

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

Four complete week binders of middle school PE and health, grades 6 to 8. One topic a day on paper, solo work and a team task, a "say this" script for every task.

PREVIEW

What is included

- Four week binders (69, 68, 66, 71 pages): 274 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
- Every PE and health set lists the SHAPE America standards it practices
- 20 optional games, each on that day's lessons
- 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. 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, no tech and no gym: seated work with paper and pencil, print and go.

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

- **Week 1, days 1 to 5. PE and health:** Nutrition; Fitness Planning; Sleep, Stress and Screens; Sports Rules and Strategy; First Aid Basics and Safety. **Team:** The Fitness Fortune Teller, The Fitness Circuit Plan, The Later Bell Debate, The Equipment Room Weigh-In, Field Day Forecast Council.
- **Week 2, days 6 to 10. PE and health:** Muscles and Bones; Hydration and Heat Safety; Setting SMART Goals; Net Games: Rules and Scoring; Hygiene and Germs. **Team:** The Robot Limb Workshop, The Heat Poster Fact Check, Build the Plan Backward, The Scoreboard Relay, The Comic Review Board.
- **Week 3, days 11 to 15. PE and health:** The Heart and Heart Rate Math; Comparing Drink Labels; Teamwork and Sportsmanship; Invasion Game Tactics; Decision Making and Peer Pressure. **Team:** Heart Rate Log Detectives, The Unmarked Cups, The Captain's Huddle, The Chalk Talk, Choose Your Path.
- **Week 4, days 16 to 20. PE and health:** The Components of Fitness; Warm-Up, Stretching and Injury Prevention; Emotions and Coping Skills; Track and Field Measurement; Sun, Water and Bike Safety. **Team:** The Training Camp Mystery, The Safety Gear Budget, The Big Game Toolbox, The Results Table, The Safe Route Planners.

Optional game every day, on that day's lessons: 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 key, a calm block, a team task, the game types and one ink-saver page. Every product page is watermarked. The full product has 274 pages.
What the sub gets: a note that explains the routine, a "say this" script for every task (84 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 6 to 8 · 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 sets: **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 PE and health and team 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; items marked (calm) or (team) can be skipped if the class did not do that part.

Every PE and health set lists the standards it practices on a small line under its title (for you, not the students): grades 6 to 8 indicators of the SHAPE America National Physical Education Standards and National Health Education Standards (2024). A sub plan set practices part of a standard on paper; it is review and practice, not a full assessment of it.

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.
- 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 p. 14	**PE and Health 2** Fitness Planning p. 24	**PE and Health 3** Sleep, Stress and Screens p. 33	**PE and Health 4** Sports Rules and Strategy p. 42	**PE and Health 5** First Aid Basics and Safety p. 51
Early finishers or a loud moment	**Learn and Test: Food and Nutrition Terms** p. 17	**Learn and Test: Fitness Planning Terms** p. 27	**Learn and Test: Rest and Stress Terms** p. 36	**Learn and Test: Sports Rules Terms** p. 45	**Learn and Test: First Aid Safety Terms** p. 54
Block period or extra time	**The Fitness Fortune Teller** p. 19	**The Fitness Circuit Plan** p. 29	**The Later Bell Debate** p. 38	**The Equipment Room Weigh-In** p. 47	**Field Day Forecast Council** p. 56
Last 15 minutes (optional): a fun way to end the class, or for extra time	**Whiteboard Quiz Game** p. 22	**Paper Password** p. 31	**Class Feud** p. 40	**Classroom Millionaire** p. 49	**Mystery Box** p. 58

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. Copy any page that gets torn apart (role cards, game cards) one-sided, on its own sheet, so the page on its back stays whole. Game scripts are for you only (do not copy them). Game boards: copy the board page one-sided and tape up the copy, never the binder page (the page on its back is still needed).
- 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 leave it for another day.
- The game is optional: a fun way to end the class, or something for extra time.

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MS PE AND HEALTH SUB PLANS WEEK 1

Middle 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 15 minutes of any 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.

Set Index (1 of 3)

Every set in the binder with its length and page. Day = the weekday it is written for. Any PE and health set works on any day; each game reviews its own day's set.

DAY	SET	WHAT IT IS	MINUTES	PAGE
PE AND HEALTH, DAYS 1 TO 5				
1	**PE and Health 1: Nutrition**	**Reviews:** reading a Nutrition Facts label (serving size, energy from nutrients, percent Daily Value, the 5% and 20% rule). A label with seven questions, an energy table, a two-lunch comparison, a star challenge on every page. Key included.	50	p. 14
2	**PE and Health 2: Fitness Planning**	**Reviews:** sore muscles and how rest helps them recover, heart rate zones from age, and a week of activity checked against the guideline. A reading with multiple choice, a zone table, a sample pulse count and a week planner. star challenges. Key included.	50	p. 24
3	**PE and Health 3: Sleep, Stress and Screens**	**Reviews:** why sleep matters and how much kids and teens need, the body's stress alarm, screen habits and when to get help. Reading with multiple choice, a sleep log to calculate, a stress plan with no personal sharing, a star challenge on every page. Key included.	50	p. 33
4	**PE and Health 4: Sports Rules and Strategy**	**Reviews:** how a pool and knockout tournament works, standings and goal difference, and the basic rules and strategy of basketball and volleyball. A reading with tournament math, a standings table and bracket, two rule cards with a rules check, a strategy plan, star challenges. Key included.	50	p. 42
5	**PE and Health 5: First Aid Basics and Safety**	**Reviews:** what to do first when someone is hurt, basic first aid for small injuries, when to get an adult or call 911, and spotting hazards. A reading with multiple choice, a what-would-you-do matching sort, a hazard hunt in a room description, a star challenge on every page. Key included.	50	p. 51
MONDAY OPENER				
1	**Meet Your Sub**	Fifteen minutes at the start of every period on Monday: sub sheet, three questions, the agreement and voice levels. Spare: a keyed Health Myth or Fact.	15	p. 11

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: _____

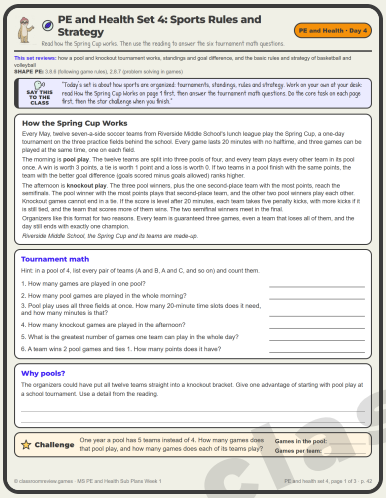
Friday

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

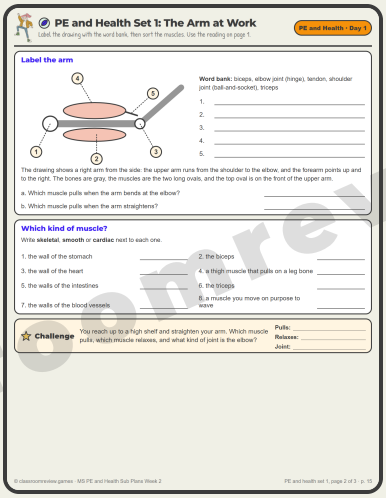
Notes / stars of the day: _____

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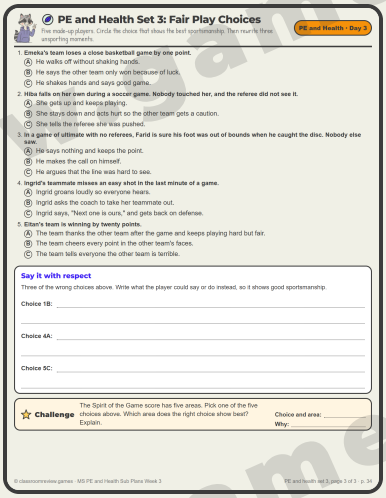
ONE PAGE OF EVERY DAILY PART



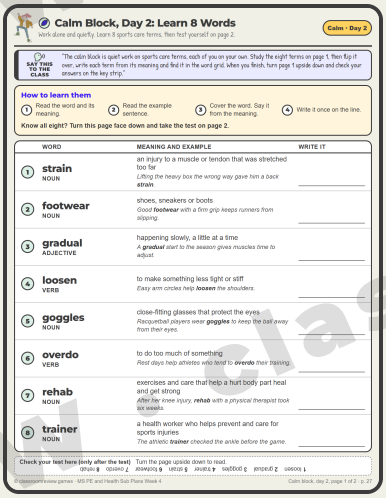
PE and health set: the lesson, Week 1 (solo)



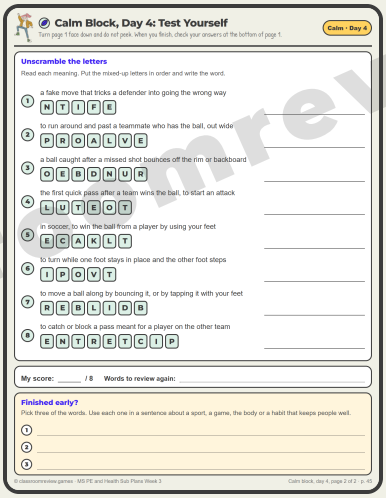
PE and health set: practice, Week 2 (solo)



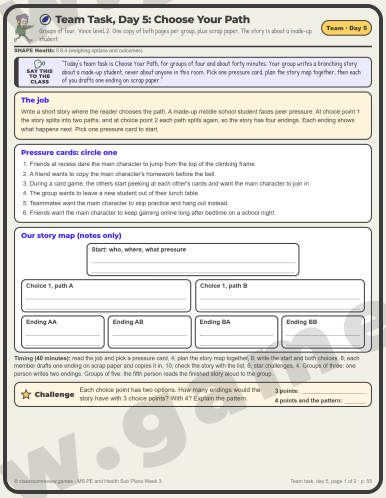
PE and health set: the third page (solo)



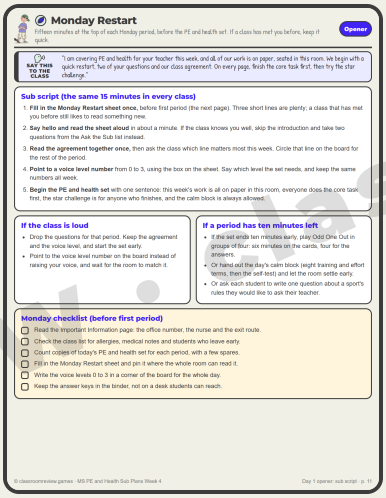
Calm block: learn 8 words (solo)



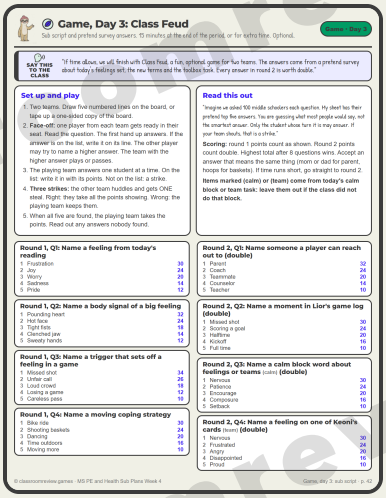
Calm block: test yourself (solo)



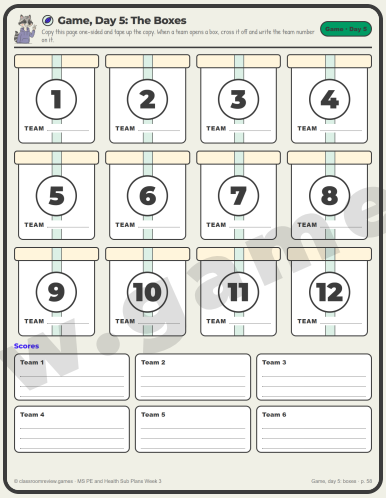
Team task (groups of four)



Monday opener (whole class)



Game: Class Feud (whole class)



Game: Mystery Box (whole class)

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PE and Health Set 1: The Components of Fitness

Read the three paragraphs first. Then answer the two evidence questions by circling one letter, and sort the components.

PE and Health · Day 1

This set reviews: the five health-related and six skill-related components of fitness, the tests that check them and how sports use them
SHAPE PE: 2.8.9 (components of fitness), 2.8.12 (skill-related fitness in activity)

SAY THIS TO THE CLASS

"Today we learn the parts of fitness, called components, and how sports use them. Work on your own: read page 1 first, then match the tests on page 2 and use the athlete table on page 3. Do the core task on each page first, then the star challenge when you finish."

Physical fitness is not one single thing. Experts split it into parts called components, and each one can be checked with its own test. The five **health-related components** are linked to good health: cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition.

Cardiorespiratory endurance, also called cardiovascular fitness, is the ability of the heart, lungs and blood vessels to supply oxygen during long, steady activity, such as a long swim. **Muscular strength** is the ability of a muscle to exert force, as in one hard push. **Muscular endurance** is a muscle's ability to keep working without tiring, as in many curl-ups in a row. **Flexibility** is the range of motion available at a joint. **Body composition** means the relative amounts of muscle, fat, bone and other parts of the body. It is different for every person, it is not a performance score, and nobody measures it in this class.

The six **skill-related components** help people perform well in sports and games. **Agility** means changing the position of the whole body quickly and accurately, as in a zig-zag run. **Balance** means staying steady while still or moving. **Coordination** means using the senses, such as sight and hearing, together with body parts to move smoothly and accurately. **Power** means using strength quickly, as in a jump. **Speed** means doing a movement in a short time. **Reaction time** is the time between a signal and the start of the response. Most sports use several components at once, and practice helps people improve many of them.

Evidence from the reading

1. **Which words from the reading explain what flexibility is?**
   - (A) "the ability of a muscle to exert force"
   - (B) "the range of motion available at a joint"
   - (C) "staying steady while still or moving"
   - (D) "doing a movement in a short time"
2. **Which words from the reading show that body composition is never tested in this class?**
   - (A) "each one can be checked with its own test"
   - (B) "Most sports use several components at once"
   - (C) "help people perform well in sports and games"
   - (D) "nobody measures it in this class"

Health or skill?

Write H for a health-related component or S for a skill-related one.

1. Power ☐	2. Flexibility ☐	3. Balance ☐
4. Muscular endurance ☐	5. Reaction time ☐	6. Body composition ☐
7. Agility ☐	8. Cardiorespiratory endurance ☐	9. Speed ☐
10. Muscular strength ☐	11. Coordination ☐	

Challenge

The reading says most sports use several components at once. Name two skill-related components a soccer goalkeeper uses to stop a fast shot.

1: .....

2: .....

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PE and Health Set 1: Ten Fitness Tests

Each row describes a fitness test in words; nobody does a test today. Write the component it checks, then H or S. Use each component once.

PE and Health · Day 1

Cardiorespiratory endurance · Muscular strength · Muscular endurance · Flexibility · Agility · Balance · Coordination · Power · Speed · Reaction time

#	THE TEST	COMPONENT IT CHECKS	H OR S
1	A long, steady run at an even pace, such as a timed mile		
2	A sit and reach: sitting with legs straight, reaching forward toward the toes		
3	A zig-zag run around markers, changing direction as fast as possible		
4	As many curl-ups as possible in a row, to a steady beat		
5	A computer test: press a key the instant a light flashes on the screen		
6	Holding a still pose on one foot right after turning around		
7	The heaviest load a person can lift one time, with a coach watching		
8	Juggling three scarves, or dribbling a ball around a cone		
9	A vertical jump: jumping as high as possible from a standstill		
10	A 40 yard dash in a straight line		

Questions

1. One health-related component from the reading has no test on this page. Which one is it, and what does the reading say about it?

2. Test 7 and test 4 both use the muscles. Explain the difference between the two components they check.

3. Look at test 9. The reading says power means using strength quickly. Which two other components from the reading does power join together?

Challenge

How many of the ten tests measure a skill-related component? What percent of the tests is that?

Skill-related tests: .....

Percent: .....

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PE and Health Set 1: Athletes and Their Sports

PE and Health · Day 1

Four made-up athletes at the made-up Larkspur Sports Camp got skill scores from 1 (just starting) to 5 (very strong) from their coach. Use the two tables to answer the questions.

The coach's chart: two key skill-related components per sport

Gymnastics: balance + coordination
Sprinting: speed + power
Goalkeeping: reaction time + agility
Volleyball: power + reaction time

ATHLETE	AGILITY	BALANCE	COORDINATION	POWER	REACTION TIME	SPEED	TOTAL	BEST SPORT (ITS SUM)
Jalen	3	2	3	5	3	5		
Kavya	2	5	5	2	3	3		
Leilani	5	4	2	3	5	4		
Mikael	3	3	4	5	4	2		

Best sport: add the athlete's two scores for each sport's key components. The sport with the biggest sum is the best fit.

Questions

1. **Who has the highest total score?**

2. **What is the average power score of the four athletes?**

3. **Add each component's four scores. Which component has the lowest total for the group?**

4. **Mikael's best sport is volleyball. By how many points does his volleyball sum beat his next best sum?**

5. **Jun is a made-up athlete who loves gymnastics but has a balance score of 2. Name one thing a coach might suggest, and why it fits.**

Challenge

After a month of practice, Kavya's reaction time score goes up by 2. Does her best sport change? Show the new sums for goalkeeping and volleyball.

Goalkeeping sum:
Volleyball sum:
Best sport now:

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Answer Keys (1 of 8)

Day 1. Teacher copy. Keep these pages out of the student sets.

Day 1 opener: Odd One Out, answers

1. C (flexibility). Flexibility is a health-related component; the other three are skill-related (President's Council on Physical Fitness and Sports). **2. B (reaction time).** Reaction time is skill-related; the other three are health-related components (President's Council on Physical Fitness and Sports). **3. D (holding a stretch for 20 seconds).** Holding a stretch still is static stretching; the other three are moving warm-up activities (KidsHealth). **4. A (headphones).** Headphones are not safety gear, and riders should not wear them while biking; the other three protect the body (AAP). **5. B (a cloudy sky).** A cloudy sky does not protect you, because UV rays reach you on cloudy days; the other three do protect the skin (CDC). **6. C (a missed shot).** A missed shot is a trigger that sets off a feeling; the other three are body signals (MedlinePlus). **7. A (keep a journal).** Keeping a journal is a writing strategy; deep breaths, stretching and meditating are one calming tip (CDC). **8. C (an inflatable toy).** An inflatable toy is not a safety device; a lifeguard, a buddy and a life jacket all help keep swimmers safe (CDC).

One point for each right letter, one more for a reason that says the same thing in other words. Accept another letter only with a reason that is true and fits all three of the other items. Score: 16 points at most.

PE and Health Set 1: The Components of Fitness

Evidence: 1. B ("the range of motion available at a joint"); 2. D ("nobody measures it in this class"). **Health or skill:** 1 S, 2 H, 3 S, 4 H, 5 S, 6 H, 7 S, 8 H, 9 S, 10 H, 11 S. **Page 1 star challenge:** any two skill-related components; the best fits are reaction time (seeing the shot and starting to move), agility, power (diving), speed and coordination; also accept balance. Do not accept a health-related component.

Ten tests: 1. cardiorespiratory endurance (H); 2. flexibility (H); 3. agility (S); 4. muscular endurance (H); 5. reaction time (S); 6. balance (S); 7. muscular strength (H); 8. coordination (S); 9. power (S); 10. speed (S). **Questions:** 1. Body composition; the reading says it is different for every person, it is not a performance score, and nobody measures it in this class (accept any one of these). 2. Test 7 checks muscular strength (one hard effort, the most force once); test 4 checks muscular endurance (working many times in a row without tiring). 3. Muscular strength and speed (strength used quickly); also accept "strength and speed". **Page 2 star challenge:** 6 tests; 6 / 10 = 60%.

Totals and best sport: Jalen 21, sprinting (10); Kavya 20, gymnastics (10); Leilani 23, goalkeeping (10); Mikael 21, volleyball (9). **Questions:** 1. Leilani (23); 2. 3.75 ((5 + 2 + 3 + 5) / 4); 3. Agility (13); 4. 2 points (9 minus 7); 5. answers vary; accept any safe, sensible practice idea for balance with a reason (for example simple balance holds, practicing landings or moves on a low line with a spotter, or working on core strength), and accept "keep practicing, because every person can improve". **Page 3 star challenge:** no, still gymnastics (10); goalkeeping 7, volleyball 7.

Calm block, Day 1: Learn and Test: Training Effort Terms

Match: 1. brisk; 2. inactive; 3. workout; 4. precision; 5. conditioning; 6. strenuous; 7. versatile; 8. anaerobic.

Students check their own test with the upside-down answers at the bottom of page 1 and write a score out of 8. Finished early sentences: answers vary; accept any sentence about a sport, a game, the body or a habit that uses the word with its page 1 meaning.

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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

SAY THIS TO THE CLASS

"This calm block is quiet, solo work on eight heart and blood terms. Study the terms on page 1, then flip it over and pair each term with its meaning on page 2. Last, turn page 1 upside down to read the key strip and mark your work."

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	one of the tiny, thin blood vessels that link the smallest arteries and veins *Oxygen leaves the blood through the thin wall of a **capillary**.*	
2	**plasma** NOUN	the pale yellow liquid part of blood that carries the blood cells *Blood cells float along in **plasma**, a watery liquid.*	
3	**valve** NOUN	a heart flap that opens to let blood pass and shuts so it cannot flow back *Each **valve** snaps shut after the blood passes.*	
4	**cardiac** ADJECTIVE	having to do with the heart *The heart wall is made of **cardiac** muscle.*	
5	**stethoscope** NOUN	a tool a doctor or nurse uses to listen to the heart and lungs *The nurse pressed the cold **stethoscope** to my back.*	
6	**rhythm** NOUN	a steady, repeating pattern, such as the timing of heartbeats *The drummer kept a slow, even **rhythm** for the warm-up.*	
7	**sedentary** ADJECTIVE	spending a lot of time sitting, with little movement *A long car trip is a very **sedentary** day.*	
8	**hemoglobin** NOUN	the protein in red blood cells that carries oxygen *Red blood cells get their color from **hemoglobin**.*	

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

1 cardiac 2 hemoglobin 3 stethoscope 4 sedentary 5 plasma 6 capillary 7 valve 8 rhythm

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Team Task, Day 2: The Unmarked Cups

Groups of four. Voice level 2. Page 1: one copy per group. Page 2: copy it on its own sheet (one-sided), then fold and tear the four cards apart.

Team · Day 2

SAY THIS TO THE CLASS "Today's team task is The Unmarked Cups, for groups of four and about forty minutes. Each of you reads your own clue card aloud; the label table on page 1 holds the numbers you need. Mark the grid as you go, and only write a final answer when every clue fits."

The job

At a made-up team party, six cups were filled with six different drinks, and the name tags fell off. Each person in your group has one clue card from page 2. Read your card aloud, but keep it in your hand. Use all eight clues and the label numbers below to work out which drink is in each cup.

DRINK, PER 1 CUP (SAMPLE NUMBERS)	CALORIES	TOTAL SUGARS (G)	ADDED SUGARS (G)	SODIUM (MG)	CALCIUM (MG)	PROTEIN (G)	BUBBLES
Plain water	0	0	0	0	0	0	no
Sparkling water (plain)	0	0	0	0	0	0	yes
Low-fat milk	100	12	0	105	305	8	no
Low-fat chocolate milk	160	24	12	150	300	8	no
100% orange juice	110	21	0	0	25	2	no
Sports drink	60	14	14	100	0	0	no

Solving grid

Put an X where a drink cannot be. Circle the one that must be.

	CUP 1	CUP 2	CUP 3	CUP 4	CUP 5	CUP 6
Plain water						
Sparkling water						
Low-fat milk						
Low-fat chocolate milk						
100% orange juice						
Sports drink						

Our answer

Cup 1: .....

Cup 2: .....

Cup 3: .....

Cup 4: .....

Cup 5: .....

Cup 6: .....

Explain one step: which clue and which number from the table told you something for sure?

.....

.....

Timing (40 minutes): read the job and the table as a group, 4; read the clue cards aloud, one member at a time, 6; solve with the grid, 18; explain a step and the star challenges, 7; check with the key, 5. Groups of three: one person holds two cards. Groups of five: the fifth person keeps the grid.

Challenge Use the table: which drink has the most sodium per cup, and how many milligrams?

Drink: .....

Sodium: .....

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Game, Day 1: The Board

Copy this page one-sided and tape the copy to the whiteboard (or draw the grid). Cross squares off as they are played.

Game · Day 1

HEALTH	SKILL	ATHLETES	NEW TERMS	CAMP
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 2: Paper Password

Sub script and PE 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

"With time to spare, we can play Paper Password, a fun and optional game for pairs. The secret words come from today's drink label set, the eight drink terms and The Unmarked Cups. One partner gives single-word clues while the other guesses; the fewer clues, the more points."

Set up (2 minutes)

1. Before class, copy the card page one-sided and fold and tear it into four cards, one card per round. Hand each pair only the current round's card; pairs keep each used card and add the four round totals at the end.
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. Rounds last 2 minutes, with 30 seconds between them to swap roles. One-word clue, then ONE guess; wrong means another clue.
4. After five clues without a right guess, the word scores 0. 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 leave them out (and any round left empty).

Referee calls

Two words glued together ("hotdog") count as one clue only if they make a real word. No plurals or "-ing" forms of the secret word. If a pair disagrees about a clue, the word scores zero. 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

LABEL	example clue: tag
SERVING	example clue: amount
SUGARS	example clue: sweet
TEASPOON	example clue: measure
DEXTROSE	example clue: glucose

Round 2: Partner B gives clues

WATER	example clue: tap
MILK	example clue: cow
JUICE	example clue: orange
CALCIUM	example clue: bones
POTASSIUM	example clue: banana

Round 3: Partner A gives clues

SKIM (calm)	example clue: nonfat
PULP (calm)	example clue: bits
THIRST (calm)	example clue: parched
NECTAR (calm)	example clue: peach
REFILL (calm)	example clue: again

Round 4: Partner B gives clues

SPARKLING (team)	example clue: bubbly
CHOCOLATE (team)	example clue: cocoa
PROTEIN (team)	example clue: eggs
SODIUM (team)	example clue: salt
CLUE (team)	example clue: hint

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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

"Classroom Millionaire is our optional, just-for-fun ending, and everyone plays on one big team. The twelve questions come from today's track and field set, the new calm block terms and the results table. Who would like the first turn in the hot seat?"

How it works

1. Tape up a one-sided copy of the ladder page. 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: leave them out if the class did not do that block.

Rungs 1 to 4, rung 4 is safe

1. $100 Sprint camera times are read in what?
A. Tenths B. Hundredths C. Seconds D. Minutes
Answer: B. Hundredths (50/50 removes C and D)

2. $250 Who starts each race with a signal? (calm)
A. Starter B. Referee C. Timer D. Judge
Answer: A. Starter (50/50 removes B and D)

3. $500 Which mark shows a foul on a jump sheet?
A. X B. F C. Z D. N
Answer: A. X (50/50 removes C and D)

4. $1,000 How is a camera time of 10.113 s written?
A. 10.11 B. 10.12 C. 10.10 D. 10.2
Answer: B. 10.12 (50/50 removes C and D)

Rungs 5 to 8, rung 8 is safe

5. $2,500 How many meet points is 1st place? (team)
A. 1 B. 3 C. 5 D. 10
Answer: C. 5 (50/50 removes A and D)

6. $5,000 A jump of 4.287 meters is recorded as what?
A. 4.28 m B. 4.29 m C. 4.3 m D. 4.287 m
Answer: A. 4.28 m (50/50 removes C and D)

7. $10,000 Which thrown object is a flat plate? (calm)
A. Javelin B. Discus C. Baton D. Hurdle
Answer: B. Discus (50/50 removes C and D)

8. $25,000 Above what wind is a result not a record?
A. +1.0 m/s B. +2.0 m/s C. +3.0 m/s D. +5.0 m/s
Answer: B. +2.0 m/s (50/50 removes C and D)

Rungs 9 to 12

9. $50,000 Who won the Keanu and Kendra 4.40 m tie?
A. Keanu B. Kendra C. A tie D. Neither
Answer: B. Kendra (50/50 removes C and D)

10. $100,000 Which school won the team meet? (team)
A. Juniper Hill B. Kingsbridge C. Larch Valley D. Millbrook
Answer: D. Millbrook (50/50 removes A and C)

11. $500,000 How is a wind reading of +2.03 m/s written?
A. +2.0 B. +2.1 C. +2.03 D. +3.0
Answer: B. +2.1 (50/50 removes C and D)

12. $1 MILLION Who won the 100 m heat?
A. Jomo B. Kalani C. Maren D. Lars
Answer: B. Kalani (50/50 removes C 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 before a question	**class keeps the amount of the last rung it climbed**

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PE and Health Set 1: Pulse Math

These are sample counts from made-up students in a made-up PE class. Fill in the last column, then answer the questions.

PE and Health · Day 1

Three counting rules (from page 1)

30 seconds: beats x 2 | **15 seconds**: beats x 4 | **10 seconds**: beats x 6 = beats per minute

Example: 22 beats in 15 seconds is 22 x 4 = 88 beats per minute.

STUDENT	WHEN THE COUNT WAS TAKEN	SECONDS COUNTED	BEATS COUNTED	BEATS PER MINUTE
Ezra	Sitting quietly before class	**15**	**18**	
Ines	After a warm-up walk	**10**	**16**	
Gael	After a soccer passing drill	**30**	**76**	
Fatou	After a jump rope round	**15**	**41**	
Haruto	Two minutes after the drill	**10**	**19**	
Esi	After a wheelchair basketball scrimmage	**30**	**70**	

Questions

1. Who had the highest heart rate, and what was it? _____

2. Is Ezra's resting rate inside the normal range from the reading? Explain with numbers. _____

3. How many beats per minute higher was Fatou's rate than Ezra's? _____

4. If Ines had counted for 30 seconds at the same rate, how many beats would she have counted? _____

5. Haruto's count was taken two minutes after the drill. Use the reading to explain why his rate is lower than Gael's rate right after the same drill.

.....

.....

☆ Challenge

A coach says a 6 second count times 10 also works. Esi counts 14 beats in 6 seconds. What is her rate? Then explain why a 6 second count is less exact than a 30 second count. (Hint: what happens if you miss one beat?)

Rate: .....

Why less exact: .....

.....

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



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