Combination Movement Patterns

INTRODUCTORY

Outcomes:

I can combine locomotor skills and quality of movements.

Instructions:

Teach a variety of movements and then show a few combinations. Ask the class to create some movement combinations they want to try.  
    1. Run, leap, and roll.  
    2. Run, collapse, and roll.  
    3. Hop, turn around, and shake.  
    4. Run, change direction, and collapse.  
    5. Hop, make a shape in the air, and balance.

Teaching Hints:

Have students work in pairs and generate different combinations. They can mimic each other's ideas.

Racetrack Fitness

FITNESS DEVELOPMENT

Outcomes:

I can choose words associated with flexibility.  
I can work with a partner during Racetrack Fitness.

Instructions:

Five or six fitness activities are arranged in the center (the pit) of a large circle outlined with marking spots (the race track). If desired, tumbling mats can be placed in the center of the race track to delineate the pit stop area. Students work with a partner and alternate running (or doing other locomotor movements) or rope jumping around the race track and going to the pit to perform a strength or flexibility exercise. A different exercise should be performed each time so students assure variety in their workout.  
The following are some examples of exercises that can be used for Pit exercises.  
    1. Arm Circles  
    2. Bend and Twist  
    3. Abdominal Challenges  
    4. Knee to Chest Curl  
    5. Push-up Challenges  
    6. Trunk Twister

Teaching Hints:

Intervals of 30 seconds of music with 10 seconds of silence are used to signal role changes. The student who was running the track now goes to the pit to exercise and vice versa.

Assure that students run under control (not as fast as they can) and in the same direction.

Allow students to perform at a level they feel comfortable. Youngsters are genetically different and should not be expected to do the same amount of exercise repetitions.

Rhythmic Movement Skills - Rope jumping to music, Ball skills to music, Lummi Sticks, Popcorn, Red River Valley, Sicilian Circle, Savila Se Bela Loza, Ve David

LESSON FOCUS

Outcomes:

I can perform simple rhythmic movements lead by the teacher.  
I can combine locomotor, non-locomotor, and manipulative skills to create a dance.

Instructions:

**Rope-Jumping Skills to Music**  
    1. Perform the slow-time and fast-time rhythm with the rope held in one hand and turned.  
    2. Jump the rope and practice changing back and forth from slow to fast time.  
    3. Review basic steps students have learned in the earlier lesson plan on rope jumping  
    4. Allow students time to put together a simple routine to music using some of the steps they have learned.

**Ball Skills to Music**  
Perform a number of ball skills to the rhythm of the music. See Week 5 for a refresher of skills learned previously.  
    a. Bounce and catch.  
    b. Bounce, clap, catch; bounce, turn, catch; also use toss.  
    c. Dribble continuously in place and while moving.  
    d. Work with a partner or in groups, passing one or more balls to one another in rhythm.  
    e. Create different movements such as swings, spins, and around the body.  
    f. Develop a routine utilizing some of the skills above.

**Lummi Sticks**  
Formation: Couples scattered throughout the area  
Directions: Lummi sticks are smaller versions of wands; they are 12-15 in. long. Most Lummi stick activities are done by partners, although some can be done individually. Each child sits cross-legged, facing a partner at a distance of 18-20 in. Children adjust this distance as the activities demand. The sticks are held in the thumb and fingers (not the fist) at about the bottom third of the stick. Routines are based on sets of six movements; each movement is completed in one count. Many different routines are possible. Only the basic ones are presented here. The following one-count movements are used to make up routines.  
a. Vertical tap: Tap both sticks upright on the floor.  
b. Partner tap: Tap partner's stick (right stick to right stick, or left to left).  
c. End tap: Tilt the sticks forward or sideward and tap the ends on the floor.  
d. Cross-tap: Cross hands and tap the upper ends to the floor.  
e. Side tap: Tap the upper ends to the side.  
f. Flip: Toss the stick in air, giving it a half turn, and catch other end.  
g. Tap together: Hold the sticks parallel and tap them together.  
h. Toss right (or left): Toss the right-hand stick to partner's right hand, at the same time receiving partner's right-hand stick.  
i. Pass: Lay the stick on the floor and pick up partner's stick.  
j. Toss right and left: Toss quickly right to right and left to left, all in the time of one count.

A number of routines, incorporating the movements described, are presented here in sequence of difficulty. Each routine is to be done four times to complete the 24 beats of the chant.  
a. Vertical tap, tap together, partner tap right, vertical tap, tap together, partner tap left.  
b. Vertical tap, tap together, pass right stick, vertical tap, tap together, pass left stick.  
    c. Vertical tap, tap together, toss right stick, vertical tap, tap together, toss left stick.  
    d. Repeat numbers 1, 2, and 3, but substitute an end tap and flip for the vertical tap and tap together. Perform the stated third     movement (e.g., end tap, flip, partner tap right, end tap, flip, partner tap left).  
    e. Vertical tap, tap together, toss right and left quickly, end tap, flip, toss right and left quickly.  
    f. Cross-tap, cross-flip, vertical tap (uncross arms), cross-tap, cross-flip, vertical tap (uncross arms).

Create-a-Dance  
Students select one piece of equipment to create a dance. The dance must include one locomotor movement, one non-locomotor movement, and a manipulative skills using the piece of equipment.

**Popcorn (American)**  
Skills: Toe touches, knee lifts, jumps, turns  
Formation: Single lines of students; no partners  
Directions:  
Counts    Measures  
24        Wait 24 counts; gently bounce up and down by bending the knees during the introduction  
1-4        Touch right toe in front and return; repeat. (Right, together, Right, together)  
5-8        Touch left toe in front and return; repeat. (Left, together, left, together)  
9-12        Touch right toe in back and return; repeat. (Back, together, back, together)  
13-16        Touch left toe in front and return; repeat. (Back, together, back, together)  
17-20        Lift right knee up in front of left knee and return; repeat. (Knee up, return, knee up, return)  
21-24        Lift left knee up in front of right knee and return; repeat. (Knee up, return, knee up, return)  
25-26        Lift right knee up in front of left knee and return. (Knee up, return)  
27-28        Lift left knee up in front of right knee and return. (Knee up, return)  
29-30        Clap both hands together once. (clap)  
31-32        Jump and turn; turn to the right. (jump and turn)  
Repeat entire dance to the end of the music.

**Red River Valley (American)**  
Skills: Walk, buzz swing  
Formation: Triple circle with 3 dances side by side in sets of 6 dancers: 2 trios facing each other. Half the trios face counterclockwise and half face clockwise  
Directions:  
Measures    Part I Action  
4        Introduction  
1-4        Middle person of each trio leads partners forward to right to meet oncoming trio using 8 walking steps. (Walk, 2, 3, ... 8)  
5-8        Join hands with oncoming trio and circle to the left (clockwise) 4 walking steps; then reverse direction and circle right using 4 walking steps. (Circle, left, 3, 4; circle, right, 3, 4)  
9-12        Middle person swings around with person on left using 8 buzz (shuffling) steps. (Swing, 2, 3, ... 8)  
13-16        Middle person swings around with person on right using 8 buzz (shuffling) steps. (Swing, 2, 3, ... 8)  
        Part II Action  
1-8        Repeat action of measures 1-8 in Part I. (Walk, 2, 3, ... 8)  
9-12        The 4 outside youngsters form a right-hand star in the center of the set and walk around once to starting point using 8 walking steps. (Star, 2, 3, ... 8)  
13-16        The two middle youngsters "do-si-do" around each other, returning to own place using 8 walking steps. (Do-si-do, 2, 3, ... 8)  
        Part III Action  
1-8        Repeat action of measures 1-8 in Part I. (Walk, 2, 3, ... 8)  
9-12        The two left-hand outside youngsters change places diagonally across using 8 walking steps. (Left, diagonal, 3, ... 8)  
13-16        The two right-hand outside youngsters change places diagonally across using 8 walking steps. The middle person now has different partners. (Right, diagonal, 3, ... 8)  
The entire dance is repeated 2 times.

**Sicilian Circle (American)**  
Skills: Walking, two-hand swing (either walking or buzz turn), wheel turn  
Formation: Double circle composed of groups of two couples facing each other with partners side by side. Couples are numbered 1 and 2 with #1 couples moving counterclockwise and #2 couples clockwise.  
Directions:  
Measures    Action  
4        Introduction  
1-4        The sets of two couples join hands and walk 8 steps to the left ending where they started and drop hands. (Circle, left, 2, 3, 4, ... 8)  
5-8        Partners join both hands and swing once around to the left using 8 walking or buzz steps. (Swing, left, 2, 3, 4, ... 8)  
9-12        Couples advance toward each other and pass right shoulders through to opposite's place using 4 walking steps. As soon as across, couples do a wheel-turn around with partner on the left walking backward 4 steps and moving into place on partner's left who turns in place using 4 steps. If desired, left partner can hold left hand with partner's left hand and right hand around back of partner's waist. Hands are dropped. (Pass, through, 3, 4; wheel, turn, 3,4)  
13-16        Couples pass through again as described in measures 9-12. (Back, through, 3, 4; wheel, turn, 3,4)  
17-20        Right-hand partners advance toward each other, join right hands briefly, pass each other by right shoulders, drop hands, and join left hand with opposite left partner using 4 steps. The opposite left partner does a wheel turn as described in measures 9-12 using 4 steps. (Right partner, chain, 3, 4; wheel, turn, 3,4)  
21-24        Right-hand partner chain back again and turn as in measure 17-20 using 8 steps and end with left hands joined with partner. (Chain, back, 3, 4; wheel, turn, 3,4)  
25-28        Partners join hands in promenade position and advance 4 steps toward opposite and 4 steps backward to place. (Forward, 2, 3, 4; Back, 2, 3, 4)  
29-32        Each couple with hands in promenade position advance to the left of the opposite couple to the next couple using 8 steps. (New couple, 2, 3, ... 8)  
Dance is repeated 3 times.

**Savila Se Bela Loza (Serbian)**  
Skills: Running step, crossover step, hop  
Formation: Broken circle or line; joined hands held down  
Directions: Explain Savila Se Bela Loza (pronounced SAH-vee-lah say BAY-lah LOH-zah) means a "grapevine entwined in itself."  
Measures    Part I Action  
Introduction  
1-20        Face slightly to right, move right starting with the right foot taking 18 small running steps forward. Do a step-hop on the 19th and 20th steps. (Run, 2, 3, ... 18, step, hop)  
21-40        Face slightly left and repeat above action starting with the left foot. Finish with a step hop on the left foot. (Run, 2, 3, ... 18, step, hop)  
        Part II Action  
41-44        Beginning with right, take one schottische step moving right. Translated this is a step to the right sideward on right foot, a step with the left foot behind the right followed by a step-hop on the right foot. (Right, left, right, hop)  
45-48        Beginning with left, take one schottische step moving left. This is done with a step to the left sideward on left foot, a step with the right foot behind the left followed by a step-hop on the left foot. (Left, right left, hop)  
49-64        Repeat the action of counts 41-48 two more times.  
Repeat the dance. During the music for Part I, the leaders on the ends of the lines may lead the line anywhere, winding or coiling the line like a grapevine.

**Ve David (Israeli)**  
Skills: Walking, pivoting, buzz-step turn  
Formation: Double circle, couples facing counterclockwise, partner B on partner A's right. Inside hands joined, right foot free.  
Directions:  
Measures    Part I Action  
1-2        All walk forward and form a ring. Take four walking steps forward, starting with the right foot and progressing counterclockwise, then back out, taking four walking steps to form a single circle, facing center, with all hands joined. (Walk, 2, 3, 4; Single, circle, 3, 4)  
3-4        All forward and back. Four steps forward to center and four steps backward, starting with the right foot. (Forward, 2, 3, 4; Back, 2, 3, 4)  
        Part II Action  
1-2        B's forward and back; A's clap. Partner B, starting with the right foot, walk four steps forward to the center and four steps backward to place while Partner A clap. (B's in, 2, 3, 4; Out 2, 3, 4)  
        Part III Action  
1-2        Partner A forward, circle to the right, and progress to a new partner; all clap. A's, clapping hands, walk four steps forward to the center, starting with the right foot. They turn right about on the last "and" count and walk forward four steps, passing their original partner and progressing ahead to the next. (As in, 2, 3, 4; Turn to new partner)  
3-4        Swing the new partner. The A and the new partner B swing clockwise with right shoulders adjacent, right arms around each other across in front, and left arms raised, pivoting with right foot for an eight count "buzz-step" swing. (Swing, 2, 3, 4, 5, 6, 7, 8)  
Repeat the entire dance.

Teaching Hints:

Music selected should have a steady and unchanging beat. It should be played loud so that it can easily be heard above the noise of jump ropes and/or balls.  
Jumping rope is a demanding activity. Even though music will motivate youngsters to practice, it can't be done for long. Take a break and practice ball skills. If desired, come back to rope jumping after practicing ball skills.  
Encourage students to bounce the ball to the beat of the rhythm. It may help to use a tom-tom or tambourine to make the beat easy to hear.

Alaska Baseball; Keep it Floating

CLOSING ACTIVITY

Outcomes:

I can work safely in a small group.  
I can analyze components of cooperation including listening to my peers.

Instructions:

**Alaska Baseball**  
    Players are divided into two teams; one is at bat while the other is in the field. A straight line provides the only out-of-bounds line, and the team at bat is behind this line midway between the ends of the line. The other team is scattered around the fair territory. One player propels the ball, either batting a volleyball or kicking a stationary soccer ball. Her teammates are in a close file behind her. As soon as the batter sends the ball into the playing area, she starts to run around her own team. Each time the runner passes the head of the file, the team gives a loud count.  
    There are no outs. The first fielder to get the ball stands still and starts to pass the ball back overhead to the nearest teammate, who moves directly behind to receive it. The remainder of the team in the field must run to the ball and form a file behind the fielder. The ball is passed back overhead, with each player handling the ball. When the last field player in line has a firm grip on it, she shouts "Stop." At this signal, a count is made of the number of times the batter ran around her team. To score more accurately, half rounds can be counted. Five batters or half of the team should bat; then the teams should change places. This is better than allowing an entire team to bat before changing to the field, because players in the field fatigue from many consecutive runs.

**Keep It Floating (Cooperative Activity)**  
    Students form a circle and join hands. Their challenge is to keep a balloon up for as many hits as possible without letting go of hands. After a few rounds, another balloon is added to increase the difficulty. Finally, a beach ball and one balloon are used.  
    Teaching Tips: For advanced classes, place one hoop between each set of students. Student must keep one foot in each hoop on either side of them. This advanced challenge is best with only one balloon. To integrate other academic content, have the students do the following while participating in the initial version of the challenge:  
    1. State a different fruit or vegetable with each hit.  
    2. Count in a foreign language.  
    3. Count by 2's, 3's, 4's, etc.  
    4. Attempt to strike the balloon with a different bone or muscle each time and call out the name of that body part.  
    5. Call out a different lifetime activity with each hit.