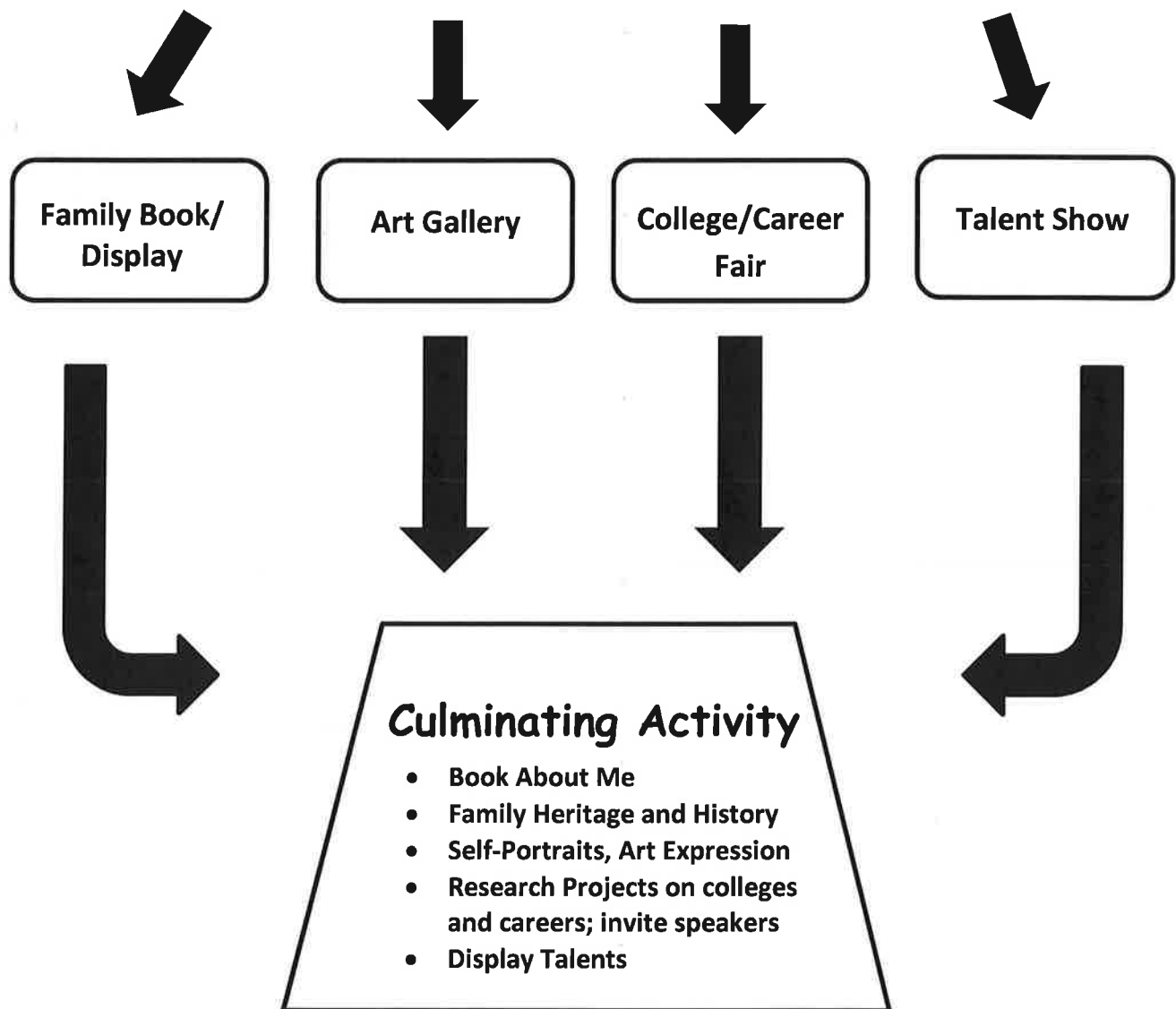


Who Am I?

Planning Overview

- What is important to me?
- How do I work with others?
- Where did I come from, and where am I going?



STEPS To Follow for Planning and Scheduling a Unit

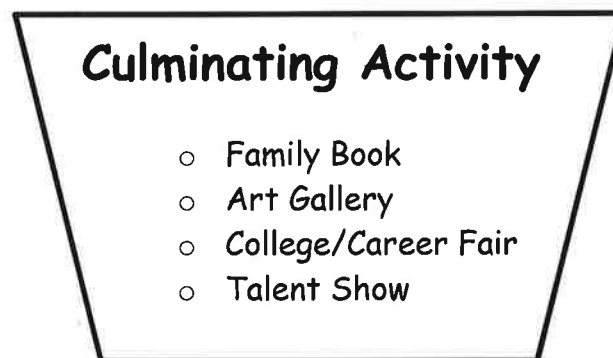
STEP 1: Begin with the End in Mind-- What do you want students to be able to do after exploring WHO THEY ARE? How will they show others what they learned?

STEP 2: Teach to Topic—Provide students with a variety of activities to get to know others and themselves better.

STEP 3: Assist students in learning what they need to show. What activities will you use to prepare for the culminating activity?

STEP 4: Prepare/practice/present what students learned

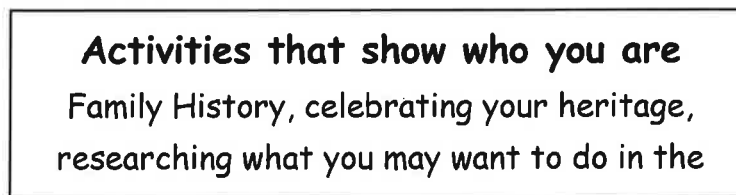
STEP 1:



STEP 2:



STEP 3:



STEP 4:



STEP 5: Plan & Schedule Activities

Week 1: Teach rules and expectations and provide opportunities for students to get to know each other

	Monday	Tuesday	Wednesday	Thursday	Friday
Academic Hour	No School	Set and Teach Rules and Routines Cartoon Names	Review Rules Safety Review cues & locations Safety Map Creation	Review Rules Practice Correct Behavior A.S.P. Goal Setting	Review Rules Planning with Students Hard Lockdown
Enrichment		Teaching Attention Signals	Player to Player Personality Trivia	Soft Lockdown Family Portrait	The Name Game Who Am I?
SPARK		Activity #2 Stretch Your Body, Memory Ball, Moon Ball, Straddle Ball	Activity #1 Stretch Your Body, Have You Ever?, Name Game	Activity #4 Stretch Your Body, Beat the Clock, Houdini Hoops	Activity #7 Stretch Your Body, Cross the Pond, Shark and Lifeguard
		Review Homework Procedures	Homework Help/"No Homework" Sheet	Homework Help/"No Homework" Sheet	Homework Help/"No Homework" Sheet

Week 2: Continue to teach rules and expectations and provide opportunities for students to get to know each other

	Monday	Tuesday	Wednesday	Thursday	Friday
Academic Hour	Review Rules and Routines Active Threat	Practice Correct Behavior Leave the Building	Review Rules Your Turn: Write an "I Am" poem	Celebrate Your Heritage (KidzLit)	Review Rules Celebrate Your Heritage (KidzLit)
Enrichment	Creating a Positive Classroom	I Like Mobile	How Safe Do you Feel?	A Movie of My Life	Personality Assessment
SPARK	Activity #3 Stretch Your Body, Radio Control, Stick with Me	Activity # 5 Stretch Your Body, Pass It Around, Fly in the Web	Activity #9 Stretch Your Body, Dribble Keep Away, 2 on 1 Just for Fun	Activity # 6 Stretch Your Body, California Strut	Activity # 8 Stretch Your Body, Bull's Eye and Long Shot, Kickball Roundup
	Homework Help/"No Homework" Sheet	Homework Help/"No Homework" Sheet	Homework Help/"No Homework" Sheet	Homework Help/"No Homework" Sheet	Homework Help/"No Homework" Sheet

Week 3: Activities that allow students to explore who they are

	Monday	Tuesday	Wednesday	Thursday	Friday
Academic Hour	Measurement & Estimation	About Your Height & More	Celebrate Your Heritage (KidzLit)	Celebrate Your Heritage (KidzLit)	
Enrichment	A Forest of Family Trees		Surveying Inherited Traits		Illuminate Your Letters
SPARK					
	Homework Help/"No Homework" Sheet	Homework Help/"No Homework" Sheet	Homework Help/"No Homework" Sheet	Homework Help/"No Homework" Sheet	Homework Help/"No Homework" Sheet

Week 4: Activities that allow students to explore who they are

	Monday	Tuesday	Wednesday	Thursday	Friday
Academic Hour					

Enrichment					
SPARK					

Week 5: Activities that allow students to explore who they are

	Monday	Tuesday	Wednesday	Thursday	Friday
Academic Hour					
Enrichment					
SPARK					

Week 6: Activities that allow students to explore who they are

	Monday	Tuesday	Wednesday	Thursday	Friday
Academic Hour					
Enrichment					
SPARK					

Week 7: Practice/Prepare to present --Advertise Event/invite school and families

	Monday	Tuesday	Wednesday	Thursday	Friday
Academic Hour					
Enrichment					
SPARK					

Week 8: Show what you know—Remind all to attend

	Monday	Tuesday	Wednesday	Thursday	Friday
Academic Hour					
Enrichment					
SPARK					

Grade Level	Schedule	Table of Contents and Suggested Schedule of Activities for the Who Am I? Unit	Page Number
	A=Academic E=Enrichment S=SPARK	Begin with the End –Decide which of the following you will want to showcase at the end of the unit.	
		Who Am I? Planning Overview	
		Culminating Activities	
K-8	A/E	Art Gallery	
		Exhibiting Student Art	1-1
	A/E	College/Career Fair	
K-8		• Career Guest Speaker Series	1-3
K-8		• Career & College Fair	1-4
4-8		• Career Carnival	1-5
4-8		• Student Presented College & Career Fair	1-6
2-8	A/E	Family Book	
		• Family Book/Scrapbook	1-7
		• Heritage Project Display Guidelines	1-8
K-8	E	Talent Show	
		• Talent Show Ideas	1-9
		Week 1 & 2	
		Getting to Know Each Other /Ice Breakers	
		Getting to Know You Activities:	2-1
K-3	E	• <i>Animal Groups</i> -students will work as a team to locate other members of their animal group by imitating that animal's sound	
2-8	E	• <i>Chain Gang</i> -Each student will create a paper chain which represents their strengths or talent. Students will link all chains together and discuss how strong they are because of each other.	
3-8	E	• <i>True or False</i> -Students will learn something interesting about one another by providing true and false statements about themselves	
3-8	E	• <i>Secret Identity</i> -Names of famous people are taped on the backs of students, and students must guess who they are by asking "yes" and "no" questions.	

K-8	E	<i>Two Truths and A Lie</i> -A chance for students to learn more about each other by guessing another student's story to be true or false	2-2
4-8	E	Who Am I –Students try to answer fun riddles.	2-3
		Great Group Games for Kids (Students will have the opportunity to work together, team build, and have fun getting to know each other)	
K-5	E	<ul style="list-style-type: none"> • Cartoon Names & Super Names 	2-5
K-5	E	<ul style="list-style-type: none"> • Rhyming Names & Hot Potato Jumble 	2-6
K-5	E	<ul style="list-style-type: none"> • Dice Details 	2-7
K-5	E	<ul style="list-style-type: none"> • My Face Page 	2-8
4-8	E	<ul style="list-style-type: none"> • Name Pulse, Silent Scramble & Behind Every Name 	2-9
4-8	E	<ul style="list-style-type: none"> • The Name Game & Milling to Music 	2-10
4-8	E	<ul style="list-style-type: none"> • Sticky IDs & License Plates 	2-11
4-8	E	<ul style="list-style-type: none"> • The Matching Game 	2-12
4-8	E	<ul style="list-style-type: none"> • Who Am I? 	2-13
		Getting to Know Me	
K-3	A/E	"I Am" Project-Students write poems about themselves. In addition, students can create a poster, a slideshow, Top Ten List, etc.	2-14
4-8	A/E	Your Turn: Write an "I Am" Poem-Students write a poem about themselves.	2-15
4-8	E	Personality Assessment- Students answer questions about themselves and discover their personality type.	2-16
4-8	E	<i>Personality Trivia</i> -Students will learn more about each other.	2-29
K-5	E	<i>A Movie of My Life</i> -To increase student's awareness of each other.	2-31
2-8	E	<i>The Many Parts of Me</i> -All of us are made up of many different parts, and special experiences help to form our personality. Students will write out the many parts of them on a template puzzle.	2-33
1-5	E	<i>I Like Mobile</i> -Students will cut out shapes and draw things they like and that represent them.	2-34
1-5	E	<i>I Collage</i> -Students will draw a different picture in each section of things they enjoy doing at home.	2-34
1-5	E	<i>My Dreams</i> -Students will draw and cut out a silhouette of their head and then draw pictures of what things they dream about and wish to happen, etc., inside the silhouette.	2-35
1-5	E	<i>Me Hanging</i> -Students will make a paper figure of themselves and attach several circles with brief descriptions about themselves on them.	2-36
1-5	E	<i>Me Poster</i> -Students will cut out pictures from magazines of things that remind them of who they are and paste those pictures on paper.	2-36
4-8	E	<i>How Safe Do You Feel?</i> -Students can express their feelings about safety.	2-37
K-8	E	<i>Creating a Positive Classroom</i> -Eight 30 minute activities to create a safe, respectful, and fun environment.	2-38
4-8	E	<i>Who Am I Collage</i> -Students will build self-esteem by creating a	2-45

		collage to learn who they are and what is important and unique to themselves	
K-8	E	<i>A.S.P. Goal Setting</i> -Students will brainstorm what they know about the after school program and would like to get out of the program.	2-46
K-8	E	<i>Family Portraits</i> -Students will be given a family theme to post for their family portrait. They must freeze and pose.	2-48
K-8	E	<i>Player to Player</i> -Students will find other students who they have something in common with.	2-50
4-8	E	<i>Letter Scramble</i> -Students will make as many words as they can using the letter grid.	2-52
4-8	E	<i>Red to Hot</i> -Students create as many words as they can by transforming words.	2-54
		Disaster and Safety Practice	
K-8		<i>Soft Lockdown</i> -Students practice the safety process.	2-56
K-8		<i>Hard Lockdown</i> -Students practice the safety process.	2-57
K-8		<i>Active Threat</i> - Students practice the safety process for an active threat on campus.	2-58
K-8		<i>Leave the Building</i> -Students practice how to safely leave the building during an emergency.	2-59
K-8		<i>Safety Map Creation</i> -Students will learn the evacuation route by drawing a map.	2-60
K-8		<i>Teaching Attention Signals</i> -Students will be taught verbal and/or non-verbal signals.	2-61
K-8		<i>Practice Correct Behavior</i> -Students will be taught behavior expectations and routines.	2-62
K-8		<i>Planning with Students</i> -Students plan and brainstorm activities for weekly activities.	2-63
		Week 2 – 8	
		Kidz Lit.	
K-3	A	<i>Dumpy La Rue</i> –People can express themselves in different ways and through the art of dance is one way.	3-1
K-3	A	<i>Jojo's Flying Side Kick</i> -Students will learn how to discover inner strengths to become self-confident. With self-confidence, youth can accomplish tasks and master skills.	3-3
K-3	A	<i>Ruby the Copycat</i> -Students will learn their true identity and the importance of acting like themselves rather than copying others.	3-6
K-3	A	<i>The Story of Ferdinand</i> -This story teaches to be respectful of people, animals and situations in a peaceful and nonviolent way.	3-8
	A	<i>Tracing Our Ancestors Unit</i> -	3-10
K-3		<ul style="list-style-type: none"> Three Cheers for Catherine the Great 	
K-3		<ul style="list-style-type: none"> Grandfather Counts 	
	A	<i>Celebrate Your Heritage Unit</i> -Interview relatives, make a family tree, and map ancestor's migration	3-17
K-5	A	<ul style="list-style-type: none"> How My Family Lives in America-Read about how families from different cultures live in America. 	

3-5	A	<ul style="list-style-type: none"> Family Pictures/Cuadros de Familia-This book depicts distinct family traditions. 	
3-5	A	<i>Diego</i> -Students will learn to better understand their skills and interests to appreciate the beauty around them.	3-47
3-5	A	<i>Going Home</i> -Students will learn and discuss their relationship with their home, family, and their personal ambitions and goals for themselves.	3-49
3-5	A	<i>You Can't See Your Bones with Binoculars</i> -Students will discover what bones do and how they work in connection to the rest of the body to enable them to run, skip, throw, dance and move.	3-51
6-8	A	<i>Blue Skin of the Sea</i> -Students will learn how to stand by what they believe in and to accept themselves as they are through self-respect and family relationships.	3-53
6-8	A	<i>Who Am I?</i> -Students will brainstorm ideas from their lives and create timelines and journals. <ul style="list-style-type: none"> <i>Bud, Not Buddy</i>-The main character goes through many ups and downs; he is a quick-witted and resourceful survivor. 	3-56
6-8	A	<i>Raymond's Run</i> -Students learn to accept themselves as they are and to respect others for their differences.	3-67
6-8	A	<i>Story Painter</i> -Students will learn identity, self-respect and accepting the differences between themselves and others.	3-70
6-8	A	<i>Alexander Graham Bell</i> -Students will learn to appreciate their unique personal gifts and talents that may benefit others.	3-74
6-8	A	<i>Dreaming in Color, Living in Black & White</i> -Students will learn about diversity and how to respect differences.	3-76
		Readers' Theater	
1-2	A	<i>Many Helping Hands</i> -Shows the true meaning of helping others-when a family is confronted with difficult times the neighbors and extended family are there to help in any way they can	3-79
3-4	A	<i>Teaming up with Mr. Cool</i> -By working together the characters are successful in dealing with a problem.	3-92
5-6	A	<i>Lillian's Family Tree</i> -A young woman grows up during the Depression and learns the importance of hard work and about her family heritage.	3-104
5-6	A	<i>Remember Who You Are</i> -Allison struggles to find out who she is and the meaning of her life. Her confidence is built in the course of writing her autobiography.	3-116
6-8	A	<i>The Tragedy of Hamlet, Prince of Denmark</i> —Hamlet struggles with the death/murder of his father and the sudden marriage of his mother to his uncle. He vows to avenge his father's death.	3-128
		Math	
K-8	A	<i>Value of Words</i> -Apply dollar amounts to letters in the alphabet and then form words and sentences to add up to certain \$ amounts.	4-1
4-8	A	<i>Value of Words Revisited</i>	4-2
2-8	A	<i>Measurement & Estimation</i> -Students measure body units and	4-4

		compare.	
3-6	A	<i>About Your Height and More</i> -Students compare data	4-6
4-8	A	How Long is a Name? Students practice mode, median and mean.	4-8
4-8	E	How Old Are You? Students calculate their ages online by days, months, minutes, etc.	4-10
3-6	A	<i>Cut Down to Size at High Noon</i> -(KidzMath) After reading this book, students will explore spatial relationships and their similarities as they enlarge and reduce pictures.	4-11
3-6	A	<i>First Day in Grapes</i> -(KidzMath) After reading this book, students connect multiplying, adding, and subtracting large and small number activities to the story.	4-13
3-6	A	<i>Flying High! The Story of Bessie Colman</i> -(KidzMath) After reading this story, students make paper airplanes and measure distances using meters and centimeters.	4-16
		Week 3-8	
		Art	
K-8	E	<i>A Forest of Family Trees</i> -Create images that represent their families.	5-1
K-8	E	Talented Talkers: Puppets With Speech Bubbles-Create puppets and perform a skit.	5-5
K-8	E	<i>Illuminate Your Letters!</i> -Write letters with an artistic flair	5-9
6-8	E	<i>Cameo Portraits</i> -Students make silhouettes of themselves with black construction paper and write poems.	5-13
		Who Am I?: Self-Portrait in Art and Writing	5-14
5-8	E	<ul style="list-style-type: none"> <i>Van Gogh Self Portraits</i>-Draw portraits of their personality and write a letter explaining which portrait reveals their true self. 	5-15
5-8	E	<ul style="list-style-type: none"> <i>Two Faces of Paul Gauguin</i>-Compare and Contrast his self-portraits 	5-20
5-8	E	<ul style="list-style-type: none"> <i>A Look at Judith Leyster</i>-Create a monogram and write a self-reflective poem 	5-25
5-8	E	<ul style="list-style-type: none"> <i>Siqueiros Speaks</i>-Write and deliver a persuasive speech and propaganda poster 	5-29
5-8	E	<ul style="list-style-type: none"> <i>Andy Warhol-Digital Self Portrait</i>-Manipulate a photographic self-portrait and write a poem to describe the point of view taken in their digital work of art. 	5-33
		Social Studies	
		Family Book Activities	
K-8	E	<ul style="list-style-type: none"> <i>Family Tree</i>-Students fill in their family information 	6-1
K-8	E	<ul style="list-style-type: none"> <i>Map of the U.S.</i>-Students locate places where their families lived over time 	6-2
K-8	E	<ul style="list-style-type: none"> <i>Map of the World</i>-Students locate places where their families emigrated from in the past. 	6-3
3-5	A/E	<ul style="list-style-type: none"> <i>Travel Log</i>-Students pretend they are visiting a country and journaling their experience. 	6-4

3-5	A/E	<ul style="list-style-type: none"> • <i>Passport to My Heritage</i>-Students fill in a passport from the country their family emigrated from and imagine they visited. 	6-8
3-5	A	<ul style="list-style-type: none"> • <i>Family Interview</i>-Students interview their relatives about their ancestors and heritage. 	6-9
3-8	E	<ul style="list-style-type: none"> • <i>Personal Coat of Arms</i>-Students make a coat of arms to express their values and what they stand for. 	6-10
3-8	E	<ul style="list-style-type: none"> • <i>Family Heritage Cookbook</i>-Students bring recipes from home. 	6-13
3-8	A/E	<ul style="list-style-type: none"> • <i>A Page from History</i>-Students ask family members to tell stories about a relative or ancestor and write the story in their own words. 	6-16
3-8	A/E	<ul style="list-style-type: none"> • <i>Heritage/Country Research</i>-Students research information about a country their ancestors emigrated from originally. 	6-17
4-8	E	<ul style="list-style-type: none"> • <i>Family Time Capsule</i>-Students use a website that will tell them what happened on the date entered. 	6-22
4-8	E	<ul style="list-style-type: none"> • <i>Who I Am</i>-Students fill in information about themselves. 	6-23
6-8	E	<ul style="list-style-type: none"> • <i>All About Me</i>-Students fill in information about themselves 	6-24
		College and Career	
K-2	E	<ul style="list-style-type: none"> • <i>Choose an Occupation</i>-Students brainstorm and learn about different jobs. 	7-1
K-2	E	<ul style="list-style-type: none"> • <i>Career Pathways</i>-Students will learn about different careers. 	7-3
K-2	E	<ul style="list-style-type: none"> • <i>My College Backpack</i>-Students will learn about their path to college and create college backpacks filled with things they think they will need to go to college. 	7-6
3-5	E	<ul style="list-style-type: none"> • <i>Crossword Puzzle</i> - Students will learn of the different jobs that take place in education. 	7-12
3-5	E	<ul style="list-style-type: none"> • <i>My Fantasy College</i> -Students will brainstorm and create a fantasy college. 	7-14
3-8	E	<ul style="list-style-type: none"> • <i>Who Am I?</i>-Student will visualize the road to their future. Students will see themselves as members of larger communities and will identify specific individuals and communities that will support them along the road to their future. 	7-17
3-8	E	<ul style="list-style-type: none"> • <i>Career Charades</i>- Students will act out different careers as their team try to guess what it is. 	7-27
3-8	A/E	<ul style="list-style-type: none"> • <i>My First Resume</i> -Students will create a resume by filling in the blanks. 	7-29
3-8	A/E	<ul style="list-style-type: none"> • <i>50 States College Search</i>- Students will research colleges in all 50 states. 	7-31
3-8	E	<ul style="list-style-type: none"> • <i>Celebrity College Search</i>- Students will discover where various celebrities went to college. 	7-33
5-8	E	<ul style="list-style-type: none"> • <i>Educational Journey Lesson Plan</i>-Students will create displays of their educational journey. 	7-36
5-8	E	<ul style="list-style-type: none"> • <i>Knowledge is Power</i>-Students will learn the benefits of 	7-37

		different careers and how education plays a role into their future earnings.	
5-8	E	<ul style="list-style-type: none"> • <i>Virtual College Scavenger Hunt</i>-Students will fill out the College Scavenger Hunt handout and take a virtual online tour of the campus they choose to research. 	7-42
6-8	E	<ul style="list-style-type: none"> • <i>Job vs. Career</i> -Students will learn the difference between a job and a career. 	7-44
6-8	A/E	<ul style="list-style-type: none"> • <i>Median Salary Activity</i>-Students will learn how to determine median salary. 	7-49
6-8	A/E	<ul style="list-style-type: none"> • <i>Career Explorer</i>-Students will discover and research different careers. 	7-51
6-8	E	<ul style="list-style-type: none"> • <i>You Don't Say</i>-Similar to the game Taboo but students will try to guess different careers. 	7-53
		Science	
2-8	E	<i>Fingerprint Challenge</i> -Students match the prints inside the question mark to the prints on the boarder of the page.	8-1
3-8	A	<i>Investigating Fingerprints</i> -Students learn about fingerprint types and make art from their fingerprint.	8-3
3-8	A	<i>Surveying Inherited Traits</i> -Students will actually conduct a survey to find out which forms of inherited traits are more common than others.	8-8
3-8	A	<i>What Goes Around Comes Around</i> -Students investigate how feedback systems work. Behavior is influenced by both internal and external cues.	8-10
3-8	A	<i>You've Got Heart</i> -Students discover how the heart and circulatory system works.	8-14
3-8	A	<i>Can You Feel It?</i> -Students observe how their sense of touch allows them to gather information about their world.	8-20
3-8	A	<i>The Eyes Have It</i> -Students discover how their sense of vision lets them see color and depth.	8-24
3-8	A	<i>Now Hear This</i> -Students discover how their sense of hearing works.	8-28
3-8	A	<i>Mr. Bones</i> -Students investigate how their muscles and skeletal system support and move their bodies.	8-33
4-8	A/E	<i>Sticky Fingers</i> -Students take their own fingerprints, answer questions using a graph, and they construct a graph. The activity ends with student matching fingerprints to determine who committed a crime.	8-37
4-8	A/E	Handwriting Analysis-Students learn how to analyze handwriting, and how to determine who wrote a ransom note.	8-52
		SPARK-Nine different Spark Activities (These activities do not have to be done in order)	
		Activity #1	
K-8	E	<ul style="list-style-type: none"> • <i>Stretch Your Body</i> –Students perform warm-up stretches for muscle groups from head to toe. 	9-1
K-8	E	<ul style="list-style-type: none"> • <i>Have You Ever?</i>-Players in a circle, one in the center. They move across the circle if an activity they have experienced is 	9-3

		named.	
K-2	E	<ul style="list-style-type: none"> • <i>Hog Call</i>-Pairs with eyes closed try to meet each other using a special "hog-call." 	9-5
3-8	E	<ul style="list-style-type: none"> • <i>Name Game</i>-Students will learn each other's names. They will also practice safety and courtesy. 	9-7
		Activity #2	
K-8	E	<ul style="list-style-type: none"> • <i>Stretch Your Body</i>-warm up 	9-1
K-8	E	<ul style="list-style-type: none"> • <i>Memory Ball</i> -Students will form a circle and pass the ball around while learning information about each other. 	9-8
K-8	E	<ul style="list-style-type: none"> • <i>Moon Ball</i>-Groups of students try to keep an object in the air without letting it touch the ground. 	9-10
K-8	E	<ul style="list-style-type: none"> • <i>Straddle Ball</i>-Students will form a circle and try to score a goal by striking the ball between the legs of others. 	9-12
		Activity #3	
K-8	E	<ul style="list-style-type: none"> • <i>Stretch Your Body</i> -warm up 	9-1
K-8	E	<ul style="list-style-type: none"> • <i>Radio Control</i>-Students will earn their partner's trust by safely "driving" them across the area without touching other players or any "road hazards." 	9-14
K-2	E	<ul style="list-style-type: none"> • <i>Truck Driver</i> -Students will work in groups to safely move about the highway. 	9-16
3-8	E	<ul style="list-style-type: none"> • <i>Stick with Me</i>-Pairs, then groups, work to move across the area while their feet are joined. 	9-17
		Activity #4	
K-8	E	<ul style="list-style-type: none"> • <i>Stretch Your Body</i>-warm up 	9-1
3-8	E	<ul style="list-style-type: none"> • <i>Beat the Clock</i>-Players join hands in a circle and work to move one complete rotation around the circle as quickly as possible. 	9-19
K-2	E	<ul style="list-style-type: none"> • <i>Cookie Monster</i>-"Cookies" (players) avoid being tagged by the Cookie Monster while crossing the activity area. 	9-21
K-8	E	<ul style="list-style-type: none"> • <i>Houdini Hoops</i>-Groups of students pass a hoop around the circle without letting go of joined hands. 	9-23
		Activity #5	
K-8	E	<ul style="list-style-type: none"> • <i>Stretch Your Body</i>-warm up 	9-1
3-8	E	<ul style="list-style-type: none"> • <i>Pass It Around</i>-Participants sit in a circle with their elbows hooked to their neighbor's and work to pass objects around the circle using their legs. 	9-24
K-2	E	<ul style="list-style-type: none"> • <i>Chute Shapes</i>-Players work together to create various shapes with the parachute including the dome, mushroom, clubhouse, and group portrait. 	9-26
K-8	E	<ul style="list-style-type: none"> • <i>Fly in the Web</i>-Groups use the parachute to toss and catch a "spider" in their "web." 	9-28
		Activity #6	
K-8	E	<ul style="list-style-type: none"> • <i>Stretch Your Body</i>-warm up 	9-1
K-8	E	<ul style="list-style-type: none"> • <i>California Strut</i>-Students learn a medium intensity, fun partner dance. 	9-30
		Activity #7	

K-8	E	<ul style="list-style-type: none"> • <i>Stretch Your Body</i>-warm up 	9-1
K-8	E	<ul style="list-style-type: none"> • <i>Cross the Pond</i>-Groups of 4-6 strategize and work together to move from start to finish line following specific rules. 	9-32
K-8	E	<ul style="list-style-type: none"> • <i>Shark and Lifeguard</i> (Parachute)-Students will pretend the parachute is the ocean and the lifeguards are to save the students from the shark. 	9-34
		Activity #8	
K-8	E	<ul style="list-style-type: none"> • <i>Stretch Your Body</i>-warm up 	9-1
K-2	E	<ul style="list-style-type: none"> • <i>Kick for Distance</i>-Students will kick the ball as far as they can. 	9-35
3-8	E	<ul style="list-style-type: none"> • <i>Bull's Eye and Long Shot</i>-Players kick for accuracy and distance. 	9-36
K-8	E	<ul style="list-style-type: none"> • <i>Kickball Roundup</i>-Offense players try to score runs by running around their own team while the other team fields the ball and does a specific task. 	9-38
		Activity #9	
K-8	E	<ul style="list-style-type: none"> • <i>Stretch Your Body</i>-warm up 	9-1
K-2	E	<ul style="list-style-type: none"> • <i>Tunnel Dribble</i>-Players dribble and pass the ball through "tunnels" (other players' legs) for accuracy. 	9-40
3-8	E	<ul style="list-style-type: none"> • <i>Dribble Keep Away</i>-Players will dribble their ball while their partner will attempt to steal the ball. 	9-42
K-2	E	<ul style="list-style-type: none"> • <i>Soccer Marbles</i>-Pairs pass the ball to hit their partner's ball. 	9-44
3-8	E	<ul style="list-style-type: none"> • <i>2 on 1 Just for Fun</i>-Groups of three play 2-on-1 attempting to hit the defender's cone with an underhand shot. 	9-46
		Week 7	
K-8	A/E	Invite school faculty, parents, community members to Family Night <ul style="list-style-type: none"> • Post signs/pass out flyers 	
K-8	A/E	Week 8	
		Walk through the program--Practice presentations—Make final preparations--Culminating Event/Family Night	