Simple Games

INTRODUCTORY

Outcomes:

I can follow the rules to simple games in physical education.

Instructions:

Use a game that youngsters learned earlier and contains ample gross motor activity. The following are suggested:

**Toe to Toe**
    Youngsters perform a locomotor movement around the area. On signal, each child must find a partner and stand toe to toe (one foot only) with that person. An important skill is to take the nearest person for a partner without searching for a friend. Youngsters who can't find a partner within their immediate area must run quickly to the center of the area (use a marking spot or cone) to find a partner. The goal is to find a nearby partner as quickly as possible and avoid being the last pair formed. If the number of youngsters playing is uneven, the teacher can join in and play. Change locomotor movements often.

**Change Sides**
    Identify two parallel lines 30 ft apart with half of the class on each line. On signal, all players cross to the other line, face the center, and stand at attention. The first group to do all three things correctly wins a point. Children must be cautioned to use care when passing through the opposite group. They should be spaced well along each line; this allows room for them to move through each group. Vary the locomotor movements used by specifying skipping, hopping, long steps, sliding, and other varieties of movement. The position to be assumed at the finish can be varied also.

Teaching Hints:

Toe to Toe is excellent for teaching youngsters to find a partner quickly. Change Sides teaches youngsters to move across the teaching area without bumping into others.

Parachute Fitness

FITNESS DEVELOPMENT

Outcomes:

I can list three benefits of cardiovascular endurance activities.
I can cooperate with my classmates during parachute activities.

Instructions:

1. Jog while holding the chute in the left hand. (music)
2. Shake the chute. (no music)
3. Slide while holding the chute with both hands. (music)
4. Sit and perform curl-ups. (no music)
5. Skip. (music)
6. Freeze, face the center, and stretch the chute tightly. Repeat five to six times. (no music)
7. Run in place while holding the chute taut at different levels. (music)
8. Sit with legs under the chute. Do a seat walk toward the center. Return to the perimeter. Repeat four to six times. (no music)
9. Place the chute on the ground. Jog away from the chute and return on signal. Repeat. (music)
10. Move into push-up position holding the chute with one hand. Shake the chute. (no music)
11. Shake the chute and jump in place. (music)
12. Lie on back with feet under the chute. Shake the chute with the feet. (no music)
13. Hop to the center of the chute and return. (music)
14. Sit with feet under the chute. Stretch by touching the toes with the chute. Relax with other stretches while sitting. (no music)

Teaching Hints:

Animal walks can be substituted for locomotor movements.

Rhythmic Movement Skills - Marching, Ach Ja, Did You Ever See A Lassie?

LESSON FOCUS

Outcomes:

I can follow the teacher during a rhythmic activity.
I can move in various pathways and levels during a dance.
I can work with other during rhythmic activities.

Instructions:

**Marching**
Try the following sequence:
Clap hands while standing in place to the beat of a tom-tom or record.
March in place; always start with the left foot.
March to the music in scatter formation, adding some of the following challenges:
Be as big or small as you can.
Count the rhythm.
Change direction on signal.
March backwards.
March loudly or quietly.
Make up a rhythmic poem like "Sound Off."
Be a drum major leading the band.
Play various instruments in the band while marching.
Try some simple patterns such as the following:
Single-line formation.
Double-line formation (with a partner).
Two lines meet and go up the center.

**Ach Ja Movin' Madness (American):**
Directions:
Part I:
The tempo is slow, slow, fast-fast-fast. The children do any series of movements of their choice to fit this pattern, repeated four times. The movements should be large, gross motor movements.
Part II:
During the second part (chorus) of the music, the children do any locomotor movement in keeping with the tempo. The step-hop or a light run can be used with the tempo of Part II.

**Did You Ever See a Lassie:**
Verse
Did you ever see a lassie (laddie), a lassie, a lassie?
Did you ever see a lassie go this way and that?
Go this way and that way, and this way and that way?
Did you ever see a lassie go this way and that?

Directions:
Measures Action
1-8 All walk (one step per measure) to the left in a circle with hands joined. (Walk, 2, 3, 4, 5, 6, 7, 8) The child in the center gets ready to demonstrate some type of movement.
9-16 All stop and copy the movement suggested by the child in the center.
When the verse starts over, the center child selects another to do some action in the center and changes places with her.

Teaching Hints:

Have the youngsters clap the rhythm. They should pay particular attention to the tempo in Part I. The music is Bleking, a dance presented later. The music for "I See You" is also suitable, but note that the movements in Part I are repeated twice instead of four times. The Part II music is suitable for skipping, sliding, or galloping.

Squirrel in the Trees

CLOSING ACTIVITY

Outcomes:

I can skip during a game demonstrating 3 of 4 cues.

Instructions:

A number of trees are formed by two players facing each other and holding hands or putting hands on each other's shoulders. A squirrel is in the center of each tree, and one or two extra squirrels are outside. On signal, the trees open up and let the squirrels move around the area. The trees also stay together and move throughout the area. On signal, the trees freeze in place and the squirrels find any available tree. Only one squirrel is allowed in a tree.

Teaching Hints:

Rotation is necessary so all students get to be a squirrel. Once the squirrels are in a tree, ask them to face one of the tree players. The person they are facing becomes their partner for a tree and the other person becomes a new squirrel.