Tag Games

INTRODUCTORY

Outcomes:

I can demonstrate fleeing and chasing in a game.

Instructions:

Use a tag game to offer children immediate activity. Name 5 or 6 students to be it. Students being chased can rest and be safe by assuming the following positions:  
    1. Skunk tag - kneel and place a hand over nose  
    2. Stork tag - balance on one foot with arms extended to the sides  
    3. Stoop tag - freeze, squat, and place hands on the floor

Teaching Hints:

Teach moving under control. Students should understand that they should seldom run as fast as possible in order to prevent collisions.  
Use different locomotor movements.

Fitness Challenges

FITNESS DEVELOPMENT

Outcomes:

I can demonstrate three activities that improve flexibility.  
I can attempt physical activities that I find challenging.

Instructions:

Alternate locomotor movements with strength and flexibility challenges. Repeat the challenges as necessary.  
Locomotor Movement: Walk for 30 seconds.

**Flexibility and Trunk Development Challenges**  
    1. Bend in different directions.  
    2. Stretch slowly and return quickly.  
    3. Combine bending and stretching movements.  
    4. Sway back and forth.  
    5. Twist one body part; add body parts.  
    6. Make your body move in a large circle.  
    7. In a sitting position, wave your legs at a friend; make circles with your legs.  
Locomotor Movement: Skip for 30 seconds.

**Upper-Body Strength Challenges**  
In a push-up position, do the following challenges:  
    1. Lift one foot; the other foot.  
    2. Wave at a friend; wave with the other arm.  
    3. Scratch your back with one hand; use the other hand.  
    4. Walk your feet to your hands.  
    5. Turn over and face the ceiling; shake a leg; Crab Walk.  
Locomotor Movement: Jog for 30 seconds.

**Abdominal Development**  
From a supine position:  
    1. Lift your head and look at your toes.  
    2. Lift your knees to your chest.  
    3. Wave your legs at a friend. From a sitting position:  
    a. Slowly lay down with hands on tummy.  
    b. Lift legs and touch toes.  
Locomotor Movement: Run and leap for 30 seconds.

Teaching Hints:

Use alternating segments (30 seconds in length) of silence and music to signal duration of exercise. Music segments indicate doing the locomotor movements; intervals of silence announce performing the strength and flexibility challenges.

Students select the fitness challenge they feel capable of performing. This implies that not all youngsters are required to do the same workload. Children differ and their ability to perform fitness workloads differs. Make fitness a personal challenge.

If students do not remember the various challenges, cue them by calling out a number of the activities. They can select one they enjoy.  
Use different qualities of movement such as giant skips, quick gallops, tiny jogging steps, etc. Animal walks can be substituted for locomotor movements.

Movement Skills and Concepts - Hopping, Hoop Activities, and Body Shapes/Letters

LESSON FOCUS

Outcomes:

I can hop in a straight line demonstrating three of four cues.  
I can share equipment and space with my peers.  
I can follow directions during physical education.

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: Hopping**  
1. Hopping (Hopping is done on one foot only.)  
a. Hop in place lightly, changing the feet at will.  
b. Hop numbered sequences, right and left: 1-1, 2-2, 3-3, 4-4, 5-5, 1-2, 2-1, 2-3, 3-2 (hop in place).  
c. Hop, increasing height, reverse.  
d. From your spot, take two, three, or four hops out, turn around and hop back on other foot. How much space can you cover?  
e. Hop on one foot, do a heel-and-toe pattern with the other. Can you change feet each time doing this?  
f. Pick two spots away from you. Hop in place, then move to one spot. Hop in place, then to the other. Return to spot.  
g. Hop forward, backward, sideways.  
h. Hop different patterns - square, triangle, circle, figure-eight, diamond, etc.  
    i. Explore different positions in which you can hold the foot while hopping.

**Manipulative Skills: Floor Targets and Hula Hooping**  
    1. Jump in an out of the hoop.  
    2. Work with a partner and follow the leader through two hoops.  
    3. Jump in an out of a hoop held by a friend.  
    4. Hula hoop around the waist.  
    5. Hula hoop around the hands and arms, the neck, or legs (on back position).  
    6. Exploratory activity.

**Movement Concept: Body Shapes**  
Possibilities include: Long or short; wide or narrow; straight or twisted; stretched or curled; large or small.  
    1. Show me a \_\_\_\_\_\_ (use terms above) shape.  
    2. When I say "change," go from a \_\_\_\_\_\_ shape to a \_\_\_\_\_\_ shape (vary these).  
    3. Explore symmetrical and asymmetrical. Take one of the above and make it symmetrical. Then change the same to an asymmetrical shape.  
    4. Explore other kinds of shapes.  
    5. Contrasting shapes. Do one kind of shape and its contrast. Or name a shape with its contrast or opposite.

**Movement Concept: Letters with the Body**  
    1. Make letters standing.  
    2. Make letters lying on the floor.  
    3. Divide class into two sets of groups: one group makes a letter and the other names it. Give only one guess. Change groups.  
    4. Make simple words of two letters or three letters, using one child per letter.  
    5. Form numbers of two digits.

Teaching Hints:

Use instructional cues for hopping such as: "Stay on your toes." "Swing your arms upward." "Use your arms for balance."  
Change feet regularly so students learn to hop on both. Limit the length of the hopping bouts since it is demanding.  
Place the hoops around the perimeter of the area. On signal, students move to acquire a hoop and return performing a specified activity.  
Allow students time to think about the shapes of the letters and numbers.  
Printing large letters on cards can help youngsters visualize the desired shape.

Rollee Pollee; Stop Ball

CLOSING ACTIVITY

Outcomes:

I can catch a ball in a game situation using two of four cues.

Instructions:

**Rollee Pollee**  
    Half of the class forms a circle; the other half is in the center. Balls are given to circle players. The circle players roll the balls at the feet and shoes of the center players, trying to touch them with a ball. The center players move around to avoid the balls. A center player who is touched leaves the center and joins the circle. After a period of time or when all of the children have been touched with a ball, teams trade places.  
    If a specified time limit is used, the team having the fewer players hit wins, or the team that puts out all of the opponents in the shorter time wins. Balls that stop in the center are dead and must be taken back to the circle before being put into play again. The preferable procedure is to have the player who recovers a ball roll it to a teammate rather than return to place.

**Stop Ball**  
    The class is divided into small circles with 5 to 7 players. One player, with their hands over their eyes, stands in the center of the circle. A ball is tossed clockwise or counterclockwise from player to player around the circle. Failing to catch the ball or making a bad toss incurs a penalty. That player takes one long step backward and stays out of the game for one turn. At a time of her own selection, the center player calls, "Stop." The player caught with the ball (or the ball coming to her) steps back and stays out for one turn. The center player should be allowed two or three turns and then changed.