Fundamental Movements & Stopping

INTRODUCTORY

Outcomes:

I can move in self-space and general space.

Instructions:

Use the locomotor movements (run, walk, hop, jump, leap, slide, gallop, and skip) to move throughout the instructional area. On signal, students stop and freeze without falling. Teach proper stopping form, lowering the center of gravity, spreading the feet for a wide base of support, and keeping the body weight over the feet (minimize leaning). This is an excellent activity for teaching students to move in their own space (as far away from others as possible).

Teaching Hints:

Tape alternating segments of silence and music to signal duration of the locomotor movements. Segments of silence that indicate the "freeze" position can be decreased in duration until the desired response latency is reached.

Teacher Leader Exercises

FITNESS DEVELOPMENT

Outcomes:

I can identify two benefits of cardiovascular endurance activities.   
I can perform the exercises led by the teacher.

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 with the exercises.

Manipulative Skills Using Wands & Hoops

LESSON FOCUS

Outcomes:

I can handle a long-handled implement.  
I can move over, under, and around equipment.  
I can rate the level of challenge of an activity.

Instructions:

Select activities from each of the exercises and challenges groups.

**Strength - Exercises with Wands**  
    1. Pull the Wand Apart. Place the hands 6 in. apart near the center of the wand. With a tight grip to prevent slippage and with arms extended, pull the hands apart. Change grip and position.  
    2. Push the Wand Together. Hold the wand as above and push the hands together.  
    3. Wand Twist. Hold the wand with both hands about 6 in. apart. Twist the hands in opposite directions.  
    4. Bicycle. Holding the wand horizontally throughout and using an overhand grip, extend the wand outward and downward. Bring it upward near the body, completing a circular movement. On the downward movement, push the wand together, and on the upward movement, pull the wand apart.  
    5. Arm Spreader. Hold the wand overhead with hands spread wide. Attempt to compress the stick. Reverse force, and attempt to pull the stick apart.  
    6. Dead Lift. Partially squat and place the wand under the thighs. Place the hands between the legs and try to lift. Try also with hands on the outside of the legs.  
    7. Abdominal Tightener. From a standing position, place the wand behind the buttocks. With hands on the ends of the wand, pull forward and resist with the abdominal muscles.

**Stretching - Exercises with Wands**  
    1. Side Bender. Grip the wand and extend the arms overhead with feet apart. Bend sideways as far as possible, maintaining straight arms and legs. Recover, and bend to the other side.  
    2. Body Twist. Place the wand behind the neck, with arms draped over the wand from behind. Rotate the upper body first to the right as far as possible and then to the left. The feet and hips should remain in position. The twist is at the waist.  
    3. Body Twist to Knee. Assume body twist position. Bend the trunk forward and twist so that the right end of the wand touches the left knee. Recover, and touch the left end to the right knee.  
    4. Shoulder Stretcher. Grip the wand at the ends in a regular grip. Extend the arms overhead and rotate the wand, arms, and shoulders backward until the stick touches the back of the legs. The arms should be kept straight. Those who find the stretch too easy should move their hands closer to the center of the wand.  
    5. Toe Touch. Grip the wand with the hands about shoulder width apart. Bend forward, reaching down as far as possible without bending the knees. The movement should be slow and controlled. Try the same activity from a sitting position.  
    6. Over the Toes. Sit down, flex the knees, place the wand over the toes, and rest it against the middle of the arch. Grip the stick with the fingers at the outside edge of the feet. Slowly extend the legs forward, pushing against the stick and trying for a full extension of the legs.

**Wand Challenges**  
    1. Can you reach down and pick up your wand without bending your knees?  
    2. Try to balance your wand on different body parts. Watch the top of the wand to get cues on how to retain the balance.  
    3. Can you hold your stick against the wall and move over it? Gradually raise the height of the wand.  
    4. Let's see whether you can hold the stick at both ends and move through the gap.  
    5. Can you twirl the wand and keep it going like a windmill?  
    6. Let's see how many different ways you can move over and around your wand when it is on the floor.  
    7. Put one end of the wand on the floor and hold the other end. How many times can you run around your wand without getting dizzy?  
    8. Place one end of the wand against a wall. Holding the other end and keeping the wand against the wall, duck underneath. Place the wand lower and lower on the wall and go under.  
    9. Place the wand between your feet and hop around as though you are on a pogo stick.  
    10. Toss the wand from one hand to the other.  
    11. Hold the wand vertically near the middle. Can you release your grip and catch the wand before it falls to the floor?  
    12. Have a partner hold a wand horizontally above the floor. Jump, leap, and hop over the wand. Gradually raise the height of the wand.  
    13. Put your wand on the floor and try making different kinds of bridges over it.  
    14. Place the wand on the floor. Curl alongside it, just touching it. Curl at one end of the wand.  
    15. Balance the wand vertically on the floor. Release the wand and try to complete different stunts--clapping the hands, doing a heel click, touching different body parts before the wand falls to the floor.  
    16. Put the wand on the floor and see how many ways you can push it, using different body parts.

**Hoop Activities**  
1. Hula-hoop using various body parts such as waist, neck, knees, arms, and fingers.  
    a. While hula-hooping on the arms, try to change the hoop from one arm to the other.  
    b. Change hoop from one partner to another while hula-hooping.  
    c. Try leg-skippers - hula-hoop with one leg and jump the hoop with the other leg.  
2. Jump rope with the hoop - forward, sideways, and backward. Begin with a back-and-forth swing.  
    3. Roll hoop and run alongside it. Run in front of it.  
    4. Roll hoop with a reverse spin to make it return to the thrower.  
    5. Roll with a reverse spin and see how many times a partner can go through it.  
    6. Balance the hoop on your head, try to walk through it ("thread the needle") forward, backward, and sideways.  
    7. Try partner activities:  
a. Play catch with hoop.  
b. Hula-hoop on one arm, toss to partner who catches it on one arm.  
        c. Use two hoops for catching.  
        d. Hoop with one hoop and play catch with other.  
        e. Move through a hoop held by a partner.

Teaching Hints:

The isometric exercises with wands presented can be performed with a variety of grips. With the wand horizontal, use either the overhand or underhand grip. With the wand in vertical position, grip with the thumbs pointed up, down, or toward each other.  
Repeat each exercise with a different grip. Exercises can also be repeated with the wand in different positions: in front of the body (either horizontal or vertical), overhead, or behind the back. Hold each exercise for 8 to 12 seconds.

Because wands are noisy when dropped, youngsters should hold their wands with both hands or put them on the floor during instruction.  
Children may easily be injured using wands improperly. Teach children proper use of wands. Emphasize the need to use care when handling wands to avoid injury to self and others. Do not allow any improper use of wands.

In activities that require children to jump through hoops, instruct the holder to grasp the hoop lightly, so as not to cause an awkward fall if a performer hits it.  
Hoops can serve as a "home" for various activities. For instance, children might leave their hoops to gallop in all directions and then return quickly to the hoop on command.  
When teaching the reverse spin with hoops, have the students throw the hoop up, in place, rather than forward along the floor. After they learn the upward throw, they can progress to the forward throw for distance.

How are we Alike?; Crows and Cranes (Odds & Evens)

CLOSING ACTIVITY

Outcomes:

I can compare and contrast characteristics of my partner and I.

Instructions:

**How Are We Alike? (Cooperative Activity)**  
    This activity is excellent for the beginning of the school year physical education orientation when students are getting to know each other and the teacher. Students join with a partner and discuss, "How are we alike?" The teacher should give a few categories such as appearance, family, activities they like, birthdays, and then let the students talk. Before grouping students with a different partner or a group of 4 to repeat the activity, allow volunteers to share their findings.  
    Teaching Tips: After "How are we alike?" have students find out "How are we different?" This sets the tone for physical education that we all have similarities and we all have differences and that is okay. It is important for students to understand early on that respecting similarities and differences is an important component of working with others.

**Crows and Cranes**  
    Establish two goal lines on opposite sides of the area. The class is divided into two groups, the crows and the cranes. The groups face each other at the center of the area, about 5 ft apart. The leader calls out either "Crows" or "Cranes," using a cr-r-r-r-r-r sound at the start of either word to mask the result. If "Crows" is the call, the crows chase the cranes to the goal line. If "Cranes" is the call, the cranes chase. Any player caught goes over to the other side and becomes a member of that group. The team that has the most players when the game ends is the winner.