Activity Using Hoops

INTRODUCTORY

Outcomes:

I can describe positive feelings about physical activity.

Instructions:

Issue a hoop for each student and encourage creative activity. If necessary, suggest some of the following challenges:  
    1. Run or hop with hoop, stop and jump the hoop.  
    2. Run and roll the hoop like a tire.  
    3. Spin the hoop and see how many times you can run around it.  
    4. Roll the hoop and go through it.  
    5. Combine two hoop activities with two locomotor movements.  
    6. Try some of the activities learned in the previous hoop lesson focus.

Teaching Hints:

Place the hoops around the perimeter of the area.  
Have the class start moving upon entry into teaching area.  
While the class is moving, ask students to acquire a hoop and practice jumping in and out of it. Reverse the procedure to put the hoops away.

Walk, Trot, and Jog

FITNESS DEVELOPMENT

Outcomes:

I can distinguish between a cardiovascular activity and a flexibility activity.  
I can change speeds of movement when signaled by the teacher.

Instructions:

Move to the following signals:  
    1. One drumbeat - walk.  
    2. Two drumbeats - trot.  
    3. Three drumbeats - jog.  
    4. Whistle - freeze and perform exercises.  
Perform various strength and flexibility exercises between bouts of walk, trot, and jog. Examples are:  
    1. Bend and Twist  
    2. Sitting Stretch  
    3. Push-up Challenges  
    4. Abdominal Challenges  
    5. Body Twist  
    6. Standing Hip Bend

Teaching Hints:

Use alternating segments (20 seconds in length) of silence and music to signal duration of exercise. Music segments indicate walk, trot, and jog activity. Intervals of silence signal performance of the strength and flexibility exercises.

See Dynamic Physical Education, Chapter 13, for a description of how to perform the exercises. Any exercises can be substituted. Try to maintain the balance of exercising all body parts.

Movement Skills and Concepts - Bending, Stretching, and Weight Transfer

LESSON FOCUS

Outcomes:

I can bend and stretch in various activities.   
I can jump and land in various patterns.   
I can describe positive feelings I have about physical activity to a partner.

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: Bending**1. Can you bend forward and up?  
2. Show how far you can bend backward. Can you see behind you on your backward bend?  
3. Combine a forward bend with a backward bend.  
4. Bend right and left. Try with your hands out to the sides. Overhead.  
5. Explore different ways the body can bend in a standing position.  
6. Sit down. How does this affect the bending possibilities of the body? Can you bend forward so your chin touches the floor?  
7. How many body parts (joints) can you bend below the waist? Above the waist?  
8. Who can lie down and bend two, three, four, five, six parts?

**Fundamental Skill: Stretching**  
    1. Stretch as many body parts as you can.  
    2. Stretch your arms, legs, and feet in as many ways as possible.  
    3. At the same time stretch your feet in one direction and your arms in another.  
    4. Stretch one body part quickly, slowly, smoothly. Try another. Repeat.  
    5. Bend a body part and tell me which muscles or muscle groups are being stretched.  
    6. How many ways can you stretch while sitting on the floor?  
    7. Lie on the floor (prone or supine) and stretch two parts at once. Add others up to five.  
    8. From any position you like, see if you can at the same time stretch one part quickly (but smoothly) and one part slowly. Try one part quickly and two parts slowly.  
    9. From a kneeling position, set a mark on the floor where you can reach (stretch) without losing balance. Increase the distance.

**Manipulative Skill: Parachute Activities**  
Use locomotor activities with the parachute as the prior activities (bending and stretching) are nonmoving activities. See Week 10 for parachute activities.  
Movement Concept: Receiving and Transferring Weight  
    1. Project yourself high into the air and land. Try to land now with as little noise as possible.  
    2. Practice projecting yourself into the air and landing in different fashions.  
    3. Experiment with different landings where one or both hands touch the floor at the completion of the landing.  
    4. Experiment with turns as you land.  
    5. Begin your movement through the air with a short run and practice landings.  
    6. Take a position with the body balanced on two different parts. Transfer the weight to another two parts. Go from three to three.

Teaching Hints:

Explain the difference between bending and stretching.  
Encourage smooth controlled stretching. Use cues such as smoothly, gently, without jerking, etc.

Help youngsters understand what muscles are being stretched. They can tell by feeling which muscles are tight and hard.  
Discuss why people stretch - to maintain flexibility and be able to have a full range of motion in all joints.

The parachute activity should place emphasis on locomotor movements since the other parts of the lesson are somewhat inactive.  
Weight transfer is used in movement to create force. Use throwing as an example of transferring the weight from the rear foot to the forward foot.  
Bend the knees when absorbing force from weight transfer. Bent joints are like springs and reduce the chance of injury to joints.

Marching Ponies; Cat and Mice

CLOSING ACTIVITY

Outcomes:

I can demonstrate appropriate spacing during a game.

Instructions:

**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.

**Cat and Mice**  
    Form a large circle. One child is the cat and four others are the mice. The cat and mice cannot leave the circle. On signal, the cat chases the mice inside the circle. As they are caught, the mice join the circle. The last mouse caught becomes the cat for the next round. Start at one point in the circle and progress around the circle to select mice so each child gets a chance to be in the center. Sometimes, one child has difficulty catching the last mouse or any of the mice. The point of the game is for all youngsters to be active. Change mice on a regular time interval rather than waiting until all mice are caught.