

Middle School PE and Health Sub Plans, 2 Weeks

Two complete week binders of middle school PE and health, grades 6 to 8: one topic a day, on paper. Every day has individual work and a team task, and every task has a "say this" script.

PREVIEW

What is included

- Week 1 binder (69 pages) and Week 2 binder (68 pages): 137 pages
- 26 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
- 20 solo blocks (10 PE and health sets, 10 calm blocks) and 10 team tasks for groups of four
- Every PE and health set lists the SHAPE America standards it practices
- A "say this to the class" script for all 42 tasks: 2 or 3 sentences the sub reads out
- A core task and a ★ challenge in every PE and health set and team task
- 10 optional games, each on that day's lessons, a fun way to end the class
- Answer keys for everything; color and ink-saver B&W, US Letter and A4

How it works

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

The 10 days: a PE and health set, a team task and a game each day

1. **Day 1:** Nutrition · Team: The Fitness Fortune Teller **Whiteboard Quiz Game**
2. **Day 2:** Fitness Planning · Team: The Fitness Circuit Plan **Paper Password**
3. **Day 3:** Sleep, Stress and Screens · Team: The Later Bell Debate **Class Feud**
4. **Day 4:** Sports Rules and Strategy · Team: The Equipment Room Weigh-In **Classroom Millionaire**
5. **Day 5:** First Aid Basics and Safety · Team: Field Day Forecast Council **Mystery Box**
6. **Day 6:** Muscles and Bones · Team: The Robot Limb Workshop **Whiteboard Quiz Game**
7. **Day 7:** Hydration and Heat Safety · Team: The Heat Poster Fact Check **Paper Password**
8. **Day 8:** Setting SMART Goals · Team: Build the Plan Backward **Class Feud**
9. **Day 9:** Net Games: Rules and Scoring · Team: The Scoreboard Relay **Classroom Millionaire**
10. **Day 10:** Hygiene and Germs · Team: The Comic Review Board **Mystery Box**

What this preview shows: the note to the substitute, the Week 1 plan, more front pages, one page of every daily part, a full PE and health set with its answer key, a calm block, a team task, the game types and one ink-saver page. Product pages are watermarked. Full product: 137 pages.



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				
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19				
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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: _____

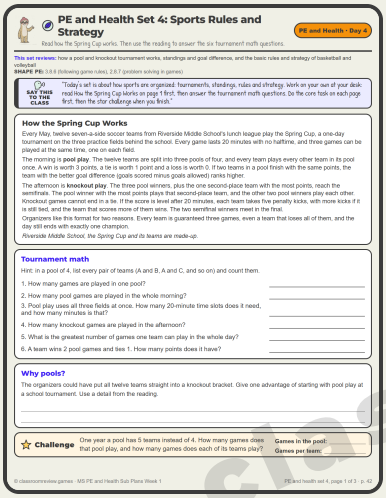
Friday

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

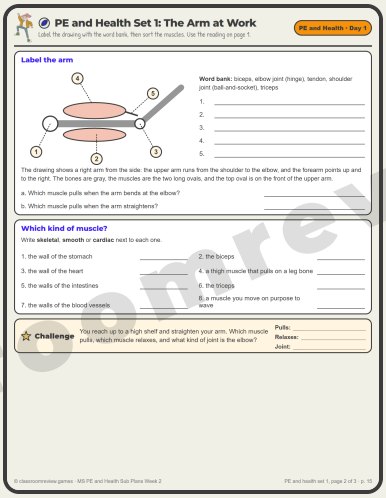
Notes / stars of the day: _____

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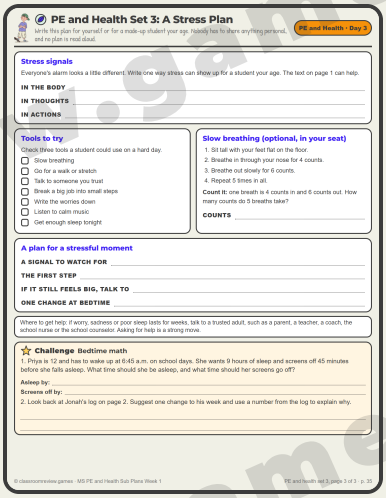
ONE PAGE OF EVERY DAILY PART



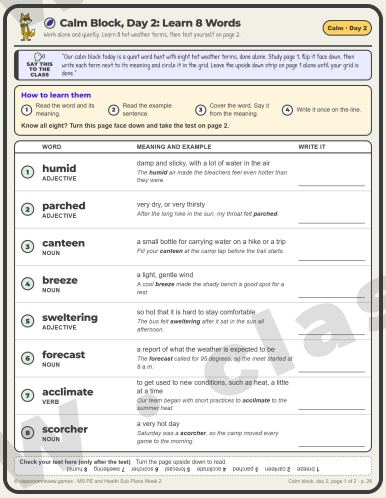
PE and health set: the lesson, Week 1 (solo)



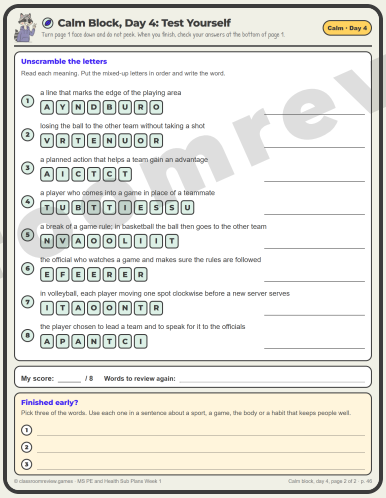
PE and health set: practice, Week 2 (solo)



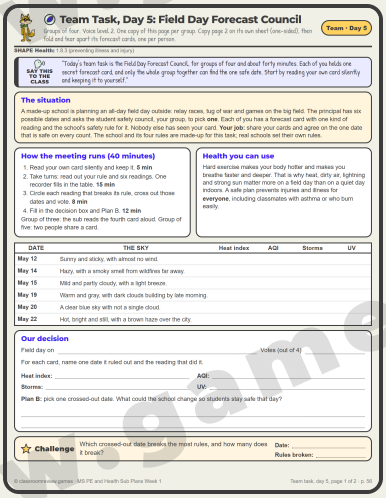
PE and health set: the third page (solo)



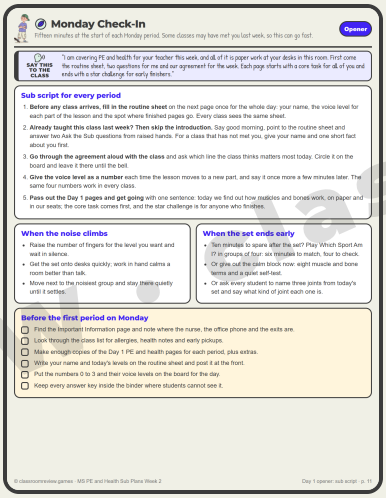
Calm block: learn 8 words (solo)



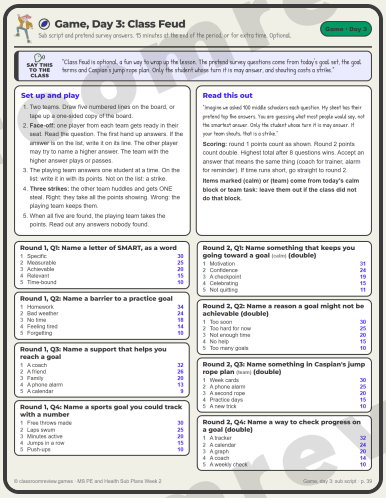
Calm block: test yourself (solo)



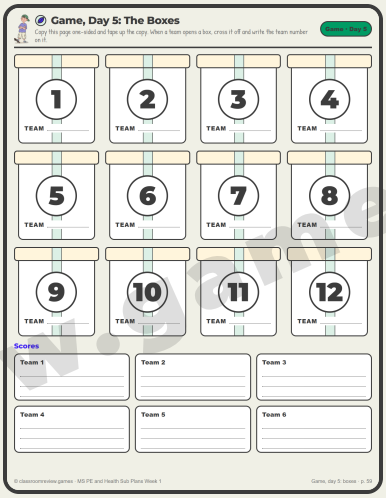
Team task (groups of four)



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: Muscles and Bones

Read the article, then circle the best answer. Every answer is in the text.

PE and Health · Day 1

This set reviews: what bones and joints do, the three kinds of muscle, muscles that pull in pairs, and the habits and foods that build strong bones
SHAPE PE: S2 (movement and fitness knowledge); **SHAPE Health:** 1.8.4 (healthy habits, health conditions: bone-building habits)

SAY THIS TO THE CLASS "Today's set is about muscles and bones: what they do and how they work together. Work on your own and stay seated: read page 1 first, then answer the questions under it. Do the core task on each page first, then the star challenge when you finish."

Your Frame and Your Movers

Dev bent his arm to lift his water bottle after practice. That one small move needed bones, a joint and two muscles working together. The bones are the frame of the body, and the muscles are the movers.

An adult has 206 bones. A baby is born with about 300, and many of them join together as the body grows. Bones hold the body up and give it its shape. Some bones shield organs from injury: the skull protects the brain, and the ribs protect the heart and lungs. Inside some bones is a soft, jelly-like material called bone marrow, where new blood cells are made. Bones are alive, and they grow and change all the time.

A joint is a place where two bones meet. Hinge joints allow movement in one direction, like a door that swings open and shut. The knees and elbows are hinge joints. Ball-and-socket joints allow the greatest freedom of movement. The hips and shoulders have this type of joint.

The body has three kinds of muscle. Skeletal muscles are attached to bones by cord-like tendons, and you control them when you choose to move. Smooth muscle lines the walls of the stomach, the intestines and the blood vessels, and it works without you thinking about it. Cardiac muscle is found in the walls of the heart, and it squeezes on its own in a strong, steady rhythm.

Muscles can pull bones, but they cannot push them back. That is why skeletal muscles work in pairs. When Dev bent his arm, the biceps on the front of his upper arm pulled his forearm up. To straighten the arm again, the triceps on the back of the upper arm pulled while the biceps relaxed.

While you are young, new bone is made faster than old bone is broken down, so bones get denser and stronger. Three habits help: calcium from foods such as milk, yogurt, cheese, broccoli and kale; vitamin D, which helps the body absorb calcium; and activities that put weight on your bones, such as walking, dancing, jumping rope and basketball.

1. **Which bones protect the heart and lungs?**
   - (A) The skull
   - (B) The ribs
   - (C) The bones of the forearm
   - (D) The kneecaps
2. **Which kind of muscle do you control when you choose to move?**
   - (A) Cardiac muscle
   - (B) Smooth muscle
   - (C) Skeletal muscle
   - (D) None of them
3. **Why do skeletal muscles work in pairs?**
   - (A) Muscles can pull bones but cannot push them back
   - (B) Every bone has exactly two joints
   - (C) One muscle must rest while the other sleeps
   - (D) Bones push the muscles back into place

Evidence from the reading

1. **Which words from the reading show that bones are living parts of the body?**
   - (A) "give it its shape"
   - (B) "they grow and change all the time"
   - (C) "where two bones meet"
   - (D) "the frame of the body"
2. **Which words from the reading explain how vitamin D helps bones?**
   - (A) "such as walking, dancing, jumping rope and basketball"
   - (B) "attached to bones by cord-like tendons"
   - (C) "helps the body absorb calcium"
   - (D) "lines the walls of the stomach"

Challenge A baby is born with about 300 bones and an adult has 206. About how many fewer bones does an adult have? .....

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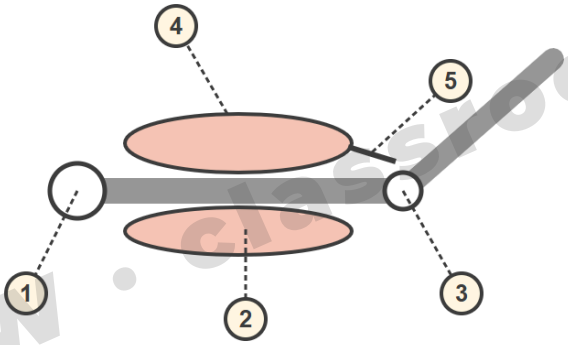


PE and Health Set 1: The Arm at Work

Label the drawing with the word bank, then sort the muscles. Use the reading on page 1.

PE and Health · Day 1

Label the arm



Word bank: biceps, elbow joint (hinge), tendon, shoulder joint (ball-and-socket), triceps

1. _____
2. _____
3. _____
4. _____
5. _____

The drawing shows a right arm from the side: the upper arm runs from the shoulder to the elbow, and the forearm points up and to the right. The bones are gray, the muscles are the two long ovals, and the top oval is on the front of the upper arm.

a. Which muscle pulls when the arm bends at the elbow? _____

b. Which muscle pulls when the arm straightens? _____

Which kind of muscle?

Write **skeletal**, **smooth** or **cardiac** next to each one.

1. the wall of the stomach _____
2. the biceps _____
3. the wall of the heart _____
4. a thigh muscle that pulls on a leg bone _____
5. the walls of the intestines _____
6. the triceps _____
7. the walls of the blood vessels _____
8. a muscle you move on purpose to wave _____

Challenge You reach up to a high shelf and straighten your arm. Which muscle pulls, which muscle relaxes, and what kind of joint is the elbow?

Pulls: .....

Relaxes: .....

Joint: .....

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PE and Health Set 1: Joints and Bone Builders

PE and Health · Day 1

Find the joint for each movement, then do the calcium math. Habits that build bones are on page 1.

Joint finder

Which joint does the main work: knee, hip, elbow or shoulder? Then write its kind: hinge or ball-and-socket. Use the reading: a hinge joint moves in one direction only.

MOVEMENT	JOINT	KIND OF JOINT
1. Bend the knees to sit down on a bench		
2. Lift a leg out to the side to step over a low rope		
3. Bend the arm to bring a cup to your mouth		
4. Raise a straight arm high to answer a question		
5. Swing a straight arm in a full circle		
6. Straighten the leg below the knee to kick a ball		

Calcium per serving

These labels are made-up, for practice. Rank the foods from the most calcium per serving (1) to the least (5).

FOOD (ONE SERVING)	CALCIUM PER SERVING	RANK (1 TO 5)
Milk, 1 cup	**325 mg**	
Yogurt, 1 cup	**247 mg**	
Cheese, 1 slice	**195 mg**	
Cooked kale, 1 cup	**182 mg**	
Cooked broccoli, 1 cup	**65 mg**	

1. Dalia has a cup of milk at breakfast and a cup of yogurt at lunch. How many mg of calcium is that in all? _____

2. How many cups of cooked broccoli give as much calcium as one cup of milk? _____

3. Plan a made-up cafe lunch: pick three **different** foods from the table that give at least 600 mg of calcium together. Write the foods and the sum.

.....

Challenge Which three different foods come closest to 600 mg without going under? What is their total?

Three foods: .....

Total: .....

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Answer Keys (1 of 10)

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

Day 1 opener: Which Sport Am I?, answers

1. Soccer (The IFAB Laws of the Game, Law 3 (The Players)). **2. Goalball** (IBSA, Goalball overview). **3. Marathon** (World Athletics, Marathon). **4. 110 m hurdles** (World Athletics, 110 Metres Hurdles). **5. Decathlon** (World Athletics, Decathlon). **6. Boccia** (International Paralympic Committee, Boccia). **7. Wheelchair rugby** (International Paralympic Committee, Wheelchair Rugby). **8. Wheelchair tennis** (ITF Rules of Tennis 2026, Rules of Wheelchair Tennis).

One point for each right sport and one more for naming a clue that gives it away (card 8: the two bounces; card 7: the try line or four players in wheelchairs). Score: 16 points at most.

PE and Health Set 1: Muscles and Bones

Reading: 1. B (The ribs); 2. C (Skeletal muscle); 3. A (Muscles can pull bones but cannot push them back). **Evidence:** 1. B ("they grow and change all the time"); 2. C ("helps the body absorb calcium"). **Page 1 star challenge:** about 94 fewer (300 minus 206); accept "about 94" or "close to 100".

Label the arm: 1 shoulder joint (ball-and-socket); 2 triceps; 3 elbow joint (hinge); 4 biceps; 5 tendon (accept shoulder or elbow without the kind of joint). a. the biceps (number 4); b. the triceps (number 2). **Which kind of muscle:** 1. smooth; 2. skeletal; 3. cardiac; 4. skeletal; 5. smooth; 6. skeletal; 7. smooth; 8. skeletal. **Page 2 star challenge:** the triceps pulls, the biceps relaxes, the elbow is a hinge joint.

Joint finder: 1. knee, hinge; 2. hip, ball-and-socket; 3. elbow, hinge; 4. shoulder, ball-and-socket; 5. shoulder, ball-and-socket; 6. knee, hinge. (Row 2: the knee only bends one way, so lifting the leg out to the side happens at the hip.) **Calcium rank:** 1 milk (325 mg), 2 yogurt (247 mg), 3 cheese (195 mg), 4 cooked kale (182 mg), 5 cooked broccoli (65 mg). 1. 572 mg; 2. 5 cups (325 divided by 65). 3. Accept any of these 5 menus: milk + yogurt + cheese = 767 mg; milk + yogurt + cooked kale = 754 mg; milk + yogurt + cooked broccoli = 637 mg; milk + cheese + cooked kale = 702 mg; yogurt + cheese + cooked kale = 624 mg. **Page 3 star challenge:** yogurt, cheese, cooked kale, 624 mg.

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Calm Block, Day 1: Learn 8 Words

Work alone and quietly. Learn 8 food and nutrition terms, then test yourself on page 2.

Calm · Day 1

SAY THIS TO THE CLASS

"The calm block is silent work on food and nutrition terms, each of you on your own. Learn the eight terms on page 1, then turn it over and match each term to its meaning on page 2. Then turn page 1 upside down and mark your answers against the key strip."

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	**grain** NOUN	the seed of a plant such as wheat, rice, oats or corn, or a food made from it *Brown rice is a whole **grain**.*	
2	**dairy** NOUN	milk and foods made from milk, such as yogurt and cheese *Yogurt and cheese are **dairy** foods that bring calcium.*	
3	**legume** NOUN	a bean, pea or lentil: a seed that grows in a pod *A lentil is a **legume** that cooks quickly in soup.*	
4	**produce** NOUN	fresh fruits and vegetables *The store keeps apples and carrots in the **produce** section.*	
5	**portion** NOUN	the amount of a food a person chooses to eat at one time *The label counts 8 crackers as a serving, but my **portion** was 12.*	
6	**digestion** NOUN	the way the body breaks food down into parts small enough to use *Chewing is the first step of **digestion**.*	
7	**fortified** ADJECTIVE	having vitamins or minerals added by the maker *Most milk in the United States is **fortified** with vitamin D.*	
8	**unsaturated** ADJECTIVE	describes the kind of fat found mostly in plant oils, nuts, seeds and fish *Olive oil is rich in **unsaturated** fat.*	

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

1 fortified 2 dairy 3 produce 4 legume 5 unsaturated 6 portion 7 digestion 8 grain

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Team Task, Day 2: The Fitness Circuit Plan

Groups of four. Voice level 2. One copy of both pages per group. This is a plan on paper: everyone stays seated, and nobody does a station.

Team · Day 2

SHAPE PE: 2.8.9 (components of fitness)

SAY THIS TO THE CLASS

"Today's team task is The Fitness Circuit Plan, for groups of four and about forty minutes. It is a plan on paper: you stay seated, and nobody does a station or goes to a gym. Start by reading the job and the five rules together, then name the fitness component of each station."

The job

A made-up PE class voted on ten stations for next week's fitness circuit. Your group is the planning crew. The class would run the stations one after another, and every station you pick needs its own part of the gym floor. Choose the stations that collect the **most class votes** while following every rule. The best legal plan wins.

Rules

1. All stations together: **20 minutes or less**.
2. The gym floor has **10 zones**. All stations together may use 10 or fewer.
3. At least **one station for each fitness component**: C, M and F.
4. A station goes in once or not at all.
5. A 5 minute warm-up and a 5 minute cool-down are always added. They do not count toward rule 1.

Step 1: name the component

- **C = Cardio endurance:** how long your heart and lungs can keep you moving; these stations keep you breathing hard for minutes.
- **M = Muscular strength and endurance:** how hard and how long your muscles can push, pull or hold.
- **F = Flexibility:** how far your joints can move; these stations stretch muscles slowly and hold still.

Ask: what does this station mostly build? The recorder writes C, M or F in the Component column.

STATION	WHAT THE CLASS WOULD DO	COMPONENT	MINUTES	ZONES	VOTES
Jump Rope	Jump a rope at a steady speed, resting only when you trip.		5	3	5
Dance Party	Follow a leader's dance moves to music without stopping.		6	4	10
Shuttle Run	Run back and forth between two lines, touching each line.		4	3	6
High Knees	Run without moving forward, lifting each knee to hip height.		3	1	6
Wall Sit	Sit against a wall with knees bent like a chair, and hold.		3	1	7
Push-Up Station	Do push-ups from the knees or toes, in sets of five.		4	2	7
Plank Hold	Hold a straight body on forearms and toes, then rest.		3	1	5
Curl-Ups	Lie on a mat, knees bent, and curl the shoulders up slowly.		4	2	8
Yoga Stretch Flow	Move slowly through stretches, holding each one for 20 seconds.		5	3	7
Sit-and-Reach	Sit with legs straight and reach toward your toes, then hold.		3	1	3

How to test a plan: add up the minutes, the zones and the votes of the stations you picked, then check that C, M and F are all in it. **Timing (40 minutes):** read the job and the rules together, 5; step 1: name the components, 7; test three plans, 15; final circuit and rule check, 5; scoring and debrief, 8. Groups of three: one reader, one checker, one recorder. Groups of five: two checkers who each redo the math.

Challenge Which station collects the most votes for each minute it takes? Divide votes by minutes.

Station: .....

Votes per minute: .....

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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

BONES	JOINTS	MUSCLES	NEW TERMS	ROBOT
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

"If we have time left, we can end with Paper Password, an optional and fun word game for pairs. The secret words come from today's fitness set, the eight new terms and the circuit plan. One partner gives one-word clues, the other guesses, and fewer clues means 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

MUSCLE	example clue: biceps
FIBERS	example clue: threads
REPAIR	example clue: fix
SORENESS	example clue: ache
SLEEP	example clue: bed

Round 2: Partner B gives clues

PULSE	example clue: heartbeat
MODERATE	example clue: middle
VIGOROUS	example clue: intense
MAXIMUM	example clue: most
GUIDELINE	example clue: advice

Round 3: Partner A gives clues

STAMINA (calm)	example clue: lasting
POSTURE (calm)	example clue: upright
ROUTINE (calm)	example clue: habit
MILESTONE (calm)	example clue: progress
PEDOMETER (calm)	example clue: steps

Round 4: Partner B gives clues

CIRCUIT (team)	example clue: loop
CARDIO (team)	example clue: lungs
STRETCH (team)	example clue: lengthen
PLANK (team)	example clue: board
VOTES (team)	example clue: ballots

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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, a fun way to close the lesson. The twelve questions come from today's net games set, the net game terms and The Scoreboard Relay. Only the hot seat's final answer counts, so give advice quietly."

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 Tennis: which word means a score of zero?
A. Love B. Nil C. Duck D. Blank
Answer: A. Love (50/50 removes C and D)

2. $250 Table tennis: games go to how many points?
A. 7 B. 15 C. 11 D. 21
Answer: C. 11 (50/50 removes A and D)

3. $500 Pickleball: which side can score a point?
A. Both sides B. Serving side C. Receiving side D. The referee
Answer: B. Serving side (50/50 removes A and D)

4. $1,000 Tennis: what is the score at 40-40?
A. Advantage B. Love C. Tie-break D. Deuce
Answer: D. Deuce (50/50 removes B and C)

Rungs 5 to 8, rung 8 is safe

5. $2,500 Which shot sails high overhead? (calm)
A. Smash B. Dink C. Lob D. Forehand
Answer: C. Lob (50/50 removes A and D)

6. $5,000 How far does the non-volley zone reach?
A. 7 feet B. 3 feet C. 10 feet D. 15 feet
Answer: A. 7 feet (50/50 removes B and D)

7. $10,000 Table tennis: serves in a row per player?
A. One B. Two C. Three D. Five
Answer: B. Two (50/50 removes C and D)

8. $25,000 After a let, who scores a point? (team)
A. Server B. Receiver C. Nobody D. Both
Answer: C. Nobody (50/50 removes A and D)

Rungs 9 to 12

9. $50,000 Table tennis at 10-10: win by how many?
A. 1 point B. 2 points C. 3 points D. 5 points
Answer: B. 2 points (50/50 removes C and D)

10. $100,000 Wheelchair tennis allows how many bounces?
A. Two B. One C. Three D. None
Answer: A. Two (50/50 removes C and D)

11. $500,000 Pickleball singles: whose score is first?
A. Leader B. Server C. Receiver D. Oldest
Answer: B. Server (50/50 removes A and D)

12. $1 MILLION Doubles: who serves after a change? (team)
A. Last server B. Any player C. Last receiver D. Server's partner
Answer: C. Last receiver (50/50 removes A and B)

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: Energy From Nutrients

Use the two rules in the box. Fill in the calories column, then answer the questions below the table. The grams are typical values, rounded.

PE and Health · Day 1

Two rules

Calories = (carbohydrate grams x 4) + (protein grams x 4) + (fat grams x 9)

Example: a snack with 20 g carbohydrate, 3 g protein and 5 g fat has 80 + 12 + 45 = 137 calories.

Percent Daily Value = amount in the food / Daily Value x 100

A granola bar has 7 g of fiber. The Daily Value for fiber is 28 g. Its %DV for fiber is _____

A bowl of soup lists 1,150 mg for sodium (Daily Value 2,300 mg). Its %DV is _____

FOOD AND SERVING	CARBOHYDRATE (G)	PROTEIN (G)	FAT (G)	CALORIES
Apple, 1 medium	25	0	0	
Low-fat milk, 1 cup	12	8	2	
Peanut butter, 2 tablespoons	7	7	16	
Hard-boiled egg, 1 large	1	6	5	
Brown rice, 1 cup cooked	45	5	2	
Plain low-fat yogurt, 1 cup	17	13	4	
Banana, 1 medium	27	1	0	
Cheddar cheese, 1 slice	1	7	9	

Questions

1. **Which food in the table gives the most calories per serving?**

2. **How many of the peanut butter's calories come from fat? What percent of its calories is that?**

3. **Luis has a slice of cheddar cheese and a cup of low-fat milk. How many calories is that in total?**

4. **The table lists 0 g of protein and 0 g of fat for the apple. Where do all of its calories come from? Show the math.**

☆ Challenge

A snack bar's label shows 150 calories, 6 g of fat and 5 g of protein. How many grams of carbohydrate does it have? Show the math.

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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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