Moving to Music

INTRODUCTORY

Outcomes:

I can move to the music using teacher selected movements.

Instructions:

Use a different music to stimulate various locomotor and non-locomotor movements. Different dance steps such as polka, two-step, and schottische could be practiced.

Teaching Hints:

The primary purpose of this activity is to help students sense different rhythms and move to the rhythm.

Aerobic Fitness

FITNESS DEVELOPMENT

Outcomes:

I can count my heart rate following aerobic activities.
I can connect aerobic activities and cardiovascular activities.

Instructions:

1.Rhythmic run with clap
2.Bounce turn and clap
3.Rhythmic 4-count curl-ups (knees, toes, knees, back)
4.Rhythmic Crab Kicks (slow time)
5. Jumping Jack combination
6. Double knee lifts
7. Lunges (right, left, forward) with single-arm circles (on the side lunges) and double-arms circles (on the forward lunge)
8. Rhythmic trunk twists
9. Directional run (forward, backward, side, turning)
10. Rock side to side with clap
11.Side-leg raises (alternate legs)
12.Rhythmic 4-count push-ups (If these are too difficult for students, substitute single-arm circles in the push-up position.)

Teaching Hints:

Rather than provide only one animal movement, provide students the choice of two animal movements.

Volleyball Skills - Underhand Serve, Passing and Serving

LESSON FOCUS

Outcomes:

I can serve a volleyball to a wall demonstrating two of four cues.
I can serve a volleyball to a partner demonstrating three of four cues.
I can volley at least three times with a partner using overhead and forearm passes.

Instructions:

**Skills**
Review skills taught in the previous week:
Overhand Pass
Forearm Pass (Underhand pass)

**Introduce a new skill:**
**Underhand Serve**
    Directions are for a right-handed serve. The player stands facing the net with the left foot slightly forward and the weight on the right (rear) foot. The ball is held in the left hand with the left arm across and a little in front of the body. On the serving motion, step forward with the left foot, transfer the weight to the front foot, and at the same time bring the right arm back in a preparatory; motion. The right hand swings forward and contacts the ball just below center. The ball can be hit with an open hand or with the fist (facing forward or sideward).

**Drills**
**Individual Passing Drills**
    1. Pass the ball 3 ft or so to one side, move under the ball, and pass it back to the original spot. The next pass should be to the other side.
    2. Pass the ball directly overhead. On the return, jump as high as possible and make a second pass. Continue.
    3. Stand with one foot in a hoop. Pass the ball overhead and attempt to continue passing while keeping one foot in the hoop. Try with both feet in the hoop.

**Partner Passing Drills:**
    1. Players are about 15 ft apart. Player A remains stationary and passes in such a fashion that player B must move from side to side. An option is to have player B move forward and backward.
    2. Players are about 10 ft apart. Both have hoops and attempt to keep one foot in the hoop while passing. Try keeping both feet in the hoop.
    3. Player A passes to player B and does a complete turnaround. B passes back to A and also does a full turn. Other stunts can be used.

**Partner Serving and Passing Drills**
    1. Partners are about 20 ft apart. Partner A serves to partner B, who catches the ball and returns the serve to partner A.
    2. Partner A serves to partner B, who makes a pass back to partner A. Change responsibilities.
    3. Service One-Step. Partners begin about 10 ft apart. Partner A serves to partner B, who returns the serve with partner A catching. If there is no error and if neither receiver moved the feet to catch, both players take one step back. This is repeated each time that no error or foot movement by the receivers occurs. If an error occurs or if appreciable foot movement is evident, the players revert to the original distance of 10 ft and start over.

Teaching Hints:

The serve is used to start play. The underhand serve is easiest for elementary school children to learn even though the overhand (floater) serve is the most effective. Few youngsters will be capable of mastering the overhand serve.
The following instructional cues focus on correct performance of the serve:
1. Use opposition. Place the opposite foot of the serving hand forward.
2. Transfer the weight to the forward foot.
3. Keep the eyes on the ball.
4. Decide prior to the serve where it should be placed.
5. Follow through; don't punch at the ball.
Instead of regulation volleyballs, use beach balls and trainers to minimize student fear of getting hit by the fast moving ball.
Except for dig passes, both hands should be used to return the ball.

Steal the Treasure; Flippers

CLOSING ACTIVITY

Outcomes:

I can participate safely while working with others in physical education.
I can state at least three benefits of physical activity.

Instructions:

**Steal the Treasure**
    A playing area about 20 ft square is outlined, with a small circle in the center. A bowling pin placed in the small circle (hula hoop) as the treasure. Two guards are selected to protect the treasure. The guards can move as far from the treasure as they like to tag a player. Anyone tagged must move to the teacher and report one benefit of physical activity before reentering. To successfully steal the treasure, a player must pick it up cleanly without getting tagged. The guards tag them when they come too near. If the treasure is knocked over by a player trying to steal it, that player must tell the teacher one benefit of physical activity. There is a delicate balance for the guards between being too far from the treasure and staying too near the treasure and never tagging anyone. Change guards often.

**Flippers (Cooperative Activity)**
    Flying disks (30-40) are spread throughout the teaching area and two teams formed. One team is charged with flipping the disks so they are face up, while the other team attempts to flip the disks to a face down position. After a practice game, the following stipulations can be used.
    1. No hands.
    2. Feet only.
    3. Students must crab walk or bear crawl.
    4. Feet only, and only one foot can touch the disk at a time.
    5. Knees only.
    6. Heel only.