Beanbag Touch and Go

INTRODUCTORY

Outcomes:

I can identify one strategy to improve my efficiency when playing a game.

Instructions:

Spread beanbags throughout the area. On signal, students move and touch as many beanbags as possible. Different body parts can be specified for touching (i.e., "Touch five yellow beanbags with your right knee.")

Teaching Hints:

Stipulate students touch different colors of beanbags. Challenge to move over and around beanbags.

Aerobic Fitness

FITNESS DEVELOPMENT

Outcomes:

I can evaluate the impact of aerobic activities on cardiovascular endurance.
I can pace myself so I can participate in all activities during physical education.

Instructions:

The following aerobic movements are suggestions only. When youngsters begin to fatigue, stop the aerobic fitness movements and do some of the flexibility and strength development activities learned in previous lessons. This will allow students time to recover aerobically.
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:

Use music to stimulate effort. Any combination of movements can be used.
Keep the steps simple and easy to perform. Some students will become frustrated if the learning curve is steep.
Signs that explain the aerobic activities will help students remember performance cues.
Don't stress or expect perfection. Allow students to perform the activities as best they can.
Alternate bouncing and running movements with flexibility and strength development movements.

Juggling Skills and Pyramids

LESSON FOCUS

Outcomes:

I can overcome a challenge to improve my skill level.
I can work safely with a group.

Instructions:

**Juggling with Scarves**
    Scarves are held near the center by the fingertips. To throw the scarf, it should be lifted and pulled into the air above eye level. Scarves are caught by clawing, a downward motion of the hand, and grabbing the scarf from above as it is falling.
Cascading - Cascading is the easiest pattern for juggling three objects. The following sequence can be used to learn this basic technique.
    a. One scarf. Hold the scarf in the center. Quickly move the arm across the chest and toss the scarf with the palm out. Reach out with the other hand and catch the scarf in a straight-down motion (clawing). Toss the scarf with this hand using the motion and claw it with the opposite hand. Continue the tossing and clawing sequence over and over.
    b. Two scarves and one hand. Hold the scarves with the fingertips in one hand. Toss the first scarf upward. As the first scarf reaches its zenith, toss the second scarf and catch the first one. Continue.
    c. Two scarves and two hands. Hold a scarf with the fingertips of each hand. Toss the first one across the body as described above. Toss the second scarf across the body in the opposite direction.
    d. Three-scarf cascading. A scarf is held in each hand by the fingertips as described above. The third scarf is held with the ring and little fingers against the palm of the hand. The first scarf to be thrown will be from the hand that is holding two scarves.

Reverse Cascading - Reverse cascading involves tossing the scarves from the waist level to the outside of the body and allowing the scarves to drop down the midline of the body.
a. One scarf.
b. Two scarves.
c. Three scarves.

Column Juggling - Column juggling is so named because the scarves move straight up and down as though they were inside a large pipe or column and do not cross the body.
Showering - Start with two scarves in the right hand and one in the other. Begin by throwing the first two scarves from the right hand. Toss the scarves in a large circle away from the midline of the body and overhead as high as possible. As soon as the second scarf is released, toss the scarf from the left to the right hand and throw it in the same path with the right hand. All scarves are caught with the left hand and passed to the right hand.

**Juggling Challenges**
a. While cascading, toss a scarf under one leg.
b. While cascading, toss a scarf from behind the back.
c. Instead of catching one of the scarves, blow it upward with a strong breath of air.
d. Begin cascading by tossing the first scarf into the air with a foot. Lay the scarf across the foot and kick it into the air.
e. Try juggling three scarves with one hand. Do not worry about establishing a pattern, just catch the lowest scarf each time. Try both regular and reverse cascading, as well as column juggling.
    f. While doing column juggling, toss up one scarf, hold the other two and make a full turn. Resume juggling.
    g. Try juggling more than three scarves (up to six) while facing a partner.
    h. Juggle three scarves while standing beside a partner with inside arms around each other. This is easy to do since it is regular three-scarf cascading.

**Juggling with Balls**
Instructional Procedures
    1. Juggling requires accurate, consistent tossing, and this should be the first emphasis. The tosses should be thrown to the same height on both sides of the body, about 2 to 2 feet upward and across the body, since the ball is tossed from one hand to the other. Practice tossing the ball parallel to the body; the most common problem in juggling is that the balls are tossed forward and the juggler has to move forward to catch them.
    2. The fingers, not the palms, should be used in tossing and catching. Stress relaxed wrist action.
    3. The student should look upward to watch the balls at the peak of their flight, rather than watching the hands. Focus on where the ball peaks, not the hands.
    4. The balls should be caught about waist height and released a little above this level.
    5. Two balls must be carried in the starting hand, and the art of releasing only one must be mastered.
    6. Progression should be working successively with first one ball, then two balls, and finally three balls.

**Recommended Progression for Cascading**
    1. Using one ball and one hand only, toss the ball upward (2 to 2 feet), and catch it with the same hand. Begin with the dominant hand, and later practice with the other. Toss quickly, with wrist action. Then handle the ball alternately with right and left hands, tossing from one hand to the other.
    2. Now, with one ball in each hand, alternate tossing a ball upward and catching it in the same hand so that one ball is always in the air. Begin again with a ball in each hand. Toss across the body to the other hand. To keep the balls from colliding, toss under the incoming ball. After some expertise has been acquired, alternate the two kinds of tosses by doing a set number (four to six) of each before shifting to the other.
    3. Hold two balls in the starting hand and one in the other. Toss one of the balls in the starting hand, toss the ball from the other hand, and then toss the third ball.

**Pyramids**
    Emphasis is on making small pyramid groups. Stunts using two performers should be practiced as preliminary to pyramid building with three students. Groups larger than three are not recommended since it is difficult to supervise safely. Place a number of signs or pictures around the area to encourage different types of pyramids. See the DPE textbook for partner and groups stunts and pyramids.

Teaching Hints:

Safety and controlled movement is emphasized. Similarly, group cooperation and agreement for each stunt is essential.

Group Juggling; Fast Pass; One-Base Tagball

CLOSING ACTIVITY

Outcomes:

I can be a responsible group member when cooperating to accomplish a task.
I can provide suggestions for rule modifications for games.

Instructions:

**Group Juggling (Cooperative Activity)**
    Teams of 5-6 students are formed and each student has a ball or beanbag. A variety of types of balls will add to the excitement of this activity. On signal (e.g. "1, 2, ready, toss"), each team member tosses his ball to another teammate and then catches a ball tossed to him. The objective is to see how many successful tosses can be made in unison. Typically students will toss to the same person each time. A successful toss occurs when all team members catch the ball tossed to them. After several tosses, the teacher gives each group the responsibility of selecting one team to give the signal for their group.

**Fast Pass**
    One team begins with the ball. The object is to complete five consecutive passes without the ball touching the floor. The team without the ball attempts to intercept the ball or recover an incomplete pass. Each time a pass is completed, the team shouts the number of consecutive passes completed it represents. Each time a ball touches the floor or is intercepted, the count starts over. Players may not contact each other. Emphasis should be placed on spreading out and using the entire court area. If players do not spread out, the area can be broken into quadrants and players restricted to one quadrant.

**One-Base Tagball**
    A home line is drawn at one end of the playing space. A base or standard is placed about 50 feet in front of the home line. Two teams are formed. One team is scattered around the fielding area, the boundaries of which are determined by the number of children. The other team is lined up in single file behind the home line.
    The object of the game is for the fielding team to tag the runners with the ball. Two runners at a time try to round the base and head back for the home line without being tagged. The game is continuous, meaning that as soon as a running team player is tagged or crosses the home line, another player starts immediately. The fielding team may not run with the ball but pass it from player to player, trying to tag one of the runners. The running team scores a point for each player who runs successfully around the base and back to the home line.
    At the start of the game, the running team has two players ready at the right side of the home line. The others on the team are in line, waiting for a turn. The teacher throws the ball anywhere in the field, and the first two runners start toward the base. They must run around the base from the right side. After all of the players have run, the teams exchange places. The team scoring the most points wins.
    To facilitate tagging a runner, players on the fielding team should make passes to a person close to the runner. They must be alert, because two children at a time are running. The next player on the running team must watch carefully in order to start the instant one of the two preceding runners is back safely behind the line or has been hit.

Teaching Hints:

If needed, allow the fielding team to take three steps with the ball before passing. This prevents one fast student from dominating the game.