Magic Number Challenges

INTRODUCTORY

Outcomes:

I can create a sequence of locomotor movements.

Instructions:

Students put together a series of movements based on the magic numbers given. For example, hold up a card with three numbers on it (3, 7, 5). Students respond by performing three different locomotor movements the specified number of times, respectively.

Teaching Hints:

Encourage variety of response.
Show a card and demonstrate a series of movements.
Use locomotor movements such as walking, running, jumping, hopping, galloping, sliding, leaping, and skipping.

Mini-Challenge Course

FITNESS DEVELOPMENT

Outcomes:

I can list three components of health-related physical fitness.
I can identify which activities on the challenge course were most challenging for me.

Instructions:

Arrange four parallel courses with a group at each course. Students perform the challenges from a cone at the start to a finish cone and jog back to continuously repeat the course. On signal, groups rotate to a new course.
Course 1. Hop in and out of 5 hoops, Puppy Dog Walk around a cone for 5 seconds, and skip to the finish cone.
Course 2. Weave in and out of four cones, Crab Walk around a cone for 5 seconds, and gallop to finish cone.
Course 3. Do the Rolling Log the length of mat, do an agility run through 4 hoops, and slide to the finish cone.
Course 4. Jump over each of 5 cones, jump back and forth over a stretched jump rope, run backwards around three cones, and hop to a cone.

Teaching Hints:

Students select the fitness challenge they feel capable of performing. This implies that not all youngsters are required to do the same workload. Children differ and their ability to perform fitness workloads differs. Make fitness a personal challenge.

Parachute Skills

LESSON FOCUS

Outcomes:

I can work with others during the parachute activities.
I can discuss the positive social benefits of physical activity.
I can follow directions during physical education.

Instructions:

1. Circular movements.
Move utilizing locomotor movements and holding the chute at various levels - walk, run, hop, jump, skip, slide, draw steps.

2. Shaking the Rug and Making Waves.
Shaking the Rug should involve small, rapid movements, whereas Making Waves is large movements.

3. Making a Dome.
Parachute should be on the floor and held with both hands. Make a dome by standing up and rapidly lifting the chute overhead.

4. Mushroom.
Similar to the Dome except three or four steps toward the center are taken by each student.
a. Mushroom Release - all students release the chute at its peak of inflation.
b. Mushroom Run - Make a mushroom, students move toward center; a few selected students release grip, and run around the inside of the chute back to place.

5. Activities with Balls and Beanbags.
a. Ball Circle - Use a basketball or cage ball and make it circle around the outside of the chute. Add a second ball.
    b. Popcorn - Place 6 to 10 whiffle balls on the chute and shake them into the air.
    c. Giant Popcorn - Use beach balls instead of whiffle balls.
    d. Poison Snake - Place 6 to 10 jump ropes on the chute. Divide the players in half. Try to shake the ropes so they touch a player on the opposing team.

6. Kite Run.
    Half the class holds the chute on one side. They run in any direction together and as fast as possible. The parachute should trail like a kite.

7. Tug-of-War.
    Divide the class into two equal halves. On signal, they pull and try to move each other.

8. Hole in One.
    Use 6 or 8 small balls of two different colors. The object is to get the other team's balls to fall through the hole in the center.

9. Ocean Walk.
    The class is on their knees, making waves with the chute. Three or four youngsters are selected to walk or jog "in the ocean" without falling.

Teaching Hints:

When performing locomotor movements with the chute, have students hold the chute with one hand. The direction of the movement can be stated by asking for a "right hand run," or a "left hand skip" etc.

When making a dome, have all students on one knee with both hands on the floor. On signal they make a strong movement upward.
Encourage all students to work together. Discuss how much easier it is when all students pull and lift together.

Playing hole in one is a challenge. Use many balls so the odds of a ball going into the center are increased.
Safety is important when walking on the parachute. Keep the chute on the floor.

May I Chase You? Colors

CLOSING ACTIVITY

Outcomes:

I can follow directions when my teacher gives them.

Instructions:

**May I Chase You?**
    The class stands behind a line long enough to accommodate all. Two or three runners stand about 5 ft in front of the line. The class asks, "May I chase you?" One of the runners (designated by teacher) replies, "Yes, if you are wearing ..." and names a color, an article of clothing, or a combination of the two. All who qualify immediately chase the runners until one is tagged. New runners are chosen and the game is repeated. Encourage players to think of other ways to identify those who run.

**Colors**
    Five or six different-colored markers should be used, with a number of children having the same color. Children are standing or seated in a circle with a marker in front of each child. The teacher calls out a color, and everyone having that color runs counterclockwise around the circle and back to place. The first one seated upright and motionless is declared the winner. Different kinds of locomotor movement can be specified, such as skipping, galloping, walking, and so on. After a period of play, the children leave the markers on the floor and move one place to the left.
    Variation: Shapes (e.g., circles, triangles, squares, rectangles, stars, and diamonds) can be used instead of colors, as can numbers or other articles or categories, such as animals, birds, or fish. This game has value in teaching identification and recognition.