Move & Assume Shape

INTRODUCTORY

Outcomes:

I can demonstrate stretching curling and bending.

Instructions:

Have students move using any locomotor movement. Freeze on signal and assume a designated shape. Some suggestions are:  
    a. Balance  
    b. Stretch  
    c. Curl  
    d. Bridge

Teaching Hints:

Encourage creativity in movements and poses.

Teacher Leader Exercises

FITNESS DEVELOPMENT

Outcomes:

I can identify two benefits of flexibility.  
I can identify challenge as a part of physical fitness.

Instructions:

Arm Circles - 25 seconds  
Bend and Twist - 25 seconds  
Treadmill - 25 seconds  
Abdominal Challenges - 25 seconds  
Single-Leg Crab Kick - 25 seconds  
Knee to Chest Curl - 25 seconds  
Run in Place - 25 seconds  
Trunk Twister - 25 seconds  
Follow each exercise with 25 seconds of aerobic activity.

Teaching Hints:

Tape alternating segments (25 seconds) of silence and music. The music signals aerobic activity. During the silent segments the exercises are performed.  
Allow students to adjust the workload to their personal ability and fitness level. This means that some students may perform more repetitions than others.  
Move and help students learn the exercises.

Throwing Skills - Form and velocity

LESSON FOCUS

Outcomes:

I can throw a yarn ball to a partner demonstrating 3 of 4 cues.  
I can apply different forces when throwing to a wall.  
I can list three activities that involved throwing.

Instructions:

**Individual activities**  
1. Throw balls against the wall. Emphasize the following points:  
    a. Start with the feet together.  
    b. Start with nonthrowing side to the wall.  
    c. Lift both the throwing and nonthrowing arm (to form a "T") in order to assure the throwing arm elbow is lifted and the nonthrowing arm points at the target.  
    d. Begin the throw with a step forward with the foot opposite the throwing arm.  
    e. Throw as hard as possible.  
2. Throw from one side of the gym and try to hit the other wall.  
3. If outside, throw as hard and far as possible.

**Throwing for form**  
1. Arrange activities to emphasize proper throwing form. Some suggestions are:  
    a. Throwing off a tumbling mat. The slight step down off the mat helps some students develop the forward step with the nonthrowing side foot. The student stands on the edge of the mat and steps to the floor with the nonthrowing side foot as the throw begins. (The other foot remains on the mat.) Use the cues, "step, elbow leads, and throw."  
    b. Starting a throw with both feet in a hoop. The thrower must lift the front foot to step out of the hoop. Begin with the nonthrowing side of the body facing the target and both feet inside the hoop. As the throw begins, a forward step is taken with the nonthrowing foot out of the hoop.  
    c. Touching a cone behind the thrower. The thrower lines up with a cone about an arm's-length away and near the throwing side (away from the target). As the throwing arm is extended on the backswing, a slight backward reach is made to encourage reaching back in preparation to throw.

**Throwing for velocity**  
1. Throw at mats on the wall.  
    a. Throw fleece balls hard from 15 to 20 ft.  
    b. Retrieve only if the balls roll behind the throwing line.  
2. Throw at hoops leaning against the wall and try to knock them down.  
3. Throw at bowling pins.  
4. Throw outside for distance.

Teaching Hints:

Throwing takes a great deal of practice to master. Two major issues to consider when teaching throwing are:  
1. How can I arrange my class so students receive the most opportunity to throw?  
2. How can I arrange my class so students get to throw with maximum velocity? A mature pattern of throwing cannot be learned if students are not allowed to throw with maximum force.  
3. Cues for throwing include: T (make body a tee), Elbow (bend elbow of favorite hand), Step (Step towards target), Throw (throw towards target with follow through).  
Give each student 4 or 5 balls to throw. They can be placed in a Frisbee to keep them from rolling around. When all students are done throwing, they retrieve the same number of balls they have thrown.  
Throwing for velocity is exciting for youngsters. It can also increase the activity level of the lesson as youngsters retrieve the thrown objects.  
A cage ball is an excellent target for encouraging throwing velocity. When it is hit, it will move slightly. A goal can be made to move the cage ball across a goal line.

Whistle Mixer; Couple Tag; Partner Stoop

CLOSING ACTIVITY

Outcomes:

I can follow the rules of a variety of games.

Instructions:

**Whistle Mixer**  
    Children are scattered throughout the area. To begin, they walk around in any direction they wish. A whistle is blown a number of times in succession with short, sharp blasts. Children then form small groups with the number in each group equal to the number of whistle blasts. If there are four blasts, children form groups of four - no more, no less. When players have the correct number, they sit down immediately to signal that no one may leave the group and no one may enter the group. The goal is not to be left out or caught in a circle with the incorrect number of students. Encourage players to move toward the center of the area and raise their hands to facilitate finding others without a group. After the circles are formed, the teacher calls "Walk," and the game continues. In walking, children should move in different directions.  
    Variation: A fine version of this game is done with the aid of a tom-tom. Different beats indicate different locomotor movements - skipping, galloping, slow walking, normal walking, running. The whistle is still used to set the number for each circle.

**Couple Tag**    Establish two goal lines on opposite sides of the area. Players run in pairs, with inside hands joined. All pairs, except two, line up on one of the goal lines. The pairs in the center are it. They call "Come," and the children, keeping hands joined, run to the other goal line. The pairs in the center, also retaining joined hands, try to tag any other pair. As soon as a couple is caught, they help the center couple. The game continues until all are caught. The last couple caught is it for the next game.  
    Variation: Triplet Tag. The game can be played with sets of threes. Tagging is done with any pair of joined hands. If a triplet breaks joined hands, that group is considered caught.

**Partner Stoop**  
    The game follows the same basic principle of stooping as in Circle Stoop but is played with partners. The group forms a double circle in one direction with one partner on the inside and one on the outside. When the music begins, all march in the line of direction. After a short period of marching, a signal (whistle) is sounded, and the inside circle reverses direction and marches the other way. The partners are thus separated. When the music stops, the outer circle stands still, and the partners making up the inner circle walk (or run) in any direction to rejoin their respective outer circle partners. As soon as players reach their partner, they get toe to toe and stoop without losing balance. The last couple to stoop and those who lose their balance go to the center of the circle and wait out the next round. Start the game walking and gradually pick up the speed of the movements when the class moves under control.