**Physical Education Lessons: SURVIVAL UNIT!!!**

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| Standards Addressed:  1) Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities. 2) Students achieve a level of physical fitness for health and performance, while demonstrating knowledge of fitness concepts, principles, and strategies. 3) Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity. |
| Objective: Objectives = 1) Students will learn how to help themselves and their neighbors (both Spanish and English speakers) survive a disaster. 2) Students will think critically about what supplies and abilities are needed to survive a disaster. 3) Students will learn how to prepare for a future disaster, using both Spanish and English terms. |
| Rationale: Students will explore survival strategies and concepts to better understand how to survive a natural disaster.  This knowledge will aid them in preparing for adverse situations, and equip them with the ability and skills to think critically.  Students will learn how to help themselves, as well as their neighbors (**both English and Spanish speakers)** BY knowing what supplies and abilities are needed to prepare for future disaster.  By paring both physical education and Spanish content into the lessons, students will be better able to work with "neighbors" who may speak a different language to accomplish skill-related tasks and utilize teamwork concerning necessary abilities for survival and survival preparation. |

**Day 1: Hunting**

Dynamic Warm-up – Agilities, 25 minutes

Students perform the following agilities across the roll-call numbers:

High Knees

Bum Kickers

Right Shoulder Slides, then Left Shoulder Slides

Karaoke’s

High Knee Skips

Lunge Walks

Crab walks

Bear crawls

Army crawls

Sprints – start on back

Sprints – start on stomach

Sprints with a 180-degree turn in the middle

Static Stretches: 15 minutes

Legs

Arms

Core

Neck

Ankles

Art Activity: 15 minutes

Create 1st Part of Group Flag with Team Name

Activity: Hunting, Part 1 – 8 minutes

Divide students into groups of 5. Place 8 hula-hoops with 10 rubber animals in each hoop. Place a cone approximately 10 feet in front of each hoop with a beanbag at each cone. Students will toss the beanbag into the hoop to collect an animal for their group. If they miss, they quickly retrieve the beanbag and bring it back to the cone so another group member can shoot again. If successful, the student will run to collect the animal and the beanbag and bring it back to the cone and their group.

Group Strategy Session: 3 minutes

Self-Evaluation: 2 minutes

Activity: Hunting, Part 2 – 8 minutes

Repeat the activity, using the agreed upon strategies.

Activity: Hunting, Part 3 – 8 minutes

Stop – move targets 20 feet away, and repeat the activity using the agreed upon strategies.

Closure: 10 minutes

Discuss what physical abilities are needed to perform certain survival tasks. Discuss the warm-up and activity to identify the physical and fitness abilities that were performed, and how they are useful in a survival situation. Have the students write down the key terms mentioned in the discussion, and have students find the terms in Spanish at home. Instruct students to bring in the key terms, so that they can add them to their group flag during the next lesson. Ask the students to write (on their key-terms paper) why they think it might be necessary to know the terms in both Spanish and English. Remind the students to think about the Essential Questions while writing their response.  
1) How can we help ourselves and our neighbors survive a disaster?  
2) What supplies and abilities will we need?  
3) How can we prepare now for future disaster?

**Day 2: Gathering**

Dynamic Warm-up – Exercises, 25 minutes

Students perform the following exercises - AMRAP (as many reps as possible in the allotted time):

10 push-ups

10 sit-ups (butterfly)

10 air squats

10 mountain climbers (4 count)

5 burpees (4 or 6 count)

Static Stretches:

15 min.

Legs

Arms

Core

Neck

Ankles

Art Activity:

15min.

Create 2st Part of Group Flag with Key Terms

Activity: Gathering, Part 1 – 8 minutes

Maintain Lesson Unit groups. This is a 2-part activity. Part A: Place buckets of balls approximately 15 feet away from empty buckets and eight starting cones. The students will run back and forth from the empty bucket to the full bucket (berry bush), get a ball using chop sticks and bring it back. They continue until all are picked. Part B - Place three buckets (fishing holes) approximately 5 feet away from beginning cones with six jump ropes (fishing rods) at each cone. Have the student try to underhand flip or throw the jump rope handle into the bucket. Each time the handle lands in the bucket they have caught a fish.

Group Strategy Session: 3 minutes

Self-Evaluation: 2 minutes

Activity: Gathering, Part 2 – 8 minutes

Repeat the activity, using the agreed upon strategies.

Activity: Gathering, Part 3 – 8 minutes

Stop – move berry bushes (buckets) 20 feet away and fishing holes (buckets) 7 feet away. Repeat the activity using the agreed upon strategies.

Closure: 10 minutes

Discuss the warm-up and activity to identify the physical and fitness abilities that were performed, and how they are useful in a survival situation. Have the students write down any new key terms mentioned in the discussion, and have students find those terms in Spanish at home. Instruct students to use the same piece of paper from the last lesson, and bring in the key terms so that they can add them to their group flag during the next lesson. Allow students to share their responses to why they think it might be necessary to know the terms in both Spanish and English. Ask them to consider ways in which people could use the skills and abilities that were included in the lesson to prepare for future disaster. Remind the students to think about the Essential Questions while writing their response.  
1) How can we help ourselves and our neighbors survive a disaster?  
2) What supplies and abilities will we need?  
3) How can we prepare now for future disaster?

**Day 3: Planting**

Dynamic Warm-up – Agilities, 25 minutes

Students perform the following agilities across the roll-call numbers:

High Knees

Bum Kickers

Right Shoulder Slides, then Left Shoulder Slides

Karaoke’s

High Knee Skips

Lunge Walks

Crab walks

Bear crawls

Army crawls

Sprints – start on back

Sprints – start on stomach

Sprints with a 180-degree turn in the middle

Static Stretches: 15 minutes

Legs

Arms

Core

Neck

Ankles

Art Activity: 15 minutes

Create 3rd Part of Group Flag with Key Terms

Activity: Planting, Part 1 Maintain Lesson Unit groups. Place 8 cones as starting spots, each with a cup holding 12 manipulatives (seeds). The students pick one seed out of the cup, at a time, and place it out in a designated area. Students will have to jump over a river (two jump ropes placed 5 feet apart) to do so. Have the students rotate and continue returning back to the cup to get another seed to plant until all seeds are planted nicely in a row directly in front of them. There should be 8 rows of planted seeds at the end. (The teacher will need to give them a set distance apart to plant seeds, based on space. The students will use parts of their body to measure out the defined distance. Group members will direct the planter using effective communication skills to help them place the seed in a perfect line.)

Group Strategy Session: 3 minutes

Self-Evaluation: 2 minutes

Activity: Planting, Part 2 – 8 minutes

Repeat the activity, using the agreed upon strategies.

Activity: Planting, Part 3 – 8 minutes

Stop –make planting area farther away and increase the size of the river. Repeat the activity using the agreed upon strategies.

Closure: 10 minutes

Discuss the activity to identify the physical and fitness abilities that were performed, and how they are useful in a survival situation. Have the students write down any new key terms mentioned in the discussion, and have students find those terms in Spanish at home. Instruct students to use the same piece of paper from the first 2 lessons, and bring in the key terms so that they can add them to their group flag during the next lesson. Allow students to share their responses to what people can do to prepare for disaster. Ask them to consider ways in which people could use the skills and abilities that were included in the lesson to prepare for future disaster. Remind the students to think about the Essential Questions while writing their response.  
1) How can we help ourselves and our neighbors survive a disaster?  
2) What supplies and abilities will we need?  
3) How can we prepare now for future disaster?

**Day 4: Harvesting**

Dynamic Warm-up – Exercises, 25 minutes

Students perform the following exercises - AMRAP (as many reps as possible in the allotted time):

10 push-ups

10 sit-ups (butterfly)

10 air squats

10 mountain climbers (4 count)

5 burpees (4 or 6 count)

Static Stretches:

15 minutes

Legs

Arms

Core

Neck

Ankles

Art Activity:

15 minutes

Create 4th Part of Group Flag with Key Terms

Activity: Harvesting, Part 1 – 8 minutes

Place 8 cones for starting lines and put a set of chopsticks at each cone. Line up 10 whiffle balls directly in front of each starting cone, but beyond the river, to resemble crops that need to be harvested. Place a bucket behind each starting cone to represent the collecting basket. Students at each cone will run out, jump over the river, and “harvest” one whiffle ball (plant). The plants will be returned and placed in the collecting basket (bucket) until all crops have been picked. Students must use care when harvesting the plants, as they are delicate and important for survival!

Group Strategy Session: 3 minutes

Self-Evaluation: 2 minutes

Activity: Harvesting, Part 2 – 8 minutes

Repeat the activity, using the agreed upon strategies.

Activity: Harvesting, Part 3 – 8 minutes

Stop –make the harvesting area farther away and increase the size of the river. Repeat the activity using the agreed upon strategies.

Closure: 10 minutes

Discuss the activity to identify the physical and fitness abilities that were performed, and how they are useful in a survival situation. Ask them to consider ways in which people could use the skills and abilities that were included in the lesson to prepare for future disaster. Go over all the skills that were performed in the unit, and tie them together as they relate to survival. If the students didn’t mention “staying fit and promoting agility” during their responses regarding future preparation, discuss that as well. Remind the students to think about the Essential Questions while responding to the discussion prompts.  
1) How can we help ourselves and our neighbors survive a disaster?  
2) What supplies and abilities will we need?  
3) How can we prepare now for future disaster?