Addition Tag

INTRODUCTORY

Outcomes:

I can apply simple strategies in a game of tag.

Instructions:

Two couples are it with inside hands joined. These are the taggers. The other children run individually. The couples move around the area, trying to tag with their free hands. The first person tagged joins the couple, making a trio. The three then chase until they catch a fourth. Once a fourth person is caught, the four divide and form two couples, adding another set of taggers to the game. This continues until all children are tagged.

Teaching Hints:

The game moves faster if started with two couples. A tag is legal only when the couple or group of three keeps their hands joined.

Challenge Course

FITNESS DEVELOPMENT

Outcomes:

I can categorize the challenge course activities by fitness component.
I can discuss the social benefits of physical activity.

Instructions:

Design a course around the perimeter of the area using the following ideas:
    1. Step on jumping box, dismount to tumbling mat and do a forward roll.
    2. Run and weave through four wands held upright by cones.
    3. Hand walk across a horizontal ladder or do a flexed-arm hang from a climbing rope for 5 seconds.
    4. Step on and off three jumping boxes (small-large-small).
    5. Agility run through hoops.
    6. Perform jump turns.
    7. Leap over a magic rope held taut with two chairs or jumping boxes.
    8. Hop on one foot.
    9. Do a logroll across a tumbling mat.
    10. Alternate going over and under six obstacles (cones and wands or hoops).
    11. Crouch jump or scooter movements the length of a balance-beam bench.
    12. Slide through a parallel tumbling mat maze (mats stood on their sides).

Teaching Hints:

Move through the challenge course with quality movements rather than speed.
Distribute youngsters throughout the course instead of starting them at one common point.
Stop the class at regular intervals to perform flexibility and strength development activities.
Change directions periodically. This helps prevent a build-up of students at slower moving stations.

Gymnastics Skills - Intermediate Level

LESSON FOCUS

Outcomes:

I can balance and transfer weight my body weight while working alone.
I can balance and transfer my body weight while working with a partner.
I can discuss the importance of challenge in getting better.

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**
**Measuring Worm**
    From a front-leaning rest position, keeping the knees stiff, inch the feet up as close as possible to the hands. Regain position by inching forward with the hands. Keep the knees straight, with the necessary bending occurring at the hips.

**Mule Kick**
    Stoop down and place the hands on the floor in front of the feet. The arms are the front legs of the mule. Kick out with the legs while the weight is supported momentarily on the arms. Taking the weight on the hands is important. The stunt can be learned in two stages. First, practice taking the weight momentarily on the hands. Next, add the kick.

**Walrus Walk**
    Begin in a front-leaning rest position, with fingers pointed outward. Make progress by moving both hands forward at the same time. Try to clap the hands with each step.

**Tumbling and Inverted Balances
Frog Handstand (Tip-Up)**
    Squat down on the mat, placing the hands flat, with fingers pointing forward and elbows inside and pressed against the inner part of the knees. Lean forward, using the leverage of the elbows against the knees, and balance on the hands. Hold for 5 seconds. Return to position. The head does not touch the mat at any time. The hands may be turned in slightly if this makes better contact between the elbows and the insides of the thighs.

**Half Teeter-Totter**
     This is continued lead-up activity for the Handstand. Begin in the lunge position and shift the weight to the hands. Kick the legs up in the air to a 135-degree angle, then return to the feet. This activity is similar to the Switcheroo, except that the feet are kicked higher without switching foot position.

**Cartwheel**
    Start with the body in an erect position, arms outspread and legs shoulder width apart. Bend the body to the right and place the right hand on the floor. Follow this, in sequence, by the left hand, the left foot, and the right foot. Perform with a steady rhythm. Each body part should touch the floor at evenly spaced intervals. The body should be straight and extended when in the inverted position. The entire body must be in the same plane throughout the stunt, and the feet must pass directly overhead.

**Balance Stunts**
**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.

**Balance Jump**
    With hands and arms out to the sides and body parallel to the ground, extend one leg back and balance the weight on the other leg. Quickly change balance to the other foot, maintaining the initial position but with the feet exchanged. Keep the body parallel to the ground during the change of legs. Try with arms outstretched forward.

**Seat Balance**
    Sit on the floor, holding the ankles in front, with elbows inside the knees. The feet are flat on the floor, and the knees are bent at approximately a right angle. Raise the legs (toes pointed) so that the knees are straight, and balance on the seat for 5 seconds.

**Individual Stunts**
**Heelstand**
    Begin in a full-squat position with the arms dangling at the sides. Jump upward to full leg extension with the weight on both heels and fling the arms out diagonally. Hold momentarily, then return to position. Several movements can be done rhythmically in succession.

**Wicket Walk**
Bend over and touch the floor with the weight evenly distributed on the hands and feet, thus forming a wicket. Walk the wicket forward, backward, and sideward.

**Knee Jump to Standing**
Kneel, with seat touching the heels and toes pointing backward (shoelaces against the floor). Jump to a standing position with a vigorous upward swing of the arms. It is easier to jump from a smooth floor than from a mat, because the toes slide more readily on the floor.

**Partner and Group Stunts**
**Rowboat**
Partners sit on the floor or on a mat, facing each other with legs apart and feet touching. Both grasp a wand with both hands. Pretend to row a boat. Seek a wide range of movement in the forward-backward rowing motion.
**Leapfrog**
One student forms a back. A leaper takes a running start, lays hands flat on the back at the shoulders, and vaults over the low student. Backs are formed at various heights. To form a low back, crouch down on the knees, curling into a tight ball with the head tucked well down. To form a medium back, reach down the outside of the legs from a standing position and grasp the ankles. The feet should be reasonably spread and the knees straight.
**Wheelbarrow**
One partner gets down on the hands with feet extended to the rear and legs apart. The other partner (the pusher) grasps partner's legs about halfway between the ankles and the knees. The wheelbarrow walks forward on the hands, supported by the pusher. Movements should be under good control.

Teaching Hints:

Scatter tumbling mats throughout the area so that there is little standing in line waiting for a turn. All tumbling and inverted balances should be done on tumbling 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 if they are uneasy or fearful.

Working with a partner can be helpful. One student critiques the other's performance to make sure that the key performance and safety areas are addressed.

After the activities are learned, place emphasis on correct performance emphasizing three phases:
    1. Starting position
    2. Execution
    3. Finishing position

Partner Stoop; Moving the World

CLOSING ACTIVITY

Outcomes:

I can work with a partner to accomplish a task during a game.
I can cooperate with my group to accomplish a task.

Instructions:

**Partner Stoop**
    The game follows the same basic principle of stooping as in Circle Stoop, but is played with partners. The group forms a double circle in one direction with one partner on the inside and one on the outside. When the music begins, all march in the line of direction. After a short period of marching, a signal (whistle) is sounded, and the inside circle reverses direction and marches the other way. The partners are thus separated. When the music stops, the outer circle stands still, and the partners making up the inner circle walk (or run) in any direction to rejoin their respective outer circle partners. As soon as players reach their partner, they get toe-to-toe and stoop without losing balance. The last couple to stoop and those who lose their balance go to the center of the circle and wait out the next round. Start the game walking and gradually pick up the speed of the movements when the class moves under control.

**Moving the World (Cooperative Activity)**
    Using a cage ball or other large ball as the world, the world is transported to different locations in the gym. The ball may not be kicked, thrown, or struck and all class members must be involved:
    1. No hands can touch the world.
    2. Only feet can touch the ball.
    3. Half of the team must be lying on their back.
    4. Only backs can touch the ball.
    5. Only elbows can touch the ball and no talking is allowed.
    6. Students must crab-walk.
    Teaching Tip: Directions such as "move the ball 30 ft northwest" or "move the world 25 ft in the same direction you would travel from Arcanum to Pittsburg" can be used.