

Middle School PE and Health Emergency Sub Binder

Emergency sub plans for middle school PE and health, grades 6 to 8, seated and on paper. The sub needs no PE or health background: every step is on the page.

PREVIEW

What is included

- 7 front pages: binder cover, important information, note to the sub, the filled-in lesson plan, schedule, class list, how it went
- 9 activities with sub scripts and student pages (31 pages): 3 individual, 6 with a partner, a team or the whole class
- A Say this to the class script for every activity, star challenges for fast finishers, every answer in a key
- 7 of the 9 activities list their SHAPE America PE or health standards on the sub script (not the puzzles or the optional quiz game)
- Color and ink-saver B&W, US Letter and A4

How it works

1. Leave the binder out. The lesson plan lists every activity with its page and minutes.
2. The sub reads the Say this to the class box word for word.
3. Students work from their own pages, with the steps on the page. The sub needs no PE or health background: every answer is in the key.
4. Seated, no gym, no prep, no tech: print and go.

The 9 activities, 35 to 45 minutes each

1. **Quiet Reading**, 45 min SOLO: using evidence from two articles: spotting and reporting a possible concussion, and how the lungs bring in oxygen
2. **The Fact-Check Desk**, 40 min SOLO: fixing mix-ups about mouthguards, cold weather, a soccer rule and hiking safety
3. **Writing Menu**, 45 min SOLO: writing with evidence: speaking up for an activity club, protecting hearing, or a game that includes everyone
4. **Partner Check**, 40 min PAIRS: mixed review: the air path, emergencies, hearing, feedback, movement, the cold, gear and activity math
5. **The Class Hike Planner**, 40 min PAIRS OR THREES: weighing trail options with numbers, reading a trail map and planning a safe outdoor hike
6. **Puzzle Tournament**, 41 min TEAMS: PE and health word parts, vocabulary, analogies, anagrams and other word logic
7. **The Club Sign-Up Mix-Up**, 40 min TEAMS: sorting games and activities into categories by how they are played (movement and strategy knowledge)
8. **Smart Call Stand-Off**, 40 min WHOLE CLASS: making safe, fair choices: getting an adult, gear, game rules, fair play, listening to your body, planning ahead
9. **Whiteboard Quiz Game**, 35 min WHOLE CLASS: a review of this binder: the articles, fact checks, partner rows, the hike plan, game categories and smart calls

What this preview shows: the note to the substitute, the lesson plan, the other front pages, one page of every activity, a sub script, four more student pages and one ink-saver page. Every product page is watermarked. Answer keys are not shown, only one warm-up answer. The full binder has 38 pages.



Note to the Substitute

Middle school PE and health, grades 6 to 8 · 9 one-period activities · no prep, no gym, no PE or health background needed

Thank you for covering my class

The front pages (important information, lesson plan, schedule, class list) are filled in for today. After them come 9 PE and health activities: the first 3 are individual work, the other 6 are for partners, teams or the whole class. Each one fills most or all of a period of 40 to 55 minutes, runs from the printout alone, and carries its own facts and answer key, so you never teach anything new. Everything reviews middle school PE and health (health, fitness, sport rules, safety, getting along), on paper. Print this binder one-sided, because the keys sit behind student pages when it is two-sided.

PE and health in the classroom: Everything is seated paper and pencil work: no gym, and nobody has to move. Health talk stays general: nobody shares personal health details, and nothing here is medical advice. A student with a health worry goes to the school nurse; an upset student goes to the school counselor or another trusted adult.

Every activity except the puzzle tournament and the review game lists the standards it practices on a small line under its focus line (for you, not the students): grades 6 to 8 indicators of the SHAPE America National Physical Education Standards and National Health Education Standards (2024). It practices part of a standard; it is review, not a full assessment.

The first page of every activity is your script. The box marked **Say this to the class** is written to be read aloud word for word. Every answer is in a key on the script page or on the page right after it. Keep those pages with you and hand out only the student pages. Every student sheet except the quiz board has core work for everyone and one **Challenge** box, with its own answer space, for early finishers.

The 9 activities

- **Quiet Reading** quiet single · 45 min · p. 7
- **The Fact-Check Desk** quiet single · 40 min · p. 13
- **Writing Menu** quiet single, choose · 45 min · p. 16
- **Partner Check** pairs · 40 min · p. 20
- **The Class Hike Planner** pairs or threes · 40 min · p. 23
- **Puzzle Tournament** teams, puzzles · 41 min · p. 26
- **The Club Sign-Up Mix-Up** team logic · 40 min · p. 29
- **Smart Call Stand-Off** whole class · 40 min · p. 33
- **Whiteboard Quiz Game** whole class, teams · 35 min · p. 36

If the class is loud

- Switch to a quiet single activity: Quiet Reading, The Fact-Check Desk or Writing Menu. Nobody needs to move.
- In the scored games (Puzzle Tournament, Smart Call Stand-Off and Whiteboard Quiz Game), the scoring keeps the class honest.
- If an activity is not working, stop it and switch. Every activity can start at any point in the period.
- The games are optional: a fun way to end the class or to use extra time.



Which activity when?

- A student says the class never learned this? Every activity reviews earlier work. Ask them to try the first problem with a partner, and leave me a note.
- The same activity in every period is fine: each class sees it once. The lesson plan (next page) lists all 9.
- A class that needs to settle: start with a quiet single activity. A restless class: a group activity uses the energy.
- Short period? One reading of Quiet Reading (about 20 min) fits. The Whiteboard Quiz Game (35 min) fits only if the class did other activities from this binder earlier, because it reviews them.

Before you leave

Please fill in the How It Went page at the back. It takes two minutes and I read every word. Thank you!

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Lesson Plan

Filled in for today: 9 activities, 35 to 45 minutes each. Write the time of each period you use.

ACTIVITY	PLAN	PAGE
Quiet Reading Quiet single · about 45 min Time ____ : ____ to ____ : ____	• One article and its question sheet per student; fast finishers take the other • Silent reading and questions, about 20 minutes per article • Read the answers out from the key, or collect for me	p. 7
The Fact-Check Desk Quiet single · about 40 min Time ____ : ____ to ____ : ____	• Hand out both sheets; pencils only • Students find the one wrong sentence in each note, name the fact and fix it • Read the key out at the end, or collect for me	p. 13
Writing Menu Quiet single, choose · about 45 min Time ____ : ____ to ____ : ____	• Three stacks: A: A Pitch for a Lunchtime Club, B: How Loud Is Too Loud?, C: Make the Game Fit Everyone • Students choose one, write alone in silence, then use the checklist • Compare with the models on the script, or collect for me	p. 16
Partner Check Pairs · about 40 min Time ____ : ____ to ____ : ____	• Pairs: one Partner A sheet and one Partner B sheet • Both do row 1, then compare: the answers must match • Different answers? Talk it through together. The key is on the script	p. 20
The Class Hike Planner Pairs or threes · about 40 min Time ____ : ____ to ____ : ____	• Pairs or threes, each student with both sheets • Part 1: check three trail loops against the goal and limits (keyed) • Part 2: read the trail map and make a safe hike plan	p. 23
Puzzle Tournament Teams, puzzles · about 41 min Time ____ : ____ to ____ : ____	• Teams of 3 or 4, one puzzle sheet and one answer sheet per team • One round at a time, 1, 2 or 3 points per puzzle • Every answer is on the key. The key settles arguments	p. 26
The Club Sign-Up Mix-Up Team logic · about 40 min Time ____ : ____ to ____ : ____	• Teams of 3 or 4, one case file and one grid sheet per team • Warm-up together on the board, then the case on their own • Teams hand in both sheets; check the slip against the key and reveal	p. 29
Smart Call Stand-Off Whole class · about 40 min Time ____ : ____ to ____ : ____	• Both sheets to every student; everyone stays seated • Read a round, 20-second guess, count hands, then 60 seconds to decide and give a reason • One speaker per side, then read the answer from the key	p. 33
Whiteboard Quiz Game Whole class, teams · about 35 min Time ____ : ____ to ____ : ____	• Draw the 5 by 5 board or use the board page; 3 to 5 teams • Teams take turns picking a category and value; you read the question • Right answer: points on the scoreboard. Optional, for the end of class	p. 36

Fast finishers

Any quiet single activity can follow any other activity: Quiet Reading (p. 7), The Fact-Check Desk (p. 13) and Writing Menu (p. 16).

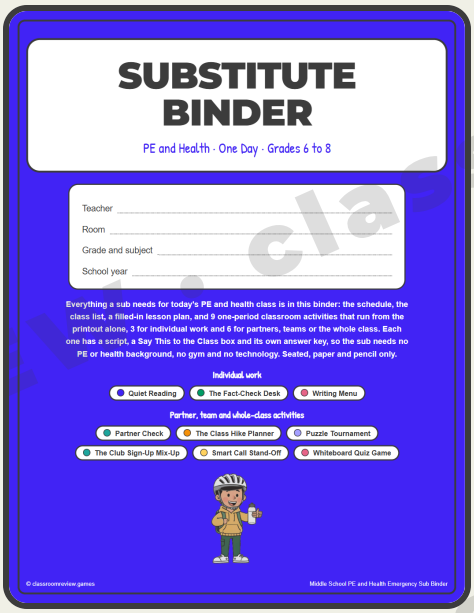
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SUBSTITUTE BINDER

PE and Health · One Day · Grades 6 to 8

Teacher _____

Room _____

Grade and subject _____

School year _____

Everything a sub needs for today's PE and health class is in this binder: the schedule, the class list, a filled-in lesson plan, and 9 one-period classroom activities that run from the printout alone, 3 for individual work and 6 for partners, teams or the whole class. Each one has a script, a Say This to the Class box and its own answer key, so the sub needs no PE or health background, no gym and no technology. Seated, paper and pencil only.

Individual work

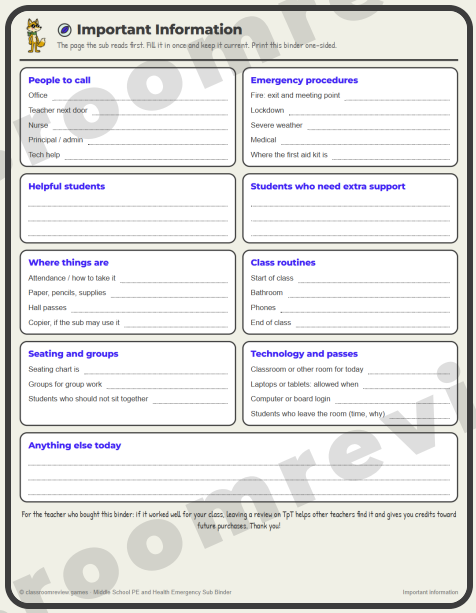
Quiet Reading · The Fact-Check Desk · Writing Menu

Partner, team and whole-class activities

Partner Check · The Class Hike Planner · Puzzle Tournament · The Club Sign-Up Mix-Up · Smart Call Stand-Off · Whiteboard Quiz Game

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Middle School PE and Health Emergency Sub Binder



Important Information

The page the sub reads first. Fill it in once and keep it current. Print this binder one-sided.

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 _____

Seating and groups

Seating chart is _____

Groups for group work _____

Students who should not sit together _____

Technology and passes

Classroom or other room for today _____

Laptops or tablets: allowed when _____

Computer or board login _____

Students who leave the room (time, why) _____

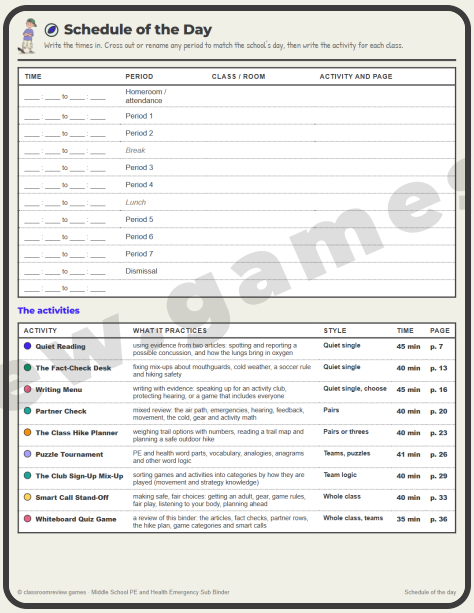
Anything else today

_____

_____

_____

For the teacher who bought this binder: 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!



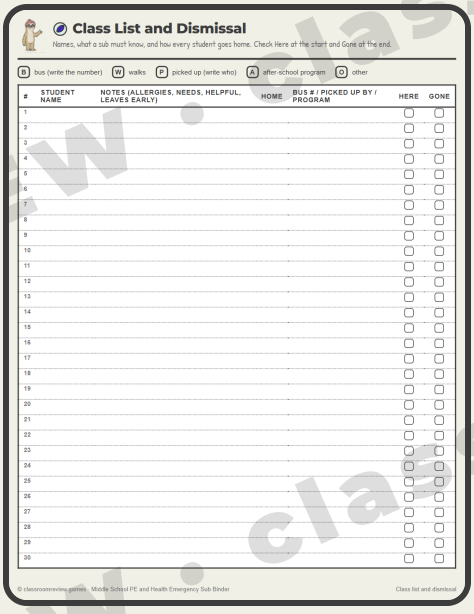
Schedule of the Day

Write the times in. Cross out or rename any period to match the school's day, then write the activity for each class.

TIME	PERIOD	CLASS / ROOM	ACTIVITY AND PAGE
___ : ___ to ___ : ___	Homeroom / attendance		
___ : ___ to ___ : ___	Period 1		
___ : ___ to ___ : ___	Period 2		
___ : ___ to ___ : ___	*Break*		
___ : ___ to ___ : ___	Period 3		
___ : ___ to ___ : ___	Period 4		
___ : ___ to ___ : ___	*Lunch*		
___ : ___ to ___ : ___	Period 5		
___ : ___ to ___ : ___	Period 6		
___ : ___ to ___ : ___	Period 7		
___ : ___ to ___ : ___	Dismissal		
___ : ___ to ___ : ___			

The activities

ACTIVITY	WHAT IT PRACTICES	STYLE	TIME	PAGE
Quiet Reading	using evidence from two articles: spotting and reporting a possible concussion, and how the lungs bring in oxygen	Quiet single	45 min	p. 7
The Fact-Check Desk	fixing mix-ups about mouthguards, cold weather, a soccer rule and hiking safety	Quiet single	40 min	p. 13
Writing Menu	writing with evidence: speaking up for an activity club, protecting hearing, or a game that includes everyone	Quiet single, choose	45 min	p. 16
Partner Check	mixed review: the air path, emergencies, hearing, feedback, movement, the cold, gear and activity math	Pairs	40 min	p. 20
The Class Hike Planner	weighing trail options with numbers, reading a trail map and planning a safe outdoor hike	Pairs or threes	40 min	p. 23
Puzzle Tournament	PE and health word parts, vocabulary, analogies, anagrams and other word logic	Teams, puzzles	41 min	p. 26
The Club Sign-Up Mix-Up	sorting games and activities into categories by how they are played (movement and strategy knowledge)	Team logic	40 min	p. 29
Smart Call Stand-Off	making safe, fair choices: getting an adult, gear, game rules, fair play, listening to your body, planning ahead	Whole class	40 min	p. 33
Whiteboard Quiz Game	a review of this binder: the articles, fact checks, partner rows, the hike plan, game categories and smart calls	Whole class, teams	35 min	p. 36

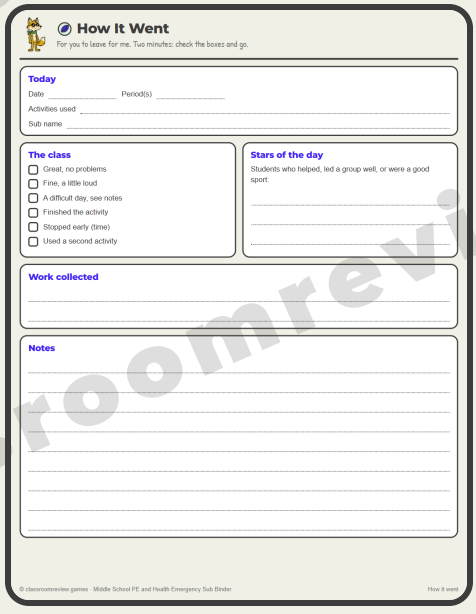


Class List and Dismissal

Names, what a sub must know, and how every student goes home. Check Here at the start and Gone at the end.

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

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



How It Went

For you to leave for me. Two minutes: check the boxes and go.

Today

Date _____ Period(s) _____

Activities used _____

Sub name _____

The class

- ☐ Great, no problems
- ☐ Fine, a little loud
- ☐ A difficult day, see notes
- ☐ Finished the activity
- ☐ Stopped early (time)
- ☐ Used a second activity

Stars of the day

Students who helped, led a group well, or were a good sport:

_____

_____

_____

Work collected

_____

_____

Notes

_____

_____

_____

_____

_____

_____

_____

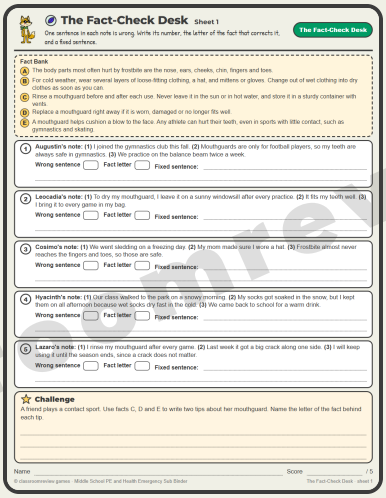
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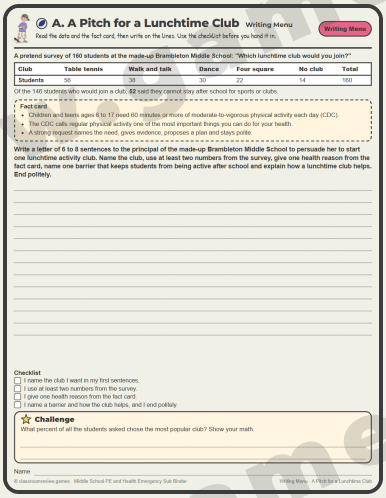
ONE PAGE OF EVERY ACTIVITY



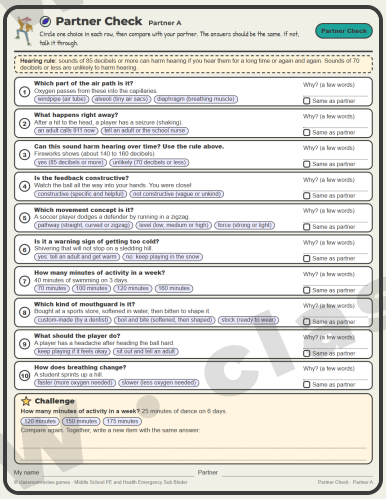
1. Quiet Reading, 45 min (solo)



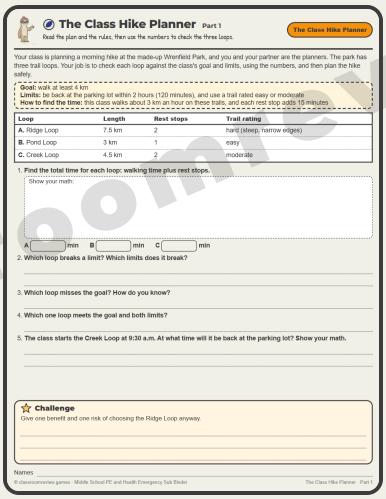
2. The Fact-Check Desk, 40 min (solo)



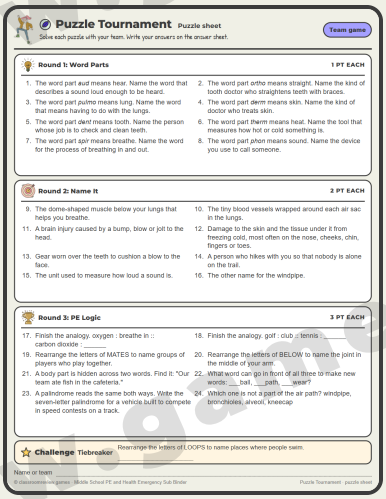
3. Writing Menu, 45 min (solo)



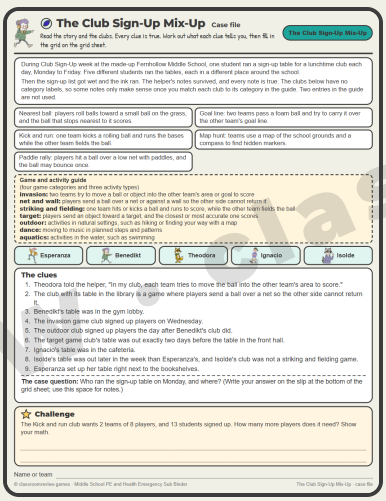
4. Partner Check, 40 min (pairs)



5. The Class Hike Planner, 40 min (pairs or threes)



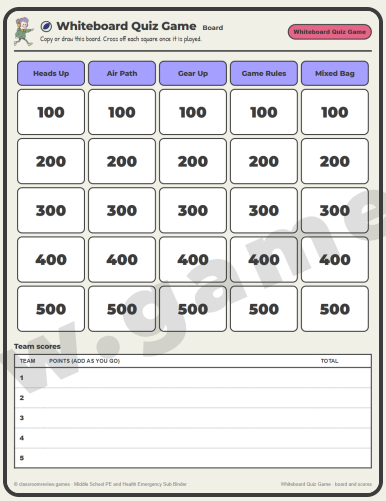
6. Puzzle Tournament, 41 min (teams)



7. The Club Sign-Up Mix-Up, 40 min (teams)



8. Smart Call Stand-Off, 40 min (whole class)



9. Whiteboard Quiz Game, 35 min (whole class)

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Every activity also has a sub script with a Say this to the class box



The Club Sign-Up Mix-Up

Sub script: a team logic mystery with PE clues

One period · teams of 3 or 4

This activity practices: sorting games and activities into categories by how they are played (movement and strategy knowledge)
Standards: SHAPE PE: Standard 2 (movement and fitness knowledge)
You need: the printed sheets and pencils; optional: the classroom board (for the warm-up; no board, hold up a grid sheet and talk it through)

SAY THIS TO THE CLASS

"The sign-up list from Club Sign-Up week got wet, and your team rebuilds it from the helper's notes. Read the five clubs carefully first, because some clues only make sense once you know each club's category. First I show you a short warm-up."

Materials

- **Copy the case file and the grid sheet one-sided. If they came out two-sided, give each team two copies.** Teams of 3 or 4. Each team gets one case file and one grid sheet (the grid sheet has the answer slip).
- Pencils and the board for the warm-up. No board? Hold up a grid sheet and talk it through.
- Jobs: **reader** (reads the clues out), **category expert** (matches each club to its category with the guide), **marker** (the only one who writes in the grid) and **recorder** (fills in the slip).
- Keep this page and the next one: together they are your key.

Run it (40 minutes)

1. **Set up.** Make the teams, hand out the sheets. 3 min
2. **Read the story and the five clubs.** A volunteer reads them out loud. 4 min
3. **Warm-up together** on the board, as shown below. 6 min
4. **Teams solve the case.** Walk around. After about 10 minutes, give a hint from the next page to any team that is stuck. Fast teams do the Challenges. 22 min
5. **Reveal.** Collect both sheets from each team, then read the answer and the full solution from the key. 5 min

The warm-up: teach the grid (6 minutes)

Draw this grid on the board. Students have the same one on their grid sheet. Perpetua, Leopold and Florian each brought one piece of safety gear: a helmet, earplugs or a mouthguard. Read the two clues:

1. **Leopold's gear protects his hearing.**
2. **Perpetua's gear is not worn inside the mouth.**

Then show it step by step:

1. Clue 1 first: the gear that protects hearing is the earplugs. Circle Leopold under earplugs. A circle means the rest of that row and that column get an X.
2. Clue 2: a mouthguard is worn inside the mouth, so Perpetua did not bring it. Only the helmet and the mouthguard are left, so Perpetua has the helmet and Florian the mouthguard. Circle both.
3. Check it against both clues out loud.

	helmet	earplugs	mouthguard
Perpetua			
Leopold			
Florian			

Answer: Perpetua, helmet; Leopold, earplugs; Florian, mouthguard.

The two rules to say out loud: one circle in every row and every column of each small grid; and in this case, decide what a clue really tells you (which club, which place) before you mark the grid. An X means no, a circle means yes.

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The Fact-Check Desk Sheet 1

One sentence in each note is wrong. Write its number, the letter of the fact that corrects it, and a fixed sentence.

The Fact-Check Desk

Fact Bank

- **A** The body parts most often hurt by frostbite are the nose, ears, cheeks, chin, fingers and toes.
- **B** For cold weather, wear several layers of loose-fitting clothing, a hat, and mittens or gloves. Change out of wet clothing into dry clothes as soon as you can.
- **C** Rinse a mouthguard before and after each use. Never leave it in the sun or in hot water, and store it in a sturdy container with vents.
- **D** Replace a mouthguard right away if it is worn, damaged or no longer fits well.
- **E** A mouthguard helps cushion a blow to the face. Any athlete can hurt their teeth, even in sports with little contact, such as gymnastics and skating.

1 **Augustin's note:** **(1)** I joined the gymnastics club this fall. **(2)** Mouthguards are only for football players, so my teeth are always safe in gymnastics. **(3)** We practice on the balance beam twice a week.

Wrong sentence ☐ **Fact letter** ☐ **Fixed sentence:** .....

.....

2 **Leocadia's note:** **(1)** To dry my mouthguard, I leave it on a sunny windowsill after every practice. **(2)** It fits my teeth well. **(3)** I bring it to every game in my bag.

Wrong sentence ☐ **Fact letter** ☐ **Fixed sentence:** .....

.....

3 **Cosimo's note:** **(1)** We went sledding on a freezing day. **(2)** My mom made sure I wore a hat. **(3)** Frostbite almost never reaches the fingers and toes, so those are safe.

Wrong sentence ☐ **Fact letter** ☐ **Fixed sentence:** .....

.....

4 **Hyacinth's note:** **(1)** Our class walked to the park on a snowy morning. **(2)** My socks got soaked in the snow, but I kept them on all afternoon because wet socks dry fast in the cold. **(3)** We came back to school for a warm drink.

Wrong sentence ☐ **Fact letter** ☐ **Fixed sentence:** .....

.....

5 **Lazaro's note:** **(1)** I rinse my mouthguard after every game. **(2)** Last week it got a big crack along one side. **(3)** I will keep using it until the season ends, since a crack does not matter.

Wrong sentence ☐ **Fact letter** ☐ **Fixed sentence:** .....

.....

☆ Challenge

A friend plays a contact sport. Use facts C, D and E to write two tips about her mouthguard. Name the letter of the fact behind each tip.

.....

.....

.....

Name ..... Score ..... / 5

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A. A Pitch for a Lunchtime Club Writing Menu

Read the data and the fact card, then write on the lines. Use the checklist before you hand it in.

Writing Menu

A pretend survey of 160 students at the made-up Brambleton Middle School: "Which lunchtime club would you join?"

Club	Table tennis	Walk and talk	Dance	Four square	No club	Total
Students	56	38	30	22	14	160

Of the 146 students who would join a club, **52** said they cannot stay after school for sports or clubs.

Fact card

- Children and teens ages 6 to 17 need 60 minutes or more of moderate-to-vigorous physical activity each day (CDC).
- The CDC calls regular physical activity one of the most important things you can do for your health.
- A strong request names the need, gives evidence, proposes a plan and stays polite.

Write a letter of 6 to 8 sentences to the principal of the made-up Brambleton Middle School to persuade her to start one lunchtime activity club. Name the club, use at least two numbers from the survey, give one health reason from the fact card, name one barrier that keeps students from being active after school and explain how a lunchtime club helps. End politely.

Checklist

- [ ] I name the club I want in my first sentences.
- [ ] I use at least two numbers from the survey.
- [ ] I give one health reason from the fact card.
- [ ] I name a barrier and how the club helps, and I end politely.

Challenge

What percent of all the students asked chose the most popular club? Show your math.

Name .....

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Partner Check Partner A

Circle one choice in each row, then compare with your partner. The answers should be the same. If not, talk it through.

Partner Check

Hearing rule: sounds of 85 decibels or more can harm hearing if you hear them for a long time or again and again. Sounds of 70 decibels or less are unlikely to harm hearing.

1 **Which part of the air path is it?**
Oxygen passes from these into the capillaries.
windpipe (air tube) · alveoli (tiny air sacs) · diaphragm (breathing muscle)
Why? (a few words) .....
☐ Same as partner

2 **What happens right away?**
After a hit to the head, a player has a seizure (shaking).
an adult calls 911 now · tell an adult or the school nurse
Why? (a few words) .....
☐ Same as partner

3 **Can this sound harm hearing over time? Use the rule above.**
Fireworks shows (about 140 to 160 decibels)
yes (85 decibels or more) · unlikely (70 decibels or less)
Why? (a few words) .....
☐ Same as partner

4 **Is the feedback constructive?**
Watch the ball all the way into your hands. You were close!
constructive (specific and helpful) · not constructive (vague or unkind)
Why? (a few words) .....
☐ Same as partner

5 **Which movement concept is it?**
A soccer player dodges a defender by running in a zigzag.
pathway (straight, curved or zigzag) · level (low, medium or high) · force (strong or light)
Why? (a few words) .....
☐ Same as partner

6 **Is it a warning sign of getting too cold?**
Shivering that will not stop on a sledding hill.
yes: tell an adult and get warm · no: keep playing in the snow
Why? (a few words) .....
☐ Same as partner

7 **How many minutes of activity in a week?**
40 minutes of swimming on 3 days.
70 minutes · 100 minutes · 120 minutes · 160 minutes
Why? (a few words) .....
☐ Same as partner

8 **Which kind of mouthguard is it?**
Bought at a sports store, softened in water, then bitten to shape it.
custom-made (by a dentist) · boil and bite (softened, then shaped) · stock (ready to wear)
Why? (a few words) .....
☐ Same as partner

9 **What should the player do?**
A player has a headache after heading the ball hard.
keep playing if it feels okay · sit out and tell an adult
Why? (a few words) .....
☐ Same as partner

10 **How does breathing change?**
A student sprints up a hill.
faster (more oxygen needed) · slower (less oxygen needed)
Why? (a few words) .....
☐ Same as partner

Challenge

How many minutes of activity in a week? 25 minutes of dance on 6 days.
120 minutes · 150 minutes · 175 minutes
Compare again. Together, write a new item with the same answer:

.....

.....

My name ..... Partner .....

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Puzzle Tournament

Puzzle sheet

Solve each puzzle with your team. Write your answers on the answer sheet.

Team game

Round 1: Word Parts

1 PT EACH

1. The word part *aud* means hear. Name the word that describes a sound loud enough to be heard.
2. The word part *ortho* means straight. Name the kind of tooth doctor who straightens teeth with braces.
3. The word part *pulmo* means lung. Name the word that means having to do with the lungs.
4. The word part *derm* means skin. Name the kind of doctor who treats skin.
5. The word part *dent* means tooth. Name the person whose job is to check and clean teeth.
6. The word part *therm* means heat. Name the tool that measures how hot or cold something is.
7. The word part *spir* means breathe. Name the word for the process of breathing in and out.
8. The word part *phon* means sound. Name the device you use to call someone.

Round 2: Name It

2 PT EACH

9. The dome-shaped muscle below your lungs that helps you breathe.
10. The tiny blood vessels wrapped around each air sac in the lungs.
11. A brain injury caused by a bump, blow or jolt to the head.
12. Damage to the skin and the tissue under it from freezing cold, most often on the nose, cheeks, chin, fingers or toes.
13. Gear worn over the teeth to cushion a blow to the face.
14. A person who hikes with you so that nobody is alone on the trail.
15. The unit used to measure how loud a sound is.
16. The other name for the windpipe.

Round 3: PE Logic

3 PT EACH

17. Finish the analogy. oxygen : breathe in :: carbon dioxide : _____
18. Finish the analogy. golf : club :: tennis : _____
19. Rearrange the letters of MATES to name groups of players who play together.
20. Rearrange the letters of BELOW to name the joint in the middle of your arm.
21. A body part is hidden across two words. Find it: "Our team ate fish in the cafeteria."
22. What word can go in front of all three to make new words: ___ball, ___path, ___wear?
23. A palindrome reads the same both ways. Write the seven-letter palindrome for a vehicle built to compete in speed contests on a track.
24. Which one is not a part of the air path? windpipe, bronchioles, alveoli, kneecap

Challenge Tiebreaker

Rearrange the letters of LOOPS to name places where people swim.

_____

Name or team _____

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Heads Up

Article: concussions in sports

Read the whole article before you look at the questions.

Quiet Reading

A concussion is a type of brain injury. It can be caused by a bump, blow or jolt to the head, or by a hit to the body that makes the head and brain move quickly back and forth. In sports, it can happen when players collide with each other, fall to the ground or run into something hard, such as a goalpost.

Many people think a player has to be knocked out to have a concussion. That is a myth. According to the Centers for Disease Control and Prevention (CDC), most concussions happen without the person losing consciousness. A concussion can happen in any sport or recreation activity.

The signs can be easy to miss. A player may have a headache, feel dizzy or have balance problems, be bothered by light or noise, feel foggy or slowed down, or have trouble remembering things. Some signs show up right away, and some show up later.

The CDC's advice to coaches is short: "When in doubt, sit them out." A player who might have a concussion is removed from play for the rest of that day and is checked by a health care professional. Coaches are told not to judge how bad the injury is by themselves, and a player goes back to sports only with the approval of a health care provider.

Players have a big part to play, too. If you or a teammate takes a hit to the head and feels "not right," tell your coach or another adult right away. Speaking up early can help prevent a worse injury.

Some signs mean an emergency. If a player passes out, even for a moment, an adult calls 911 right away. The same goes for a seizure (shaking or twitching), one pupil larger than the other, or a headache that gets worse and does not go away.

Helmets help, but the CDC says there is no concussion-proof helmet. A helmet can help protect against a serious brain or head injury, so players still need to avoid hits to the head and follow the rules of their sport.

☆ Challenge

List two signs from the article that a teammate or coach could notice by watching, and two that the player would need to tell someone about.

.....

.....

.....

Name .....

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In the full binder

A whole PE and health sub day, planned and ready to print.

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

9 activities of 35 to 45 minutes, one per class period

7 front pages: note to the sub, lesson plan, schedule, class list

3 + 6 individual activities + partner, team and whole-class activities

Use it your way

- A sudden sick day: emergency sub plans that are ready before you need them.
- Any middle school PE, health or combined class, grades 6 to 8: every activity fits a 40 to 55 minute period. Seated in a regular classroom, all paper and pencil, no gym.
- Your sub tub: print it once and keep it all year.
- Your own no prep day: teach it yourself when you need a break from planning.

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



Classroom REVIEW GAMES