Bend, Stretch, & Shake

INTRODUCTORY

Outcomes:

I can bend and stretch various body parts.

Instructions:

Bend various body parts individually and then bend various combinations of body parts.

Stretch the body in various levels. Encourage stretching from various positions such as standing, sitting, and prone position.

Practice shaking individual body parts when the tambourine is shaken. Progress to shaking the entire body.

Bend body parts while doing different locomotor movements. Bend limbs while shaking.

Teaching Hints:

Use a tambourine to signal changes between bending, stretching, and shaking.
Encourage smooth movements in bending and stretching activities.
Encourage creative responses.

Fitness Games & Challenges

FITNESS DEVELOPMENT

Outcomes:

I can demonstrate two activities that enhance muscular strength.
I can participate safely in tag games.

Instructions:

1. Stoop Tag - Squat to be "safe" (cannot be tagged).
2. Freeze; perform stretching activities.
3. Back-to-Back Tag - stand back to back with someone to be safe.
4. Freeze; perform abdominal challenges using curl-up variations.
5. Balance Tag - balance on one leg to be safe.
6. Freeze; perform arm upper-body strength challenges using push-up variations.
7. Elbow Swing Tag - do an elbow swing with a partner to be safe.
8. Freeze; perform trunk development challenges.
9. Color Tag - stand on a color marking spot designated by teacher to be safe.

Teaching Hints:

Use alternating segments of silence and music to signal duration of exercise. Music segments indicate fitness game activity while intervals of silence announce flexibility and strength development activities.
Choose any of the tag games. The names of the tag games indicate a "safe" position when one cannot be tagged, i.e., back to back with a partner or balancing on one foot.
Avoid getting caught up in rule infractions. The purpose of the tag games is to encourage locomotor movement.

Manipulative Skills Using Beanbags

LESSON FOCUS

Outcomes:

I can catch a self-tossed beanbag demonstrating 2 of 4 cues.
I can change my catching based on what my teacher tells me.

Instructions:

Stand in place and practice tossing and catching.
Toss and catch with both hands - right hand, left hand.
Toss and catch with the back of hands. This will encourage children to catch with "soft hands."
Toss the beanbag to an increasingly high level, emphasizing a straight overhead toss. To encourage straight tossing, have the child sit down.

Stand in place, toss, and catch while performing stunts.
Toss overhead and perform the following stunts and catch the bag.
1/4 and 1/2 turns, right and left.
Touch floor.
Clap hands around different parts of body, behind back, under legs.
Heel click.
Sit down, get up.

Toss, move to a new spot, and catch the beanbag.
Toss overhead, move to another spot, and catch.
Toss, do a locomotor movement, and catch.
Toss and move from side to side.
Toss overhead behind self, move, and catch.

Balance the beanbag.
Balance on different body parts such as knee, elbow, shoulder.
Balance and move using different locomotor movements such as skipping, hopping, and sliding.

Beanbag challenge activities.
Hold the beanbag between knees and play tag with a partner or small group.
Place the beanbag on tummy and shake it off.
Place the beanbag on back and mule kick it off.
Push the beanbag across the floor with different body parts.
Toss the beanbag up and touch specified body parts.
Put beanbags on floor. Rotate various body parts on a beanbag.
Beanbag Balance Tag - Balance a beanbag on selected body parts. Announce a color to identify those who are it.

Teaching Hints:

This is an excellent activity for teaching students to track (keep their eyes focused on) the beanbag. Remind them not to look away while tossing and catching.
Students should be encouraged to see how long they can balance the beanbag.
These are body control activities. Students must be able to concentrate on moving slowly and keeping the beanbag in place.
Use the challenges to motivate students. These activities will be exciting and should be integrated throughout the lesson.
Hand-eye coordination is slowly learned after many repetitions.
Encourage students to repeat their attempts even if they have successful attempts.

Midnight

CLOSING ACTIVITY

Outcomes:

I can explain the importance of rules.

Instructions:

A safety line is established about 40 ft from a den in which two or three players, the foxes, are standing. The others stand behind the safety line and ask, "What time is it, Mr. Fox?" One of the foxes is designated to answer in various fashions, such as "one o' clock," "four o' clock," etc. When the fox says a certain time, the class walks forward that number of steps. For example, if the fox says "six o'clock," the class has to move forward six steps. The fox continues to draw the players toward him. At some point, the fox answers the question by saying "Midnight," and chases the others back to the safety line. Any player who is caught becomes a fox in the den and helps to catch others.