Airplanes

INTRODUCTORY

Outcomes:

I can list activities that are enjoyable to me.

Instructions:

Children pretend to be airplanes. They take off, zoom with arms out, swoop, turn, and glide. On signal, they drop to the floor in prone position. To take off again, they must "restart" their engines by doing a couple of push-up challenges while making a "vroom, vroom" engine sound.

Teaching Hints:

Encourage creativity by naming different types of airplanes and helicopters.  
Use different locomotor movements.

Astronaut Exercises

FITNESS DEVELOPMENT

Outcomes:

I can identify ways to be active outside of physical education.  
I can move in self space during physical education.

Instructions:

Walk, do arm circles - 30 seconds  
Flexibility and trunk development challenges - 30 seconds  
Skip forward, backwards, and sideways - 30 seconds  
Upper-body strength challenges - 30 seconds  
Slide; change lead leg - 30 seconds  
Abdominal development challenges - 30 seconds  
Jump like a pogo stick - 30 seconds  
Upper-body strength challenges - 30 seconds  
Trot lightly in different directions - 30 seconds  
Flexibility and trunk development challenges - 30 seconds  
Gallop backwards - 30 seconds  
Cool down with stretching and walking.

Teaching Hints:

Use alternating segments of silence and music to signal duration of exercise. Music segments (30 seconds) indicate aerobic activity; intervals of silence (30 seconds) signal flexibility and strength development activities.  
See Dynamic Physical Education, Chapter 13, for a description of how to perform fitness challenge activities.  
Allow students to adjust the workload to an intensity that is consistent with their ability level.

Partner Manipulative Activities using Balls

LESSON FOCUS

Outcomes:

I can dribble a ball and pass a ball to a partner.  
I can pass a ball to a partner using three of four cues.   
I participate responsibly during physical education.

Instructions:

1. Rolling a ball back and forth to a partner.  
a. Practice different deliveries, i.e., two-handed, right and left.  
b. Roll at targets such as bowling pins or through the legs of a partner.  
  
2. Dribbling and Passing Skills.  
a. One player guards and the other dribbles. Change on signal. Practice with both hands.  
b. Practice passing back and forth to a partner. Use the chest pass.  
c. Pass back and forth using bounce passes.  
d. Combine passing and dribbling. Dribble the ball 3 times and pass to partner.  
  
3. Rolling and Passing from different positions.  
a. Try rolling and passing skills from different positions, i.e., kneeling, sitting.

4. Passing and Moving  
    a. One child remains in place and passes to the other child, who is moving. The moving child can trace different patterns, such as back and forth between two spots or in a circle around the stationary child.  
    b. Practice different kinds of throws and passes as both children move in different patterns.  
    c. Practice foot skills of dribbling and passing.  
    d. Partners hold the ball between their bodies without using the hands or arms. Experiment with different ways to move together.  
e. Carrying a ball, run in different directions while the partner follows. On signal, toss the ball upward so that the child following can catch it. Now change places and repeat the activity.

5. Try following activity; one partner leads a ball activity and the other follows.

6. Allow time for students to explore and create.

Teaching Hints:

Encourage proper skill performance by using instructional cues such as: "Keep your eyes on the ball." "Catch the ball with the fingertips." "Use opposition when passing the ball."

When catching, soft receipt of the ball is achieved by "giving" with the hands and arms. The hands should reach out somewhat to receive the ball and then cushion the impact by bringing the ball toward the body.

To catch a throw above the waist, the hands should be positioned so that the thumbs are together. To receive a throw below the waist, the little fingers should be pointing toward each other with the thumbs out.

When throwing to a partner, unless otherwise specified, the throw should reach the partner at about chest height. At times, different target points should be specified - high, low, right, left, etc.

Aviator; Toe to Toe

CLOSING ACTIVITY

Outcomes:

I can tell a partner why spacing is important for safe movement.

Instructions:

**Aviator**  
    Players are parked (in push-up position) at one end of the playing area. The air traffic controller (ATC) is in front of the players and calls out, "Aviators aviators, take off!" Youngsters take off and move like airplanes to the opposite side of the area. The first person to move to the other side and land the plane (get into push-up position facing the ATC) is declared the new ATC. If the ATC yells out some type of stormy weather, all planes must return to the starting line and resume the parked position. Examples of stormy weather commands are lightning, thunder, hurricane, and tornado. Each ATC is allowed to give stormy weather warnings once.  
  
**Toe to Toe**  
    Youngsters perform a locomotor movement around the area. On signal, each child must find a partner and stand toe to toe (one foot only) with that person. An important skill is to take the nearest person for a partner without searching for a friend. Youngsters who can't find a partner within their immediate area must run quickly to the center of the area (use a marking spot or cone) to find a partner. The goal is to find a nearby partner as quickly as possible and avoid being the last pair formed. If the number of youngsters playing is uneven, the teacher can join in and play. Change locomotor movements often.