Whistle Mixer

INTRODUCTORY

Outcomes:

I can follow the rules during physical education.

Instructions:

**Whistle Mixer**
Children are scattered throughout the area. To begin, they walk around in any direction they wish. A whistle is blown a number of times in succession with short, sharp blasts. Children then form small groups with the number in each group equal to the number of whistle blasts. If there are four blasts, children form groups of four, no more, no less. When players have the correct number, they sit down immediately to signal that no one may leave the group and no one may enter the group. The goal is not to be left out or caught in a circle with the incorrect number of students. Encourage players to move toward the center of the area and raise their hands to facilitate finding others without a group. After the circles are formed, the teacher calls "Walk," and the game continues. In walking, children should move in different directions.

Teaching Hints:

Use scatter formation.
Emphasize and reinforce creative responses.
Explain concepts of level, direction, size, and speed. Short explanations laced with activity allow students time to recover.

Circuit Training

FITNESS DEVELOPMENT

Outcomes:

I can demonstrate three activities that work on muscular strength.
I can work in a small group during circuit training.

Instructions:

Make signs, put them on cones, and place around the perimeter of the teaching area. Students perform the exercise specified at each station while the music is playing.
    1. Tortoise and Hare
    2. Curl-up variations
    3. Hula Hooping on arms
    4. Standing Hip Bend
    5. Agility run - run back and forth between two designated lines
    6. Push-up variations
    7. Crab Walk
    8. Bend and Twist

Teaching Hints:

Use alternating segments of silence and music to signal duration of exercise. Music segments (begin at 30 seconds) indicate activity at each station; intervals of silence (10 seconds) announce it is time to stop and move forward to the next station.
Place an similar number of students at each station.
Use activities at the stations that students already know how to perform.

Movement Skills and Concepts - Jump Rope Patterns and Movements

LESSON FOCUS

Outcomes:

I can jump a rope on the ground more than once.
I can identify the cues to jumping a turned rope.
I can tell a friend the activities I like to do outside of school.

Instructions:

Alternate rope pattern activities with rope jumping activities. This offers students time for recovery after rope jumping.

**A. Rope Patterns**
Lay rope lengthwise on floor.
1. Walk as on a balance beam.
a. Forward
b. Backward
c. Sideways
2. Jump/hop down length and back.
a. Vary time - slow, fast, accelerate, decelerate, even, uneven.
b. Vary levels and force - light, heavy, high to low.
3. Other locomotor movements.
a. Crisscross
b. Jumps with one-half turn
    c. Allow student choice
4. Imitate animals.
5. Crouch jumps.
    a. Various combinations; forward, backward, sideways.
    b. Allow exploration.
6. Put rope in shapes, letters, numbers.
    a. Move in and out of figures.
    b. Add movements, keeping the body inside figure.
7. Partner work.
    a. Make figure with two ropes. Move in and out of figure.
    b. Using one rope, do follow activity. Take turns.

**B. Rope Jumping**
1. Hold rope. Jump in time.
2. Perform the slow-time and fast-time rhythm with the rope held in one hand and turned (propellers).
3. Jump the rope and practice slow to fast time.
4. Introduce a few basic steps.
    a. Two-step basic
    b. Alternating basic
    c. Backwards
    d. One foot

Teaching Hints:

Encourage using both sides of the body. If hopping on the right foot, give equal time to the left foot.
If youngsters have trouble jumping or hopping over the rope, encourage them to step or leap over.
Select some children to demonstrate a movement shape or letter. When asking students to demonstrate, be sure they are capable to avoid embarrassment.
This lesson should introduce students to rope jumping and for the purpose of giving them a positive introduction to rope jumping. Instruction will come in a later lesson.
Cues for individual rope jumping include: Feet apart, Elbows in, Little Swings, Little Jumps, Look for the rope.

Change Sides; Colors

CLOSING ACTIVITY

Outcomes:

I am responsible for my own behavior during physical education.

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.

**Colors**
    Use five or six different-colored markers with a number of children having the same color. Children start the game standing or seated in a circle each with a marker in front of them. The teacher (or another player) calls out a color. Everyone having that color runs counterclockwise around the circle and back to place. The first player seated upright and motionless is declared the winner. Different kinds of locomotor movement can be specified, such as skipping, galloping, walking, and so on. After a period of play, leave the markers on the floor and have the class move one place to the left so players have a different color.
    Variation: Shapes (e.g., circles, triangles, squares, rectangles, stars, and diamonds) can be used instead of colors, as can numbers or other articles or categories, such as animals, birds, or fish.