Body Part Identification

INTRODUCTORY

Outcomes:

I can tell a friend why spacing is important in physical education.

Instructions:

Each student stands near a beanbag placed on the floor. Students are instructed to move over and around the beanbags on the floor. When a body part is called, students place the body part on the nearest beanbag.
Variations:
    1. Use different movements.
    2. Use different body parts.
    3. Call combinations of movements and body parts.

Teaching Hints:

Students should be encouraged to move over and around as many beanbags as possible.
Challenge students by calling out a color. They then must avoid moving over and around all beanbags of that color.

Parachute Fitness

FITNESS DEVELOPMENT

Outcomes:

I can list three components of health related physical fitness.
I can work together with my classmates during parachute fitness.

Instructions:

1. Jog while holding the chute in the left hand. (music)
2. Shake the chute. (no music)
3. Slide while holding the chute with both hands. (music)
4. Sit and perform curl-ups. (no music)
5. Skip. (music)
6. Freeze, face the center, and stretch the chute tightly. Hold for 8-12 seconds. Repeat. (no music)
7. Run in place while holding the chute taut at different levels. (music)
8. Sit with legs under the chute. Do seat walks toward the center. Return to the perimeter. Repeat four to six times. (no music)
9. Place the chute on the ground. Jog away from the chute and return on signal. Repeat. (music)
10. Move into push-up position holding the chute with one hand. Shake the chute. (no music)
11. Shake the chute and jump in place. (music)
12. Lie on back with feet under the chute. Shake the chute with the feet. (no music)
13. Hop to the center of the chute and return. Repeat. (music)
14. Sit with feet under the chute. Stretch by touching the toes with the chute. Relax with other stretches while sitting. (no music)

Teaching Hints:

Use alternating segments of silence and music to signal duration of exercise.

Music segments indicate aerobic activity with the parachute; intervals of silence announce using the chute to enhance flexibility and strength development.

Use different grips (palms up, down, mixed).

Gymnastics Skills - Advanced Level

LESSON FOCUS

Outcomes:

I can demonstrate the role of tension in balance.
I can work safely with a partner during gymnastics.
I can identify challenge as an important part of learning.

Instructions:

Five groups of activities in this lesson ensure that youngsters receive a variety of experiences. Pick a few activities from each group and teach them alternately. For example, teach one or two animal movements, then a tumbling and inverted balance, followed by a balance stunt, etc. Give equal time to each group of activities.

**Animal Movements**
    Siamese Twin Walk: Stand back to back with a partner. Lock elbows. Walk forward, backward, and sideward in unison.
Tightrope Walk: Select a line, board, or chalked line on the floor as the high wire. Pretend to be on the high wire and do various tasks with exaggerated loss and control of balance. Add tasks such as jumping rope, juggling balls, and riding a bicycle. Pretend to hold a parasol or a balancing pole while performing.
Lame Dog Walk: Walk on both hands and one foot. Hold the other foot in the air as if injured. Walk a distance and change feet. The eyes should look forward. Move backward also and in other combinations. Try to move with an injured front leg.
Crab Walk: Squat down and reach back, putting both hands on the floor without sitting down. With head, neck, and body level, walk forward, backward, and sideward.

**Tumbling and Inverted Balances:**Forward and Backward Roll review - See previous Lesson Plans 7 and 15.
    Mountain Climber: This activity is similar to the exercise known as the Treadmill. The weight is taken on the hands with one foot forward and one foot extended back, similar to a sprinter's start. When ready, the performer switches foot position with both feet moving simultaneously.
Switcheroo: This Handstand lead-up activity begins in the front lunge position with the arms overhead. In one continuous movement, bend forward at the hips, place the hands on the mat, and invert the legs over the head. Scissor the legs in the air, and then reverse the position of the feet on the mat. Repeat in a smooth and continuous motion.

**Balance Stunts**
Forward Balance: Extend one leg backward until it is parallel to the floor. Keeping the eyes forward and the arms out to the sides, bend forward, balancing on the other leg. Hold for 5 seconds without moving. Reverse legs. (This is also called a Forward Scale.)
Hand-and-Knee Balance: Get down on all fours, taking the weight on the hands, knees, and feet, with toes pointed backward. Lift one hand and the opposite knee. Keep the free foot and hand from touching during the hold. Reverse hand and knee positions.
Single-Knee Balance: Perform the same action as in the previous stunt, but balance on one knee (and leg), with both arms outstretched to the sides. Use the other knee.

**Individual Stunts**
Turn-Over: From a front-leaning rest position, turn over so that the back is to the floor. The body should not touch the floor. Continue the turn until the original position is reassumed. Reverse the direction. Turn back and forth several times.
Thread the Needle: Touch the fingertips together in front of the body. Step through with one foot at a time while keeping the tips in contact. Step back to the original position. Next, lock the fingers in front of the body, and repeat the stunt. Finally, step through the clasped hands without touching the hands.
    Heel Slap: From an erect position with hands at the sides, jump upward and slap both heels with the hands.
    Pogo Stick: Pretend to be on a pogo stick by keeping a stiff body and jumping on the toes. Hold the hands in front as if grasping the stick. Progress in various directions.

**Partner and Group Stunts**
    Double Top: Face partner and join hands. Experiment to see which type of grip works best. With straight arms, lean away from each other and at the same time move the toes close to partner's toes. Spin around slowly in either direction, taking tiny steps.

Circle Straddle Ball

CLOSING ACTIVITY

Outcomes:

I can explain one rule for the game.

Instructions:

**Circle Straddle Ball**
    Children are in circle formation, facing toward the center. Each player stands in a wide straddle stance with the side of their foot against their neighbor's. Their hands are placed on the knees. Two or more balls are used. The object of the game is to roll a ball between the legs of other players before they get their hands down to stop the ball. Keep the circles small so students have more opportunities to handle the ball. Players must catch and roll the ball rather than batting it. Hands must be kept on the knees until a ball is rolled at them. After some practice, the following variation can be played
Variation: Two or more children are in the center, each with a ball. The other children are in the same formation as before. The center players try to roll the ball through the legs of any child, masking intent by using feints and changes of direction. Any child allowing the ball to go through becomes it.