Run and Assume Shape

INTRODUCTORY

Outcomes:

I can balance in with different shapes and bases of support.

Instructions:

1. Place emphasis on making a variety of shapes and balances. Vary the locomotor movements.
Run and move to a prone (one tambourine strike) or supine (two tambourine strikes) position on signal.
2. Run and move into a balance position.
3. Run and freeze in various shapes.

Teaching Hints:

Place emphasis on running under control and assuming specified shape quickly.
Have students move into the activity area in scatter formation.
Emphasize balance and control.

# Walk, Trot, and Jog

FITNESS DEVELOPMENT

Outcomes:

I can change locomotor speeds when prompted by the teacher.
I can list three activities I can do outside of school.

Instructions:

Move to the following signals:
    1. One drumbeat - walk.
    2. Two drumbeats - trot.
    3. Three drumbeats - jog.
    4. Whistle - freeze and perform exercises.
Use various strength and flexibility exercises between bouts of walk, trot, and jog to allow students to recover aerobically. Examples are:
    1. Bend and Twist
    2. Sitting Stretch
    3. Push-up challenges
    4. Abdominal challenges
    5. Body Twist
    6. Standing Hip Bend

Teaching Hints:

Use different qualities of movement such as giant skips, quick gallops, tiny jogging steps, etc.

Encourage students to move around the area in the same direction.
See Dynamic Physical Education, Chapter 13, for a description of how to perform the exercises. Any exercises can be substituted. Try to exercise all body parts.

# Walking/Jogging Skills

LESSON FOCUS

Outcomes:

I can change locomotor speeds when prompted by the teacher.
I can list three activities I can do outside of school.

Instructions:

The walking and jogging lesson offers emphasis on developing activity patterns that can be used outside of the school environment. An educational approach to this lesson teaches students that walking and jogging is a personal activity that offers excellent health benefits. It is an activity that can literally be done for a lifetime. The following are suggestions for implementing this unit of instruction:

1. Youngsters should be allowed to find a friend with whom they want to jog or walk. The result is usually a friend of similar ability level. A way to judge correct pace is to be able to talk with a friend without undue stress. If students are too winded to talk, they are probably running too fast. A selected friend will encourage talking and help assure that the experience is positive and within the student's aerobic capacity. Pace, not race is the motto.

2. Jogging and walking should be done in any direction so people are unable to keep track of the distance covered. Doing laps on a track can be discouraging for less able youngsters. They usually finish last and are open to chiding by the rest of the class.

3. Jogging and walking should be done for a specified time rather than a specified distance. All youngsters should not have to run the same distance. This goes against the philosophy of accompanying individual differences and varying aerobic capacities. Running or walking for a set amount of time will allow less able students to do the best they can without fear of ridicule.

4. Teachers should not be concerned about foot action, since the child selects naturally the means that is most comfortable. Arm movement should be easy and natural, with elbows bent. The head and upper body should be held up and back. The eyes look ahead. The general body position in walking and jogging should be erect but relaxed. Jogging on the toes should be avoided.

5. Jogging and walking should not be a competitive, timed activity. Each youngster should move at a self-determined pace. Racing belongs in the track program. Another reason to avoid speed is that racing keeps youngsters from learning to pace their running. For developing endurance and gaining health benefits, teach moving for a longer time at a slower speed rather than run at top speed for a shorter distance.

6. It can be motivating for youngsters if they run with a piece of equipment, i.e., beanbag or jump rope. They can play catch with a beanbag or roll a hoop while walking or jogging.

Teaching Hints:

Use alternating segments (20 seconds in length) of silence and music to signal duration of exercise. Music segments indicate walk, trot, and jog activity. Intervals of silence signal performance of the strength and flexibility exercises.
Encourage students to move around the area in the same direction.
See Dynamic Physical Education, Chapter 13 for a description of how to perform the exercises. Any exercises can be substituted. Try to exercise all body parts.

# Teacher Ball

CLOSING ACTIVITY

Outcomes:

I can pass with my hands in a game setting.

Instructions:

**Teacher Ball**
    One child is the teacher or leader and stands about 10 ft in front of three other students, who are lined up facing him. The object of the game is to move up to the teacher's spot by avoiding making bad throws or missing catches. The teacher throws to each child in turn, beginning with the child on the left, who must catch and return the ball. Any child making a throwing or catching error goes to the end of the line, on the teacher's right. Those in the line move up, filling the vacated space. If the teacher makes a mistake, he must go to the end of the line and the child at the head of the line becomes the new teacher. The teacher scores a point by remaining in position for three rounds (three throws to each child). After scoring a point, the teacher takes a position at the end of the line and another child becomes the teacher.