

Grade Level: PS—2

Scope & Sequence Topic: Responsible Behavior

Overall Objective: Students will demonstrate responsible personal and social behavior.

Objective 1: *The student will understand his/her own developmental level and work toward a personal knowledge of self.*

Activities:

- Obstacle Dodge Ball- The student will run between cones set up four feet apart and back to a finish point. One student will throw the ball at the child running through the course. The children will continue the game until all children have had an opportunity to participate. The Nerf ball needs be thrown at the trunk of the child running the course. Students need to be instructed to avoid throwing at the head of the student.

Equipment Required: 12 cones, a starting point, a finishing point, stopwatch (Optional if instructor wants to time activity), Nerf ball

- Vertical jump- The student will put a piece of chalk in their hand and jump vertically against a wall drawing a chalk mark as high as they can extend their reach. Each child will be allowed three jumps to achieve their highest vertical jump.

Equipment Required: Jumbo chalk and a tape measure

Objective 2: *The student will be aware of his/her individuality and will be content with his/her God-given talents and challenges.*

Activities:

- Food choices- The children will learn to choose the proper nutritious food to eat. The instructor will design a chart to help children to keep track of what they eat during a school week. Each day the student will share what they ate the previous day. The class will discuss the nutritional value of the food consumed and offer alternative suggestions.

Equipment Required: An individual chart for each student that lists the weekdays Monday-Friday, the child's name, breakfast, lunch, dinner and snacks.

- Self-respect- The instructor will use a program like Second Step or pictures from magazines that illustrate character growth and development. The students will discuss as a group their interpretation of the pictures. The students will evaluate

and model the appropriate way the event in the picture should be presented to foster self-respect.

Equipment Required: A Second Step program or pictures/posters that represent character development

Objective 3: *The student will have the resolve to look at a challenging situation and initiate the steps necessary to persevere.*

Activities:

- “6 Inches”- The student will lie on his/her back on a carpet, tile floor or grassy surface with his/her head-resting flat on the surface. The instructor will instruct the student to raise his/her legs approximately 6 inches off the floor and hold them in place for 6 seconds. As the child builds strength and endurance by repetition of the activity for an extended length of time, the amount of time can be increased. A partner with a ruler may be used to show the height of 6 inches.

Equipment Required: Flat soft surface, ruler, stopwatches

- Wally ball- The student will throw a tennis ball against a wall and catch the ball. This activity will strengthen hand-eye coordination. The instructor can use variations of throwing the ball high and low, using either right /left hand or both hands and increasing the number of times the ball must be caught.

Equipment Required: Several tennis balls, a flat wall surface, a chart to record student’s progress

Objective 4: *The students will effectively use rules and Christian values to show personal integrity in all activities.*

Activities:

- Run/walk laps- The student will participate in either meter run/walks or mile walks during P.E. or recess. The instructor will mark off a course or use a pedometer. The students will be provided a chart to record their laps. The instructor may choose a reward system based on laps completed such as tokens and charms in the shape of feet.

Equipment Required: A marked off course, pedometer, instructor log chart and a student log chart

- Partner obstacles- The student will choose a partner or be given a partner. The students will design an obstacle course from cones, mats, and other materials that are deemed safe. The student will then complete the course and then their partner will complete the course. The students are responsible for timing each other.

Equipment Required: stopwatch, cones, mats, wooden balance beam, balls, buckets, tires (this equipment is optional and other safe items may be substituted)

Objective 5: *The student will model use of time, talent and treasure of God-given talents to glorify God.*

Activities:

- Peer teaching- A student will model a desired activity for a group or an individual student. The modeled activity will exhibit a talent the student possesses. The student will share his/her God-given talents. An example would be a peer student showing the proper technique for shooting a basketball.

Equipment Required: This is based upon the activity to be mentored.

- P.E talent Show- The student will model a P.E. talent at which they excel. The other students will be judges rating the student from 1-3 by raising numbered placards. Another student will then total the score. Prizes may be awarded for participation.

Equipment Required: Numbered placards for each student with the numbers 1, 2, and 3 and any equipment the student needs to perform their talent safely

Overall Objective: The student will demonstrate responsible social behavior.

Objective 1: *The student chooses to be totally involved in the activity undertaken by the group, cooperating with each other.*

Activities:

- Circle soccer- The students will form a circle with each person holding hands. A ball will be placed inside the circle. The students must use teamwork to keep the ball inside the circle by moving in and out while holding hands. They must also learn the value of cooperation by taking turns and calling out for possession of the ball. The students will learn to respect each person's space as they cooperate as a team.

Equipment Required: An area large enough to accommodate a group (a large group may be split), a ball such as kickball or soccer ball for each group

Objective 2: *The student strives to assertively compete at the highest level he/she is capable of without jeopardizing Christian values.*

Activities:

- Octopus- A student needs to be chosen as the octopus. The student stands in a circle with a ball and yells octopus. The children run from area to area when the octopus calls out the word *octopus*. The octopus throws the ball as the students run. The ball must be thrown below the waist. If the ball hits the child below the waist the student is out until next game. The students who they reach the designated area are considered safe until ‘octopus’ is called again. The last student left becomes the new octopus.
Equipment Required: an area large enough to accommodate the group size, a circle in which octopus stands, a Nerf ball, 2 designated areas to run to
- King Pin- The students will compete against each other in a game of bowling. The instructor divides the group into two teams. Each child rolls the ball 2 times. The number of pins knocked down is tallied for each child. The final tally is taken after each child has had a turn.
Equipment required: Fisher Price bowling sets to accommodate the group size, a designated area set aside where each group bowls

Objective 3: *The student will demonstrate knowledge of rules and the ability to interpret the rules justly.*

Activities:

- Line soccer- The student will learn the basic rules of line soccer. The students will then be asked to model the rules. The instructor will demonstrate by modeling different rules of line soccer appropriately and inappropriately initiating responses from the students. The students will be allowed to play line soccer once the activity has been accomplished as a group.
Equipment Required: A copy of basic soccer rules (an individual copy may be provided for students who have the ability to read), an area large enough for the game, soccer balls, shin guards, (optional bike helmet)
- 5 on 5-floor hockey- The students will learn the basic rules of floor hockey. The students will then be asked to model the rules. The instructor will demonstrate by modeling different rules of floor hockey, appropriately and inappropriately. initiating responses from the students. The students will be allowed to play floor once the activity has been accomplished as a group.
Equipment Required: 2 nets, a hockey stick for each child playing, shin guards, 2 facemasks, individual mouth guards, and a bike helmet for each child playing

Objective 4: *The student will respect all God-given creations (self, others, property).*

Activities:

- Equipment safety- The instructor will pass out a variety of equipment to each child. Some of the equipment may be broken. Each child will then tell what equipment they have and if it is in good shape or broken. The children will then express how they feel about the equipment that is in their possession. The instructor is cluing in for students expressing dislike for broken equipment so that they may bring this to the attention of the students.
Equipment Required: any sports equipment that is in good shape and broken equipment. The equipment that is broken should not cause harm to a student if being held
- Sportsmanship-The students will model sportsmanship that is fair and also unfair. They can model with partners or in groups to fit the situation. The other students will then comment whether the sportsmanship was fair. The students will make suggestions on how to turn unfair sportsmanship into fair sportsmanship. A suggestion is for the instructor to make scenario cards for students who can read.
Equipment Required: examples of fair and unfair sportsmanship, or optional scenario cards

Grade Level: PreK - 2

Scope & Sequence Topic: Basic Movement Skills

OVERALL OBJECTIVE: Students will demonstrate basic movement skills / body awareness.

Objective 1: *Students will develop movement patterns utilizing concepts of body shapes.*

Activities:

- Students will stand in designated personal space. Students will make shapes upon teacher's command. (Examples: wide – table, curved – banana, narrow – telephone pole, twisted – pretzel).
- Students will make shapes to music.
- Students will work with partner to create statues.
- Students will make letters of the alphabet.

Objective 2: *Students will develop movement patterns utilizing concepts of body parts.*

Activities:

- Move about in general space until a body part is called. Students then find a partner and touch those body parts. (i.e. elbow to elbow, hand to hand etc.)
- Have the children move a yarn ball with various body parts.

Objective 3: *Students will develop movement patterns utilizing concepts of balance.*

Activities:

- Ask the children to demonstrate the funniest, easiest, most difficult balance position they can think of (i.e. one legged, three body parts.)
- Have students stand on court markings on gym floor. One or two students would be chosen as "It" then the students would play tag while staying on the lines of the floor.

OVERALL OBJECTIVE: Students will demonstrate basic movement skills / locomotor skills.

Objective 1: *Students will demonstrate locomotor movements in a variety of activities. These activities are: walk, skip, hop, jump, leap, slide, gallop, run, jog, crawl, roll, and grapevine/carioca.*

Activities:

- I See – the teacher says, “I see.” Students reply, “What do you see?” Then the teacher will state a locomotor movement and the students will perform that activity.
- When students hear a whistle they will move to open space using a variety of locomotor movements.
- Divide students into four groups and spread the groups to the four corners of the gym. At each of the corners the students will perform a different locomotor activity as they move around the boundary.
- Leap frog – as students leap over a student they will do different locomotor movements until they reach the next student to leap over.
- Bridges – Half the students create bridges of various sizes, while the other half of the students crawl under the bridges and do different locomotor movements while moving between bridges.
- Students will be given various colored shapes and sit in a circle. When the teacher calls a color or shape the students will perform specified locomotor movements around the circle until they return to their location.
Equipment Required: different colored shapes or tangram squares
- Locomotor Duck, Duck Goose. The students will sit in a circle and play duck, duck goose based on different locomotor movements.
- Play Red light, Green light while doing different locomotor skills.
- Students will perform relay races while doing different locomotor movements.
- Students will move about the gym holding hands with a partner performing various locomotor movements.

OVERALL OBJECTIVE: Students will demonstrate basic movement skills / spatial awareness.

Objective 1: *Students will develop movement patterns utilizing concepts of self-space.*

Activities:

- Islands in the Ocean – Each child has their own “island” on which they must stay “dry.” The teacher will call out different movements and positions that the child must imitate while staying on their island.
Equipment Required: Hula-hoop or Carpet Square
- Students will move about general space while holding a hula-hoop while avoiding contact with other students or objects.
Equipment Required: Hula-hoops

Objective 2: *Students will develop movement patterns utilizing concepts of general space.*

Activities:

- Students are in two groups on opposite boundary lines. At the signal students must exchange lines without touching anyone.
- Place different objects on the floor and the students will move around the area without touching those objects. If touching the objects does occur the students will then become one of those objects, freezing in that area.
Equipment Required: various objects to be used as obstacles

Objective 3: *Students will develop movement patterns utilizing concepts of direction. These directions are: up/down, forward/backward, above/below, inside/outside, on top/on bottom, over/under, near/far, higher/lower, closer/away, sideways/besides, between/behind, to the rear of/in front of, in the middle/center, left/ right.*

Activities:

- Directional Drill – The teacher will point in different directions and the students will move in those directions.

- The teacher presents specific patterns and movements to students. (example: hop forward three hops and walk sideways five steps, or walk backward six steps, then run forward ten steps.)

Objective 4: *Students will develop movement patterns utilizing concepts of level. These levels are low, middle, and high.*

Activities:

- Have students pretend to be various food items and they will need to move accordingly. (i.e. sizzle like bacon, pop up like toast, run around in a set area like scrambled eggs)
- Limbo – Using a jump rope, have two people holding the rope and as children successfully go under the rope have the two people lower the rope. Continue this activity until the rope is too low for the children to go under.

Equipment Required: jump rope

Objective 5: *Students will develop movement patterns utilizing concepts of pathways. The pathways are straight, curved, and jagged.*

Activities:

- Have students mark different paths on the parking lot with sidewalk chalk. Then the students will need to lead and follow their pathway moving in different styles and levels.
- Have students play “Follow the Leader” with a partner while utilizing the different pathway directions.

Objective 6: *Students will develop movement patterns utilizing concepts of extension. Extension is movement of near and far.*

Activities:

- Have students roam around the room in various animal styles. These styles reflect the arms and legs being near or far away from their body.
- Have students catch beanbags or foam balls close to their body and far away from their body.

Equipment Required: beanbags or foam balls

OVERALL OBJECTIVE: Students will demonstrate basic movement skills / qualities of movement.

Objective 1: *Students will develop movement patterns utilizing concepts of speed and time.*

Activities:

- Tortoise and Hare – When teacher calls out *tortoise* the students will move about the gym slowly. When the teacher calls out *hare* the students will move about the gym quickly.
- Airplane Pretend – have students pretend that they are airplanes and have them back out of the gate slowly. Then they will move forward to the runway going the speed of a slow moving car. After moving from the gate they pretend to take off moving very, very quickly. Then have them come down out of the air and land slowly.

Objective 2: *Students will demonstrate movement patterns utilizing concepts of force.*

Activities:

- Use walking, running, hopping, and leaping to demonstrate both light and heavy forces. (Ask the children which is better for their bodies.)
- Use manipulatives to create various forces when throwing to a partner or target.
Equipment Required: foam, sock, or yarn balls

Objective 3: *Students will demonstrate movement patterns utilizing concepts of flow. Flow means bound and free. Bound is controlled; jerky is robotic, restricted means muscles are tight. Free is smooth, fluid, continuous; muscles move easily.*

Activities:

- Using various materials, have the students move around the gym waving the material to the beat of the music.

Equipment Required: material, music

- Have students move around the area like a robot to show the stiffness. Then have the students move around the area like an animal would to show free movements.

OVERALL OBJECTIVE: Students will demonstrate basic movement skills / non-locomotor skills.

Objective 1: *Students will demonstrate non-locomotor movements in a variety of activities. Non-locomotor activities are: bend, rock, swing, turn, twist, stretch, push, and pull.*

Activities:

- “Head, Shoulders, Knees and Toes” song lead by the teacher.
- Have the students pretend to be a flower seed that grows through non-locomotor movements into a beautiful flower.
- Push a student on a scooter or push objects that are on the scooter.
Equipment required: scooters
- Play a tug of war game, pulling a student on a scooter or pulling different objects across a surface.
Equipment Required: rope
- Play *Simon Says* while doing non-locomotor activities.
- Movement explanation, i.e.: How many ways can you move your arms and keep them moving until told to stop?

OVERALL OBJECTIVE: Students will demonstrate basic movement skills with manipulatives.

Objective 1: *Students will demonstrate movement patterns utilizing the concepts of throwing and catching.*

Activities:

- Have the students play catch with a partner using beanbags, focusing on both the overhand and underhand methods. (Variation: catching at the different levels).
- Have the students toss and catch a beanbag or foam ball with each other to music.
- Have the students toss a beanbag in the air and try to catch it at different levels. Variation: have students pretend they are catching an egg as compared to a softball.
- Have students play catch, moving further apart with each throw.

Objective 2: *Students will demonstrate movement patterns utilizing the kicking motions.*

Activities:

- Have students stand in place and kick a ball back and forth to a partner.
Equipment Required: kick balls of various sizes
- Have students attempt to kick a ball into a set goal. As students' abilities increase, have the goal size get smaller.
Equipment Required: kick ball and adjustable goal

Objective 3: *Students will demonstrate movement patterns utilizing the striking motion.*

Activities:

- Have students pretend that their arms are bats and hit a foam ball with their arms.
Equipment Required: foam balls or beanbags
- Have the students hit various balls with various hitting apparatus (i.e. baseball bats, wiffleball bats, badminton rackets).

Equipment Required: various balls and bats

- Have students play tee-ball by placing a soft ball on top of a tall cone.

Equipment Required: softball, bat, tall cone

Objective 4: *Students will demonstrate movement patterns utilizing the bouncing motion.*

Activities:

- Have the students bounce the ball and then take two steps and catch the ball again. A variation would be to allow the ball to bounce several times before they retrieve it.
- Have the students stand in one place and see how many times they can bounce the ball in one spot without moving their feet.

Objective 5: *Students will demonstrate movement patterns utilizing hula-hoops.*

Activities:

- The teacher should give the students directions about where to stand in relation to the hula-hoop. (i.e. move over the hoop, stand in the hoop, move with part of body in the hoop and part of the body outside of the hoop.)
- Have students roll the hula-hoop around the gym and run alongside it.
- Have several students hold a hula-hoop on end and instruct the remaining students to crawl through the hoop.
- Have the students spin the hula-hoop around various body parts, while attempting to keep the hula-hoop off of the ground.

Equipment Required: Hula-hoops

Grade Level: PS-2

Scope & Sequence Topic: Developmental Games & Activities

OVERALL OBJECTIVE: Students will demonstrate an ability to participate in various developmental games and activities.

Objective 1: *Students will develop active game skills through individual and partner activities.*

Activities:

- Create an obstacle course involving climbing, crawling, jumping, balancing and rolling.
Equipment Required: Use any combination of the following: mats, jungle gym, hula hoops, benches or balance beams, tires or deck rings, cardboard boxes, or any other safe equipment.
- Toss and catch beanbags, both at a target and with a partner.
Equipment Required: Targets can be colored paper on the wall, cardboard boxes, dishpans, etc. You will need enough beanbags for each child to have one, and enough targets for one per pair.

Objective 2: *Students will develop active game skills through work in small groups and relays.*

Activities:

- Keep various types of balls in the air, with all members of a small group participating. Divide students into groups of 4-5, give them a ball, and have them use their hands to keep it up as long as possible.
Equipment Required: Beach balls, Nerf balls, foam balls, or other soft balls, one per group
- Divide class into 3-5 equal teams, depending on class size. Define a “start” and “finish” line. Choose any number of locomotor movements: skip, gallop, walk backward, crawl, roll, etc. Rotate first runner each time.

Objective 3: *Students will use creative movements in a large-group format.*

Activities:

- Follow the Leader—Students form a line, first person is the leader and chooses a locomotor movement (see examples in previous activity). Leader begins; all others follow and imitate. Teacher claps or blows whistle, and leader runs to back of line. Next person in line chooses a new locomotor movement; all others follow.
- Any variation of a tag game:
 - ✓ Standard—One person is “IT,” the first person they tag becomes the new “IT.”
 - ✓ Freeze Tag—Each person tagged must freeze. They can be “unfrozen” by other teammates who touch them.
 - ✓ Stork Tag—Same as standard, but as long as you can stand on one leg you are “safe” from being tagged. As soon as you lose your balance, or take off running, you can be tagged.

Grade Level: PS—2

Scope & Sequence Topic: Sports Skills and Lifetime Activities

OVERALL OBJECTIVE: Students will develop an interest and skills in tumbling skills.

Objective 1: *Students will demonstrate the following gymnastic or tumbling skills during class participation: forward roll, log roll, and crab walk.*

Activities:

- The student will learn to demonstrate a forward roll by starting in a standing position. Place the hands on the floor in front of their feet approximately 18” away from their feet. Bend legs slightly. Push off and roll forward. Keeping their head and legs tucked until they come back into a squat position. (Optional equipment is an inclined mat to give the student momentum in their roll.)
Equipment: floor mats or padded surface
- The student will demonstrate a log roll by laying on the mat with hands extended over their head and legs out straight. Then students roll across the mat keeping their body straight and legs extended.
Equipment: floor mats or padded surface
- The students will demonstrate a crab walk by sitting on the floor with hands on the floor behind their back. Raising their body off the floor they will walk backwards or forwards using their hands and feet to move, one hand or foot at a time.
Equipment: floor mats or padded surface

Grade Level: PS—2

Scope & Sequence Topic: Rhythms, Dance & Creative Expression

OVERALL OBJECTIVE: Students will develop an interest, skills, and creative expression in various rhythmical activities.

Objective 1: *Students will demonstrate fundamental rhythms in the following movements: locomotor, nonlocomotor, and manipulative.*

Activities:

- Students perform locomotor, nonlocomotor, and manipulative movement to the beat of a drum.
Equipment Required: drum, CD player
- Students move throughout a specific space to different types of music.
Equipment Required: drum, CD player

Objective 2: *Students will demonstrate creative movement to music.*

Activities:

- Play music and let the students dance.
Equipment Required: CD's and tapes
- Divide the class into performers and audience. The performers move to music with ribbon sticks or other manipulatives.
Equipment Required: CD's, tapes, and chosen manipulatives

Objective 3: *Students will demonstrate fundamental aerobic dance movements*

Activities:

- Review basic movement activities in place such as: marching, jogging, jumping, arm circles, reaching, shaking arms, etc.
Equipment Required: Exercise CD's, videos, DVD's
- Use an exercise CD/video that students follow. (Mousercise)
Equipment Required: Exercise CD's, videos, DVD's
Resources: at Public Library or Dance catalogs

Objective 4: *Students will demonstrate fundamental folk dance movements.*

Activities:

- Join hands and move clockwise and counterclockwise while walking, skipping, sliding, jumping, grapevine, etc.
- Circle Dances: Hokey Pokey, Chicken Dance, Mexican Hat Dance, May Pole Dance

Equipment Required: CD's and tapes

Resources: Folk Dance Fun (CD), All Time Favorite Dances (CD)

Objective 5: *Students will demonstrate basic line dance steps.*

Activities:

- Students stand side by side and practice basic line dance step. (Step, together, step, touch)
- Students perform basic line dance step to music.

Equipment Required: CD's and tapes

Objective 6: *Students will demonstrate basic rope jumping skills.*

Activities:

- Present rope jumping in the following progression:
 - jump to a beat without using a rope
 - jump over a rope that is on the ground
 - jump while holding both ends of the rope in one hand
 - jump rope trying to get over the rope once or twice

Equipment Required : short ropes

- Skip or Gallop with rope around the gym

Equipment Required: short ropes

- Present jumping a long rope in the following progression:
 - jump over a still rope, snake, waves, high water, etc.,
 - two turners turn rope while jumper jumps

Equipment Required: long jump rope

Grade Level: Preschool-2

Scope & Sequence Topic: Personal Fitness & Healthy Active Living

OVERALL OBJECTIVE: Students will develop attitudes and activities that will promote a healthy lifestyle.

Objective 1: *Students will develop cardiovascular endurance.*

Activities:

- Students will complete a quarter mile (1/4) walk as prescribed by the President's Challenge or Physical Best.
Equipment required: flat running surface/course, stopwatch
- PACER (Progressive Aerobic Cardiovascular Endurance Run): Students will increase cardiovascular endurance by increasing their pace over a 20 meter area as prescribed in Physical Best.
Equipment required: Cassette/CD player with tape/CD of pre-recorded beats available from Physical Best; marker cones, measuring tape, non-slippery surface at least 20 m. long

Objective 2: *Students will demonstrate an increase in overall muscular strength by increasing posture, low-back strength, and pelvic alignment through increased abdominal strength.*

Activities:

- Students will count the maximum number of curl-ups (sit-ups) that can be completed in 1 minute as outlined in the President's Challenge.
Equipment required: stopwatch, cushioned surface, partner/counter
- Students will count the number of curl-ups performed in a rhythmic fashion (75 seconds maximum) as prescribed in Physical Best.
Equipment required: cushioned surface, cassette/CD player, PACER music
- Students will perform as many partial curl-ups as can be completed as prescribed in the President's Challenge.
Equipment required: stopwatch, cushioned surface, partner/counter

Objective 3: *Students will demonstrate an increase in overall muscular strength by improving functional health and correct posture through increased upper body strength.*

Activities:

- Students will count the maximum number of push-ups that can be performed at a rhythmic pace as prescribed by the President’s Challenge or Physical Best.
Equipment required: cushioned surface
- Students will count the maximum number of pull-ups that can be completed as prescribed in the President’s Challenge or Physical Best.
Equipment required: horizontal bar (approx. 1 1/2 inch in diameter) at a height from which student can hang with arms fully extended with feet of floor
- Students will be timed on how long they can maintain the flexed-arm hanging position as prescribed in the President’s Challenge or Physical Best.
Equipment required: horizontal bar (same as previous activity)

Objective 4: *Students will demonstrate the functional health and range of motion to maintain adequate joint flexibility.*

Activities:

- Students will show lower back and hamstring flexibility by reaching as far as possible with the fingertips as prescribed in the President’s Challenge “Sit and Reach” activity.
Equipment required: floor mats, measuring scale or meter stick, box (12 inches high)
- Students will show hamstring flexibility by reaching as far as they can to one side of the body at a time as prescribed in Physical Best.
Equipment required: floor mats, measuring scale, box (12 inches high)

<p>OVERALL OBJECTIVE: Students will develop and demonstrate skills related to personal fitness.</p>
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Objective 1: *Students will demonstrate an increased level of agility.*

Activities:

- Have students perform the “Shuttle Run” as prescribed in the President’s Challenge.

Equipment required: 2 small wooden blocks or **clean** chalkboard erasers, stopwatch, gym floor with lines

- Set up an agility-focused obstacle course using monkey bars, slides, play structures, etc. on the playground or various portable equipment on the gym floor.

Objective 2: *Students will demonstrate an overall increase in speed.*

Activities:

- Students will run a timed 50 yard dash.
Equipment required: stopwatch, flat, straight surface
- Students will run a timed 100 yard dash.
Equipment required: stopwatch, flat, straight surface

Objective 3: *Students will demonstrate an increase in overall coordination.*

Activities:

- Have groups of students design and perform an aerobic routine to music.
Equipment required: tape/CD player
- Have students learn to juggle scarves then balls (2 items then 3 items).
Equipment required: scarves, various small balls, various large balls

Objective 4: *Students will demonstrate an increase in balance.*

Activities:

- Students will perform a balance-focused obstacle course on the playground using monkey bars, play structures, slides, etc. or various portable equipment on gym floor.
- Students will work a low to high ropes course.
Equipment required: outdoor professionally constructed and supervised ropes course

Objective 5: *Students will improve skill-related power.*

Activities:

- Students will perform a standing broad jump as prescribed in the President's Challenge.
Equipment required: measuring tape, mats (optional)
- Have students perform a softball throw for distance.
Equipment required: softball, measuring tape, large open field