Movement Varieties

INTRODUCTORY

Outcomes:

I can demonstrate locomotor skills using various speeds and directions.

Instructions:

Move using a basic locomotor movement (i.e., walking, jumping, hopping, skipping, and galloping). Then add variety to the movement by asking students to respond to the following factors:
    1. Level - low, high, in between.
    2. Direction - straight, zigzag, circular, curved, forward, backward, upward, downward.
    3. Size - large, tiny, medium movements.
    4. Patterns - forming squares, diamonds, triangles, circles, figure-eights.
    5. Speed - slow, fast, accelerate.

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 improve muscular strength.
I can work responsibly in a small group.

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. Upper body challenges
    3. Jumping Jack variations
    4. Standing Hip Bend
    5. Slalom run through cones
    6. Push-up variations
    7. Crab Walk
    8. Curl-up variations

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 equal number of students at each station.
Use activities at the stations that students already know how to perform.

Movement Skills and Concepts - Running, Racquet Skills, Moving in Different Ways

LESSON FOCUS

Outcomes:

I can control my racquet while striking a ball.
I can listen and use feedback provided by the teacher.
I can run demonstrating various movement concepts.

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: Running**
1. Run lightly around the area; stop on signal.
2. Run lightly and change directions on signal.
3. Run, turn around with running steps on signal, and continue in a new direction.
4. Pick a spot away from you. Run to it and return without bumping anyone.
5. Run low, gradually increase the height. Reverse.
6. Run patterns. Run inside and around objects.
7. Run with high knee action. Add a knee slap with the hand as you run.
8. Run with different steps - tiny, long, light, heavy, crisscross, wide, and others.
    9. Run with arms in different positions - circling, overhead, stiff at sides and others (choice).
    10. Free running. Concentrate on good knee lift.
    11. Run at different speeds.
    12. Touch the ground at times with either hand as you run.
    13. Run backwards, sideways.
    14. Run with exaggerated arm movements and/or high bounce.

**Manipulative Activity: Racquets and Balls**
Individual Activity
    1. Place the ball on the racquet face. Roll it around the face.
    2. Hit the ball into the air with the racquet. Retrieve and repeat.
    3. Bounce the ball into the air, using the racquet. Specify number.
    4. Bounce the ball into the air, decreasing the height of the bounce until it rests on the face of the racquet.
    5. Bounce the ball on the floor.
    6. Alternate bouncing upward and to the floor.
    7. Dribble the ball and move while dribbling.
    8. Choice activity.

**Partner Activity**
    1. One partner tosses the other hits it back.
    2. Try batting it back and forth. If using a tennis ball, let it bounce between hits.
    3. Place ball on floor and roll it back and forth.
Movement Concept: Over and Under
    1. One partner is an obstacle and the other goes over, under, and around the "obstacle." Reverse positions.
    2. Copying action. One partner takes a position and the other goes over and under the first. Reverse positions; but try to copy the same sequence.
    3. Progressive sequencing. The first child does a movement (over, under, or around). The second child repeats the movement and adds another. The first child repeats the first two movements and adds a third. The second child repeats and adds a forth.

**Movement Concept: Moving in Different Ways**
    1. Show me different ways to move when your body is in the air part of the time; when your body is always in contact with the floor.
    2. Show me different ways you can progress along the floor without using your hands or feet. Can you "walk" using your seat?
    3. What are the different ways you can roll and move?
    4. What ways can you move sideways? How can you move on all fours?
    5. Move across the floor halfway with one movement and the other half with a decidedly different movement.
    6. Explore the different ways you can move when leading with selected parts of the body.

Teaching Hints:

Encourage running under control. Falling down or collisions should be discouraged. Reinforce students who do run under control.

Use instructional cues to emphasize key points of running: "Look ahead when running." "Bend the arms at the elbows and gently move them back and forth."
When teaching running skills, couple them with stopping skills.

Encourage effective stopping by bending the knees and lowering the center of gravity.
Place the racquets and balls around the perimeter of the area. On signal, students move and pick up a racquet and ball and begin rolling it around the face of the racquet.
Encourage creativity and reinforce new ideas.

Rollee Pollee; Mix and Match

CLOSING ACTIVITY

Outcomes:

I can demonstrate simply strategies during games.

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. 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 players who recover balls roll them to a teammate rather than return to place with the ball.

**Mix and Match**
    A dividing line is established through the middle of the area. Half of the children are on one side and half are on the other. Two or three extra persons are placed on one side of the area. A signal is given for youngsters to move as directed on their side of the line. They can be told to run, hop, skip, or make some other movement. On signal, players run to the dividing line and reach across to join hands with a player on the opposite side. The goal is to find a partner and not be left out. Children may reach over but not cross the line. The players left out move to the opposite side so that players without a partner are from alternating sides.