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Teaching Fundamental Movement Activities

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In schools today, many physical education classes have been removed due to monetary reasons. Although doing away with the physical education classes saves money, it affects the students more than one may realize. Through physical education, students learn how to keep themselves fit and healthy. Physical education helps minimize the obesity epidemic, which has become a major concern in the United States. Students of all ages benefit from physical activity, not only in their physical health, but also when it comes to everyday academics. Physical activities allow students to release energy and clear their minds. It is important for general education teachers to get students up and moving in the classroom to clear their minds and allow them to take a break from putting all their energy into their book work. Physical education is beneficial and worthwhile. It should be included in every curriculum in one way or another!

## Table of Contents

Cover Page.....	1
 <b>Standards and Objectives</b>	
Indiana Standards 2000 Physical Education.....	4-30
Standards and Objectives- Cognitive, Affective, Psychomotor.....	31-32
 <b>Fundamental Movements</b>	
Locomotor Skills.....	33-34
Manipulative Skills.....	35-36
 Teaching Fundamental Movements lesson Plans:	
• Bean Bag Shuffle.....	37
• Bridge Leaping.....	38
• Little Sliders.....	39
 <b>Subject Areas</b>	
Art Lessons:	
• All Around The Baseball Field.....	40-43
• Elements of Dance.....	44-46

- Street Games.....47-52

#### Geography/ Social Studies:

- Civil War Rhythm Time.....52-55
- Geography Twister.....55-57
- North Star Scramble.....58-59

#### Health:

- Help Me! Help Me! Tag Game.....60-61
- My Pyramid Food Relay.....62-63
- Driving Range.....64-65

#### History:

- Columbus' Voyage to the New World.....66-70
- Nineteenth Amendment.....71
- Presidential Race.....72

#### Language Arts:

- Scrabble Laps.....73
- Reading Basketball.....74-75
- Superstar Bowling.....76-77

## Mathematics:

- Jumping Frenzy.....78
- Skipping Through Numbers.....80
- Dribbling Math.....81-82

## Music:

- Note Bowling.....83
- Shoot the Whole Notes.....84-85
- Rhythmic Multiples.....86

## Science:

- The Caterpillar Song.....87-88
- Molecules.....89
- Hoop Trips to the Planets.....90-91

## Assessment

Written Test.....

Written Test Answer Key.....

Test of Gross Motor Development and Results.....

## References

## Kindergarten

### Standard 1

**Motor Skills and Movement Patterns:** Students demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

Students observe, learn, practice, and develop basic (fundamental) locomotor (traveling actions), nonlocomotor (movement in place), and manipulative (object handling) movements. In kindergarten a foundation is established to facilitate continued motor skill acquisition which gives students the capacity for successful levels of performance as they develop.

K.1.1 Perform basic (fundamental) locomotor skills.

Example: Demonstrate walk, run, leap, jump, hop, gallop, slide, and skip in skill development practice/activities (e.g., run when you hear the color of your eyes; jump over a line on the floor; leap over a pillow).

K.1.2 Perform basic nonlocomotor skills.

Example: Demonstrate balance on stable and unstable objects (e.g., walk on a rope on the floor, a balance board, on top of tires) and/or demonstrate weight transfer/tumbling skills (e.g., log roll, egg roll, forward roll).

K.1.3 Perform basic manipulative skills.

Example: Demonstrate eye-hand and eye-foot coordination skills (e.g., throw a ball above head, hit a balloon with hands, strike a balloon with a racquet, bounce a ball, kick a stationary ball).

K.1.4 Perform basic movements in a rhythmic manner.

Example: Perform locomotor skills to a specific rhythm (e.g., walk to the rhythm as the teacher gives/calls directions for a simple circle dance; walk to drum beat; jump over a stationary rope on the floor while counting in a rhythm).

### Standard 2

**Movement Concepts:** Students demonstrate an understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Students learn to utilize cognitive information to understand motor skill acquisition. Knowledge of basic movement concepts (body, spatial, directional, and temporal awareness) enhance independent learning and effective participation in physical activity.

K.2.1 Demonstrate basic (fundamental) movement vocabulary and cue words for learning skills.

Example: Recognize movements and cues (e.g., gallop cue: leader leg; forward roll cue: be small and roll like a ball; kick a ball cue: toe down).

K.2.2 Demonstrate variations in moving with spatial, directional, and temporal awareness.

Example: Move in various directions (forward, backward, sideward), at various levels (high, low), in various patterns (straight, curved), and at various speeds (fast, slow) in skill development activities (e.g., walk on a curved rope on the floor; stretch high, low level for a crab walk; run fast in a tag game).

K.2.3 Identify and demonstrate basic principles for learning basic movement skills.

Example: Verbally identify and practice the basic principles for balance (e.g., arms extended for walking on a balance board), basic footwork skills (e.g., soccer ball dribble with soft taps of feet), and catching a ball (e.g., reach out with hands).

Standard 3

**Physical Activity:** Students participate regularly in physical activity.

Regular participation in physical activity enhances physical and psychological health, provides for social opportunities, and contributes to quality of life. Students have more opportunities to enjoy physical activity and discover that hard work is required to learn new skills. They engage in developmentally appropriate activities that help them develop movement competence.

K.3.1 Show skills and knowledge acquired in physical education class during after school physical activities.

Example: Demonstrate willing participation in active play at recess, in unstructured play with friends and family, or in community recreation/sport leagues (e.g., teacher initiates conversation with students for informal assessment of after school physical activity participation).

K.3.2 Display enjoyment in participation in moderate to vigorous physical activity in physical education class and in after school time.

Example: Express enthusiasm and enjoyment while being physically active (e.g., choose favorite games to play; willingly participate in learning new movement skills; choose to be active at recess).

Standard 4

**Health-Enhancing Physical Fitness:** Students achieve and maintain a health-enhancing level of physical fitness.

Young children engage in a variety of physical activities that serve to promote an active lifestyle. The development of students' health knowledge and movement skills begin in kindergarten. Improvement of students' physical fitness abilities will continue to develop.

K.4.1 Demonstrate improved cardiorespiratory endurance.

Example: Engage in vigorous activity, progressing from short periods to longer periods of time (e.g., chasing and fleeing physical fitness activity/game, skill development activity, walk/run at one's individual pace at an outdoor fitness trail; playground fitness stations).

K.4.2 Demonstrate improved muscular strength and endurance.

Example: Improve upper body and abdominal strength by engaging in specific exercises throughout the school year (e.g., shoulder touches, modified push-ups, v-sit, modified crunch).

K.4.3 Demonstrate improved flexibility in three different joints.

Example: Demonstrate engagement in specific stretches to improve lower back flexion (e.g., seated and standing straddle stretches, seal stretch).

K.4.4 Identify the basic effects of physical activity on heart and lung function.

Example: Observe and feel fast heart and breathing rates when engaged in skill development and physical fitness activities (e.g., feel a slow heart rate and observe a slow breathing rate before skill and fitness stations begin, after ten or more minutes feel and observe fast heart and breathing rates).

Standard 5

**Responsible Personal and Social Behavior:** Students exhibit responsible personal and social behavior that respects self and others in physical activity settings.

Students develop respect for individual similarities and differences (i.e., motor performance, mental and physical abilities, physical characteristics, race, and socioeconomic status) through positive interaction among participants in physical activity. Students understand that cooperation promotes success in activity settings.

K.5.1 Identify and demonstrate an understanding of rules and safety practices for games and other physical activities

Example: Exhibit successful participation in activities/games with boundary lines (e.g., cones and lines indicate activity parameters) and understand rules for safe active play (e.g., awareness of personal space).

K.5.2 Exhibit a willingness to follow basic directions for an active class.

Example: Respond to teacher's signals for start and stop, verbal cues, directions, and visual demonstrations.

K.5.3 Show a positive attitude toward self and others during physical activity.

Example: Exercise alone and exercise with other children in which differences exist

(e.g., ability, race, gender, and socioeconomic status).

K.5.4 Demonstrate respect for other children in physical education class.

Example: Practice a skill with the person or group to which one is assigned.

Standard 6

**Value of Physical Activity:** Students value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Enjoyable and challenging physical activity will develop self-confidence and promote a positive self-image. The intrinsic benefit of participation is for students to enjoy being physically active.

K.6.1 Express enjoyment and self-confidence when participating in movement experiences.

Example: Demonstrate active participation in a child-centered lesson for learning new skills (e.g., teacher plans developmentally appropriate lessons to minimize the effect of initial failures: physical fitness activities/games that do not eliminate students, use of balloons for striking with a racquet or paddle, use lightweight balls for bouncing).

K.6.2 Discuss personal opinions about participation in physical activity.

Example: Express verbal feedback of an activity to the teacher (e.g., teacher evaluates a lesson by informally asking students their opinion of a game/activity and observes if participation was active or passive).

K.6.3 Acquire new skills and demonstrate a determination to develop those skills.

Example: Demonstrate active engagement in the physical education lesson; student actively participates with little or no prompting from the teacher.

## Grade 1

Standard 1

**Motor Skills and Movement Patterns:** Students demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

Students observe, learn, practice, and develop fundamental movements. In first grade, this foundation continues to be established and reinforced to facilitate motor skill acquisition which gives students the capacity for successful levels of performance as they mature. Locomotor (traveling actions), nonlocomotor (movement in place), and manipulative (object handling) skills are being combined at a fundamental level to challenge the students.

1.1.1 Perform locomotor skills with developmentally appropriate challenges to reinforce learning of basic movements.

Example: Demonstrate locomotor movements in basic combinations during skill

development practice, activities, and games (e.g., jump on a pattern of poly spots; run and leap over obstacles; walk or run on an outdoor fitness trail; walk, skip to the words in a poem).

1.1.2 Perform nonlocomotor skills with developmentally appropriate challenges to reinforce learning fundamental movements.

Example: Demonstrate static balances (e.g., one leg balance, two hands and one foot balance) and dynamic balance on stable and unstable objects (e.g., walk backwards on a balance board, walk forward on a balance board and step over objects, walk on a pattern of stepping stones, jump on a pattern of poly spots).

1.1.3 Perform manipulative skills with developmentally appropriate challenges to reinforce learning fundamental movements.

Example: Demonstrate eye-hand and eye-foot coordination in skill development practice/activities and physical fitness activities/games (e.g., with a baseball bat hit a ball off a tee; consecutively catch self-tossed beach ball; kick a ball with power; bounce or dribble a ball while kneeling; jump a stationary rope on the floor and progress to a selfturned rope).

1.1.4 Perform fundamental rhythmic skills alone, with a partner, or in a group.

Example: Perform a simple dance (e.g., walk, march, slide, and use a partner elbow swing in circle and line dances); demonstrate jumping rope, progressing to a consistent rhythm (e.g., stationary rope on the floor and progress to a self- turned rope); or demonstrate consistent bouncing (dribbling) of a ball.

Standard 2

**Movement Concepts:** Students demonstrate an understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Students learn to utilize cognitive information to reinforce the fundamental motor skills they acquired in kindergarten. Knowledge and application of movement concepts (body awareness, spatial awareness, qualities of movement, relationships) and strategies enhance independent learning and effective participation in physical activity.

1.2.1 Demonstrate fundamental movement vocabulary and cue words for learning skills.

Example: Recognize movements and cues (e.g., step forward on the opposite foot throwing cue: step with the other foot).

1.2.2 Identify and demonstrate the basic principles of age appropriate locomotor, nonlocomotor and manipulative skills.

Example: Verbally identify and practice the basic elements for bouncing (dribbling) a ball (e.g., keep ball below the waist, pads of fingers push the ball, dribble ball to the side).

1.2.3 Demonstrate variations in moving with directional, spatial and temporal awareness.

Example: Move in various directions (e.g., forward, backward, sideward, left, right, up,

down) at various levels (high, medium, low), in various patterns (straight, curved, zigzag), and at various speeds (fast, medium, slow) in skill development activities (e.g., walk sideward as bouncing the ball, crab walk backwards at a low level, or jump a zigzag poly spot pattern).

1.2.4 Identify major body parts, muscles and bones used to move and support the body.

Example: Verbally and visually identify body parts, muscles and bones (e.g., head, arm, chest, lungs; heart, biceps, triceps; skull, ribs).

Standard 3

**Physical Activity:** Students participate regularly in physical activity.

Students begin to understand how being physically active contributes to their health. Regular participation in physical activity enhances the physical and psychological health of the body, provides for social opportunities, and contributes to quality of life. Students learn to enjoy physical activity and discover that hard work is required to learn new skills. They engage in developmentally appropriate activities that help them improve movement competence.

1.3.1 Engage in health-related physical fitness activities or games during physical education class, recess, and/or or leisure time with one's family and friends.

Example: Participate in physical fitness activities/games, playground activities, swimming, walking, riding a bicycle, playing in the snow, and/or tennis.

1.3.2 Record participation in physical activities by type of activity and time.

Example: Write and draw periodically in a student activity portfolio about the physical fitness activities/games and/or sport skills that one enjoys playing to be healthy.

Standard 4

**Health-Enhancing Physical Fitness:** Students achieve and maintain a health-enhancing level of physical fitness.

Young children engage in a variety of physical activities that serve to promote an active lifestyle. In first grade, students begin to understand the effects of physical activity on the body: increased heart rate, increased rate of respiration and an increase in perspiration during exercise. They participate in activities of various intensities and can describe the changes these activities produce within their bodies. Improvement of students' physical fitness is expected.

1.4.1 Demonstrate how increasing the intensity of an activity will increase the heart rate.

Example: Describe and monitor the difference in the heart rate during a five minute warm-up walk, run or stretching as compared to 20 minutes of motor skill development and physical fitness stations.

1.4.2 Describe the basic effect of regular exercise on muscles.

Example: Compare the scores from three exercise trials and draw conclusions (e.g., at the beginning of the school year, record the score achieved for a specific muscle group exercise; complete mid-year and final year-end trials).

1.4.3 Perform exercises for muscle groups that are strengthened by specific exercises.

Example: Identify and perform the exercises which strengthen the abdominal muscles and those which strengthen the arm muscles (e.g., v-sit, modified crunch, shoulder touches, modified push-ups, crab walk, partner over and under push-ups).

1.4.4 Participate in activities that increase cardio respiratory endurance.

Example: Demonstrate engagement in physical fitness activities and describe the effects of exercise on the heart and lungs (e.g., increased heart and breathing rates, increase in perspiration).

1.4.5 Demonstrate stretches that will improve flexibility.

Example: Demonstrate standing straddle toe touch, splits, lunge, and seal stretches.

1.4.6 Participate in an active physical education class to maintain age appropriate intensity and duration for improved physical fitness.

Example: Participate in skill development activities and/or games for 20 minutes or more in each physical education class to maintain or improve cardiorespiratory endurance, muscle strength and endurance, and flexibility (e.g., partners take turns to run/walk a lap, with the non-runner choosing a skill development practice station, combined with 20 second periodic breaks for upper body and abdominal exercises and stretching; obstacle course designed with a variety of movement and physical fitness challenges).

Standard 5

**Responsible Personal and Social Behavior:** Students exhibit responsible personal and social behavior that respects self and others in physical activity settings.

Students develop respect for individual similarities and differences through positive interaction among participants in physical activity. Variations exist in motor performance, mental and physical abilities, physical characteristics, race, and socioeconomic status. Cooperation and teamwork promote personal and group success in activity settings. Students learn and apply safety practices.

1.5.1 Identify and demonstrate safety practices and personal responsibility during physical education class, recess and after school physical activities.

Example: Describe safety rules for participating in activities/games with boundary lines (e.g., play in the area identified with cones or lines) in which everyone is moving, and activities/games that involve objects being thrown (e.g., maintain personal space, maintain ready hands and eyes, wear tennis shoes, keep hair out of eyes).

1.5.2 Demonstrate and apply an understanding of rules and directions for an active class.

Example: Practice skills and follow rules and directions when participating in

activities/games (e.g., tell what consequences will occur for continued disregard of the rules and directions: 1<sup>st</sup>- a warning, 2<sup>nd</sup>- a time out from the practice or game).

1.5.3 Demonstrate cooperative play with children of varying abilities.

Example: Participate with a child of different ability (e.g., less fit, more skilled) in class activities (e.g., student and classmate cooperatively play together in an indoor soccer leadup game).

1.5.4 Demonstrate respect and compassion for children with individual differences.

Example: Dance with an assigned classmate; support the participation of a student with a disability in a skill development or physical fitness activity/game.

Standard 6

**Value of Physical Activity:** Students value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Enjoyable and challenging physical activities will develop self-confidence and promote a positive self-image. In first grade, children begin to recognize their own abilities and choose activities/sports to improve their skills.

1.6.1 Identify personal goals and demonstrate a willingness to achieve specific movement skills and physical fitness challenges.

Example: Identify goals, with teacher guidance, and practice to improve and achieve goals (e.g., land on feet for cartwheel improvement and success; overhand throw to hit the target from a 10 foot distance for overhand throw success; reach or exceed a personal goal one can walk/run laps in 10 minutes for cardiorespiratory improvement and success).

1.6.2 Respond to and apply basic skill elements, given by the teacher, for learning and developing motor skills.

Example: Demonstrate skill acquisition and/or improvement when striking with a racquet (e.g., keep wrist firm on the racquet handle, put two hands on the handle, watch the balloon/ball, move feet).

1.6.3 Demonstrate self-expression in a physical activity setting.

Example: Show creativity in a partner Follow the Leader game with bouncing (dribbling) a ball (e.g., one student, as a leader, creates a ball bouncing sequence as a classmate follows).

1.6.4 Express enthusiasm for participating in physical activity.

Example: Express excitement for physical education class with verbal and nonverbal communication about skill development activities and/or physical fitness activities/games (e.g., the teacher uses conversation from students and observation of students to evaluate a lesson).

## Grade 2

## Standard 1

**Motor Skills and Movement Patterns:** Students demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

Students are practicing, developing, and refining fundamental movement skills to achieve maturity. In second grade, students are able to combine locomotor (traveling actions), nonlocomotor (movement in place), and manipulative (object handling) skills. Students practice and develop these combinations of fundamental skills.

2.1.1 Perform locomotor skills proficiently and in combinations with developmentally appropriate challenges.

Example: Demonstrate locomotor moving in basic combinations in skill development practice/activities and physical fitness activities/games (e.g., run and leap over a series of obstacles, hop and jump a pattern on a floor ladder, walk and skip in a dance).

2.1.2 Perform stability skills proficiently and in combinations, with developmentally appropriate challenges.

Example: Demonstrate static balance and dynamic balance in combinations on stable and unstable objects (e.g., walk on a balance board on an incline, travel over tires and carry an object extended above head, skip on a balance board, perform a one leg pose on a stepping stone); weight transfer/tumbling skills (e.g., tumbling routine with four skills).

2.1.3 Perform manipulative skills proficiently with developmentally appropriate challenges.

Example: Demonstrate eye-hand and eye-foot coordination skills in physical fitness activities/games (e.g., develop coordination and accuracy in the overhand throw to a target with increasing distances; pass a beach ball over a 5 - 6 foot high net with the overhand technique; develop new footwork and skills for jumping rope: skier, one foot, turn the rope backwards).

2.1.4 Perform fundamental rhythmic skills proficiently alone, with a partner or in a group.

Example: Perform a dance with challenging steps (e.g., dos-a-dos and sashay with a partner in circle and line dances); demonstrate a consistent rhythm while jumping rope, (e.g., achieve 15 or more consecutive jumps while jumping to music).

2.1.5 Perform locomotor and manipulative combined skills with developmentally appropriate challenges.

Example: Demonstrate motor skill combinations in skill development practice/activities and physical fitness activities/games (e.g., while bouncing a ball, walk/run to pick up items from the floor and take to a collection box; dribble and pass the ball to a teammate in an indoor soccer leadup game; while walking, toss and catch a beanbag on a racquet or paddle).

## Standard 2

**Movement Concepts:** Students demonstrate an understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Students learn to utilize cognitive information to achieve mature (proficient) fundamental motor skills. Knowledge and application of movement concepts (body, spatial, directional, and temporal awareness), relationships, and strategies enhance independent learning and effective participation in physical activity.

2.2.1 Identify and demonstrate efficient movement with objects that present balance, change of direction and spatial awareness challenges.

Example: Successfully navigate through an obstacle course (e.g., over and under hurdles, stepping stones, travel over tires, crawl through a tunnel, travel through a mat maze, jump down from a height, walk on a balance board carrying an object).

2.2.2 Identify and begin to demonstrate techniques for efficient and safe movement.

Example: Demonstrate straight arms with a cartwheel; a landing with soft knees/slight flex when jumping down from a height; jumping on balls of the feet and keeping arms and hands at sides when jumping rope.

2.2.3 Identify and apply the basic elements for efficient locomotor, nonlocomotor, stability, and manipulative skills.

Example: Verbally identify and practice the basic elements for gallop (e.g., moving forward: step, together, step, together); cartwheel (e.g., straight arms and hand, hand, foot, foot); overhand throw to a target (e.g., opposite shoulder points to the target, elbow back, ball back, step and turn to face target, throw); jumping rope (e.g., jump softly on balls of feet, keep arms and hands at sides when turning the rope); jumping from a 1 to 3 foot height (e.g., balanced landing with soft knees/slight bend and arms extend out).

2.2.4 Understand and demonstrate strategies for active games.

Example: Recognize and apply basic strategies in playing games (e.g., small-sided defense and offense skills in an indoor soccer leadup game played with four high density foam balls; fast running, dodging and agility skills in a tag game).

2.2.5 Develop selected academic concepts to integrate in fitness workouts and/or games.

Example: Apply interdisciplinary connections while jumping rope by solving math problems or spelling words (e.g., jump the answer to a math problem:  $5 + 8$ ; spell words with warm-up exercises: day of the week, words from spelling lists, names of muscles; body, muscles, and bones quiz station in a physical fitness activity).

## Standard 3

**Physical Activity:** Students participate regularly in physical activity.

Second grade students enjoy learning new skills and they recognize their developing competence in movement abilities. Enjoyable and challenging physical activity will develop self-confidence and promote a positive self-image. They observe positive attitudes of athletes and family members engaged in physical activity.

2.3.1 Participate actively in all physical education classes and in unorganized or organized physical fitness and play opportunities during after school time.

Example: Enter a game situation, skills practice, and/or family physical activity voluntarily (e.g., competition is minimal to encourage participation).

2.3.2 Participates in and keeps a record of activities outside of physical education class that provide opportunities to demonstrate a healthy lifestyle.

Example: Record participation time from a gymnastics, swimming, martial arts class, or other physical activities in a student activity portfolio (e.g., child-friendly designed weekly chart is provided for periodic activity recording).

Standard 4

**Health-Enhancing Physical Fitness:** Students achieve and maintain a health-enhancing level of physical fitness.

The development of students' health knowledge and movement skills continue in second grade. Students participate in physical activity for a longer time and at a higher intensity. Their physical fitness is expected to improve and be maintained. The relationship between physical fitness and an active lifestyle is emphasized.

2.4.1 Participate in an active physical education class to maintain the intensity and duration for improved physical fitness.

Example: Participate in skill development activities/games and physical fitness activities for 20 minutes or more to maintain or improve cardiorespiratory endurance, muscle strength and endurance, and flexibility (e.g., skill and fitness activities stations: eye-hand coordination skill development practice stations, rope jump station, flexibility station, muscle strength and endurance stations).

2.4.2 Describe what can happen to the body of a person who does not exercise and who consumes too much food.

Example: Verbally describe how body composition is affected by sedentary activity and food consumption (e.g., class discussion of too much screen time, video games, overeating and how these affect a healthy level of body fat and muscle).

2.4.3 Develop and describe the components of health-related physical fitness.

Example: Participate in a circuit training activity and follow with discussion to identify the components of health-related physical fitness (e.g., strong muscles, basic heart and lung

function, flexibility, and body fat).

2.4.4 Perform and recognize the difference between high, medium, and low intensity activities for developing cardiorespiratory endurance.

Example: Identify walking as a low intensity activity, jogging as a medium intensity activity, and running as a high intensity activity for developing cardiorespiratory endurance (e.g., students feel their heart beats and observe their breathing rate after trying each of these levels of activity).

Standard 5

**Responsible Personal and Social Behavior:** Students exhibit responsible personal and social behavior that respects self and others in physical activity settings.

Students develop respect for individual similarities and differences through positive interaction among participants in physical activity. Variations exist in motor performance, mental and physical abilities, physical characteristics, race, and socioeconomic status. Cooperation and teamwork promote personal and group success in activity settings. Students continue to learn and apply safety practices in an active class.

2.5.1 Identify and demonstrate safety practices and personal responsibility for an active class and games.

Example: Describe safety rules for participating in activities/games with boundary lines (e.g., play in the area identified with cones or lines), activities/games in which everyone is moving and that involve objects being thrown (e.g., maintain personal space, maintain ready hands and eyes, wear tennis shoes, keep hair out of eyes); notify the teacher if a student has an injury so activity can be suspended and care provided to the student.

2.5.2 Demonstrate and apply rules and directions for an active class.

Example: Recall rules before participating in an activity/game and describe positive and negative consequences (e.g., sticker reward for following rules and directions; 1<sup>st</sup> – a warning, 2<sup>nd</sup> – a time out from class activity for disregarding rules and directions).

2.5.3 Demonstrate cooperative play with a partner and small or large groups regardless of personal differences.

Example: Demonstrate a positive attitude for all classmates in skill development and physical fitness activities and practice positive sportsmanship (e.g., resolve conflict with honesty and respect).

2.5.4 Demonstrate respect and compassion for students with individual differences.

Example: Demonstrate assistance and encouragement to a peer who is struggling with a skill (e.g., verbal and nonverbal language is used respectfully with peers).

Standard 6

**Value of Physical Activity:** Students value physical activity for health,

enjoyment, challenge, self-expression, and/or social interaction.

Students continue to understand how being physically active contributes to their health and ability to learn. Regular participation in physical activity enhances the physical and psychological health of the body, social opportunities, and quality of life. Students also begin to observe the negative consequences of physical inactivity. Social interaction is enhanced with their ability to work cooperatively in a group.

2.6.1 Identify personal goals and demonstrate a willingness to achieve specific movement skills and physical fitness challenges.

Example: Identify goals to achieve, self determined and/or teacher determined, and practice to improve skills (e.g., jump rope skills for improvement and success: turning the rope backwards, skier jump, side straddle jump; 15 or more bump-ups with a racquet or a paddle for eye-hand coordination improvement and success; reach or exceed the personal goal one can walk/run laps in 10 minutes for cardiorespiratory improvement and success).

2.6.2 Respond to and apply basic skill elements, given by the teacher, for learning and developing motor skills.

Example: Demonstrate skill improvement and/or acquisition when striking a beach ball and progressing to a trainer volleyball (e.g., various sizes: medium and large; light weight and oversized) with forearms/bumping (e.g., hands together, arms straight, watch the ball, move feet, arms meet the ball gently).

2.6.3 Express enthusiasm as a result of participation in physical activity.

Example: Express excitement for physical education class with verbal and nonverbal communication after participation in skill development activities and/or physical fitness activities/games (e.g., the teacher uses conversation from students and observation of students to evaluate a lesson); willingly self evaluates specific motor skill or physical fitness improvement (e.g., the teacher designs an age appropriate checklist for student self evaluation).

## Grade 3

Standard 1

**Motor Skills and Movement Patterns:** Students demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

By third grade, most students have developed mature (proficient) fundamental locomotor (traveling actions), nonlocomotor (movement in place), and manipulative (object handling) skills. They begin to practice these skills to adapt and refine them to be used in a variety of games.

3.1.1 Demonstrate mature fundamental locomotor and manipulative movement skills with variations.

Example: Demonstrate variations of jumping (e.g., vertical, horizontal) and throwing a ball (e.g., two hands, underhand, sidearm).

3.1.2 Demonstrate different fundamental movement skills to form increasingly complex skills.

Example: Combine bouncing (dribbling) a ball while running at different speeds, using the inside and outside of the feet, and passing accurately to a teammate.

3.1.3 Utilize manipulative equipment combined with movement skills to perform specific sport skills.

Example: Use an appropriate size bat and demonstrate striking a ball that is tossed by a partner; use a short handled paddle or racquet to strike a moving object (e.g., ball, shuttlecock/birdie, etc.); manipulate tinkling sticks in a rhythmic manner in a dance.

3.1.4 Demonstrate movement skills and patterns following specific rhythms.

Example: Perform a ball routine consisting of a bounce, pass and catch with a partner in rhythm to the music.

Standard 2

**Movement Concepts:** Students demonstrate an understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Students explore movement concepts (body awareness, spatial awareness, qualities of movement, relationships) that allow them to adapt to changes in their environment. As they gain more motor control, students begin to adapt their skills in order to produce efficient movement.

3.2.1 Describe various balance forms utilizing base of support concepts.

Example: Demonstrate stability awareness (e.g., lower center of gravity, wide base of support, number of balance points for more stability) as applied to stable bases of support (e.g., arabesque or scale, wrestler's bridge, tripod, bear walk, football stance).

3.2.2 Describe movement principles and apply mature movement patterns in various manipulative challenges.

Example: Identify striking a ball (batting), juggling, and alternating toe touches as being skills that cross the midline; observe the performance of others (in class, on videotape) to detect performance errors in efficient movement.

3.2.3 Describe and demonstrate the use of force to move objects various distances.

Example: Practice kicking a ball with ankle flexion, knee extension, and hip flexion producing light, medium, and hard force (power) to observe the distance the ball travels at each level of force.

Standard 3

**Physical Activity:** Students participate regularly in physical activity.

Students are actively involved in activities that produce higher levels of physical fitness. Most are naturally physically active at this age and thrive on activities that provide challenge and opportunities for movement.

3.3.1 Select and participate in moderate to vigorous physical activity in physical education class and during after school time.

Example: Record participation in healthy lifestyle activities/sports while playing with friends and family, and attempt to learn challenging sport skills.

3.3.2 Identify healthy behaviors that represent a physically active lifestyle.

Example: Discuss quality nutrition and rest for one's body and how it compliments a physically active lifestyle (e.g., junk food versus fruits and vegetables; cola drinks versus water; lack of rest versus a minimum of 9-10 hours of sleep per night).

Standard 4

**Health-Enhancing Physical Fitness:** Students achieve and maintain a health-enhancing level of physical fitness.

Students identify cause and effect in relationship to a healthy lifestyle. They are able to demonstrate the components of health-related physical fitness in activities that will produce a training effect.

3.4.1 Participate in self assessments and formal fitness assessments.

Example: Evaluate personal fitness using the results of weekly fitness workouts and a standardized fitness test (e.g., refer to age/grade scores on a chart, determine levels of self improvement).

3.4.2 Identify strengths and areas needing improvement in personal fitness.

Example: Utilize a performance chart from a criterion-referenced assessment to determine if individual fitness level is within the healthy fitness zone (e.g., child-friendly designed weekly chart is provided for periodic activity recording).

3.4.3 Establish personal goals based upon results of fitness assessments.

Example: Establish a goal to do daily flexibility (range of motion of a joint) exercises with the hamstring muscles (back of thigh) and lower back to improve test results; create a list of physical activities to participate in after school and/or weekends with goals for frequency and duration.

3.4.4 Define and develop the five components of health-related physical fitness.

Example: Describe cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, and body composition and develop skills through a gymnastics circuit (e.g., tumbling skills stations, balance board skills stations, low parallel bars basic

skills station, rings basic skills station, vault and take-off board basic skills station, flexibility stations, muscle strength and endurance stations).

3.4.5 Describe and demonstrate examples of the five components of health-related physical fitness.

Example: Identify and demonstrate an exercise to increase muscular strength of the upper arms (e.g., biceps curl, triceps extension) and/or an awareness of continuous movement in caloric expenditure to achieve healthy level of body composition.

3.4.6 Participate in activities that enhance health-related physical fitness on a regular basis.

Example: Participate in daily aerobic workouts or active games/sports, in physical education class and/or at home, to develop cardiorespiratory endurance.

Standard 5

**Responsible Personal and Social Behavior:** Students exhibit responsible personal and social behavior that respects self and others in physical activity settings.

Students begin to experience more activity-based social situations and become more accepting of others. They can describe rules and policies although during play will need guidance and direction. Students are aware of right and wrong behaviors as well as safe and unsafe practices in physical activity environments.

3.5.1 Work cooperatively with others to obtain common goals in a game situation.

Example: Practice the instep soccer pass with a partner while applying concepts of movement (e.g., power, direction, time) to make the passes more accurate.

3.5.2 Recognize and avoid unsafe practices and situations.

Example: Adhere to recommended safety rules and use of safety equipment while skating in physical education class, home and/or the community (e.g., wear wrist guards and elbow pads, skate under control).

3.5.3 Demonstrate respect and compassion for the individual differences of others while participating in physical activities.

Example: Share equipment with classmates of varying ability (lower fitness, more skill) during physical activities; choose to participate in a game or dance activity with a classmate of another gender, race, culture, or country.

3.5.4 Encourage classmates who demonstrate difficulty with skill performance.

Example: Express encouragement to a classmate attempting to finish the one mile walk/run at a comfortable pace; help a classmate learn and practice a new skill.

Standard 6

**Value of Physical Activity:** Students value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Students develop an increased awareness of the importance of health-related physical fitness. They can describe activities that enhance fitness and which are enjoyable to do with friends. Students accept challenges in activities that involve new or recently attained skills.

3.6.1 Demonstrate feelings through a pattern of locomotor and nonlocomotor movements.

Example: Create a dance that expresses a variety of emotions (e.g., happiness, sadness, excitement, calmness).

3.6.2 Express enjoyment when applying new skills while participating in partner and group physical activities.

Example: Choose to do an activity at recess with a friend rather than by self; move with a partner over, under, and through an obstacle course while helping each other as needed.

3.6.3 Participate in cooperative problem-solving physical activity challenges.

Example: Participate in a cooperative education initiative, with a small group of students, in an attempt to move from one side of the activity area to the other using a variety of equipment (e.g., long boards, scooters, carpet squares).

## Grade 4

Standard 1

**Motor Skills and Movement Patterns:** Students demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

Students begin fourth grade with refined movement skills and work toward demonstrating correct form in locomotor (traveling actions), nonlocomotor (movement in place), and manipulative (object handling) skills. Variations of motor skills are combined to form more complex patterns (combinations) of movement. These combinations are then applied in specialized skills for individual, dual, and/or team sport activities.

4.1.1 Demonstrate mature movement patterns in locomotor, nonlocomotor, and manipulative skills.

Example: Demonstrate a mature (proficient) hop (e.g., nonsupport leg flexed 90°, nonsupport thigh lifts with vertical thrust of support foot, greater body lean, rhythmical action of nonsupport leg, arms move together in rhythmical lifting as support foot leaves ground).

4.1.2 Practice combinations of movement skills for specific sports.

Example: Perform a catch, dribble, and pass with a ball to a moving partner.

4.1.3 Demonstrate complex patterns of movement.

Example: Design and demonstrate a movement routine using a series of related movements (e.g., tumbling routine, aerobic dance).

4.1.4 Demonstrate movement skills and patterns following specific rhythms.

Example: Perform a jump rope routine with a partner consisting of a variety of skills in rhythm to music (e.g., skier, criss-cross, side and front straddle); execute an aerobic dance routine in rhythm to music.

Standard 2

**Movement Concepts:** Students demonstrate an understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Students strengthen their ability to apply basic concepts of movement (body awareness, spatial awareness, qualities of movement, relationships) to improve their individual performances. They observe, analyze, and critique their own and other students' performance. Students demonstrate an understanding of these movement concepts in their movement performances.

4.2.1 Describe critical elements of correct movement pattern for fundamental movement skills.

Example: Describe and demonstrate body positions for each of the parts of bouncing (dribbling) a ball (e.g., feet placed in narrow stride, slight forward trunk lean, ball held waist high, ball pushed toward ground with fingertips).

4.2.2 Apply the concept of practice to improve movement skills.

Example: Work toward accurately passing a ball to a target using a chest pass.

4.2.3 Observe the performance of others to provide feedback to help improve motor skills.

Example: Carefully observe another student (in class, on videotape) kicking a ball and complete a peer evaluation with a checklist or rubric.

4.2.4 Recognize and describe critical elements of complex movement patterns.

Example: Describe the use of specific body parts and summation of forces (e.g., arms back, knees bent, lower level) for increasing distance in the standing long jump.

Standard 3

**Physical Activity:** Students participate regularly in physical activity.

Students begin to develop an understanding of the benefits of participation in health-related physical fitness activities. They develop awareness about the kinds of activities that are part of a healthy lifestyle and begin to choose more of these activities to participate in during their leisure time outside of class.

4.3.1 Identify and demonstrate the physical, mental, social, and emotional benefits of participation in health-related physical fitness activities.

Example: List the benefits that result from participation in physical fitness activities (e.g., decreases heart disease, strengthens sport performance, increases mental alertness, improves attention and memory, improves self-esteem, decreases stress); and/or contrast excessive sedentary activities to a physically active lifestyle (e.g., TV, video games, screen time versus ice skating, swimming, hiking).

4.3.2 Demonstrate regular participation in health-related physical fitness activities outside of class.

Example: Participate in family fitness activities or practice independently for a youth sport league two to three afternoons per week.

4.3.3 Identify and participate in lifetime physical activities.

Example: Discuss why tennis, softball, swimming, golfing, hiking, and jogging learned in physical education class are considered lifetime physical activities that can be enjoyed in the community.

Standard 4

**Health-Enhancing Physical Fitness:** Students achieve and maintain a health-enhancing level of physical fitness.

Students begin to understand the cause and effect relationship of physical activity and health. They are able to analyze criterion-referenced assessment data and develop personal fitness goals. Students can identify many physical activities that influence health-related physical fitness.

4.4.1 Participate in self-assessments for physical fitness and meet the criterion for specific age groups.

Example: Strive to achieve the healthy fitness zone standard for a criterion-referenced assessment of health-related physical fitness; use results of heart rate monitor or computer generated reports to reinforce fitness understanding.

4.4.2 Establish personal goals based upon results of fitness assessments.

Example: To improve pushup test result, establish a goal to do upper body strength exercises (e.g., partner tug of war, pushup hockey, pushup style Tic-Tac-Toe).

4.4.3 Describe exercises/activities that will improve each component of health-related physical fitness.

Example: List specific stretches and activities that will improve flexibility of specific muscle groups (e.g., lower back, hamstrings, quadriceps).

4.4.4 Participate in an activity program that is designed to improve health-related physical fitness.

Example: Participate in an after school exercise program (e.g., fitness, yoga, walking) several days per week; join family and friends to walk/jog at a neighborhood park at least

three times per week.

Standard 5

**Responsible Personal and Social Behavior:** Students exhibit responsible personal and social behavior that respects self and others in physical activity settings.

Students continue to strengthen cooperation skills that were begun in earlier grades. They can follow rules and procedures with few reminders. Students observe differences between themselves and classmates and start to develop an appreciation for these differences.

4.5.1 Exhibit independence and the ability to succeed in groups in physical activity settings.

Example: Participate in cooperative and challenge activities (student designed game); participate cooperatively with friends in a self-officiated game.

4.5.2 Follow rules and safe practices in all class activities without being reminded.

Example: Stop activity immediately upon signal from a student referee.

4.5.3 Describe the similarities and differences between games of different countries.

Example: Compare and contrast baseball in the United States with cricket in England.

4.5.4 Recognize the various abilities and limitations of classmates and understand the adaptations they make when participating in different physical activities.

Example: While participating blindfolded, students work with a partner to maneuver through an obstacle course.

Standard 6

**Value of Physical Activity:** Students value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Students in the fourth grade can list the physical activities they enjoy and understand that satisfaction is dependent upon their competence in the activity. They willingly participate in new activities and relish opportunities to learn new skills. However, at this level, students typically participate in activities that offer them the least amount of failure.

4.6.1 Participate in physical activities that are enjoyable.

Example: Participate on the school's demonstration/after school team for jumping rope; record physical activity participation during recess and after school in student activity portfolio.

4.6.2 Interact positively with classmates and friends in physical activities.

Example: Cooperatively participate in physical activity with friends during physical education class and after school play sessions.

4.6.3 Participate in new and challenging physical activities.

Example: Traverse the low elements on an adventure education initiative (e.g., balance beam, spider web) in physical education class; learn a new physical activity or sport.

## Grade 5

Standard 1

**Motor Skills and Movement Patterns:** Students demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

Students continue to achieve maturity with locomotor (traveling actions), nonlocomotor (movement in place) and manipulative (object handling) skills. They begin the process of integrating (putting together) these skills into a variety of individual and small sided team sports and activities that have been adapted to their developmental level.

5.1.1 Demonstrate the ability to integrate locomotor and nonlocomotor movements in more complex skills.

Example: Demonstrate mature (proficient) movement patterns in increasingly challenging environments (e.g., obstacle course, stunts and tumbling routine).

5.1.2 Develop the ability to manipulate objects with the skills necessary to participate in games and leadup activities.

Example: Engage in leadup activities (mini-game applying several skills) requiring manipulative skills (e.g., small-sided soccer game with no goalies; three versus three floor hockey or basketball).

5.1.3 Demonstrate the ability to perform more complex rhythmic skills alone and with a partner.

Example: Perform rhythmic movement sequences with music (e.g., cooperative jump rope routine with a partner, basketball dribbling routine, line dance).

Standard 2

**Movement Concepts:** Students demonstrate an understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Students demonstrate an understanding of movement concepts (body awareness, spatial awareness, qualities of movement, relationships) and mature (proficient) movement forms. They self assess their skills and those of classmates and discuss methods for improving performance.

5.2.1 Identify movement concepts used to refine movement skills.

Example: Describe how timing and power improves performance of propelling a gymnasium-type bowling ball at the pins.

5.2.2 Describe and demonstrate critical elements of mature movement patterns.

Example: Describe the movement of the arm and trunk in accurately throwing a ball overhand at a target.

5.2.3 Critique the performance of a partner by providing feedback to help improve skill.

Example: Observe a classmate (in class, on videotape) kicking a ball at a target and complete a peer evaluation with checklist or rubric.

Standard 3

**Physical Activity:** Students participate regularly in physical activity.

Students develop a more thorough understanding of the relationship between lifestyle and health. Through observation and analysis, students are able to critique others as they begin to develop an awareness of the physical, mental, social, and emotional importance of physical activity. Students choose to participate in activities during leisure time that will maintain or enhance health-related physical fitness.

5.3.1 Participate in health-enhancing physical activity.

Example: Establish personal physical activity goals (e.g., independently practice five times a week for participation in a youth soccer league); log participation of after school physical activities in a student activity portfolio.

5.3.2 Recognize the positive effects of participation in leisure time physical activity.

Example: Awareness of mental benefits (e.g., alertness, focus) of physical activity participation; discuss emotional benefits (e.g., joy, acceptance, satisfaction) of being physically active in a game that is personally enjoyable.

Standard 4

**Health-Enhancing Physical Fitness:** Students achieve and maintain a health-enhancing level of physical fitness.

As their fitness level improves, students participate in moderate to vigorous activity for longer periods of time. They are able to describe how improved fitness is achieved and identify what their age appropriate physical fitness goals should be. Students participate in self- and group assessment activities.

5.4.1 Establish personal goals to achieve an age appropriate fitness level in all components of health-related physical fitness.

Example: Using the results of a fitness pretest, demonstrate how to set personal fitness goals; using posttest results, determine if goals were achieved.

5.4.2 Demonstrate a healthy level of cardiorespiratory endurance.

Example: Participate in an active game for 30 minutes or more while wearing a

pedometer and identify the number of steps range to achieve a healthy level for age/grade.

5.4.3 Demonstrate age appropriate levels of muscular strength and muscular endurance for major muscle groups.

Example: Participate in a developmentally appropriate exercise circuit designed to improve muscular strength and endurance.

5.4.4 Demonstrate a healthy level of flexibility.

Example: Create a warm-up routine to target areas of the body on which the student needs to improve flexibility; practice slow martial arts movements.

5.4.5 Demonstrate a healthy level of body composition.

Example: Measure body fat and calculate body mass index (BMI) to determine if within healthy fitness zone of criterion-referenced fitness assessment.

Standard 5

**Responsible Personal and Social Behavior:** Students exhibit responsible personal and social behavior that respects self and others in physical activity settings.

Students begin to show competence for working independently and cooperatively, in pairs and small groups, as they observe, explore, and apply the principles of physical activity in both physical education class and after school. They are willing to work with classmates of varying abilities and interests and are able to apply conflict management skills when needed.

5.5.1 Demonstrate the qualities of a competent and enthusiastic physical activity participant.

Example: Accept loss with a respectful attitude; win gracefully in game situations.

5.5.2 Perform activities safely and follow rules.

Example: Describe appropriate conduct including social behaviors (e.g., wear provided safety equipment, share by moving the ball around to others, take turns when there is limited equipment).

5.5.3 Demonstrate positive attitude towards self and others during physical activity.

Example: Demonstrate a respect for peers of varying skill levels; encourage others, including those on the opposing team, by recognizing their good play.

5.5.4 Resolve conflict in socially acceptable ways.

Example: Discuss rule infraction with a classmate who does not feel he/she was fouled in the game.

5.5.5 Accept partners and teammates regardless of personal differences.

Example: Demonstrate acceptance of other's limitations with positive verbal and nonverbal behavior.

Standard 6

**Value of Physical Activity:** Students value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Students are able to better identify activities they enjoy, as well as those in which they have greater skill or less skill. They articulate why they like or dislike certain activities. Although students can work cooperatively, they identify those classmates with whom they prefer playing or engaging in physical activity. They participate in challenging activities with less intimidation.

5.6.1 Exhibit positive feelings about participation in physical activity.

Example: Celebrate individual success and group accomplishment following the completion of a challenging jump rope routine to music.

5.6.2 Engage in the challenge of new activities.

Example: Develop skills to participate in new games, sports, or rhythmic activities.

5.6.3 Engage in and enjoy independent and interactive physical activity.

Example: Incorporate physical activities with friends and family during leisure time; use fitness-based video games at home; record activity, time, intensity, and social experience in a chart and/or notebook.

5.6.4 Use physical activity as a means of self-expression.

Example: Create and perform a movement sequence with a small group that dramatizes a chapter from a book read in language arts class.

## Grade 6

Standard 1

**Motor Skills and Movement Patterns:** Students demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

Most sixth grade students have mastered the fundamental movement skills for locomotor (traveling actions), nonlocomotor (movement in place), and manipulative (object handling) activities. Motor skills become more complex and are combined to be used in more specific game and performance situations. Students participate in modified and unstructured games and use the fundamental motor skills in these activities while developing more specialized movement skills.

6.1.1 Demonstrate more advanced forms in locomotor, nonlocomotor, and manipulative skills.

Example: Dribble a basketball around objects using both left and right hands with greater

accuracy and control.

6.1.2 Demonstrate basic competency in more specialized movement skills related to specific physical activities.

Example: Design and perform a 60 second dance sequence using combinations of locomotor and nonlocomotor skills with changes of direction, force, and level.

Standard 2

**Movement Concepts:** Students demonstrate an understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

The student applies and generalizes movement to apply and generalize movement concepts (body awareness, spatial awareness, qualities of movement, relationships) to build greater levels of fitness. Movement skills are now more strategic and students use learned strategies in performance of physical activities.

6.2.1 Identify basic concepts that apply to the movement and sport skills being practiced.

Example: Observe a student throwing a softball different distances using varied trajectories (angles) and amounts of force.

6.2.2 Explain how practicing movement skills improve performance.

Example: Maintain a log of practice attempts for throwing a disc at a target, comparing differences in successful throws from first attempts to last attempts.

6.2.3 Describe basic strategies for offense and defense in simple leadup games.

Example: Mark (guard) another player who is dribbling a soccer ball and attempt to prevent a pass or shot; throw a pass to an open teammate who has eluded the defense in a small-sided football game (e.g., game played on a smaller field with fewer players to allow for more student participation).

Standard 3

**Physical Activity:** Students participate regularly in physical activity.

Grade six students explore and identify activities they enjoy, meet their interests and needs, and which are within their level of competency. This information is utilized when participating in new activities, choosing movement activities, and setting goals for participation.

6.3.1 Identify and participate in activities that, when done consistently, can contribute to an active lifestyle.

Example: List activities that can increase cardiorespiratory endurance and/or muscular strength and endurance, as well as other components of health-related physical fitness, and participate in a chosen activity at least 5 days per week.

6.3.2 Participate in activities, outside of school, that are health-enhancing and can be continued throughout a lifetime.

Example: Report in a student activity portfolio the participation level in golfing, cycling, or walking with a parent during the weekend (e.g., played nine holes of golf while walking the course, cycling five miles, walking 20 blocks).

6.3.3 Describe the elements of a healthy lifestyle.

Example: Use the FITT (frequency, intensity, type, and time) principle to describe activities that would lead to an active lifestyle.

Standard 4

**Health-Enhancing Physical Fitness:** Students achieve and maintain a health-enhancing level of physical fitness.

Students comprehend the important relationship between activity and physical fitness. They explore various activities and rate them on their potential to increase health-related physical fitness levels (muscular strength and endurance, flexibility, body composition, and cardiorespiratory endurance). Students assess their individual levels of fitness and use the results to develop personal goals.

6.4.1 Increase the intensity and duration of an activity while performing locomotor skills.

Example: Keep a record of the heart rate after participation in a physical activity and evaluate whether the exercise intensity of the activity was sufficient to produce a target heart rate

6.4.2 Develop personal goals for each of the health-related physical fitness components.

Example: Set a goal to achieve a healthy fitness level for upper body strength (e.g., pull ups, push ups) or for cardiorespiratory endurance (e.g., 10,000 steps daily using a pedometer).

6.4.3 Measure personal fitness levels in each of the health-related physical fitness components in relation to age.

Example: Participate in a fitness test; record and review the results.

Standard 5

**Responsible Personal and Social Behavior:** Students exhibit responsible personal and social behavior that respects self and others in physical activity settings.

Sixth grade students demonstrate cooperative skills in group activities and identify examples where teamwork is critical to success. They analyze and compare the contributions of different cultures in the development of sport and recreational activities popular today. Students continue to develop an appreciation for individuals who are different and willingly display inclusive behavior in most activities.

6.5.1 Participate in cooperative activities in a leadership or followership role.

Example: Work efficiently and successfully with classmates in a cooperative activity to reach a group goal.

6.5.2 Acknowledge and apply rules to game situations to ensure personal and group safety.

Example: Refrain from using a tackling maneuver when playing flag football.

6.5.3 Participate in dances and games from various world cultures.

Example: Participate in a German Polka, Tinikling (Philippine dance), Troika (Russian dance), or Takraw (kick volleyball).

6.5.4 Illustrate an appreciation of the accomplishments of all group members in group or team physical activities.

Example: Participate in a follow-up discussion after a cooperative game and express positive contributions of each group member.

Standard 6

**Value of Physical Activity:** Students value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Adolescents seek physical activity experiences for group membership and positive social interaction. They pursue opportunities for continued personal growth in physical skills. As their self-esteem and physical skill levels increase, students choose activities that provide excitement, challenge, and healthy competition.

6.6.1 Engage in physical activities as an opportunity to socialize with friends and family.

Example: Participate in an impromptu game of touch football with neighborhood friends.

6.6.2 Participate in challenging activities requiring the utilization of newly acquired skills.

Example: Join a family member or friend in tennis, orienteering, or canoeing.

6.6.3 Identify the social, emotional, and physical benefits of participation in physical activities.

Example: Write a paragraph, create a power point, or videotape a testimonial about how it feels to successfully master a new physical skill; identify the skills learned from participating in a new physical activity; and/or describe games or sports that can provide opportunities for individuals of all skill levels to participate.

## **OBJECTIVES**

### **Cognitive Domain**

**Standard 2**     **Applies movement concepts and principles to the learning and development of motor skills.**

2.2.4 Understand and demonstrate strategies for active games.

Objective:

### **Affective Domain**

**Standard 5**     **Demonstrate responsible personal and social behavior in physical activity settings.**

2.5.1 Identify and demonstrate safety practices and personal responsibility for an active class and games.

Objective:

**Standard 6**     **Demonstrate understanding and respect for differences among people in physical activity settings.**

2.6.2 Respond to and apply basic skill elements, given by the teacher, for learning and developing motor skills.

Objective:

### **Psychomotor Domain**

**Standard 1**     **Demonstrate competency in many movement forms and proficiency in a few movement forms.**

2.1.1 Perform locomotor skills proficiently and in combinations with developmentally appropriate challenges.

Objective:

**Standard 3**     **Exhibit a physically active lifestyle.**

2.3.2 Participates in and keeps a record of activities outside of physical education class that provide opportunities to demonstrate a healthy lifestyle.

Objective:

**Standard 4**    **Achieves and maintains a health-enhancing level of physical fitness.**

2.4.2            Describe what can happen to the body of a person who does not exercise and who consumes too much food.

Objective:

## Fundamental Locomotor Skills

1. Walking- each foot moves alternately, with one foot always touching the ground or floor  
**Instructional Cues:**
  - 1) Head up, eyes forward.
  - 2) Point toes straight ahead.
  - 3) Nice, easy, relaxed arm swing.
  - 4) Walk quietly.
  - 5) Hold tummy in, chest up.
  - 6) Push off from the floor with the toes.
  
2. Running- moving so fast that both feet briefly leave the ground  
**Instructional Cues:**
  - 1) Run on the balls of your feet when sprinting.
  - 2) Head up, eyes forward.
  - 3) Bend your knees.
  - 4) Relax your upper body and swing the arms forward and backward, not sideways.
  - 5) Breathe naturally.
  
3. Leaping- an elongated step used to cover distance or move over low obstacles.  
**Instructional Cues:**
  - 1) Push off and reach.
  - 2) Up and over, landing lightly.
  - 3) Use your arms to help you gain height.
  
4. Jumping- requires taking off with both feet and landing on both feet.  
**Instructional Cues:**
  - 1) Swing your arms forward as fast as possible.
  - 2) Bend your knees.
  - 3) On your toes.
  - 4) Land lightly with bent knees.
  - 5) Jump up and try to touch the ceiling.
  
5. Hopping- involves propelling the body up and down on the same foot.  
**Instructional Cues:**
  - 1) Hop with good forward motion.
  - 2) Stay on your toes.
  - 3) Use your arms for balance.
  - 4) Reach for the sky when you hop.
  - 5) Land lightly.
  
6. Galloping- one foot leads and the other moves rapidly forward to it.  
**Instructional Cues:**
  - 1) Keep one foot in front of the other.
  - 2) Now lead with the other foot.
  - 3) Make high gallops

7. Sliding- done with the body moving sideways in a 1-count movement; the leading foot steps to the side, and the other foot follows quickly.

**Instructional Cues:**

- 1) Move sideways.
- 2) Do not bounce.
- 3) Slide your feet.

8. Skipping- a series of step-hops done with alternate feet.

**Instructional Cues:**

- 1) Step-hop.
- 2) Swing your arms.
- 3) Skip smoothly.
- 4) On your toes.

## **Fundamental Manipulative Skills**

**Throwing-** is when an object is thrust into space and is accelerated using movement of the arm and the total coordination of the body to generate force.

***Stress points:***

1. Stand with the nonthrowing side of the body facing the target. The throwing arm side of the body should be away from the target.
2. Step toward the target with the foot opposite the throwing hand.
3. Rotate the hips as throwing arm moves forward.
4. Bend the arm at the elbow. The elbow should lead the forward movement of the arm.
5. Body weight remains on the rear foot (away from the target) during early phases of the throw. Just prior to the forward motion of the arm. The weight is shifted from the rear foot to the forward foot (near the target).

**Catching-** is when one uses the hands to stop and control a moving object.

***Stress points:***

1. Maintain visual contact with the projectile.
2. Reach for the projectile and absorb its force by bringing the hands into the body. This “giving” makes catching easier by reducing the chance for the object to rebound out of the hands.
3. Place the feet in a stride position rather than a straddle position. A fast-moving object will cause a loss of balance if feet are in the straddle position.
4. Place the body in line with the object rather than reaching to the side of the body to make the catch.

**Kicking-** is striking action executed with the feet.

***Stress points:***

1. Youngsters need to step forward with the nonkicking leg. Stand behind and slightly to the side of the ball. Eyes should be kept on the ball (head down) throughout kick.
2. Practice kicking with both feet.
3. Use objects that will not hurt youngsters. For example, regulation soccer balls hurt your children’s feet because they are heavy and hard-covered. Foam balls and beach balls are excellent projectiles that can be used for kicking practice.
4. Encourage kickers to move their led backward in preparation for the kick. Beginners often fail to move the backward, making it difficult for them to generate kicking force.
5. A should move in opposition to the legs during the kick.
6. After speed and velocity of the kick have been developed, focus on altering the force of the kick. Many youngsters learn to kick only with velocity; activities like soccer demand both soft “touch” kicks and kicks of maximum velocity.

**Striking**- is when an object is hit with an implement.

*Stress points:*

1. Tack the ball as soon as possible and keep tracking until it is hit. Even though it is impossible to see the racket hit the ball, it is an excellent teaching hint and encourages tracking the object as long as possible.
2. Grip the bat with the hands together. If batting right handed, the left hand should be on the bottom (near the small end of the bat).
3. Keep the elbows away from the body. Emphasis should be placed on making a large swing with the elbows extended as the ball is hit.
4. Swing the bat in a horizontal (parallel to the ground) plane. Beginners have a tendency to strike downward in a chopping motion.

## Teaching Fundamental Movements Lesson Plans

This lesson idea is from PE Central (pecentral.org), the premier Web site for Physical Education Teachers. *Sponsored by S&S Worldwide (ssww.com)*

**Name/Title:** **Bean Bag Shuffle**

**Purpose of Event:** To have students practice and learn their *locomotor skills*.

**Prerequisites:** Introduce and practice locomotor skills (skipping, galloping, etc.).

**Suggested Grade Level:** K-2

**Materials Needed:** a variety of colored bean bags, one for each student

### Description of Idea

Every student starts with a bean bag in their hand (Four different colors are good. [i.e, red, blue, green, and yellow]). Each color represents a different locomotor skill (i.e., blue=skip, green=gallop, red=hop, yellow=slide). For a visual cue, make signs that identify the locomotor skill matched with the specific color.

On the teacher's signal the students will begin their locomotor skill, moving in general space while holding their bean bag. When the teacher says freeze the students stop and set the bean bag on the ground. The students will then be asked to find a different colored bean bag. The teacher repeats the directions and the activity begins again.

### **Assessment Ideas:**

Have a rubric with the skills' critical elements at the top and students' names down the side. Watch the students during the activity and check what critical elements they understand and their performance level of each skill performed. Check students numerous times for precision and understanding.

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Submitted by **Kristen Cappellino** who teaches at Academy of Arts and Humanity in Warren, OH. Thanks for contributing to PE Central! **Posted on PEC: 10/13/2006**

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This lesson idea is from PE Central ([pecentral.org](http://pecentral.org)), the premier Web site for Physical Education Teachers. *Sponsored by S&S Worldwide ([ssww.com](http://ssww.com))*

**Name/Title:** **Bridge Leaping**

**Purpose of Event:** The purpose of this activity is to teach and reinforce leaping.

**Suggested Grade Level:** K-2

**Materials Needed:** Colored sidewalk chalk, colored floor tape, soft cloth jump ropes, poly spots.

**Description of Idea**

Introduce the skill of leaping. Explain and demonstrate that a leap is when you take off of one foot but land on the other foot. Have students practice in open space, pushing off of one foot and landing on the other. Encourage students to alternate take off legs. Also, bounding practice as a lead-up helps. Cues - push, extend, land.

Once students have had time to practice leaping in general space, have them pretend to cross a rope bridge high above the ravine. These rope bridges can be drawn with sidewalk chalk or you could use floor tape. You could provide examples of how you would like the bridges to look and students could copy their own on the floor. If you make the bridges wide enough (drawing the boards of the bridges with chalk or using pieces of floor tape), several students can cross the same bridge side by side. Some of the boards on the bridge should be removed to encourage students to leap from board to board to get across the bridge or spread them further apart.

**Variations:** Add a slanty rope bridge, wide at one end and narrow at the other to encourage students to leap over larger and smaller areas.

Encourage students to travel in open space exploring many different bridges.

Have students leap from lily pad to lily pad (polyspots).

Challenge students to only lead with their right leg or just their left or alternate legs on each leap.

**Assessment Ideas:**

During the activity time the teacher will have ample opportunities to assess students ability to leap and can set up the session so (s)he can observe right and left leads.

Mix the above leaping activities with hopping and jumping activities to check for understanding and to determine if students indeed know the difference between a hop, jump and a leap.

Submitted by **Jennifer Clark** in Sacramento, CA. Thanks for contributing to PE Central! **Posted on PEC: 6/15/2005**. Printed 2843 times since 3/16/2005.

This lesson idea is from PE Central (pecentral.org), the premier Web site for Physical Education Teachers. *Sponsored by S&S Worldwide (ssww.com)*

**Name/Title:** Little Sliders

**Purpose of Event:** To get students to travel through general space using correct form for the locomotor movements of walk, jog, jump, skip, hop, gallop, and slide.

**Activity cues:** (Are specific for each movement)

**Prerequisites:** Students must know how to move safely through general space

**Suggested Grade Level:** 2

**Materials Needed:** Nylon bean bags (which slide easily over the floor surface).

**Description of Idea**

Before the activity begins, if need be, review the locomotor movements to be used with students. After explaining and/or demonstrating the activity as follows, choose a few students to be the "sliders". These students will hold a beanbag in their hands as they move about the space.

To begin the activity, students move through general space by marching. While these students are moving, the "sliders", who are also in the general space/area, slide their beanbags along the ground using an underhand motion and try to touch the feet of someone who is moving. If tagged by the beanbag, that person picks up the beanbag and becomes a new "slider".

Periodically call out a new locomotor movement for students to use. If a slider has difficulty getting someone out, have that student walk up and give the beanbag to a new "slider".

**Assessment Ideas:**

Use observation to see if the children are performing the movements correctly. A checklist can be used for this; put a checkmark if the student is able to perform the movement and an "x" if he/she is not able to perform it correctly at that time.

**Adaptations for Students with Disabilities:**

Allow students to roll a foam ball, if they are unable to slide a beanbag along the ground.

Submitted by **Lisa Dietzel** in Platteville, WI. Thanks for contributing to PE Central! **Posted on PEC: 12/1/2000.** Printed 4096 times since 8/24/2001.

## Art Lesson Plans

This lesson plan came from ARTSEDGE.COM. ([artsedge.kennedy-center.org](http://artsedge.kennedy-center.org))

### Title: All Around the Baseball Field

**Lesson Overview:** In this lesson students will explore the sport of baseball as they construct a mock baseball field using an assortment of materials including pattern blocks, tiles and a variety of geometric shapes. Students will then work in small collaborative groups to examine baseball through art, movement and sound. They may choose to enact a skit showing the physical movements used in baseball, to create a picture or a painting about the sport of baseball, or to create an audiotape capturing the sounds of the game. Students will share with the entire class what they learned in their individual group work through oral presentations.

**Length of Lesson:** Six 45-minute periods

**Notes:** This lesson is particularly suited to grades 3-4.

#### Instructional Objectives: Students will:

- Create a spatial representation of a baseball field using pattern blocks, tiles, wood blocks, manipulatives, tape, paper, and other assorted materials
- Explain the connection between geometric shapes and real world examples
- Write a descriptive paragraph explaining their problem-solving process
- Create an oral presentation
- Create an audiotape using bats, balls, gloves, etc. that incorporates the sounds, rhythms, and words that capture the game of baseball
- Create an artistic rendering (i.e., a drawing, collage, or painting) of a baseball field
- Enact the movements used in the game of baseball
- Respond to writing prompts and participate in small-group and whole-class discussion

#### Supplies:

- Chart paper
- LCD Projector
- Computer with Internet access (You may need to book computer lab time to complete the lesson activities if a computer is not available in your classroom.)
- Tape recorder and recording tapes
- Pattern blocks and/or tiles, wooden blocks in varied shapes, manipulatives, marbles, small balls
- Pencils, rulers, yardsticks, graph paper
- Drawing paper
- Paint, pens, markers, crayons, colored pencils
- Video recorder (if possible) and recording tapes
- An assortment of baseball-related costume supplies and props

#### Instructional Plan: Warm Up

1. Tell the students that they are going to brainstorm ideas about the sport of baseball. Write the word "baseball" in the center of a circle on a piece of chart paper. Post the circle where the

students can see it. Ask your students to brainstorm ideas about this sport. Record and discuss each student's response. Your goal is to help students activate their background knowledge about baseball so that they can make connections between what they already know about baseball and the new knowledge they will gain as they continue with the lesson activities.

2. As a class, visit the following website that contains background information about the sport of baseball:

[Baseball: The Game and Beyond](#)

You should use an LCD projector so that the class can view the website. You must read the information on how to connect your particular LCD model to your computer. It is important to check the LCD projector you are using with the specific computer you are using to ensure that the text and graphics are clear and visible. The way that websites appear on the projection screen can vary greatly. General instructions for how to set up an LCD projector and a laptop computer can be found at the University of Wisconsin-River Falls Information Technology website at [Setting up a laptop computer and LCD projector](#).

3. Tell the students that they are going to create a baseball field using different materials that may include pattern blocks, tiles, wooden blocks, drawing paper, tape, manipulatives, and marbles. Explain to the class that they are going to build the field and then give a presentation explaining their work to their classmates. Tell them that they will also have an opportunity to reflect on what they have learned at the end of the lesson activities.

Give the students a copy of the "Presentation Rubric." Explain each part of the rubric, and clarify any questions the students might have prior to beginning the project.

4. Divide the class into small groups of four or five students. Give each group a copy of the handout entitled "Build a Field." Proceed to Step 5, which explains how to use the handout with your students.
5. Read the handout aloud with the class to make sure that your students understand the tasks they are required to complete. First, tell the students that a design plan will help them think about how they will build their baseball field. Next, tell the students that they are going to visit websites that show examples of what baseball fields look like. You can visit the websites listed below as a class, and then students can return to them if they want additional time to explore as they create their design:
  - o [Ballparks of Baseball](#)
  - o [X-treme Baseball](#)

The final point to emphasize to your students is that the goal of this activity is not to build a perfect baseball field. Instead, it is to help students become active problem solvers as they experiment with shape and symmetry, make mistakes, make changes and modifications, think about real world applications of geometric properties, and explore basic geometric properties.

Tell the students that they are going to problem solve to build their baseball field. Your goal is

to help them in this process, not to give them all the directions. Encourage the students to experiment. For example, if they build a baseball field with 10 tiles between home plate and first base, and then use 15 tiles to represent the space between first base and second base, ask them if their field looks the same as the ones they saw on the websites or baseball fields that they have seen in their life experiences. Encourage them to figure out what is wrong. Do not complete the task for them.

Tell the students that there is no one correct way to accomplish this task, but that their goal is to be good problem solvers who try, make mistakes, and make changes to their field. Give each group rulers, drawing paper, and scissors. Tell the students that they can use these materials to figure out how to build their fields. Tell the class that some students may choose to plan their fields on paper first, while others might want to experiment with tiles and blocks. Others may choose to combine paper, drawing and geometric shapes to create the baseball field. Be aware that this can be a difficult task for some students who may be concerned with only doing things one way.

When the students have completed their baseball field design, tell them that they must write a paragraph describing how they built their baseball fields. Tell the students that their paragraph should explain how they went about solving the problem of how to build a baseball field.

6. Provide time for each group to share its presentation with the entire class. Ask the class to provide feedback on each group's presentation.
7. The next part of the lesson plan is designed to help students learn more about an additional aspect of baseball. The goal of these activities is to help students see that you can learn about a topic by exploring diverse perspectives. Tell the students that you are going to provide them with questions to answer in a reflective journal after they have completed the activities. Their reflections will be an important component of the "Think-Pair-Share" closing activity.
8. Tell the students that they may choose to work on one of the following three projects:
  - Baseball Art: Create a picture or a painting of a baseball field. (Students who choose this option will work individually.)
  - Baseball Sounds: Create an audiotape of the sounds of baseball. (Students who choose this option will work in small groups of no more than four students.)
  - Baseball Moves: Create a skit that shows the movements used in baseball. (Students who choose this option will work in small groups of no more than four students.)

Give each group or individual the appropriate handout based on students' project selections. You will need to visit with the student groups (or individuals) to explain and/or clarify the handout directions. Make sure that you provide time for students to use computers as they complete their project tasks.

Give the students who selected the "Baseball Art" project drawing paper, markers, crayons, paint, and any additional art supplies you have available.

Give the students who selected the "Baseball Sounds" project props such as a baseball glove, a

baseball bat, baseball helmets and caps, and a baseball. (You can also give them small musical instruments if they are available in the classroom.) Also provide them with a blank tape and a tape recorder. Make sure that the students know how to operate the tape recorder prior to their beginning the project.

Give the students who selected the "Baseball Moves" project props such as a baseball glove, a baseball bat, baseballs, helmets, baseball caps, etc. This group will need adequate space to move in as they develop their skit. If possible, provide students with a video recorder and a blank tape. Make sure that the students know how to operate the video recorder prior to their beginning the project.

### **Closure**

1. Tell the students that they are going to participate in a "Think-Pair-Share" reflective journal writing activity. Use the following steps for this activity. First, ask the students to respond as individuals to a series of question in a reflective writing journal. This is the "think" portion of the activity. Use the questions listed below:
  - What did you learn about baseball in this lesson?
  - What did you learn about baseball from your classmates' presentations?
  - What can you learn from looking at a painting or a picture?
  - What can you learn from listening to an audiotape?
  - What can you learn from viewing a videotape?
  - What can you learn from viewing a skit?
2. The second part of the "Think-Pair-Share" activity is to "pair" the students. Divide the group into pairs and tell them to discuss their responses to the reflective journal questions.
3. The final part of the activity is to "share." Ask for volunteers to share their thoughts with the entire group.

Tell the students that a person can learn different things by exploring varied perspectives on a topic.

**Assessment:** Use the "Presentation Rubric" to assess students' work.

**Extensions:** As a class, create a design logo for an imaginary baseball team that incorporates different aspects of the sport. Tell the students to incorporate what they learned in the lesson activities as they create the logo.

Internet Resources:

- [Baseball: The Game and Beyond](#)
- [X-treme Baseball](#)
- [University of Wisconsin-River Falls Information Technology](#)

**Authors:** Maureen Carroll  
 Bay Breeze Educational Resources, Inc.  
 Pleasanton, CA

This lesson plan came from ARTSEDGE.COM. ([artsedge.kennedy-center.org](http://artsedge.kennedy-center.org))

## **Title: Elements of Dance**

**Lesson Overview:** How many ways can a person move? Students will explore and discover the elements of dance by demonstrating various simple movements. This exercise will help the teacher assess the students' level of experience and ability with respect to dance. Students will create simple dances in small groups and perform them for the class. Students will manipulate task cards to comprehend the elements of dance and then they will be tested on their knowledge.

**Length of Lesson:** Three 45-minute periods

### **Instructional Objectives:**

Students will:

- identify what they already know about dance.
- discuss the elements of dance.
- create movement with their body.
- demonstrate understanding of the elements of dance.
- express themselves through the art of dance.
- identify the elements of dance.

### **Supplies:**

Various types of instrumental music with many different tempos, rhythms, sounds, etc. (i.e., a mix of classical music, jazz, musical theatre overtures, folk music, swing, waltz, hip-hop, ballet suites such as *The Nutcracker* and *Swan Lake*, etc.)

Pre-made posters on chart paper of the elements of dance to display in the classroom (optional)

An open space where students will be able to move

### **Instructional Plan:**

#### Introductory Activity

Ask the students to think about how they would answer the question: What is dance? Have the students divide a piece of paper into three columns, which will serve as a K–W–L chart. Ask them to brainstorm (by themselves) and write down in the first column everything that they know about dance. Encourage them to think about the history of dance, types of dance, dancers and choreographers, dance movements, social dance, what they have seen on television and in movies, etc.

Have the students get in pairs and share with each other what they wrote. Then have the pairs work on the second column on the K–W–L sheet, writing down what they want to learn about dance (i.e., specific dance moves, certain genres of dance, the evolution of dance, the role of dance in culture, etc.).

Have the pairs report to the class what they discovered from each other, from column one and column two. Ask them to share at least three items from each column. Ask the pairs if they would like to physically demonstrate any of the items that they know about dance (i.e., specific dance positions). Record the class' answers on a large piece of chart paper.

Have students then go back to working by themselves and complete as much of the last column as possible, recording what they have learned about dance during the class discussion.

### Guided Practice

Pass out the [Elements of Dance](#) handout.

Read and discuss the different elements of dance. Ask for student volunteers to demonstrate the elements of movement, time, space, energy, and body, using various movements.

Have the students leave their papers on their desks and move into an open space in the room to warm up their bodies.

The following is a good example of a basic warm-up procedure (each movement should be repeated several times):

- Roll the head gently, nodding up and down, then looking side to side.
- Slowly roll the shoulders forward, then backward.
- Circle the arms forward, then backwards. Swing the arms.
- Twist the upper body at the waist, then bend side to side, and forwards and backwards.
- Rotate the hips clockwise, then counterclockwise.
- Bend the knees deeply.
- Shake out the legs, one at a time.
- Roll each ankle in circles, clockwise and counterclockwise.
- Stretch the whole body, rising on toes and stretching the arms toward the ceiling.
- Shake out the whole body.

Start by addressing the elements of movement, as described on the worksheet. Have the students explore all the different movement possibilities, including locomotor movement (walking, running, skipping) and nonlocomotor movement (bending, stretching).

Then, one at a time, introduce the other elements of dance: time, space, energy, and body. Allow the students to experiment with different combinations (i.e., stretching slowly at a low level; walking backwards with sharp movements, etc.).

After the students have experimented, ask for a few volunteers to share different ways of moving. The volunteers should first demonstrate a movement, then give instructions to the class on how to duplicate the movement. In their demonstrations, students should use appropriate [Vocabulary](#) Handout and should refer to the elements of dance where applicable.

(Note: The warm-up and exercise on the dance elements can be completed with music. Different types of music may be conducive to different kinds of movement. It may help the students to feel more in tune with their body movements.)

After the students feel comfortable moving, divide the class up into small groups of three or four students. Explain that each group is going to choreograph (create) a small dance. Hand out the [Create a Dance](#) assignment and explain the guidelines of the assignment to students. (Note: Students will not use music in this activity.)

Give students ample time to complete the assignment, then have them perform their choreographed works for the rest of the class. Discuss students' choreography with the entire class and see if students can identify the elements of dance that were demonstrated.

#### Closure

Prior to class, print out the [Task Cards](#) Handout. Make enough copies for each pair of students. Before giving the cards to students, cut each set along the dotted lines and "shuffle" them. Each pair should work to match up the element of dance with its features. (For instance, the students should match the large card, "TIME," with the cards for slow, medium, fast, with music, and without music.)

Do not allow students to refer to their [Elements of Dance](#) handout while performing this activity.

Hand out the [Task Card Self Assessment Rubric](#) and have the students complete it on their own without using the elements of dance worksheet.

#### **Assessment:**

Assess the students' ability to:

Physically demonstrate the elements of dance in the movement piece.

Correctly match the elements of dance using the [Tasks Cards Key](#).

Complete the [Task Card Self Assessment Rubric](#) correctly.

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This lesson plan came from ARTSEGE.COM. ([artsedge.kennedy-center.org](http://artsedge.kennedy-center.org))

## **Title: Street Games**

**Part of the Unit:** [Harlem](#)

### **Lesson Overview:**

Students experience street games of Harlem by learning about and playing established games, such as stickball, kick the can, and tag as well as hand games, chant-and-response activities, and rope skipping. Working in teams, students research and present their findings about a selected street game, compare street games using Venn diagrams, and create a new street game.

**Length of Lesson:** Ten 45-minute class periods

**Notes:** This lesson is particularly suitable for grades 3-4.

### **Instructional Objectives:**

Students will:

- compare and contrast street games using a Venn diagram.
- correctly follow step-by-step instructions.
- experience how street games foster skills for survival in the world at large, such as teamwork, taking turns, and competition.
- practice teamwork by working in cooperative groups to play a street game or to dramatize a street rhyme, jump-rope chant, or hand-clapping activity.
- read and analyze a poem.
- use prior knowledge to identify street games, rhymes and chants, and rope-skipping and hand-clapping games they've played or have heard of, and adapt this knowledge to accommodate new information.

### **Supplies:**

Jump ropes  
Chalk  
Rubber balls  
Broomsticks

### **Instructional Plan:**

Part I: Warm Up and Introduction

Working together with the physical education teacher, select a handful of street games for students to play, including rope-skipping and hand-chant games. For a list of games and how to play them, review the Web sites listed in the Sources section. Each day, introduce students to a new game. With help from the physical education teacher, show the class how to play. Distribute the [Vocabulary](#) handout. Introduce each new game by describing its history. How did it start? Where did it start? You may also encourage students to discuss the street games they play. Have them explain where they learned the games and how to play.

After students have had an opportunity to think about and play a variety of street games, use the following ideas and questions to prompt a class discussion:

Why do you play games? What is the role of games in your everyday life?

How do the skills you use to play these games (e.g., teamwork) apply in other aspects of your life? When is teamwork important in your everyday life?

How do street games differ from the organized sports you play? Think about how you are dependent on equipment to play certain games (e.g., skates for ice hockey), and how street games in particular require no equipment (hopscotch) or minimal equipment (jump rope).

Which games do you enjoy more? Why?

Kids everywhere, and throughout history, play the same games. They bounce balls, jump rope, hand clap to rhymes, hit balls with sticks, etc., but the way they play or the rhymes they say may be particular to their own countries and customs. How do your jump-rope chants differ from ones from other parts of the world?

Examples include:

*Chinese Clapping Game:*

Little Ming, little Ming

Little little Ming Ming

Up up

Down down

Left left

Right right

Front front

Back back

One two each

Ping-Pong ball!

*English Seesaw Rhyme:*

Seesaw, sacaradown,

Which is the way to Londontown?

One foot up, the other foot down,

That is the way to Londontown.

*American Double-Dutch Jump-Rope Rhyme:*

Red, white, and blue,

Tap me on the shoe;

Red, white, and green,

Tap me on the bean;

Red, white, and black,

Tap me on the back;

All out!

Point out to students that many of the street games they play today, such as hopscotch, jump rope, etc., have been played in one form or another by children throughout history and in many countries around the world. A hopscotch pattern traced in the dirt or made with chalk on the sidewalk, for example, may be called different names, such as squares, boxes, dens, beds, steps, etc. Similarly, the object you throw may be called everything from a lagger to a puck, but the overall idea is the same: Toss an object into a pattern, and then hop to the object through the pattern without touching the lines. Have students describe other street games that they know, and have them talk about the differences in the way they play the game. Ask students: How much are games a function of your environment? What affects the way a game is played? Do you think kids living in different environments play the same game in the same way? How might they play it? Help students understand that children living in different places and social situations might play the game differently from how they do.

Wrap up the discussion by explaining how street games are about more than just playing a game. They are a social interaction. It's a chance for kids in the neighborhood to get together and create their own fun. Point out that most street games involve working together as a team, such as in stickball or jump rope. So, besides having fun, children have to work together to figure out who will play which positions, how they will beat the other team, and what strategies they will use as they play. Unlike organized sports, street games give kids the opportunity to make up the rules, decide who's "it," and figure out what chant to sing, what object to use as a base, etc.

After students have discussed their prior knowledge of street games, share historical background about street games by explaining that in Harlem and other city neighborhoods, kids made creative use of the urban landscape. Fields of play were the sidewalks, streets, walls, and stoops. Bases were cars, lamp posts, garbage cans, and sewer covers. Equipment was minimal and usually consisted of typical household items, but there was one thing that was indispensable: a rubber ball.

Provide historical and social background of street games by reading aloud the article "[Hanging Out](#)" from the Streetplay Web site. While reading, display images of [street play](#), also from the Streetplay.com Web site. Other images can be found at: <http://www.streetplay.com/stickball/halloffame/>. You can also use photos from books, such as *Street Games* by Alan Milberg. (Please note that this book is out of print, but may be available in your school or local library).

Describe in general terms some of the more well-known street games (e.g., stickball, hopscotch, Miss Mary Mack, etc.). For descriptions of these games, explore the "[Games](#)" section of the Streetplay Web. You can read these aloud, or print them out and read them together as a class.

Finally, have students talk to their parents and other relatives about street games they used to play when they were children. Invite students to share what they find out with the rest of the class. Are the games your parents played similar to the ones you play today? How are they the same? How are they different?

After learning about a variety of street games, have a class discussion about how games such as kick the can and stickball differ from games such as hockey or baseball. Have students use the

[Playing Around](#) interactive Venn diagram to illustrate the differences and the similarities between these games. For example, the environment dictates the rules of most street games, while in the more organized sports, like hockey and baseball, the environment is set up to accommodate the games (hockey rink, baseball diamond).

Describe how less physical hand games, call-and-response songs, and dance were carried over to the United States, and Harlem specifically, from Africa. Point out that these rhythmic activities have elements of African music and heritage, and that they were passed on from parent to child. To learn more about some of these games, and for instructions on how to play them, explore the following sites:

*CanTeach: African Songs, Chants, and Games*

<http://www.canteach.ca/elementary/africasong.html>

*West African Call-and-Response Game*

<http://home.earthlink.net/~debrajet/africa.html>

## Part II: Discovering and Playing a Street Game

Ask the class what they know about the street game called stickball. What game do they think it is most similar to? Encourage students to ask their parents or other older relatives about their experiences playing stickball.

Share information about the Harlem street game of stickball using a variety of Web sites, including [Stickball Basics](#) and [Stickball Rule Sheet](#), both at Streetplay.com.

Ask students: What game is stickball most like? (baseball). Why didn't kids just play baseball? (no playing fields, no equipment). As a class, discuss the differences between stickball and baseball, recording responses in a Venn diagram. Ask students which game they think is more fun and why.

Read the poem "[Stickball](#)" to the class and prompt a discussion by asking students: Why do you think the writer had more fun playing stickball with a mop handle and rubber ball than her own children do playing soccer, even though they have fancy equipment, fields to play in, etc.? Why would making up your own game and rules be more fun than playing a game that someone else has created?

Break up the class into teams, go outside, and with help from the physical education teacher, have them play a game of stickball using the information they learned in class. After they have had an opportunity to play, invite students to discuss what they've learned about the street game of stickball. Have them complete the Venn diagram comparing and contrasting stickball and baseball.

Working in small, cooperative groups, invite students to select a street game to research, play, and present to the class. Help each group access information about how to play their street game at <http://www.streetplay.com/rulesheets/>, from the games roster at

<http://www.streetplay.com/thegames/>, from sites about the specific game, and from the physical education teacher.

Groups researching street rhymes, including hand-clapping, ball-bouncing, counting-out games, and jump-rope activities can use the resources found in the Teacher References section below.

Groups must be prepared to share with the rest of the class at least three pieces of information about the street game, including how to play, what materials are needed, and its history.

Groups are to play their game using their whole bodies. If they are demonstrating a street chant, then they should dance along to the chant. If a video recorder is accessible, you or a student should record a video of them playing the game.

Groups present their video to the class, if they made one, and give an oral presentation in which each member of the group describes something about the street game the group researched. Include time for presenters to answer classmates' questions about the game.

### **Assessment:**

Assess student performance using the following rubrics: [Invented Game Assessment](#) and [Recreated Game Assessment](#).

### **Extensions:**

#### *Create a Street Rhyme or Jump-Rope Chant*

Invite students to work in groups of three to create their own jump-rope chants. Explain that a chant is a poem meant to be recited aloud and that the rhythm of the repeated lines gives the chant conviction and power.

Before they write, have volunteers recite chants they already know or ones they learned from their parents, and invite the rest of the class to clap their hands to the rhythm.

Now have groups write their own version of a jump-rope chant or street rhyme. If they're not experienced jump-ropers, they might want to try writing a version of a rhyme from one of the jump-rope Web sites or one they learn from their parents. Tell them to keep the rhythm of the chant in mind and fill in new words to the same beat, putting the repetitions and rhymes in the same places as the model chant.

Have students perform their chants orally along with jump-rope demonstrations for the class.

#### *Create a New Street Game*

Ask students to describe a time when they made up a game using only the materials they had in their immediate surroundings. Have them describe how and why they came up with these games.

Remind students that in Harlem, the environment dictated the rules of the various street games. For example, sewer caps were bases, a broom handle was a bat. (Remind them of the poem they read earlier, and discuss what the poet used in her environment to play stickball.)

Working in cooperative groups, students are to invent their own street games, and like kids from Harlem, they can use only materials within their environment to play them.

Have students write down the name of their game, how many players are needed, what they need to play, how to play, and the rules. Groups are encouraged to include drawings and diagrams to describe the game. Students are to play their games, revising the instructions as needed.

In an oral presentation, groups first describe, then demonstrate, their game to the rest of the class. In demonstrating, students are encouraged to use their whole bodies to show the dynamics and raw interplay involved in their street game.

Finally, invite groups to try to play each other's games by exchanging and following the written instructions.

### Sources:

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#### Web:

[America's Story: See, Hear and Sing](http://www.americaslibrary.gov/cgi-bin/page.cgi/sh/kidsongs)

<http://www.americaslibrary.gov/cgi-bin/page.cgi/sh/kidsongs>

### Authors:

Scholastic Inc.  
New York, NY

## Geography/ Social Studies Lesson Plans

This lesson idea is from PE Central ([pecentral.org](http://pecentral.org)), the premier Web site for Physical Education Teachers. *Sponsored by S&S Worldwide ([ssww.com](http://ssww.com))*

**Name/Title:** Civil War Rhyme Time

**Academic content:** History

**Purpose of Event:** To learn basic facts of the United States Civil War and to improve upon long rope jumping skills.

**Prerequisites:**

The students should be familiar with the Civil War and various terms associated with the war. The students should have long jump roping skills including turning, jumping, entering, and exiting.

The students should recite this poem in the regular classroom and be familiar with the words before taking it into the physical activity environment.

**Suggested Grade Level:** 3-5

**Materials Needed:** One 16 foot jump rope per group, posters of the rhyme for each group.

**Physical activity:** Jumping Rope

**Description of Idea**

Place the students into groups of four students. Be sure to have a poster with the words of the rhyme displayed at each group.

Activity:

- \* Two students turn the rope and two students jump.
- \* The students will enter the jump rope and recite the poem while jumping. Additionally, they will perform the necessary actions.
- \* The two students continue jumping until the completion of the poem and then switch places with the turners. If a student misses a jump, they continue in the activity.
- \* The ultimate goal is to complete the jumping rhyme, saying all the words, with no misses.

**Jump Rope Rhyme:**

Studying the civil war of the United States (place hands into the shape of a book)  
 And working on remembering the dates  
 It all began with the battle of Bull Run (run in place while jumping)  
 Way back in 1861

President Lincoln was on a mission  
 The southern states wouldn't listen (put a hand up to your ear)  
 One nation we needed to be ( put up one index finger to represent 1)  
 Without rebels and slavery

Ulysses S. Grant led the north  
 And with his troops he set forth (march while saluting your forehead)

The union was their name  
And Infamous they became (take a bow in between jumping)

Then there was General Robert E Lee  
Leading the south, the confederacy (march while saluting your forehead)  
He led his troops with great pride  
Fighting for a great divide ( jump with legs and arms spread apart)

Both sides set out strong and tall (flex muscles while jumping)  
But Gettysburg changed it all  
The Confederacy took a dive (put hands into a dive position while jumping)  
They could no longer survive

In the spring of 1865  
The south surrendered inevitably (student waves a white flag that they brought in while jumping)  
The worst U.S. war was at an end  
And both sides were left to mend (after leaving tie the white scarf around arm so that it can 'mend')

### **Assessment Ideas:**

Provide a checklist for peer-assessment. A suggested checklist, includes:

- \_\_\_\_\_ 1. Keeps eyes on the rope while jumping.
- \_\_\_\_\_ 2. When entering, waits until the jump rope hits the floor, and then runs to the center and starts jumping.
- \_\_\_\_\_ 3. When serving as a turner, watches the jumper's feet.
- \_\_\_\_\_ 4. Able to recite the poem while jumping.

+ You are a whiz at this!

O You can perform this skill sometimes, but you still need some practice.

- You have a hard time performing this skill. Practice will help!

### **Teaching Suggestions:**

Teaching Cues to help teach Jump Rope:

- 1. Keep you eyes on the rope while jumping.
- 2. When entering, wait until the jump rope hits the floor, and then run to the center and start jumping.
- 3. Turners should watch the jumper's feet.

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Submitted by **Leah Sedlacek** in Manitowoc, WI. Thanks for contributing to PE Central! **Posted on PEC: 8/29/2008**. Printed 424 times since 4/6/2008.

This lesson idea is from PE Central ([pecentral.org](http://pecentral.org)), the premier Web site for Physical Education Teachers. *Sponsored by S&S Worldwide ([ssww.com](http://ssww.com))*

**Name/Title:** Geography Twister

**Academic content:** Social Studies

**Purpose of Event:** To help reinforce states and cardinal directions.

**Prerequisites:** Knowledge of names and locations of the 50 United States.

**Suggested Grade Level:** 3-5

**Materials Needed:** Giant US map on playground, bag/cards with names of all 50 states

**Physical activity:** Locomotor (running, skipping, etc) & Non-locomotor (Bending, leaning, etc.)

### Description of Idea

Each student will be given the name of a state to stand on using the giant US map outside. This will give an idea of how familiar the students are with state locations. All students should be instructed to stand facing North in the map to begin the activity. Once students are at their designated spots, cardinal directions will be given and the students must touch the state that corresponds with the direction. (i.e. “Put both hands on the state that is to the east of you or touch your left leg to the state that is to the south of you”). In between each new move, the teacher will draw a state name from the bag. If a student is standing on that state, they will come up and draw another state name and will travel to their new spot using a different locomotor movement each time. The game continues as the teacher calls more cardinal directions for children to use with non-locomotor movements to reach each state.

### **Variations:**

If students are having trouble remembering the names of states, you can incorporate the “Fifty Nifty United States” song into the lesson by having students run to the states as they are called.

### **Assessment Ideas:**

Have students fill out a blank map of the US map. To assess their skill acquisition, ask them questions such as:

1. Do you think it is easier to lean forward, to the side, or backwards? Why?
2. Is it easier to balance when your feet are together, shoulder width apart, or spread really far apart?
3. When using both hands and feet to balance on the ground, is it harder to move your arm somewhere else or is it harder to move your leg somewhere else?

### **Teaching Suggestions:**

If you do not have a blacktop map to use, you can print out states and tape them down to the gym floor to use.

### **Adaptations for Students with Disabilities:**

Students with disabilities can verbally say the names of states or use other body parts to show cardinal directions.

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Submitted by **Lauren Garner** in Piedmont, SC. Thanks for contributing to PE Central! **Posted on PEC: 5/23/2009**. Printed 246 times since 4/21/2009.

This lesson idea is from PE Central ([pecentral.org](http://pecentral.org)), the premier Web site for Physical Education Teachers. *Sponsored by S&S Worldwide ([ssww.com](http://ssww.com))*

**Name/Title:** North Star Scramble

**Academic content:** Social Studies

**Purpose of Event:** This activity introduces the relationships between the geographical directions of North, South, East, and West. Specifically, it covers the concepts of opposites and left and right as they apply to the use of a compass or a map.

**Prerequisites:** Discuss the concept of the North Star and how it relates to the other three directions. The children can pretend they are playing in the woods and suddenly they have lost their way. Tell them to look up to find the brightest star (North Star). Teach the students that south is "opposite" of the North Star. Explain how West and East are on the left and right of the

North Star and spells the word "WE." With these concepts in place, the children know they can create a "compass" no matter where they are in the woods.

**Suggested Grade Level:** 2-4

**Materials Needed:** Make several sets of four large letters (N, E, W, S). Make the letters within a set the same color. However, make each set of four different colors. For each set, use a large card or paper to paste or draw the letter N inside a large star (North Star; laminate if desired). The other three directions are pasted or drawn on similar cards or paper without a star. Have thematic music on hand to use as your start and stop signal (Star Wars, When You Wish Upon A Star, etc.).

**Physical activity:** Locomotor Skills

### Description of Idea

1. Place the children into groups of four.
2. Each child within the group holds a card with either the North Star or one of the other three directions (S, E, W).
3. Play various lively music to enhance movement and mix around the area like stars. Vary the locomotor skill used each time.
4. When the music stops, the North-Star child from each group stops where they are and holds their "Star" high overhead. Teammates of the same color locate their star and have 10 seconds to position themselves correctly in relation to their North Star. For example, S sits at the feet of the North Star to demonstrate the concept of "opposite" while children holding the W and E (spelling WE) stand to the left and the right of the North and South players respectively.
5. Praise and correct as needed.
6. Play again after players trade letters with another child in their group. Continue until all four players in each group had their turn as the North Star.

### **Variations:**

For younger children, place a North on one wall and East, West or South on the other walls in correct relationship to the North. Give letter cards to the children and play. When the music stops, they go to the wall that matches the letter they are holding and sit. The teacher can then discuss the concept of opposite and left and right without a moving target (North Star is on the wall rather than randomly located).

Also, add the directions of NE, SE, NW, SW, etc., to add to the difficulty of the activity.

### **Assessment Ideas:**

Determine the assessment on speed and accuracy. First, play a practice round to give them the idea without a countdown from 10. Then, play several times to see if they can do it correctly with

the 10-second countdown. When they can easily do it within 10 seconds correctly, then have the students perform this activity in 7 or 5 seconds as a challenging goal.

**Adaptations for Students with Disabilities:**

Children with limited or no mobility can be the North Star while teammates line up in relation to them. Also, while sitting they can turn the Star to face it in different directions. This "twist" forces her or his teammates to adjust to the position of the North Star. Children in a wheelchair may be paired with a partner to transport them and play as described.

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Submitted by **Dr. Jeffrey Barto** who teaches at UNC Charlotte, Department of Kinesiology in Charlotte, NC. Thanks for contributing to PE Central! **Posted on PEC: 8/6/2007**. Printed 820 times since 5/15/2007.

## Health Lesson Plans

This lesson idea is from PE Central ([pecentral.org](http://pecentral.org)), the premier Web site for Physical Education Teachers. *Sponsored by S&S Worldwide ([ssww.com](http://ssww.com))*

**Name/Title:** Help Me!! Help Me!! Tag Game

**Purpose of Event:** Introduce LDLs (the loser cholesterol) and learn what a Cardiologist does!

**Prerequisites:** This is a tag game so we warm-up with some whistle drills that let them practice fast feet and jukin' before getting into the game! We also practice clapping out the word... "Cardi-o-lo-gist", and take time to discuss the "evil/bad characters" of the game... fried fish, fried chicken, bacon, french fry, and we discuss what makes all of these evil, and why it's so important to eat them in MODERATION!!

**Suggested Grade Level:** 3-5

**Materials Needed:** 3-5 red hula hoops= ambulances that transport the cardiologist, LDLs represented by: rubber chicken=fried chicken, rubber pig=bacon, rubber fish=fried fish, 1/2 foam noodle= french fry, foam shaped ring=donut, yellow foam ball="icky sticky cholesterol GLOB! ... Look through your equipment, and be creative! \*Hospitals are optional, you can scatter aerobic benches around your playing field or use another color of hula hoop.

### Description of Idea

There are three job:

#1) LDLs (loser cholesterol) will cause a heart attack once they tag any of the kids running around!!!

#2) The Cardiologists run around in their ambulances (hula hoops) saving children's lives.. If they see a kid frozen in place yelling "help me, help me" they must run over and say "don't worry I'm a Cardiologist, I can save you... let's EXERCISE!!" The Cardiologist and heart attack victim jump up and down while saying "I love PE" 3x... The victim is then healthy and able to run free!! (If you use the hospitals, the kids tagged by the LDLs run to one of them and still yell "help me, help me" so the Cardiologist knows they are having a heart attack and need medical attention!

#3 Healthy students who are trying to move around enough to avoid the LDLs!

After a few minutes of playing, regroup and let the kids change jobs!

### **Assessment Ideas:**

A group discussion (K-2) or write an essay (3-5) on the question "How was this game similar to real life?"... If we avoid the LDLs by staying active and making smart food choices, we have less of a chance of needing help from a Cardiologist! Another question could be: " How did the Cardiologist save our lives?" By prescribing exercise!! ("I love P.E.")

### **Teaching Suggestions:**

Discuss eating 'bad/evil' foods in moderation is OK. Many of those foods are served in our cafeterias and at family dinner tables. We can educate, but students often don't get to choose what is served them.

### **Adaptations for Students with Disabilities:**

If a child doesn't like to be tagged/touched or is lacking in motor efficiency... let them be a Cardiologist or LDL for most of the game!

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Submitted by **Heide Hurd** who teaches at Port Orange Elementary in Port Orange, FL. Thanks for contributing to PE Central! **Posted on PEC: 4/21/2008**. Printed 1104 times since 4/2/2008.

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This lesson idea is from PE Central ([pecentral.org](http://pecentral.org)), the premier Web site for Physical Education Teachers. *Sponsored by S&S Worldwide ([ssww.com](http://ssww.com))*

**Name/Title:** My Pyramid Food Relay

**Purpose of Event:** To help the students understand the different food groups, make a breakfast, lunch and dinner menu using the proper number of food groups per day.

**Prerequisites:** Review the different food groups

**Suggested Grade Level:** 3-5

**Materials Needed:** Pencils, [menu worksheet](#), cones, food group picture cards (you will want a lot of these), food group styrofoam/paper plates, My Pyramid information sheets ([www.mypyramid.gov](http://www.mypyramid.gov))

### Description of Idea

Discuss the different food groups and how many servings of each. Ask what the relationship is between the division of the pyramid and the different food groups (Grains is largest because you need more grains than the other food groups while oil is smallest because you need the least of this group).

Grains-9 servings- whole grain bread, cereal, pasta.

Vegetables- 4 servings- green beans, carrots

Fruits- 3 servings-apple, orange, juice

Milk-3 servings-milk, ice cream, cheese

Meat/beans- 2 servings- meat, chicken, fish, nuts (vegetarians can have soy and beans\_

Oils- not really a food group, but you need 2 small servings-butter, oil

Put 3 –4 students in relay formation. Each group has 5 plates marked with a food group and the number of servings for that food group to put the food group picture cards. They also have a menu worksheet to be filled out with the food group picture cards they have collected. The plates, food group pictures and the menus have been color coordinated (the dairy plate would have blue writing, while the dairy pictures all have blue dots on them). In addition have available laminated My Pyramid info sheets.

The first person in each relay skips to the center and picks up 1 food group picture card, skips back to his line and tags the cone with the foot. The next person in line then takes their turn to run and pick up a food group picture.

While waiting, the students put the food group picture cards in the correct food group plate. In addition, students will work individually on creating a menu for 3 daily meals with the food group picture cards they have collected for their group. The group is finished when students have all their food group servings and a menu for the day. If a person in the group completes their menu before others are done they can then assist their teammates.

### Menu Worksheet

#### **Assessment Ideas:**

Seeing if the students are writing the proper number and food item on their menu worksheet.

#### **Teaching Suggestions:**

Find pictures of food via the web and laminate them. It takes some time to print and laminate, but it's worth it.

Have students share the menu they have created with other students in the class.

#### **Adaptations for Students with Disabilities:**

The plates, food pictures and the menus are all color coordinated.

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Submitted by **Linda Thompson** who teaches at Potowmack Elementary in Sterling, VA. Thanks for contributing to PE Central! **Posted on PEC: 2/4/2008**. Printed 1480 times since 12/11/2007.

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This lesson idea is from PE Central ([pecentral.org](http://pecentral.org)), the premier Web site for Physical Education Teachers. *Sponsored by S&S Worldwide ([ssww.com](http://ssww.com))*

**Name/Title:** Driving Range

**Academic content:** Health

**Purpose of Event:** The purpose of this activity is for students to learn safety rules and knowledge of the road by going through a driving course using scooters/bicycles/tricycles, etc. This activity is designed to introduce driving and safety to students in a make believe setting. Students learn why it is important to obey all traffic laws and understand the consequences of disobeying traffic laws.

**Prerequisites:** Previous knowledge of riding a scooter, bike, tricycle or other. Knowledge of the safety rules needed for driving any of the above.

**Suggested Grade Level:** K-3

**Materials Needed:** Scooters, bicycles, tricycles, cones, signs, gutters, ropes, and jump ropes, make believe tunnel, floor mats.

**Physical activity:** Manipulative Skills

### Description of Idea

The driving range can be set up in a variety of different ways. The teacher needs to ensure that there is enough allotted space for all the children to be active without waiting in line for a turn. This activity would be best used with small groups or large outdoor areas where several activity areas can be set up and supervised.

The teacher explains what is appropriate and inappropriate for the driving range. For example, no standing on scooters/bicycles/tricycles, no tailgating, safely park scooters/bicycles/tricycles while parking in lot, etc. While students watch and listen, the teacher must walk through the course explaining what he/she expects of the students. The teacher walks the students through the driving range and explains each feature. Stop signs, one way signs, and speed limit signs are posted around the course. Students must obey the signs or they will be given a traffic ticket. The course includes a freeway, a car wash, a tunnel, and a couple of different parking lots. Students must park their scooters/bicycles/tricycles in designated parking lots and perform particular skills for that day. These skills can include various rolls on a mat, a rope swing and land on both feet, and/or a balance beam walk down a rope. When students complete the driving range they can begin again. The goal for each student is to earn their own drivers license, so they must be very careful and safe to do a good job. Traffic tickets will be issued to students that do not follow the rules of the road. If any student gets two or more tickets, they will not earn their drivers license or safety license (teacher's choice).

### **Variations:**

Adapt the activities for bicycle, tricycle or other riding activities.

Use older students to come in and act as police or patrols to practice safety skills.

Do the activity with "make believe" cars, using locomotor movements to move through the range.

### **Assessment Ideas:**

Ask the students to write or list for you 3 safety rules they learned from the driving range.

Send surveys home to parents with a safety checklist to see if the students are putting into practice what they learned in the driving range.

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Submitted by **Timothy Kerr**. Thanks for contributing to PE Central! **Posted on PEC: 5/24/2000**. Printed 714 times since 8/24/2001.

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## History Lesson Plans

This lesson idea is from PE Central ([pecentral.org](http://pecentral.org)), the premier Web site for Physical Education Teachers. *Sponsored by S&S Worldwide ([ssww.com](http://ssww.com))*

**Name/Title:** Columbus' Voyage to the New World

**Academic content:** Social Studies

**Purpose of Event:** To develop cooperation skills and to teach rules and how to follow them.

**Suggested Grade Level:** 3-5

**Materials Needed:** 30 cones, voyage cards (the classroom teacher had my students create these), one jump rope for each group and magic markers.

**Physical activity:** Cooperation

### Description of Idea

#### **PREPARATION:**

1. Have students create voyage cards. In the classroom they should discuss and decide on some situations that may have or did occur to the crew during Columbus voyage to the new world. A group of 4-5 students can then create a situation and write it out on an index card. If they have read Pedro's Journal or any other historical information, they should try and relate some real life situations from the book.

The voyage card must include:

1. The name of the item found under the cone.
2. What it represents or stands for.
3. What the group needs to do.
4. How many circles they get to fill in on their map (good luck items, such as steady winds should move them forward more circles than bad luck items such as calm winds or pirates.)

#### **EXAMPLE 1:**

1. Stop watch and black marker
2. Calm winds
3. You must stay here for 30 seconds because you have no wind to continue your voyage! Place the stopwatch back under the cone when you are done timing yourselves as you blow out your mouth for 30 seconds.
4. Fill in one circle with the black marker.

#### **EXAMPLE 2:**

1. A bag of rice
  2. Dinner time
  3. You eat a dinner of rice, salted meat and water. Rub your stomach and pat your head at the same time 10 times in a row.
  4. Fill in two circles with the red marker.
2. Create a map that represents Columbus' voyage. Include 10 to 20 circles along the ships pathway for the students to fill in as they sail cross the ocean. On the map, dictate the way that students are to travel from one color station to the next...i.e., jump backwards, gallop forwards, crawl at a low level, roll sideways.
3. Dress up as a sailor or explorer just for fun!

**SET UP:**

1. Spread cones throughout the gymnasium and place 1 voyage card, it's related item, and 1 marker under some of the cones. You want to have plenty of "empty cones" too!
2. Have map and key ready.

**HOW TO PLAY:**

1. Divide class into their groups of 5 or 6 and have them decide on who will represent which member of the crew (see below). The cones are already spread out in the gym with voyage cards and markers underneath them. The sailors stand in line holding onto the jumprope. Each line represents a ship. Now we are ready to sail!

**JOBS:**

**COLUMBUS:** Advises team as to where they should sail next (what cone to go to next) - must have a good memory to remember previous locations.

**NAVIGATOR:** Holds the map during the voyage.

**CLERK:** Marks the paper with the marker.

**CAPTAIN:** This is the only team member to touch the cone and tip it so all their shipmates can see what is under it.

**INTERPRETER:** Picks up the voyage card and reads the card out loud to the group.

**SHIP'S BOY/GIRL:** Advises Columbus as to where they think they should go next - helps Columbus remember where they have been and helps to decide where to go next.

3. To sail our ships, we must travel as a group, holding hands from cone to cone until we find our respective item. If the students get in a hurry and break their hold on the rope, they yell "sailor overboard" and the whole group must return to the "harbor" (a place designated by the teacher), regroup and start again. They must hang on to the jump rope at all time and they can't travel sideways or tug on the rope.

4. The teacher is the QUEEN ISABELLA or KING FERDINAND and each group will get their assignment from her or him. By looking at the code sheet (see below), the Queen/King will tell each group what object they are looking for first.

5. Each ship (group of students holding hands) must find their designated item, the interpreter reads the voyage card and then they complete the activity and the clerk fills in the circles on the map. Give praise and encouragement to those groups that are performing their roles well and not doing other people's jobs! Report back to the Queen or King to find out which object to search for next.

6. When the team has successfully crossed the ocean (completed the map) and reached their island in the Bahama Island, they report back to the Queen for their reward (You decide!).

### **IDEAS FOR VOYAGE CARDS**

**STOP WATCH and BLACK MARKER:** You are sailing in very calm winds. You must stay here for 30 seconds and wait for the winds in order to continue the voyage. Place the stopwatch back under the cone when you are done timing yourselves as you blow out onto the back of the captain for 30 seconds. Fill in one circle with the black marker.

**A BAG OF RICE:** It's dinner time! You eat a hearty meal of rice, salted meat and water. It is still early in the voyage. Rub your stomach and pat your head at the same time 10 times in a row. Fill in two circles with the yellow marker.

**ROCK:** You've just hit a large submerged rock! Stop to make minor repairs. Have your crew stand in a line and pass the rock down your line and back again before you can continue. Place the rock back under the cone and fill in one circle with the brown marker.

**A FAN:** Steady winds are blowing! Have each person fan another sailor 5 times. Fill in three circles with the blue and continue on your journey.

**DICE:** The die represents good luck that all explorers need! Roll it and find out how many circles you get to fill in with the purple marker. Place the die back under the cone.

**GREEN CREPE PAPER:** You have entered the Sargasso Sea. Form a circle with your group and have the ships boy/girl run around the circle 3 times while waving the green crepe paper in the air. Fill in two circles with the green marker.

Here are some other items I have in the gym.

CHICKEN, DECK TENNIS RING, PENCIL, CUP, PAPER

### **KEY:**

This is a key with six colors. You can add as many as you want depending on the amount of time you have.

**Group 1:** red, purple, black, orange, blue, green

**Group 2:** green, black, red, purple, orange, blue

**Group 3:** blue, red, green, black, purple, orange

**Group 4:** orange, green, blue, red, black, purple

**Group 5:** purple, blue, orange, green, red, black

**Group 6:** black, orange, purple, blue, green, red.

### **Variations:**

Use the adventure of the Oregon trail, Lewis and Clark expedition.

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Submitted by **Jane Koval** who teaches at Van Hise Elementary School in Madison , WI .  
Thanks for contributing to PE Central! **Posted on PEC: 5/23/2000**. Printed 925 times  
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This lesson idea is from PE Central ([pecentral.org](http://pecentral.org)), the premier Web site for Physical Education Teachers. *Sponsored by S&S Worldwide ([ssww.com](http://ssww.com))*

**Name/Title:** **Nineteenth Amendment**

**Academic content:** Social Studies

**Purpose of Event:** To develop students' chasing, fleeing, and dodging skills while integrating a social studies topics.

**Prerequisites:** Students need to have had instruction in the specifics of the Nineteenth Amendment. **Suggested Grade Level:** 4-6 **Materials Needed:** Cones to mark off the activity area. **Physical activity:** Chasing, fleeing, and dodging

### Description of Idea

This activity includes material that is appropriate for students at these suggested grade levels. However, all of this material and its relationship to the activity needs to be discussed and reviewed with the class in advance. Discuss the Nineteenth Amendment and how it gave women the power to vote. Emphasize the struggle women had in gaining the right to vote. Pose some of the following questions to make sure students understand:

- 1. How do we make important decisions in our country such as who will be president?
- 2. Before 1920, who got to vote?
- 3. Who didn't have a chance to decide important issues?
- 4. How do we determine if we are for or against an issue that is being voted on in an election?

Form 2 teams by having 2/3's of the class stand on one side of the playing area (these students will be the ones in favor of the amendment) and have the other 1/3 on the other end of the playing area (they are not in favor of the amendment). On the teachers signal the team that is in favor of the vote (the majority or larger team) will try to move (teachers determine the locomotor movement of travel) to the other end of the gym without being tagged by the other team. Their goal is to get to the other end of the each others playing area. This symbolizes the group successfully got to vote. When tagged, pro-voters freeze. Have the teams change positions.

**Variations:** Use different topics that involve struggle...African Americans, integration, etc. Have students travel using other locomotor movements other than running.

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Submitted by **Jennifer Shriver**. Thanks for contributing to PE Central! **Posted on PEC: 5/23/2000**. Printed 876 times since 8/24/2001.

This lesson idea is from PE Central ([pecentral.org](http://pecentral.org)), the premier Web site for Physical Education Teachers. *Sponsored by S&S Worldwide ([ssww.com](http://ssww.com))*

**Name/Title:** **Presidential Race**

**Academic content:** Social Studies

**Purpose of Event:** To help youngsters better understand, through movement, the way in which a candidate wins an electoral race and the number of votes necessary to win in the electoral college.

**Suggested Grade Level:** 3rd-5th

**Materials Needed:** a cut out of each state with the number of electoral votes on the back, 3 presidential name tags, a large playing area with clearly marked boundaries on each end

**Physical activity:** Locomotor Skills & Knowledge regarding the Electoral College

### Description of Idea

Ask for 3 volunteers to be the **presidential candidates** that stand in the middle of the playing area. The rest of the class is each assigned a state and instructed to line up (in a spread out manner) at one end of the gym. Each state name tag has a number under the state name that represents the number of electoral votes that state receives in an election.

When the presidential candidates yell "**the race is on**" the states will try to move (have students hop, skip, jump, etc.) past the **candidates** to the other end of the gym without getting tagged by the candidates. If a state gets tagged, they belong to the candidate who tagged him/her. The state must then help its candidate capture more states until all are captured.

Each candidate and its group of states will then add up their electoral votes to determine who will be the next US President. Afterwards, discuss electoral votes, populations, and the importance of each state's vote.

#### **Sample Questions:**

- Does it really matter which state each candidate wins in the electoral race?
- How many votes are necessary to win the electoral college?
- Who won the election?

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Submitted by **Deborah Stevens** who teaches at Clemson University. Additional authors for this idea were Tommie Bowling.. Thanks for contributing to PE Central! **Posted on PEC: 5/23/2000**. Printed 1527 times since 8/24/2001.

## **Language Arts Lesson Plans**

This lesson idea is from PE Central ([pecentral.org](http://pecentral.org)), the premier Web site for Physical Education Teachers. *Sponsored by S&S Worldwide ([ssww.com](http://ssww.com))*

**Name/Title:** **Scrabble Laps**

**Academic content:** Language Arts: Spelling

**Purpose of Event:** The purpose of this activity is to integrate physical fitness with spelling of core vocabulary words used in science and social studies.

**Suggested Grade Level:** 3-5

**Materials Needed:** Depending on the size of the class, you will need at least 10-15 sets of letters of the alphabet. (Magnetic letters purchased at various dollar stores works great.); one pencil and score sheet for each team; outside area or a large gym will work for walking/running laps

**Physical activity:** Locomotor Skills: Run, Walk, Skip, Gallop

### Description of Idea

Students are placed in teams of 4 or 5. One student from each team is appointed "secretary" and is responsible for writing "words" on the score sheet. All names of team members should be written on the form by each of the students on the team.

Students are told they can walk, skip, gallop or jog around the track. For each lap they perform, they are given a letter by the teacher. The more laps they do, the more letters they get. The students move around the track until either time is up or all the letters are gone.

When the whistle is blown, they go back to the area where their team's Scrabble Lap Score sheet is located. The students pool all their letters together and work as a team to form as many words as they can using the letters they were randomly given. Their words must be appropriate, three letters or longer and no proper nouns or abbreviations. Additionally, the words must be spelled correctly.

The team secretary writes the words as the team forms them. The letters can be used as many times as they want. Each correctly spelled word is worth one point; any words formed from their science or social studies vocabulary list (obtain words from the classroom teacher) are worth two points. At the end of approximately five minutes, collect the paper and pencils and evaluate the correctly spelled words to announce in the next class.

### **Variations:**

Allow the teams to run in tag teams where each member runs a certain portion of the lap (relay type).

Vary the way the students move by going backwards, sideward, jumping rope, dribbling a ball, etc.

### **Assessment Ideas:**

The teacher will check for correct spelling.

The teacher will observe the use of a variety of movement, teamwork and cooperation.

### **Adaptations for Students with Disabilities:**

For students who have difficulty moving around the track, give them two letters for each lap. Any students who are developmentally delayed are paired with another student.

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Submitted by **Karen Irwin** who teaches at Little Creek Elementary in Norfolk, VA. Thanks for contributing to PE Central! **Posted on PEC: 9/18/2008**. Printed 1772 times since 2/25/2007.

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This lesson idea is from PE Central ([pecentral.org](http://pecentral.org)), the premier Web site for Physical Education Teachers. *Sponsored by S&S Worldwide ([ssww.com](http://ssww.com))*

**Name/Title:** Reading Basketball

**Academic content:** Language Arts

**Purpose of Event:** To help students learn vowel patterns, homophones, and other tricky reading skills.

**Suggested Grade Level:** 3-5

**Materials Needed:** Basketballs

**Physical activity:** Dribbling and Shooting Skills

### Description of Idea

Each student in the class needs a basketball where a missing word that is a homophone or a word with missing letters that are less common vowel patterns are written on the ball. Each student needs a note card with the sentence and the missing word written on the card.

Some examples are:

1. The (knight) rode into the field on a horse wearing shiny armor; The story about the (knight)s and the round table is very famous.
2. At (night), the sky is dark and the moon is bright; At (night) I brush my teeth and go to bed.
3. I wake up every (morning) to my alarm clock.
4. The family was (mourning) the loss of Uncle Steven.
5. F(ou)l, T(ou)r, Y(ou)r, S(ou)r
6. Fr(ie)nds, P(ie)ce, Activit(ie)s, rel(ie)ve

Using basketball hoops or other obstacles to shoot into, make a sign for each hoop. For this example, if you had two hoops, they would have signs that read:

1. knight, mourning
2. night, morning

On the teacher's signal, the students have to dribble their basketball different ways throughout the gym (forward, backward, different levels, different pathways) to the correct hoop, shoot, and return to their space. Switch with another student and repeat. **Assessment Ideas:** Spend time at each hoop checking to see if the basketballs are being shot correctly. Have students record thier answers on a worksheet.

Submitted by **Jeanne Marie McCabe** who teaches at Virginia Tech in Annandale, VA. Thanks for contributing to PE Central! **Posted on PEC: 1/18/2004**. Printed 2414 times since 5/1/2002.

This lesson idea is from PE Central ([pecentral.org](http://pecentral.org)), the premier Web site for Physical Education Teachers. *Sponsored by S&S Worldwide ([ssww.com](http://ssww.com))*

**Name/Title:** Superstar Bowling

**Academic content:** Language Arts

**Purpose of Event:** To reinforce the proper cues of rolling or bowling a ball and at the same time reinforcing cooperation and spelling skills.

**Activity cues:** [See PE Central Underhand Throwing Cues](#)

**Suggested Grade Level:** 3-5

**Materials Needed:** Carpet squares (I use the 24" x 24"), numbered cones (I use the 12" size), 8 1/2" Gatorskin balls, Alphas (plastic caps with letters inside) OR use magic markers to make the letters in the lids of juice jars, buckets or large containers, Sports Illustrated for Kids Sports Personality Cards (or other sports personality cards).

**Physical activity:** Underhand throwing

### Description of Idea

After a short warm up period to practice the correct bowling/rolling technique, stop the action and give each set of partners a Sports Illustrated for Kids Sports Card. The task is to spell out the name of the athlete on the card by acquiring letters (alphalids). The number of letters they are allowed to pick up is determined by how well they perform their physical task/challenge-bowling/rolling a ball onto a carpet square.

**Scoring Rules** (How many letters can I bring back?)

- 1 letter - If ball is bowled properly from behind the bowling line (even if kids completely miss the carpet square)
- 2 letters - if ball touches carpet square
- 3 letters - if ball rolls to a complete stop on top of the carpet square

When a group is finished spelling the name on their card they raise their hands and I check the words for spelling and then give them a new card to work on. The group leaves their completed cards and letters on the floor in front of their "wait line".

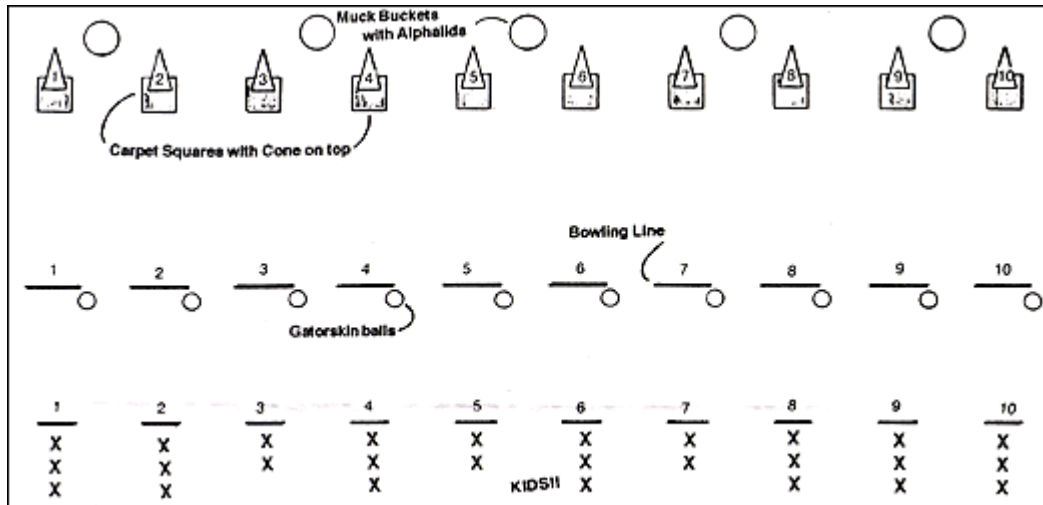
At the end of the activity, I collect and count all of the cards in their possession so we can compare the total to the next time we play (or to the last time we played).

Encourage your kids to communicate so they make smooth and quick trips to the buckets without bringing back unneeded letters. If someone brings back an incorrect letter I will return it for them or try to match their next new card with the name that allows them to use that letter.

The kids can go to any bucket they want to select their letters although I encourage them to use the bucket that is closest to their carpet square. They are allowed to dig through the buckets when searching for letters. They can bring back the letters in any order they desire but I have noticed that groups are more successful when they spell the names in order.

**Alphalids:** I made my lids by buying sets of 1" (25mm) Helvetica stick on letters (available at Office Max) and used tweezers to place the letters into 10K and Gatorade lids. Buying these sets provided me with the proper ratio of letters.

**SI for Kids Cards:** Try to select cards from the past couple of years. Earlier cards featured some odd fonts and they were tough to read.



### Variations:

Use the spelling words the class is responsible for each week.

Add a fitness component to the task by having them roll the ball, search for card, and the partner retrieves the ball and sets up the cone.

### Assessment Ideas:

Give a spelling test using the words used in class. Have the students use a checksheet so they can check their own spelling and simply check off each word as they spell it. Compare sheets from day to day as they challenge themselves to beat their previous score.

**Teaching Suggestions:** It is best to use the black lid with the white foam insert and they can be ordered from the Smith Container Corporation in Charlotte, NC. Please contact Mandy Woodard at 704-588-6770, ext. 226.

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Submitted by **Tim Elrod** who teaches at Shuford Elementary in Conover, NC. Thanks for contributing to PE Central! **Posted on PEC: 4/2/2001.** Printed 845 times since 8/24/2001.

## Mathematics Lesson Plans

This lesson idea is from PE Central ([pecentral.org](http://pecentral.org)), the premier Web site for Physical Education Teachers. *Sponsored by S&S Worldwide ([ssww.com](http://ssww.com))*

**Name/Title:** **Jumping Frenzy**

**Academic content:** Math **Purpose of Event:** To improve counting skills as well as jumping skills.

**Prerequisites:** Prior practice of jumping rope forwards, backwards & crossing in both directions. Also, ability to complete addition up to 50. **Suggested Grade Level:** 1-2

**Materials Needed:** Deck of playing cards, a poster with rules (see details below), jump ropes, paper, pencils. **Physical activity:** Jumping rope

**Description of Idea** Students are divided into partners and each set of partners is given a small stack of playing cards and two jump ropes. Players take turn drawing cards. For each card they are to jump the number of times listed on the card and depending on the suit, they are to jump a certain way, which will be listed on a poster for all students to see.

Hearts: Forwards

Clubs: Cross Forwards

Diamonds: Backwards

Spades: Cross Backwards

Each student in the group will record the total number of jumps on a piece of paper and will add up their total score as they go, until they reach 50.

**Variations:** Start with the number 50 and subtract the jumps instead of adding them. Have more advanced students use long jump ropes and/or double. Use multiplication and division facts.

**Assessment Ideas:** Ask students questions about jump roping skills, including a reflection regarding their ability to jump forwards, backwards & crossing in both directions. Also engage their minds in word problems about addition and subtraction in the context of jump roping.

**Teaching Suggestions:** This lesson can easily be modified to incorporate locomotor skills by having the students move while they jump rope forwards or backwards, making it more challenging. **Adaptations for Students with Disabilities:** Students with physical disabilities can juggle scarves instead of jumping rope—Juggle 1 scarf for Hearts, 2 scarves for Diamonds, 3 scarves for Clubs, etc.

Submitted by **Lauren Garner** in Piedmont, SC. Thanks for contributing to PE Central! **Posted on PEC: 5/23/2009.** Printed 341 times since 4/21/2009.

This lesson idea is from PE Central ([pecentral.org](http://pecentral.org)), the premier Web site for Physical Education Teachers. *Sponsored by S&S Worldwide ([ssww.com](http://ssww.com))*

**Name/Title:** **Skipping Through Numbers**

**Academic content:** Math

**Purpose of Event:** The purpose of this activity is to: 1. help students learn how to identify numbers 1-10 and place them in the correct order, and 2. practice different locomotor movements. **Prerequisites:** \* Students need to have explored different ways to move throughout the general space. \* Students need to have practiced working in small groups and taking turns. \* Students should be practicing counting from one to ten in their academic classroom.

**Suggested Grade Level:** K-2 **Materials Needed:** individual cards with numbers 1-10 -- one number per card (You will need enough sets so that every two students will have a full set of ten cards.); one placecard mat with 10 squares - for every two students. (The squares need to be large enough so your number card will fit neatly inside of the square.)

**Physical activity:** Locomotor Skills **Description of Idea** Place students in groups of two in the general space where they sit behind an empty placecard mat. Throughout the room scatter all of the individual numbered cards upside down. When the teacher signals "go," the first student in each pair will move out into the general space as directed (skip, hop, gallop, slide, etc.) and return with one card. The students, working together, will place the numbered card in the correct

area of the mat. There are exactly 10 squares in a row, so there is only one place each number will fit numerically. The next student moves (as directed) bringing back another card and the students continue with this activity, taking turns until all squares are filled up and numbers are in the correct order. If a student returns with a number their team already has, that student will return the numbered card back to the field. The student that is waiting at the card should do the same locomotor skill in place until the partner returns.

### **Variations:**

- \* Change the way the students travel each time to enhance locomotor development.
- \* Have the students collect even/odd numbers only.
- \* Have both students move into the general space together, both performing the assigned locomotor skill. **Assessment Ideas:** Use a checklist to assess the locomotor skills. **Teaching Suggestions:** Laminate all cards and mats for future use. **Adaptations for Students with Disabilities:** Pair children with disabilities with able-bodied children.

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Submitted by **Terry Clayton** who teaches at Church Street School in Tupelo, MS. Thanks for contributing to PE Central! **Posted on PEC: 11/14/2006.** Printed 1872 times since 9/19/2006.

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This lesson idea is from PE Central ([pecentral.org](http://pecentral.org)), the premier Web site for Physical Education Teachers. *Sponsored by S&S Worldwide ([ssww.com](http://ssww.com))*

**Name/Title:** **Dribbling Math**

**Academic content:** Math

**Purpose of Event:** To practice adding, subtracting and multiplying numbers while working on dribbling skills.

**Prerequisites:** Students must have prior experience dribbling a basketball and prior experience adding, subtracting and multiplying.

**Suggested Grade Level:** 3-5

**Materials Needed:** 1 ball for every student, a deck of cards (1-10 only), and music

**Physical activity:** Dribbling

### **Description of Idea**

All students but 2-3 (depending on the number of students in your class) have a ball. While the music is playing students dribble the basketball under control while practicing appropriate dribbling cues. When the music starts the students without a ball go to the teacher and get 2 cards. They must add, subtract or multiply the numbers on the cards and give the correct answer

to the teacher. Once they have the correct answer, the student without a ball goes into the playing area and tries to munch (take a ball) from somebody. If a student's ball is munched (taken), (s)he must go to the teacher to get 2 cards and add, subtract or multiply the cards and tell the instructor the correct answer. The students without balls (munchers) will change frequently, so everyone should get a turn to be a muncher and a dribbler, and, have the opportunity to do math equations. As long as the music is playing the game continues. As soon as the music stops everyone freezes where they are. At this time if you notice some students have not had an opportunity to be a muncher, select them to serve in this position.

Encourage all students to munch the ball from other students whose ability equals their own skill level. The instructor could also set up zones or areas where different ability levels would carry out the required task.

### **Variations:**

You can change the number of math problems students need to do before trying to munch basketballs from others. Students could have to do 2 or 3, if they are quick math solvers. Also, you could predetermine a number that everyone will have to multiply by. For example, if a class is working on the 8 tables in multiplication, you could give each muncher only 1 card and they have to multiply that 1 card by 8 before trying to munch.

Vary the way that the students dribble between the dominant and non-dominant hand.

### **Assessment Ideas:**

Write math equations on the board before going to munch basketballs and have the class check the work of their peers when the music is off. Also, teacher assessment or peer assessment works for checking on appropriate dribbling cues.

### **Adaptations for Students with Disabilities:**

Let a student with special needs buddy up with another student, and they can work as a team to dribble or even pass the ball. The muncher can try to take the ball while they are passing or dribbling. Limit the frequency of munchers taking the ball from special needs partners or low level dribblers.

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Submitted by **Katie Aho Weinstein** who teaches at Brown Elementary in Smyrna, GA. Thanks for contributing to PE Central! **Posted on PEC: 12/13/2005**. Printed 1824 times since 11/1/2005.

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## Music Lesson Plans

This lesson idea is from PE Central (pecentral.org), the premier Web site for Physical Education Teachers. *Sponsored by S&S Worldwide (ssww.com)*

**Name/Title:** Note Bowling

**Academic content:** Music

**Purpose of Event:** For students to practice recognition of different music notes and their values. To work on throwing cues, scoring, and addition.

**Prerequisites:** Introduction to musical notes and their values.

**Suggested Grade Level:** 3-5

**Materials Needed:** Bowling pins (pringles cans can be used if you do not have bowling pins) with whole note, half note, dotted half note, quarter note or a pair of eighth notes written on the sides or the bottoms of the pins with a marker; bowling balls.

**Physical activity:** Underhand Throwing

[Description of Idea](#)

Rules of note bowling are the same as regular bowling, the only difference is the scoring. Each pin will have a note value marked on it and it is worth the number of beats that that note gets. For example, if the pin with the whole note on it is knocked down the bowler gets 4 points. What notes you use are up to you, it just depends on what the students know and are working on.

### **Variations:**

You can start with the notes and their values posted somewhere that the students can see to assist them in scoring and can be taken away as they get better. You can also add single eighth notes and sixteenth notes so that the students have to begin to add fractions. As each player completes his/her turn they write the notes in order on the score card and clap out the rhythm. At the end of the game clap out the rhythm for the entire set or use other motions (have a particular motion for each note value and create a whole dance). Work with the music teacher to create a rhythm sequence that the students try to create with the pins that they earn.

**Assessment Ideas:** Have students keep a score card and write each note that they get on the card with its value.

Submitted by **Dawn Carter** who teaches at Kelly Elementary in Wichita , KS . Additional authors for this idea were Robert White.. Thanks for contributing to PE Central! **Posted on PEC: 6/5/2001**. Printed 1696 times since 8/24/2001.

This lesson idea is from PE Central ([pecentral.org](http://pecentral.org)), the premier Web site for Physical Education Teachers. *Sponsored by S&S Worldwide ([ssww.com](http://ssww.com))*

**Name/Title:** Shoot the Whole Notes

**Academic content:** Music

**Purpose of Event:** Students will practice underhand throwing skills, identify values of musical notes, and add values of notes (adding fractions)

**Prerequisites:** Students should be familiar with the names of notes and their values in 4/4 time. ie: whole note =4 beats, half note =2 beats, dotted half note =3 beats, quarter note =1 beat.

**Suggested Grade Level:** 3-5

**Materials Needed:** (for every three students): 8 hula hoops, 2 cards with a picture of a quarter note on each card, same for whole, half, and dotted half notes (8 cards total). Balls (4-6) or other throwing items that are light enough not to move hula hoops when thrown at them. Pencil/paper to report score.

**Physical activity:** Underhand throwing

### Description of Idea

Students are placed in groups of three with eight hula hoops per group. Hoops can be arranged in various ways depending on the throwing ability of the students. This activity is played and scored similarly to the arcade game of skee ball. Possible arrangements for the hoops include from top to bottom, in a straight line with the quarter notes placed in the closest hoop (bottom) to throw to, while whole notes are placed in the hardest hoops (top) to throw to. Other hoop arrangements include left to right, diagonals, varying distances between the hoops and varying note combinations (mix up the note values). All teams should have a boundary or line that they have to stand behind and throw. Teammates take turns throwing the balls into the hoops until all of the balls have been thrown. One person from each team must collect his/her team balls while another person from the same team keeps track of each ball in each hoop and what kind of note value (score) they receive. Students then add up the values of all of the notes and this is their total for that round. Usually several rounds can be played in one class period. Students will eventually learn to shoot for the whole note in order to gain a higher score for their team.

### **Variations:**

Hoops can be placed in a circle formation in the center of the room with whole notes in the middle of the circle, students will still need a distinct boundary from which to throw.

Use different items for throwing such as yarn balls, bean bags, tennis balls, soft balls, and have teams switch throwing items between rounds so that students have to re-adjust aim and throwing technique.

Reduce the number of hoops from 8 to 4 for more difficult aim but easier scoring.

Add hoops with the four corresponding rests, and make each one of those rests -1, -2, -3, or -4 points.

For K-2: have each hoop be called a "beat" and write lines instead of notes, for example -, --, ---, ----. Students will then be aiming for one sound to the beat, two sounds to the beat, three sounds to the beat, etc. Instead of scoring, the instructor will use some sort of instrument to play between 1 and 4 sounds, and that is the hoop that the students will aim for.

Use boxes instead of hoops for easier visual (note marked on the box) and more difficult aim.

Game can also be readjusted for long and short sounds, visuals would be \_ or \_\_\_\_\_, long sounds could be worth two points and short sounds worth one, or students can throw towards whichever sound the teacher plays.

**Assessment Ideas:** Give students a music worksheet where they have a variety of notes and have to identify the value of each note in the music. Have students clap out the rhythm of a simple tune such as "Farmer in the Dell" to determine if they understand the note values learned in the throwing activity.

Submitted by **Cynthia A. Blagg** in Wichita , KS . Thanks for contributing to PE Central! **Posted on PEC: 5/23/2000**. Printed 1263 times since 8/24/2001.

This lesson idea is from PE Central (pecentral.org), the premier Web site for Physical Education Teachers. *Sponsored by S&S Worldwide (ssww.com)*

**Name/Title:** Rhythmic Multiples

**Academic content:** Math

**Purpose of Event:** To help students learn multiples of the numbers 1-9. To help students practice different manipulative skills.

**Prerequisites:** Students should know their multiplication facts. Students should have minimum ability in throwing, catching, kicking and dribbling a ball.

**Suggested Grade Level:** 3-5

**Materials Needed:** Balls of different sizes, shapes and weight.

**Physical activity:** Clapping, Snapping, Stomping, & Manipulative Skills

### Description of Idea

The teacher begins by giving an example for multiples of one and two by doing the following: Multiples of 1: one clap. The students (led by the teacher) count by ones and clap their hands together for each number up to 9. Multiples of 2: one clap and one snap. The students (led by the teacher) clap their hands and then snap their fingers. They count by twos when they snap (up to 18). Ex. "Clap", "Snap (Two)", "Clap", "Snap (Four)", "Clap", "Snap (Six)", etc. Next, the students are arranged in groups of three or four and a number is assigned to each group using the numbers 3-9. Each group must come up with a clapping/snapping/stomping pattern for the multiples of their number. Multiples of three must have three sounds (ex: stomp, clap, snap), multiples of four must have four sounds, five must have five sounds, etc. The students are given approximately fifteen minutes to get their patterns together. Once the clap, snap, stomp pattern is completed the students are challenged to apply the same process using manipulative skills. The students are to design a similiar sequence using throwing, catching, kicking or dribbling. Each person in the group can do a single part of the sequence or each student can do the complete pattern. (For example, for 2 times 2 the students might bounce the ball twice and throw the ball twice) They are free to choose from a vareity of balls of different sizes, shapes and weights. Finally, each group will present both of their "Rhythmic Multiples" to the class.

**Variations:** Larger numbers can be used with a greater variety of manipulative and non-manipulative skills.

**Assessment Ideas:** Have students write out each skill sequence to determine if the multiplication facts are correct.

Submitted by **Donald King** who teaches at G. Gardner Shugart Middle School in Capitol Heights , MD . Thanks for contributing to PE Central! **Posted on PEC: 5/23/2000**. Printed 1815 times since 8/24/2001.

## Science Lesson Plans

This lesson idea is from PE Central ([pecentral.org](http://pecentral.org)), the premier Web site for Physical Education Teachers. *Sponsored by S&S Worldwide ([ssww.com](http://ssww.com))*

**Name/Title:** The Catepillar Song

**Academic content:** science

**Purpose of Event:** To help students remember the orderly changes of a butterfly by performing physical motions to a song. (Covers Va SOL 2.4)

**Suggested Grade Level:** K-2

**Materials Needed:** none

**Physical activity:** Nonmanipulative Skill

### Description of Idea

Step 1: Sing verse one. Sing it again and have the class sing verse one with you. Sing verse two. Have the class sing verse two with you. Sing verse three. Have the class sing verse three with you.

Step 2: Demonstrate the motions for verse one. Have the class do the same. Demonstrate the motions for verse two. Have the class do the same. Demonstrate the motions for verse three. Have the class do the same.

Step 3: Sing the entire song with motions a few times through. Have the students do it once by themselves.

Song: three verses to the tune of "Mary Had a Little Lamb"

First Verse: "I'm a fuzzy caterpillar, caterpillar, caterpillar. I'm a fuzzy caterpillar about to make a cocoon."

Second Verse: "I'm wrapped in a cocoon, a cocoon, a cocoon. I'm wrapped in a cocoon about to spread my wings."

Third Verse: "I'm a pretty butterfly, butterfly, butterfly. I'm a pretty butterfly about to fly away."

Motions:

First Verse: Hold out your left arm, bending your elbow so your forearm is parallel to your chest. Use your right hand to imitate a caterpillar crawling along the ground (your left forearm).

Second Verse: Wrap your arms around yourself as if you were giving yourself a hug. Twist your torso right and left just to add more motion.

Third Verse: Spread your arms out to your sides and “flap” them up and down as if you are flying.

**Assessment Ideas:**

Create three sets of flash cards with pictures on them, which includes: one card with a picture of a caterpillar, one with a picture of a cocoon and one with a picture of a butterfly. Give each student a set of flashcards and have them sequence the flashcards.

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Submitted by **Allison Sykes** who teaches at Virginia Tech in Blacksburg, VA. Additional authors for this idea were Jacquie Julien, Cindy Hicks. Thanks for contributing to PE Central!

**Posted on PEC: 5/25/2003.** Printed 2459 times since 4/13/2003.

This lesson idea is from PE Central ([pecentral.org](http://pecentral.org)), the premier Web site for Physical Education Teachers. *Sponsored by S&S Worldwide ([ssww.com](http://ssww.com))*

**Name/Title:** Molecules

**Academic content:** Science

**Purpose of Event:** Teaches characteristics of molecules and the three states of matter.

**Prerequisites:** Movement in general space, moving under control, knowledge of states of matter

**Suggested Grade Level:** 3-5

**Materials Needed:** Boundary markers

**Physical activity:** Non-Locomotor Movements/Space Awareness

### Description of Idea

Announce to the students that they are molecules and molecules always move. They can move (e.g. walk, skip, etc.-we recommend walking to start with) anyway they want however, they can't touch one another.

Begin with a large area clearly marked by the cones that you set up. Have the students move for about one minute and stop. Decrease the area. Have the students move again. Repeat this in a very small area. Remind them not to touch each other.

They are now in a small area and warmed up. Have them sit down and quickly explain that molecules that are far apart are gases (like the first time they moved). When the area was decreased, they were closer together. Molecules that are closer together are in a liquid state. When molecules are so close together they can hardly move-this is a solid.

When the students are "liquid" they can "melt" or "ooze" at the end and when they are "solids" they can "freeze" in a shape. This would reinforce the idea if the walls were enlarged step by step again after they were decreased.

#### **Variations:**

Change the locomotor movements.

**Teaching Suggestions:** The classroom teacher might be able to follow-up on this activity using other characteristics of molecules (e.g. bonding, form crystals, etc.)

Submitted by **Eddie Rew** who teaches at Pate's Creek Elementary in Jonesboro, GA. Thanks for contributing to PE Central! **Posted on PEC: 3/24/2002**. Printed 3623 times since 1/28/2002.

This lesson idea is from PE Central ([pecentral.org](http://pecentral.org)), the premier Web site for Physical Education Teachers. *Sponsored by S&S Worldwide ([ssww.com](http://ssww.com))*

**Name/Title:** Hoop Trip To The Planets

**Academic content:** Science

**Purpose of Event:** To practice locomotor patterns already introduced while reinforcing facts about each planet.

**Prerequisites:** Children need to know how to execute various locomotor patterns by name.

**Suggested Grade Level:** 1-2

**Materials Needed:** A hoop for each child, children's books about planets (i.e. MY PICTURE BOOK OF THE PLANETS by Nancy E. Krulik and/or POSTCARDS FROM PLUTO-A TOUR OF THE SOLAR SYSTEM by Loreen Leedy).

**Physical activity:** Locomotor Skills

**Recommended music:** Use Gustav Holst's "The Planets" music while they are flying and fade it out when they are going to land.

### Description of Idea

To begin this activity, each child needs a hoop. Have children stand in hoop holding it at medium level. Explain that we are going to take a spaceship trip to the planets. Children can move their body and hoop to low level for "blast off". Count backward from 5 to 0 and "blast off". Designate the specific locomotor pattern (Walk, run, skip, hop gallop, leap) the child should execute while flying his craft in outer (general) space. Children can leave the hoops on the floor after blast off to make executing the locomotor pattern easier. Have students land by placing hoop and body on the floor. The teacher will decide on a planet that they have landed on. When they do, use the books and pictures to tell them 2 or 3 facts about that planet. "Blast off" again. Change the locomotor pattern, land on another planet and talk about it, etc. After visiting 4 or 5 planets, return to earth. Have children discuss how earth is different than other planets.

**Variations:** Have children do locomotor pattern while spinning (imitating a meteor shower). Any imaginative variation could be included in your trip.

**Assessment Ideas:** Observe those students who cannot do locomotor patterns and record. At the end of activity, ask students to recall facts about a visited planet.

**Teaching Suggestions:** If you cannot find a child's book on the planets, record some facts on index cards.

**Adaptations for Students with Disabilities:** Students who cannot do a certain locomotor pattern can repeat a successful one.  
Physically disabled students could move in any way that accomplishes motion.

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Submitted by **Kathy Asel** who teaches at Loyalhanna Elementary Derry Area Schools in Latrobe, PA. Thanks for contributing to PE Central! **Posted on PEC: 12/7/2001**. Printed 3767 times since 10/10/2001.