Rhythmic Running

INTRODUCTORY

Outcomes:

I can perform locomotor movements to a beat in general space.

Instructions:

To introduce a group of children to Rhythmic Running, have them clap to the beat of the drum. Next, as they clap, have them walk in place, keeping time. Following this, have them run in place, omitting the clapping. Finally, the class can run in single-file formation, develop the ability to follow a leader, maintain proper spacing and move to the rhythm of the tom-tom.

Teaching Hints:

A variation is to have a leader move in different shapes and designs. Have the class freeze and see if they can identify the shape or formation.

Circuit Training

FITNESS DEVELOPMENT

Outcomes:

I can demonstrate three activities that improve muscular strength.
I can list two activities that require muscular strength.

Instructions:

Rope Jumping
Triceps Push-Ups
Agility Run
Body Circles
Hula Hoop
Knee Touch Curl-Ups
Crab Walk
Tortoise and Hare
Bend and Twist
Conclude circuit training with 2-4 minutes of walking, jogging, rope jumping, or other aerobic activity.

Teaching Hints:

Tape alternating segments of silence and music to signal duration of exercise. Music segments (begin at 30 seconds) indicate activity at each station; intervals of silence (10 seconds) announce it is time to stop and move forward to the next station.
Use signals such as start, stop, and move up to ensure rapid movement to the next station.
Ask students to do the best they can. Expect workloads to differ.

Gymnastics Skills - Beginning Level

LESSON FOCUS

Outcomes:

I can balance on one leg and attempt a stunt.
I can work with a partner to combine balancing and weight transfer to perform a stunt.
I can work safely with a group during physical education.

Instructions:

Six groups of activities in this lesson ensure that youngsters receive a variety of experiences. Pick a few activities from each group and teach them alternately. For example, teach one or two animal movements, then a tumbling and inverted balance, followed by a balance stunt, etc. Give equal time to each group of activities.

**Animal Movements**
    Cricket Walk: Squat. Spread the knees. Put the arms between the knees and grasp the outside of the ankles with the hands. Walk forward or backward. Chirp like a cricket. Turn around right and left. See what happens when both feet are moved at once!
    Frog Jump: From a squatting position, with hands on the floor slightly in front of the feet, jump forward a short distance, landing on the hands and feet simultaneously. Note the difference between this stunt and the Rabbit Jump. Emphasis eventually should be on both height and distance. The hands and arms absorb part of the landing impact to prevent excessive strain on the knees.
    Seal Crawl: Start in the front-leaning rest position, the weight supported on straightened arms and toes. Keeping the body straight, walk forward, using the hands for propelling force and dragging the feet. Keep the body straight and the head up.
    Reverse Seal Crawl: Do the Seal Crawl with the tummy facing up and dragging the heels.

**Tumbling and Inverted Balances**
    Forward Roll: Stand facing forward, with the feet apart. Squat and place the hands on the mat, shoulder width apart, with elbows against the insides of the thighs. Tuck the chin to the chest and make a rounded back. A push-off with the hands and feet provides the force for the roll. Carry the weight on the hands, with the elbows bearing the weight of the thighs. If the elbows are kept against the thighs and the weight is assumed there, the force of the roll is transferred easily to the rounded back. Try to roll forward to the feet. Later, try with the knees together and no weight on the elbows.
    Forward Roll to a Walkout: Perform the Forward Roll as described previously, except walk out to a standing position. The key to the Walkout is to develop enough momentum to allow a return to the feet. The leg that first absorbs the weight is bent while the other leg is kept straight.
    Review the Backward Curl (taught in grades K-2): Approach this activity in three stages. For the first stage, begin in a sitting position, with the knees drawn up to the chest and the chin tucked. The hands are clasped and placed behind the head with the elbows held out as far as possible. Gently roll backward until the weight is on the elbows. Roll back to starting position.
In stage two, perform the same action as before, but place the hands alongside the head on the mat while rolling back. The fingers are pointed in the direction of the roll, with palms down on the mat. (A good cue is "Point your thumbs toward your ears and keep your elbows close to your body.")
For stage three, perform the same action as in stage two, but start in a crouched position on the feet with the back facing the direction of the roll. Momentum is secured by sitting down quickly and bringing the knees to the chest.
    Backward Roll (Handclasp Position): Clasp the fingers behind the neck, with elbows held out to the sides. From a crouched position, sit down rapidly, bringing the knees to the chest for a tuck to secure momentum. Roll completely over backward, taking much of the weight on the forearms. With this method, the neck is protected.
    Climb-Up (taught in grades K-2): Begin on a mat in a kneeling position, with hands placed about shoulder width apart and the fingers spread and pointed forward. Place the head forward of the hands, so that the head and hands form a triangle on the mat. Walk the body weight forward so that most of it rests on the hands and head. Climb the knees to the top of the elbows. (This stunt is a lead-up to the Headstand.)

**Balance Stunts**
    One-Leg Balance Reverse: Assume a forward balance position by balancing on one leg, bending over at the waist until the chest is parallel with the floor, and extending the arms. In a quick movement, to give momentum, swing the free leg down and change to the same forward balance position facing in the opposite direction (a 180-degree turn). No unnecessary movement of the supporting foot should be made after the turn is completed. The swinging foot should not touch the floor.
    Tummy Balance: Lie prone on the floor with arms outstretched forward or to the sides, with palms down. Raise the arms, head, chest, and legs from the floor and balance on the tummy. The knees should be kept straight.
    Leg Dip: Extend both hands and one leg forward, balancing on the other leg. Lower the body to sit on the heel and return without losing the balance or touching the floor with any part of the body. Try with the other foot.

**Individual Stunts**
    Reach-Under: Take a position with the feet pointed ahead (spaced about 2 ft apart) and toes against a line or a floor board. Place a beanbag two boards in front of, and midway between, the feet. Without changing the position of the feet, reach one hand behind and between the legs to pick up the beanbag. Now pick up with the other hand. Repeat, moving the beanbag a board farther away each time.
    Stiff Person Bend: Place the feet about shoulder width apart and pointed forward. Place a beanbag a few inches behind the right heel. Grasp the left toes with the left hand, thumb on top. Without bending the knees, reach the right hand outside the right leg and pick up the beanbag without releasing the hold on the left toes
    Coffee Grinder: Put one hand on the floor and extend the body to the floor on that side in a side-leaning rest position. Walk around the hand, making a complete circle and keeping the body straight.
    Scooter: Sit on the floor with legs extended, arms folded in front of the chest, and chin held high. To scoot, pull the seat toward the heels, using heel pressure and lifting the seat slightly. Extend the legs forward again and repeat the process.

**Partner and Group Stunts**
    Partner Hopping: Partners coordinate hopping movements for short distances and in different directions and turns. Three combinations are suggested.
1. Stand facing each other. Extend the right leg forward to be grasped at the ankle by partner's left hand. Hold right hands and hop on the left leg.
2. Stand back to back. Lift the leg backward, bending the knee, and have partner grasp the ankle. Hop as before.
3. Stand side by side with inside arms around each other's waist. Lift the inside foot from the floor and make progress by hopping on the outside foot.
    Partner Twister: Partners face and grasp right hands as if shaking hands. One partner swings the left leg over the head of the other and turns around, taking a straddle position over partner's arm. The other swings the right leg over the first partner, who has bent over, and the partners are now back to back. First partner continues with the right leg and faces in the original direction. Second partner swings the left leg over the partner's back to return to the original face-to-face position.
    Partner Pull-Up: Partners sit facing each other in a bent-knee position, with heels on the floor and toes touching. Pulling cooperatively, they come to a standing position.

Teaching Hints:

Scatter tumbling mats throughout the area so that there is little standing in line waiting for a turn. No more than 3-4 students per mat.
Youngsters can do the animal walks around their mats. Many of the activities in this unit do not have to be performed on the mat.

A major concern for safety is the neck and back region. No student should be forced to do tumbling and inverted balances. Substitute a logroll.
Do not perform many repetitions of tumbling and inverted balances. For most children, limiting the number of forward or backward roll repetitions to four or five will prevent fatigue and injury. The Backward Curl should be used to learn to roll back and forth. No youngster should be expected to roll over if it is difficult. In stunts and tumbling, it is important that the student decide if they are capable and confident enough to try the activity.

The handclasp position backward roll should be learned before the traditional backward roll. The handclasp method, in contrast to the traditional backward roll, does not require adequate arm strength to lift the body off the floor and release the head.

With the exception of the tumbling and inverted balances group, all the activities in this unit can be performed by all youngsters. If in doubt about an activity in the tumbling and inverted balances group, avoid teaching it. Inverted balances should only be performed by youngsters who have sufficient strength to support the body weight.

Circle Contests

CLOSING ACTIVITY

Outcomes:

I can apply manipulative skills in a game situation.
I can apply simple strategies to a game.

Instructions:

**Circle Contests**
    Two teams arranged in independent circles compete against each other. The circles should be the same diameter; lines can be drawn on the floor to ensure this. The players of each team are numbered consecutively so each player in one circle corresponds to a player in the other circle. Two numbered players, in sequence, go to the center of the opponents' circle to compete for their team in either of the following activities.
    1. Circle Club Guard. The two center players guard a bowling pin. The ball is rolled at the club. The circle that knocks down the club first wins a point.
    2. Touch Ball. The circle players pass the ball from one to another while the two center players try to touch it. The center player who touches the ball first wins a point for the respective team. In case neither player is able to touch the ball in a reasonable period of time, the action should be cut off without awarding a point.
    After all players have competed, the team with the most points wins. For Circle Club Guard, there must be three passes to different people before the ball can be rolled at the club. Establishing circle lines may be necessary to regulate throwing distance.