Interdisciplinary Resource Guidelines

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Essential 301-Teaching Fundamental Movements

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Everyone can experience lifelong benefits from physical education and have fun while doing it. When the idea of incorporating physical activity into elementary curriculum is added, it holds many advantages including a healthy way of life and accommodates different learning styles. Physical fun is necessary to promote strong bones, muscles, and joints, control weight, build muscle and reduce unneeded fat. Not only that, but in children's later years it can prevent or delay the development of high blood pressure and helps reduce blood pressure in some students with hypertension. Cancer is on the rise but living a healthful lifestyle can reduce the chances of many forms of this deadly disease. Also, exercise makes you feel better, look better, and have more self-esteem so students can grow up to be happy, healthy, and physically fit adults. Come on teachers, your students need help from you to get their needed exercise during class lessons, it's easy and fun, and interdisciplinary learning is a great teaching tool!
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III. Standards/Objectives

INTRODUCTION

Standards - What are they?
Standards are statements that define what students should know and be able to do upon completion of specific levels of instruction. Standards serve as a gauge for excellence and are differentiated from minimum competencies or outcomes because they describe the challenging goals we aspire to for expanding and improving education in the schools of the United States.

The benefits of having standards for physical education
The National Association for Sport and Physical Education (NASPE) has offered an explanation for what benefit is derived from having standards for physical education. NASPE states in its standards document, Moving Into the Future (1995):
A significant benefit to physical education offered through the delineation of a comprehensive set of standards and accompanying assessments is that they combat the uninformed idea that physical education is an "academically soft" area of study. The standards essentially say that physical education has academic standing. They say there is such a thing as achievement, that knowledge and skills matter, and that mere willing participation is not the same as education.

How are standards to be used?
The purpose of developing academic standards at the State level is to better serve schools and the local community in the process of curriculum planning. Thus, because curriculum development is a local school corporation responsibility, the curricula within Indiana school corporations may differ from corporation to corporation while the standards remain the same for all corporations. It is this process that enables school corporations to write curricula that reflects the resources and values of the local community, while still staying within the Indiana Standards framework.

Standards at the National Level
The National Physical Education Standards, as prepared by the National Association for Sport and Physical Education, reflects the national education reform movements. The materials included within the National Physical Education Standards are parallel to the materials developed for other content areas. The NASPE document was reviewed by national leaders in physical education, as well as leaders within other subject areas and educational organizations such as the Council of Chief State School Officers.

The Goal of the Physical Education Curriculum
The goal of the Physical Education curriculum is to develop individuals who are proficient at movement and who can use physical activity to:
• Maintain or develop fitness
• Develop skills for sport and recreation
• Use movement for self-expression, enjoyment, challenge, and social interaction
• Lifelong physical activity

**Indiana Physical Education Essential Skills**

By the time students graduate from Indiana’s high schools, they should have had learning experiences in Physical Education that enable them to demonstrate the following essential skills:

- Ability to perform skills necessary to participate in a variety of physical activities
- Use knowledge and content area information to maintain fitness
- Exhibit a positive attitude toward physical activity and its contribution to a healthful lifestyle
- Recognize that sport, physical activity, and culture are interrelated
- Participate in physical activities with people of all ages, interests, and abilities
- Know how to acquire new physical skills

A review of these essential skills showed a significant correlation to the National Standards for Physical Education developed by the National Association for Sport and Physical Education. Thus, the Indiana Standards for Physical Education are aligned with the national standards. For purposes of use in Indiana schools, the National Standards for Physical Education have been supplemented with additional benchmarks, which will be indicated beneath the standards with a three number identifier (such as 1.1.3). The benchmarks describe behavior that indicates progress toward a performance standard.

The Indiana Administrative Code 511 IAC 6.1-5-2.5 states that:

Elementary school physical education shall provide experiences through which students develop:

1. fundamental stability and manipulative skills;
2. locomotor and non-locomotor skills;
3. rhythm and dance movement skills; and
4. knowledge and skills in:
   A. aerobic endurance;
   B. body composition;
   C. flexibility; and
   D. muscular strength and endurance

The Indiana Code also recommends weekly minimum time allocations for physical education as:

- Grades 1, 2, and 3 motor skills development and health education - 105 minutes weekly
- Grades 4, 5, and 6 physical education - 75 minutes weekly
- Grades 6, 7, and 8 physical education - 100 minutes weekly
- High school graduation requirement - 2 semesters

A school corporation which currently is operating with less than the minimum minutes
recommended for physical education may find it necessary to increase the minutes allocated for physical education in order to fully meet the standards for physical education as outlined in this document. Also, best practices calls for the utilization of a certified physical education teacher, especially at the elementary level. Recess periods should not be utilized as instructional time for physical education.

**Indiana and National Physical Education Standards**
The National Standards for Physical Education were adopted and used as the Indiana Standards. Specific indicators for Indiana schools were added under each general standard statement. These indicators set the Indiana Standards apart from the National Physical Education Standards and standards of other states. The reasoning for adopting the National Standards is that these standards, developed by the National Association for Sport and Physical Education, were endorsed by the Centers for Disease Control and the U.S. Department of Health and Human Services and went through a very thorough national review process. Standard 1 Demonstrates competency in many movement forms and proficiency in a few movement forms. Standard 2 Applies movement concepts and principles to the learning and development of motor skills. Standard 3 Exhibits a physically active lifestyle. Standard 4 Achieves and maintains a health-enhancing level of physical fitness. Standard 5 Demonstrates responsible personal and social behavior in physical activity settings. Standard 6 Demonstrates understanding and respect for differences among people in physical activity settings. Standard 7 Understands that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction. These seven standards are general and apply to all levels of physical education from grade 1 through the high school requirement. For each of the seven standards there are specifically numbered benchmark statements defining what students should know and be able to do upon completion of a particular level of instruction. Also, for many of the specifically numbered benchmark statements there are examples of student performance and classroom activities appropriate for that level of instruction. **NOTE:** These are only examples and are not intended to replace local curriculum. For instance, the example for Standard 2.1.2 states that the student will perform a skill on a balance beam. The use of this example does not mean that the school **must** offer gymnastics as a part of their curriculum or have a balance beam in order to meet this standard. Rather, this standard could be met in a variety of activities, utilizing a variety of
equipment as determined by the faculty of the school or school corporation. Teachers should beware of not “teaching to the examples” and failing to explore the many ways physical education can meet the standards with all types of physical activity. There should not be an attempt to meet the Standard using only the suggested examples.

**Kindergarten**

**Standard 1**

Demonstrate competency in many movement forms and proficiency in a few movement forms.

*Students begin to develop fundamental movements and basic body management competence. They observe, practice, demonstrate, and compare fundamental movements while learning to control their bodies in relation to other individuals and independent objects.*

K.1.1 Perform locomotor (traveling actions) and non-locomotor (movement in place) skills at a beginning level.
Example: Walk, run, hop, jump, skip, leap, gallop, slide, swing, sway, bend, stretch, and twist with variation in speed, direction, force, shape, and level in general and personal space.

K.1.2 Perform stability (balance) skills alone and/or with a partner.
Example: Transfer weight so as to perform rocking, rolling, flight, and step-like actions.
Balance on a beam or performs simple stunts and tumbling skills like the stork stand or log roll.

K.1.3 Manipulate objects (throw, catch, strike, swing, push, pull) at a basic level.
Example: Throws an object with an overhand/underhand motion using various speeds, levels, and directions. Jumps rope.

K.1.4 Perform basic rhythmic skills alone and with a partner.
Example: Perform exercises or simple dances to music or to teacher/student produced rhythmical sounds.

**Standard 2**

Applies movement concepts and principles to the learning and development of motor (movement) skills.

*Students develop movement vocabulary and use terminology accurately.*

*Students apply movement concepts to motor skills by responding appropriately to direction (front/back, side/side, left/right, high/low), personal and general space, effort and force*
(hard/soft), and speed and flow (fast/slow).

K.2.1 Identify and uses a variety of relationships with objects.
Example: Move over/under, behind, alongside, through, etc. as directed.
K.2.2 Identify concepts used in specific movement situations.
Example: Describe how to soften a landing by bending their knees.
K.2.3 Identify and demonstrate characteristics of developmentally appropriate locomotor (traveling actions), non-locomotor (movement in place), and manipulative (throw, catch, strike, swing, push, pull) skills.
Example: When playing a simple game, the child can tell why some students are faster, more accurate, or more successful.

**Standard 3**

**Exhibits a physically active lifestyle.**
*Students maintain an active level of participation in physical education class and in activities outside of class.*

K.3.1 Participate in moderate to vigorous physical activity during and after school.
Example: Participate fully in physical education class activities, and in unstructured play with friends, family, or through organized movement experiences for young children.
K.3.2 Experience satisfaction from regular participation in activity during and after school.
Example: Choose to play favorite games often or attempts new activities willingly.

**Standard 4**

**Achieves and maintains a health-enhancing level of physical fitness.**
*Students progress from vigorous and fun activity for short periods of time to longer periods of time as they begin to achieve and maintain a health enhancing level of physical fitness.*

K.4.1 Set goals for an age appropriate level of health-related fitness (healthy lifestyle).
Example: Students determine that one of his/her fitness goals is to be able to run 10 laps around the gymnasium without walking.

**Standard 5**

**Demonstrate responsible personal and social behavior in physical activity settings.**
*Students behave appropriately, follow rules and directions, practice safety, and work*
cooperatively with others.
K.5.1 Demonstrate an understanding of rules, regulations, and safety practices. Example: Follow and is able to verbalize rules in physical education class and on the playground. Use appropriate safety equipment and follow safe practices in class and on the playground. Participate in activities without intentionally colliding into other students or objects. K.5.2 Work cooperatively with other students regardless of personal differences. Example: Choose playmate without regard for individual differences and plays easily with other children. K.5.3 Follow simple directions when first directed. Example: Respond to teacher’s signals or verbal instructions. K.5.4 Follow the rules for simple games and activities. Example: When playing a simple game, the child follows the rules and participate successfully with the group.

**Standard 6**

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

*Students use positive interpersonal skills such as cooperation, sharing, and courtesy.*

K.6.1 Demonstrate positive attitudes toward self and others through physical activity. Example: Play cooperatively with others. K.6.2 Enjoy participation alone and with others. Example: Play without interfering with others. K.6.3 Treat playmates with respect. Example: Choose a variety of partners without arguing. Offer support and/or assistance to classmates. K.6.4 Resolve conflicts in socially accepted ways. Example: Is able to decide who goes first during play. Recognize appropriate penalties for rules infractions.

**Standard 7**

**Understands that physical activity provides the opportunity for enjoyment, challenge, self expression, and social interaction.**

*Students seek out and enjoy challenging new activities and participate in favorite games.*

K.7.1 Exhibit self-confidence and enjoyment when participating in movement
experiences.
Example: Attempt new activities after being introduced to the activities.
K.7.2 Express feelings about participation in physical activity when asked.
Example: Share positive and negative feelings about participation.
K.7.3 Attempt new skills and demonstrate a determination to develop skills through 'repetitive practice.
Example: Participate willingly in skill drills involving repetitive movements.

Grade 1
Standard 1
Demonstrate competency in many movement forms and proficiency in a few movement forms.
Students move using locomotor (run, walk, jump, gallop, etc.) and non-locomotor skills (bend, twist, turn, etc.). They move to rhythm, demonstrate balance, and have the ability to jump, climb, and roll. They manipulate objects in a variety of ways.

1.1.1 Demonstrate the ability to perform locomotor (walk, run, traveling actions) and nonlocomotor (bend, swing, movement in place) skills upon teacher request.
Example: Respond to imagery, such as waves on the seashore by using various nonlocomotor movements like twisting, bending, or swaying.

1.1.2 Perform basic balance skills alone, with a partner, or on various apparatus.
Example: Perform simple stunts like the stork stand or back-to-back partner sit.

1.1.3 Manipulate a variety of objects (throw, catch, strike, kick) while moving or standing still, using variations in force/effort.
Example: Attempt throwing at various speeds, distances, and at targets. Catches medium sized objects in activities like Hot Potato.

1.1.4 Perform basic rhythmic skills alone, with a partner, or within a group.
Example: Move creatively to even/uneven rhythms or to a variety of musical rhythms and styles using simple dance steps.

Standard 2
Applies movement concepts and principles to the learning and development of motor skills.
Students are capable of distinguishing differences in tempo, force, and direction during movement.

1.2.1 Identify and uses a variety of relationships with objects such as directionality and laterality.
Example: Move in opposition or applies the concept of left/right as in the Hokey Pokey.
1.2.2 Identify the characteristics of mature locomotor (traveling actions), non-locomotor (movement in place), and manipulative (throw, catch, strike, swing, push, pull) skills.
Example: Circle pictures or state key indicators of correct form for the overhand throw.
1.2.3 Explore variations in force/effort, pathways, or level and tempo.
Example: After discussing the concepts of straight, curve, zig-zag, etc. the student uses different locomotor (traveling actions) movements to move in those pathways at different levels and speeds.
1.2.4 Identify major body parts.
Example: Catch a scarf on a designated body part or point to the location of the heart.

**Standard 3**
**Exhibit a physically active lifestyle.**
*Students begin to understand how being physically active contributes to their health and makes them feel and look better. They discuss their observations about the changes that physical activity makes in their own bodies. They explore various activities and discuss how the activities affected their health.*
1.3.1 Participate in lifetime activities during physical education and recess.
Example: Participate in a twenty minute fitness walk (fast walk) during physical education class.
1.3.2 Students document the kinds of activities and the length of activities in which they participate.
Example: Record the amount of time they spend in physical activity and the kinds of activities they choose to do in their portfolios.

**Standard 4**
**Achieves and maintains a health-enhancing level of physical fitness.**
*In the first grade, students begin to understand the effects of physical activity on the body by observing physical changes such as increased heart rate, increased rate of respiration (breathing), and an increase in sweating during exercise. They participate in activities of various intensities and can describe the changes these activities produce within their bodies.*
1.4.1 Demonstrate how increasing the intensity of activity will increase their...
heart rate.
Example: Participate in loco-motor (traveling actions) activities with the teacher controlling the intensity of the activity with commands – walk, skip, jog, run, etc. They cease activity after each level and feel the beating of their hearts. They are asked to describe the difference in the heart beats between each level.

1.4.2 Demonstrate an understanding of the effect of exercise on the muscles.
Example: Keep a weekly record of the number of curl-ups or crunches they can do in 1 minute. At the end of 6 weeks they compare the differences from their final trial and the first trial. Students explain why the difference occurred.

1.4.3 Identify various parts of the body that are affected by exercise.
Example: Move a particular body part on the command of the teacher.

1.4.4 Identify activities that increase cardiovascular (heart and lungs) endurance.
Example: Bring in pictures of individuals participating in activities that would enhance their cardiovascular endurance.

1.4.5 Distinguish between activities that increase muscular strength (how much) and those that increase muscular endurance (how many times).
Example: Demonstrate an activity that requires muscular strength and another that requires muscular endurance. Students explain the difference between strength and endurance.

1.4.6 Demonstrate a stretch that will help increase the range of motion of a joint.
Example: Perform a sit and reach stretch to demonstrate how to stretch the hamstrings (muscles on the back of thigh) and low back.

1.4.7 Participate in the majority of class activities and attempts to maintain the intensity and duration necessary for improved fitness.
Example: Participate in locomotor (traveling actions) movements for a continuous period of time at an intensity that they feel is enough to cause their hearts to beat twice as fast as it does at rest.

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

Students begin to learn and apply behaviors which demonstrate an understanding of
rules and directions, safety practices, and working cooperatively with others.
1.5.1 Identify personal space and maintains activities in own space without interfering with others spaces.
Example: Participate in games and activities while avoiding contact with others or with stationery (non-moving) objects.
1.5.2 Demonstrate a willingness to work with other students toward a common goal.
Example: Participate with a partner or team in a game situation requiring problem solving skills.
1.5.3 Follow rules and directions for all activities.
Example: Participate in activities such as Simon Says.
1.5.4 Identify personal goals for physical activities.
Example: Set goals for achieving a specific level of fitness, i.e. # of crunches (modified sit-ups) completed in 2 minutes.
1.5.5 Accept responsibility for own class participation.
Example: Assist teacher with setting up gymnasium for activity.
1.5.6 Accept constructive criticism from teacher and classmates.
Example: Allow a partner to critique a throwing skill in order to improve performance in distance or accuracy.

Standard 6
Demonstrate understanding and respect for differences among people in physical activity settings.
First grade students begin to grow from a more egocentric (thinking with the view that one’s self is the center) perspective to one in which relationships become more central. Participation in activities requiring cooperative play can enhance the promotion of positive interpersonal relations such as, sharing, cooperation, and courtesy. Students identify these positive relations and can use these relations in problem solving activities.
1.6.1 Demonstrate a willingness to help a fellow student who has difficulty completing a skill.
Example: Offer to demonstrate a skill to a student who is unable to do the skill.
1.6.2 Develop an appreciation for individual physical differences.
Example: Participate in constructive peer assessment activities.
1.6.3 Choose to participate in activities with partners of varying abilities.
Example: Participate in a rhythm unit with a different partner for each activity.

**Standard 7**

**Understands that physical activity provides the opportunity for enjoyment, challenge, self expression, and social interaction.**

_Students engage in activities that bring them joy and an opportunity for self expression and social interaction. They begin to understand their own abilities and seek activities that will improve their skills._

1.7.1 Select activities that are difficult to accomplish.

Example: In a cooperative team activity, the student chooses to perform the most difficult task for the team.

1.7.2 Set short term goals that will require practice and work to achieve.

Example: Participate in self-testing activities.

1.7.3 Demonstrate creativity in an activity setting.

Example: Create a unique dance, utilizing appropriate locomotor (traveling actions) skills to match with the tempo (rate or speed) of a song.

1.7.4 Identify personal feelings when participating in physical activities.

Example: Draw a picture representing how they feel when participating in a certain physical activity. Compare these feelings to those of classmates for the same activity.

**Grade 2**

**Standard 1**

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

_Students are refining fundamental movement skills to a more mature level. By the end of second grade students are able to vary and combine locomotor (traveling actions), nonlocomotor (movement in place), and manipulative (throw, catch, strike, swing, push, pull) skills. Students demonstrate more advanced forms of movement in their physical activities._

2.1.1 Demonstrate the ability to perform locomotor (traveling actions) and non-locomotor (movement in place) skills proficiently.

Example: Run, walk, and skip to music. When music stops they swing, sway, bend, reach without moving from their spot.

2.1.2 Demonstrate the ability to perform stability (balance) skills alone and/or with a partner.

Example: Walk across a balance beam suspended 6 inches from the floor, without
touching the floor or any other object.
2.1.3 Demonstrate the ability to manipulate (throw, catch, strike, swing, push, pull) objects.
Example: Jump a self-twirled rope.
2.1.4 Demonstrate the ability to perform basic rhythmic skills alone and with a partner.
Example: Participate in jumping rope to music, coordinating the speed of the jump with the tempo (rate or speed) of the music.

**Standard 2**

**Applies movement concepts and principles to the learning and development of motor skills (movement skills).**

*Students learn and apply basic concepts and associated movement vocabulary linked to mature movement patterns. Students will demonstrate concepts and use feedback related to space, effort, and relationships that vary the quality of movement.*

2.2.1 Identify and uses a variety of relationships with objects (e.g. over/under, behind, alongside, through).
Example: Participate in a simple obstacle course involving jumping across objects, moving under a bar, stepping through tires, etc.

2.2.2 Identify and begin to utilize the techniques that provide for efficient and safe movements.
Example: Identify and begin to utilize leg flexion employed to soften the landing of a jump.

2.2.3 Identify dimensions/characteristics of mature locomotor (traveling actions), nonlocomotor (movement in place), and manipulative skills (throw, catch, strike, swing, push, pull).
Example: Walk, run, jump, balance, bounce, kick, throw, and strike objects during a variety of movements and in games of low organization.

2.2.4 Understand and demonstrate strategies for simple games and activities.
Example: Plan strategies to use in playing a simple game of Capture the Flag.

2.2.5 Integrate and reinforce a variety of educational concepts through games, rhythmic, and fitness activities.
Example: Students pair up to form alphabet letters with their bodies, while lying on the floor and moving through space.

**Standard 3**
Exhibit a physically active lifestyle.
Students begin to understand not only the physiological benefits of physical activity but the social and psychological benefits as well. Students observe positive attitudes of athletes and others engaged in physical activity, and can discuss their own feelings about leading a physically active lifestyle. Students also begin to see the negative consequences of physical inactivity and can discuss ways to avoid these consequences.

2.3.1 Participate in moderate to vigorous physical activity during and after school.
Example: Participate in swimming during school physical education and over the summer.

2.3.2 Experience satisfaction from regular participation during and after school.
Example: Choose favorite game or activity when asked by the teacher.

2.3.3 Define and identify activities associated with skill and with health-related (healthy lifestyle) physical activity.
Example: Engage in activities and behaviors that demonstrate health concepts.

Standard 4 Achieves and maintains a health-enhancing level of physical fitness.
Students begin to progress to vigorous and fun activities for longer periods of time and at higher intensity levels. Students learn about health-related (healthy lifestyle) fitness through observation, experimentation, and practice.

2.4.1 Achieve and value a reasonable level of health-related (healthy lifestyle) fitness.
Example: Run one mile without stopping in progressively shorter time durations.

2.4.2 Describe what can happen to the bodies of people who do not exercise and who eat too much.
Example: Explain reasons why some people have more body fat than others.

2.4.3 Understand the components (parts) of health-related (healthy lifestyle) fitness.
Example: Describe the components of health-related fitness as being strong hearts, strong muscles, lean bodies, and good range of motion.

2.4.4 Distinguish between high, medium, and low intensity activities for all components of fitness.
Example: Identify walking as a low intensity activity, jogging as a medium intensity activity, and sprinting as a high intensity activity for cardiovascular (heart and lung) health.
Standard 5
Demonstrate responsible personal and social behavior in physical activity settings.

Students continue to learn and apply acceptable behavior which demonstrate an understanding of rules and directions, safety practices, and working cooperatively with others.

2.5.1 Demonstrate an understanding of rules, regulations, and safety practices.
Example: Students accept role of official in a game of low organization (few rules and low level skills) and verbalizes the rules of the game to the participants.

2.5.2 Work cooperatively with other students; Exhibit individual, partner, small, and large group socialization skills regardless of personal differences.
Example: Engage easily in low organization (few rules and low level skills) games requiring cooperative play.

2.5.3 Follow teacher directives when first directed.
Example: Respond to teachers directives, signals, and suggestions.

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

As students approach the end of the second grade they are practicing etiquette on a daily basis in a variety of school settings. They observe etiquette in physical activities and are able to apply understanding and respect for individual differences when acting in a team environment.

2.6.1 Demonstrate etiquette and concern toward others.
Example: Encourage a lesser skilled player to attempt a skill a second or third time after an unsuccessful attempt.

2.6.2 Enjoy participation in physical activities with a variety of partners.
Example: Demonstrate independent and cooperative participation.

2.6.3 Demonstrate respect for others who are different from themselves.
Example: Display consideration of others without regard to personal differences.

2.6.4 Display cooperation with others when resolving conflicts.
Example: Demonstrate positive sportsmanship, encourage playmates, and do not dispute officials calls.

Standard 7
Understands that physical activity provides the opportunity for enjoyment, challenge, self expression, and social interaction.

Children exhibit positive feelings through the challenge of new activities and participation in old favorites. Students express their joy of participation in physical activities freely and with exuberance. Students will explore variations to learned
activities so as to make them new and more stimulating.
2.7.1 Express feelings about participation in physical activity.
Example: Accept the feelings resulting from challenges, successes, and failures in physical activity.
2.7.2 Accept the challenge of participation in new activities.
Example: Attempt new activities willingly.
2.7.3 Engage in and enjoy independent and interactive (with others) physical activity.
Example: Choose to practice a new skill alone first and later with a partner.

**Grade 3**

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

*By third grade, students have developed mature locomotor (traveling actions), nonlocomotor (movement in place), and manipulative (throw, catch, strike, swing, push, pull) skills. They begin to practice these skills to adapt and refine them to be used in a variety of specific situations.*

3.1.1 Demonstrate movement skills with many variations.
Example: Explore variations of throwing a ball (overhand, underhand, sidearm, one hand, two hands).
3.1.2 Combine different movement skills to form more complex skills.
Example: Dribble a soccer ball while running at different speeds and using the inside and outside of the feet.
3.1.3 Utilize implements (bat, ball, racquet) combined with motor skills (movement skills) to perform specific skills.
Example: Using a size appropriate bat, strike a ball that is thrown by a partner.
3.1.4 Demonstrate motor skill (movement skills) patterns following various rhythms.
Example: Bounce, pass, and catch a ball to the rhythm of music.

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

*Students explore movement concepts that allow them to adapt to changes in their environment. As they gain more motor (movement) control, they begin to adapt their movement forms in order to produce a desired effect.*

3.2.1 Describe various balance forms utilizing base of support concepts.
Example: Use two, three and four point balance points to demonstrate most
stable
bases of support.
3.2.2 Describe motor (movement) skills that involve crossing the mid-line of the body.
Example: Identify batting a ball as being a skill that crosses the mid-line.
3.2.3 Identify the use of various amounts of force to propel (move) objects varying distances.
Example: Kick a ball using light force, medium force, and hard force to see what distance the ball achieves at each force level.
3.2.4 Explain and demonstrate how force can be increased, when performing a striking movement.
Example: Kick a ball with only ankle flexion. Then kick a ball with ankle flexion, knee extension, and hip flexion to produce an increase in force.

**Standard 3**
**Exhibit a physically active lifestyle.**
*Students are actively involved in activities that produce higher levels of fitness. They are naturally physically active at this age and thrive on activities that provide challenge and opportunities for movement.*
3.3.1 Participate actively in all physical education classes.
Example: Enter game situations or movement practice without prompting.
3.3.2 Report on activities conducted outside of class that provide opportunities to demonstrate a healthy lifestyle.
Example: Record a ballet class in student activity portfolio.

**Standard 4**
**Achieves and maintains a health-enhancing level of physical fitness.**
*Students identify cause and effect in relationship to health-related (healthy lifestyle) fitness. They list the components (parts) of health related fitness and describe activities that will produce a training effect (improvement) on these.*
3.4.1 Participate in self assessment and formal fitness assessments.
Example: Assess self using the Fitnessgram (a fitness test) assessment.
3.4.2 Identify areas of strength and weakness.
Example: Utilize scoring chart to find fitness level based upon age.
3.4.3 Determine personal goals based upon results of fitness assessments.
Example: Recognize the need to do more developmental stretching (stretches that improve range of motion of a joint) activities with the hamstrings (back of thigh) and lower back to improve score on sit and reach (at test for flexibility).
3.4.4 Define the five components (parts) of health-related (healthy lifestyle) fitness.
Example: Describe and define cardiovascular (heart and lung) fitness.
3.4.5 Demonstrate examples of the five components (parts) of health-related (healthy lifestyle) fitness.
Example: Identify and demonstrate an exercise to increase muscular strength (how much) of the upper arms (biceps and triceps).
3.4.6 Participate in activities that enhance health related (healthy lifestyle) fitness on a regular basis.
Example: Stretch lower back and hamstrings (muscles on the back of the thigh) for 60 seconds per day.

**Standard 5**

**Demonstrate responsible personal and social behavior in physical activity settings.**
*Students begin to lose the “me” attitude and become more accepting of others. They can describe rules and policies although they may need frequent reminders. They are very well aware of right and wrong and safe and unsafe practices.*

3.5.1 Demonstrate good sportsmanship in and out of class activities.
Example: Accept losses in competition without whining or placing blame.
3.5.2 Recognize and avoid unsafe practices and situations.
Example: Adhere to swimming pool rules of conduct.
3.5.3 Respect the rights of others.
Example: Share equipment during physical activity with those who have not had a turn.

**Standard 6**

**Demonstrate understanding and respect for differences among people in physical activity settings.**
*Third grade students begin to recognize differences that set people apart. They demonstrate a need to understand these differences and an interest to know more about people who are different from themselves.*

3.6.1 Demonstrate a tolerance for individual differences.
Example: Choose to participate in an activity with someone from another country, race, or culture.
3.6.2 Accept and give constructive (helpful) criticism.
Example: Gives verbal assistance to a partner to help them successfully bat a ball.
3.6.3 Encourage classmates who demonstrate difficulty with a skill. Example: Shout encouragement to a classmate trying to reach their goal in the one mile run.

**Standard 7**

**Understands that physical activity provides the opportunity for enjoyment, challenge, self expression, and social interaction.**

Students develop a greater attitude towards the importance of health-related fitness.

*They can describe activities that enhance fitness and which are enjoyable to do with friends. They accept challenges in activities that involve new or recently attained skills.*

3.7.1 Demonstrate feelings through a pattern of locomotor (traveling actions) and nonlocomotor (movement in place) movements.

Example: Create a dance that shows sadness and happiness.

3.7.2 Enjoy participation in partner and team physical activities.

Example: Move with a partner over an obstacle course, helping each other as needed.

3.7.3 Participate in cooperative problem solving activities.

Example: Participate in a parachute game of trying to toss a beach ball over the heads of those on the opposite side of the parachute.

**Grade 4**

**Standard 1**

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

*Students begin fourth grade with refined motor (movement) skills and will work toward mastery in locomotor (traveling actions), non-locomotor (movement in place), and manipulative (throw, catch, strike, swing, push, pull) skills. Variations of motor skills are combined to form more complex patterns of movement. These combinations are then combined to be specialized skills for specific sports.*

4.1.1 Demonstrate mature movement patterns in locomotor (traveling actions), nonlocomotor (movement in place), and manipulative (throw, catch, strike, swing, push, pull) skills.

Example: Catch, throw, kick, and run using mature form.
4.1.2 Demonstrate combinations of motor (movement) skills for specific sports. Example: Catch, dribble, and pass a basketball to a moving partner.

4.1.3 Demonstrate complex patterns of movement in applied settings. Example: Design and demonstrate part of a rhythmical movement program.

**Standard 2**

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

*Students begin to apply basic concepts of movement to improve their individual performance. They observe, analyze, and critique their own and other student’s performance. They demonstrate an understanding of these movement concepts in their movement performance.*

4.2.1 Describe critical elements of correct movement pattern for all fundamental (basic) movement skills.

Example: Describe and demonstrate body positions for each of the parts of an overhand throw.

4.2.2 Apply the concept of practice to improve skills in appropriate settings.

Example: Using chest pass with a basketball, pass ball to a target successfully 10 times.

4.2.3 Analyze the performance of others to provide positive feedback to help improve performance.

Example: Observe a partner performing a drop kick of a soccer ball, and describe to the partner what they did correctly and incorrectly, in order to improve the partner’s skill.

4.2.4 Recognize and describe critical elements of more complex movement patterns.

Example: Describe the use of the arms, as well as the legs, in performing the running long jump for maximum distance.

**Standard 3**

**Exhibit a physically active lifestyle.**

*Students begin to develop an understanding of the benefits of participation in healthrelated (healthy lifestyle) activities. They develop an awareness about the kinds of activities that are health related, and begin to choose more of these activities to participate in during their free time outside of class.*

4.3.1 Describe the physical, emotional and psychological benefits of participation in healthrelated (healthy lifestyle) activities.
Example: Liss the benefits that result from participation in health-related activities.
4.3.2 Demonstrate regular participation in health-related (healthy lifestyle) activities outside of class.
Example: Participate in youth league soccer three afternoons a week.
4.3.3 Describe those activities that are considered to be lifetime activities.
Example: List activities such as swimming, golf, hiking and jogging.

**Standard 4**

**Achieves and maintains 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 assessment data and develop simple fitness goals.*

*Students can identify many physical activities that influence health related (healthy lifestyle) fitness.*

4.4.1 Participate in self-assessment for physical fitness and meets the standards for that particular test for their appropriate age group.
Example: Take and meet the age appropriate standards for the Fitnessgram (a fitness test) assessment of health-related (healthy lifestyle) fitness.

4.4.2 Participate in an activity program that is designed to improve health-related (healthy lifestyle) fitness.
Example: Participate in one mile run three days per week as part of a warm-up for physical education class activities.

4.4.3 Describe activities that will improve each component (part) of health-related (healthy lifestyle) fitness.
Example: List the activities that can be done that will improve flexibility of the hamstring muscle (muscles on the back of the thigh) group.

**Standard 5**

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

*Students continue to develop cooperation skills that were begun in first and second grade. They can follow rules and procedures with few reminders. Periods of independent, self-guided activities are progressively increasing in duration.*

4.5.1 Work cooperatively with others to obtain a common goal.
Example: Practice the basketball bounce pass with a partner, while applying concepts of movement to make the passes more successful.
4.5.2 Follow rules and safe practices in all class activities without being reminded.
Example: Stop activity immediately upon signal from teacher.

**Standard 6**

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

*Students begin to explore the cultural diversity that is within their own environment and explore the diversity of the world. They observe differences between themselves and classmates and start to develop an appreciation for these differences. They recognize the role environment plays in creating cultural differences.*

4.6.1 Explore the role of culture in physical activities of other countries.
Example: Describe the most popular games played in Australia.
4.6.2 Describe the differences and similarities between games of different countries.
Example: Discuss the difference between baseball in the United States and cricket in England.
4.6.3 Recognize the limitations of persons with disabilities and understand the adaptations (changes) they make when participating in physical activity.
Example: While participating blindfolded, students work with partners who lead them through an obstacle course.

**Standard 7**

**Understands that physical activity provides the opportunity for enjoyment, challenge, self expression, and social interaction.**

*Students in the fourth grade can list the physical activities they enjoy, understanding that their enjoyment is dependent upon their competence in the activity. They willingly participate in new activities and relish opportunities to learn new skills. At this level, they choose to participate in activities that offer them the least chance for failure.*

4.7.1 Participate in physical activities that are enjoyable.
Example: Participate on the school’s jump rope demonstration team.
4.7.2 Interact with classmates and friends in physical activities.
Example: Participate in lunch time intramural activities at the school.
4.7.3 Participate in new and challenging physical activities.
Example: Traverse the low elements on a traverse rock climbing wall in physical education class.

**Grade 5**

**Standard 1**
Demonstrate competency in many movement forms and proficiency in a few movement forms.
*Students are beginning to achieve maturity with most locomotor (traveling actions), nonlocomotor (movement in place) and manipulative (throw, catch, strike, swing, push, pull) skills. They begin the process of integrating (putting together) these skills into a variety of individual and team sports and activities that have been modified to their developmental level.*

5.1.1 Demonstrate the ability to integrate locomotor (traveling action), non-locomotor (movement in place), and stability (balance) movements in more complex skills.
Example: Demonstrate mature motor (movement) patterns in increasingly complex environments (e.g. obstacle courses).

5.1.2 Demonstrate the ability to manipulate (throw, catch, strike, swing, push, pull) objects with the skills necessary to participate in games and lead-up (preparing for sports) activities.
Example: Engage in simple games requiring manipulative skills.

5.1.3 Demonstrate the ability to perform more complex rhythmic skills alone and with a partner.
Example: Perform rhythmic body movements and communicate ideas and feelings with and without music.

**Standard 2**
Applies movement concepts and principles to the learning and development of motor skills.
*Students begin to demonstrate an understanding of proper movement forms. They self analyze their own skills and that of their classmates and discuss methods for improving*
performance.
5.2.1 Identify ways that movement concepts can be used to refine movement
skills.
Example: Understand that practice improves performance.
5.2.2 Describe and demonstrate essential elements of mature movement
patterns.
Example: Describe the critical (important) elements of an overhand throw.

Standard 3
Exhibit a physically active lifestyle.
Students begin to understand the relationship between lifestyle and health. They
describe the benefits of leading a healthy lifestyle. Through observation and
analysis, they are able to critique others as they begin to develop an awareness
of the physical, social, and emotional importance of physical activity. They
choose to participate in activities out of school that are healthy and will produce
a desired level of fitness.
5.3.1 Participate in health enhancing physical activity.
Example: Establish physical activity goals.
5.3.2 Recognize the positive emotional effects
of participation in leisure time
physical activity.
Example: List the possible emotional responses one feels after being physically
active in
an activity that is enjoyable.

Standard 4
Achieves and maintains a health-enhancing level of physical fitness.
As their fitness levels improve, students participate in moderate to vigorous
activity for
longer periods of time. They are able to describe how high levels of fitness are
achieved, and identify what their age appropriate physical fitness goals should
be. They participate in group and self-assessment activities.
5.4.1 Achieve a reasonable level in all components of health-related (healthy
lifestyle) fitness.
Example: Using a pre-test and post-test, demonstrate how to set personal fitness
goals.
5.4.2 Demonstrate age appropriate muscular strength (how much) and muscular
endurance
(how many times).
Example: Participate in a calisthenics (exercises designed to improve muscle
tone)
circuit.
5.4.3 Demonstrate age appropriate cardiovascular (heart and lung) endurance.
Example: Participate in the one mile run for time.
5.4.5 Demonstrate age appropriate flexibility.
Example: Participate in developmental stretching (stretches that improve the
range of
motion of a joint) exercises as a pre-activity warm-up.

5.4.6 Demonstrate age appropriate body composition (the relationship between body fat and lean muscle mass).
Example: Describe how excessive intake of calories or lack of exercise can lead to obesity.

**Standard 5**

**Demonstrate responsible personal and social behavior 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 the gymnasium and in out of school activities. They demonstrate an evolving appreciation for positive class conduct in accordance with rules and policies.*

*Their ability to solve problems increases with their understanding.*

5.5.1 Exhibit independence and ability to succeed in groups.
Example: Participate in cooperative and challenge activities.

5.5.2. Perform activities safely and follows class rules of conduct.
Example: Describe appropriate conduct including ethical and unethical behavior.

5.5.3 Distinguish between compliance and noncompliance with game rules and fair play.
Example: Demonstrate positive sportsmanship.

**Standard 6**

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

*Students begin to analyze the differences in individuals and develop an appreciation for these differences. They observe, critique, and assist classmates to improve skill levels where needed. They seek out the company of many different people through physical activity, and begin to apply conflict management skills when needed during these physical activities.*

5.6.1 Demonstrate positive attitude toward self and others through physical activity.
Example: Demonstrate an admiration for high skill levels in others by offering congratulations when appropriate.

5.6.2 Enjoy participation alone and with others.
Example: Demonstrate self-motivated movement.

5.6.3 Choose playmates without regard to personal differences.
Example: Demonstrate acceptance of other’s limitations through verbal and nonverbal behavior.

5.6.4 Resolve conflict in socially accepted ways.
Example: Demonstrate positive sportsmanship.

**Standard 7**
**Understands that physical activity provides the opportunity for enjoyment, challenge, self expression, and social interaction.**
*Students begin to better identify those activities they enjoy and those in which they have greater skill or less skill. They articulate why they like or dislike certain activities. They identify those classmates with whom they prefer playing or engaging in physical activity. They participate in more challenging activities without showing intimidation.*

5.7.1 Exhibit positive feelings about participation in physical activity.
Example: Celebrates individual and group accomplishments.

5.7.2 Engage in the challenge of new activities.
Example: Receptive to new games, sports, and rhythm activities.

5.7.3 Engage in and enjoys independent and interactive physical activity.
Example: Incorporate physical skills during leisure time activities.

5.7.4 Use physical activity as a means of self-expression.
Example: Compose a dance that tells a story from a book they read in language arts class.

**Grade 6**
**Standard 1**
**Demonstrate competency in many movement forms and proficiency in a few movement forms.**
*Sixth grade students have mastered the basic fundamental movement skills for locomotion (traveling actions), non-locomotion (movement in place), and manipulative (throw, catch, strike, swing, push, pull) activities. Movement forms become more complex and are combined to be used in more specific game and performance situations. Students participate, primarily, in more modified and unstructured games and use the basic motor movement) skills in these activities while they are developing the more complex skills necessary for sports participation.*

6.1.1 Demonstrate mature forms in locomotor (traveling actions), non-locomotor (movement in place), and manipulative (throw, catch, strike, swing, push, pull) skills.
Example: Dribble a basketball around stationary objects using both right and left hands.

6.1.2 Demonstrate basic competency in more complex motor (movement) skills related to
specific sports activities.
Example: Develop a 60 second dance program using combinations of locomotor (traveling actions) and non-locomotor (movement in place) skills with changes of direction, pace, and level.

**Standard 2**
**Applies movement concepts and principles to the learning and development of motor skills.**
The student begins to apply concepts of conditioning and practice to improve movement skills and to build greater levels of fitness. Movement skills are now more reactive than planned. Students use internal and external stimuli to guide their movement patterns.

6.2.1 Identify basic concepts that apply to the movement and sports skills being practiced.
Example: Throw a softball different distances using varied trajectories (angles) and amounts of force.
6.2.2 Explain how practicing movement skills improves performance.
Example: Maintain a log of practice attempts for throwing a softball 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 lead-up games.
Example: Guard another player who is dribbling a basketball, attempting to prevent a pass or shot.

**Standard 3**
**Exhibit a physically active lifestyle.**
Students develop greater interests in doing out of school activities that can lead to a healthier lifestyle. They explore and identify activities they enjoy and which are within their competency levels. They utilize this information when choosing movement activities.

6.3.1 Identify activities that, when done regularly, can contribute to an active lifestyle.
Example: List activities that can increase cardiovascular (heart and lung) endurance.
6.3.2 Participate in activities, outside of school, that are health enhancing and can be continued throughout a lifetime.
Example: Report in portfolio that they played a round of golf with a parent on a Saturday.
6.3.3 Describe the elements of a healthy lifestyle.
Example: List the benefits of leading an active life.
**Standard 4**

*Achieves and maintains a health-enhancing level of physical fitness.*  
*Students begin to comprehend the relationship between activity and physical fitness.*  
They explore various activities and rate them on their potential to increase health-related (healthy lifestyle) fitness levels. They assess their individual levels of health-related fitness and use the results to develop their fitness goals.

6.4.1 Describe and monitor (keeps a record of) intensity of exercise.  
Example: Record heart rate after participation in a physical activity. Calculate target heart rate in mathematics class. Evaluate whether the exercise intensity of the activity was sufficient to produce a target heart rate.

6.4.2 Develop individual goals for each of the health-related (healthy lifestyle) fitness components.  
Example: Set a goal to successfully perform 10 pull-ups before Thanksgiving.

6.4.3 Assess individual fitness levels in each of the health-related (healthy lifestyle) fitness components (parts) in relation to age.  
Example: Participate in the Fitnessgram assessment (a fitness test) 4 times per year.

**Standard 5**

*Demonstrate responsible personal and social behavior in physical activity settings.*  
*Sixth grade students demonstrate cooperative skills in group activities. They identify examples where teamwork is critical to success. They participate in activities without being reminded to follow safety practices and rules. They are capable of establishing rules for safety and class procedures.*

6.5.1 Participate in cooperative activities in both a leadership and a follower role.  
Example: Choose partners for a cooperative activity who they feel can work efficiently and successfully together 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 equipment until instructed to do so by the teacher.
Standard 6
Demonstrate understanding and respect for differences among people in physical activity settings.
Students analyze and compare the contributions of different cultures in the development of sports activities popular today. They begin to develop a greater tolerance of individuals who are different and willingly display inclusionary behavior in most activities.

6.6.1 Analyze, describe, and participate in simple forms of dances and games of various cultures from around the world.
Example: Participate in the German polka folk dance.
6.6.2 Display an appreciation of the accomplishments of both greater and less skilled individuals in group or team activities.
Example: Participate in a follow up discussion after a cooperative game, noting the positive contributions of each group member.

Standard 7
Understands that physical activity provides the opportunity for enjoyment, challenge, self expression, and social interaction.
Students begin to seek the company of groups, and express enjoyment for participation in physical activities with their friends. They place value on the acquisition of high levels of skills, and respect and adulate those who possess these skills. As their self esteem and physical skill levels increase, students seek outlets that provide excitement, challenge, and competition.
Performance Objectives

Cognitive

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

Performance objective: K.2.1 Students will move over and under objects at a fast pace accurately 3 out of five times.

Affective

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

Performance objective: K.5.3 The student will respond to teacher's instruction by completing the signaled task 85% of the time correctly.

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

Standard 7 Understands that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.

Psychomotor

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

Performance objective: K.1.1. The student will skip briskly around the gym five times with 100% accuracy.

Standard 3 Exhibits a physically active lifestyle.

Standard 4 Achieves and maintains a health-enhancing level of physical fitness.
IV. Fundamental Movements

Fundamental Locomotor Skills

Fundamental Movements in order of developmental progression (easiest to hardest): walk, run, leap, jump, hop, gallop, slide, and skip.

1. Walk- to move or travel on legs and feet, alternately putting one foot in front of the other at a moderate pace
   Instructional Cues
   i. Head up, eyes forward
   ii. Point toes straight ahead
   iii. Nice, easy, relaxed arm swing
   iv. Walk quietly
   v. Hold tummy in, chest up
   vi. Push off from the floor with the toes.

2. Run- to go at a fast pace on foot so that both feet are momentarily off the ground
   Instructional Cues
   i. Run on the balls of the feet when sprinting
   ii. Head up, eyes forward
   iii. Bend your knees
   iv. Relax your upper body
   v. Breathe naturally
   vi. Swing the arms forward and backward, not sideways

3. Leap- an elongated step with a long or high arc to cover distance or move over a low obstacle
   Instructional Cues
   i. Push off and reach
   ii. Up and over, land lightly
   iii. Use your arms to help you gain height

4. Jump- to leave a surface with both feet by bending knees and pushing body quickly off ground and then landing on ground
   Instructional Cues
   i. Swing your arms forward as fast as possible
   ii. Bend your knees
   iii. On your toes
   iv. Land lightly with bent knees
   v. Jump up and try to touch the ceiling

5. Hop- to propel body jumping up and down lightly on one foot
   Instructional Cues
   i. Hop with good forward motion
   ii. Stay on your toes
   iii. Use your arms for balance
iv. Reach for the sky when you hop
v. Land lightly

6. Gallop- one foot leads to other while the other is brought forward quickly to it

   Instructional Cues
   i. Keep one foot in front of the other
   ii. Now lead with the other foot
   iii. Make high gallops

7. Slide- one foot steps to the left or right side and the other foot follows rapidly

   Instructional Cues
   i. Move sideways
   ii. Do not bounce
   iii. Slide your feet

8. Skip- is a series of step-hops done with alternate feet resembling small hopping steps

   Instructional Cues
   i. Step-hop
   ii. Swing your arms
   iii. Skip smoothly
   iv. On your toes

Fundamental Manipulative Skills
(Overhand throw-catch-kick-strike)

1. Overhand throw

   *An object that is thrust into space and is accelerated using movement of the arm and the total coordination of the body to generate force executed with the hand brought forward and down from above the level of the shoulder.

   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 the 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 (nearer the target).

2. Catch

*Uses the hands to stop and control a moving object while being tracked as the body is moved into the bath of the object simultaneously.

**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 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.

3. Kick

*A striking action that is executed with the use of 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 the kick).
2. Practice kicking with both feet.
3. Use objects that will not hurt youngsters. For example, regulation soccer balls hurt young 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 leg backward in preparation for the kick. Beginners often fail to move the leg backward, making it difficult for them to generate kicking force.

5. Arms 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.

4. Strike

*An object that when hit is hit with a tool. (Example: a bat, racket)

**Stress Points**

1. Track 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 and 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 9parallel to the ground0 plane. Beginners have a tendency to strike downward in a chopping motion.
**Fundamental Skill Lesson Plans**

*Lesson 1*

**Name of Activity:** Letter Walk

**Purpose of Activity:** Students will be able to preform the locomotor skills and will be able to call out what letter (or number) they have landed on - when called on.

**Prerequisites:** Letter knowledge, and locomotor skills (running, hopping, jumping, gallop, skip, walk backwards, etc.)

**Suggested Grade Level:** K-2

**Materials Needed:** Laminated Letter cards (or number cards), music and large area (gym, blacktop)

**Description of Idea**

Lay out letter cards over a large area. Show students the area around the cards where they will be walking/running ect. Have them walk it once to show them where they need to stay. Explain that they will be moving around the letters by doing a motor skill. What are motor skills? Have them answer.

Review and Demonstrate

Students will do this motor skill (called out by teacher) until the music is turned off.

Each student goes to an EMPTY letter card and stands there. Teacher calls randomly on children and asks what letter they are standing on, or what sound that letter makes, or COW, who is standing on the first sound in COW. Then continue game by calling out new motor skill and turning on music.

**Assessment Ideas:**

Observing how well they know they can preform the motor skills.
Do students recall letter name?

*Lesson 2*

**Name of Activity:** Bean Bag Shuffle
**Purpose of Activity:** 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

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**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.
V. Subject Areas

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<thead>
<tr>
<th>Color Code Key</th>
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<tbody>
<tr>
<td><strong>Art</strong></td>
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<tr>
<td>Geography/Social Studies</td>
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<tr>
<td><strong>Health</strong></td>
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<td><strong>Music</strong></td>
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*ART 1*

Unit: Physical Education and Art

Lesson: *Movement* and *Rhythm* in Modern Art

Grades: elementary K-2 (adaptable to other grades)

Overview:

In K-2 physical education, children are just learning and becoming aware of their body’s movements and abilities. Many primary Phys. Ed. Programs regularly include movement and dance as a regular part of their curriculum. This activity integrates Modern Art and Physical Education by having students act out the movements and emotions depicted within the paintings, *The Starry Night*, by Vincent Van Gogh, *The Scream*, by Edvard Munch, and *Number 1 (Lavender Mist)* by Jackson Pollock. Students will be asked to “become“ the shapes, the colors, or the paintbrush, and to explore the possibilities within the selected canvases.

Prior Knowledge:

Students should have been introduced to movements of different rhythms (walk, skip) and fast and slow speed/tempo (walk, jog) before doing this activity. Knowledge of and ability to use their body to make different body
shapes of wide, narrow, curved, etc. would also be helpful in conducting this lesson. Having some experience in talking about art would be helpful, although this lesson could be used for the introduction of such an experience.

**Procedure:**

1. **Looking at Art:** Students will gather around the three selected paintings. The teacher will guide the students in looking at different elements of the paintings and talking about the movement, emotions and expressive qualities of the images.

   Some suggested questions and introductory activities:

   **DESCRIPTION / ANALYSIS / INTERPRETATION / JUDGMENT**

   - Describe what you see in the three paintings.
   - Describe the artist's use of color in each. How many colors have been used? How do those colors make you feel when you look at the painting?
   - Describe the lines in the paintings. Use your finger to trace over the lines in each painting. If you had to make those lines with your body, what could you do? Would you move fast or slow?
   - What kinds of shapes do you see? Trace some of the shapes with your finger. What shapes do they make? Using your arms, try to make the shape of the cypress tree in *Starry Night*.
   - Is your eye drawn to any particular area of the painting? Why?
   - Does the work make you think of movement? How does the artist show movement?
Where might the artist have been while painting this picture? Imagine for a moment that you were the artist, were you sitting or standing when you painted this picture? How do you think Jackson Pollock painted *Lavendar Mist*?

What kind of mood or feeling do you get from looking at the paintings?

If you could imagine yourself within each painting, how would you feel? What do you think the man in *The Scream* is so frightened about?

What sounds would you hear if you were in one of the paintings?

What do you like or dislike about the paintings?

2. **Guided Narrative Activity:** In the gym, or another large open space, students will spread out and find their own personal space in the room. At this point, there will be no interaction between the children; each will independently create their own interpretation of the paintings. The teacher will guide the students in exploring the elements within the paintings. Directions such as,

“Pretend your body is a paintbrush, full of paint. Are you heavy or light? Try to paint a straight line. If you were one of the drip lines in Jackson Pollock’s painting, how would your paintbrush body move over the canvas? Your body is now one of the stars in Van Gogh’s *Starry Night*. Show me what they would look like. Now, pretend you are a paintbrush making the lines and movements in the sky of *The Scream*. Show me with your body, the shape of one of the cypress trees in Starry Night. Pretend you are the tree growing from a seed...”

Each student will interpret and express the emotions and movement within the paintings and concentrate on really "experiencing" the painting with these
**ART 2**

Subject Area: Art and Physical Education

Standard 1  Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Standard 2  Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Performance Objectives

Cognitive: Students will learn primary and secondary colors by coloring blank pictures with 100% accuracy.

Affective: Students will demonstrate ability to cooperate with peers by respecting personal space 100% of the time.

Psychomotor: Students will perform the slide to obtain the crayon by using the sideways motion step together method 8 out of ten times correctly.

Equipment Materials: Twelve strips of paper of each of the following colors: Red, Blue, Yellow, Orange, Green, Purple; Cardboard box labeled primary(1); Cardboard Box labeled secondary(1); Index cards labeled with the following, red (4), Blue (4) Yellow (4) Orange (4) Green (4) Purple (4)

Skill Development

**Introduction/Set Induction**  Today we are going to play a game using our primary and secondary colors. Someone tell me what one of the primary colors are (Red, Blue, Yellow). Ask students what one of the secondary colors are. Why do you think colors are important? Traffic signals are one major reason we need to know our colors because they keep us safe when driving. In order to play our game we have to learn some new movements, this one is called the slide.

**Introduce Skill**
*Explanation and Demonstration*

Teach children the proper way to perform a slide using the sideways step together method.

**Guided practice**

**Primary and Secondary Boxes**

Teach them the slide by first showing, them have them try. Give feedback. Tell students that they will be reviewing some fundamental movement skills already learned such as the skip, run, walk, leap, and gallop. One side of the gym will be six piles of different colors of paper, 12 of each color. The student will get a different color for each movement. For example, I might say gallop to get a blue paper. The student will gallop back to the other end of the gym and put the blue paper in the box labeled "primary." Next I will say skip to get an orange paper, the student would skip back and drop it in the secondary box. This will continue until all papers are in the two boxes. Make sure to provide feedback on performance of movements during this time.

**Group Activity**

“Artist tag the Colors”

Choose one person to be “it”

All other students will be given a card with a color on it

Explain the rules; each person will look at card to see if they are the primary or secondary color. I will give the signal for either the Primary or secondary colors to run, walk, slide, skip act. across the gym where the "it” person (artist) will try to tag them (colors). If a person gets tagged they become they join the other “it.” Repeat. The last person standing is when the game is over.

**Closure**

1. Ask them to name the three secondary colors: purple, orange, green
2. Ask them to name the three primary colors: red, yellow, blue
3. What do you get when you mix red and yellow together: orange. Explain that they will be learning more about mixing colors next week
**Name of Activity: The Amazing Race**

**Academic content:** Social Studies, Science and Health

**Purpose of Activity:** 1. The students will improve their directional awareness by locating sites and symbols on a map. 2. The students will increase their heart rates while traveling to each site and performing the specified task/exercise at each site. 3. The students will work cooperatively with their partners throughout the challenge.

**Prerequisites:** Students should have prior experience with map drawing and reading, and using a variety of locomotor skills and fitness activities.

**Suggested Grade Level:** 3-5

**Materials Needed:** Map of school grounds being used and/or Orienteering Booklets (1 for every 2-3 students), Answer Sheets, Controls for each site and 1 pen hanging from each control.

**Physical activity:** Locomotor skills & fitness activities

**Description of Idea**

Students are placed into groups of 2-3. They are given either a map quest (with a white answer sheet), blue booklet (blue answer sheet) or green booklet (green answer sheet). Each map/booklet has a different course of travel. When orienteering, students are working to travel from each location to the next as quickly as possible using a different locomotor skill each time.

The map should be of the school grounds being used for the course (with landmarks, symbols, etc.). The students are to use the map to find the sites marked with an X. They will use landmarks and symbols on the map to help them find each location. Each site marked with an X has a number next to it (X1-X6 if you have 6 sites). Before traveling to X1 the students will flip their map over and will read question 1. When they find the correct location of X1 the answer will be found on a "control" hanging at the site. They use the pen hanging from the control to write their answer down on their answer sheet (Answer: heart rate increases). At each station have a physical activity that relates to the stations question (e. g., run in place for 45 seconds as fast as you can and see what happens to your heart rate). They read the question for X2 and travel to that site, and so on.
The blue and green booklets are similar to one another, but have different sites to locate and questions to answer (6 in each booklet). Each page of the booklet has a picture of a site on your school grounds (e.g. soccer goal, tree, bench, etc.). Under that picture will be a numbered question, related to any subject and a related physical activity (e.g. What is the state tree of New York? Do 20 jumping jacks and be as wide as possible like a tree). When they find the correct site, a "control" will be there with the answer on it (sugar maple) and a pen hanging to write it down on their answer sheet.

After students have finished locating all sites and answering all questions, they should return to the teacher and if time permits, try a new orienteering map or booklet.

Controls - each control should have a pen hanging from it (so students don't have to carry it with them). I type the answers on white paper with a red background (so they are easy to see) and laminate them. Write an exercise/task on the control for the students to perform when they arrive at each location (e.g. jumping jacks, kick a ball into the soccer goal, etc.). The same locations may be used on the map and in the booklets if you choose, but the students must know the correct answer to write down on their answer sheet when looking at the control. I type the blue booklet answers in blue, green booklet answers in green and map quest answers in black. Make sure to place the correct question number next to each answer.

**Variations:**

The booklet (with pictures) is an easier form of orienteering. To increase the level of difficulty, zoom in when taking your pictures so you cannot tell exactly what the site is when looking at the picture.

The map provides more of a challenge for students. To make the map more difficult, place fewer symbols and landmarks on it.

You may also have the students perform challenges at each site before moving onto the next.

**Assessment Ideas:**

After students have finished their orienteering course (booklet or map), check the answers they have written down for each question asked. If they answers are correct, they successfully located each site on their booklet or map.

**Teaching Suggestions:**
I like to explain to the students how to use the booklets and maps during the previous class lesson so the day of The Amazing Race they can have the full class period to engage in orienteering.

*GEOPGRAPHY/ SOCIAL STUDIES 2*

**Name of Activity:** USA State Tag / Mississippi River Shuffle

**Academic content:** Social Studies

**Purpose of Activity:** The purpose of this activity is to reinforce the geographic location of the states of the U.S.A. (relative to the Mississippi River or to other geographic features you may choose).

**Prerequisites:** Students should review the names and locations of the states as well as the principal geographic features.

**Suggested Grade Level:** 3-5

**Materials Needed:** Large map of the U.S.A. showing all the states and the Mississippi River, Foam tag-it mitts, Cut outs of states made from tagboard or construction paper.

**Physical activity:** Chasing, Fleeing and Dodging

**Description of Idea**

Mark off 3 lines across the width of your activity area or room. It's a big plus if your room is oriented east to west so the lines run north-south. If outdoors, the lines could be marked with cones, jump ropes, or paint.

There should be a center line of one color and two lines on each side 6-10' from the center line of a different color. The center line represents the Mississippi River. The area between the other two lines, including the river, is a neutral zone or no person's land. Students may be tagged if in this zone.

Two to three students are selected to be "it" and they start in the neutral zone, but may move throughout the entire playing area. They may wear the foam Tag-It mitts now available from various physical education equipment companies, but it is not a necessity. They could carry a foam ball or yarn ball as well.

Half of the other students are located on the west side of the Mississippi river and the other half are on the east side. The side of the river the students begin
the activity on is referred to as their "home side".

The instructor begins by calling the name of a state. Students that are located on the "wrong" side of the Mississippi river must cross (may be wise to start the activity off by having the students walk, skip, hop, etc. as opposed to running right off the start) the neutral zone to the correct side (e.g. if Nevada was called students on the east side of the Mississippi would have to cross the zone to the west side). Students on the west (correct) side but moved in error to the incorrect side could also be tagged.

Students can be tagged if they are on the incorrect side or if they are in the neutral zone. If tagged they must spell the name of the state they missed using the letters of the alphabet painted on the walls. They perform a locomotor movement to each letter or they dribble a ball to each letter tossing/catching the ball at the letters.

If outdoors, or as an alternative, have them find the picture of the state made from construction paper and placed in a box. Periodically during the activity have students return to their "home side". This helps balance the numbers on each side and promotes independent thinking. Place a map on the wall as an instructional aid for reference (be sure to orient it to the east-west designation of your room).

**Variations:**

Hold up a drawing or picture of each state.

For older students call out the state's capital.

**Assessment Ideas:**

A quick activity to assess learning: Have entire class stand on center line, designate east - west of centerline. Call out the name of a state. Students must shuffle step, skip, leap, gallop...3 steps to the correct side and back.

**Teaching Suggestions:**

Change taggers frequently.

Stop and discuss states that cause difficulty.

Process the activity by checking for understanding and reinforcing states that were most commonly "missed".
**HEALTH 1**

Name of Activity: Fire Safety (Stop, Drop & Roll)

Academic content: Health

Purpose of Activity: Sometimes youngsters don't know what to do in case they are faced with a fire in their homes or school. This is a tip that should help them know what to do if they are faced with moving safely within a structure that is on fire.

Suggested Grade Level: 3rd and Up

Physical activity: Locomotor Skills

Description of Idea

Activity 1: Moving in General Space

Students are spread out in general space in a safe manner (arms distance apart). On teachers command, students walk in general space until they hear the signal "STOP." The students immediately stop.

The students continue to walk in general space again. This time the teacher calls out "Drop and Roll." The students then practice falling safely to the floor and then roll like a log 3 or 4 times on the floor until the teacher gives the signal to continue with a traveling movement (i.e., skipping, galloping, etc.). The teacher can ask the children to call out the words "stop", "drop", and "roll", immediately after the teacher says each word.

Activity 2: Tag Game

Three or four students are chosen as taggers. Give those students a red sock stuffed with tissue paper. When the taggers tag the runners with the socks and say "FIRE", the tagged runner must shout "Stop, Drop, and Roll", and then perform the movements (stop, drop, and roll) before continuing to play the game. After a few minutes, new taggers are selected and the game continues.

**HEALTH 2**

Name of Activity: Food Pyramid Tag
**Academic content:** Health

**Purpose of Activity:** The purpose of this activity is to reinforce what children have learned in the classroom about healthy eating habits and physical activity.

**Prerequisites:** Prior knowledge of the food pyramid, including the different food groups and suggested servings per day.

**Suggested Grade Level:** 3-5

**Materials Needed:** • 4 blank food pyramid charts • laminated pictures of food that represent each food group • poly spots • two colored pennies

**Physical activity:** Dodging, Fleeting, Locomotor Skills

**Description of Idea**

Divide the class into four equal groups and assign each group to a separate food pyramid. In the center of the gym create a large circle with poly spots. Place pictures of the different foods for the pyramid in the circle. Place each of the food pyramid charts on the outside edge of the gym from the center circle.

Choose two students to be taggers, who will wear pennies. On the signal, students from each team will move to the center of the gym and attempt to retrieve an item of food to take back to their food pyramid chart - without being tagged. If they are tagged during their attempt, they must hand over the food item to the tagger who places the food back in the pyramid circle. During the activity, when the whistle/drum sounds everyone must freeze and the teacher will instruct the students on a different locomotor movement to perform when the whistle/drum is sounded again to restart the activity. The game is over when one team has completely filled the food pyramid chart.

**Variations:**

To make the game more difficult you could increase the number of taggers.

**Assessment Ideas:**

After one team has completed their pyramid chart, bring the class together to review the foods that were selected to see if they are in the correct sections. Quiz the students on additional foods that can be placed in the pyramid.
Teaching Suggestions:

To make the activity easier to complete, one can shorten the distance from the center to each pyramid.

*HISTORY 1*

Name of Activity: Civil War Rhyme Time

Academic content: History

Purpose of Activity: 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 sided 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 your 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.

*HISTORY 2*

**Name of Activity:** USA Shoot-out

**Academic content:** History

**Purpose of Activity:** To give students practice at shooting at targets while reviewing the state shapes, locations and other relevant information.

**Prerequisites:** Students need to be taught the proper way to shoot a ball. Students need to have studied the states and regions of the USA.

**Suggested Grade Level:** 3-5

**Materials Needed:** poly spots with each of the states outlined, different types of balls for shooting at each basket, large regional maps of the United States, pencils
Physical activity: Shooting a ball

**Description of Idea**

Designate 4 baskets (or targets to shoot into) as regions of the USA. Tape a map of each region selected to the wall near each basket. Poly spots (with the state outline) for each of the states are placed around the shooting targets at different positions from easy to more difficult, according to the particular grade level.

Students are allowed to choose the type of ball that they prefer to shoot with at the target/basket (include basketballs, volleyballs, Nerf balls, kickballs, etc.). Students attempt to make a basket from each poly spot. After each shot, they must attempt to answer questions about each state on a worksheet prepared by the teacher.

Questions should include the name of the state, the region where it is located, time zone, weather, important landmarks or any other pertinent information covered at that grade level. While one student is answering the questions, other students can take their turn at shooting from the different areas. It would be possible to have two students shooting and two working on the questions at each station. After a student makes a basket from all the states in their region, they move on to a different region.

**Variations:**

Students can shoot more than once if they miss their first shot. Vary the type of shots that can be made by using overhand, underhand, free throws, etc.

**Assessment Ideas:**

Develop a rubric for each type of shot that is to be used. (i.e., overhand shot, underhand shot, free throw, etc.) Also, check the worksheets for correct information.

*LANGUAGE ARTS 1*

Name of Activity: Scrabble Laps
**Academic content:** Language Arts: Spelling

**Purpose of Activity:** 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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**LANGUAGE ARTS 2**

**Name of Activity:** Word Fitness

**Academic content:** Language Arts

**Purpose of Activity:** This game allows students to perform a varied workout while practicing vocabulary skills.

**Prerequisites:** Students need to have a general knowledge of fitness activities that have been taught in class. Some examples would be jumping jacks, arm circles, and toe raises.

**Suggested Grade Level:** 3-5

**Materials Needed:** Alphabet exercise cards (described below), Game
grids, Various equipment needed for fitness challenges, 6-12 cones

**Physical activity:** Various Fitness Activities

**Description of Idea**

Make five sets of alphabet exercise cards. These are 3x5 cards with a letter on one side and an exercise on the other. There should be as many varieties of exercise as your students are capable of doing. Make one game grid for each team. This is a sheet of posterboard with squares the size of 3x5 cards to form a grid.

Each team of less than four people will start at a cone set up in a large circle around the gym. In the middle is a box full of exercise cards. On the signal, the first person in each line will go the center and take one card out of the box. They will return to their team and the entire team will do the challenge or exercise that is on the card. The game will continue in this manner until all the cards are gone or a set time limit has been reached.

While the person is traveling to get a new card the teams will work to set up their cards on their grid to form as many words as possible. Have them use the "Scrabble" style of setting up words. Points can be established for each letter they use in the words.

Click here to see a video clip of kids doing this activity (from our friends at Univ. of West Florida, scroll down and click on the video demonstration icon to see video).

**Variations:**

Peer tutors can be used to assist students as they go to get a card. A student with a disability may also get a card and instead of doing the exercise, have a predetermined choice of activities to do with the team.

**Assessment Ideas:**

Clipboards should be set up at each station to allow students to write down what kinds of fitness gains they felt they accomplished in this lesson.
Name of Activity: Bowling Over Fractions

Academic content: Math

Purpose of Activity: To enhance the students' understanding of fractions through bowling.

Prerequisites: It is beneficial if students have prior knowledge of fractions and throwing skills.

Suggested Grade Level: 3-5

Materials Needed: 8 bowling pins per lane and 1 bowling ball (or any type of rolling ball) per lane, 1 Bowling Over Fractions Worksheet (PDF), clipboard, and 1 pencil per student.

Physical activity: Bowling/Underhand Throwing

Description of Idea

Students will complete a Bowling Over Fractions Worksheet (PDF). Divide the students into groups of three. Two students should stand behind the pins, while the other student stands at the beginning of the lane. After a student rolls the ball one time, (s)he shades in the number of boxes based on the number of pins knocked down and completes the two fraction questions. (S)he replaces someone standing behind the pins. Rotation continues until all students have completed the worksheet.

- Bowling Over Fractions Worksheet (PDF)

Variations:

Teachers can vary the number of pins, but must change the number of boxes on the worksheet. (This will change the denominator in the fraction.)

Also, students may be required to reduce the fractions to their simplest form. To increase the difficulty, have students write a math sentence stating if the fraction of pins knocked down is >, <, or equal to the number of pins still
Assessment Ideas:

Teachers can check the worksheet and provide useful feedback to the student on both the student's work with fractions and the skill of underhand throwing.

*MATHEMATICS 2*

Name of Activity: Card Play

Academic content: Math

Purpose of Activity: To help children practice addition, subtraction, multiplication, and division in a creative way.

Prerequisites: Students will need to know how to add and subtract and/or multiply and divide.

Suggested Grade Level: 2-4

Materials Needed: one deck of playing cards for twenty students

Physical activity: locomotor movement, pathways

Description of Idea

Take out the Kings, Queens and Jacks from the deck of playing cards. (You will have 40 cards left.) Distribute two cards to each student and have the students spread out in general space. Explain that they must travel around the gym by different means (walking, skipping, jogging) and in different pathways (straight, zig-zagged, curved) to a cue, such as music or one blast of a whistle. When the music stops or the whistle blasts three times, the teacher will call out a number and a student must find another student and make an equation out of two of their cards, using a card from each student that equals the number called out. (The number called should be from 2 to 20 so it's not too difficult. The Ace card equals one.)

Addition, subtraction, division, or multiplication can be used in this activity. For example, if you call out the number six the two students will get together and examine their cards. If one student has a 2 and a 9 in their hand and the other child has a 3 then they can either use the 2 and 3 by multiplying to get 6
or they can use the 9 and 3 and subtract to get the number 6.

If you have a child that does not have a partner simply ask them, "What number could you have found to make an equation?" This way they can still participate and learn from the activity. Once everyone makes an equation, repeat the activity by varying the locomotor skill and the pathway used each time.

**Variations:**

Have students perform a specific locomotor movement or pathway that they have been working on in the physical education classroom.

Scatter the cards around the gym and have the students skip around and find the cards as they travel. This might work better for younger students learning addition/subtraction.

To challenge students, you could require them to use three cards (ex: a 9, 6 and 2). To make "6" they could say "9 - 6 = 3, then 3 x 2 = 6."

**Assessment Ideas:**

Hold up or have on a sheet of paper two playing cards for each question (or three for higher levels) and have them make an equation that equals a certain number.

Have older students take two cards and make 4 equations using all four methods of math.

Have students write the equations down as they are doing the activity or try to find as many solutions as possible for each number called out.

**Teaching Suggestions:**

If playing cards aren't available, one could write out 4 sets of 1-10 cards.

**Adaptations for Students with Disabilities:**

If you have a hearing-impaired child in the class, when you call out the number hold up a card with the number so that they can see the number as well.
*MUSIC 1*

Submitted by: Stephanie Corder, AZ Academy, US Virgin Islands  
UNIT: Watercolors (introduction)  
Lesson: Musical Art - Watercolor Exploration  
Grade Level: all levels

Objectives:

To learn that mistakes are sometimes good things, and to encourage generosity and cooperation towards one another.

To explore experimental watercolor techniques

Materials:

Watercolor paper (masked off w/drafting tape)  
Watercolor paints  
Variety of music

Preparation: Tape watercolor paper to boards to make the one inch border (optional)

Procedure:

1. Ask the students if they’ve ever played musical chairs.
2. Tell them that we’re going to play musical art, and that they’ll paint to the rhythm of the music while the it’s playing, i.e. very fast brush work to fast beats, and slow movements to slow music etc.
3. When the music stops, they are to move to the painting next to them, and paint on THAT painting until the music stops again.
4. Repeat step three until their papers are almost full, and then have them complete the next painting they go to. It seems to work best if it is NOT the piece they began with.

Notes:

Most of these turned out great with a beautiful abstract quality. I know the border takes extra time, but it really finishes the pieces beautifully!

Note: These watercolors can be left as is - or can be used for various collage projects.
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

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

*Science 1*

Name of Activity: Fun Bones

Academic content: Science

Purpose of Activity: The students will learn different bones of the body while using various body awareness concepts.

Prerequisites: The students need to review the anatomical names of the bones of the body that are in the activity.

Suggested Grade Level: 3-5

Materials Needed: An instrumental version of the song "Hokey Pokey".
**Physical activity:** Body Awareness

**Recommended music:** Hokey Pokey (Instrumental Version)

**Dance source:** Amazon.Com

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**Description of Idea**

This activity will be based on the song "Hokey Pokey." The teacher will teach a lesson on the anatomical names of the bones of the body and then tell the students to get in a huge circle around the gym. The students will learn this song and sing it while they point to each body part identified and place each body part inside the circle.

"You put your tarsals in, your put your tarsals out, you put your tarsals in and you shake it all about. You do the fun bone dance and you turn yourself around that’s what it’s all about!"

*Other bones that could be identified:

- Fibula
- Sternum
- Radius
- Tibia
- Pelvis
- Carpals
- Humerous
- Patella
- Ribs
- Ulna
- Cranium
- Femur

At the end of the song, the whole class will shake their body and bones, turn around in a circle and sing "You do the fun bone dance. You do the fun bone dance. You do the fun bone dance. That's what it's all about!"

**Variations:**

While doing the activity, the teacher could have a skeleton model with the bones labeled to make it easier for the students to learn the bones.

For younger children, the teacher can use just body part names and not anatomical names.

**Assessment Ideas:**

Make a worksheet of a diagram of the bones in the body they learned and have students label them.

**Adaptations for Students with Disabilities:**

Children with most disabilities can participate in this activity.
Name of Activity: Molecules

Academic content: Science

Purpose of Activity: 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 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.)
VI. Assessment

Fundamental Movements Knowledge

Name________________________Grade 1

Directions: Match the word to the picture by drawing a line.

1. walk

2. run

3. leap

4. jump

5. hop

6. gallop

7. slide

8. skip

Directions: Circle the best answer.

9. When you strike a ball using your leg it is called...
   A. Kicking  B. Singing  C. Throwing

10. Jim throws a beach ball to Susan. Susan catches the ball using what body part?
    A. Her toes  B. Her arms  C. Her leg
Fundamental Movements Knowledge

Name _______  Grade 1

Directions: Match the word to the picture by drawing a line.

1. walk
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Directions: Circle the best answer.

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   A. Kicking  B. Singing  C. Throwing

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    A. Her toes  B. Her arms  C. Her leg
**Name:** Bethany

**School/Agency:** WATCH

**Sex:** Female

**Grade:** Kind.

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**TESTING INFORMATION**

<table>
<thead>
<tr>
<th>1ST TESTING</th>
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<tbody>
<tr>
<td><strong>Date Tested</strong></td>
<td>——</td>
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<tr>
<td><strong>Date of Birth</strong></td>
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<tr>
<td><strong>Chronological Age</strong></td>
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**Examining Name:** Emily Bauman

**Examining Title:** Student Teacher

**Examiner’s Title:** Fundamental Motor

**Purpose of Testing:** SKILLS

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**RECORD OF SCORES**

<table>
<thead>
<tr>
<th>1ST TESTING</th>
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<tr>
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<td>Object Control Skills</td>
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<tr>
<td>Sum of Standard Scores</td>
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<tr>
<td>Gross Motor Development Quotient (GMDQ)</td>
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**COMMENTS/RECOMMENDATIONS**

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<table>
<thead>
<tr>
<th>Skill</th>
<th>Equipment</th>
<th>Directions</th>
<th>Performance Criteria</th>
<th>1st</th>
<th>2nd</th>
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</thead>
<tbody>
<tr>
<td>RUN</td>
<td>50 feet of clear space, colored tape, chalk or other marking device</td>
<td>Mark off two lines 50 feet apart</td>
<td>1. Brief period where both feet are off the ground</td>
<td>1</td>
<td>1</td>
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<tr>
<td></td>
<td></td>
<td>Instruct student to “run fast” from one line to the other</td>
<td>2. Arms in opposition to legs, elbows bent</td>
<td>1</td>
<td>1</td>
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<td></td>
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<td>3. Foot placement near or on a line (not flat footed)</td>
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<td>4. Nonsupport leg bent approximately 90 degrees (close to buttocks)</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>GALLOP</td>
<td>A minimum of 30 feet of clear space</td>
<td>Mark off two lines 30 feet apart</td>
<td>1. A step forward with the lead foot followed by a step with the trailing foot to a position adjacent to or behind the lead foot</td>
<td>1</td>
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<tr>
<td></td>
<td></td>
<td>Tell student to gallop from one line to the other three times</td>
<td>2. Brief period where both feet are off the ground</td>
<td>1</td>
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<tr>
<td></td>
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<td>Tell student to gallop leading with one foot and then the other</td>
<td>3. Arms bent and lifted to waist level</td>
<td>1</td>
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<td>4. Able to lead with the right and left foot</td>
<td>1</td>
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<tr>
<td>HOP</td>
<td>A minimum of 15 feet of clear space</td>
<td>Ask student to hop 3 times, first on one foot and then on the other</td>
<td>1. Foot of nonsupport leg is bent and carried in back of the body</td>
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<td>2. Nonsupport leg swings in pendular fashion to produce force</td>
<td>1</td>
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<td></td>
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<td></td>
<td>3. Arms bent at elbows and swing forward on take off</td>
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<td></td>
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<td></td>
<td>4. Able to hop on the right and left foot</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>LEAP</td>
<td>A minimum of 30 feet of clear space</td>
<td>Ask student to leap</td>
<td>1. Take off on one foot and land on the opposite foot</td>
<td>0</td>
<td>1</td>
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<tr>
<td></td>
<td></td>
<td>Tell him/her to take large steps leaping from one foot to the other</td>
<td>2. A period where both feet are off the ground (longer than running)</td>
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<td>3. Forward reach with arm opposite the lead foot</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>HORIZONTAL JUMP</td>
<td>10 feet of clear space, tape or other marking devices</td>
<td>Mark off a starting line on the floor, mat, or carpet</td>
<td>1. Preparatory movement includes flexion of both knees with arms extended behind the body</td>
<td>1</td>
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<tr>
<td></td>
<td></td>
<td>Have the student start behind the line</td>
<td>2. Arms extend forcefully forward and upward, reaching full extension above head</td>
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<tr>
<td></td>
<td></td>
<td>Tell the student to “jump far”</td>
<td>3. Take off and land on both feet simultaneously</td>
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<td>4. Arms are brought downward during landing</td>
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</tbody>
</table>
## LOCOMOTOR SKILLS

<table>
<thead>
<tr>
<th>Skill</th>
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</tr>
</thead>
<tbody>
<tr>
<td>SKIP</td>
<td>A minimum of 30 feet of clear space, marking device</td>
<td>Mark off two lines 30 feet apart</td>
<td>1. A rhythmical repetition of the step-hop on alternate feet</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Tell the student to skip from one line to the other three times</td>
<td>2. Foot of non-support leg carried near surface during hop</td>
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<td></td>
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<td>3. Arms alternately moving in opposition to legs at about waist level</td>
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</tr>
<tr>
<td>SLIDE</td>
<td>A minimum of 30 feet of clear space, colored tape or other marking device</td>
<td>Mark off two lines 30 feet apart</td>
<td>1. Body turned sideways to desired direction of travel</td>
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<tr>
<td></td>
<td></td>
<td>Tell the student to slide from one line to the other three times facing the same direction</td>
<td>2. A step sideways followed by a slide of the trailing foot to a point next to the lead foot</td>
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<td>3. A short period where both feet are off the floor</td>
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<td>4. Able to slide to the right and to the left side</td>
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</table>

## LOCOMOTOR SKILLS SUBTEST SCORE

## OBJECT CONTROL SKILLS

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<tbody>
<tr>
<td>TWO-HAND STRIKE</td>
<td>4-6 inch light-weight ball, plastic bat</td>
<td>Toss the ball softly to the student at about waist level</td>
<td>1. Dominate hand grips bat above nondominant hand</td>
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<td></td>
<td></td>
<td>Tell the student to hit the ball hard</td>
<td>2. Nondominant side of body faces the thrower (feet parallel)</td>
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<td></td>
<td></td>
<td>Only count those tosses that are between the student’s waist and shoulders</td>
<td>3. Hip and spine rotation</td>
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<td></td>
<td></td>
<td></td>
<td>4. Weight is transferred by stepping with front foot</td>
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<tr>
<td>STATIONARY BOUNCE</td>
<td>8-10 inch playground ball, hard, flat surface (floor, pavement)</td>
<td>Tell the student to bounce the ball three times using one hand</td>
<td>1. Contact ball with one hand at about hip height</td>
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<td></td>
<td></td>
<td>Make sure the ball is not underinflated</td>
<td>2. Pushes ball with fingers (not a slap)</td>
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<td></td>
<td>Repeat 3 separate trials</td>
<td>3. Ball contacts floor in front of (or to the outside of) foot on the side of the hand being used</td>
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</tbody>
</table>
## OBJECT CONTROL SKILLS

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</thead>
<tbody>
<tr>
<td>CATCH</td>
<td>6-8 inch sponge ball, 15 feet of clear space, tape or other marking device</td>
<td>Mark off 2 lines 15 feet apart. Student stands on one line and the tosser on the other. Toss the ball underhand directly to student with a slight arc and tell him/her to “catch it with your hands.” Only count those tosses that are between student’s shoulders and waist.</td>
<td>1. Preparation phase where elbows are flexed and hands are in front of body</td>
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<td></td>
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<td></td>
<td>2. Arms extend in preparation for ball contact</td>
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<td>3. Ball is caught and controlled by hands only</td>
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<td></td>
<td>4. Elbows bend to absorb force</td>
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<tr>
<td>KICK</td>
<td>6-10 inch plastic or slightly deflated playground ball, 30 feet of clear space, tape or other marking device</td>
<td>Mark off one line 30 feet away from a wall and one that is 20 feet from the wall. Place the ball on the line nearest the wall and tell the student to stand on the other line. Tell the student to kick the ball “hard” toward the wall.</td>
<td>1. Rapid continuous approach to the ball</td>
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<td>2. The truck is inclined backward during ball contact</td>
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<td>3. Forward swing of the arm opposite kicking leg</td>
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<td></td>
<td>4. Following-through by hopping on nonkicking foot</td>
<td></td>
<td></td>
</tr>
<tr>
<td>OVERHAND THROW</td>
<td>3 tennis balls, a wall, 25 feet of clear space</td>
<td>Tell student to throw the ball “hard” at the wall</td>
<td>1. A downward arc of the throwing arm initiates the windup</td>
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<td></td>
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<td>2. Rotation of hip and shoulder to a point where the nondominant side faces an imaginary target</td>
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<td></td>
<td>3. Weight is transferred by stepping with the foot opposite the throwing hand</td>
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<td></td>
<td>4. Following-through beyond ball release diagonally across body toward side opposite throwing arm</td>
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## OBJECT CONTROL SKILLS SUBTEST SCORE

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VII. References


