Fastest Tag in the West

INTRODUCTORY

Outcomes:

I can move safely and in good spacing while playing tag.

Instructions:

All students are it. On signal, they try to tag each other. If they are tagged, they must freeze, but they are eligible to tag other students who pass near them. If two or more players tag each other simultaneously, they are both/all "frozen."

Teaching Hints:

The focus of this game is activity. Don't overemphasize rules. When about half of the class is frozen, start the game over.

Fitness Orienteering

FITNESS DEVELOPMENT

Outcomes:

I can categorize physical activities by component of fitness.
I can discuss why activities are considered muscular strength activities.

Instructions:

Students work together as members of a team. Eight to ten stations are placed around the area in random fashion. Each squad is given a "map" card of exercise stations (teacher must create these). Each of the maps has the stations in different order so that there is only one squad at a "landmark." The team members exercise together (each member performing at their own pace) and "hunt" for the next exercise station listed on their map card when signaled. When they complete the station activity, one member of the squad picks up a letter from the "checkpoint" and the team moves to the next station. The goal is to complete the fitness orienteering stations, pick up a letter at each station, and return to the original starting point to unscramble "the secret word."

Examples of checkpoint stations on the exercise map card are:
1. Run to the Northwest corner of the gym and pick up your letter now. When the music starts, continue to run to a different corner until the music stops.

2. Move to the individual mats and perform push-up challenges until the music stops.

3. Run to the benches and perform step-ups until the music stops. The count should be "up, up, down, down," with your steps.

4. Move to the red marking spots and perform two different stretches until the music stops.

5. Run and find the jump ropes. When the music starts, pick up the ropes and do some jump-rope tricks you learned earlier.

6. Skip to the tumbling mats. When the music starts, perform abdominal challenges.

7. As a group, jog to the 3 green marking spots and pick up your letter. Jog and try to touch at least 5 walls, 2 different red lines, and 3 different black lines. Stay together with your group.

8. Jog to the "jumping jacks" sign and perform jumping jacks with at least 4 different variations in arm or foot patterns.

Long-Rope - Jumping Skills

LESSON FOCUS

Outcomes:

I can jump a turned long rope more than once demonstrating cues.
I can jump a turned long rope and perform a self-selected trick.
I can identify long rope jumping activities that are challenging to me.

Instructions:

1. Run through turning rope from front-door approach.
2. Run through turning rope from back-door approach.
3. Try different approaches, a few jumps and varied exits.
a. Run in front door, out back door.
b. Run in front door and out front door.
c. Run in back door and out back door.
d. Run in back door and out front door.
e. Run in front or back door, jump and do a quarter, half, and full turn.
f. Add individual rope.
4. Hot Pepper: Gradually increase the speed of the rope.
5. High Water: Gradually raise the height of the rope while it is turned.
6. Have more than one child jump at a time. Students can enter in pairs or any other combination. Have jumpers change positions while jumping.
7. Have jumper attempt to jump while holding a beanbag or playground ball between the knees.
8. Have one of the turners jump the long rope.
9. Play catch with a partner while jumping the rope.
10. Egg Beater: Two long ropes are turned simultaneously with four turners.
11. Double Dutch: Requires two long ropes turned alternately. Rope near jumper is turned back door and far rope front door. To start turning, begin with the ropes held tight. Start turning in small circles and gradually move together.

Teaching Hints:

Turning the rope is a difficult skill for young children. It must be practiced regularly until children can maintain an even, steady rhythm. Effective turning is requisite to successful jumping. If turning is not rhythmic, skilled jumpers will have problems. Youngsters must be taught: Learn to turn first, then learn to jump.
Front door means entering from the side where the rope is turning forward and toward the jumper after it reaches its peak. Back door means entering from the side where the rope is turning backward and away from the jumper. To enter front door, the jumper follows the rope in and jumps when it completes the turn.
To enter back door, the jumper waits until the rope reaches its peak and moves in as the rope moves downward.

Group Juggling; Fast Pass; One-Base Tagball

CLOSING ACTIVITY

Outcomes:

I can be a responsible group member when cooperating to accomplish a task.
I can provide suggestions for rule modifications for games.

Instructions:

**Group Juggling (Cooperative Activity)**
    Teams of 5-6 students are formed and each student has a ball or beanbag. A variety of types of balls will add to the excitement of this activity. On signal (e.g. "1, 2, ready, toss"), each team member tosses his ball to another teammate and then catches a ball tossed to him. The objective is to see how many successful tosses can be made in unison. Typically students will toss to the same person each time. A successful toss occurs when all team members catch the ball tossed to them. After several tosses, the teacher gives each group the responsibility of selecting one team to give the signal for their group.

**Fast Pass**
    One team begins with the ball. The object is to complete five consecutive passes without the ball touching the floor. The team without the ball attempts to intercept the ball or recover an incomplete pass. Each time a pass is completed, the team shouts the number of consecutive passes completed it represents. Each time a ball touches the floor or is intercepted, the count starts over. Players may not contact each other. Emphasis should be placed on spreading out and using the entire court area. If players do not spread out, the area can be broken into quadrants and players restricted to one quadrant.

**One-Base Tagball**
    A home line is drawn at one end of the playing space. A base or standard is placed about 50 feet in front of the home line. Two teams are formed. One team is scattered around the fielding area, the boundaries of which are determined by the number of children. The other team is lined up in single file behind the home line.
    The object of the game is for the fielding team to tag the runners with the ball. Two runners at a time try to round the base and head back for the home line without being tagged. The game is continuous, meaning that as soon as a running team player is tagged or crosses the home line, another player starts immediately. The fielding team may not run with the ball but pass it from player to player, trying to tag one of the runners. The running team scores a point for each player who runs successfully around the base and back to the home line.
    At the start of the game, the running team has two players ready at the right side of the home line. The others on the team are in line, waiting for a turn. The teacher throws the ball anywhere in the field, and the first two runners start toward the base. They must run around the base from the right side. After all of the players have run, the teams exchange places. The team scoring the most points wins.
    To facilitate tagging a runner, players on the fielding team should make passes to a person close to the runner. They must be alert, because two children at a time are running. The next player on the running team must watch carefully in order to start the instant one of the two preceding runners is back safely behind the line or has been hit.

Teaching Hints:

If needed, allow the fielding team to take three steps with the ball before passing. This prevents one fast student from dominating the game.