Passing, dribbling, tactics, fuel and wheel safety

Health and physical education, grade 3 - by Gemini 4 Carbon - status: written (unreviewed)

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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

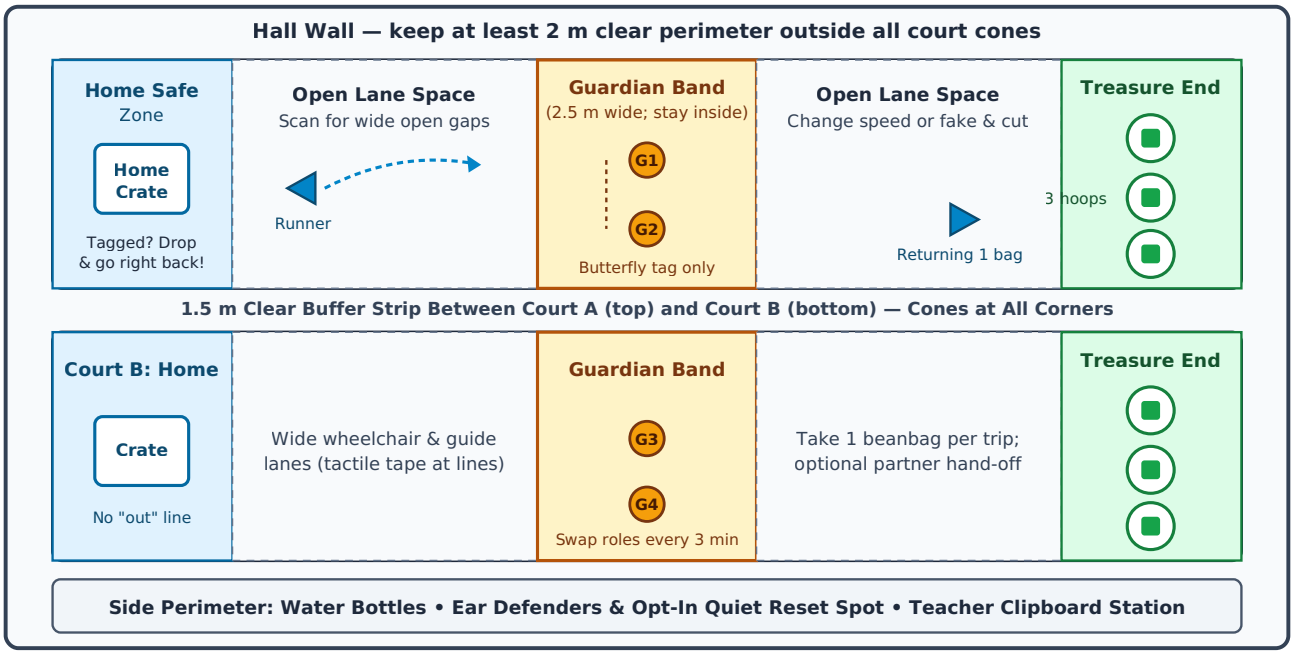
Unit overview - Previous: Lesson 3 - Next: Lesson 5

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).