Move, Perform Task on Signal

INTRODUCTORY

Outcomes:

I can list the expectations in physical education.

Instructions:

Do a locomotor movement; on signal, stop and perform a task. Suggested tasks are:
    1. **Seat Circles:**Sit on the floor with knees bent and hands braced behind. Lift the feet off the floor, and. Push with the hands so the body spins in a circle with the seat as a pivot point. Spin right and left.
    2. **Balances:**Balance on one foot, the seat, or knees.
    3. **Crab position:**Support the body on the hands and feet with the back parallel to and facing the floor. Walk on all fours.
    4. **Heel Clicks:** Jump in place and click the heels. Continue to perform heel clicks to be safe.

Teaching Hints:

Vary the locomotor movements by adding speed and level qualities.

Give some students the opportunity to share their task with others.

Encourage students to perform their favorite task.

Four Corners Fitness

FITNESS DEVELOPMENT

Outcomes:

I can list four components of fitness.
I can relate cardiovascular endurance activities and increased heart rate.

Instructions:

Outline a large rectangle with a cone at each corner. Place signs with movement tasks on both sides of the cones. Youngsters move around the outside of the rectangle and change movements as they pass each sign. The following movement activities are suggested for four signs:
    Corner 1. Sliding/Jumping
    Corner 2. Hopping/Galloping
    Corner 3. Crab Walk/ Rabbit Jump
    Corner 4. Student Choice
Stop the class after 30 seconds of movement and perform fitness challenges (see Week 5 Lesson Plan).

Teaching Hints:

Use alternating segments of silence and music to signal duration of exercise. Music segments (30 seconds) indicate four corner aerobic activity; intervals of silence (45 seconds) announce performance of flexibility and strength development activities.
Faster-moving students should pass on the outside of the rectangle.
Increasing or decreasing the size of the rectangle can vary the workload of the routine.

Throwing Skills - Stations and Throwing at Targets

LESSON FOCUS

Outcomes:

I can throw a small object to a wall demonstrating three of four cues.
I can listen to and use feedback provided by the teacher.
I can throw a small object to a partner demonstrating two of four cues.

Instructions:

**Mimetics**
1. Cue students and model a good throw.
    a. Use terms such as "wind-up," "turn your non-throwing side to the target," "step toward the target, follow through."
    b. Encourage children to throw as hard as possible.
    c. Use skilled student throwers to model good throws.

**Station Format**
1. Activities emphasizing form.
    a. Standing on a tumbling mat
Throwers stand on the edge of the mat and step off the mat (with the foot opposite the throwing arm) as they throw toward the wall. (The other foot remains on the mat.)
    b. Both feet in hoop.
Throwers begin in a side-facing position to the target, with both feet inside the hoop; they then step outside of the hoop with the foot opposite the throwing arm and throw to the wall.
    c. Cone behind the student.
The student must touch the cone with the throwing hand on the backswing, and then throw to the wall.

**Using large targets (focus on velocity, not accuracy):**
1. Throw at a wall or fence.
    a. Throw tennis or rag balls hard from 15-20 ft.
    b. Retrieve the balls after all have been thrown.
2. Throw at cardboard boxes near a fence (the noise from a good hit is reinforcing).
3. Throw at hoops leaning against a wall or fence.
4. Throw at bowling pins that make noise when they fall (audio reinforcement).
5. Throw for distance.
Encourage students to throw as far as possible. Reinforce distance and throwing hard.

Teaching Hints:

Emphasize lifting the throwing arm and pointing at the target with the non-throwing arm.
Make a "T" with your arms in preparation to throw (both arms extended to sides at shoulder level).
Focus on form and the velocity of the throw rather than accuracy.
Emphasize throwing hard! Proper form can only be learned when students are encouraged to throw as hard as possible.
Give each student 4 or 5 balls to throw. They can be placed in a Frisbee to keep them from rolling around. When all the balls have been thrown, students go retrieve the same number of balls they have thrown.

Charlie Over the Water; Flowers and Wind

CLOSING ACTIVITY

Outcomes:

I can run demonstrating 2 of 4 cues during a game.

Instructions:

**Charlie Over the Water**
    Place the class in circle formation. Two or more children are placed in the center of the circle, holding a ball. One of the center players is designated as Charlie (or Sally). The class skips around the circle to the following chant.
Charlie over the water,
Charlie over the sea,
Charlie caught a bluebird,
But can't catch me!
    On the word me, the center players toss their balls in the air while the rest of the class runs and scatters throughout the area. When Charlie catches his ball, he shouts "Stop!" All of the children stop immediately and must not move their feet. All of the center players roll their ball in an attempt to hit one of their scattered classmates. If a ball is rolled into a scattered player, that child becomes a new Charlie. If a center player misses, they remain in the center, and the game is repeated. If a center player misses twice, however, he picks another person to replace him.

**Flowers and Wind**
    Two parallel lines long enough to accommodate the class are drawn about 30 ft apart. Children are divided into two groups. One group is the flowers and the other the wind. Each of the teams takes a position on one of the lines and faces the other team. The flowers secretly select the name of a common flower. When ready, they walk over to the other line and stand about 3 ft away from the wind. The players on the wind team begin to call out flower names, trying to guess the flower chosen. When the flower has been guessed, the flowers run to their goal line, chased by the players of the other team. Any player caught must join the other side. Reverse the roles and repeat the game. If one side has trouble guessing, give a clue about the color or size of the flower or the first letter of its name.