Run and Assume Shape

INTRODUCTORY

Outcomes:

I can balance making different shapes.

Instructions:

Place emphasis on making a variety of shapes and balances. Vary the locomotor movements.  
    1. Run and move to a prone (one strike on tambourine) or supine (two tambourine strikes) position on signal.  
    2. Run and move into a balance position.  
    3. Run and freeze in various shapes.

Teaching Hints:

Place emphasis on running under control and assuming specified shape quickly.  
Have students move into the activity area in scatter formation.

Walk, Trot, and Jog

FITNESS DEVELOPMENT

Outcomes:

I can list three ways to be active outside of school.  
I can list four components of health related fitness.

Instructions:

Move to the following signals:  
    1. One drumbeat - walk.  
    2. Two drumbeats - trot.  
    3. Three drumbeats - jog.  
    4. Whistle - freeze and perform exercises.  
Use various strength and flexibility exercises between bouts of walk, trot, and jog to allow students to recover aerobically. Examples are:  
    1. Bend and Twist  
    2. Sitting Stretch  
    3. Push-up challenges  
    4. Abdominal Challenges  
    5. Body Twist  
    6. Standing Hip Bend

Teaching Hints:

Use alternating segments (20 seconds in length) of silence and music to signal duration of exercise. Music segments indicate walk, trot, and jog activity. Intervals of silence signal performance of the strength and flexibility exercises.

Encourage students to move around the area in the same direction.  
See Dynamic Physical Education, Chapter 13, for a description of how to perform the exercises. Any exercises can be substituted. Try to exercise all body parts.

Movement Skills and Concepts - Pushing, Pulling, Rope Jumping, and Balancing the Body

LESSON FOCUS

Outcomes:

I can keep my balance with different shapes and bases of support.   
I can follow directions in physical education.   
I can discuss the positive social benefits of physical activity.

Instructions:

Select a few activities from each of the categories so students receive a variety of skills to practice. When possible, integrate the manipulative skill activities with fundamental skill activities. A common error is to teach all the activities from one category. The reason for multiple groups of activities is to provide variety and enhance motivation.

**Fundamental Skill: Pushing**  
1. Push against a wall first in an erect position and then with knees bent and one foot braced behind the other. Which is better?  
2. Push an imaginary object that is very light. Now try pushing a very heavy object.  
3. Try to push a partner who is sitting on the floor.  
4. Can you push an object with your feet without using your arms and hands? Try with the hands braced behind you.  
5. Put your back against an object and push with your feet.  
6. Explore different ways to push your object.  
    7. Find a friend to explore different ways to push him or her over a line.  
    8. Sit down back to back with your partner and see whether you can move him or her.  
    9. Lie on the floor and push yourself backward, forward, sideways. Which is easiest?  
    10. Lie on the floor and push yourself forward with one hand and one foot. Which hand-foot combination is best?  
    11. Show how you can push a ball to a friend. Push slowly and steadily.

**Fundamental Skill: Pulling**  
    1. Reach for an imaginary object near the ceiling and pull the object toward you quickly. Now slowly and smoothly.  
    2. Clasp your hands together and pull against each hand as hard as you can. Vary the positions of the arms.  
    3. Hold hands with your partner and try to pull against each other balancing on one foot.  
    4. Hold hands with partner, drop low, and pull hard against each other.  
    5. Have partner sit down. Pull partner slowly by the feet.  
    6. Pretend to pull a heavy object while you are lying on the floor.  
    7. With partner seated on the floor, pull him or her to his or her feet.

**Manipulative Skills: Rope Jumping**  
Encourage children to work on needed skill areas. Suggest working first without music and then with music.  
Movement Concepts: Circles in the Body  
    1. How many joints of the body can do circular motion (circles)?  
    2. How many different ways can you make the arms circle, using both arms at once?  
    3. Lie on back, lift your legs. Can you make the arms and legs go in circles? Can you make them go in different circles?  
    4. In a standing position, show arm circles in horizontal, vertical, and diagonal direction using one arm at a time.  
    5. Repeat item 4, using both arms.  
    6. Lie on back and lift the legs. Make circles with the feet first singly and then together.  
    7. Explore different ways to make two different body parts make circles in different directions.  
    8. Make a large circle with one part of the body and a small one with another.  
    9. What joints can twist as well as circle?

**Movement Concept: Balancing the Body**  
    1. On different parts of the body.  
    2. On different number of body parts, varying from one through five. Different combinations.  
    3. Balancing on different levels.  
    4. Work out a sequence of three or four balance poses. Flow from one to the next.  
    5. Try to balance on both hands.  
    6. With a partner, form different balances.

**Movement Concept: Sports Imitation Activities**  
    1. Pretend you are a football player - kicking the ball, passing the ball, making a tackle, centering the ball.  
    2. Pretend you are a basketball player - shooting a basket, dribbling, guarding, jump ball, a free throw shot.  
    3. Pretend you are a track and field star performing at: the shot-put, the javelin throw, or the discus. Move like a hurdler.  
    4. Pretend you are a baseball player - pitching, catching a fly ball, fielding a grounder and throwing to first, batting, bunting, sliding into a base.

Teaching Hints:

Use instructional cues for pushing such as: "Use a wide stance."Bend your knees and lower your center of gravity." "Place all of your body behind your hands while pushing."

Use instructional cues for pulling skills:  
"Lower your body and widen your base of support." "Lean away from the source of pull."  
Use slow controlled pulling. Remind students to ask their partner to stop if the hand grip is slipping.

Allow students time to practice new jumping skills. Find students who can demonstrate different skills if necessary.  
Explain that a body joint is where different body parts are connected.  
Explain the terms horizontal, vertical, and diagonal.  
Explain the difference between twisting and circling.

Balance skills should emphasize smooth movements that are held 3 to 5 seconds. Students will try to speed up the activity if they are having trouble maintaining balance.

Change Sides; Bottle Bat Ball

CLOSING ACTIVITY

Outcomes:

I can strike a ball during a game.

Instructions:

**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.

**Bottle Bat Ball**  
    Batters get three pitches (or swings if a batting tee is used) to hit a fair ball or they are out. The pitches are easy (as in slow-pitch softball) so the batter has a chance to hit the ball. The batter hits the ball and runs around the base marker and back to home plate. If the ball is returned to the pitcher's mound before the batter reaches home, the batter is out. (A marker should designate the pitcher's mound.) Otherwise, the batter has a home run and earns a run for her team. One fielder other than the pitcher is needed, but another can be used. The running distance to first base is critical. It can remain fixed or can be made progressively (one step) longer, until it reaches such a point that the fielders are heavily favored.