New Leader Warm-Up

INTRODUCTORY

Outcomes:

I can list reasons I enjoy physical activity with peers.

Instructions:

Place students in small groups (3-4). Groups move single file around the area, following a leader in the group. On signal, the last person moves to the head of the squad and becomes the leader. Leaders can use various types of locomotor movements and/or exercises to offer variety and challenge.

Teaching Hints:

If students have trouble working in small groups, teach the concept of leading and following by working with a partner.
Encourage a variety of responses.

Jump Rope Exercises

FITNESS DEVELOPMENT

Outcomes:

I can demonstrate one activity I have never tried before that works muscular strength.
I can identify physical activities that are good for my health.

Instructions:

1. Jump rope - 45 seconds. If not able to jump, practice swinging the rope to the side while jumping.
2. Place the rope on the floor and perform locomotor movements around and over the rope. Make different shapes and letters with the rope.
3. Jump rope - 45 seconds.
4. Hold the folded rope overhead. Sway from side to side. Twist right and left.
5. Jump rope - 45 seconds.
6. Lie on back with rope held with outstretched arms toward ceiling. Bring up one leg at a time and touch the rope with toes. Lift both legs together. Sit up and try to hook the rope over the feet. Release and repeat.
7. Jump rope - 45 seconds.
8. Touch toes with the folded rope.
9. Jump rope - 45 seconds.
10. Do push-up variations with the rope folded and held between the hands.
11. Jump rope - 45 seconds.

Teaching Hints:

Use alternating segments (45 seconds in length) of silence and music (30 seconds) to signal duration of exercise. Music segments indicate aerobic activity with the jump ropes; intervals of silence announce using the jump ropes to enhance flexibility and strength development.
Space youngsters so they don't hit others with their rope.

Rhythmic Movement Skills - Shortnin' Bread, Children's Polka, Jump Jim Jo, How D'Ye Do, My Partner?, Looby Loo

LESSON FOCUS

Outcomes:

I can perform movement sequences in a teacher created and led dance.
I can identify activities that allow me to express myself.
I participate in physical education activities without prompting from the teacher.

Instructions:

**Shortnin' Bread (American)**
Formation: Scattered with partner
Directions:
Measures Action
1-2          Clap own hands
3-4          Pat partner's hands
5-6          Clap own hands
7-8          Slap own thighs
9-16        Repeat measures 1-8
17-20      Couples slide to the right holding hands
21-24      Circle holding hands.
25-32      Repeat measures 17-24 moving to the left

**Children's Polka (German)**
Skill: Step-draw
Directions:
Measures Action
1-2 Take two step-draw steps toward the center of the circle, ending with three steps in place. (Draw, draw, step, 2, 3)
3-4        Take two step-draw steps away from the center, ending with three steps in place. (Draw, draw, step, 2, 3)
5-8         Repeat the pattern of measures 1-4.
9             Slap own knees once with both hands; clap own hands once. (Slap, clap)
10           Clap both hands with partner three times. (Clap, 2, 3)
11-12      Repeat the pattern of measures 9 and 10.
13           Hop, placing one heel forward, and shake the forefinger at partner three times. (Scold, 2, 3)
14           Repeat the "scolding" pattern with the other foot and hand. (Scold, 2, 3)
15-16      Turn once around in place with four running steps and stamp three times in place. (Turn, 2, 3, 4; Stamp, 2, 3)

**Jump Jim Jo (American)**
Formation: Double circle, partners facing, both hands joined
Directions:
Measures    Action
1-2        Do two jumps sideward, progressing counterclockwise, followed by three quick jumps in place. (Slow, slow, fast, fast, fast)
3-4        Release hands and turn once around in place with four jumps (two jumps per measure). Finish facing partner and rejoin hands. (Jump, turn, 3, 4)
5           Take two sliding steps sideward, progressing counterclockwise. (Slide, slide)
6           Partners face counterclockwise with inside hands joined and tap three times with the toe of the outside foot. (Tap, tap, tap)
7-8       Take four running steps forward, then face partner, join both hands, and end with three jumps in place. (Run, 2, 3, 4; Jump, 2, 3)

**How D'Ye Do, My Partner? (Swedish)**
Formation: Double circle, partners facing, partner A on inside
Directions:
Measures    Action
1-2        Partners A bow to their partner. (Bow)
3-4        Partners B bow. (Bow)
5-6        A offers the right hand to B, who takes it with the right hand. (Join right hands) Both turn to face counterclockwise.
7-8        Couples join left hands in promenade position in preparation to skip when the music changes. (Join left hands)
9-16      Partners skip counterclockwise in the circle, slowing down on measure 15. (Skip) On measure 16, Bs stop and As move ahead to secure a new partner. (New partner)

**Looby Loo (English)**
Skills: Skipping or running, body identification
Formation: Single circle, facing center, hands joined
Directions: The chorus is repeated before each verse. During the chorus, all children skip around the circle to the right. On the verse part of the dance, the children stand still, face the center, and follow the directions of the words. On the words "and turn myself about," they make a complete turn in place and get ready to skip around the circle again. The movements should be definite and vigorous. On the last verse, they jump forward and then backward, shake vigorously, and then turn about.
The dance can be made more fun and more vigorous by changing the tasks in the song. Try these tasks: Right side or hip, left side or hip, big belly, backside.

Teaching Hints:

Make dances easy for students to learn by implementing some of the following techniques:
1. Teach the dances without using partners.
2. Allow youngsters to move in any direction without left-right orientation.
3. Use scattered formation instead of circles.
4. Emphasize strong movements such as clapping and stamping to increase involvement.
5. Play the music at a slower speed when first learning the dance.
Teach a variety of dances rather than one or two in depth in case some students find it difficult to master a specific dance.

Jack Frost & Jane Doe; Marching Ponies; Tag Games

CLOSING ACTIVITY

Outcomes:

I can demonstrate chasing, fleeing, dodging during tag games.

Instructions:

**Jack Frost and Jane Thaw**
    The class is scattered and moves to avoid being frozen (tagged) by 2 or 3 Jack Frosts, who carry a blue pinnie or streamer in one hand. Frozen children remain immobile until touched (thawed) by the Jane Thaws who are identified by a red streamer or pinnie.

**Marching Ponies**
    Two or three children are ringmasters and crouch in the center of a circle of ponies formed by the rest of the class. Two goal lines on opposite sides of the circle are established as safe areas. The ponies march around the circle counting out loud with each step. At a predetermined number of steps (whispered to the ringmasters by the teacher), the ringmasters jump up and attempt to tag the others before they can reach the safety lines. Anyone tagged joins the ringmaster in the center and helps catch others. Reorganize the game after 6 to 8 children have been caught. Try other characterizations, such as lumbering elephants, jumping kangaroos, and the like.

**Tag Games**
    Tag is played in many ways. Children are scattered about the area. One child is it and chases the others, trying to tag one of them. When a tag is made, she says "You're it." The new it chases other children. The following are suggested:
1. Object Tag. Touching a specified type of object (e.g., wood, iron), the floor, or an object of a specified color makes the runner safe.
2. Mimic Tag. Children can be safe by mimicking a particular action or pose.
3. Locomotor Tag. The child who is it specifies how the others should move - skipping, hopping, jumping. The tagger must use the same kind of movement.