Locomotor Movements with Equipment

INTRODUCTORY

Outcomes:

I can jump a rope that is lying on the ground more than once.

Instructions:

Each student is given a jump rope and moves around the area using various basic locomotor movements. On signal, they drop the rope, and jump, hop, or leap over as many ropes as possible.

Teaching Hints:

Any piece of equipment can be used.
If desired, students can turn and jump the rope.

Four Corners Fitness

FITNESS DEVELOPMENT

Outcomes:

I can distinguish between a cardiovascular endurance activity and muscular strength activity.
I can tell a partner which activities challenged me the most during Four Corners Fitness.

Instructions:

Outline a large rectangle with a cone at each corner. Place signs with movement tasks on both sides of the cones. Youngsters move around the outside of the rectangle and change movements as they pass each sign. The following movement activities are suggested:
    Corner 1. Student Choice - Locomotor Activity
    Corner 2. Student Choice - Animal Movements
    Corner 3. Sport Imitation Movements
    Corner 4. Leaping
Stop the class after 30 seconds of movement and perform fitness challenges (see Lesson Plan 5).

Teaching Hints:

Use alternating segments of silence and music to signal duration of exercise. Music segments (30 seconds) indicate four corner aerobic activity; intervals of silence (45 seconds) announce performance of flexibility and strength development activities.
Allow students to select a fitness challenge they feel capable of performing. This implies that not all youngsters are required to do the same workload. Children differ and their ability to perform fitness workloads differs. Make fitness a personal challenge.

Individual Rope Jumping Skills

LESSON FOCUS

Outcomes:

I can identify how cardiovascular activities impact my body.
I can jump a self-turned jump rope more than once using three of four cues.
I am responsible for my own behavior during physical education.

Instructions:

The following are lead-up activities for beginning jumpers:
1. Clap hands to a tom-tom beat.
2. Jump in place to a beat without rope. Jump back and forth over rope on floor.
3. Hold both ends of the jump rope in one hand and turn it so a steady rhythm can be made through a consistent turn. Just before the rope hits the ground, the student should practice jumping.
4. Count the rhythm out loud to cue students when to jump.
5. Start jumping the rope one turn at a time - gradually increase the number of turns.
    6. Try jogging and jumping rope. The even rhythm of running often makes it easier for some youngsters to jump the rope.

Introduce the two basic jumps:
    1. Slow time. Jump twice each time the rope turns. One of the jumps is performed when the rope is overhead and serves as a preparatory jump.
    2. Fast time. One jump each time the rope makes a complete turn. No preparatory jump is allowed.

Teaching Hints:

Since rope jumping is a physically taxing activity, allow time for recovery. One way to do this is to play less active games between bouts of rope jumping.
Use background music with a strong beat to motivate youngsters.
Rope jumping is difficult to master. Be patient and understand that it takes some students a year or two to learn the activity.
Another way to rest students is to have them make shapes, letter, and names with their rope.

Tommy Tucker's Land; Change Sides

CLOSING ACTIVITY

Outcomes:

I can apply simple strategies during game.

Instructions:

**Tommy Tucker's Land**
    Two or three youngsters, Tommy Tuckers (or Tammi Tuckers, if a girl), stand in the center of a 15-ft square where the beanbags are scattered. The Tuckers are guarding their land and treasure (beanbags). The other children chant:
    I'm on Tommy Tucker's land,
Picking up gold and silver.
    Children attempt to pick up as much of the treasure as they can while avoiding being tagged by the Tuckers. Any child who is tagged must return the treasure and retire from the game. The game is over when only one child is left or when all of the beanbags have been successfully filched. The teacher may wish to call a halt to the game earlier if a stalemate is reached. New Tuckers are selected.

**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.