



High School PE and Health Long-Term Sub Plans, 4 Weeks

Four complete week binders of high school PE and health, grades 9 to 12: classroom work on paper, no gym and no equipment, and any movement is optional and seated. Every day has individual work and a team task, and every task has a "say this" script.

PREVIEW

What is included

- Four week binders (68, 68, 66, 66 pages): 268 pages
- 52 front pages: binder cover, important information, note to the sub, the week plan filled in, schedule, set index, class list, how it went, Monday opener
- 40 solo blocks (20 PE and health sets, 20 calm blocks) and 20 team tasks for groups of four
- A "say this to the class" script for all 84 tasks: 2 or 3 sentences the sub reads out
- A core task and a ★ challenge in every PE and health set and team task
- 20 optional games, each on that day's PE and health lesson, a fun way to end the class
- Answer keys for everything; color and ink-saver B&W, US Letter and A4

How it works

1. Leave the four binders out. Each has its own filled-in plan with page numbers.
2. The sub reads the "say this" box out, then runs the day's PE and health set in every period; students work on their own. Everyone does the core task, early finishers go on to the ★ challenge.
3. The calm block fits any gap, the team task fills a block period or extra time, the game the last 15 minutes.
4. No prep and no tech: print and go.

The 20 days, 20 topics: a PE and health set, a team task and a game each day

- **Week 1, days 1 to 5. PE and Health:** Nutrition Labels and Macronutrients, Fitness Planning with FITT, Sleep, Stress and Mental Health Basics, Sports Rules and Strategy, First Aid and Safety. **Team tasks:** The Tournament Cooler, The Desk Circuit Card, The Decibel Ladder, Four Years of PE, The Picnic Investigation.
- **Week 2, days 6 to 10. PE and Health:** Muscles and How They Work, Warm-Up, Cool-Down and Flexibility, Hydration and Sports Nutrition, Reading Health Claims and Ads, Team Sports Positions and Roles. **Team tasks:** Muscle Map Relay on Paper, Design a Warm-Up Card for the Team, The Water Station Plan, Ad Agency Truth Test, Draft Day.
- **Week 3, days 11 to 15. PE and Health:** The Heart and Heart Rate Recovery, SMART Fitness Goals, Stress and Coping Strategies, Olympic and Sports History, Preventing Injuries with RICE. **Team tasks:** The Blood Path Board Game, Goal Coach Clinic, The Calm Corner Toolkit, Torch Relay Timeline, Safe Practice Inspection.
- **Week 4, days 16 to 20. PE and Health:** Bones and Joints, Strength Training Basics, Meal Planning with MyPlate, Healthy Relationships and Saying No, Sportsmanship and Fair Play. **Team tasks:** Skeleton Builder Puzzle, The Gym Schedule Puzzle, The Food Truck Menu Challenge, The Group Chat Choices, Fair Play Awards Committee.

Optional game every day, on that day's lesson: Mon **Whiteboard Quiz Game** Tue **Paper Password** Wed **Class Feud** Thu **Classroom Millionaire** Fri **Mystery Box**

What this preview shows: the note to the substitute, the Week 1 plan, more front pages, one page of every daily part, a full PE and health set with its answer key, a calm block, a team task, the game types and one ink-saver page. Every product page is watermarked. The full product has 268 pages.



Note to the Substitute

Grades 9 to 12 · five days · every set runs from the printout alone

Thank you for covering my classes this week

Everything you need is in this binder. The weekly plan is filled in for you; the important information page and the class list are for the teacher (or you) to fill in. After the binder pages come the five days in order, Monday to Friday. Monday starts with a short opener (about 15 minutes), then each day has its work set: **PE and Health 1** is Monday's set, **PE and Health 2** is Tuesday's, and so on to **PE and Health 5** on Friday. Run the day's set in every period you teach that day. Each set is one period (45 to 55 minutes), stands alone, and has its own answer key at the back of the binder, so you never have to make anything up or know the subject. Every task starts with a short **Say this to the class** box under its title: read it out, and the class knows what to do and how to start.

Every student page has a core task first, then a ★ challenge. Every student does the core task. Students who finish early go on to the ★ challenge; it fills a few extra minutes, and nobody has to finish it.

Each day's work set is followed by that day's calm block, team task and game. The **calm block** is always allowed: for time left at the end, a loud class, or anyone who finishes early. The **team task** fills a period on its own. The **game** is optional: a fun way to end the class, or something for extra time. Fifteen minutes, from the script.

Each day has

- One PE and Health set (one period, core task + ★ challenge on every page)
- A calm and quiet block: learn 8 terms from the day's topic, then a quiet self-test
- A team task for groups of four
- A paper game from the script

If the class is loud

- Set a voice level with a number, 0 to 3, and use it all week (the Day 1 opener explains it).
- Switch to the calm block. Nobody needs to move.
- Every student page has a ★ challenge, so fast finishers always have something.
- If a set is not working, stop it and use the calm block or the team task. Every set starts cold.

At the end of each day

Please fill in that day's line on the "How it went" page. It takes two minutes and I read every word.

For the teacher who bought this kit: if it worked well for your class, leaving a review on TpT helps other teachers find it and gives you credits toward future purchases. Thank you!



This Week's Plan

Filled in for you: run the day's set in every period you teach. Keep it as it is, or use the blank schedule on the next page for your own order.

WHEN	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Start of class	Meet Your Sub p. 11 · 15 min, every period	Attendance, voice level	Attendance, voice level	Attendance, voice level	Attendance, voice level
Main work, every period	PE and Health 1 Nutrition Labels and Macronutrients p. 14	PE and Health 2 Fitness Planning with FITT p. 23	PE and Health 3 Sleep, Stress and Mental Health Basics p. 32	PE and Health 4 Sports Rules and Strategy p. 41	PE and Health 5 First Aid and Safety p. 50
Early finishers or a loud moment	Learn and Test: Nutrition Label Terms p. 17	Learn and Test: Fitness Planning Terms p. 26	Learn and Test: Sleep and Stress Terms p. 35	Learn and Test: Sports Rules Terms p. 44	Learn and Test: First Aid Terms p. 53
Block period or extra time	The Tournament Cooler p. 19	The Desk Circuit Card p. 28	The Decibel Ladder p. 37	Four Years of PE p. 46	The Picnic Investigation p. 55
Last 15 minutes (optional): a fun way to end the class, or for extra time	Whiteboard Quiz Game p. 21	Paper Password p. 30	Class Feud p. 39	Classroom Millionaire p. 48	Mystery Box p. 57

How to use this plan

- Page numbers point to the first page of each set. Copy work sets and calm blocks one per student. Team tasks: one copy per group, plus any extra copies, cards or sheets the pages ask for. Game scripts are for you only (do not copy them); copy game boards and cards as their pages say.
- The calm block is always allowed: time left at the end, a loud class, or anyone who finishes early.
- On Monday the opener takes the first 15 minutes, so stop the set where the bell falls; finish page 3 as early-finisher work on Tuesday or skip it.
- The game is optional: a fun way to end the class, or something for extra time.

HS PE AND HEALTH SUB PLANS WEEK 1

High School, PE and Health, 5 Days of Print and Go Work

Teacher _____
Room _____
Grade and classes _____
Week of _____

Everything a sub needs for five days is in this binder: a filled-in weekly plan, a blank schedule, the class list, and for every day one PE and Health set, a calm block, a team task and a paper game. Each set is one period, stands alone, and has its own answer key. Nothing needs subject knowledge, a login or a projector.



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HS PE and Health Sub Plans Week 1: High School PE and Health, 5 Days of Print and Go Work



Important Information

The page the sub reads first. Fill it in once and keep it current.

People to call

Office _____
Teacher next door _____
Nurse _____
Principal / admin _____
Tech help _____

Emergency procedures

Fire: exit and meeting point _____
Lockdown _____
Severe weather _____
Medical _____
Where the first aid kit is _____

Helpful students

Students who need extra support

Where things are

Attendance / how to take it _____
Paper, pencils, supplies _____
Hall passes _____
Copper, if the sub may use it _____

Class routines

Start of class _____
Bathroom _____
Phones _____
End of class _____

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HS PE and Health Sub Plans Week 1: High School PE and Health, 5 Days of Print and Go Work

Important information



Weekly Schedule (Blank)

After our binder, write the set for each period (Monday: PE and Health 1, Tuesday: PE and Health 2, and so on) and the class next to each period. Cross out or remove periods to match the school day.

PERIOD / CLASS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Period 1					
Class					
Period 2					
Class					
Period 3					
Class					
Period 4					
Class					
Period 5					
Class					
Period 6					
Class					
Period 7					
Class					

How to fill it in

- One set per period. Each set runs 45 to 55 minutes. If a period runs longer, the 30 challenges fit a few minutes, or add that day's team task.
- Same subject all day? Write the day's set in every period you teach. Planning, lunch and duty periods: cross them out.
- On Monday the opener (15 minutes) comes first in every period, then the set.
- The game is optional: put it in the last period as a fun way to end the class, or use it for extra time. The calm block goes in any gap.

Set naming

Sets are named by subject and day: PE and Health 1 is Monday's set. PE and Health 2 is Tuesday's, and so on to PE and Health 5 on Friday. The set index lists every set with its minutes and page.

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HS PE and Health Sub Plans Week 1: High School PE and Health, 5 Days of Print and Go Work

Weekly schedule, blank



Class List and Dismissal

Home, what a sub must know, and how every student gets home. Copy one per class.

☐ bus (write the number) ☐ walks ☐ picked up (write who) ☐ after-school program ☐ other

★ in the notes, a student who finds the core task essay may start with the challenge.

STUDENT NAME	NOTES (ALLERGIES, NEEDS, HELPFUL, LEAVES EARLY)	HOME	BUS # / PICKED UP BY / PROGRAM
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			
21			
22			
23			
24			
25			
26			
27			
28			
29			
30			

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HS PE and Health Sub Plans Week 1: High School PE and Health, 5 Days of Print and Go Work

Class list and dismissal



How It Went

For the sub/binder, one use per day, two minutes at the end of each day. Check the boxes and go.

Monday

Sets done: _____ Class was: ☐ Great ☐ Fine ☐ Hard, see notes

Notes / stars of the day: _____

Tuesday

Sets done: _____ Class was: ☐ Great ☐ Fine ☐ Hard, see notes

Notes / stars of the day: _____

Wednesday

Sets done: _____ Class was: ☐ Great ☐ Fine ☐ Hard, see notes

Notes / stars of the day: _____

Thursday

Sets done: _____ Class was: ☐ Great ☐ Fine ☐ Hard, see notes

Notes / stars of the day: _____

Friday

Sets done: _____ Class was: ☐ Great ☐ Fine ☐ Hard, see notes

Notes / stars of the day: _____

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HS PE and Health Sub Plans Week 1: High School PE and Health, 5 Days of Print and Go Work

How it went



Meet Your Sub

Key: 10 minutes at the start of every period on Monday, before the set. One sheet to fill in before first period.



SAY THIS TO THE CLASS

"I am covering PE and health for your teacher this week, and all of our work happens on paper in this room. First a short introduction and three of your questions, then we read the class agreement together. Each page has a core task for everyone and a star challenge for when you finish."

- Sub script (the same 15 minutes in every class)**
- Before first period, fill in the introduction sheet on the next page, once, for the whole day. Keep it short and honest. A high school class needs a sub in about 10 seconds, so give them something real to read.
 - Introduce yourself from the sheet in two minutes. They fold up the Ask the Sub list and take three questions from raised hands. There, not here. Say when you are done taking questions.
 - Read the class agreement out loud and ask this period to add one line of their own. Write that line on the board for the period. The line they wrote is the one they keep.
 - Set the voice level with a number from 0 to 3, using the box at the bottom of the sheet. Say which level today's set needs, and use the same numbers in every class all week.
 - Start the set with one sentence: this week's PE and health work is all on paper in this room, everyone does the core task first, the star challenge is for anyone who finishes, and the calm block is always allowed.

If the room is loud

- Skip the questions. Keep the agreement and the voice level, and say the number out loud.
- Start the set sooner. Work on the desk beats a speech about behavior every time.
- Name the level again after four minutes. A number is easier to follow than a lecture.

If there is time left at the end

- If the set ends ten minutes early, run Myth or Fact in groups of four: six minutes on the cards, four for the answers.
- Or hand out the day's calm block (learn 8 nutrition label terms, then the self-test) and let the room go quiet early.
- Or have each student write one question they would ask the teacher when they get back.

Monday checklist (before first period)

- Read the Important Information page: office extension, exits, the nurse, the teacher next door.
- Check the class list for allergies, medical needs, early releases and students who carry a pass.
- Find today's set on the weekly schedule and count copies for every period, plus five spares.
- Fill in the About Your Sub sheet once and post it where the back row can read it.
- Write the voice levels 0 to 3 on the board and leave them there all week.
- Keep the answer keys inside the binder, not face up on the desk.

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HS PE and Health Sub Plans Week 1: High School PE and Health, 5 Days of Print and Go Work

Day 1: opener, sub script

PE and health set, Week 1 (solo)

**PE and health set page 2, Week 2
(solo)**

PE and health set page 3 + challenge, Week 3 (solo)

Calm block: learn 8 terms (solo)

Calm block: test yourself (solo)

Team task, Week 3 (groups of four)

Monday opener, Week 4 (whole class)

Game: Class Feud (whole class)

Game: Mystery Box (whole class)



PE and Health Set 1: Bones and Joints

Read the four paragraphs, then write the name of the bone for each letter on the skeleton.

PE and Health · Day 1

This set reviews: the five jobs of the skeleton, major bones, joint types and the movement each allows, ligaments and cartilage, bone health



"Today we learn how the skeleton supports, protects and moves the body. Work alone: read page 1, then label the ten lettered bones on the skeleton. Core task first on every page, then the star challenge."

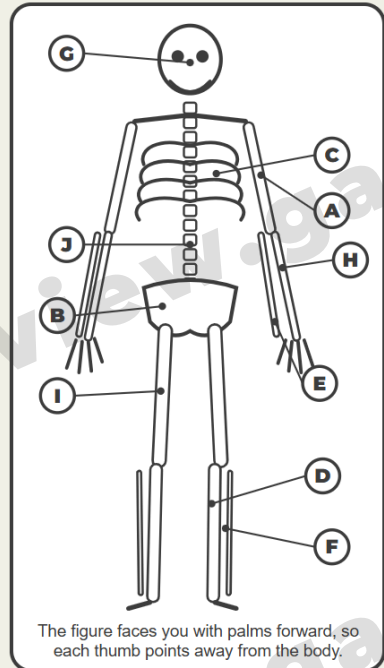
A Frame That Is Alive

It is easy to picture a skeleton as a dry frame, but the bones inside you are living tissue with blood vessels and nerves, and they do five jobs at once. They give **support**, so the body can stand and hold its shape. They give **protection**: the skull guards the brain, the ribs form a cage around the heart and lungs, the vertebrae of the spine wrap around the spinal cord, and the pelvis shields the bladder. They make **movement** possible, because muscles pull on bones and bones turn at joints. Inside many bones, soft red **marrow** makes blood cells: red cells that carry oxygen, white cells that fight germs, and platelets that help blood clot. Bones also **store minerals**, mostly calcium and phosphorus, and release them into the blood when the body needs them.

An adult skeleton has 206 bones. A newborn starts with more, roughly 270 to 300 depending on how they are counted, and many of them fuse as a child grows. The skull sits on top of the spine, a stack of small bones called vertebrae. The clavicle, or collarbone, runs from the top of the chest out to the shoulder. The humerus is the upper arm bone. The forearm has two bones: the radius on the thumb side and the ulna on the little finger side. The pelvis is a wide ring of bone at the hips that carries the weight of the upper body. The femur, the thigh bone, is the longest and strongest bone in the body. Below the knee sit the tibia, the large shin bone that carries most of the weight, and the fibula, the thin bone along the outer side of the lower leg.

A **joint** is any place where two bones meet, and its shape decides how it moves. In a **ball-and-socket** joint, such as the shoulder, the rounded end of one bone sits in a cup in another, so the arm can swing forward, back, out to the side and in a full circle; this type allows the most movement. A **hinge** joint, such as the elbow, works like a door: it bends and straightens in one direction. A **pivot** joint lets one bone turn around another, like the joint at the top of the neck that turns your head to say no. A **gliding** joint lets flat bone surfaces slide a short way past each other, as the small bones of the wrist do. Strong bands called **ligaments** hold bone to bone across a joint, and smooth **cartilage** covers the ends of the bones so they move without grinding.

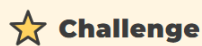
Bones are never finished. Old bone is broken down and new bone is laid down all through life, and much of the bone mass a person will have as an adult is built during the teen years. Two nutrients matter most: **calcium**, the main mineral in bone, found in foods such as milk, yogurt, fortified soy drinks, tofu and leafy greens, and **vitamin D**, which helps the body absorb calcium and which the skin makes in sunlight. The third piece is activity. Most experts agree that **weight-bearing activity**, where the bones work against gravity, such as running, jumping, dancing or brisk walking, helps build stronger bones in the teen years. Every body builds bone at its own pace, and any regular activity a person enjoys is worth keeping.



Label the skeleton

Bones: femur · fibula · humerus · pelvis · radius · ribs · skull · tibia · ulna · vertebrae (spine)

A B C D E
F G H I J



Challenge

How many of the ten labeled bones are arm bones (the upper arm and the forearm only)? Name them.

How many:
Names:



PE and Health Set 1: Joints and Their Jobs

Answer the two evidence questions, then write the joint type and the movement it allows for each joint. Use the reading on page 1.

PE and Health • Day 1

Evidence: choose the words from the reading on page 1

- Which words from the reading show that bones are more than a dry frame?
 - (A) "the bones inside you are living tissue with blood vessels"
 - (B) "a wide ring of bone at the hips"
 - (C) "it bends and straightens in one direction"
 - (D) "the large shin bone that carries most of the weight"
- Which words from the reading tell what cartilage does at a joint?
 - (A) "hold bone to bone across a joint"
 - (B) "lets one bone turn around another"
 - (C) "covers the ends of the bones so they move without grinding"
 - (D) "release them into the blood when the body needs them"

The four joint types

ball-and-socket

hinge

pivot

gliding

NO.	JOINT	JOINT TYPE	THE MOVEMENT IT ALLOWS
1	The hip, where the femur meets the pelvis		
2	The knee		
3	The joint at the top of the neck		
4	Between the small bones of the wrist		
5	The middle joint of a finger		
6	The shoulder		
7	Between the small bones in the middle of the foot		
8	Where the radius turns against the ulna, just below the elbow		
9	The ankle, where the shin bones meet the foot		
10	The elbow		

Bones that protect

ORGAN	PROTECTED BY
The spinal cord	
The brain	
The bladder	
The heart and lungs	

Joint words

- What do we call any place where two bones meet?
.....
- What strong bands hold bone to bone across a joint?
.....
- Which bone is the longest and strongest in the body?
.....



Challenge

Which joint type allows the most movement? Give one example from the table.

Type:

Example:



PE and Health Set 1: Bones and Joints in Sport

For each move, name the main joint doing the work and its joint type. Then answer the bone health questions.

PE and Health · Day 1

Five moves

NO.	THE MOVE	MAIN JOINT	JOINT TYPE
1	A volleyball player swings her arm up and over in a big circle to serve.		
2	A soccer player swings the lower leg forward from the bent knee to kick the ball.		
3	A swimmer turns her head to the side to take a breath.		
4	A wheelchair basketball player turns his forearm so the palm faces up to catch a pass.		
5	A basketball player straightens his arm at the elbow as the ball leaves his hand.		

Name the joint that bends, turns or swings the most in the move. Use the four joint types from page 2.

Bone health

1. Name two foods from the reading that supply calcium.

2. Which vitamin helps the body absorb calcium, and where can the body get it?

3. Name two weight-bearing activities from the reading.

Bodies differ, and so do the ways people stay active. Choose one idea from the reading that applies to every body, whatever activity a person does, and explain it in one sentence.

★ Challenge Why now

Explain why the teen years matter so much for bone strength. Use two facts from the reading and say what a student your age could do about it.



Answer Keys (1 of 8)

Teacher copy. Keep these pages out of the student sets.

Day 1 opener: Healthy Habit Sort, answers

Sleep: 1, 7 (also accept 4); **Food:** 2, 6, 10; **Movement:** 3, 8, 12; **Stress:** 4, 11 (also accept 7, 8); **Safety:** 5, 9.

Why it matters (sample sentences, accept any sensible reason): sleep: a steady sleep schedule helps the body clock, memory and mood; food: food and water are the body's fuel, so regular meals and drinks keep energy and focus steady; movement: regular movement keeps the heart, muscles and bones strong; stress: small habits that lower stress make it easier to sleep, focus and get along with people; safety: safety habits prevent injuries before they happen. One point for each habit in an accepted bin, one for each bin with a reason: 17 points at most.

PE and Health Set 1: Bones and Joints

Label the skeleton: A humerus; B pelvis; C ribs; D tibia; E ulna; F fibula; G skull; H radius; I femur; J vertebrae (spine). **Evidence:** 1. A; 2. C. **Page 1 star challenge:** 3 (humerus, radius, ulna); the ribs, spine and pelvis are trunk bones.

Joints: 1. ball-and-socket, moves in many directions and turns in a circle; 2. hinge, bends and straightens in one direction; 3. pivot, lets one bone turn around another; 4. gliding, small sliding movements; 5. hinge, bends and straightens in one direction; 6. ball-and-socket, moves in many directions and turns in a circle; 7. gliding, small sliding movements; 8. pivot, lets one bone turn around another; 9. hinge, bends and straightens in one direction; 10. hinge, bends and straightens in one direction. Accept the movement in the student's own words.

Bones that protect: spinal cord: the vertebrae (spine); brain: the skull; bladder: the pelvis; heart and lungs: the ribs. **Joint words:** 1. a joint; 2. ligaments; 3. the femur (thigh bone). **Page 2 star challenge:** ball-and-socket; the hip or the shoulder (it swings forward, back, out to the side and in a full circle).

Five moves: 1. the shoulder (ball-and-socket); 2. the knee (hinge); 3. the joint at the top of the neck (pivot); 4. where the radius turns against the ulna, just below the elbow (pivot); 5. the elbow (hinge). For 4, also accept the forearm or the joint between the radius and ulna, with pivot; the elbow with hinge is not right, because a hinge only bends and straightens. **Bone health:** 1. any two of milk, yogurt, fortified soy drinks, tofu, leafy greens; 2. vitamin D, made by the skin in sunlight; 3. any two of running, jumping, dancing, brisk walking. Every body question: answers vary; accept any idea that fits every body, such as bones are living tissue that keeps rebuilding, calcium and vitamin D build bone, or any regular activity a person enjoys is worth keeping, with a sentence that explains it.

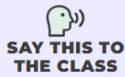
Page 3 star challenge: answers vary; a full answer uses two facts (much of adult bone mass is built in the teen years; bone keeps being broken down and rebuilt; calcium and vitamin D; weight-bearing activity builds stronger bones) and names a real step, such as foods with calcium, time outdoors, or a regular activity the student enjoys.



Calm Block, Day 1: Learn 8 Words

Work alone and quietly. Learn 8 heart and blood terms, then test yourself on page 2.

Calm • Day 1



"For the next twenty minutes we work silently, each person on their own sheet. Learn the eight heart and blood terms on page 1, then turn it face down and match each meaning to its term on page 2. Check your answers at the bottom of page 1 only when the test is done."

How to learn them

- 1 Read the word and its meaning.
- 2 Read the example sentence.
- 3 Cover the word. Say it from the meaning.
- 4 Write it once on the line.

Know all eight? Turn this page face down and take the test on page 2.

WORD	MEANING AND EXAMPLE	WRITE IT
1 capillary NOUN	a tiny blood vessel with walls so thin that oxygen can pass through them <i>Oxygen moves out of a capillary and into the muscle cells around it.</i>	_____
2 plasma NOUN	the pale yellow liquid part of blood that carries cells and nutrients <i>More than half of your blood is plasma, and it is mostly water.</i>	_____
3 platelet NOUN	a tiny cell piece in the blood that helps a clot form to stop bleeding <i>Platelets gather at a scraped knee and help plug the leak.</i>	_____
4 hemoglobin NOUN	the protein inside red blood cells that carries oxygen <i>Hemoglobin lets red blood cells pick up oxygen in the lungs.</i>	_____
5 septum NOUN	the wall of muscle that divides the right side of the heart from the left <i>The septum keeps oxygen-rich and oxygen-poor blood from mixing.</i>	_____
6 stethoscope NOUN	a tool a nurse or doctor uses to listen to the heart and lungs <i>The nurse warmed the stethoscope before listening to his heartbeat.</i>	_____
7 cardiologist NOUN	a doctor who specializes in the heart and blood vessels <i>The family doctor sent her to a cardiologist for a closer look.</i>	_____
8 pacemaker NOUN	the cells in the heart, or a small device, that set the timing of each beat <i>The heart's natural pacemaker sends the signal that starts every beat.</i>	_____

Check your test here (only after the test) Turn the page upside down to read.

1 pacemaker 2 platelet 3 stethoscope 4 capillary 5 cardiologist 6 septum 7 plasma 8 hemoglobin



Team Task, Day 2: Trackers and the Score Sheet

Fill in your client's tracker. Then swap with another group and score its four goals: 0 (no), 1 (partly) or 2 (yes) on each row.

Team • Day 2

CLIENT	WEEK 1 PLAN	WEEK 2 PLAN	WEEK 3 PLAN	WEEK 4 PLAN	HOW IT IS RECORDED
Evan					
Gia					
Hiro					
Ivy					

SCORE SHEET (THE OTHER GROUP'S GOALS)	EVAN	GIA	HIRO	IVY
Specific: names one exact skill or habit				
Measurable: has a number someone can check (minutes, times, days, seconds)				
Achievable: is a realistic step from the client's starting point in the time given				
Relevant: fits the client's reason				
Time-bound: has an end date or a time frame				
Fits the card: uses only the client's free days and works around the limit				
Total for each goal (out of 12)				

Feedback (one line per goal: one thing that works, one thing to fix)

Evan:

Gia:

Hiro:

Ivy:

★ Challenge the clinic score

When your papers come back, add the four totals. What percent of the 48 possible points did your clinic score? Then name the one change that would raise your lowest goal the most.

Percent:

Change:



Game, Day 1: The Board

Tape this to the whiteboard or copy it. Cross squares off as they are played.

Game • Day 1

BIG BONES	JOINTS	BONE JOBS	BONE CARE	NEW TERMS
100	100	100	100	100
200	200	200	200	200
300	300	300	300	300
400	400	400	400	400
500	500	500	500	500

Scores

Team 1

.....

.....

.....

Team 2

.....

.....

.....

Team 3

.....

.....

.....

Team 4

.....

.....

.....

Team 5

.....

.....

.....

Team 6

.....

.....

.....



Game, Day 2: Paper Password

Sub script and health word list. 15 minutes at the end of the period, or for extra time. Optional.

Game • Day 2



"To wrap up, we can play Paper Password, an optional and fun word game in pairs. Every secret word comes from today's SMART goals work, the goal tracking terms and the coaching clinic, and fewer clues score more points."

Set up (2 minutes)

- Before class, cut each card page into its four round cards. Hand each pair ONLY the current round's card; pairs keep used cards for the totals.
- Partner A is the clue giver in rounds 1 and 3, Partner B in rounds 2 and 4. The guesser never sees the card.
- Each round lasts 2 minutes. The clue giver says ONE word. The guesser gets ONE guess. Wrong: give another one-word clue.
- After five clues without a right guess, the word scores 0 and the pair moves on. Say "Go" and "Stop" for each round.

Read this out

"Your clue is one word only. You may not say the secret word or any part of it. If the word is snowman, you cannot say snow or man. No gestures, no spelling, no rhymes. Break a rule and that word scores zero."

Scoring: guessed on clue 1 = 5 points, clue 2 = 4, clue 3 = 3, clue 4 = 2, clue 5 = 1. The clue giver circles the number on the card. After round 4, pairs add their round totals. Highest total wins.

Words marked (calm) or (team), here and on the cards, come from today's calm block or team task. If the class skipped that block, pairs skip them (and any round left empty).

Referee calls

Two words glued together ("hotdog") count as one clue only if they make a real single word. Plurals and "-ing" forms of the secret word are not allowed. If a pair disagrees about a clue, the word scores zero and they move on. Each example clue below is allowed, and a good first clue.

Timing (15 minutes)

0:00

Set up, rules

2:00

Round 1, Partner A

4:30

Round 2, Partner B

7:00

Round 3, Partner A

9:30

Round 4, Partner B

12:00

Add totals, winners

Round 1: Partner A gives clues

SPECIFIC	example clue: exact
MEASURE	example clue: number
RELEVANT	example clue: reason
AVERAGE	example clue: mean
SETBACK	example clue: slip

Round 3: Partner A gives clues

MILESTONE (calm)	example clue: checkpoint
DEADLINE (calm)	example clue: due
STREAK (calm)	example clue: row
OBSTACLE (calm)	example clue: barrier
JOURNAL (calm)	example clue: notebook

Round 2: Partner B gives clues

TRACKER	example clue: log
GOAL	example clue: target
HABIT	example clue: daily
FLEXIBLE	example clue: bendy
JOGGING	example clue: running

Round 4: Partner B gives clues

MINDSET (calm)	example clue: thinking
BENCHMARK (calm)	example clue: standard
CLIENT (team)	example clue: customer
COACH (team)	example clue: trainer
RUBRIC (team)	example clue: scoring



Game, Day 4: Classroom Millionaire

Sub script and the 12 questions. 15 minutes at the end of the period, or for extra time. Optional.

Game • Day 4



"Classroom Millionaire is an optional, fun way to end the class: we climb one ladder of twelve questions together. Every question comes from today's lesson on friendships and saying no."

How it works

1. Tape up the ladder sheet. The whole class is one player. Pick a student for the hot seat (a new student for every question).
2. Read the question and the four options, then read the options again. The hot seat may listen to quiet advice, then says "final answer" and a letter.
3. Right: the class climbs one rung. Before hearing the next question, the class may vote to walk away and keep what it has.
4. Wrong: the climb ends. Rungs 4 and 8 are safe: the class keeps the last safe amount it passed.
5. Time left over? Play the questions again as a team quiz.

Three lifelines (one use each)

Ask the class: everyone shows 1, 2, 3 or 4 fingers at once for A, B, C or D. The hot seat looks, then decides.

50/50: read out the two wrong options listed under the question. Cross them off.

Phone a friend: the hot seat picks one classmate, who has 30 seconds to say what they think out loud.

"Only the hot seat's final answer counts. Shout an answer and the class loses a lifeline."

Items marked (calm) or (team) come from today's calm block or team task: skip them if the class did not do that block.

Rungs 1 to 4, rung 4 is safe

1. **\$100** Which is part of a healthy friendship?
A. Trust B. Control C. Exclusion D. Put-downs
Answer: A. Trust (50/50 removes B and C)
2. **\$250** Sticking by a friend in hard times? (calm)
A. Gossip B. Loyalty C. Rumor D. Apology
Answer: B. Loyalty (50/50 removes A and C)
3. **\$500** Insults dressed up as jokes are called?
A. Boundaries B. Refusals C. Put-downs D. Trust
Answer: C. Put-downs (50/50 removes A and D)
4. **\$1,000** First refusal skill in today's reading?
A. Walk away B. Say no C. Get help D. Give a reason
Answer: B. Say no (50/50 removes A and C)

Rungs 5 to 8, rung 8 is safe

5. **\$2,500** Who steps in when someone is treated badly? (calm)
A. Rival B. Captain C. Referee D. Upstander
Answer: D. Upstander (50/50 removes A and C)
6. **\$5,000** A dare said out loud is which pressure?
A. Indirect B. Direct C. Positive D. Passive
Answer: B. Direct (50/50 removes C and D)
7. **\$10,000** Yelling and blaming is which style?
A. Passive B. Assertive C. Aggressive D. Silent
Answer: C. Aggressive (50/50 removes A and D)
8. **\$25,000** Each side gives up a little: what is it? (calm)
A. Compromise B. Rumor C. Apology D. Gossip
Answer: A. Compromise (50/50 removes B and D)

Rungs 9 to 12

9. **\$50,000** Which words start the last part of an I-statement?
A. You always B. Forget it C. Whatever D. I need
Answer: D. I need (50/50 removes A and C)
10. **\$100,000** Chat moment 2 pushed friends to do what? (team)
A. Lie to a parent B. Sneak in unpaid C. Post a video D. Leave Mila out
Answer: B. Sneak in unpaid (50/50 removes A and D)
11. **\$500,000** Control behaviors in today's sort?
A. 2 B. 3 C. 4 D. 6
Answer: C. 4 (50/50 removes A and D)
12. **\$1 MILLION** Hiding what you need is which style?
A. Passive B. Assertive C. Aggressive D. Direct
Answer: A. Passive (50/50 removes B and D)

If the class misses

- | | |
|------------------------|-----------------------------|
| Wrong on rung 1 to 4 | class keeps \$0 |
| Wrong on rung 5 to 8 | class keeps \$1,000 |
| Wrong on rung 9 to 12 | class keeps \$25,000 |
| Walk away after rung n | class keeps rung n |



PE and Health Set 5: Sportsmanship and Fair Play

PE and Health • Day 5

Read the six paragraphs. Then rate each scenario on the scale and give a short reason.

This set reviews: respect for opponents, officials and teammates, winning and losing with grace, fair play, handling conflict, cheering, inclusion



"Today we look at sportsmanship: how players, teams and fans treat each other, win or lose. Work alone: read page 1, then rate the eight game-day scenarios from 1 to 5 with a reason. Do the core task on each page first, then the star challenge."

Playing Fair, Win or Lose

Sportsmanship is the way a player treats the game and the people in it: opponents, officials, teammates, coaches and fans. Skill decides who scores. Sportsmanship decides how everyone remembers the game. It shows in small moments, such as helping an opponent up after a fall, calling your own foul in a pickup game, or thanking the officials when the final whistle blows.

Respect starts with **opponents**. They are the reason there is a game at all, so a good competitor plays hard against them without insults or cheap shots. **Officials** deserve the same respect. They make calls in a split second, and a player who disagrees can ask a calm question through the captain or coach instead of shouting. **Teammates** deserve encouragement, especially after a mistake, because nobody plays well while their own side is yelling at them. Coaches deserve respect as well: listen when they talk, even if you disagree with a decision about playing time, and raise it with them privately later.

Winning with grace means celebrating with your team without mocking the other side, then shaking hands in the line afterward. Losing with grace means congratulating the winners, holding back excuses, and thinking about what to practice next. Both are harder than they sound when emotions run high, and both get easier with practice.

Fair play means following the rules and the spirit behind them: no faking an injury, no wasting time on purpose, no bending a rule when the official is not looking. A team that wins by breaking the rules has not really won the game it set out to play.

Conflict happens on every team. A good way to handle it is to cool down first, talk to the person privately instead of in front of everyone, use an I-statement, listen to their side, and bring in the captain or the coach if the two of you cannot sort it out.

Fans are part of sportsmanship too. **Cheering** lifts your own team, while **jeering** tears down the other one. A cheer sounds like great hustle or let's go, defense; a jeer mocks a player's mistake, looks or name. Finally, sport is for everyone. Adapted sports such as wheelchair basketball, sitting volleyball and beep baseball let athletes with disabilities compete, and an **inclusive** team makes sure every player gets a turn, a role and a welcome. A player who is new to a sport, or who needs a rule adapted, deserves the same patience everyone else got while they were learning.

Rate each scenario

Scale: 1 poor 2 weak 3 mixed 4 good 5 excellent

1 After losing the championship by one point, Jamal walks straight to the winners and congratulates each player.

☐

WHY:

3 When the official calls a foul on her, Lila raises her hand and jogs back to her position.

☐

WHY:

5 After a teammate's pass is stolen, Kara tells her, Shake it off, next play is yours.

☐

WHY:

7 Mila and her friends in the stands laugh and chant every time one opposing player misses a free throw.

☐

WHY:

2 Kenji's team is far ahead, and he celebrates every basket by pointing at the other bench.

☐

WHY:

4 Mateo drops to the ground holding his ankle, hoping the other team gets a penalty, then jumps up and keeps playing.

☐

WHY:

6 In a pickup game with no official, Leo says the ball touched his hand last before it went out.

☐

WHY:

8 Javier argues loudly with the official after every close call, but stops when his coach asks him to.

☐

WHY:



Challenge

Which scenario shows good sportsmanship from the losing side after the game ends? Which part of the reading does it match?

Scenario:

Reading:

In the full product

Four weeks of high school PE and health, planned and ready to print.

268 pages in color and ink-saver
B&W, US Letter and A4

20 days, each with a PE and health
set, a calm block, a team task
and an optional game

84 "say this" scripts: one for every
task, read out by the sub

40 + 20 solo blocks (PE
and health sets
and calm blocks)
+ team tasks for
groups of four

Use it your way

- A longer absence: four full weeks of high school PE and health, ready before you need them.
- Grades 9 to 12: classroom work on paper, no gym or equipment, any movement optional and seated; every PE and health set has a core task and a ★ challenge for fast finishers.
- Your sub tub: print it once and keep it all year.
- Any sub: a script to read out for every task and every answer in the key, so no PE or health background is needed.

Thank you! If this works for your class, a quick review helps other teachers find it, and earns you TpT credits.



Classroom
REVIEW GAMES