

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

Six 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

- Six week binders (69, 68, 66, 71, 65, 68 pages): 407 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
- Every PE and health set lists the SHAPE America standards it practices
- 30 optional games, each on that day's lessons (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. 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 30 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.
- **Week 5, days 21 to 25. PE and health:** Fuel for Activity; Posture and Screen Ergonomics; Communication and Conflict Resolution; Officiating and Fair Play; Community Health and Helpers. **Team:** The Meet Day Fuel Plan, Ask the Desk Doctor, The Listening Lab, The Officials' Crew, The Summer Health Budget.
- **Week 6, days 26 to 30. PE and health:** Designing a Personal Activity Plan; Reading Health Claims and Ads; Olympic and Paralympic Sports; Lifetime Activities; Big Review of Six Weeks. **Team:** The 30-to-60 Build-Up, The Fact-Check Desk, The Boccia Scorers' Table, The Lifetime Activity Poll, The Six-Week Number Trail.

Optional game every day, on that day's lessons (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 key, a calm block, a team task, the game types and one ink-saver page. Every product page is watermarked. The full product has 407 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 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: _____

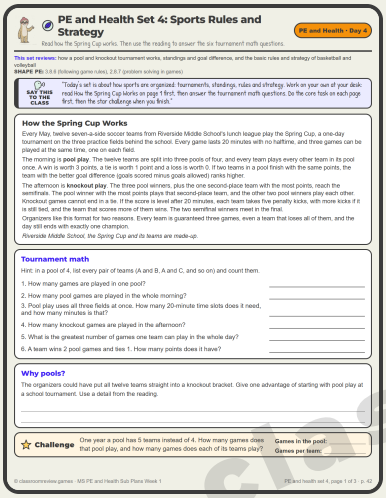
Friday

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

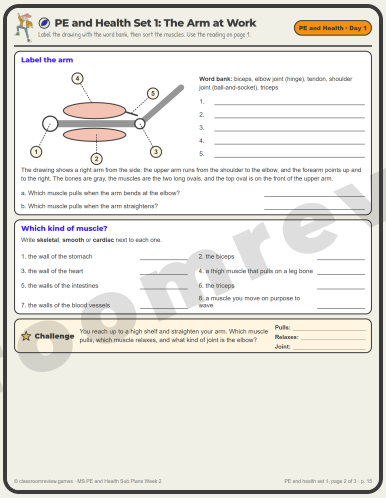
Notes / stars of the day: _____

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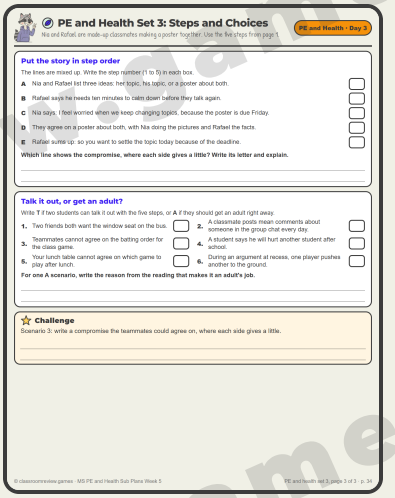
ONE PAGE OF EVERY DAILY PART



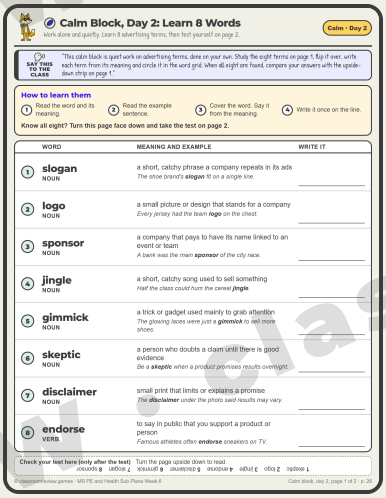
PE and health set: the lesson, Week 1 (solo)



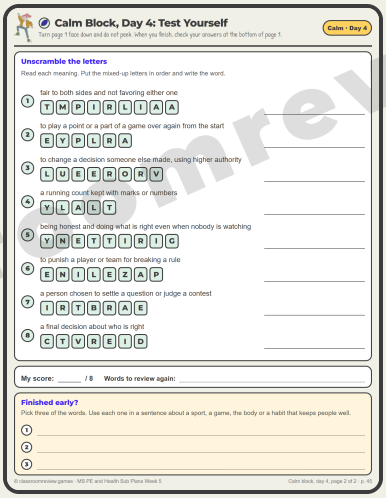
PE and health set: practice, Week 2 (solo)



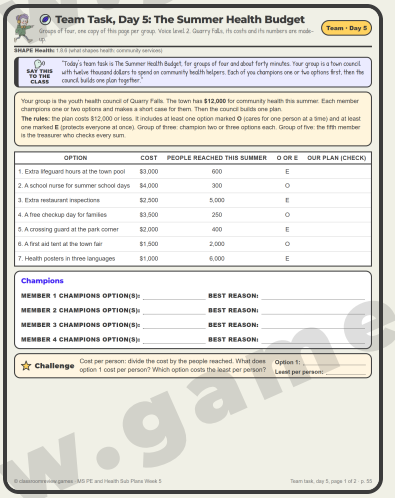
PE and health set: the third page (solo)



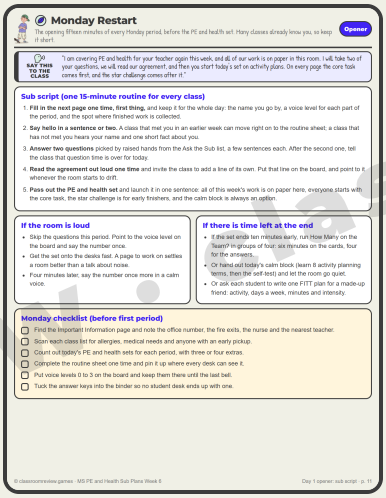
Calm block: learn 8 words (solo)



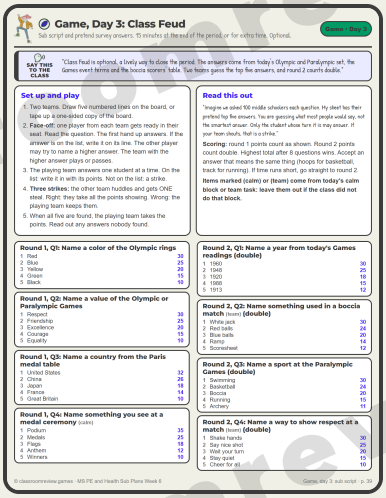
Calm block: test yourself (solo)



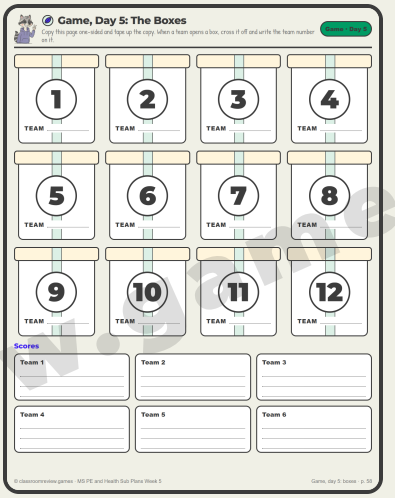
Team task (groups of four)



Monday opener (whole class)



Game: Class Feud (whole class)



Game: Mystery Box (whole class)

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



PE and Health Set 1: Four Dials of an Activity Plan

Read the four paragraphs, then label each plan sentence with its FITT part. Stellan, Valentina and Ulani in this set are made-up students.

PE and Health · Day 1

This set reviews: the four FITT parts of a plan, the talk test, building a plan up slowly, barriers and supports, and a week that meets the guideline
SHAPE PE: 2.8.11 (FITT principles of exercise), 4.8.7 (activity outside of class); **SHAPE Health:** 6.8.4 (planning for a goal)

SAY THIS TO THE CLASS

"Today you learn how to build an activity plan with four parts called FITT. Read the four paragraphs on page 1 first, then label each of Stellan's plan sentences. All three plans in this set belong to made-up students, so nobody writes about their own body."

Four Dials of an Activity Plan

A plan for being active works best when it has four parts, like four dials you can turn. Coaches and trainers call them FITT: **frequency**, **intensity**, **time** and **type**. Frequency is how often you are active, such as 5 days a week. Intensity is how hard the body works. Time is how long each session lasts, in minutes. Type is the kind of activity, such as swimming, dancing or climbing.

One quick way to judge intensity is the talk test. During moderate activity, such as brisk walking or bicycling slower than 10 miles per hour on level ground, a person can talk but cannot sing. During vigorous activity, such as running, jumping rope or swimming laps, a person cannot say more than a few words without pausing for a breath.

For young people ages 6 to 17, the federal guideline is at least 60 minutes of moderate-to-vigorous activity every day. Within those daily minutes, vigorous activity should happen on at least 3 days a week, muscle-strengthening activity such as climbing or push-ups on at least 3 days, and bone-strengthening activity such as jumping or running on at least 3 days. The guideline also asks for a variety of activities that young people enjoy.

A plan also needs room to grow. The CDC's advice is to start slow and build to longer times or more intense activities, increasing the amount gradually as confidence and abilities grow. Every plan meets **barriers**, the things that get in the way, such as a lack of time, bad weather or no one to be active with. A good plan lists **supports** too: a friend who joins in, an activity that works indoors, or a regular time written on the calendar.

Name the dial

Each sentence from Stellan's plan is about one FITT part. Write **Frequency**, **Intensity**, **Time** or **Type**.

1. Stellan bikes on Monday, Wednesday and Friday.	
2. Each bike ride lasts 40 minutes.	
3. He rides hard enough that he can say only a few words at a time.	
4. On Saturdays he swims instead of biking.	
5. In March he wants to be active on 6 days every week.	
6. On easy days he rides slowly enough to chat with a friend.	
7. He adds push-ups to build the muscles in his arms.	
8. His Sunday dance class runs for 45 minutes.	

Challenge One plan line reads: "Walk the dog for 30 minutes at a brisk speed." Which FITT part is missing? How do you know?

Missing part: .....

How I know: .....

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PE and Health Set 1: Build It Up Slowly

Valentina's six-week walking plan changes one FITT part at a time. Fill in the weekly minutes (sessions x minutes).

PE and Health · Day 1

WEEK	SESSIONS A WEEK	MINUTES A SESSION	INTENSITY	WEEKLY MINUTES
1	3	20	moderate (brisk walk)	
2	3	25	moderate (brisk walk)	
3	4	25	moderate (brisk walk)	
4	4	30	moderate (brisk walk)	
5	5	30	moderate (brisk walk)	
6	5	30	vigorous (jogging)	

Questions

1. Which FITT part changed from week 2 to week 3? How?

.....

2. Which FITT part changed from week 5 to week 6?

.....

3. How many more minutes did she plan in week 4 than in week 1?

.....

4. In which week did her weekly minutes first reach 100 or more?

.....

Sort the barriers

Valentina wrote down six barriers. Write the kind of each one: **time**, **weather**, **people**, **energy**, **cost**, **forgetting**. Each kind is used once.

_____ 1. Rain falls on most April afternoons.

_____ 2. Nobody at home wants to walk with me.

_____ 3. Band practice runs until 5:30, then homework.

_____ 4. Right after school I feel too worn out to move.

_____ 5. The walk slips my mind most days.

_____ 6. The indoor track charges a fee I cannot pay.

Your supports: pick two barriers and write a support for each.

No. ..... Support: .....

No. ..... Support: .....

Evidence from the reading (circle one letter)

1. **Which sentence from the reading tells how to make a plan harder in a careful way?**

   (A) "Time is how long each session lasts, in minutes."

   (B) "Intensity is how hard the body works."

   (C) "The CDC's advice is to start slow and build to longer times or more intense activities, increasing the amount gradually as confidence and abilities grow."

   (D) "A plan also needs room to grow."

2. **Which sentence would help a student decide whether a jog is hard enough to count as vigorous?**

   (A) "Frequency is how often you are active, such as 5 days a week."

   (B) "During vigorous activity, such as running, jumping rope or swimming laps, a person cannot say more than a few words without pausing for a breath."

   (C) "Time is how long each session lasts, in minutes."

   (D) "Intensity is how hard the body works."

Challenge After week 6, Valentina keeps 5 sessions a week but adds 5 minutes to each session every week. In which week does one session first reach 45 minutes?

Week: .....

Math: .....

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PE and Health Set 1: Design a Week for Ulani

PE and Health · Day 1

Ulani is a made-up 12-year-old who loves music and being outdoors. Use the activity bank and the four rules to plan her week, then count your plan checks.

ACTIVITY BANK	INTENSITY	ALSO COUNTS AS
Brisk walking	moderate	none
Bicycling, slower than 10 miles per hour	moderate	none
Swimming laps (weekends only)	vigorous	none
Jogging or running	vigorous	bone-strengthening
Jumping rope	vigorous	bone-strengthening
Climbing at the playground	not rated	muscle-strengthening
Push-ups	not rated	muscle-strengthening

Rules for Ulani's plan

1. Every day: 60 minutes or more of moderate or vigorous activity. In this puzzle, only activities with an intensity rating are added toward the 60 (the CDC counts muscle and bone activity inside the 60 too).
2. Vigorous activity on at least 3 days, muscle-strengthening on at least 3 days and bone-strengthening on at least 3 days.
3. Swimming laps only on Saturday and Sunday (the pool's open hours).
4. Tuesday and Thursday: band practice leaves 70 minutes in all for activity.

DAY	ACTIVITIES AND MINUTES (FROM THE BANK)	MODERATE OR VIGOROUS MINUTES	VIGOROUS? MUSCLE? BONE?
Mon			
Tue			
Wed			
Thu			
Fri			
Sat			
Sun			

Plan checks (count from your plan)

Days with 60 or more moderate or vigorous minutes: _____

Days with vigorous activity: _____

Days with muscle-strengthening: _____

Days with bone-strengthening: _____

One support for Ulani's busy band days: _____

Challenge Ulani's cousin, who swims with her on weekends, moves away. Which kind of barrier is this? Write one support that could keep her plan going.

Kind of barrier: _____

One support: _____

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Answer Keys (1 of 10)

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

Day 1 opener: How Many on the Team?, answers

1. Field hockey (goalkeeper included): 11. **2.** Basketball: 5. **3.** Beach volleyball: 2. **4.** Tennis doubles: 2. **5.** Netball: 7. **6.** Water polo (goalkeeper included): 7. **7.** Ice hockey (goaltender included): 6. **8.** Baseball (the team in the field): 9.

Bonus order, fewest to most: beach volleyball 2, tennis doubles 2, basketball 5, ice hockey 6, netball 7, water polo 7, baseball 9, field hockey 11 (beach volleyball and tennis doubles tie at 2, and netball and water polo tie at 7, so either order inside a tie counts). One point for each right number, plus the bonus point: 9 points at most. If a student says their own league plays with fewer (school and youth leagues sometimes do), accept the reason and keep the rule-book number in the key.

PE and Health Set 1: Designing a Personal Activity Plan

Name the dial: 1. Frequency; 2. Time; 3. Intensity; 4. Type; 5. Frequency; 6. Intensity; 7. Type; 8. Time. Sentence 7 (push-ups) names a new kind of activity, so it is Type. **Page 1 star challenge:** Frequency; it never says how often (how many days a week). The plan gives time (30 minutes), intensity (brisk) and type (walking the dog).

Minutes in the week: week 1 3 x 20 = 60; week 2 3 x 25 = 75; week 3 4 x 25 = 100; week 4 4 x 30 = 120; week 5 5 x 30 = 150; week 6 5 x 30 = 150. **Questions:** 1. frequency: 3 to 4 sessions a week; 2. intensity: moderate to vigorous (brisk walking to jogging); 3. 60 minutes (120 minus 60); 4. week 3 (100 minutes). **Page 2 star challenge:** week 9 (week 6 is 30 minutes; 5 more a week gives 35, 40, 45).

Sort the barriers: 1. weather; 2. people; 3. time; 4. energy; 5. forgetting; 6. cost. **Your supports (answers vary):** accept a support that fits the barrier, for example an indoor activity for weather, a friend or a club for people, a short activity for time, moving the walk to a time with more energy, a free park or school track for cost, a calendar note or reminder for forgetting. **Evidence:** 1. C; 2. B.

Ulani's week (answers vary): accept any plan where every day has 60 or more moderate or vigorous minutes (in this puzzle the unrated push-ups and climbing are not added toward them), at least 3 vigorous days, at least 3 days with push-ups or climbing, at least 3 days with jogging, running or jumping rope, swimming laps only on Saturday or Sunday, and 70 minutes or less in all on Tuesday and Thursday. The checks are counted from the student's own grid: a full plan shows 7, then 3 or more, 3 or more, 3 or more. Sample plan: Mon jogging or running 30 + brisk walking 30 + push-ups 10; Tue bicycling 60 + push-ups 10; Wed jumping rope 20 + brisk walking 40 + climbing at the playground 15; Thu brisk walking 60; Fri jogging or running 20 + bicycling 40; Sat swimming laps 45 + brisk walking 15; Sun swimming laps 30 + bicycling 30 (checks: 7, 5, 3, 3). **Band days:** accept any support that fits the time left, such as a short activity, a set time on the calendar or doing it with a friend. **Page 3 star challenge:** a people barrier: no one to be active with (lack of social support); accept supports such as inviting another friend or a family member, joining a swim group or class, or choosing another weekend activity she can enjoy with someone.

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Calm Block, Day 1: Learn 8 Words

Work alone and quietly. Learn 8 fuel and energy terms, then test yourself on page 2.

Calm · Day 1

SAY THIS TO THE CLASS

"The calm block is silent work on fuel and energy terms, each of you on your own. Study the eight terms on page 1, then flip it face down and pair each meaning on page 2 with its term. When every line is filled, turn page 1 around and compare your answers with the strip at the bottom."

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	**glycogen** NOUN	the form of sugar the body stores in the muscles and liver for quick energy *After a long race, the runner's **glycogen** stores were low.*	
2	**quench** VERB	to satisfy thirst by drinking *A few sips of cool water helped **quench** her thirst at halftime.*	
3	**hearty** ADJECTIVE	large, warm and filling, as a meal can be *After the long hike, the scouts sat down to a **hearty** bowl of soup.*	
4	**appetite** NOUN	the natural wish to eat *A morning swim practice gave the whole team a big **appetite** at lunch.*	
5	**starch** NOUN	a kind of carbohydrate found in foods such as potatoes, rice, corn and bread *Pasta and potatoes are rich in **starch**.*	
6	**refuel** VERB	to take in food or drink again to bring back energy *Between games, the players **refuel** with fruit and water.*	
7	**sluggish** ADJECTIVE	slow and low on energy *A late night left the goalie feeling **sluggish** at morning practice.*	
8	**nourish** VERB	to give a living thing the food it needs to grow and stay strong *Beans, grains and fruit **nourish** a growing body.*	

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

1 quench 2 refuel 3 starch 4 glycogen 5 appetite 6 nourish 7 hearty 8 sluggish

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Team Task, Day 2: Ask the Desk Doctor

Groups of four, one copy of this page per group. Voice level 2. The column and the letter writers are made-up.

Team · Day 2

SHAPE Health: 7.8.2 (analyzing healthy practices: desk and screen habits)

SAY THIS TO THE CLASS "Today's team task is Ask the Desk Doctor, an advice column for groups of four and about forty minutes. Each of you answers one letter with two fixes from the rule card. Then you check your own reply against the fact card and make it better."

Your group writes Ask the Desk Doctor, a made-up advice column in the school newspaper. Four students wrote in, each about a sitting, screen or carrying habit that causes discomfort. Each of you takes one letter: member 1 answers letter 1, member 2 letter 2, and so on. Group of three: the group answers letter 4 together. Group of five: the fifth member is the editor who reads every reply before it is shared.

Rule card

1. Feet flat on the floor or on a footrest; knees about level with the hips.
2. The chair holds up the whole back; shoulders stay loose.
3. Top of the screen near eye level, about an arm's length away.
4. Wrists stay straight while typing; forearms level.
5. Every 20 minutes: look at least 20 feet away for at least 20 seconds.
6. Change position often and take short breaks from sitting.
7. Backpack on both straps, worn snug, heaviest things nearest the back.

If pain or soreness keeps up, the reply always sends the writer to a trusted adult, the school nurse or a doctor.

Time plan (40 minutes)

1. Read the rule card and all four letters aloud, one each: 6 min
2. Draft your reply on page 2: 14 min
3. Check your reply against the fact card: 8 min
4. Revise your reply and write the change: 8 min
5. Share the best reply with the class: 4 min

Letter 1, from Rahul

I play games on a handheld screen on the couch, with my head bent way down. After an hour my neck feels stiff. What can I change?

RULE NUMBERS THAT FIT: .....

Letter 2, from Nora

My laptop rides in the front pocket of my backpack, and I sling the pack over one shoulder. My shoulder aches by the time I get home.

RULE NUMBERS THAT FIT: .....

Letter 3, from Oscar

I do homework lying on my stomach on my bed, with the laptop on a pillow. My wrists bend back when I type, and my back gets sore.

RULE NUMBERS THAT FIT: .....

Letter 4, from Riley

Last weekend I watched shows on a tablet for two hours straight with no breaks. By the end my eyes felt dry and tired.

RULE NUMBERS THAT FIT: .....

Challenge Which letter writer's problem comes from carrying, not from sitting or screens? Which rule number fixes it?

Writer: .....

Rule: .....

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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

FITT	TALK TEST	PLAN SMART	NEW TERMS	BUILD-UP
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 any time that is left, partners can try Paper Password, a fun word game that is always optional. The secret words come from today's posture set, the eight new terms and the advice column. The clue giver may say only one word per clue, and a guess in fewer clues scores 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

FOOTREST	example clue: stool
SHOULDER	example clue: arm
BLINK	example clue: eyelid
BACKPACK	example clue: straps
WRISTS	example clue: hands

Round 2: Partner B gives clues

TEXTBOOK	example clue: heavy
NEUTRAL	example clue: straight
ELBOWS	example clue: joint
SECONDS	example clue: twenty
LAPTOP	example clue: computer

Round 3: Partner A gives clues

SLOUCH (calm)	example clue: droop
SPINE (calm)	example clue: backbone
LUMBAR (calm)	example clue: lower
CUSHION (calm)	example clue: pad
RECLINE (calm)	example clue: lean

Round 4: Partner B gives clues

ADVICE (team)	example clue: tips
LETTER (team)	example clue: mail
PILLOW (team)	example clue: bed
COLUMN (team)	example clue: newspaper
REPLY (team)	example clue: answer

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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 optional, one more fun way to close the period. The questions come from today's lifetime activities set, the free time terms and the activity poll. A new student sits in the hot seat for every question, and the class may give quiet advice."

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 Which is a common lifetime activity?
A. Ice hockey B. Walking C. Football D. Rugby
Answer: B. Walking (50/50 removes A and D)

2. $250 A lifetime activity needs how many people?
A. One or two B. Eleven C. Twelve D. Fifty
Answer: A. One or two (50/50 removes C and D)

3. $500 Free time is also called what? (calm)
A. Leisure B. Kayak C. Outing D. Stroll
Answer: A. Leisure (50/50 removes B and D)

4. $1,000 Which tennis game counts as vigorous?
A. Doubles B. Singles C. Mini tennis D. Rallying
Answer: B. Singles (50/50 removes C and D)

Rungs 5 to 8, rung 8 is safe

5. $2,500 Which of these is moderate activity?
A. Running B. Line dancing C. Jump rope D. Swim laps
Answer: B. Line dancing (50/50 removes A and D)

6. $5,000 Which boat uses a double-bladed paddle? (calm)
A. Kayak B. Canoe C. Raft D. Sailboat
Answer: A. Kayak (50/50 removes C and D)

7. $10,000 Biking is vigorous faster than what?
A. 5 mph B. 10 mph C. 20 mph D. 30 mph
Answer: B. 10 mph (50/50 removes C and D)

8. $25,000 Which activity won the class poll? (team)
A. Dance B. Tennis C. Swimming D. Hiking
Answer: C. Swimming (50/50 removes B and D)

Rungs 9 to 12

9. $50,000 Which program scored 0 lifetime points?
A. River walk B. Pool swim C. Ice hockey D. Dance class
Answer: C. Ice hockey (50/50 removes A and D)

10. $100,000 Swimming got what percent of votes? (team)
A. 10% B. 20% C. 25% D. 40%
Answer: C. 25% (50/50 removes A and D)

11. $500,000 Digging is which kind of yard work?
A. General B. Heavy C. Light D. Seated
Answer: B. Heavy (50/50 removes C and D)

12. $1 MILLION Open Swim is $2. What do 4 visits cost?
A. $4 B. $6 C. $8 D. $10
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 before a question	**class keeps the amount of the last rung it climbed**

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PE and Health Set 3: The Paris 2024 Medal Table

PE and Health · Day 3

The real results of the Paris 2024 Olympic Games: the seven countries with the most gold medals (IOC results). Fill in the totals, then answer the questions.

COUNTRY	GOLD	SILVER	BRONZE	TOTAL
United States	40	44	42	
China	40	27	24	
Japan	20	12	13	
Australia	18	19	16	
France	16	26	22	
Netherlands	15	7	12	
Great Britain	14	22	29	

How the official table ranks countries: most gold medals first. If two countries have the same number of gold medals, the one with more silver medals ranks higher, then the one with more bronze.

Questions

1. **The United States and China both won 40 gold medals. The official table then compares silver medals. Which country ranks first, and why?**

2. **List the seven countries from most to fewest TOTAL medals.**

3. **Which country moves up the most places when you rank by total medals instead of gold? By how many places?**

4. **How many more medals in all did France win than Australia?**

5. **What percent of Japan's medals were gold? Round to the nearest whole percent.**

☆ Challenge

Some news sites rank countries by points instead: gold = 3, silver = 2, bronze = 1. Who scores more points that way, Japan or Australia? Show both totals.

Japan:

Australia:

More points:

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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.



Classroom REVIEW GAMES