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

Performance Objectives:
C: The students will demonstrate understanding of Social Studies terms when answering the worksheet with 80% accuracy.
A: The students will demonstrate cooperative play with group members when traveling from cone to cone and answering questions regardless of personal differences.
P: The students will demonstrate moving to the different cones using the locomotor skill given on the cone with 100% accuracy.

Equipment/Materials:
- 20 cones, ten different colored markers, Social Studies questions with locomotor movements and paper for the answers.

Introduction/Set Induction:
Today we will be working on answering Social Studies questions while using our locomotor skills to get us to each cone. Some cones may have physical activities you have to do instead of a Social Studies question. This will give you good practice for your quiz tomorrow and also on practicing your locomotor skills.

Explanation/Demonstration:
First the students and I will review what each of the locomotor skills are both verbally and through movement. Once they understand the locomotor movements, I will show them what I want them to do when traveling to each cone and answering the questions on their paper. Then I will explain that each team has a certain color code that they will be answering for their Social Studies question.
Locomotor skills/Instructional Cues:

- For the walk, you should be standing upright. Head is forward and arms swing freely at your side. The feet alternate leading and the walk is under control.
- For the run, you should be running on your toes. Your body should be leaning slightly forward and our arms are bent at 90 degree angles. Running is meant to be very fast, like a rabbit.
- For the leap, you should be pushing off with the back foot to gain a lot of ground. The leap is like jumping over a hurdle in track. Arms should be the same as running.
  - Cues: 1. Push off and reach 2. Up and over, land lightly 3. Use your arms to help you gain height
- For the jump, knees are bent and you are standing on your toes. As the knees bend, the arms come down, and the arms push upward as you jump up towards the sky. Jump as high as you can and land softly back on your toes.
  - Cues: 1. Swing your arms forward as fast as possible 2. Bend your knees 3. On your toes 4. Land lightly with bent knees 5. Jump up and try to touch the ceiling
- For the hop, you should act like jumping but only on one leg. Everything is identical to jumping but with one leg.
  - Cues: 1. Hop with good forward motion 2. Stay on your toes 3. Use your arms for balance 4. Reach for the sky when you hop 5. Land lightly
- For the gallop, remember horses. One foot always leads and the body is always going forward. You are on your toes and your head is up watching.
  - Cues: 1. Keep one foot in front of the other 2. Now lead with the other foot 3. Make high gallops
- For the slide, this is like the gallop but sideways. Sliding is done a lot with basketball. One foot always leads and they never cross each other. Stay low with bent knees and the arms are out to the side for balance.
  - Cues: 1. Move sideways 2. Do not bounce 3. Slide your feet
- For the skip, this is a series of step-hops done with alternate feet. You need to swing your arms and skip smoothly on your toes.
**Guided Practice:**
Once we have covered what all the locomotor skills are, the students will line up along the baseline and practice the locomotor skills. The students will take turns going across the court while practicing the skills. We will change the skill each time we move a different direction. Once we have done that, we will practice some of the physical activities we might be doing (push-ups, sit-ups, jumping jacks, stretches. Etc).

**Group Activity:**
Divide the class up into groups (size of class will determine size of groups). Once the teams are selected have one person from each group come up and take an answer sheet. Tell them they can find their pencils under the cones and explain that you don’t want them to be carrying their pencils around. When they answer the question place the pencil back under the cone. Let the class know that they will be moving on your signal as well.

**Closure:**
Today class we learned about the different locomotor skills and how we can use them to travel. We also learned our social studies terms better for that big quiz on tomorrow!

**References:**