

Interdisciplinary Resource

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Teaching Fundamental Movement

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Long life benefits of physical education are if you are active as a child you are more likely to be active as an adult. Physical education prevents children from being overweight as adults. Physical activities like gym are good for student's health at current time and teach them how to take care of themselves when they get older and to stay healthy.

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Indiana Standards 2008 - Physical Education

Kindergarten

Standard 1

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

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

K.1.1 Perform basic (fundamental) locomotor skills.

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

K.1.2 Perform basic nonlocomotor skills.

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

K.1.3 Perform basic manipulative skills.

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

K.1.4 Perform basic movements in a rhythmic manner.

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

Standard 2

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

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

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

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

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

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

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

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

Standard 3

Physical Activity: Students participate regularly in physical activity.

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

in developmentally appropriate activities that help them develop movement competence.

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

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

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Indiana Standards 2008 - Physical Education

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

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

Standard 4

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

Young children engage in a variety of physical activities that serve to promote an active lifestyle.

The development of students' health knowledge and movement skills begin in kindergarten.

Improvement of students' physical fitness abilities will continue to develop.

K.4.1 Demonstrate improved cardiorespiratory endurance.

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

K.4.2 Demonstrate improved muscular strength and endurance.

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

crunch).

K.4.3 Demonstrate improved flexibility in three different joints.

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

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

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

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Indiana Standards 2008 - Physical Education

Standard 5

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

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

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

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

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

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

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

Example: Exercise alone and exercise with other children in which differences exist (e.g., ability, race, gender, and socioeconomic status).

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

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

Standard 6

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

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

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

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

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Indiana Standards 2008 - Physical Education

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

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

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

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

Grade 1

Standard 1

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

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

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

Example: Demonstrate locomotor movements in basic combinations during skill development practice, activities, and games (e.g., jump on a pattern of poly spots; run and leap over obstacles; walk or run on an outdoor fitness trail; walk, skip to the words in a poem).

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

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

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1st Grade

Indiana Standards 2000 - Physical Education

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

Example: Demonstrate eye-hand and eye-foot coordination in skill development

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

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

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

Standard 2

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

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

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

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

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

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

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

Example: Move in various directions (e.g., forward, backward, sideward, left, right, up, down) at various levels (high, medium, low), in various patterns (straight, curved,

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

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Indiana Standards 2008 - Physical Education

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

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

Standard 3

Physical Activity: Students participate regularly in physical activity.

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

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

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

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

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

Standard 4

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

Young children engage in a variety of physical activities that serve to promote an active lifestyle.

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

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

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

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Indiana Standards 2008 - Physical Education

1.4.2 Describe the basic effect of regular exercise on muscles.

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

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

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

1.4.4 Participate in activities that increase cardiorespiratory endurance.

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

1.4.5 Demonstrate stretches that will improve flexibility.

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

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

Example: Participate in skill development activities and/or games for 20 minutes or more in each physical education class to maintain or improve cardiorespiratory endurance, muscle strength and endurance, and flexibility (e.g., partners take turns to run/walk a

lap, with the non-runner choosing a skill development practice station, combined with 20 second periodic breaks for upper body and abdominal exercises and stretching; obstacle course designed with a variety of movement and physical fitness challenges).

Standard 5

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

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

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Indiana Standards 2008 - Physical Education

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

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

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

Example: Practice skills and follow rules and directions when participating in activities/games (e.g., tell what consequences will occur for continued disregard of the rules and directions: 1st- a warning, 2nd- a time out from the practice or game).

1.5.3 Demonstrate cooperative play with children of varying abilities.

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

leadup game).

1.5.4 Demonstrate respect and compassion for children with individual differences.

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

Standard 6

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

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

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

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

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Indiana Standards 2008 - Physical Education

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

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

1.6.3 Demonstrate self-expression in a physical activity setting.

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

1.6.4 Express enthusiasm for participating in physical activity.

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

Grade 2

Standard 1

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

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

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

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

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Indiana Standards 2008 - Physical Education

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

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

skills).

2.1.3 Perform manipulative skills proficiently with developmentally appropriate challenges.

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

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

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

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

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

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Indiana Standards 2008 - Physical Education

Standard 2

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

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

participation in physical activity.

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

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

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

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

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

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

2.2.4 Understand and demonstrate strategies for active games.

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

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

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

Standard 3

Physical Activity: Students participate regularly in physical activity.

Second grade students enjoy learning new skills and they recognize their developing competence in movement abilities. Enjoyable and challenging physical activity will develop selfconfidence

and promote a positive self-image. They observe positive attitudes of athletes and family members engaged in physical activity.

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

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

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

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

Standard 4

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

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

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

Example: Participate in skill development activities/games and physical fitness activities for 20 minutes or more to maintain or improve cardiorespiratory endurance, muscle

strength and endurance, and flexibility (e.g., skill and fitness activities stations: eye-hand coordination skill development practice stations, rope jump station, flexibility station, muscle strength and endurance stations).

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

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

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Indiana Standards 2008 - Physical Education

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

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

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

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

Standard 5

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

Students develop respect for individual similarities and differences through positive interaction among participants in physical activity. Variations exist in motor performance, mental and physical abilities, physical characteristics, race, and socioeconomic status. Cooperation and

teamwork promote personal and group success in activity settings. Students continue to learn and apply safety practices in an active class.

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

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

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

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

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

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

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Indiana Standards 2008 - Physical Education

2.5.4 Demonstrate respect and compassion for students with individual differences.

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

Standard 6

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

Students continue to understand how being physically active contributes to their health and ability to learn. Regular participation in physical activity enhances the physical and

psychological health of the body, social opportunities, and quality of life. Students also begin to observe the negative consequences of physical inactivity. Social interaction is enhanced with their ability to work cooperatively in a group.

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

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

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

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

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

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

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Indiana Standards 2008 - Physical Education

Grade 3

Standard 1

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

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

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

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

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

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

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

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

3.1.4 Demonstrate movement skills and patterns following specific rhythms.

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

Standard 2

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

Students explore movement concepts (body awareness, spatial awareness, qualities of movement, relationships) that allow them to adapt to changes in their environment. As they gain

more motor control, students begin to adapt their skills in order to produce efficient movement.

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Indiana Standards 2008 - Physical Education

3.2.1 Describe various balance forms utilizing base of support concepts.

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

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

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

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

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

Standard 3

Physical Activity: Students participate regularly in physical activity.

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

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

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

3.3.2 Identify healthy behaviors that represent a physically active lifestyle.

Example: Discuss quality nutrition and rest for one's body and how it compliments a physically active lifestyle (e.g., junk food versus fruits and vegetables; cola drinks versus

water; lack of rest versus a minimum of 9-10 hours of sleep per night).

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Indiana Standards 2008 - Physical Education

Standard 4

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

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

3.4.1 Participate in self assessments and formal fitness assessments.

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

3.4.2 Identify strengths and areas needing improvement in personal fitness.

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

3.4.3 Establish personal goals based upon results of fitness assessments.

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

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

Example: Describe cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, and body composition and develop skills through a gymnastics circuit (e.g., tumbling skills stations, balance board skills stations, low parallel bars basic skills station, rings basic skills station, vault and take-off board basic skills station, flexibility stations, muscle strength and endurance stations).

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

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

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

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

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Standard 5

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

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

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

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

3.5.2 Recognize and avoid unsafe practices and situations.

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

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

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

3.5.4 Encourage classmates who demonstrate difficulty with skill performance.

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

Standard 6

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

Students develop an increased awareness of the importance of health-related physical fitness.

They can describe activities that enhance fitness and which are enjoyable to do with friends.

Students accept challenges in activities that involve new or recently attained skills.

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

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

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

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

3.6.3 Participate in cooperative problem-solving physical activity challenges.

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

Grade 4

Standard 1

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

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

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

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

4.1.2 Practice combinations of movement skills for specific sports.

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

4.1.3 Demonstrate complex patterns of movement.

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

4.1.4 Demonstrate movement skills and patterns following specific rhythms.

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

Standard 2

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

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

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

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

4.2.2 Apply the concept of practice to improve movement skills.

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

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

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

4.2.4 Recognize and describe critical elements of complex movement patterns.

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

Standard 3

Physical Activity: Students participate regularly in physical activity.

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

4.3.1 Identify and demonstrate the physical, mental, social, and emotional benefits of

participation in health-related physical fitness activities.

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

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

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

4.3.3 Identify and participate in lifetime physical activities.

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

Standard 4

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

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

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

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

4.4.2 Establish personal goals based upon results of fitness assessments.

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

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

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

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

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

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Standard 5

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

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

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

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

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

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

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

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

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

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

Standard 6

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

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

4.6.1 Participate in physical activities that are enjoyable.

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

4.6.2 Interact positively with classmates and friends in physical activities.

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

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4.6.3 Participate in new and challenging physical activities.

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

Grade 5

Standard 1

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

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

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

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

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

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

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

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

Standard 2

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

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

performance.

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5.2.1 Identify movement concepts used to refine movement skills.

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

5.2.2 Describe and demonstrate critical elements of mature movement patterns.

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

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

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

Standard 3

Physical Activity: Students participate regularly in physical activity.

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

5.3.1 Participate in health-enhancing physical activity.

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

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

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

Standard 4

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

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

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

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

5.4.2 Demonstrate a healthy level of cardiorespiratory endurance.

Example: Participate in an active game for 30 minutes or more while wearing a pedometer and identify the number of steps range to achieve a healthy level for age/grade.

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

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

5.4.4 Demonstrate a healthy level of flexibility.

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

5.4.5 Demonstrate a healthy level of body composition.

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

Standard 5

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

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

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

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

5.5.2 Perform activities safely and follow rules.

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

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

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

5.5.4 Resolve conflict in socially acceptable ways.

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

5.5.5 Accept partners and teammates regardless of personal differences.

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

Standard 6

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

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

5.6.1 Exhibit positive feelings about participation in physical activity.

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

5.6.2 Engage in the challenge of new activities.

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

5.6.3 Engage in and enjoy independent and interactive physical activity.

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

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

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

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Grade 6

Standard 1

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

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

use the fundamental motor skills in these activities while developing more specialized movement skills.

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

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

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

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

Standard 2

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

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

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

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

6.2.2 Explain how practicing movement skills improve performance.

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

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

Example: Mark (guard) another player who is dribbling a soccer ball and attempt to

prevent a pass or shot; throw a pass to an open teammate who has eluded the defense in a small-sided football game (e.g., game played on a smaller field with fewer players to allow for more student participation).

Standard 3

Physical Activity: Students participate regularly in physical activity.

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

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

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

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

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

6.3.3 Describe the elements of a healthy lifestyle.

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

Standard 4

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

Students comprehend the important relationship between activity and physical fitness. They explore various activities and rate them on their potential to increase health-related physical

fitness levels (muscular strength and endurance, flexibility, body composition, and cardiorespiratory endurance). Students assess their individual levels of fitness and use the results to develop personal goals.

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

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

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

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

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

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

Standard 5

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

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

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

Example: Work efficiently and successfully with classmates in a cooperative activity to

reach a group goal.

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

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

6.5.3 Participate in dances and games from various world cultures.

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

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

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

Standard 6

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

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

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

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

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

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

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

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

Skill Analysis

1. **Walk**- each foot moves alternately with one foot always in contact with the ground. The stepping foot is placed on the ground before the other foot is lifted.
 - a. Head up, eyes forward
 - b. Point toes straight ahead
 - c. Nice, easy, relaxed arm swing
 - d. Walk quietly
 - e. Hold tummy in, chest up
 - f. Push off from floor with the toes

2. **Run**- moving rapidly so that for a brief moment, both feet are off the ground. Running varies from a slow run to a sprint.
 - a. Run on the balls of feet when sprinting
 - b. Head up, eyes forward
 - c. Bend your knees
 - d. Relax your upper body
 - e. Breathe naturally
 - f. Swing arms forward and back, not sideways

3. **Leap**- an elongated step designed to cover a distance or move over a low obstacle.
 - a. Push off and reach
 - b. Up and over, land lightly
 - c. Use your arms to help you gain height

4. **Jump**-taking off with both feet into the air and landing on both feet on the ground.
 - a. Swing arms forward as fast as possible
 - b. Bend knees
 - c. On your toes
 - d. Land lightly with bent knees
 - e. Jump up, try to touch ceiling

5. **Hop**-propelling the body up and down on the same foot.
 - a. Hop with forward motion
 - b. Stay on toes
 - c. Use arms for balance
 - d. Reach for the sky
 - e. Land lightly

6. **Gallop**-similar to sliding, but progress in a forward direction. One foot leads and the other is brought rapidly forward to it.
 - a. Keep one foot in front of the other
 - b. Now lead with the other foot
 - c. Make high gallops

7. **Slide**- done to the side, leading foot stepping to the side and the other foot follows quickly.
 - a. Move sideways
 - b. Do not bounce
 - c. Slide your feet

8. **Skip**- a series of step-hops done with alternate feet
 - a. Step-hop
 - b. Swing arms
 - c. Skip smoothly
 - d. On your toes

Skill Analysis- Manipulative skills

1. Overhand throw- an object is thrust into space and is accelerated using movement of the arm and the total coordination of the body to generate force. In this throw body torque is generated and weight shifted from rear to the front foot.
 - a. Stand with the nonthrowing side of the body facing the target. The throwing arm side of the body should be away from the target
 - b. Step toward the target with the foot opposite the throwing hand
 - c. Rotate hips as the throwing arm moves forward
 - d. Bend arm at elbow. Elbow should lead the forward movement of the arm
 - e. Body weight remains on the rear foot during first phases of throw. The weight is shifted from rear foot to forward foot just before the forward motion
2. Catch- uses the hands to stop and control a moving object.
 - a. Keep visual contact with the projectile
 - b. Reach for the object and absorb its force by bringing the hands into the body
 - c. Place the feet in a stride position rather than a straddle position
 - d. Place the body in line with the object rather than reaching to the side of the body to make the catch
3. Kick- is a striking action executed with the feet.
 - a. Step forward with the nonkicking leg. Stand behind and slightly to the side of the ball. Keep eye on the ball
 - b. Practice kicking with both feet

- c. Use safe objects for children
 - d. Encourage kickers to move their leg backward in preparation for the kick
 - e. Arms should move in opposition to the legs during the kick
 - f. After speed and velocity of the kick have been developed, focus on altering the force of the kick
4. Strike- occurs when an object is hit with an implement.
- a. Track the ball as soon as possible and keep tracking until it is hit
 - b. Grip the bat with the hands together
 - c. Keep elbows away from the body
 - d. Swing the bat in a horizontal plane

Art

A Character Life box

Lesson Overview:

Students work in pairs to create a "life box" of a character in the play, *The Shakespeare Stealer*, based on the book of the same name. They collect five props, a costume piece, or clues about the character and write a poem about the character. Other students must interpret the clues and determine which character is represented by the life box.

Instructional Objectives:

Students will:

- create a character life box for a character in *The Shakespeare Stealer*.
- research information about their character or his/her job.
- write a rhyme royal to describe the character depicted in their life box.
- present their character life boxes to the class.

Supplies:

- A sample life box for Queen Elizabeth
- The sample "rhyme royal," written on large chart paper
- The Shakespeare Stealer*, a book by Gary Blackwood

Closure

Have each pair present the finished life box to class. Presenters should show the five selected props, drawings, or costume pieces of their character. They should also read their rhyme royal.

Have the class guess the identity of the character presented.

Each pair should hand in the life box, and all written material, for assessment.

A Lens into the Past

Lesson Overview:

This lesson will use photographs to visually describe the transition from old world to New World experienced by immigrants to the United States. Students will gain an understanding of the new life of immigrants in this country, and will learn how the medium of photography can record and recount history. They will also gain historical perspective by comparing and contrasting images of the past and the present.

Instructional Objectives:

Students will:

demonstrate an understanding of the immigrant experience, immigrants' reasons for coming to America, and their lives in America.

realize that photographs are a form of historical documentation.

analyze photographs from the late 19th to early 20th century and use them to construct a timeline.

gain a historical perspective by comparing and contrasting images of the past and the present.

better understand the differences and similarities between immigrant life and their own life by creating a display composed of their photographs and magazine pictures.

Supplies:

Camera, color film, or 1 to 2 disposable cameras

Photographs representative of late 19th- to early 20th-century immigration. These can be obtained from a variety of resources including books, slides, and Web pages (see Teacher Internet Resources).

Magazines

Scissors

Glue

Clipboards

Drawing paper or sketch pads

Pencils

Crayons

Markers

Pastels

Teacher Preparation

Download and print the following photographs:

[*New York tenement family gets fresh air on a hot day*](#), 1910, by Lewis W. Hine; (Discussion Topics: slum life, housing, dress, inventions)

[*Playground in tenement alley, Boston, 1909*](#), 1909, by Lewis W. Hine; (Discussion Topics: recreation, sports, dress, housing)

[*Italian family looking for lost baggage*](#), 1905, by Lewis W. Hine; (Discussion Topics: travel, dress, luggage, facial expressions)

[*Midnight at the Brooklyn Bridge*](#), 1906, by Lewis W. Hine; (Discussion Topics: child labor, publications, dress)

[*Street play in the early days—N.Y.*](#), 1910, by Lewis W. Hine; (Discussion Topics: recreation, inventions, dress, city workers)

[*Home-work on Pants N.Y. Tenement*](#), 1905, by Lewis W. Hine; (Discussion Topics: dress, occupation, housing)

Social Studies

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
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.

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.

Name of Activity: Playground Fitness Course

Suggested Grade Level: 3-5

Materials Needed: The teacher should draw the playground on a sheet of paper. This should include a map key. The students also need a map, pencil, and crayons.

Description of Idea

The teacher posts the map on the chalkboard. This map is exactly like the map she/he hands out to the class.

The first thing the teacher asks the students to do is to number the ten places they would like to play on the playground. Second, have the students look at the map key and use the symbols for climbing, sliding, hanging, and swinging to show what they would like to do at each number they have placed on the map. Then, have the students use the locomotor skills listed in the map key to show how they would like to get from place to place. Finally, have all the students work together with you and color code the map key symbols. (Make sure to use different colors for each symbol.) Once colored coded apply the appropriate color to the symbols they have put on their map. Take the maps outside and break the class into groups of 4 or 5 and have them try each others maps.

Health

Name of Activity: Food Pyramid Tag

Academic content: Health

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

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.

Name of Activity: Food Group Fitness Relay**Academic content:** Nutrition**Suggested Grade Level:** 3-5

Materials Needed: Six numbered cones (1-6), 360 food cards on 4 X 6 plain white index cards (60 per food group) and laminated, six game boards: each game board uses two pieces of #10 tag board, 36-4 X 6 index cards of various colors with physical fitness activities written on them, and each half of the board should be laminated and taped together on the back side.

Description of Idea

Separate the class into six or more even teams. Each team lines up behind one of the numbered cones ([see diagram here](#)). (The game board is in front of the cone and the food cards are spread out in the center circle of the playing area). Player #1 in each group does the designated locomotor skill, hop, skip, gallop, slide, etc., to the center circle and selects a food card. He/she then brings the card back and places it under the correct food group, over one of the physical fitness cards. Player #1 then leads their group (except for player #2) in the fitness activity that was covered up with their food card. He/she then brings the food card back to the game board and places it under the correct food group. Player #2 then leads the group in the activity that he/she covered up, while player #3 heads to the center circle. The group continues getting food cards and leading activities until the game board is completely filled.

History

Name of Activity: Civil War Rhyme Time

Academic content: History

Suggested Grade Level: 3-5

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

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')

Name of Activity: Famous Faces Field Day

Suggested Grade Level: 3-5

Materials Needed: Information about the famous people was gathered from WIKPEDIA.COM. Materials for each event are in the descriptions. Also, a large picture of the famous person is posted at each event. Climbing wall, parachutes, paddles, balloons, 5 nets, frisbees, cones, hoops, foam balls, plastic bats, cones/batting tees, scooters, tunnels, hurdles, balls to hand dribble.

Description of Idea

Each of the eleven stations described below is run by parents and staff members. The homeroom teacher's task is to help manage students and take their class to the events. The day begins with a short assembly at about 8:30. The first event begins at 9:00am then every 15-20 minutes students will travel to another event. At 11:00 there is a break for lunch during which students and teachers are given a rest period and we show a movie in the gym. The events restart at 12:30 and finish at around 2:00.

Each event is based on a famous person from history or pop culture.

1. Sir Edmond Hillary/Tenzing Norgay-Students will use our 40 foot rock climbing wall to climb sideways across the wall.

Sir Edmund Percival Hillary-(1919 – 2008) was a New Zealand mountaineer and explorer. On May 29th 1953 at the age of 33, he and Sherpa mountaineer Tenzing Norgay became the first climbers known to have reached the summit of Mount Everest- the tallest mountain on Earth.

2. Neil Armstrong-student will participate in various parachute activities.

Neil Armstrong-is a former American astronaut, test pilot, university professor, and United States Naval Aviator. He was the first person to set foot on the Moon. Armstrong's was as mission commander of the Apollo 11 moon landing mission on July 20, 1969. On this famous "giant leap for mankind", Armstrong and Buzz Aldrin descended to the lunar surface and spent 2.5 hours exploring.

3. Venus and Serena Williams-Students will strike a balloon/beach ball back and forth across a short net. I use foam racquets and 5 nets.

Venus Ebony Starr Williams-is an American professional tennis player, former World No. 1, and the reigning Wimbledon singles champion.

Serena Jameka Williams, is an American former World No. 1 ranked female tennis player who has won eight Grand Slam singles titles and an Olympic gold medal in women's doubles. She is the last player, male or female, to have held all four Grand Slam singles titles simultaneously.

4. Abe Lincoln-Students will play a modified frisbee golf game throwing their frisbee's from a cone to a hoop. All the frisbee's have a photocopied face of a penny taped on the top.

Abraham Lincoln-(February 12, 1809 – April 15, 1865) was the sixteenth President of the United States. During his term, he helped preserve the United States by leading the defeat of the secessionist Confederate States of America in the American Civil War. He introduced measures that resulted in the abolition of slavery, issuing his Emancipation Proclamation in 1863 and promoting the passage of the Thirteenth Amendment to the Constitution in 1865.

5. Colonel Harlan Sanders-(we're in Kentucky so we had to have one of the most famous Kentuckians ever!) This is the snack station. Parents donate snacks and I asked the local KFC to donate any buckets or serving items with the Colonel's face on it.

Colonel Harlan Sanders-owned a service station in Corbin, Kentucky where he perfected a method of cooking Kentucky Fried Chicken. The Colonel's secret flavor recipe of 11 herbs and spices that creates the famous "finger lickin' chicken" remains a trade secret.

He was given the honorary title "Kentucky Colonel" in 1935 by Governor Ruby Laffoon. Sanders chose to call himself "Colonel" and to dress in a stereotypical "Southern gentleman" costume as a way of self-promotion. Sanders sold the Kentucky Fried Chicken corporation in 1964, although he remained its corporate spokesman until his death.

6. Babe Ruth-One person hits a foam ball off a cone and one person catches, then they switch.

"The Babe", "The Bambino", and "The Sultan of Swat"- was an American Major League baseball player from 1914 to 1935. Named the greatest baseball player in history in various surveys and rankings, his home run hitting prowess and charismatic personality made him a larger than life figure in the "Roaring Twenties". He was the

first player to hit 60 home runs in one season (1927), a record which stood for 34 years until broken by Roger Maris in 1961. Ruth's lifetime total of 714 home runs at his retirement in 1935 was a record for 39 years, until broken by Hank Aaron in 1974.

7. Jesse Owens-Variou running races: fastest group, fastest individual, fastest boy, fastest girl.

James Cleveland "Jesse" Owens -was an African American track and field athlete. He participated in the 1936 Summer Olympics in Berlin, Germany, where he achieved international fame by winning four gold medals: one each in the 100 meters, the 200 meters, the long jump, and as part of the 4x100 meter relay team.

8. Danica Patrick-Students will sit on scooterboards and be pushed by a partner through a simple circular course.

Danica Sue Patrick - is an American auto racing driver competing in the IndyCar Series. Patrick was named the Rookie of the Year for both the 2005 Indianapolis 500 and the 2005 IndyCar Series season. She became the first female driver to lead the race at Indianapolis, first when acquiring it for a lap near the 125 mile mark while cycling through pit stops, and late in the race when she stayed out one lap longer than her rivals during a set of green-flag pit stops.

9. Dr. Martin Luther King Jr.-Students will have some free play on the playground.

Dr. Martin Luther King, Jr.-(January 15, 1929 – April 4, 1968) was one of the pivotal leaders of the American civil rights movement. His efforts led to the 1963 March on Washington, where King delivered his “I Have a Dream” speech. Here he raised public consciousness of the civil rights movement and established himself as one of the greatest orators in U.S. history. Martin Luther King Day was established as a national holiday in the United States in 1986.

10. Oprah Winfrey- Students will travel through an obstacle course consisting of hoops, tunnels and hurdles.

Oprah Gail Winfrey -(born January 29, 1954) is the American multiple-Emmy Award winning host of The Oprah Winfrey Show, the highest-rated talk show in the history of television. She is also an influential book critic, an Academy Award-nominated actress, and a magazine publisher. She has been ranked the richest African American of the 20th century, the most philanthropic African American of all time, and the world's only black billionaire for three straight years. She is also, according to some assessments, the most influential woman in the world.

11. Billy Guilespe (University of Kentucky mens basketball coach)

Rick Patino (University of Louisville mens basketball coach)

*feel free to substitute any local coach for your area.

This station is a dribble relay. Students will dribble a basketball down, around a cone and back.

Language Arts

Name of Activity: Scrabble Laps

Academic content: Language Arts: Spelling

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

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.

Name of Activity: Reading Basketball

Academic content: Language Arts

Suggested Grade Level: 3-5

Materials Needed: Basketballs

Description of Idea

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

Some examples are:

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

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

1. knight, mourning
2. night, morning

On the teacher's signal, the students have to dribble their basketball different ways throughout the gym (forward, backward, different levels, different pathways) to the correct hoop, shoot, and return to their space. Switch with another student and repeat.

Mathematics

Name of Activity: Number Crunching

Academic content: Math

Suggested Grade Level: 3-5

Description of Idea

Students do sets of different types of crunches and count the total number by using multiplication skills. For example, a regular crunch and alternate side crunches could form a set of three. Students do multiple sets and count using only the sums (3, 6, 9, 12, 15, etc.). Partners can then ask additional math questions (If you did five sets of five different crunches, how many total crunches would you have done?).

Name of Activity: The Ace of Soccer**Academic content:** Math**Prerequisites:** Teacher has demonstrated the proper procedure for soccer passing and trapping, and students have learned the basic procedures for addition. Students are familiar with a deck of cards and know the difference between jacks, queens, etc.**Suggested Grade Level:** 3-5**Description of Idea**

Place the cards face down in the middle of the gym with partners equally spaced throughout the activity area. Partners should be approximately 10 feet apart and have enough room to safely pass and trap the ball without interfering with other students.

Each set of partners has one soccer ball. On the teachers signal, the child will turn around choose a card and pass and trap the soccer ball the appropriate number of times. If the card has a 2-10 on it, that is the number of times to be passed and trapped back and forth between the partners. If he chooses a Jack = 11 passes, Queen =12 passes, King =13, Ace =1, Joker = 0, choose another card. The number of passes and traps are the number of points received by the team.

After all the cards have been chosen, students sit and add up their cards and points. Students may work with their partner to add the total points and cards and may use a pencil and index card to add on. Share how many cards and how many points each team received. I also ask them to count how many aces, queens, kings, jacks, and jokers they received to see who has the most of each face card. Do not stress winning, but do monitor closely and if a team is not trying to pass and trap correctly they must start over with that particular card. This game can be played several times in a row and switch the partners giving everyone a turn to choose a card.

Students could be evaluated by the partner for proper form before having a pass count toward their total. The partner who selects the card performs the pass against the wall, and the partner uses a skill checklist to determine whether or not it is acceptable toward the card total.

Music

Name of Activity: Note Bowling

Suggested Grade Level: 3-5

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

Description of Idea

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

Name of Activity: Rhythmic Multiples

Academic content: Math

Suggested Grade Level: 3-5

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

Description of Idea

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

Science

Name of Activity: Free Radicals Attack!!

Academic content: science

Suggested Grade Level: 3-5

Materials Needed: soccer balls (roughly one per student), large open area (gym or coned off area outside), whiteboard with pens

Description of Idea

This game is similar to "Monkey in the Middle." Select 5-6 students (Free Radicals) to start without a soccer ball (electron). Everyone else (stable molecule) will have a ball (electron). As the molecules move throughout the space with their electron, the free radicals try to stabilize themselves by stealing (simply touching the ball with their feet) the electron. When they do, they become a stable molecule and the student who loses their electron becomes a free radical.

The object of the game (learning) occurs when the connection is made about too many free radicals or extra antioxidants. The students need to play each way and then have them make the determination of what is happening in the body when there are more or less of the free radicals (antioxidants.)

Elaborate on these topics, depending on your classes' level of comprehension.

Name of Activity: Where and why do we belong?

Suggested Grade Level: 3-5

Materials Needed: 1 mat for a dog house and a playground ball for the "dog" to play with, Cones for a grasshopper's house, tennis balls to build an ant hill, an area for a human's home (stage), jump ropes or something to form pathways for "worms" to travel.

Description of Idea

PROCEDURE:

1. Divide the class into groups of three.
2. Each group is assigned an organism to act out (dog, grasshopper, ants, humans, worms).
3. Have different stations with equipment for organisms to use while working in their lawns.
4. Have stations randomly placed in area.

ACTIVITIES:

1. For now, organisms stay in their own areas. Allow students to experiment and work with equipment in the area that they are assigned for 5 minutes. Remember you must move the way and speed the organism does!
2. Now use the same activity, but let students (courteously) take other organisms' equipment. Who will end up with the most equipment (the stronger, faster, larger organisms)? Do not disrupt anything, just take what is not being used.
3. Again, same activity as above, this time no reservations. Every organism for itself! Remember to act and move as the organism that you are does!

TGMD Test

- 1) The skills that Landon did correctly are run, gallop, hop, leap, and horizontal jump.
- 2) Landon was not able to do all of the skipping performance criteria. These were a rhythmical repetition of the step hop on alternate feet. The second was foot of the non support leg carried near surface during hop. The final was arms alternatively moving in opposition to legs at waist level. This is not surprising one foot skipping is supposed to happen around the age of four. We saw he was able to do this. The skipping combined with steps and a hop is usually around age 5 and then about 20% of kids are doing it then. Finally rhythmic alternation does not happen usually to age 7. This is when he is more mature. Another area he struggled in was one section of the slide. He was not able to step sideways followed by a slide of the trailing foot to a point next to the lead foot.
- 3) Landon was able to do these manipulative skills, two hand strike, catch, kick, and overhand throw.
- 4) Landon was not able to do the stationary bounce. More descriptively he was not able to contact ball with one hand at about hip high this usually happens around age 5 or early in year 6. He will also be able to push the ball with his fingers around age 6. In kick Landon struggled with one performance criteria. It was following through by hopping on the non kicking foot. He will develop that in the next year. As he grows more mature and gets stronger he will kick through the ball.
- 5) Some physical activities we could do to have Landon perform better in the stationary bounce and the slide. For the stationary bounce we could have Landon use a hula

hoop and have the student try and dribble a ball in the hoop for as long as possible. An activity for slide would be have the students go down a basketball court they will slide down and put a focus on having the students have the opposite foot come to the lead foot and then out with the lead foot again.

Fundamental Movement Written Test

Circle the picture that goes with each word.

1. Running



2. Leaping



3. Walking



4. Jumping



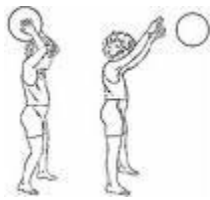
5. Hopping



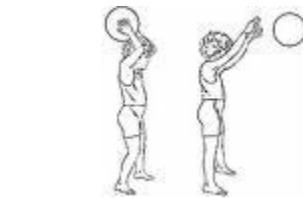
6. Skipping



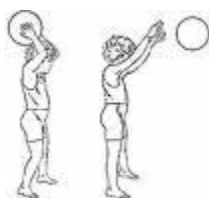
7. Throwing



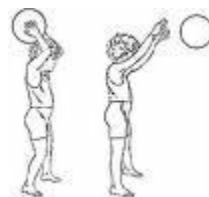
8. Striking



9. Bouncing



10. Galloping



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