



Activity Delivery Date: __/__/____
Activity Delivered By: _____
Initial when complete:
Supplies Bought: _____

ORGANIZED PHYSICAL ACTIVITY

Review this lesson plan at least 3 days prior to leading.

NAME: (What is the name of the activity?) Hop on Pop Hopscotch	TIME REQUIRED 20 minutes	AGES: K-2+
FOCUS: (What do outcomes should youth get from this activity, what they should achieve?) <input type="checkbox"/> Teambuilding <input checked="" type="checkbox"/> Moderate Physical Activity <input type="checkbox"/> Vigorous Physical Activity <input checked="" type="checkbox"/> Bone- and Muscle-Strengthening Activity <input checked="" type="checkbox"/> Specific Skill Development		
MATERIALS NEEDED <ul style="list-style-type: none">• Copy of <i>Hop on Pop</i> by Dr. Seuss• Chalk• Cement Area• Paper• Pencil• Bean bag or a small rock		
SET UP <ul style="list-style-type: none">• Use chalk to draw a traditional 10 square hopscotch board on the cement. Several if the group size warrants. Youth may be involved in this process.		

PART ONE:

INTRO TO REFLECT

Expectations that need to be set or sense of belonging idea to start activity

SAY: Today, we are going to play a game called Hop on Pop Hopscotch.

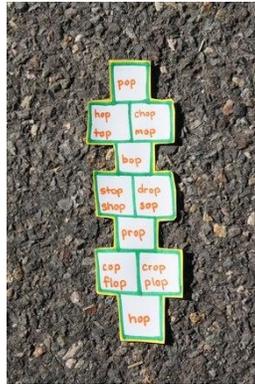
ASK & CONNECT (prepare opening ideas to connect activity to youth's prior experience or prior session)

- Do you like to do/play Hopscotch? Why or why not?
- Read Hop on Pop to the youth.

PART TWO:

What are the steps for youth to complete this activity?

1. After you read Hop on Pop with the youth, make a list of all the "-op" words you both can think of using your book for some help. Review the words, sounding out each one as you go through your list.
2. Use chalk to draw a traditional 10-square hopscotch board on the sidewalk. The squares should alternate: one square, followed by two side-by-side squares, and then one square etc.
3. In each square, have youth child write one or two of the "-op" words from your list using the chalk.
4. Now it's time to hop! Play this hopscotch just like the traditional game only with one important difference: when the child tosses the bean bag onto a square and begins to hop through, before they skips over the square with the bean bag, they must make up a sentence using the word (or words) in the square. For example, if the bean bag lands on a square that says, "drop," the sentence could be something like, "I hope I don't drop these cookies on Pop!" Be creative with your sentences!
5. On the way back through the hopscotch board, they must make up a new sentence using the same word or words to finish their turn.
6. If the child hesitates or loses their balance while trying to think of sentence, then they are out and their turn is over. Time to try again!
7. Play along with the kids to encourage and reinforce the sound and meaning of the words as you go.



What key skills will I need to be prepared to model or teach?

- If applicable, demonstrate safe tagging:
 - Light touch, like butterfly wings on the shoulder
 - Unsafe tags: hard contact that might cause the person being tagged to fall
- Review Boundaries (if applicable)

PAUSE & CHECK

Ideas for how staff can check in on youth for understanding, redirect, clarify

PART THREE:

REFLECT

- What was the silliest sentence you came up with?