Fastest Tag in the West

INTRODUCTORY

Outcomes:

I can move safely and in good spacing while playing tag.

Instructions:

All students are it. On signal, they try to tag each other. If they are tagged, they must freeze, but they are eligible to tag other students who pass near them. If two or more players tag each other simultaneously, they are both/all "frozen."

Teaching Hints:

The focus of this game is activity. Don't overemphasize rules. When about half of the class is frozen, start the game over.

Fitness Orienteering

FITNESS DEVELOPMENT

Outcomes:

I can categorize physical activities by component of fitness.
I can discuss why activities are considered muscular strength activities.

Instructions:

Students work together as members of a team. Eight to ten stations are placed around the area in random fashion. Each squad is given a "map" card of exercise stations (teacher must create these). Each of the maps has the stations in different order so that there is only one squad at a "landmark." The team members exercise together (each member performing at their own pace) and "hunt" for the next exercise station listed on their map card when signaled. When they complete the station activity, one member of the squad picks up a letter from the "checkpoint" and the team moves to the next station. The goal is to complete the fitness orienteering stations, pick up a letter at each station, and return to the original starting point to unscramble "the secret word."

Examples of checkpoint stations on the exercise map card are:
1. Run to the Northwest corner of the gym and pick up your letter now. When the music starts, continue to run to a different corner until the music stops.

2. Move to the individual mats and perform push-up challenges until the music stops.

3. Run to the benches and perform step-ups until the music stops. The count should be "up, up, down, down," with your steps.

4. Move to the red marking spots and perform two different stretches until the music stops.

5. Run and find the jump ropes. When the music starts, pick up the ropes and do some jump-rope tricks you learned earlier.

6. Skip to the tumbling mats. When the music starts, perform abdominal challenges.

7. As a group, jog to the 3 green marking spots and pick up your letter. Jog and try to touch at least 5 walls, 2 different red lines, and 3 different black lines. Stay together with your group.

8. Jog to the "jumping jacks" sign and perform jumping jacks with at least 4 different variations in arm or foot patterns.

Walking Activities

LESSON FOCUS

Outcomes:

I can discuss the health benefits of lifelong physical activities such as walking.
I am responsible for my own behavior during physical education.
I can describe positive feelings about physical activity.

Instructions:

This should be a relaxed lesson with emphasis on developing activity patterns that can be used outside of the school environment. An educational approach to this lesson teaches students that walking is done without equipment and offers excellent health benefits. Walking can be done throughout the lifespan. The following are suggestions for implementing this unit of instruction:
    1. Youngsters should be allowed to find a friend with whom they want to 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 moving too fast. A selected friend will encourage talking and help assure that the experience is positive and within the student's aerobic capacity.
    2. Walking should be done in individual directions rather than doing laps on a track. Doing laps on a track is one of the surest ways to discourage less-mobile youngsters. They always finish last and are open to chiding by the rest of the class.
    3. Walking should be done for a specified time rather than a specified distance. All youngsters should not have to move the same distance. This goes against the philosophy of accompanying individual differences and varying aerobic capacities. Walking for a set amount of time will allow the less-able child to move without fear of ridicule. For health benefits, it is best to move for a longer time at a slower speed than to run at top speed for a shorter distance.

New Engineer; Just Walk; Quiet Cooperation

CLOSING ACTIVITY

Outcomes:

I can apply walking skills and concepts in a variety of activities.
I can follow the rules of a variety of physical activities.

Instructions:

**New Engineer**
    Groups of 4-6 students stand in a single file line and begin walking with the leader (engineer) holding the piece of equipment and leading the group throughout the teaching area. On signal, the leader hands the piece of equipment to the second person who hands it to the third and so on. This is all done while the line is still walking. When the equipment gets back to the last person (the caboose), the caboose begins speed walking to the front of the line to become the "new engineer." Challenge students to move with a brisk walk. At different intervals, stop and change the makeup of the teams to provide renewed interest.

**Just Walk**
    A walking course is set up using cones. If desired, a map can be drawn to provide path directions to students. If a map is used, this activity serves as a precursor to an orienteering lesson presented below. Students can walk along, with a partner, or in groups. The only rule is that they have to be moving and remain on the course for a predetermined time. This activity is not intended to take an entire period. In fact, 10-15 minutes is sufficient. This offers an excellent opportunity for teachers to walk with students and get to know them as individuals.

**Quiet Cooperation (Cooperative Activity)**
    Students stand in a line shoulder to shoulder with a marking spot under their feet. Without talking, making any noise, or touching the gym floor, students get in order using these criteria:
    1. Number of pets (fewest to most).
    2. Alphabetical by first name (father's, mother's, or pet name can also be used).
    3. Alphabetical by last name.
    4. Month of birthday (January to December or vice versa).
    5. Shortest to tallest.