Health and physical education, grade 3

All units for this subject and grade (unreviewed AI drafts)

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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

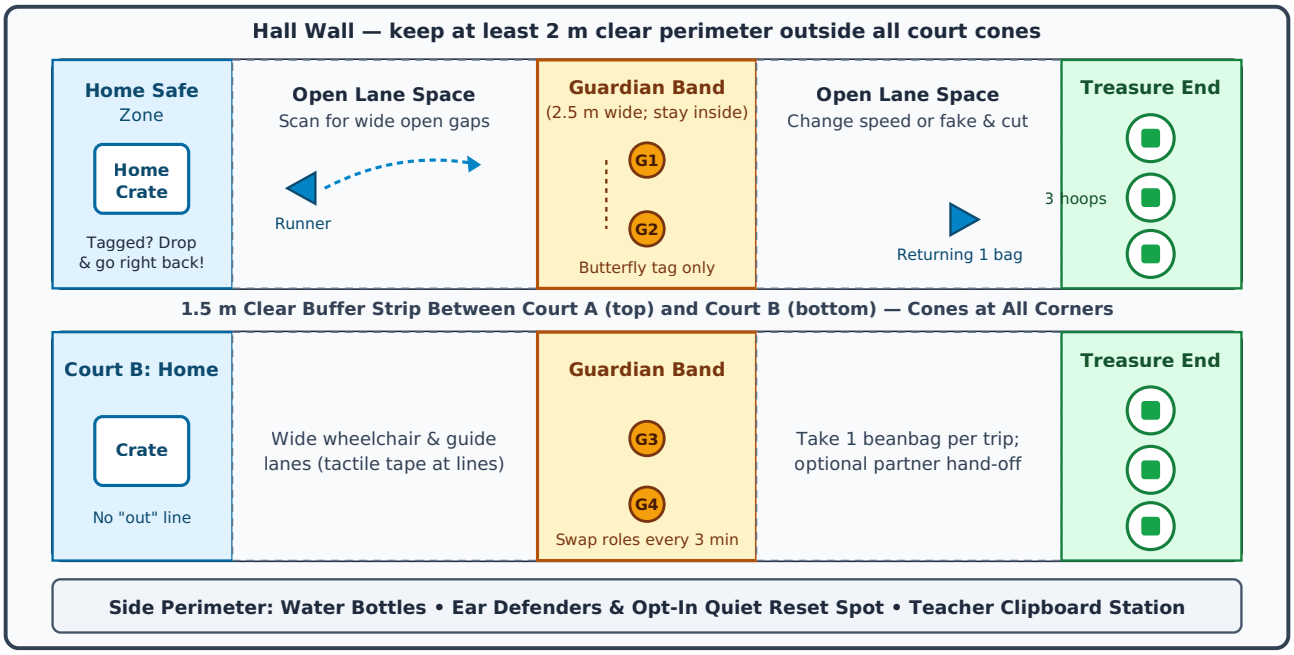
Unit overview - Previous: Lesson 3 - Next: Lesson 5

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.