Locomotor & Manipulative Activity

INTRODUCTORY

Outcomes:

I can combine locomotor and manipulative activities.

Instructions:

Each child is given a beanbag and moves around the area using various basic locomotor movements. Students toss and catch their beanbags while moving. On signal, they drop the beanbags and jump and/or hop over as many bags as possible.

Teaching Hints:

Vary the challenge by specifying the number or color of beanbags to move over or around.

Exercises to Music

FITNESS DEVELOPMENT

Outcomes:

I can perform simple rhythmic movements to music.
I can categorize activities by component of fitness.

Instructions:

Crab Kicks - 25 seconds
Rope jumping - 30 seconds
Windmills - 25 seconds
Walk and do arm circles - 30 seconds
Abdominal Crunchers - 25 seconds
Jumping Jack variations - 30 seconds
Side Flex - 25 seconds
Two-Step or gallop - 30 seconds
Triceps push-ups - 25 seconds
Aerobic jumping - 30 seconds
Push-up challenges - 25 seconds
Leg extensions - 30 seconds
Walking to cool down - 30 seconds

Teaching Hints:

Select music that has a strong rhythm and easy-to-hear beat. When the music is on, students perform aerobic activities (for 25 seconds). When the music is not playing, students perform the strength development and flexibility exercises (30 seconds).
See Chapter 13 of the textbook for descriptions of the exercises.

Throwing Skills - Velocity, Form, and Throwing at Targets

LESSON FOCUS

Outcomes:

I can throw to a partner using three of four cues.
I can throw as hard as I can to a target demonstrating three of four cues.
I can throw to a moving target demonstrating two of four cues.

Instructions:

**Review and practice throwing for form**
1. Review proper throwing form outlined in Week 3.
    a. Throw yarn balls from a standing position 20 feet from the wall. Throw 5 balls, retrieve and repeat.
    b. Throw yarn balls or tennis balls using the proper grip. Throw at bowling pins or hoops leaning against the wall and encourage trying to knock down the hoops. Gradually increase the distance from the wall.

**Review and practice throwing for velocity**
1. Review throwing for velocity in Week 3. Set up activities using large targets so students will throw forcefully.
    a. Throw at mats on the wall. Throw tennis balls hard from 16-20 ft. Retrieve only if the balls roll beyond the throwing line.
    b. Throw at hoops leaning against mats on the wall.
    c. Large target throw. Use a circle or square 4 ft in diameter placed on the wall. Students should throw from 20-35 ft.

**Practice throwing at targets**
1. Use targets to increase motivation. The targets should encourage throwing for velocity rather than accuracy. Some examples of targets are:
    a. Throw through hoops suspended from basketball goals.
    b. Use large boxes for targets and try to throw inside the box
    c. Cage ball throw. Throwers try to move it into the corner by throwing at it.
    d. Many bowling pins set near the walls.
    e. Graduated-size targets. Use with 4 ft, 3 ft, and 2 ft diameter circles.
2. Advanced students may choose to work with a partner to throw to a moving target.

Teaching Hints:

Throwing takes a great deal of practice to master. Two major issues to consider when teaching throwing are:
1. How can I arrange my class so students receive the most opportunity to throw?
2. How can I arrange my class so students get to throw with maximum velocity? A mature pattern of throwing cannot be learned if students are not allowed to throw with maximum force.

Proper form and velocity of throws are closely related. A reason for practicing form is to encourage students to think about technique.
Give each student 4 or 5 balls to throw. On signal, when all the balls have been thrown students go retrieve the same number of balls they have thrown.
Make throwing targets large so students throw with velocity rather than accuracy. Throwing for targets is exciting for youngsters.

Snowball & Center Target Throw

CLOSING ACTIVITY

Outcomes:

I can throw demonstrating three of four cues during various games.

Instructions:

**Snowball**
    Two teams, one assigned to each half of the gym. Each student has a yarn ball. Players can be hit three times. Each time they are hit they call out the number (1, 2, 3) of times they have been hit. After the third hit they must go to the side of the area and count to 25 before they can reenter. Teams must stay in their half of the gym.

**Center Target Throw**
    The area is divided into quadrants. Two teams compete, and each team has its own set of targets (bowling pins) set on a centerline. Half of each team is placed in opposing quadrants with the pins in the middle. Team A, on the left half of the area, has players on both sides of the center line behind restraining lines 15-20 ft away from the center target line. Team B is positioned the same way on the right half of the area. Each team tries to knock down all of its bowling pins as quickly as possible.