Move and Perform Task

INTRODUCTORY

Outcomes:

I can explain the importance of rules and expectations in physical education.

Instructions:

Move around the area using any desired locomotor movement; on signal, stop and perform a task such as an exercise or stunt. Some suggested activities are: Heel Click, Push-up, Stork Stand, Sit-up, or any desired stretch.

Teaching Hints:

Allow students to demonstrate their creative movements in order to increase the range of student response.

Racetrack Fitness

FITNESS DEVELOPMENT

Outcomes:

I can list three cardiovascular activities.
I engage in physical education activities most of the time.

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) 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 can be 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.

Individual Rope-Jumping Skills

LESSON FOCUS

Outcomes:

I can perform two jump rope tricks at least one time.
I can work with a partner to create a jump rope routine.

Instructions:

1. For students who are having trouble jumping the rope, try some of the following activities:
    a. Jump in place to a tom-tom beat without rope.
    b. Hold both ends of the jump rope in one hand (practice with right and left hands) and turn it to the side so a steady rhythm can be made through a consistent turn. Just before the rope hits the ground, the student should practice jumping.
    c. Start jumping the rope one turn at a time, gradually increase the number of turns.

2. Introduce the two basic jump rhythms:
    a. Slow-time rhythm. In slow-time rhythm, the performer jumps the rope and then takes a second jump while the rope is overhead. The jump while the rope is overhead is usually a small, light rebound jump. In slow time, the rope makes one full turn for each two jumps.
    b. Fast-time rhythm. In fast-time rhythm, the student jumps the rope with every jump. The rope makes one full turn for every jump.

3. Introduce some of the basic step variations. The basic steps can be done in slow or fast time.
    a. Side Swing. Swing the rope, held with both hands to one side of the body. Switch and swing the rope on the other side of the body.
    b. Double Side Swing and Jump. Swing the rope once on each side of the body. Follow the second swing with a jump over the rope. The sequence should be swing, swing, jump.
    c. Alternate-Foot Basic Step. In the Alternate-Foot Basic Step, as the rope passes under the feet, the weight is shifted alternately from one foot to the other, raising the unweighted foot in a running position.
    d. Bird Jumps. Jump with the toes pointed in (pigeon walk) and with the toes pointed out (duck walk). Alternate toes in and toes out.
    e. Swing-Step Forward. The Swing-Step Forward is the same as the Alternate-Foot Basic Step, except that the free leg swings forward. The knee is kept loose and the foot swings naturally.
    f. Rocker Step. In executing the Rocker Step, one leg is always forward in a walking-stride position. As the rope passes under the feet, the weight is shifted from the back foot to the forward foot. The rebound is taken on the forward foot while the rope is above the head. On the next turn of the rope, the weight is shifted from the forward foot to the back foot, repeating the rebound on the back foot.

4. Individual Rope Jumping with a Partner. One student turns and jumps the rope while her partner enters and jumps simultaneously. Entering is sometimes difficult for beginners, so it may be necessary to begin in position and then start turning the rope. The following are some challenges partners can try:
    a. Run in and face partner, and both jump.
    b. Run in and turn back to partner, and both jump.
    c. Decide which steps are to be done; then run in and match steps.
    d. Repeat with the rope turning backward.
    e. Create a routine with your partner.

Teaching Hints:

The length of the rope is dependent on the height of the jumper. It should be long enough so that the ends reach to the armpits or slightly higher when the child stands on its center. Grades 3-4 students need mostly 8-ft ropes, with a few 7- and 9-ft lengths. Ropes or handles can be color-coded for length.

Two types of ropes are available; the beaded (plastic segment) and the plastic (licorice) rope. The beaded ropes are heavier and easier to turn for beginning jumpers. The drawback to the beaded ropes is that they hurt when they hit another student. Also, if the segments are made round, the rope will roll easily on the floor children may fall when they step on it. The plastic licorice ropes are lighter and give less wind resistance.

Instructional cues to use for improving jumping technique are as follows:
a. Keep the arms at the side of the body while turning. (Many children lift the arms to shoulder level trying to move the rope overhead. This makes it impossible for the youngster to jump over the elevated rope.)
b. Turn the rope by making small circles with the wrists.
c. Jump on the balls of the feet.
d. Bend the knees slightly to absorb the force of the jump.
e. Don't jump too high. Make a small jump over the rope.

Crows and Cranes; Is it Raining?

CLOSING ACTIVITY

Outcomes:

I can work with others during a variety of physical education activities.

Instructions:

**Is it Raining? (Cooperative Activity)**
Formation: Entire class in a circle
Supplies: None
This activity works well at the end of a vigorous lesson. Standing in a circle, the teacher initiates a movement and then the child immediately to her right starts the movement and so on in the fashion of a wave at a stadium. When the "wave" gets back to the teacher another movement is started. The students keep the previous sound until the next one gets around to them. The movements can be any sounds that mimic those heard in nature during a storm. The following are examples of potential moves for the teacher:
Clapping
Snapping
Patting quadriceps
    Stamping
    Patting the chest
    Hands rubbing on legs
    Hands rubbing together
    Clucking the tongue
    Hollow whistles
    Making "Shhhhh" sounds
    Teaching Tips: Allow students to create movements and lead the changes. Instruct students to close their eyes and rely on their hearing to not only listen for the sound to come around, but to also see if they can figure out what the new movement is.

**Crows and Cranes**
    Supplies: None
    Skills: Running, dodging
    Establish two goal lines on opposite sides of the area. The class is divided into two groups � the crows and the cranes. The groups face each other at the center of the area, about 5 ft apart. The leader calls out either "Crows" or "Cranes," using a cr-r-r-r-r-r sound at the start of either word to mask the result. If "Crows" is the call, the crows chase the cranes to the goal line. If "Cranes" is the call, the cranes chase. Any player caught goes over to the other side and becomes a member of that group. The team that has the most players when the game ends is the winner.