High School PE and Health Maternity Leave Sub Plans, 6 Weeks

Six binders, grades 9 to 12: paper work at desks, no gym, any move optional and seated. Solo work and a team task every day, a "say this" script for every task.

PREVIEW

What is included

- Six week binders (68, 68, 66, 66, 68, 68 pages): 404 pages
- 78 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
- 60 solo blocks (30 PE and health sets, 30 calm blocks) and 30 team tasks for groups of four
- A "say this to the class" script for all 126 tasks: 2 or 3 sentences the sub reads out
- A core task and a ★ challenge in every PE and health set and team task
- 30 optional games, each on that day's lesson (Day 30: on all six weeks)
- Answer keys for everything; color and ink-saver B&W, US Letter and A4

How it works

1. Leave the six 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 30 days: a set, a team task and a game each day

- **Week 1, days 1 to 5. Sets:** 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. Sets:** 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. Sets:** 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. Sets:** 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.
- **Week 5, days 21 to 25. Sets:** The Parts of Fitness, Saying No to Vaping, Alcohol and Drugs, The Immune System and Staying Well, Sports Stats and Tournament Brackets, Media, Ads and Body Image. **Team tasks:** Fitness Festival Stations on Paper, The Refusal Playbook, Outbreak at Camp Quillmoss, Bracket Builders, The Real Ad Makeover.
- **Week 6, days 26 to 30. Sets:** Staying Active for Life, Emergencies and What CPR Is, Where to Get Help for Mental Health, Building a Personal Fitness Plan, Big Review of Six Weeks. **Team tasks:** Active Town Planner, Emergency Action Plan Drill on Paper, The Help Desk Directory, The Personal Trainer Challenge, Six-Week Health Fair.

Optional game every day, on that day's lesson (Day 30, the big review day: its game reviews all six weeks): 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 404 pages.
What the sub gets: a note that explains the routine, a "say this" script for every task (126 in all), a sub script for every Monday opener, a "Read this out" box on most games, and every answer in the key.

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!

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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.

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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.

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 _____

Copier, if the sub may use it _____

Class routines

Start of class _____

Bathroom _____

Phones _____

End of class _____

Weekly Schedule (Blank)

Your own order: 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 rename 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 ☆ challenges fill 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.

Class List and Dismissal

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

(B) bus (write the number) (W) walks (P) picked up (write who) (A) after-school program (O) other

☆ in the notes: a student who finds the core task easy 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				

How It Went

For the substitute. One line 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: _____

Meet Your Sub

Day 1 opener. 15 minutes at the start of every period on Monday, before the set. One sheet to fill in before first period.

Opener

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)

1. **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 reads a sub in about ten seconds, so give them something real to read.
2. **Introduce yourself from the sheet** in two minutes. Then hold up the Ask the Sub list and take three questions from raised hands. Three, not ten. Say when you are done taking questions.
3. **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.
4. **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.
5. **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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Binder cover, important information, schedule, class list, how it went, Monday opener

ONE PAGE OF EVERY DAILY PART

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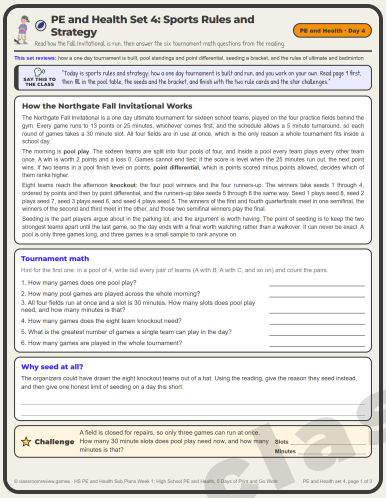
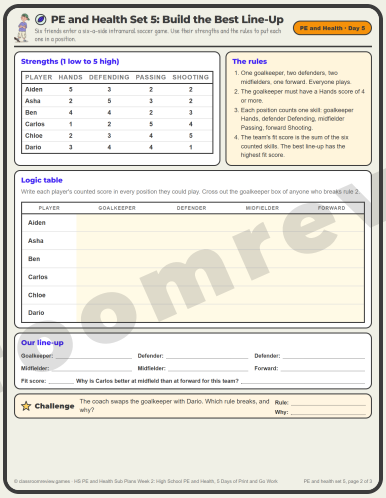
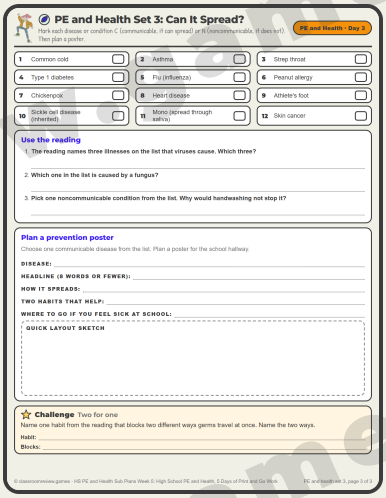


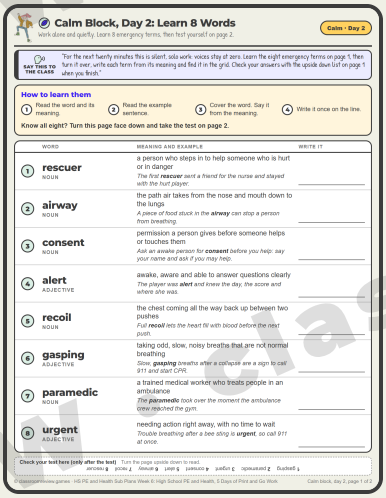
PE and health set, Week 1 (solo)



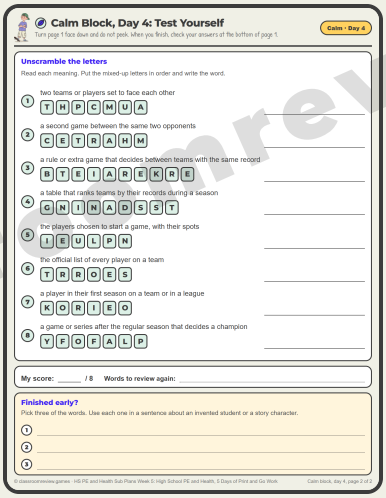
PE and health set page 2, Week 2 (solo)



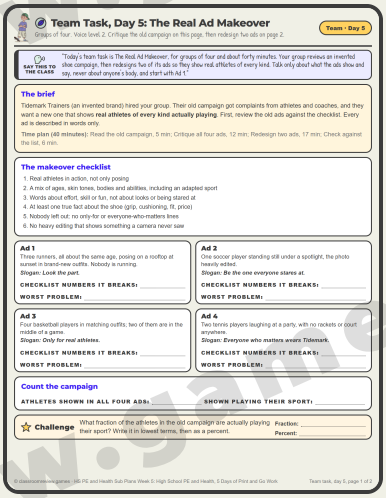
PE and health set page 3 + challenge, Week 5 (solo)



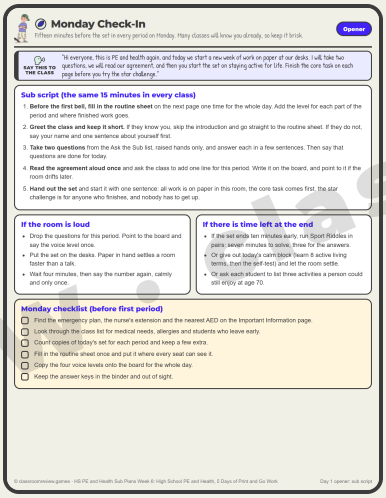
Calm block: learn 8 terms (solo)



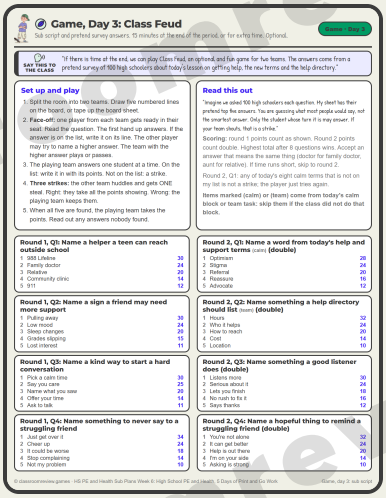
Calm block: test yourself (solo)



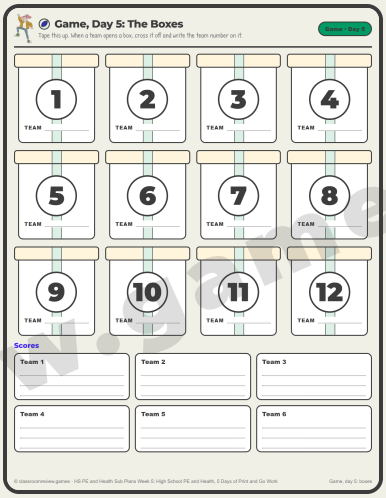
Team task, Week 5 (groups of four)



Monday opener, Week 6 (whole class)



Game: Class Feud (whole class)



Game: Mystery Box (whole class)

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Every day: a PE and health set, a calm block, a team task and an optional game

PE and Health Set 1: Staying Active for Life

Read the six paragraphs, fill in the table, then answer the questions on the lines.

PE and Health · Day 1

This set reviews: the activity guidelines for teens and adults, lifetime activities, barriers and solutions, adapted activities, planning an active week

SAY THIS TO THE CLASS

"Today we look at how people stay active from high school all the way to old age. Work on your own, starting with the reading and the guideline table on page 1. Do the core task on each page first, then the star challenge."

Active at 16, Active at 60

The habits you build in high school do not have to stop at graduation. Most adults do not lose the ability to move; they lose the schedule, the team or the reason. That is why coaches and health teachers talk about **lifetime activities**: sports and ways of moving that a person can keep doing at 25, 45 or 75, often alone or with one friend, and usually without a full roster or a referee.

The federal Physical Activity Guidelines for Americans set different targets for different ages. Children and teens ages 6 to 17 should get 60 minutes or more of moderate to vigorous physical activity every day, most of it aerobic, with vigorous activity and muscle and bone strengthening each on at least 3 days a week. Adults should get at least 150 minutes of moderate activity a week, such as brisk walking, and should also do muscle strengthening activities on at least 2 days a week. A minute of vigorous activity counts about the same as two minutes of moderate activity, so 75 minutes of vigorous activity a week also meets the adult guideline. Older adults are encouraged to add balance activities too.

Swimming, cycling, hiking, dance, tennis and walking are classic lifetime activities. They need little equipment, they can be done at many speeds, and they fit into a busy week in small pieces. A thirty minute walk at lunch on five days already reaches the adult minutes.

Even people who like to move run into **barriers**, the things that make activity harder to start or to keep going. The three most common are time, cost and access. Time is solved by splitting activity into short blocks, walking or cycling for errands, or pairing it with something already planned. Cost is solved by free options: a park, a library video, a community center class or a walking group. Access means a safe, nearby, usable place, which is why lit paths, bike lanes and ramps matter as much as gyms.

Ability is not a reason to sit out. **Adapted activities** change the equipment, the rules or the space so more people can play: wheelchair tennis, sitting volleyball, hand cycles, beep baseball and seated strength work are a few examples. The guidelines say adults with disabilities who are able should aim for the same weekly minutes, and anyone who cannot reach them should be as active as their abilities allow. Some movement is better than none.

People who stay active for decades usually share one thing: they found something they enjoy. Enjoyment beats willpower. A person who loves dancing will dance on a tired Tuesday, and a person who dreads running will find a reason to skip it. Trying several activities as a teen is one of the best ways to find the one you will still be doing at 60.

FROM THE READING	KIDS AND TEENS (6 TO 17)	ADULTS
Minimum minutes of activity in one week		
Muscle strengthening days a week (at least)		

Questions (3 and 4: circle one letter)

1. **How many hours a week is the adult minimum of moderate activity?**

   .....

2. **How many minutes of vigorous activity a week also meet the adult guideline?**

   .....

3. **Which words explain why some activities are called lifetime activities?**
   - (A) "a person can keep doing at 25, 45 or 75"
   - (B) "the schedule, the team or the reason"
   - (C) "a safe, nearby, usable place"
   - (D) "change the equipment, the rules or the space"

4. **Which words name the thing that keeps most people active for decades?**
   - (A) "Some movement is better than none"
   - (B) "Enjoyment beats willpower"
   - (C) "short blocks"
   - (D) "a full roster or a referee"

Challenge How many more minutes a week does the teen guideline ask for than the adult guideline? Show the subtraction.

Minutes: .....

Math: .....

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PE and Health Set 1: Barriers and Busy Weeks

PE and Health · Day 1

Match each person to the best solution, then check the three adult schedules against the guideline.

Eight people, eight barriers

1. ☐ **Sofia, 16:** My soccer season ended, and without a team I have no idea what to do on my own.
2. ☐ **Tomas, 38:** I work long shifts and only ever have ten free minutes at a time.
3. ☐ **Uma, 52:** The gym near my house costs more than I can pay each month.
4. ☐ **Valeria, 29:** My street has no sidewalk and the traffic is fast, so walking there feels unsafe.
5. ☐ **Victor, 45:** I use a wheelchair, and the local league has no team I can join.
6. ☐ **Wes, 70:** Walking laps alone bores me, so I always quit after a week.
7. ☐ **Yara, 34:** I look after my toddler all day and cannot leave him at home to go out.
8. ☐ **Zara, 24:** I just moved to a new city and do not know any places to play.

Solutions

A. Join a free walking group or follow a free fitness video from the library.

B. Look for an adapted program, such as wheelchair basketball or hand cycling.

C. Check the community center calendar for beginner classes nearby.

D. Split activity into three 10 minute walks spread across the day.

E. Pick a social activity he enjoys, like a dance class or pickleball with friends.

F. Walk with a stroller, or choose a class that offers childcare.

G. Try a solo lifetime activity, such as swimming laps or cycling.

H. Take the bus to the lit, paved loop path in the town park.

Write the letter of the best solution in each person's box. Each letter is used once.

Three adult schedules

How to count: Moderate minutes count once. Hard minutes count twice. Strength work does not add minutes; it makes that day a strength day. M = moderate, H = hard, S = strength. The adult guideline: 150 counted minutes and 2 strength days.

	MON	TUE	WED	THU	FRI	SAT	SUN	COUNTED MINUTES	STRENGTH DAYS	MEETS IT? (Y/N)
Tomas	Three short walks **30 M**	Band exercises **20 S**	Brisk walk **30 M**	Band exercises **20 S**	Brisk walk **30 M**	Easy bike ride **40 M**				
Uma		Lap swim, hard **30 H** Push-ups and squats **15 S**		Lap swim, hard **30 H** Push-ups and squats **15 S**		Hike **60 M**				
Valeria	Dance class **45 M**	Strength video **25 S**	Dance class **45 M**	Strength video **25 S**		Tennis **60 M**				

1. **How many more counted minutes does Tomas need to meet the adult guideline?**

2. **Uma swims only twice. Why does her schedule still reach the minutes?**

Challenge Two schedules meet the adult guideline. Which one does it on the fewest days, and on how many days?

Who: .....

Days: .....

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PE and Health Set 1: A Future Active Week

Plan one week for Sofia at 30 on the grid, then check your plan against all seven rules.

PE and Health · Day 1

The person you are planning for

Imagine Sofia from page 2 at age 30. She works in an office three miles from home, owns a bike and a library card, and lives a short ride from the town pool, where a swim costs $3 a visit.

She loves the water, music and being outside. She has never enjoyed running, so her plan has no running in it. She can spend $10 a week on activity.

The rules

1. At least 150 counted minutes (hard minutes count twice).
2. Strength work on at least 2 days.
3. At least 2 different lifetime activities from the reading.
4. No day uses more minutes than Sofia has free that day.
5. At least one day with nothing planned, for rest.
6. $10 or less a week (the pool costs $3 a visit; everything else is free).
7. No running.

Rule check

Check each rule your plan keeps.

☐ Rule 1 ☐ Rule 2 ☐ Rule 3
☐ Rule 4 ☐ Rule 5 ☐ Rule 6
☐ Rule 7

Counted minutes _____

Cost _____ Strength days _____

DAY	FREE MINUTES	ACTIVITY (OR REST)	MINUTES	M, H OR S	COST
Monday	30				
Tuesday	45				
Wednesday	20				
Thursday	45				
Friday	20				
Saturday	90				
Sunday	60				

If Sofia used every free minute of the week on moderate activity, how many counted minutes would that be? _____

☆ Challenge Swap in a lifetime activity

Swap one activity in your plan for a different lifetime activity from the reading that Sofia would enjoy. Name the swap and give one reason it suits her.

Swap: _____

Reason: _____

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Answer Keys (1 of 10)

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

Day 1 opener: Sport Riddles, answers

1. Basketball (for example wheelchair basketball, or a lower hoop and a lighter ball). **2. Volleyball** (for example sitting volleyball, or a slower beach ball). **3. Tennis** (for example wheelchair tennis, where the ball may bounce twice). **4. Soccer** (for example blind soccer with a ball that rattles, or walking soccer). **5. Bowling** (for example ramp bowling, where the ball rolls down a ramp). **6. Baseball (accept softball)** (for example beep baseball, with a ball and bases that make sound). **7. Golf** (for example adaptive golf from a seated swing cart). **8. Table tennis** (for example wheelchair table tennis, a Paralympic sport).

One point for the right sport. One more for any fair way to include every ability, for example a seated or wheelchair version, a guide or sound cues, a ramp, a lower target, a lighter or slower ball, or a smaller court. 16 points at most.

PE and Health Set 1: Staying Active for Life

Table: teens 420 minutes a week (60 x 7), adults 150 minutes a week; strength days: teens 3, adults 2. **Questions:** 1. 2.5 hours; 2. 75 minutes; 3. A (a person can keep doing at 25, 45 or 75); 4. B (Enjoyment beats willpower). **Page 1 star challenge:** 270 more minutes (420 minus 150).

Match: Sofia G, Tomas D, Uma A, Valeria H, Victor B, Wes E, Yara F, Zara C.

Schedules: Tomas 130 counted minutes, 2 strength days, N; Uma 180 counted minutes, 2 strength days, Y; Valeria 150 counted minutes, 2 strength days, Y. **Questions:** 1. 20 minutes; 2. her 60 hard minutes count twice (120), plus the 60 minute hike makes 180. **Page 2 star challenge:** Uma, 3 days (Valeria needs 5).

Plan: answers vary; check each rule. One model plan: Mon lunch walk 30 M, Tue swim laps 30 M, Tue band exercises 15 S, Thu swim laps 30 M, Thu band exercises 15 S, Sat trail hike 90 M, Sun bike ride 45 M; Wednesday and Friday rest. It gives 225 counted minutes, 2 strength days, 4 lifetime activities, cost $6, and no day over its free minutes. **Question:** 310 minutes. **Page 3 star challenge:** answers vary; accept a lifetime activity from the reading (swimming, cycling, hiking, dance, tennis, walking) different from the one it replaces, with a reason tied to her profile (the water, music or being outside, cost, or her free time), and the plan must still keep the rules.

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Calm Block, Day 1: Learn 8 Words

Work alone and quietly. Learn 8 fitness skill terms, then test yourself on page 2.

Calm · Day 1

SAY THIS TO THE CLASS "For the next twenty minutes, this calm block is silent work on your own. Study the eight fitness skill terms on page 1, then flip the page and match every term with its meaning on page 2. Look at the upside down answers only after your last match."

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	**nimble** ADJECTIVE	able to move quickly, lightly and easily *A **nimble** goalkeeper can recover after a dive and stop the rebound.*	
2	**proprioception** NOUN	the body's sense of where its parts are without looking at them *Touching your nose with your eyes closed tests your **proprioception**.*	
3	**dexterity** NOUN	skill and control in using the hands and fingers *Tying a quick knot in a jump rope takes real **dexterity**.*	
4	**explosive** ADJECTIVE	describes a movement that uses a lot of force in a very short time *The shot-put throw ends with one **explosive** push.*	
5	**pacing** NOUN	spreading out effort so it lasts to the end of a race or game *Good **pacing** kept him from fading in the last lap of the mile.*	
6	**percentile** NOUN	a rank that shows the share of a group that scored at or below a score *A score in the 70th **percentile** is at or above 70 out of every 100 scores.*	
7	**footwork** NOUN	the way a player moves and places the feet during play *Quick **footwork** helps a tennis player reach a wide ball.*	
8	**stability** NOUN	being steady and hard to knock off balance *Planks build core **stability** that helps in almost every sport.*	

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

1 pacing 2 percentile 3 proprioception 4 stability 5 dexterity 6 footwork 7 explosive 8 nimble

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Team Task, Day 2: Score a Playbook

Swap playbooks with another group. Score each play on the rubric, then give the group one tip.

Team · Day 2

RUBRIC	POINTS	PLAY 1	PLAY 2	PLAY 3	PLAY 4
A clear no, early	2				
A true reason or another plan	2				
Body language that matches the words	1				
A safe exit or a trusted adult	1				
Respectful, no put-downs	1				
Play total (out of 7)					

The whole playbook

TOTAL OUT OF 28: _____

PLAYS THAT ARE GAME READY (5 OR MORE): _____

SCORED BY: _____

One tip for the other group

_____

_____

_____

Back home: fix your weakest play

Read the score your playbook got. Rewrite the words of your lowest scoring play so it would get full points.

_____

_____

_____

Where help fits in

In which of the four situations would you bring in a trusted adult or the school counselor, and why?

_____

_____

Challenge Another playbook scored 6, 4, 7, 5 on its four plays. What is its total, what percent of the 28 points is that, and how many plays are game ready?

Total and percent: _____

Game ready: _____

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Game, Day 1: The Board

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

Game · Day 1

GUIDELINES	LIFETIME	BARRIERS	CALM TERMS	TOWN PLAN
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

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Game, day 1: board

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

SAY THIS TO THE CLASS "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)

1. 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.
2. Partner A is the clue giver in rounds 1 and 3, Partner B in rounds 2 and 4. The guesser never sees the card.
3. Each round lasts 2 minutes. The clue giver says ONE word. The guesser gets ONE guess. Wrong: give another one-word clue.
4. 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	2:00	4:30	7:00	9:30	12:00
Set up, rules	Round 1, Partner A	Round 2, Partner B	Round 3, Partner A	Round 4, Partner B	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 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 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 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

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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

SAY THIS TO THE CLASS

"To finish, we can play Classroom Millionaire, an optional and fun game where the whole class climbs one ladder of twelve questions. Every question comes from today's fitness plans, the new plan terms and the trainer task, and they get harder as we climb."

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 A plan starts from what kind of goal?
A. Skill B. Price C. Rumor D. Trend
Answer: A. Skill (50/50 removes C and D)

2. $250 Pedal strokes per minute are called? (calm)
A. Cadence B. Stopwatch C. Regimen D. Taper
Answer: A. Cadence (50/50 removes C and D)

3. $500 Teens need how many moderate or hard minutes daily?
A. 30 B. 45 C. 60 D. 90
Answer: C. 60 (50/50 removes A and B)

4. $1,000 What follows the main workout?
A. A cool-down B. A warm-up C. A nap D. A snack
Answer: A. A cool-down (50/50 removes C and D)

Rungs 5 to 8, rung 8 is safe

5. $2,500 Which day of Soren's plan has no cool-down?
A. Monday B. Thursday C. Friday D. Sunday
Answer: B. Thursday (50/50 removes A and D)

6. $5,000 Easing off just before a big event is to? (calm)
A. Taper B. Sprint C. Sustain D. Overtrain
Answer: A. Taper (50/50 removes B and D)

7. $10,000 Soren's strength days: how many?
A. 1 B. 2 C. 3 D. 4
Answer: B. 2 (50/50 removes A and D)

8. $25,000 Adult moderate minutes needed a week? (team)
A. 60 B. 100 C. 150 D. 300
Answer: C. 150 (50/50 removes A and D)

Rungs 9 to 12

9. $50,000 Zane's Week 1: 480 min. What is 10% more?
A. 490 B. 528 C. 548 D. 580
Answer: B. 528 (50/50 removes A and D)

10. $100,000 Hard adult minutes equal to 150 moderate? (team)
A. 50 B. 75 C. 100 D. 150
Answer: B. 75 (50/50 removes A and D)

11. $500,000 Which log week shows Zane's biggest gain?
A. Week 2 B. Week 3 C. Week 4 D. Week 6
Answer: C. Week 4 (50/50 removes A and B)

12. $1 MILLION Soren's checklist score out of 10?
A. 6 B. 7 C. 8 D. 9
Answer: C. 8 (50/50 removes A 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**

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PE and Health Set 2: Emergencies and What CPR Is

PE and Health · Day 2

Read the guide, number the six steps in order from 1 to 6, then answer the two evidence questions.

This set reviews: the emergency action steps, what to say on a 911 call, what hands-only CPR and an AED do, compression-rate math, judging how urgent a scene is

SAY THIS TO THE CLASS

"Today we learn what to do in the first minutes of an emergency, at awareness level, all on paper. Work on your own, and start with the reading on page 1 before you put the six steps in order. This is not a CPR course, and nobody practices anything on anyone today."

Note for the sub: this set is awareness only. Keep it general: nobody describes a real emergency they have seen, and nobody practices chest compressions on anyone. A student who seems upset may go to the school nurse, the counselor or the office.

Seconds That Matter: Calling 911, CPR and the AED

Most emergencies at school or at a game are first seen by an ordinary person, not a nurse or a coach. Your part is to notice, get help coming, and keep the person going until trained help arrives. This page builds awareness only. It is not certification: a certified course from the American Red Cross or the American Heart Association (AHA) teaches CPR properly.

Some signs mean an emergency right now: a person who collapses and does not answer when you tap a shoulder and shout, a person who is not breathing normally, someone who cannot speak, cough or breathe, or someone whose lips and face swell after eating. **Check the scene for safety** before anything else, because whatever hurt the person, such as traffic or a wet floor, could hurt you too. Then check the person, shout for help and point at one specific person to call 911, and at another to bring the AED and an adult. Naming people works better than shouting to a crowd, where everyone may wait for someone else.

Calling 911. Put the phone on speaker so your hands stay free. The dispatcher, the trained person who answers, will ask questions. Say the location first: the address, the building, the room, and a landmark such as the main gym doors. Then say what happened and whether the person is awake and breathing. Many phones send a location automatically, but it can be off by a building, so say it anyway. Stay on the line until the dispatcher says you can hang up, because the dispatcher can coach you through CPR step by step.

What CPR is. When the heart suddenly stops pumping blood well, called cardiac arrest, the brain begins to run out of oxygen within minutes. CPR, short for cardiopulmonary resuscitation, keeps some blood moving until a shock or medical care can restore a normal heartbeat. For a teen or adult who suddenly collapses, the AHA teaches **hands-only CPR** in two steps: call 911, then push hard and fast in the center of the chest, at about 100 to 120 compressions a minute, until help arrives or the person starts to breathe normally. Pushing is tiring, so trained helpers usually trade places about every two minutes.

The AED. An automated external defibrillator is a portable device, often kept in a hallway, gym or office cabinet marked with a heart and a lightning bolt. Once it is opened or switched on, it gives spoken voice instructions: where the pads go, when nobody should touch the person, and when to press the shock button. It checks the heart's rhythm by itself and only advises a shock when one is needed, so it is built for people with no training. An early shock plus CPR gives the best chance.

Choking and the law. A person who can still cough hard or talk is moving air, so encourage the coughing and stay close. A person who cannot cough, speak or breathe, often with both hands at the throat, needs trained help now: call 911 and get the nearest adult who knows first aid. Every state has Good Samaritan laws that protect people who help in an emergency in good faith, though the details vary by state. Nobody in this class practices chest compressions on a classmate; that belongs on a manikin in a course.

Put the steps in order (1 = first)

- ☐ **A.** Switch on the AED when it arrives and follow its voice
- ☐ **B.** Send one person to call 911, another for the AED and an adult
- ☐ **C.** Keep going until trained help takes over
- ☐ **D.** Check that the scene is safe to enter
- ☐ **E.** Tap a shoulder and shout to see if the person answers
- ☐ **F.** Start hands-only CPR if breathing is not normal

Evidence (circle one letter)

1. **Which words explain why you name one person to call 911?**
   - (A) everyone may wait for someone else
   - (B) it can be off by a building
   - (C) Pushing is tiring
   - (D) so your hands stay free
2. **Which words explain why anyone can use an AED?**
   - (A) Put the phone on speaker
   - (B) the details vary by state
   - (C) only advises a shock when one is needed
   - (D) encourage the coughing and stay close

☆ Challenge What must every helper do before anything else? Name two dangers that step could find at a school or a game.

First: .....

Dangers: .....

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In the full product

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

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

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

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

60 + 30 solo blocks (PE and health sets and calm blocks) + team tasks for groups of four

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- A maternity leave: six full weeks of high school PE and health, a strong start for the first weeks of your leave.
- 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.

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