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.

Gymnastics Skills - Advanced Level

LESSON FOCUS

Outcomes:

I can combine skills to create a gymnastics sequence with two movements.
I can responsibly engaged in physical education activities alone and with a partner.

Instructions:

Five 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**
Double-Lame Dog
    Support the body on one hand and one leg. Move forward in this position, maintaining balance. The distance should be short (5-10 ft), as this stunt is strenuous. Different leg-arm combinations should be employed such as cross-lateral movements (right arm with left leg and left arm with right leg).
Turtle
Hold the body in a wide push-up position with the feet apart and the hands widely spread. From this position, move in various directions, keeping the plane of the body always about the same distance from the floor.
Walrus Slap
From the front-leaning rest position, push the body up in the air quickly by force of the arms, clap the hands together, and recover to position.

**Tumbling and Inverted Balances**
Forward Roll Combinations
Review the Forward Roll (see Week 7). Combinations such as the following can be introduced.
a. Do a Forward Roll preceded by a short run.
b. Do two Forward Rolls in succession.
c. Do a Forward Roll to a vertical jump in the air, and repeat.

**Balance Stunts**
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.
Face-to-Knee Touch
Begin in a standing position with feet together. Placing the hands on the hips, balance on one foot, with the other leg extended backward. Bend the trunk forward and touch the knee of the supporting leg with the forehead. Recover to original position.
Finger Touch
Put the right hand behind the back with the index finger straight and pointed down. Grasp the right wrist with the left hand. From an erect position with the feet about 6 in. apart, squat down and touch the floor with the index finger. Regain the erect position without losing balance.

**Individual Stunts**
Stoop and Stretch
Hold a beanbag with both hands. Stand with heels against a line and feet about shoulder width apart. Keeping the knees straight, reach between the legs with the beanbag and place it as far back as possible. Reach back and pick it up with both hands.
Tanglefoot
Stand with heels together and toes pointed out. Bend the trunk forward and extend both arms down between the knees and around behind the ankles. Bring the hands around the outside of the ankles from behind and touch the fingers to each other. Hold for a 5-second count. Balance for 5 seconds without releasing the handclasp.
Egg Roll
In a sitting position, assume the same clasped-hands position as for the Tanglefoot. Roll sideways over one shoulder, then to the back, then to the other shoulder, and finally back up to the sitting position. The movements are repeated in turn to make a full circle back to place.
Toe Touch Nose
    From a sitting position on the floor, touch the toes of either foot to the nose with the help of both hands. Do first one foot and then the other. More flexible youngsters will be able to place the foot on top of the head or even behind the neck. Although this is a flexibility exercise, caution should be used; the leg can be forced too far.
Toe Tug Walk
    Bend over and grasp the toes with thumbs on top. Keep the knees bent slightly and the eyes forward. Walk forward without losing the grip on the toes. Walk backward and sideward to provide more challenge.

**Create-a-challenge**
    Students work to create a movement sequence of their own. Safety and the use of gymnastics movements already taught in physical education are emphasized. Encourage students to use balances, rolls, weight transfer, and animal movements to create their own sequence across the mat.

**Partner and Group Stunts**
Camel Lift and Walk
    In the wheelbarrow position, the wheelbarrow raises the seat as high as possible, forming a camel. Camels can lower themselves or walk in the raised position.
Dump the Wheelbarrow
    Get into the wheelbarrow position. Lift the legs and return to normal position.
Dromedary Walk
    One child (the support) gets down on the hands and knees. The other child sits on the support, facing the rear, and fixes the legs around the support's chest. The top child leans forward, to grasp the back of the support's ankles. The top child's arms are reasonably extended. The support takes the weight off the knees and walks forward with the top child's help.
Centipede
    One child, the stronger and larger individual, gets down on the hands and knees. The other child faces the same direction, places the hands about 2 ft in front of the support's, then places the legs and body on top of the support. The knees should be spread apart and the heels locked together. The centipede walks with the top child using hands only and the supporting child using both hands and feet. The support should gather the legs well under while walking and not be on the knees.

**Create-a-Challenge**
Students work their partner to create a movement sequence.. Safety and the use of gymnastics movements already taught in physical education are emphasized. Encourage students to use balances, rolls, weight transfer, and animal movements to create their own sequence across the mat.

Teaching Hints:

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.
Children who are fearful or uneasy should be allowed to avoid tumbling and inverted balances.
All tumbling and inverted balances should be done on a tumbling mat. Limit the number of students per mat to 3 or 4.
Working in pairs 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

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.