Drill Sergeant

INTRODUCTORY

Outcomes:

I can follow directions in physical education.

Instructions:

Designate a student to be a drill sergeant. The sergeant then gives commands such as:
1. Walk, jog, and halt.
2. March, jump twice, and freeze (pose).
3. March, about face, and halt.
4. March, double time, and march in place.

Teaching Hints:

The teacher can serve as the initial sergeant and then appoint a student to call the group to attention, give directions, and commands to move.
Teach the marching commands of about face, double time, etc.

Mini-Challenge Course

FITNESS DEVELOPMENT

Outcomes:

I was active during the mini-challenge courses today.

Instructions:

Arrange four parallel courses with a group at each course. Students perform the challenges from a cone at the start to a finish cone and jog back to continuously repeat the course. On signal, groups rotate to a new course.
Course 1. Long jump to the first cone, walk on the balance beam, and skip to the finish cone.
Course 2. Hop to the first cone, pretend dribble to the next cone, hot feet to the finish cone
Course 3. Jog to the first cone, touch each polyspot to the next cone, leap to the finish cone
Course 4. Weave in and out of 4 cones, puppy walk around a cone for 5 seconds and gallop to finish cone.

Jump over each of 5 cones, jump back and forth over a stretched out jump rope, run backwards around 3 cones, and hop to a cone.

Teaching Hints:

Use alternating segments of silence and music to signal duration of exercise. Music segments (20 to 30 seconds in length) indicate course activity; intervals of silence (10 to 15 seconds) signal rotating to a new course.
Students can set up their own mini-challenges.

Rhythmic Movement Skills - Jolly is the Miller, Hokey Pokey, Jingle Bells, Chimes of Dunkirk

LESSON FOCUS

Outcomes:

I can combine skills in a teacher created dance.
I can perform simple rhythmic movements.
I can describe positive feelings about physical activity.

Instructions:

**Jolly Is the Miller (American)**
Formation: Double circle, partners facing counterclockwise with inside hands joined. A Miller is in the center of the circle

Directions:
Verse
Jolly is the Miller who lives by the mill;
The wheel goes round with a right good will;
One hand on the hopper and the other on the sack;
The right steps forward and the left steps back.
Action
All sing. Youngsters march counterclockwise, with inside hands joined. During the second line when "the wheel goes round," the dancers turn their outside arm in a circle to form a wheel. Children change partners at the words "right steps forward and the left steps back." The Miller then has a chance to get a partner. The child left without a partner becomes the next Miller.

**Hokey Pokey (American)**
Formation: Single circle, facing center
Verse
Line 1: You put your right foot in,
Line 2: You put your right foot out,
Line 3: You put your right foot in
Line 4: And you shake it all about;
Line 5: You do the hokey pokey
Line 6: And you turn yourself around.
Line 7: That's what it's all about.

Directions:
During the first four lines, the children act out the words. During lines 5 and 6, they hold their hands overhead with palms forward and do a kind of hula while turning around in place. During line 7, they stand in place and clap their hands three times.
The basic verse is repeated by substituting, successively, the left foot, right arm, left arm, right elbow, left elbow, head, right hip, left hip, whole self, and backside. The final verse finishes off with the following:
You do the hokey pokey,
You do the hokey pokey,
You do the hokey pokey.
That's what it's all about.
On each of the first two lines, the children raise their arms overhead and perform a bowing motion with the arms and upper body. On line 3, all kneel and bow forward to touch the hands to the floor. During line 4, they slap the floor five times, alternating their hands in time to the words.

Teaching suggestions:
Encourage the youngsters to make large and vigorous motions during the hokey pokey portions and during the turn around. This adds to the fun. The records all feature singing calls, but the action sequence of the different records varies. The children should sing lightly as they follow the directions given on the record.

**Jingle Bells, Var. 1 (Dutch)**
Formation: Double circle, partners facing, with both hands joined.

Directions:
Measures Action
1-2 Partners take eight slides counterclockwise. (Slide, 2, 3, ... 8)
3-4 Partners turn so they are standing back to back, and take eight more slides in the line of direction. This move is best made by dropping the front hands and swinging the back hands forward until the dancers are standing back to back. They rejoin the hands that are now in back. Make this move with no loss of rhythm. (Slide, 2, 3, ... 8)
5-6    Repeat the action of measures 1 and 2. To get back to the face-to-face position, let go of the back hands and swing the front hands backward, allowing the bodies to pivot and face again. (Slide, 2, 3, ... 8)
7-8        Repeat measures 3 and 4. (Slide, 2, 3, ... 8)
Chorus             Action
1        Clap own hands three times. (Clap own, 2, 3)
2        Clap both hands with partner three times. (Clap both, 2, 3)
3        Clap own hands four times. (Clap own, 2, 3, 4)
4        Clap both hands with partner once. (Clap both)
5-8        Right elbow swing with partner. Partners hook right elbows and swing clockwise with eight skips. (Swing, 2, 3, 4, 5, 6, 7, 8)
9-12        Repeat the clapping sequence of measures 1-4.
13-16    Left elbow swing with partner for eight skips, finishing in the original starting position, ready to repeat the entire dance with the same partner; or do a left elbow swing with partner for four skips, which is once around, then all children in the inner circle skip forward to the outer dancer ahead and repeat the entire dance from the beginning with a new partner. (Swing, 2, 3, 4, 5, 6, 7, 8)

**Chimes of Dunkirk, Var. 1 (French-Belgian)**
Formation: Double circle, partners facing

Directions:
Measures        Action
1-2            Stamp three times in place, right-left-right. (Stamp, 2, 3)
3-4            Clap hands three times above the head (chimes in the steeple). (Clap, 2, 3)
5-8    Partner A places both hands on partner B's hips; B places both hands on A's shoulders. Taking four steps, they turn around in place. (Turn, 2, 3, 4) On the next four counts, partner B (on the outside) moves one person to the left with four steps. (Change, 2, 3, 4) Repeat the sequence from the beginning.

Skunk Tag; Right Angle

CLOSING ACTIVITY

Outcomes:

I can demonstrate chasing fleeing and dodging during a game.

Instructions:

**Skunk Tag**
    Children are scattered about the area. One child is it and chases the others, trying to tag one of them. When a tag is made, she says, "You're it." The new it chases other children. Children are safe when they move into the skunk position, which is assumed by kneeling and reaching one arm under a knee and holding their nose. The skunk position can only be held for five seconds; students are then eligible to be tagged.

**Right Angle**
    A tom-tom can be used to provide the rhythm for this activity. Some of the basic rhythm records also have suitable music. Children change direction at right angles on each heavy beat or change of music. The object of the game is to make the right-angle change on signal and not to bump into other players.