Run, Stop, & Pivot

INTRODUCTORY

Outcomes:

I can perform locomotor skills in at least two pathways.

Instructions:

Students run, and on signal, stop and pivot. Begin teaching a 90-degree pivot and move gradually to a 180 pivot. Relate the use of the pivot to various sport activities, such as basketball.

Teaching Hints:

Encourage moving under control.
Bend the knees when stopping and place the weight on the pivot foot.

Astronaut Exercises

FITNESS DEVELOPMENT

Outcomes:

I can tell a partner one reason flexibility is important for my body.

Instructions:

Frankenstein Walks - 30 seconds
Flexibility and trunk development challenges - 30 seconds
Gallop and Slide - 30 seconds
Upper-body strength challenges - 30 seconds
Hop, Change legs - 30 seconds
Abdominal development challenges - 30 seconds
Jump like a pogo stick - 30 seconds
Upper body strength challenges - 30 seconds
Jog different directions - 30 seconds
Flexibility and trunk development challenges - 30 seconds
Leap - 30 seconds
Cool down with stretching and walking.

Teaching Hints:

Use alternating segments of silence and music to signal duration of exercise. Music segments (30 seconds) indicate aerobic activity; intervals of silence (30 seconds) signal flexibility and strength development activities.
Provide short bouts of instruction (less than 10 seconds) on the importance of a specific component of fitness throughout this portion of the lesson. Following Astronaut Exercises and at the end of the lesson, be sure to review this information.
Allow students to adjust the workload to an intensity that is consistent with their ability level.

Movement Skills and Concepts - Jumping, Tossing and Catching, and Moving in General Space

LESSON FOCUS

Outcomes:

I can jump and land with balance.
I can jump and land demonstrating three of four cues.
I can demonstrate activities with different forces.

Instructions:

**Fundamental Skill: Jumping**
1. Jump upward, trying for height.
2. Alternate low and high jumps.
3. Jump in various floor patterns--triangle, circle, square, letters, figure-eight, diamond shape.
4. Over a spot, jump forward, backwards, sideways, crisscross.
5. Jump with the body stiff, like a pogo stick. Explore with arms in different positions.
6. Practice jump turns - quarter, half, three-quarter, full. Add heel clicks with turns.
7. Increase and decrease the speed of jumping. Increase the height of jumping.
8. Land with the feet apart sideways and together again. Try it forward and backward (stride).
9. Jump and land as quietly as possible.
10. Jump and crisscross the feet sideways.

**Manipulative Activity: Yarn Balls**
Individual Activity
1. Toss and catch to self.
a. Increase height gradually.
b. Side to side.
c. Front to back.
d. Toss underneath the legs, around the body, etc.
e. Toss and clap the hands. Clap around the body. Underneath the legs.
f. Toss and make turns - quarter and half.
g. Toss, perform the following: catch, heel click, touch elbows, knees, shoulders, and heels.
    h.    Use contrasting tosses:
        High and low
        Near and far
        Front and back
2. Bat the ball upward as in volleyball, catch. Bat the ball, run forward and catch.
3. Toss forward, run and catch. Toss sideways and catch. Toss overhead, turn around, run and catch.

**Movement Concept: Moving in General Space**
1. Run lightly in the area, changing direction as you wish without bumping or touching anyone. How many were able to do this? Try running zigzag fashion.
2. Run again in general space. On signal, change direction abruptly. Try again, only this time change both direction and the type of locomotor movement you are doing.
3. Run lightly and pretend you are dodging another runner. Run directly at another runner and dodge him or her.
4. Use a yarn ball to mark your personal space (spot); run in general space until the signal is given; return to your yarn ball and sit down.
5. We are going to do orienteering. Point to a spot on a wall, walk directly to the spot in a straight line. You may have to wait for others so as not to bump them. Pick another spot on a different wall and repeat. Return to home base on signal.
6. What happens when general space is decreased? Walk in general space. Now as space is decreased, walk again. Once more we are decreasing the space.
7. Run around your yarn ball until I say, "Bang." Then explode in a straight direction until the stop signal is sounded. Return.

**Movement Concept: Use of Force**
1. Show us how you do some forceful movements, such as chopping, batting, hitting with a sledge, punching the punching bag. Try karate chops and kicks, kicking a soccer ball, etc.
2. Show us a light movement you can make with the arm. Repeat the same movement more forcefully.
3. Make some movements that are light and sustained, heavy and sudden, heavy and sustained, light and sudden.

Teaching Hints:

Select a few activities from each of the categories so students receive a variety of skills to practice. When possible, integrate the manipulative skill activities with fundamental skill activities. A common error is to teach all the activities from one category. The reason for multiple groups of activities is to provide variety and enhance motivation.

Use instructional cues such as:
"Swing your arms forward as you jump."
"Bend your knees."
"Land lightly by bending your knees."
"Jump as high as you can."

Have the yarn balls placed around the perimeter of the area. On signal, ask students to jog to a ball, pick it up, and practice tossing and catching.
Toss the ball to a height where it can be caught. Little is gained by a toss that is too high and out of control.

Encourage a successful toss to be one where the feet do not have to be moved to make a catch.
Partners should start close together and gradually move apart as they become successful.
Dodging demands running under control. Students should seldom run as fast as possible in physical education classes. Most activities demand controlled movement.

Fire Fighter; Sneak Attack

CLOSING ACTIVITY

Outcomes:

I can describe positive feelings about physical activity.

Instructions:

**Fire Fighter**
    A fire chief runs around the outside of a circle of children and taps a number of them on the back, saying "Firefighter" each time. After making the round of the circle, the chief goes to the center. When she says "Fire," the firefighters run counterclockwise around the circle and back to place. The one who returns first and is able to stand in place motionless is declared the winner and the new chief.
The chief can use other words to fool children, but they run only on the word "Fire." This merely provides some fun, since there is no penalty for a false start. The circle children can sound the siren as the firefighters run.

**Sneak Attack**
    Two parallel lines are drawn about 60 ft apart. Children are divided into two teams. One team takes a position on one of the lines, with their backs to the area. These are the chasers. The other team is on the other line, facing the area. This is the sneak team. The sneak team moves forward on signal, moving toward the chasers. When they get reasonably close, a whistle or some other signal is given, and the sneak team turns and runs back to their line, chased by the other team. Anyone caught before reaching the line changes to the chase team. The game is repeated, with the roles exchanged.