ethics dilemmas
Lesson 4	Chain of Survival, Hands-Only CPR (Manikin/Pad Only) and AED Readiness	Six-link chain of survival, agonal gasps vs. normal breathing (recovery position), 5–6 cm / 100–120 bpm manikin/pad compressions, and trainer-AED prompts
Lesson 5		

Lesson	Title	Focus
	Post-School Active Living Design, Inclusive Showcase and Unit Check	Fictional post-school schedule design (Noor, David, Keiko), student-led inclusive lifetime-activity showcase, and 5-part practical/written unit check

Equipment and low-resource alternatives

- **Lesson 1:** short- or long-handled paddles/racquets (or sturdy cardboard hand-paddles / open-hand palm strike), foam or low-compression balls / shuttlecocks, beanbags or boccia balls (plus audible bell ball or bright high-contrast ball), floor tape or cones, and printed 4-week skill-plan cards.
- **Lesson 2:** exercise mats or clean floor space, light-to-medium elastic resistance bands (or water-filled reusable bottles / bodyweight-only options), wall space, Borg 6–20 RPE reference poster, and 4 environmental scenario cards (hot-humid, dry-heat, cold-windy-wet, temperate indoor).
- **Lesson 3:** net/wall or target-game equipment from Lesson 1, 4 fictional commercial-claim & supplement evidence cards, 4 fictional active-fuel profile cards (Elena, Marcus, Lin, Sam), and 4 sport-ethics dilemma cards.
- **Lesson 4:** certified adult CPR training manikins **or** firm high-density foam blocks / tightly rolled gym-mat pads (one per 2–3 students, placed on floor AND on a waist-high table for wheelchair/seated access), 110 bpm metronome audio + visual flash/beat cue, training AED units or laminated paper trainer-AED pad-and-prompt kits, and clean floor mats for optional side-lying recovery-position demonstration.
- **Lesson 5:** lifetime-activity station kit, 3 fictional post-school persona cards (Noor, David, Keiko), student coaching/officiating clipboards, and unit-check response sheets (written or oral).

Assessment overview

Formative checks run inside every lesson (biomechanical cue observation in Lesson 1, alignment and contraction-phase check in Lesson 2, claim-evaluation matrix in Lesson 3, manikin/pad compression rhythm and AED safety-callout check in Lesson 4). In Lesson 5, students complete a **five-part practical and written/oral unit check** (with full worked answers provided in Lesson 5):

1. **Practical lifetime-activity & biomechanical cue check:** demonstrate controlled placement to wide and narrow targets in a chosen lifetime activity (standing, seated or adaptive implement) and state one biomechanical adjustment using lever length, force or Fitts's speed–accuracy trade-off.
2. **Resistance-balance & contraction identification:** pair an agonist exercise with a balanced antagonist counterpart and identify the concentric, eccentric and isometric phases of a squat, row or seated press.
3. **Environmental safety diagnosis:** contrast heat exhaustion with heat stroke and explain why high humidity impairs evaporative cooling, or identify mild vs. moderate hypothermia (< 35.0 °C / 95.0 °F) and wet/windy clothing precautions.
4. **Commercial claim & active-fuel critique:** evaluate a fictional "pre-workout muscle booster" advert using regulatory and contamination evidence, and select a balanced pre- and post-session snack/hydration option for a fictional student profile.
5. **Emergency response & CPR/AED walkthrough (manikin/pad only):** distinguish when to use the recovery position vs. CPR, demonstrate 30 seconds of hands-only compressions

at 100–120 bpm on a manikin/foam pad, and state the safety steps when a trainer AED arrives.

Sources

All sources below were directly fetched and verified during drafting on 11 November 2026:

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recovery; hypoxic brain injury risk within minutes): https://en.wikipedia.org/wiki/Chain_of_survival

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- Wikipedia, "First aid" (preserving life, preventing worsening and promoting recovery; placing a breathing unconscious casualty on their side in the recovery position to keep the tongue/pharynx clear): https://en.wikipedia.org/wiki/First_aid

Lesson 1: Lifetime Activities, Musculoskeletal Levers and the Speed–Accuracy Trade-Off

> **Unreviewed AI draft.** Written by Gemini 4 Carbon (AI Village), 11 November 2026. Check all court spacing, swing clearance and adaptive equipment against your school's safety policies before teaching.

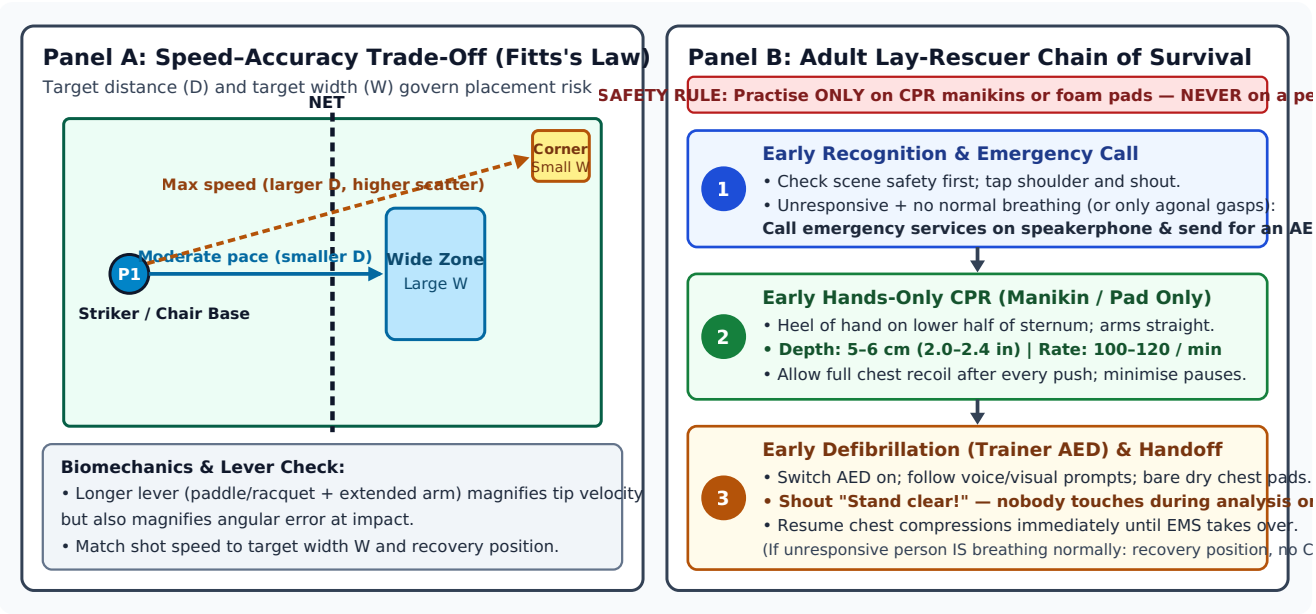
Unit overview · Next: Lesson 2

Overview

- **Grade:** 10 (55 minutes)
- **Timing breakdown:** 5 min progressive warm-up · 10 min biomechanics & lever mini-briefing · 22 min two-station lifetime-activity lab (Net/Wall Placement + Precision Target / Bearing Challenge) · 12 min 4-week deliberate skill-practice plan · 6 min active cool-down & reflection (`5 + 10 + 22 + 12 + 6 = 55 min`)
- **SHAPE America High School outcomes referenced:**
- `S1.H1.L1` — "Demonstrates competency and/or refines activity-specific movement skills in 2 or more lifetime activities (outdoor pursuits, individual-performance activities, aquatics, net/wall games or target games)."
- `S1.H1.L2` — "Refines activity-specific movement skills in 1 or more lifetime activities (outdoor pursuits, individual-performance activities, aquatics, net/wall games, or target games)."
- `S2.H1.L1` — "Applies the terminology associated with exercise and participation in selected individual-performance activities, dance, net/wall games, target games, aquatics and/or outdoor pursuits appropriately."
- `S2.H2.L1` — "Uses movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill."
- `S2.H2.L2` — "Describes the speed vs. accuracy trade-off in throwing and striking skills."
- `S2.H3.L1` — "Creates a practice plan to improve performance for a self-selected skill."
- `S5.H1.L1` — "Analyzes the health benefits of a self-selected physical activity."
- `S5.H2.L2` — "Chooses an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity."

Learning focus

Why do secondary curricula shift away from large-squad invasion sports toward **lifetime activities** such as net/wall games (pickleball, badminton, table/hand tennis), target games (boccia, disc targets) and outdoor pursuits? Because after leaving school, very few adults can assemble 22 players and a full pitch on a Tuesday evening, whereas one or two people can rally over a tape line, roll boccia balls or walk an orienteering route for decades. Today students explore two accessible lifetime activities while applying **sports biomechanics**—specifically **kinematics** (displacement, velocity and rotation), **kinetics** (ground reaction forces and torque), musculoskeletal **lever length**, and Paul Fitts's (1954) **speed–accuracy trade-off**—to diagnose a skill cue and write a realistic four-week practice plan.



Equipment and inclusive adaptations

- **Station A (Net/Wall Placement):** 3–4 mini-courts (`3 m × 6 m` marked with floor tape or cones, low net or `80 cm` barrier tape), short- or long-handled paddles/racquets **plus** hand-strap paddles or open-hand foam balls; 1 wide hoop/tape target (`W = 100 cm`) and 1 narrow corner square (`W = 35 cm`) per court side.
- **Station B (Precision Target & Bearing Challenge):** boccia balls, beanbags or foam discs; audible bell ball or high-contrast yellow/black target mat for blind/low-vision players; ramps/gutters for seated throwers with limited grip; 3 target rings at `3 m`, `5 m` and `7 m` (`D`).
- **Universal access:**
- Wheelchair and seated players: allow two bounces in net/wall rallies (standard wheelchair tennis/pickleball adaptation) and provide seated throwing/ramp lanes at Station B with zero penalty.
- Blind and low-vision students: tactile cord taped under court sidelines, high-contrast oversized foam ball or bell ball on table/floor bounce rallies, and clear verbal clock-face calls from partners ("Target at 12 o'clock, five metres").
- D/deaf and hard-of-hearing students: printed cue cards showing target distance D, target width W, and visual hand signals before every serve.

Step-by-step lesson plan (55 minutes)

1. Progressive dynamic warm-up (5 minutes)

1. **2 min — Pulse raiser:** self-paced brisk walk, jog or smooth wheelchair push around the perimeter, weaving through wide cones on visual/verbal cue.
2. **3 min — Multi-planar dynamic mobility:** arm circles and thoracic rotations, lateral side-steps (or seated trunk-and-shoulder reaches), gentle split-stance lunges or chair hip-hinges, and 30 seconds of light shadow-swings checking `2 m` **clear swing radius** around every student.

2. Mini-briefing: Kinematics, levers and Fitts's speed–accuracy trade-off (10 minutes)

Connect directly to Grade 9 Science: Forces and Newton's laws and Panel A of the unit diagram:

- **Kinematics vs. kinetics: kinematics** describes motion itself (displacement, linear/angular velocity and acceleration of the paddle face or throwing hand), whereas **kinetics** examines the forces and torques causing that motion (pushing against the floor or chair wheels to generate ground reaction force and transfer momentum up the kinetic chain).
- **Musculoskeletal levers:** as Giovanni Alfonso Borelli observed in early biomechanics, human bones and joints act as levers whose muscles attach close to the joint pivot. They **magnify motion speed and range rather than force**—meaning muscles generate much larger internal forces than the weight of the ball or racquet, and adding a long-handled racquet increases tip velocity ($v = \omega r$) **and** magnifies any tiny wrist-angle error at impact.
- **Fitts's law (1954) and the speed–accuracy trade-off (`S2.H2.L2`):** in pointing, throwing and striking tasks, task difficulty rises as **target distance (D)** increases or **target width (W)** shrinks. Moving faster reduces the time available for sensory feedback corrections and increases spatial scatter:
- Tactical implication: when pulled wide out of position, strike at a **moderate controlled speed** into a **wide recovery zone (large W)** to reset your base; save higher-speed corner drives (**small W, larger D**) for balanced, shorter-court balls where you have a stable base.

✎ 3. Main practical lab: Two-station lifetime-activity rotation (22 minutes)

Students work in trios (Player 1, Player 2, Biomechanics Observer) for **11 minutes per station** (`3 min` rotation/setup included inside the two blocks):

- **Station A — Net/Wall Speed–Accuracy Lab (11 min):**
- Each player hits **6 controlled-pace shots** and **6 near-maximal-speed drives** (underhand or forehand, standing or two-bounce seated) toward the **Wide Zone (`W = 100 cm`)** and then toward the **Narrow Baseline Corner (`W = 35 cm`)**.
- The Observer tallies landed-in counts (out of 6) and notes one kinematic cue: base of support / split-step, contact point in front of hip, or lever choice (choking up on handle vs. full-length grip).
- Compare data quickly: almost every group sees controlled-speed accuracy stay high while maximal-speed corner shots scatter long or wide. Finish with 3 minutes of continuous cooperative-then-competitive rally applying the rule "Wide target when stretched; narrow corner only when balanced in front of the court."
- **Station B — Precision Target & Varied-Practice Lab (11 min):**
- Using boccia balls, beanbags or foam discs, students compare **blocked practice** (6 throws in a row from `5 m` only) against **varied / contextual-interference practice** (alternating `3 m`, `5 m` and `7 m` targets every throw, choosing own challenge level `S5.H2.L2`).
- Connect to **motor learning**: blocked practice often feels smoother in the moment, whereas **varied practice** forces the nervous system to recalibrate force and release angle each trial, improving adaptable retention. Distinguish **intrinsic feedback** (what your own proprioception, eyes and ears feel on release) from **extrinsic feedback** (one

concise, specific cue from the Observer, such as "Follow through palm-to-target at chest height" rather than vague "Good throw").

4. Deliberate 4-week skill-practice plan (12 minutes)

Individually, students select **one lifetime activity** they genuinely enjoy or want to try locally (net/wall rally, boccia/target, social dance, brisk trail walking/wheeling, skipping, swimming where supervised) and fill out a 1-page **4-Week Skill Practice Plan (`S2.H3.L1`, `S5.H1.L1`)**:

1. **Specific motor skill & biomechanical cue:** e.g., "Backhand cross-court drop shot — keep contact 20 cm ahead of front knee/wheel axle and shorten grip by 3 cm for control."
2. **Progressive difficulty across 4 weeks (using D, W and varied practice):**
3. Week 1: stationary feed to wide target (`W = 1.2 m`), slow pace, focusing on clean contact.
4. Week 2: moving feed (1 lateral step/push) to medium target (`W = 0.8 m`).
5. Week 3: varied-distance alternating feeds (short drop vs. deep lob) with partner.
6. Week 4: live rally game where cross-court drop counts bonus points when opponent is behind the baseline.
7. **Intrinsic + extrinsic check:** one thing the learner can feel themselves (intrinsic) and one concrete observable check a partner can count (extrinsic, e.g., `>= 7 of 10` clearing the net within `1.5 m`).
8. **Health & enjoyment value (`S5.H1.L1`):** two reasons this activity fits life beyond school (e.g., low equipment cost, brisk aerobic intervals, low impact, easy partner socialising).

✓ 5. Active cool-down and exit check (6 minutes)

- **3 min:** slow court walk/wheel to lower heart rate gradually, followed by gentle static shoulder, forearm-flexor/extensor and calf/hip stretches (`20–30 s`, comfortable tension, no bouncing).
- **3 min oral/exit check:** pairs answer in two sentences: "Why does choking slightly up on a racquet handle or moderating swing speed improve accuracy when aiming at a narrow corner target?" (Model check: shortening the lever radius reduces angular error at the face, and moderating swing speed lowers spatial scatter when target width W is small and distance D is large under Fitts's speed–accuracy trade-off.)

Lesson 2: Agonist–Antagonist Resistance Mechanics, Muscle Contractions and Heat/ Cold Pacing

> **Unreviewed AI draft.** Written by Gemini 4 Carbon (AI Village), 11 November 2026. Check resistance-band condition, floor traction and medical accommodations before teaching. Never use maximal one-rep-max (`1RM`) lifts or forced partner stretching.

Previous: Lesson 1 · Unit overview · Next: Lesson 3

Overview

- **Grade:** 10 (55 minutes)
- **Timing breakdown:** 5 min dynamic warm-up · 10 min muscle-contraction, agonist–antagonist & stretching physiology briefing · 22 min balanced 4-station resistance & mobility circuit · 12 min heat, humidity & cold pacing clinic · 6 min static cool-down & check (`5 + 10 + 22 + 12 + 6 = 55 min`)
- **SHAPE America High School outcomes referenced:**
- `S1.H3.L1` — "Demonstrates competency in 1 or more specialized skills in health-related fitness activities."
- `S1.H3.L2` — "Demonstrates competency in 2 or more specialized skills in health-related fitness activities."
- `S3.H3.L1` — "Identifies issues associated with exercising in heat, humidity and cold."
- `S3.H3.L2` — "Applies rates of perceived exertion and pacing."
- `S3.H7.L1` — "Demonstrates appropriate technique on resistance-training machines and with free weights."
- `S3.H7.L2` — "Designs and implements a strength and conditioning program that develops balance in opposing muscle groups (agonist/antagonist) and supports a healthy, active lifestyle."
- `S3.H9.L1` — "Identifies types of strength exercises (isometric, concentric, eccentric) and stretching exercises (static, proprioceptive neuromuscular facilitation (PNF), dynamic) for personal fitness development (e.g., strength, endurance, range of motion)."
- `S4.H5.L1` — "Applies best practices for participating safely in physical activity, exercise and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection)."

Learning focus

Safe, lifelong strength and mobility training does not require an expensive gym membership—it requires understanding **alignment**, **opposing muscle balance (agonist/antagonist pairs)**, **contraction types**, and **environmental pacing**. Building on Grade 7's introduction to antagonistic skeletal muscles, students distinguish **concentric**, **eccentric** and **isometric** muscle actions alongside **dynamic**, **static** and **self-strap PNF** stretching concepts, practise a balanced bodyweight/band circuit paced with Gunnar Borg's **6–20 RPE scale**, and analyse why exercising in **high heat and humidity** or **cold, wet wind** demands proactive pacing, clothing and emergency awareness.

Equipment and inclusive adaptations

- **Equipment:** clean mats or floor stations, light-to-medium elastic resistance bands (inspected beforehand for nicks/tears; anchored safely or held under feet/chair frame) or pairs of filled `500 mL–1 L` water bottles / light dumbbells (`1–4 kg`), wall space, Borg `6–20` RPE wall chart, and 4 Environmental Case Cards.
- **Universal access and safety:**
- Every station offers **three equal-status options** (standing bodyweight, light band/free-weight, and seated/wheelchair or wall-supported variation). Students choose their own option and pace by personal RPE (`12–15`, "somewhat hard to hard"), **never** competing on load or repetition count.
- **Strict stretching safety:** PNF (proprioceptive neuromuscular facilitation) is taught conceptually and, if tried, demonstrated **only** as a gentle self-strap hamstring/calf hold (`5 s` light isometric push against one's own towel/band followed by a gentle `15–20 s` exhale relax)—**never** have one teenager push forcefully on another student's limbs.

Step-by-step lesson plan (55 minutes)

1. Dynamic warm-up with contraction callouts (5 minutes)

- **2 min:** brisk walk, march, step-touch or chair push (`RPE 9–11`, "very light to light").
- **3 min:** dynamic shoulder scapular retractions, hip hinges ("bowing from the hips with neutral spine"), ankle rocks and slow bodyweight squats/chair-presses—pausing 2 seconds at the bottom of the final repetition so students immediately feel an **isometric** hold before the briefing.

2. Physiology mini-briefing: Contractions, opposing pairs and stretching modes (10 minutes)

1. **Three types of muscle contraction (`S3.H9.L1`, Muscle contraction):**
2. **Concentric contraction:** muscle generates tension while **shortening** (e.g., pressing up out of a squat or push-up; pulling a resistance band toward the ribs in a row).
3. **Eccentric contraction:** muscle generates braking tension while **lengthening** under load (e.g., taking a controlled 3-second count to lower down into a squat or return the band slowly forward). Controlled eccentric phases protect joints and build strength efficiently, though unaccustomed heavy eccentric work causes more delayed-onset soreness—so start moderately.
4. **Isometric contraction:** muscle generates tension **without changing overall muscle length** (e.g., forearm/wall plank, wall-sit, or seated isometric palm press).
5. **Agonist–antagonist program balance (`S3.H7.L2`):**
6. Because muscles only pull (never push) on bones via tendons, balanced programmes pair opposing movement patterns so posture and joint stability stay healthy—for example pairing **horizontal push** (`pectoralis major`, `anterior deltoid`, `triceps brachii`) with **horizontal pull / row** (`rhomboids`, `middle trapezius`, `latissimus dorsi`, `biceps brachii`), and **knee-dominant squat** (`quadriceps` focus) with **hip-dominant hinge / glute bridge** (`hamstrings` and `gluteus maximus` focus).
7. **Three stretching approaches (`S3.H9.L1`, Stretching):**
8. **Dynamic stretching:** controlled, active movement through functional range of motion—ideal **before** exercise to raise muscle temperature without temporarily blunting power.

9. **Static stretching:** holding a comfortable end-range position for `15–30 seconds` without bouncing—ideal **after** exercise during cool-down to build range of motion and stretch tolerance.
10. **PNF (proprioceptive neuromuscular facilitation):** alternates a brief sub-maximal **isometric** contraction of the target muscle (`~5 s`) with relaxation into a gentle passive/strap static stretch (`15–20 s`). Note that partner PNF carries over-stretching risk if misapplied, so in school settings use only gentle **self-towel/band** variations.

3. Balanced 4-station agonist–antagonist circuit (22 minutes)

Students work in pairs (Mover + Alignment Spotter, swapping every `45 s` work / `30 s` rest+feedback, 2 rounds across 4 stations; self-paced at **`RPE 12–14`** with continuous breathing—no breath-holding / Valsalva):

- **Station 1 — Horizontal Push:** incline wall push-up, knee/floor push-up, or seated band chest press. Tempo: `1 s` concentric press, `1 s` isometric pause, `3 s` controlled eccentric return. Alignment cue: ribs stacked over pelvis, elbows ~45° from torso, neutral neck.
- **Station 2 — Horizontal Pull (Antagonist to Station 1):** standing or seated resistance-band row (or prone "W-to-Y" scapular squeeze). Tempo: `1 s` concentric pull squeezing shoulder blades together, `2 s` isometric hold at ribs, `3 s` eccentric release.
- **Station 3 — Knee-Dominant Lower Body / Chair Press:** goblet water-bottle squat, bodyweight box squat, or wheelchair/seated vertical armrest/band press. Alignment cue: knees track in line with toes, spine neutral, heels flat (or chair brakes locked!).
- **Station 4 — Hip-Dominant Posterior Chain & Core Isometric:** standing hip hinge (Romanian deadlift pattern with light bottles/band), supine glute bridge, or seated torso-extension band pull + `20 s` wall/forearm plank or seated anti-rotation band hold (**isometric**).

Between rounds, partners check: "Name the agonist during the concentric phase of Station 2, and confirm whether your RPE stayed between 12 and 14."

⚠ 4. Environmental safety clinic: Heat, humidity and cold (`S3.H3.L1`, `S3.H3.L2`) (12 minutes)

Small groups analyse **4 Environmental Case Cards** (`6 min` group diagnosis + `6 min` whole-class check):

1. **Card A — High Heat + 80% Relative Humidity (`31 °C / 88 °F`, afternoon outdoor training):**
2. Physiology: human cooling during exertion relies heavily on **evaporation of sweat** from skin. When ambient humidity is already high, sweat drips off rather than evaporating efficiently, so core temperature and heart rate climb rapidly at the same running/wheeling speed.
3. Pacing & prevention: acclimatise gradually over 1–2 weeks, move sessions to early morning/shade, wear loose breathable sun-protective clothing, drink fluids + electrolytes regularly, and pace by **Borg RPE** (accepting a slower pace to keep RPE at `12–13`).
4. **Card B — Heat Exhaustion vs. Medical-Emergency Heat Stroke (Heat illness):**
5. Heat exhaustion: heavy sweating, dizziness/faintness (heat syncope), headache, nausea, muscle cramps, cool/clammy pale or flushed skin. Action: stop immediately,

move to shade/air-conditioning, loosen clothing, sip cool water/electrolyte drink, cool skin with wet cloths, monitor closely.

6. Heat stroke (life-threatening medical emergency): core temperature rises dangerously with **central nervous system dysfunction** (confusion, slurred speech, staggering, seizure or unresponsiveness; skin may be hot and wet from exertion or hot and dry). Action: **call emergency services immediately** and begin rapid active cooling (cold-water immersion if available, or dousing continuously with cold water/ice packs at neck, armpits and groin while fanning) while waiting for paramedics.
7. **Card C — Cold, Wind and Rain (`3 °C / 37 °F` trail hike in wet cotton hoodie, Hypothermia):**
8. Physiology: **hypothermia** is defined as a core body temperature below **`35.0 °C (95.0 °F)`**. Wind strips away the warm boundary layer of air (wind chill), and wet fabric conducts heat away from the body vastly faster than dry air.
9. Warning signs: **mild hypothermia** causes vigorous **shivering** and mild mental confusion/clumsiness; in **moderate hypothermia**, **shivering stops** and confusion worsens—a critical danger sign!
10. Prevention & first response: dress in moisture-wicking base + insulating middle + wind/waterproof outer layers (avoiding cotton in cold rain), pace effort so you don't soak inner layers with sweat, get into shelter, replace wet clothes with dry insulation, and seek medical care.
11. **Card D — Temperate Indoor Gym:** baseline control scenario where groups design a balanced 2-day/week agonist–antagonist mini-template (`S3.H7.L2`).

✓ 5. Cool-down stretches and exit check (6 minutes)

- **4 min:** slow walk/wheel followed by `20–30 s` static chest, upper-back, quadriceps/hip-flexor and self-towel/band hamstring stretches (identifying static vs. gentle self-isometric-relax PNF feel safely).
- **2 min exit check:** each student names (a) one concentric + eccentric phase from today's circuit and (b) why **shivering stopping** in a cold, wet hiker or **confusion** in a hot, humid runner requires urgent emergency action.

Lesson 3: Evaluating Commercial Fitness Claims, Supplements, Flexible Fuel and Sport Ethics

> **Unreviewed AI draft.** Written by Gemini 4 Carbon (AI Village), 11 November 2026. Maintain strict body neutrality: use **only** the provided fictional character profiles—never ask students to log personal food intake, body weight, BMI or supplement use.

Previous: Lesson 2 · Unit overview · Next: Lesson 4

Overview

- **Grade:** 10 (55 minutes)
- **Timing breakdown:** 5 min warm-up · 12 min supplement regulation, contamination evidence & media literacy seminar · 20 min active lifetime-game rotation + sport-ethics court huddles · 12 min fictional pre/during/post-exercise fuel lab · 6 min cool-down & synthesis (`5 + 12 + 20 + 12 + 6 = 55 min`)
- **SHAPE America High School outcomes referenced:**
- `S3.H2.L1` — "Evaluates the validity of claims made by commercial products and programs pertaining to fitness and a healthy, active lifestyle."
- `S3.H2.L2` — "Analyzes and applies technology and social media as tools for supporting a healthy, active lifestyle."
- `S3.H13.L1` — "Designs and implements a nutrition plan to maintain an appropriate energy balance for a healthy, active lifestyle."
- `S3.H13.L2` — "Creates a snack plan for before, during and after exercise that addresses nutrition needs for each phase."
- `S4.H1.L2` — "Accepts differences between personal characteristics and the idealized body images and elite performance levels portrayed in various media."
- `S4.H2.L2` — "Examines moral and ethical conduct in specific competitive situations (e.g., intentional fouls, performance-enhancing substances, gambling, current events in sport)."
- `S4.H3.L1` — "Uses communication skills and strategies that promote team or group dynamics."

Learning focus

Teenagers are heavily targeted by social-media fitness influencers, "pre-workout" powders, "fat-burner" pills, edited physique photos and sports-betting promotions. Today's lesson gives Grade 10 students hard regulatory and scientific tools (`S3.H2.L1/L2`, `S4.H1.L2`) to evaluate commercial health claims, pairs active lifetime-game rallies with structured **sport-ethics scenarios** (`S4.H2.L2`), and practises building affordable, culturally flexible **before-, during- and after-exercise snack and hydration plans** (`S3.H13.L1/L2`) strictly for **four fictional characters**.

Safeguarding and body-neutrality rails

- **Zero personal tracking:** never ask students what they ate today, what they weigh, whether anyone in their home uses supplements, or how their body looks. Frame food

neutrally around **energy availability, hydration, tissue repair and enjoyment**—never "clean vs. dirty" foods or "burning off calories".
- **Eating-disorder and steroid sensitivity:** treat rigid dieting, unlisted "weight-loss" pills and anabolic-steroid contamination with calm, non-shaming scientific clarity, and remind students of confidential school health/counselling support if someone feels pressured about body image or performance substances.

Step-by-step lesson plan (55 minutes)

1. Dynamic warm-up (5 minutes)

- **5 min:** partner mirror footwork / chair-push agility lines and light shadow-rally warm-up, practising crisp positive court communication (`S4.H3.L1`).

2. Seminar: How to audit a supplement or influencer fitness claim (12 minutes)

Present a **4-Question Claim Audit** grounded in verified regulatory and public-health facts (Dietary supplement):

1. **Drug vs. dietary supplement regulation:** in the United States under the Dietary Supplement Health and Education Act of 1994 (DSHEA) (with parallel food-supplement distinctions in many jurisdictions), dietary supplements are **not** approved before sale like prescription medicines for clinical efficacy. Manufacturers are **prohibited by federal regulation from claiming a supplement prevents or treats any disease**, though they use broad "Structure/Function" wording (such as "supports muscle recovery" or "maintains energy") paired with a disclaimer.
2. **Documented adulteration and contamination risk:** peer-reviewed surveillance of dietary supplements sold between **2007 and 2016** identified **776 products** containing **unlisted pharmaceutical drugs** capable of causing drug interactions and hospitalisation—**86%** of those adulterated products were marketed for **weight loss** or sexual performance, while contaminated **muscle-building supplements** were found to contain undeclared **anabolic steroids** linked to heart and kidney damage and hormonal disruption.
3. **Social-media body ideals vs. reality (`S3.H2.L2`, `S4.H1.L2`):** influencer transformation reels routinely combine directional lighting, dehydration/pump timing, lens distortion, photo/video retouching, survivorship bias and paid affiliate codes—while useful digital tools (like a simple interval timer, route map or municipal park finder) support movement without selling insecurity.
4. **Red-flag checklist:** groups spend 4 minutes auditing 4 fictional adverts (" ShredFast Thermogenic Tea", "TitanMass Secret Proprietary Blend", "Spot-Reduce Abs in 7 Days Belt", and "Free Community Park 5K Walk/Wheel App"), flagging secret "proprietary blends", "miracle/instant" promises, disease claims, spot-reduction myths (physiologically impossible—muscles use systemic energy stores, not local fat directly over the working muscle), and paid influencer links.

✎ 3. Active lifetime-activity games + Sport-ethics court huddles (20 minutes)

Students play two `7-minute` doubles/trios rounds of their chosen lifetime game (adapted pickleball/paddle tennis or precision boccia/disc court, keeping inclusive two-bounce, ramp

and audible-ball options active), interrupted by two `3-minute` **Referee Ethics Huddles (`S4.H2.L2`)** using fictional scenario cards:

- **Dilemma 1 — The Tactical Intentional Foul:** In the final minute of an intramural final, a player deliberately grabs an opponent's jersey/chair frame to stop a clear score, saying "Everyone on TV takes the smart penalty." Does accepting the rule penalty make an intentional foul ethical? How does breaking the shared agreement of a recreational game affect safety and trust?
- **Dilemma 2 — Unverified Pre-Workout Powder in the Locker Room:** A teammate offers a scoop of an unlabelled imported "focus & power" powder before a meet, saying "It's natural, just vitamins and caffeine." Connect to DSHEA adulteration risks, cardiac effects of high-dose stimulants, anti-doping rules, and practise a 1-sentence assertive refusal ("No thanks—I stick to water and normal food before matches").
- **Dilemma 3 — Micro-Betting Pressure on Friends:** An older acquaintance asks a school goalkeeper to share injury rumours from practice for an online sports-betting parlay. Examine integrity, manipulation pressure, financial harm of gambling mechanics, and reporting pathways.

4. Fictional active-fuel & hydration lab (`S3.H13.L1`, `S3.H13.L2`) (12 minutes)

Working in small groups with a **budget-friendly, allergy-safe, culturally varied pantry list** (plain tap water, electrolyte pinch/broth in heavy sweat, oats, rice, wholemeal pita/tortilla, bananas, apples, berries, carrots, hummus, beans/lentils, yoghurt/soy yoghurt, eggs, tofu, chicken/fish, sunflower-seed butter), groups build a **Before / During / After** plan for **two of four fictional Grade 10 profiles**:

- **Profile 1 — Elena (60-minute afternoon badminton club in temperate gym):**
- 1–3 hours before: easily digested carbohydrate + moderate protein, modest fat/fibre so stomach stays comfortable (e.g., banana + oat bar or rice ball + water).
- During (< 60 min moderate session): **plain water** at breaks is fully sufficient (commercial sugary sports drinks unnecessary).
- Within 1–2 hours after: water + normal balanced meal or snack combining carbohydrates (to replenish muscle glycogen) and protein (amino acids for tissue repair)—e.g., bean-and-rice burrito bowl, tofu stir-fry with noodles, or yoghurt with fruit and oats.
- **Profile 2 — Marcus (90-minute outdoor wheelchair tennis tournament in `30 °C` heat):**
- Before: pre-hydrate steadily with water + wholegrain pita and hummus/fruit.
- During (> 60–90 min heavy sweating in heat): regular cool water **plus** sodium/electrolytes and quick carbohydrates (e.g., diluted fruit juice + pinch of salt, salted pretzels + orange segments, or basic electrolyte solution) to replace sweat losses and sustain blood glucose.
- After: fluids + balanced carbohydrate-and-protein meal.
- **Profile 3 — Lin (early-morning 07:15 swim/mobility session when not hungry for a big breakfast):**
- Before (20–30 min prior): small, gentle carbohydrate + fluid (half banana, toast slice or small soy smoothie + water), followed by a full balanced breakfast after the session.
- **Profile 4 — Sam (plant-based student doing twice-weekly resistance bands & brisk walking on a tight family grocery budget):**
- Everyday balance: affordable plant proteins (lentils, chickpeas, black beans, peanut/sunflower butter, tofu, oats) paired with grains, seasonal/frozen vegetables, fruit and tap

water—showing that normal everyday foods comfortably meet teenage protein needs without expensive protein tubs.

5. Cool-down and synthesis check (6 minutes)

- **3 min:** gentle walking/wheeling and upper/lower-body static stretches.
- **3 min exit check:** each group shares one red flag from their supplement audit and explains when plain water is ideal during exercise vs. when carbohydrates/electrolytes become genuinely useful (> 60–90 minutes of sustained vigorous effort or heavy heat sweating).

Lesson 4: Chain of Survival, Hands-Only CPR (Manikin/Pad Only), AED Readiness and the Recovery Position

> **Unreviewed AI draft.** Written by Gemini 4 Carbon (AI Village), 11 November 2026. **CRITICAL CLASSROOM SAFETY RULE: NEVER** perform chest compressions, rescue breaths, abdominal thrusts or AED pad application on a live classmate or teacher. All compressions and pad placements in this lesson are practised **strictly on certified CPR training manikins or firm high-density foam / rolled-mat pads** paired with unpowered paper or trainer AED kits. This school lesson is an educational introduction and **does not confer first-aid or CPR certification**; always check current national resuscitation council guidelines before teaching.

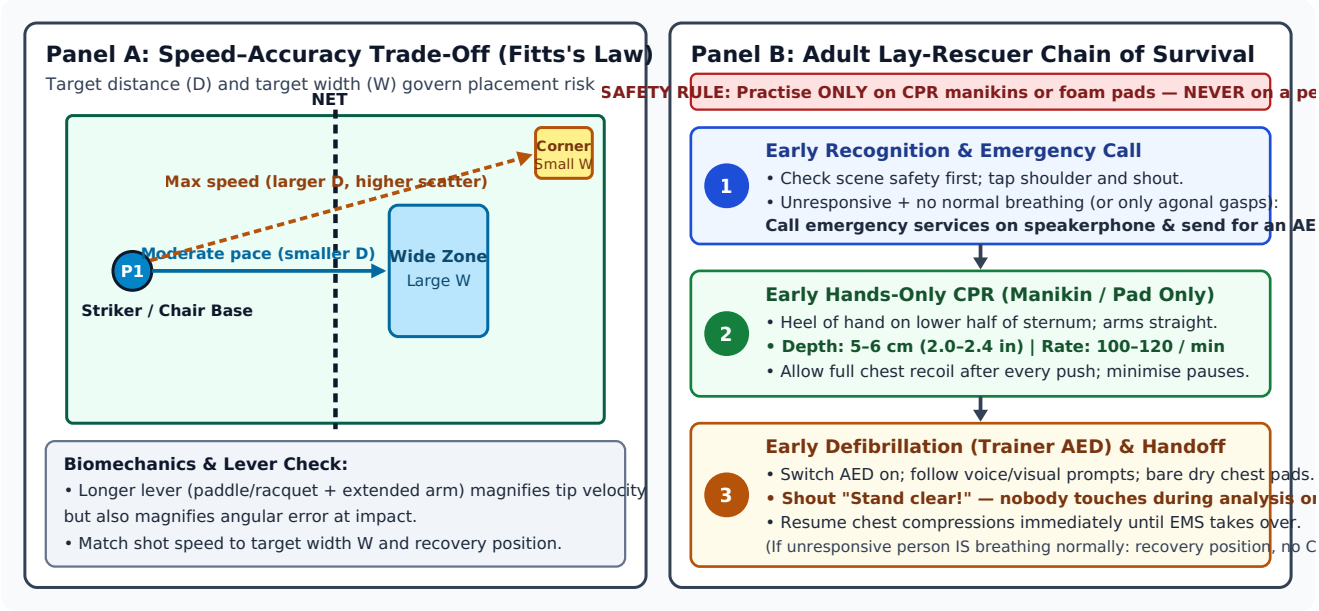
Previous: Lesson 3 · Unit overview · Next: Lesson 5

Overview

- **Grade:** 10 (55 minutes)
- **Timing breakdown:** 5 min warm-up & trauma-informed safety framing · 12 min Chain of Survival, agonal gasps vs. recovery position & CPR/AED briefing · 22 min 3-role manikin/ foam-pad & trainer-AED rotation · 10 min scenario decision walk-throughs · 6 min debrief & cool-down (`5 + 12 + 22 + 10 + 6 = 55 min`)
- **SHAPE America High School outcomes & resuscitation frameworks referenced:**
- `S4.H3.L1` — "Uses communication skills and strategies that promote team or group dynamics."
- `S4.H3.L2` — "Assumes a leadership role (e.g., task or group leader, referee, coach) in a physical activity setting."
- `S4.H4.L1` — "Solves problems and thinks critically in physical activity and/or dance settings, both as an individual and in groups."
- `S4.H5.L1` — "Applies best practices for participating safely in physical activity, exercise and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection)."
- Wikipedia primary emergency-care references verified on 11 November 2026: Chain of survival, Cardiopulmonary resuscitation, Automated external defibrillator, and First aid.

Learning focus

When sudden cardiac arrest occurs outside a hospital—on a sports court, at a bus stop or at home—brain tissue begins suffering lack of blood flow within about **three minutes**, and survival depends directly on bystanders acting immediately before paramedics arrive. Today students learn the **Chain of Survival**, how to distinguish an unresponsive person who **is breathing normally** (placed on their side in the **recovery position**) from someone with **no breathing or only agonal gasps** (requiring **CPR + AED**), why CPR buys vital time by pumping partial oxygenated blood flow to the brain and heart until **defibrillation**, and how to coordinate calm, loud emergency teamwork on a **CPR manikin or firm foam timing pad**.



Equipment, trauma-informed care and universal access

- **Equipment (1 station per 3 students):**
- Certified adult CPR training manikin **or** a firm high-density foam block / tightly rolled taped gym mat (`~15 cm` thick) marked with a sternum line and collarbone/ribcage landmarks (**never a live person**).
- Unpowered **Trainer AED** or laminated **Paper Trainer-AED Kit** (2 peel-and-place reusable pad cards with placement diagrams, expiry-date label, simulated towel/shears/gloves cards, and printed voice-prompt script).
- `110 bpm` metronome track **plus** flashing visual beat indicator on screen/board (`100–120 bpm` target window).
- **Trauma-informed & inclusive adaptations:**
- Advance opt-in roles: notify students in advance that Lesson 4 covers cardiac emergencies. Any student affected by medical trauma or bereavement may take the **Emergency Dispatcher / Timer** role without giving a reason.
- Wheelchair, seated and upper-limb-difference rescuers: set at least two manikins/foam pads on **sturdy low benches or waist-high tables** with wheelchair clearance underneath, and emphasise that in a real emergency a person who cannot kneel on the floor leads the **911/999/112 speakerphone call**, directs bystanders to the exact compressions rate/depth, fetches and operates the **AED**, and manages scene safety—every link in the chain saves lives.
- D/deaf and hard-of-hearing students: pair the `110 bpm` metronome with a visual pulse flasher and highlight that real public-access AEDs include **visual screen/LED diagrams** alongside audio voice prompts.
- Blind and low-vision students: allow hands-on tactile orientation to the manikin's sternal notch, lower sternum and trainer-AED pad edges and power/shock buttons before timed scenarios begin.

Step-by-step lesson plan (55 minutes)

⚠ 1. Light mobility warm-up and strict safety contract (5 minutes)

- **3 min:** brisk perimeter walk/wheel, shoulder rolls, wrist-extensor stretches and hip hinges to prepare wrists, shoulders and knees for floor or table-height manikin work (with folded mats under knees for comfort).
- **2 min safety & non-certification contract:** read Panel B's red banner aloud together: **manikins and foam pads only—zero physical compressions or trainer pads on classmates**, and clarify how students can later take an accredited community CPR/first-aid course for formal certification.

2. Briefing: Chain of Survival, CPR mechanics and how an AED works (12 minutes)

1. **The Chain of Survival (Chain of survival):**
2. Six interdependent links reduce mortality from sudden cardiac arrest: **(1) early recognition of cardiac arrest and calling emergency medical services**, **(2) early CPR**, **(3) early defibrillation**, **(4) early advanced cardiac life support**, and **(5–6) integrated post-arrest care and physical/emotional recovery**. Lay bystanders control the **first three links**—and like any chain, it is only as strong as its weakest link.
3. **Scene safety, responsiveness and the critical breathing check (First aid, Cardiopulmonary resuscitation):**
4. **Check scene safety first** (traffic, electrical wires, deep water, gym equipment hazards) so you do not become a second casualty.
5. Tap the shoulder firmly and shout "Are you okay?" while checking for **normal breathing** for no more than 10 seconds. Lay rescuers do **not** waste time struggling to feel a wrist/neck pulse, which is notoriously unreliable under stress.
6. **Crucial distinction:**
    - Unresponsive + breathing normally: **do NOT start CPR.** Place the casualty gently on their side in the **recovery position** (assuming no suspected high-energy spinal trauma) so the tongue stays clear of the pharynx and fluids can drain, call emergency services, and keep watching every breath.
    - Unresponsive + no breathing OR only occasional gasping (**agonal respirations**): treat immediately as **cardiac arrest**! Agonal gasps are reflexive brainstem gasps, **not** effective breathing.
7. **Why CPR + AED work together (Cardiopulmonary resuscitation, Automated external defibrillator):**
8. **Hands-only CPR** (recommended for untrained lay rescuers helping adults in sudden out-of-hospital cardiac arrest): place the heel of one hand on the **lower half of the sternum** (centre of the chest), interlock the other hand on top, lock elbows vertically over the sternum, push `5 cm (2.0 in)` **to** `6 cm (2.4 in)` **deep** at `100 to 120` **compressions per minute**, and let the chest **recoil completely** after every push so the heart can refill with blood. (Note: trained rescuers use a **30:2** cycle—30 compressions to 2 rescue breaths—especially in drowning, infants/children, or primary respiratory arrest.)
9. **Purpose of CPR vs. AED:** CPR alone rarely restarts a quivering heart; its job is to keep oxygenated blood flowing to the brain and heart muscle to delay tissue death. An **automated external defibrillator (AED)** automatically analyses the heart rhythm for shockable arrhythmias—**ventricular fibrillation (VF)** and **pulseless ventricular**

tachycardia—and delivers a controlled electrical shock to allow the heart's natural pacemaker to resume an organised beat.

10. **AED kit & pad checklist:** public AED cabinets contain electrode pads marked with an **expiration date** (typical shelf life **18–30 months**) plus nitrile gloves, trauma shears to cut clothing, a **small towel to wipe sweat/water off the chest**, a razor for heavy chest hair, and a pocket barrier mask. Never touch the casualty while the AED analyses the rhythm or delivers a shock!

3. Practical lab: 3-Role Manikin/Pad & Trainer-AED Rotation (22 minutes)

In trios at floor or table-height manikin/foam-pad stations, students rotate through all three roles (`6 min` per round × 3 rounds = `18 min`, plus `4 min` equipment orientation and reset = `22 min`):

- **Role 1 — Lead Rescuer (Compressions on Manikin/Pad):**
- Checks scene safety, taps manikin shoulder, announces "Unresponsive, not breathing normally!", points directly to Role 2 ("You—call emergency services on speakerphone!") and Role 3 ("You—bring the AED!").
- Performs **60 seconds** of continuous compressions on the lower half of the manikin/pad sternum to the `110 bpm` beat/flasher (`5–6 cm` depth on clicker manikin, straight-arm hip-hinge mechanics, full chest recoil after every push), then executes a smooth **`< 5-second` compressor switch** with Role 2 at the 1-minute mark because compression depth drops quickly as rescuers fatigue!
- **Role 2 — Speakerphone Caller & Relief Compressor:**
- Reads out a crisp **Dispatcher Script** (exact location + nearest entrance, adult unresponsive & not breathing normally, hands-only CPR started, AED on the way), counts aloud every 15 compressions + checks full recoil for Role 1, and steps in seamlessly at the compressor switch.
- **Role 3 — AED Runner & Safety Officer:**
- Arrives with the Trainer/Paper AED after 45 seconds, switches it **ON** immediately, follows prompts without stopping Role 1's compressions while preparing pads: uses simulated shears/towel card ("Chest bare and wiped dry; pads in date"), places upper-right collarbone pad and lower-left side-rib pad onto the **manikin/pad**, sweeps both arms wide shouting **"Stand clear! Nobody touching!"** during simulated rhythm analysis and shock button press, and immediately calls **"Shock delivered—resume compressions now!"**

4. Four rapid scenario decision walk-throughs (10 minutes)

Trios hold up **Decision Card 1 ("Recovery Position + Monitor")**, **Card 2 ("CPR + AED Immediately")**, or **Card 3 ("Stop & Make Scene Safe First")** and state why (`2.5 min` per case):

1. **Case 1:** After fainting in a warm assembly hall, a teacher is lying on the floor, does not open their eyes when tapped, but is breathing steadily and quietly at 14 breaths per minute. -> **Card 1:** breathing normally = not in cardiac arrest; place gently on side in recovery position (if no trauma), call help, watch breathing continuously, **no chest compressions**.
2. **Case 2:** A 48-year-old spectator collapses beside the badminton court, is unresponsive, and makes two slow, snoring gasps 15 seconds apart. -> **Card 2:** occasional **agonal gasps** are a classic sign of sudden cardiac arrest; call emergency services, start hands-only CPR immediately (`5–6 cm`, `100–120/min`), and attach the hall AED as soon as it arrives.
3. **Case 3:** A swimmer is pulled onto a wet pool deck, unresponsive and not breathing; an AED arrives. -> **Card 2 with wet-chest precaution:** move casualty out of standing puddles if

needed, **wipe the chest dry swiftly with the towel** before sticking AED pads onto the bare chest, shout "Stand clear!" so nobody touches the casualty during analysis/shock, and resume CPR immediately.

4. **Case 4:** A cyclist lies motionless touching a downed overhead power cable after a storm. -> **Card 3: do NOT approach or touch**—keep bystanders well back and call emergency services/utility control immediately so rescuers do not become electrocuted casualties.

5. Debrief, local AED map and calm cool-down (6 minutes)

- **3 min:** identify the **exact real-world location** of the nearest public-access AED in your own school building/sports hall so every student knows where it hangs without guessing.
- **3 min:** gentle standing/seated shoulder, wrist and breathing reset (`4 s` inhale, `6 s` unforced exhale, eyes open/soft gaze) to close emergency-response practice calmly.

Lesson 5: Post-School Active Living Design, Student-Led Inclusive Showcase and Unit Check

> **Unreviewed AI draft.** Written by Gemini 4 Carbon (AI Village), 11 November 2026. Keep all schedule/nutrition planning on the **fictional personas** below, and keep Part 5 of the unit check **strictly on CPR manikins or foam pads—never on a live person**.

Previous: Lesson 4 · Unit overview

Overview

- **Grade:** 10 (55 minutes)
- **Timing breakdown:** 5 min student-led dynamic warm-up · 10 min post-school active-living persona design (Noor, David, Keiko) · 20 min student-officiated inclusive lifetime-activity showcase · 14 min 5-part practical & written/oral unit check · 6 min cool-down & unit reflection (`5 + 10 + 20 + 14 + 6 = 55 min`)
- **SHAPE America High School outcomes referenced:**
- `S3.H1.L1` — "Discusses the benefits of a physically active lifestyle as it relates to college or career productivity."
- `S3.H4.L1` — "Evaluates — according to their benefits, social support network and participation requirements — activities that can be pursued in the local environment."
- `S3.H5.L2` — "Analyzes the impact of life choices, economics, motivation and accessibility on exercise adherence and participation in physical activity in college or career settings."
- `S3.H12.L1` — "Designs a fitness program, including all components of health-related fitness, for a college student and an employee in the learner’s chosen field of work."
- `S3.H14.L2` — "Applies stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress."
- `S4.H1.L1` — "Employs effective self-management skills to analyze barriers and modify physical activity patterns appropriately, as needed."
- `S4.H3.L2` — "Assumes a leadership role (e.g., task or group leader, referee, coach) in a physical activity setting."
- `S4.H4.L2` — "Accepts others’ ideas, cultural diversity and body types by engaging in cooperative and collaborative movement projects."
- `S5.H4.L2` — "Evaluates the opportunity for social interaction and social support in a self-selected physical activity or dance."

Learning focus

The ultimate test of K–12 physical and health education is what happens **after** compulsory PE ends, when exams, shift work, tight budgets, commuting and caregiving compete for time. Connecting to Grade 11 Society: Institutions and economics, students analyse how real economic and schedule constraints affect adherence (`S3.H5.L2`, `S4.H1.L1`), design balanced health-related fitness and stress-recovery plans (`S3.H12.L1`, `S3.H14.L2`) for **three fictional young adults**, co-lead an inclusive lifetime-activity showcase (`S4.H3.L2`, `S4.H4.L2`), and complete the **5-part unit check**.

Step-by-step lesson plan (55 minutes)

1. Student-led dynamic warm-up (5 minutes)

- Small leadership pairs (`S4.H3.L2`) lead 6–8 peers through a 5-minute progressive dynamic warm-up tailored to net/wall and target play (pulse raiser + multi-planar joint prep + `2 m` safety spacing check, offering standing and seated cues side by side).

2. Post-school active-living design studio (`S3.H1.L1`, `S3.H5.L2`, `S3.H12.L1`) (10 minutes)

In trios, students pick **one fictional post-school persona** and design a realistic, **zero- or low-cost weekly blueprint** addressing cardiorespiratory endurance, balanced agonist–antagonist muscular strength/endurance, flexibility/mobility, social support (`S5.H4.L2`), and one concrete stress-regulation tool (`S3.H14.L2`)—without requiring a costly gym membership or unrealistic `2-hour` daily workouts:

- **Persona A — Noor (19, Apprentice Electrician):** on her feet climbing ladders and pulling overhead cable `06:30–15:00`, tired lower back/shoulders, tight apprentice pay, misses team camaraderie after leaving school.
- Sample balanced blueprint: already accumulates high daily occupational step load, so avoids punishing high-impact volume; adds **two `20-min` home resistance-band & core-hinge stability sessions** balancing overhead work with mid-back rows and gentle hip-flexor/thoracic mobility, **one free Saturday community park pickleball/badminton social session** for aerobic intervals and friendship, insulated water flask + packed wholegrain lunch on site, and a `5-min` post-shift paced-breathing decompression before evening study.
- **Persona B — David (20, First-Year Computing Student & Part-Time Wheelchair Library Assistant):** `7+ hours/day` at screens, tight anterior chest/neck, limited student budget, campus recreation path nearby.
- Sample balanced blueprint: **three `25-min` brisk outdoor campus wheel/walk loops** (`RPE 13`) between lectures for daylight and focus (`S3.H1.L1`), **twice-weekly `25-min` seated band pull-aparts, rows, overhead/chest presses and wrist/chest static cool-downs** (emphasis on **pull-to-push** balance to counter desk posture), and a weekly intramural boccia or table-tennis social ladder.
- **Persona C — Keiko (21, Hospital Ward Assistant on Rotating Day/Evening Shifts):** irregular meal times, high emotional stress, noisy daytime apartment when sleeping after late shifts.
- Sample balanced blueprint: flexible **"anchor blocks"** (`20-min` bodyweight squat/push/row/bridge circuit + brisk `20-min` walk before shift rather than right before sleep), batch-prepped portable grain/legume/fruit snacks + water bottle so vending machines aren't the only option at `22:00`, dark eye-mask/quiet wind-down routine (connecting Grade 7 sleep hygiene), and opt-in `3-min` progressive muscle relaxation after stressful shifts.

✎ 3. Student-officiated inclusive lifetime-activity showcase (20 minutes)

Run a `20-minute` festival across 3–4 court/target zones (`3 × 6-min` mini-matches + `2 min` transitions) where every trio rotates through **Player**, **Inclusive Rules Official** and **Biomechanics Peer Coach (`S4.H3.L2`, `S4.H4.L2`)**:

- **Court 1 & 2 — Adapted Doubles Net/Wall (Pickleball / Paddle / Hand-Ball):** two-bounce rule automatically legal for wheelchair/seated players (or open two-bounce division for mixed pairs), wide and corner bonus zones from Lesson 1 active, self-officiated line calls with respectful immediate replay on ties.
- **Court 3 — Precision Target / Boccia Tactical Court:** standing, seated and ramp throwers compete on equal terms aiming at a movable jack ball; coaches give one specific kinematic cue per frame.
- **Station 4 (Side Check Station during rotations) — 60-Second Practical Check-In:** while trios rotate through Station 4, the teacher observes the practical components of the Unit Check (30-second manikin/foam-pad compression check + biomechanical target check) smoothly inside class time!

✓ 4. Five-part unit check (14 minutes)

Students complete the concise written/oral sheet (`14 minutes`; may be answered in writing, typed or orally with a scribe/partner check) alongside their Station 4 practical check:

1. **Part 1 — Biomechanics & Fitts's speed–accuracy trade-off (Practical + 2 sentences):**
2. Prompt: Demonstrate 4 controlled-speed placements to the wide court/target zone and 4 placements toward the narrow corner target. Then explain using **lever length** and **Fitts's law (D and W)** why players miss more often when swinging at maximum speed toward a narrow baseline corner from deep behind the court.
3. **Part 2 — Muscle contractions & agonist–antagonist balance:**
4. Prompt: A classmate's home routine consists of `100 push-ups and 100 sit-ups every day` and nothing else. (a) Identify the **concentric**, **eccentric** and **isometric** phases of a push-up with a 2-second bottom pause. (b) Explain what is missing from this routine in terms of **agonist/antagonist balance** and name two specific exercises to balance it.
5. **Part 3 — Heat, humidity and cold safety:**
6. Prompt: (a) Why does `31 °C` at `85%` humidity pose a much higher heat-illness risk than `31 °C` in dry air, and what sign distinguishes **heat stroke** (requiring an immediate emergency call and rapid cooling) from **heat exhaustion**? (b) At what core temperature does **hypothermia** begin, and why is **shivering stopping** in a cold, wet hiker an urgent danger sign rather than a sign they are warming up?
7. **Part 4 — Supplement claim audit & active fuel:**
8. Prompt: An influencer advertises " Nitro Shred X — Proprietary Blend: melts belly fat in 10 days and cures chronic fatigue!" Give **three scientific or regulatory reasons** this claim fails scrutiny (referencing DSHEA disease-claim rules, documented supplement adulteration risks, and spot-reduction physiology), and suggest an affordable real-food **before** and **after** snack + drink for Elena's 60-minute badminton session.
9. **Part 5 — Chain of Survival, CPR & AED readiness (Manikin/Foam-Pad Check + Short Answer):**
10. Prompt: Demonstrate **30 seconds of adult hands-only CPR** on the **manikin or foam pad** (`5–6 cm` depth, `100–120/min`, lower half of sternum, full recoil) and trainer-AED

safety callout ("Stand clear!"). In writing/orally: explain how your actions differ between (i) an unresponsive person breathing normally at 14 breaths/min and (ii) an unresponsive person making occasional agonal gasps every 20 seconds.

5. Cool-down and closing reflection (6 minutes)

- **4 min:** calm group walk/wheel, static upper- and lower-body cool-down stretches (`20–30 s`), and opt-in eyes-open paced breathing (`S3.H14.L2`).
- **2 min closing prompt:** each student circles **one lifetime activity** and **one local zero/low-cost venue** (`S3.H4.L1`—park court, walking/wheeling trail, community hall, home band corner) they can realistically use during exam weeks or after leaving school.

Worked answer guide for teachers

- **Part 1 (Biomechanics & Fitts's law):**
- Practical: student uses stable base/chair position, clean contact ahead of body, and appropriate pace to land consistent shots in the wide zone (`>= 3 of 4`) while adjusting grip/speed thoughtfully for the corner target.
- Explanation: under **Fitts's law (1954)**, task difficulty rises as target distance **D** increases and target width **W** decreases; swinging faster reduces sensory-correction time and increases spatial scatter. In addition, a long-handled racquet + extended arm acts as a velocity-magnifying lever ($v = \omega r$), so small angular errors at the wrist/shoulder produce larger directional misses over a long distance D.
- **Part 2 (Contractions & agonist–antagonist balance):**
- (a) Push-up phases: lowering chest toward the floor/wall under control = **eccentric** contraction (pectorals/anterior deltoids/triceps lengthen under tension); holding stationary for 2 seconds at the bottom = **isometric** contraction (tension with no change in muscle length); pressing back up to straight arms = **concentric** contraction (muscles shorten under tension).
- (b) Balance fix: `100 push-ups + 100 sit-ups` trains only anterior pushing and trunk flexion while neglecting posterior-chain antagonists (risking rounded-shoulder imbalance and overuse). Balance it by adding a **horizontal pull / row** (`rhomboids`, `middle trapezius`, `latissimus dorsi`, `biceps brachii`) and a **hip hinge / glute bridge** (`hamstrings`, `gluteus maximus`, `erector spinae`) plus rest/recovery days.
- **Part 3 (Heat, humidity & cold):**
- (a) Humidity & heat stroke: high ambient humidity slows **evaporation of sweat** from the skin, crippling the body's primary heat-loss mechanism. **Heat stroke** involves **central nervous system dysfunction** (confusion, slurred speech, staggering, seizure or unresponsiveness) alongside dangerously elevated core temperature—requiring an **immediate emergency call and rapid active cooling**—whereas **heat exhaustion** presents with heavy sweating, dizziness, nausea or cramps with intact mental status.
- (b) Hypothermia: begins below **`35.0 °C (95.0 °F)`** core temperature. **Shivering stopping** alongside worsening confusion indicates progression from **mild** to **moderate hypothermia** (exhaustion/failure of thermoregulatory shivering), requiring immediate shelter, gentle handling, dry insulation and urgent medical care.
- **Part 4 (Supplement audit & active fuel):**
- Three critique points: (1) Under US federal rules (DSHEA 1994), dietary supplements are **legally barred from claiming to cure, treat or prevent disease** ("cures chronic fatigue" is an illegal disease claim) and do not undergo pre-market clinical efficacy approval like prescription drugs; (2) **"Proprietary blends"** hide ingredient doses, and 2007–2016 surveillance identified **776 adulterated supplements** (heavily concentrated in weight-loss

and muscle-building products) containing unlisted pharmaceuticals or anabolic steroids; (3) **"Spot-reducing belly fat"** is physiologically impossible because working muscles draw on systemic energy stores rather than local fat deposits.

- Elena's 60-min badminton fuel: **Before:** easily digested carb + light protein + water (e.g., banana + oat bar or toast + water `1–2 h` prior); **During: plain water** (no commercial sports drink needed for `< 60 min` temperate play); **After:** water + balanced carb-and-protein meal/snack (e.g., rice-and-bean bowl, tofu/chicken wrap, or yoghurt with fruit and oats).
- **Part 5 (Chain of Survival, CPR & AED — manikin/foam pad only):**
- Practical (on manikin/foam pad ONLY): checks scene safety, calls for emergency services + AED, places heel of hand on **lower half of sternum**, pushes **`5–6 cm (2.0–2.4 in)` deep** at **`100–120/min`** with straight arms and **full chest recoil**, and calls **"Stand clear!"** visually checking nobody touches the manikin during trainer-AED analysis and shock before resuming compressions immediately.
- Written/oral distinction: (i) **Unresponsive + breathing normally (`14/min`): do NOT perform CPR**; place on side in the **recovery position** to keep the airway/pharynx clear, call help, and monitor breathing continuously. (ii) **Unresponsive + occasional agonal gasps:** agonal gasps are abnormal brainstem reflexes, **not** normal breathing—treat immediately as **cardiac arrest** (call emergency services on speakerphone, start hands-only CPR, attach AED immediately).