

Interdisciplinary Resource

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Teaching Fundamental Movement Activities

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There are several reasons why physical activity should be included in today's schools for children. When teachers notice that their students are becoming drained and need a break from schoolwork, a little bit of physical activity can go a long ways. It can be something as simple as allowing them to stretch their legs or doing a handful of jumping jacks—anything to get them up and moving. Any kind of physical activity stimulates the brain and allows children of all ages to release built up energy. They need to be allowed to release this energy sometime throughout the 7+ hour school day. These are all reasons why children should have access to some kind of physical activity throughout the school day.

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I. Standards/Objectives

Standards Kindergarten – 6th Grade

Kindergarten

Standard 1

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

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

K.1.1 Perform basic (fundamental) locomotor skills.

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

K.1.2 Perform basic nonlocomotor skills.

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

K.1.3 Perform basic manipulative skills.

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

K.1.4 Perform basic movements in a rhythmic manner.

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

Standard 2

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

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

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

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

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

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

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

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

Standard 3

Physical Activity: Students participate regularly in physical activity.

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

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

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

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

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

Standard 4

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

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

K.4.1 Demonstrate improved cardiorespiratory endurance.

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

K.4.2 Demonstrate improved muscular strength and endurance.

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

K.4.3 Demonstrate improved flexibility in three different joints.

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

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

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

Standard 5

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

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

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

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

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

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

visual demonstrations.

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

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

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

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

Standard 6

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

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

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

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

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

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

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

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

Grade 1

Standard 1

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

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

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

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

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

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

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

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

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

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

Standard 2

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

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

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

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

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

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

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

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

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

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

Standard 3

Physical Activity: Students participate regularly in physical activity.

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

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

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

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

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

Standard 4

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

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

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

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

1.4.2 Describe the basic effect of regular exercise on muscles.

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

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

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

1.4.4 Participate in activities that increase 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.

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).

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

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

1.6.3 Demonstrate self-expression in a physical activity setting.

Example: Show creativity in a partner Follow the Leader game with bouncing (dribbling)

a ball (e.g., one student, as a leader, creates a ball bouncing sequence as a classmate follows).

1.6.4 Express enthusiasm for participating in physical activity.

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

Grade 2

Standard 1

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

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

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

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

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

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

2.1.3 Perform manipulative skills proficiently with developmentally appropriate challenges.

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

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

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

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

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

Standard 2

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

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

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

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

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

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

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

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

2.2.4 Understand and demonstrate strategies for active games.

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

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

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

Standard 3

Physical Activity: Students participate regularly in physical activity.

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

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).

2.5.4 Demonstrate respect and compassion for students with individual differences.

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

Standard 6

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

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

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

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

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

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

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

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

Grade 3

Standard 1

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

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

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

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

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

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

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

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

3.1.4 Demonstrate movement skills and patterns following specific rhythms.

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

Standard 2

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

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

3.2.1 Describe various balance forms utilizing base of support concepts.

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

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

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

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

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

Standard 3

Physical Activity: Students participate regularly in physical activity.

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

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

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

3.3.2 Identify healthy behaviors that represent a physically active lifestyle.

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

Standard 4

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

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

3.4.1 Participate in self assessments and formal fitness assessments.

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

3.4.2 Identify strengths and areas needing improvement in personal fitness.

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

3.4.3 Establish personal goals based upon results of fitness assessments.

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

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

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

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

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

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

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

Standard 5

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

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

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

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

3.5.2 Recognize and avoid unsafe practices and situations.

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

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

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

classmate of another gender, race, culture, or country.

3.5.4 Encourage classmates who demonstrate difficulty with skill performance.

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

Standard 6

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

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

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

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

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

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

3.6.3 Participate in cooperative problem-solving physical activity challenges.

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

Grade 4

Standard 1

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

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

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

Example: Demonstrate a mature (proficient) hop (e.g., nonsupport leg flexed 90o,

nonsupport thigh lifts with vertical thrust of support foot, greater body lean, rhythmical action of nonsupport leg, arms move together in rhythmical lifting as support foot leaves ground).

4.1.2 Practice combinations of movement skills for specific sports.

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

4.1.3 Demonstrate complex patterns of movement.

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

4.1.4 Demonstrate movement skills and patterns following specific rhythms.

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

Standard 2

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

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

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

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

4.2.2 Apply the concept of practice to improve movement skills.

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

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

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

4.2.4 Recognize and describe critical elements of complex movement patterns.

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

Standard 3

Physical Activity: Students participate regularly in physical activity.

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

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

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

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

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

4.3.3 Identify and participate in lifetime physical activities.

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

Standard 4

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

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

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

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

4.4.2 Establish personal goals based upon results of fitness assessments.

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

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

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

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

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

Standard 5

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

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

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

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

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

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

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

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

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

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

Standard 6

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

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

4.6.1 Participate in physical activities that are enjoyable.

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

4.6.2 Interact positively with classmates and friends in physical activities.

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

4.6.3 Participate in new and challenging physical activities.

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

Grade 5

Standard 1

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

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

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

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

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

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

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

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

Standard 2

Movement Concepts: Students demonstrate an understanding of

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

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

5.2.1 Identify movement concepts used to refine movement skills.

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

5.2.2 Describe and demonstrate critical elements of mature movement patterns.

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

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

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

Standard 3

Physical Activity: Students participate regularly in physical activity.

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

5.3.1 Participate in health-enhancing physical activity.

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

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

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

Standard 4

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

As their fitness level improves, students participate in moderate to vigorous activity for longer periods of time. They are able to describe how improved fitness is achieved and identify what

their age appropriate physical fitness goals should be. Students participate in self- and group assessment activities.

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

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

5.4.2 Demonstrate a healthy level of cardiorespiratory endurance.

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

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

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

5.4.4 Demonstrate a healthy level of flexibility.

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

5.4.5 Demonstrate a healthy level of body composition.

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

Standard 5

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

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

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

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

5.5.2 Perform activities safely and follow rules.

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

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

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

5.5.4 Resolve conflict in socially acceptable ways.

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

5.5.5 Accept partners and teammates regardless of personal differences.

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

Standard 6

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

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

5.6.1 Exhibit positive feelings about participation in physical activity.

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

5.6.2 Engage in the challenge of new activities.

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

5.6.3 Engage in and enjoy independent and interactive physical activity.

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

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

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

Grade 6

Standard 1

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

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

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

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

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

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

Standard 2

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

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

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

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

6.2.2 Explain how practicing movement skills improve performance.

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

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

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

Standard 3

Physical Activity: Students participate regularly in physical activity.

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

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

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

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

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

6.3.3 Describe the elements of a healthy lifestyle.

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

Standard 4

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

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

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

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

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

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

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

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

Standard 5

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

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

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

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

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

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

6.5.3 Participate in dances and games from various world cultures.

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

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

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

Standard 6

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

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

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

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

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

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

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

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

Learning Domains with objectives

Psychomotor Domain

Standard 1: Motor Skills and Movement Patterns: Students demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.

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

Objective: Given the fundamental cues of skipping, students will skip from cone to cone accurately with 95% accuracy.

Standard 3: Physical Activity: Students participate regularly in physical activity.

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

Objective: Given a drawing notebook, students will draw a picture for each physical activity they participate with 95% accuracy.

Standard 4: Health-Enhancing Physical Fitness: Students achieve and maintain a health-enhancing level of physical fitness.

1.4.5: Demonstrate stretches that will improve flexibility.

Objective: Given thirty seconds, students will complete fifteen toe touches with 85% accuracy.

Cognitive Domain

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.

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

Objective: Given the instructional cues of a walk, students will verbally tell the teacher how to walk properly with 95% accuracy.

Affective Domain

Standard 5: Responsible Personal and Social Behavior: Students exhibit responsible personal and social behavior that respects self and others in physical activity settings.

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

Objective: Given the basic rules of tag, students will play the game correctly 100% of the time.

Standard 6: Value of Physical Activity: Students value physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

1.6.4: Express enthusiasm for participating in physical activity.

Objective: Given a worksheet with a smiley, neutral, and frown face, students will correctly their choice four out five times.

II. Fundamental Movements

Fundamental Locomotor Skills

1. Walking

- a. **Definition:** each foot moves alternately, with one foot always touching the ground or floor.
- b. **Instructional Cues:**
 - i. Head up, eyes forward.
 - ii. Point toes straight ahead.
 - iii. Nice, easy, relaxed arm swing.
 - iv. Walk quietly.
 - v. Hold tummy in, chest up.
 - vi. Push off from the floor with the toes

2. Running

- a. **Definition:** moving so fast that both feet briefly leave the ground
- b. **Instructional Cues:**
 - i. Run on the balls of your feet when sprinting.
 - ii. Head up, eyes forward.
 - iii. Bend your knees.
 - iv. Relax your upper body and swing the arms forward and backward, not sideways.
 - v. Breathe naturally.

3. Leaping

- a. **Definition:** an elongated step used to over distance or move over low obstacles.
- b. **Instructional Cues:**
 - i. Push off and reach.
 - ii. Up and over, landing lightly.
 - iii. Use your arms to help you gain height.

4. Jumping

- a. **Definition:** requires taking off with both feet and landing on both feet
- b. **Instructional Cues:**
 - i. Swing your arms forward as fast as possible.
 - ii. Bend your knees.
 - iii. On your toes.
 - iv. Land lightly with bent knees.
 - v. Jump up and try to touch the ceiling.

5. Hopping

- a. **Definition:** involves propelling the body up and down on the same foot.
- b. **Instructional Cues:**
 - i. Hop with good forward motion

- ii. Stay on your toes.
- iii. Use your arms for balance.
- iv. Reach for the sky when you hop.
- v. Land lightly.

6. Galloping

- a. **Definition:** one foot leads the other moves rapidly forward to it.
- b. **Instructional Cues:**
 - i. Keep foot in front of the other.
 - ii. Now lead with the other foot.
 - iii. Make high gallops.

7. Sliding

- a. **Definition:** done with the body moving sideways in a 1-count movement; the leading foot steps to the side, and the other foot follows quickly
- b. **Instructional Cues:**
 - i. Move sideways
 - ii. Do not bounce.
 - iii. Slide your feet.

8. Skipping

- a. **Definition:** A series of stop-hops done with alternate feet.
- b. **Instructional Cues:**
 - i. Step-hop
 - ii. Swing your arms.
 - iii. Skip smoothly.
 - iv. On your toes.

Fundamental Manipulative Movements

Throwing:

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

Stress points

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

Catching:

Definition: Is when one uses the hands to stop and control a moving object.

Stress points

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

Kicking:

Definition: Is striking action executed with the feet.

Stress points

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

Striking:

Definition: Is when an object is hit with an implement.

Stress points

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

Teaching Fundamental Movements Lesson Plans

- *Soccer Golf*
 - <http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=9430>

Name of Activity: Soccer Golf

Purpose of Activity: This activity can be used during a soccer unit, a games unit or in conjunction with a game day.

Activity cues: [Inside of the Foot Pass](#) [Kicking for Distance](#)

Prerequisites: Teaching to use the inside of the foot when kicking a soccer ball.

Suggested Grade Level: 3-5

Materials Needed: 9 broken hula hoops, 9-6" cones, 18-12" cones, small flags with numbers 1-9, pencils and scoresheets, a soccer ball for every student

Description of Idea

Set Up:

- Set up course in large playing area or field
- Use the broken hula hoops and put the two ends in two 12" cones -- this is the target that students are aiming for.
- Use the small cones as the tee off spots. Put a number 1 flag in the first small cone etc. Students can follow the course better if the 6" cone and the hula hoop they are kicking towards are color coordinated.

Soccer Golf:

- Each student gets a soccer ball
- Students are divided into 9 groups (2 or 3 per group) --
- Students start all over the course some at 1st hole, some at 2nd, some at 3rd, etc.
- Each group gets one pencil and one scoresheet -- they are competing against the others in their group only or each student can set their own goal and compete against him/herself.
- Put the ball down by the small cone and see how many kicks it takes to get the soccer ball through the hoop -- (it can go through the hoop from either direction) -- they will know which hoop to aim at because the small cone and the hoop are

color coordinated -- (if they start at a small yellow cone they should be aiming for a yellow hoop)

Important Considerations:

- Students MUST let the ball stop before they kick it again
- Students move through the course from hole to hole in number order and record score in the appropriate square on the score sheet
- If they play a little faster they should not pass the group in front of them
- If a group finishes all nine holes they can start a second game
- Make sure the kids understand that the LOWEST score wins

Penalties:

- There can be designated "out of bounds areas" -- if the ball goes there -- add two points
- If anyone kicks the ball before it stops they add 2 points to their score

Assessment Ideas:

Comparing scoresheets from game to game.

Compare student's own goal score to par.

An observation of students to see if they are using the inside of their foot.

Adaptations for Students with Disabilities:

Wheelchair students are given a ball to throw instead of kicking.

- ***Playing in the Snow***

- <http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=9221>

Name of Activity: **Playing in the Snow**

Purpose of Activity: To have students practice various dribbling and passing skills.

Activity cues: Dribbling cues: Eyes up, Use your fingerpads--not your fingertips, Keep ball at your side for control, Keep ball at waist level or lower, Keep the ball in your "foot pocket" which is done by dropping the right foot behind your left foot (right handers). This will help control the ball and protect it from defenders. Passing cues for bounce pass: Spread fingers along the sides of the basketball, Start the ball at chest level, Keep the knees bent, Release the ball by extending arms downwards, Upon release, turn palms outward towards the floor, Ball should contact ground two-thirds of the way to the receiving player.

Prerequisites: None

Suggested Grade Level: 3-5

Materials Needed: Basketballs, Hula Hoops, hula hoop stands, bowling pins or cones, hurdles, low steps/platforms, Christmas music/Winter music

Description of Idea

We started by warming up to “Run, Run, Rudolph” – it gets the kids excited. Discuss with students the cues of dribbling and bounces passes(see above)

Students divide into pairs, each pair goes to the various stations to start. After a pre-determined amount of time, they will rotate to the next station. I stop the music when it is time to rotate and start again when they are to begin. Have enough equipment at each station so that all students can participate without waiting.

Sledding: Students are “sledding” up and down hills while dribbling a basketball. Put 4-5 aerobic steps space apart in a line. One student dribbles down and up the hills by going over the aerobic steps. This works on dribbling at different heights without them even thinking about it. Then they dribble back on the side and pass the ball to their partner to go.

Giant Snowball Pass: Students bounce pass the ball through the hula hoops (on hoop stands) to their partner on the other side. This helps students to bounce three-quarters

of the way on a bounce pass. The partner then passes back outside the hoop. After 5 times, they rotate.

Snow Ski Jump: Set up a row of 5 hurdles about 2-3 feet apart. Students dribble a basketball, while jumping over very low hurdles. Then the partner goes.

Swirling Snow: I set up 4 pins across the center circle. The partners stand across from each other and try to bounce pass across the circle without knocking down any pins. After they pass to their partner, they take one side step to their right. And then after the partner passes, they take one side step to the right, so that they will be in different positions around the circle making them think about how they need to pass it.

Dodging the Snowmen: Step up 10 bowling pins in a line a few feet apart. Students are to dribble around the “snowmen” (bowling pins) while guarding the ball with their body. This works on protecting the ball while dribbling against a defender.

Variations:

For beginners: The teacher could select the speed

For more experienced students: The students could go faster or dribble with their non-dominant hand.

Assessment Ideas:

Teacher observation for success of dribbling and/or passing while walking around to various stations. Use a checklist made from the cues for each skill.

Adaptations for Students with Disabilities:

Use smaller or larger balls, allow a student to use both hands to dribble.

- ***Golf Stations***

- <http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=8482>

Name of Activity: Golf Stations

Purpose of Activity: To teach students to putt a golf ball using the correct form and to help them learn to adjust their aim and power to increase their accuracy.

Prerequisites: It helps to have previously done stations, know to how to clean up, rotate and freeze on signal.

Suggested Grade Level: 3-5

Materials Needed: 12 golf putters (it's great if they are ambidexterous, you can use them with right or left handed students), scrap cardboard, polyspots (the kind with the ring around them), plastic cups, large sheets of paper (bulletin board size), lots of golf balls, cones, carpet squares, etc....

Description of Idea

Begin with an introduction to golf. Find some fun facts about recent tournaments, such as The Masters gives \$1 million dollar to the winner. Talk about golf scholarships and how your college education could be paid for; talk about a local putt putt or a real course... Anything to peak the students' interest.

Explain the different parts of the club (head, grip, shaft). Model a proper putting stance and talk about having a swing similar to a pendulum in a grandfather clock, making a straight line all the way from your shoulders down to the end of your putter (do not break the wrist). Discuss the two things you need for a good putt (AIM and POWER). Go over golf etiquette, being quiet while someone is hitting/putting, explaining safety rules and procedures as well.

Stations:

General station Information: I set up each station twice so there is only 3-4 students per station to keep waiting time at a minimum. At each station I put a poly spot to putt from and then a "safety spot" behind that. Students may not leave the safety spot until the person in front of them finishes the hole. I also put a container of balls next to each spot. At each station you get three putts/chances to finish the hole and then move to the back of the line or on to the next station. To add to the fitness aspect, you may wish to have upbeat music playing and students who are waiting must jog in line unless they are practicing their putting stroke.

Station #1 - Uphill putting - students are putting uphill into a hole. You create the hole by cutting a rectangle of cardboard and cutting a hole in it. Then you place the hole over the plastic cup (you might need to cut the cup in half to make it the right height). Change the distance to the hole according to each grade. I like to make it tough because it makes it a bigger accomplishment when a student gets a hole in one.

Station #2 - Short Putt - place one of the polyspots with the ring around it near a wall for the target... discuss about the amount of POWER you need (very little) to get the ball to stay on the dot.

Station #3 - Cone putting - place three cones by the wall and have students putt to the cone, this should be a longer distance and you may want to designate that the ball has to stay within a certain distance from the cone after striking it, so that students don't putt the ball too hard.

Station #4 - Bullseye Putt - Draw a bullseye target on a big sheet of paper. Lay the paper on the floor. If you get a bullseye that's a hole in one (the ball must stay on the bullseye, if it rolls off its no good). Then make the outer rings worth points 1,2,3 or however many rings you have in your bullseye.

Station #5 - Drop-in Putt - Using a fairly thin carpet square, cut a hole out of the middle. Students will have to putt hard enough to get the ball over the edge of the carpet and the ball will 'fall' into the hole cut into the carpet.

Addition - after one week of putting we added a chipping station and had students chip yarn balls to hula hoops.

Assessment Ideas:

Stop the class and ask students to think about what they need to work on (Power or Aim). Tell them each shot should be better than the last because you can see what you need to tweak.

Example: If I hit it and it goes over the bullseye I need to change my power, but keep my aim the same.

We also gave any students that got a "hole in one" a WOW sticker at the end of class.

Adaptations for Students with Disabilities:

Larger Targets and shortened distances.

III. Subject Areas

- **Art:**

- **All Around the Baseball Field**

- <http://artsedge.kennedy-center.org/content/3940>

Lesson Overview:

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

Length of Lesson:

Six 45-minute periods

Notes:

This lesson is particularly suited to grades 3-4.

Instructional Objectives:

Students will:

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

Supplies:

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

Instructional Plan:

Warm Up

1. Tell the students that they are going to brainstorm ideas about the sport of baseball. Write the word "baseball" in the center of a circle on a piece of chart paper. Post the circle where the students can see it. Ask your students to brainstorm ideas about this sport. Record and discuss each student's response. Your goal is to help students activate their background knowledge about baseball so that they can make connections between what they already know about baseball and the new knowledge they will gain as they continue with the lesson activities.
2. As a class, visit the following website that contains background information about the sport of baseball:

[Baseball: The Game and Beyond](#)

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

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

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

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

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

Tell the students that they are going to problem solve to build their baseball field. Your goal is to help them in this process, not to give them all the directions. Encourage the students to experiment. For example, if they build a baseball field with 10 tiles between home plate and

first base, and then use 15 tiles to represent the space between first base and second base, ask them if their field looks the same as the ones they saw on the websites or baseball fields that they have seen in their life experiences. Encourage them to figure out what is wrong. Do not complete the task for them.

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

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

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

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

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

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

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

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

Closure

- Tell the students that they are going to participate in a "Think-Pair-Share" reflective journal writing activity. Use the following steps for this activity. First, ask the students to respond as individuals to a series of question in a reflective writing journal. This is the "think" portion of the activity. Use the questions listed below:
 - What did you learn about baseball in this lesson?
 - What did you learn about baseball from your classmates' presentations?
 - What can you learn from looking at a painting or a picture?
 - What can you learn from listening to an audiotape?
 - What can you learn from viewing a videotape?
 - What can you learn from viewing a skit?

- The second part of the "Think-Pair-Share" activity is to "pair" the students. Divide the group into pairs and tell them to discuss their responses to the reflective journal questions.

- The final part of the activity is to "share." Ask for volunteers to share their thoughts with the entire group.

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

Assessment:

Use the "Presentation Rubric" to assess students' work.

Extensions:

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

Internet Resources:

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

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○ Moving Tales

- <http://artsedge.kennedy-center.org/content/2173>

Lesson Overview:

In this lesson, students practice using their bodies to communicate through movement, improvisation, and pantomime games. Groups then read an assigned Grimm Brothers' fairy tale and interpret it through movement.

Length of Lesson:

Two 45-minute periods

Instructional Objectives:

Students will:

- practice simple pantomime skills.
- practice more sophisticated pantomime and movement by adding a character element such as age.
- read a Grimm's Fairy Tale.
- recreate the Grimm Brothers' tale using only movement in cooperative groups.
- present their Grimm Brothers' tale to the class in cooperative groups.

Supplies:

- A set of index cards with the title of a following Grimm Brothers' tale written on each:
 - A) Red Riding Hood*
 - B) Rapunzel*
 - C) Ashenputtel* (Cinderella in some lists)
 - D) Brehman Town Musicians
 - E) Snow White
 - F) Rumpelstiltskin
 - G) Hansel and Gretel
 - H) The Twelve Dancing Princesses
 - I) The Elves and the Shoemaker
 - J) The Frog Prince
 - K) The Golden Goose
 - L) Briar Rose (Sleeping Beauty)
- A box of simple costume props, such as kerchiefs, aprons, caps, scarves, etc.
- Pencils and paper or notebook/journal
- A recording of classical music (optional)
- Sound system (optional)

Instructional Plan:

Warm Up

Move the furniture to the sides of the room so that there is space to move in the classroom.

Identify guidelines for movement in the classroom such as:

- Cooperation – Students listen to directions and demonstrate respect for other students.
- Concentration – Students keep focused on the task at hand.
- Control – Students practice physical self control. They plan out actions and do not hurt others physically or verbally.
- Creativity – Students take risks by trying new things and solving problems in different ways.

Discuss these guidelines as a class, and the penalties for not adhering to them. These could include: removal from activity for a short or long period of time; removal from the cooperative group; or non-participation in the final presentation.

Begin with a simple cooperative movement game. Have all students follow you as you lead a series of warm up activities. Move slowly and deliberately. Slow, calming music or sounds like waves or birds in a rainforest can be used. This should take no more than three to five minutes.

- Head – Slowly turn the head to the right, then left. Repeat. Tilt the head to the right and left. Repeat.
- Shoulders – Shrug the shoulders four times. Roll in gentle forward circles four times, then backward four times.
- Back – Take hands and lock the fingers together in front of the chest. Push them out and curve the back in the opposite direction.
- Chest – Take hands and lock the fingers together in back of the body. Push the shoulders down and arch the chest up.
- Sides – Take both arms and stretch to the right. Now bend the right leg a little for a deeper stretch. Repeat on the left.
- Legs – Face right and bend the right leg while the left leg is straight. Repeat on the left side.
- Breath – Take a deep breath in, raising arms to the sky as the breath comes in and lowering them as air is released. Repeat once.

Introductory Activity

Tell students: Pantomime is an important tool used by actors and dancers to help tell a story. It is a way to communicate without words. We use movement to convey information all the time. A wave says “Hi.” A finger to the lips indicates “Be quiet.” A shoulder shrug can mean “I don’t know.” Take a moment to think of some of the everyday ways we use movement to communicate with others.

After a moment, elicit responses from the class. Write these ideas on the board.

Partner the students. They will be playing the game “Mirror.” Use a student as your partner as you model the following steps:

- Partners face each other and maintain eye contact. (The movement can be completed without the eyes following; use peripheral vision.)
- Decide who will be the leader. The other person will mimic his or her movement.
- Move slowly and deliberately.
- Use all levels — high, middle, and low — as you move.

After about a minute, call out “Switch Leaders!” The other person will now lead. End the game after about five minutes. Discuss with students whether the activity was challenging, and if so, why.

Guided Practice

Students become more specific in their movement by adding size and weight.

- Have students form a circle and instruct them that they will be tossing around an imaginary ball.
- Lead the students at first, modeling how you would adapt your movement according to the size and weight of the ball.
- Pretend to use a tennis ball at first. Bounce it, squeeze it, and toss it in the air. Have students copy these actions.
- Now switch to a golf ball, a basketball, a bowling ball, a beach ball, etc., adapting your movement accordingly. Have the class follow your actions, or elicit student volunteers to lead the different movement. Do this for about five minutes.

End the game after about five minutes. Discuss with students how they adapted their movement each time the shape and weight of the ball changed. Discuss whether the activity was challenging, and if so, why.

Have students continue to practice the skill of pantomime with objects and actions that they use in everyday life. As they pantomime, students should follow the imaginary object/action with their eyes and show what happens when they are finished with the object/action.

Some good everyday objects/actions for this activity include:

- Peeling a banana.
- Eating a pizza with lots of cheese.
- Sipping a drink through a straw.
- Picking up a coin.

End the game after about five minutes. Discuss what students observed about their own movements and those of others. What was interesting? What was challenging?

Add character to the everyday actions just completed. Call out the action and the character. Have students repeat all the above actions as if they are:

- Three years old;
- An old person;
- An angry person;
- A person who is out on a sweltering day;
- A suspicious person; and
- A person in a hurry.

Students should identify what changed as they completed each movement.

Allow students to move around the room personifying the different characters. Divide students into groups labeled A, B, C, D, E, and F. You may wish to have one group move at a time, two or three together, or all groups at once.

Imagine that the classroom space is the woods, like the setting for [*Into the Woods, Jr.*](#) Have students cross the space without touching or making sounds.

Assign a character to each group:

- All A's are three years old.
- All B's are old.
- All C's are angry.
- All D's are very hot.
- All E's are suspicious.
- All F's are in a hurry.

Have each person decide why they are going into the woods. The reason should be relevant to the character the student is portraying. Are they going to get a treat? Are they on an adventure? Is someone special waiting on the other side? Are they being chased?

Independent Practice

Keep the class divided in groups A through F. Tell students that they will be creating a pantomime based on a Grimm Brothers' fairy tale. Distribute an index card with the name of one of the following tales to each group:

- a. Red Riding Hood
- b. The Bremen Town Musicians
- c. Snow White
- d. Rapunzel
- e. Rumpelstiltskin
- f. Hansel and Gretel
- g. The Twelve Dancing Princesses
- h. The Elves and the Shoemaker
- i. The Frog Prince
- j. The Golden Goose
- k. Ashenputtel (Cinderella)
- l. Briar Rose (Sleeping Beauty)
- m. *Jack and the Beanstalk* (Not a Grimm's fairy tale, but in *Into the Woods, Jr.*)

Share the rubrics that will determine the grade for this lesson. Discuss what is expected in the areas of Performance, Storytelling, Movement, and Cooperation. Assign someone in the group to be the director. This person will be responsible for keeping the group on track and focused on the final presentation.

Each group should find a space to read the assigned tale, either in book form or online at the [Grimm Brothers' Homepage](#).

After reading the tale, students should identify six events that can be told in pantomime and movement. They cast themselves in these scenes. Several people can be the same character at different points in the story. Students can also become inanimate objects, such as doors, houses, trees, etc., to help clarify the action in the scene. Only costume props may be used.

Give the class 30-45 minutes to read, discuss, and practice pantomiming their tale.

Closure

All groups present the tales to the class. (The final tales should be able to be told in under three minutes each!)

The class identifies which tale is being told and records The their favorite part of the tale their group told. What was a challenge that was overcome? They also write what they liked about the group's work.

Assessment:

Use the [Moving Tales Rubric](#) to evaluate group presentations.

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○ Geography/Social Studies

■ Geography Twister

- <http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=9296>

Name of Activity: Geography Twister

Academic content: Social Studies

Purpose of Activity: To help reinforce states and cardinal directions.

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

Suggested Grade Level: 3-5

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

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

Description of Idea

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

Variations:

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

Assessment Ideas:

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

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

Teaching Suggestions:

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

Adaptations for Students with Disabilities:

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

- **USA Shoot-Out**

- <http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=8321>

Name of Activity: USA Shoot-out

Academic content: Social Studies

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

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

Suggested Grade Level: 3-5

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

Physical activity: Shooting a ball

Description of Idea

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

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

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

Variations:

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

Assessment Ideas:

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

○ **Health**

■ **Red Ribbon Locomotor Stations (for Drug Free America Week)**

- <http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=6945>

Name of Activity: Red Ribbon Locomotor Stations (for Drug Free America Week)

Purpose of Activity: To integrate activities that enforce saying no to drugs during red ribbon week.

Suggested Grade Level: 2-5

Materials Needed: Polyspots (1-10), small pieces of paper, pencils, bucket or basket (I use a witches pot to simulate the pot at the end of the rainbow), large dice, masking tape, marker, jump ropes, worksheets, cones, crayons.

Description of Idea

This idea came about when I was in the middle of teaching locomotor skills during red ribbon week. These activities could easily be adapted to other skills. These stations were done for 1-5th grades. Station 2 became Turn Away from Drugs and I did an agility line. Station 3 became don't toss your life away and instead of hopping they tossed the dice. Station 5 became Push to be Drug Free and they did push ups. Station 6 became Dribble on Drugs and they practiced dribbling a basketball.

8 Stations to promote Red Ribbon Week while reinforcing Locomotor Skills.

* Station 1: Leap for your Dreams.

Equipment: Small pieces of paper, pencils, polypots, bucket or basket

Have small pieces of paper and pencils. Have the students write down a dream, fold it in half and then leap through the "clouds" (polypots) to the "pot" and drop their dream in. I allow each student to do 2 dreams.

* Station 2: Slide away from drugs.

Equipment: 2 cones, a sign the says "Drugs" and a sign that says "Drug Free"

Mark one cone with a Drugs Sign and mark another with a Drug Free sign. Have students Slide from the Drugs cone to the Drug Free cone and then run back and do it again!

* Station 3: Hop for Happiness

Equipment: Dice, pencils, paper

Each student gets a die, a pencil, and a piece of paper. Roll the die and then do that many hops (example...if they roll a 4, they hop 4 times). After they hop they write down that many things that make them happy. These could be people, places, things, or activities. (back the example...roll a 4, do 4 hops, write down 4 things). Keep rolling until it is time do switch.

* Station 4: Run away from drugs

Equipment: none

Have the students run laps or exercise until it is time to switch.

* Station 5: Drug Free is What I want to be.

Equipment: crayons, I printed out a sheet that says "Drug Free is What I want to be" in bubble letters.

The students color in the letters and then they can hang it on their door or refrigerator at home.

* Station 6: Skip over Drugs

Equipment: masking tape, marker

Take strips of masking tape and put them on the floor. Spread them out in the area you have for this station. On each piece of tape write down harmful drugs. When

the students are at this station tell them to skip over the drugs (kind of like a different way of stomping on them)

* Station 7: Walk on to better things.

Equipment: cone, Paper and pencil

Have the students walk from the cone or walk a pattern to the paper and pencil. Once they get there have them make a list of things that they could do instead of doing drugs.

* Station 8: Jump to a healthy life.

Equipment: jump ropes

Have the students jump rope. If they cannot jump rope then lay the ropes on the floor and have them jump over them.

I have my students take their papers with them from station to station and put them under the cones. This way they don't end up blowing all over the floor! The classroom teachers are told what they were working on and a lot of them take the information and carry it over to the classroom.

■ Dribbling for Nutrition

- <http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=1133>

Name of Activity: Dribbling for Nutrition

Academic content: Health

Purpose of Activity: To practice reading food labels and determining the correct number of grams of fat and carbohydrates in a single serving. To improve dribbling skills.

Prerequisites: Instruction and practice in dribbling. General understanding of nutrition labels.

Suggested Grade Level: 3-5

Materials Needed: Enough nutrition labels from various foods for each student in the class. Food labels should show different numbers of carbohydrate and fat grams. Master list of all nutrition labels and the number of fat and carbohydrate grams per serving. Balls of various sizes so each student may choose. Cones or other objects to place nutrition labels under. Upbeat music.

Physical activity: Dribbling

Description of Idea

The students will review the general form of a nutrition label off of any food. A short discussion of the importance of carbohydrates and a small amount of fat in the diet needs to be reviewed. Each student will choose the size ball that they are comfortable with and the teacher will assign each a number of grams of carbohydrates or fat from the master list of food labels. On the "go" signal, the music begins and all students must dribble to the different cones and look under them until they find the nutrition label that has their designated number of carbohydrate or fat grams. Upon finding the right label they dribble to the teacher, show them the label, and state the food, the designated number of carbohydrate or fat grams, and whether it is a healthy food or not according to carbohydrate and fat content. After completion of the task they dribble the label back to the cone and return to the teacher for a new food!

Variations:

Students that have learning disabilities or physical impairments can be assisted by other students in the class. For students with reading and deciphering disabilities, both can dribble a ball, but the peer tutor can help read the label. For students with physical disabilities that limit dribbling skills, the peer tutor can assist with dribbling. In other cases such as where a classroom aid comes with the student, I have the student work on a skill spelled out in their IEP, rather than dribbling, while moving to the different cones.

Assessment Ideas:

Teacher observation of correct body position for dribbling. Verbal and visual demonstration by the student of the carbohydrate and fat gram content on their food label, and recognition of the best source of carbohydrates for immediate energy production.

○ **History**

■ **Pioneer Games**

- http://www.eduref.org/Virtual/Lessons/Physical_Education/Games/GAM0003.html

Pioneer Games

An Educator's Reference Desk Lesson Plan

Grade Level(s): Kindergarten, 1,2,3,4,5

Subject(s):

- Physical Education/Games (educational)

Objective:

Students will be introduced to games that date back to pioneer children and will improve certain skills.

Materials:

Small stones, wooden bowls, plum pits, twigs (12 for each child), markers. Various game equipment.

Activity:

Game #1

1. Student stands behind a line.
2. Each student hops, landing on one foot, balances, then takes a big step forward with the other foot.
3. Then the student brings up the back foot and jumps with both feet together.
4. Mark landing spot with a marker for identification.

*These games were taken from a pioneer workshop by Judy Cole and Mary Minturn.

Game #2

1. Students need 6 plum pits, small wooden bowl. Make a line on one side of each pit with marker. Place pits in bowl.
2. Students take turns, lightly tossing the pits, catching them again in bowl.
3. Count the number of pits with the line up. This is your score.
4. Each student keeps track of his score with twigs.

Variations and Extensions:

1. Through discussion, compare some of the time-tested games that have never grown old: Tag, jump rope and rhymes, ball games, marbles, Cat's Cradle, blowing bubbles.

SOURCES AND RESOURCES:

Books:

Brock, Ray; *Go Fly A Kite*, Freeport, Maine: Bookstore Press 1976.

Strobell, Adah Parker; *Like It Was: Bicentennial Games 'n Fun Handbook*, Washington, DC: Acropolis Books 1975.

2. In small groups, students will select items from a pile of materials (i.e. stones, sticks, spools, etc.) and invent a game. They will set up rules, play it with the other groups, and evaluate the results.

■ **Civil War Rhyme Time**

- <http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=8437>

Name of Activity: Civil War Rhyme Time

Academic content: History

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

Prerequisites:

The students should be familiar with the Civil War and various terms associated with the war.

The students should have long jump roping skills including turning, jumping, entering, and exiting.

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

Suggested Grade Level: 3-5

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

Physical activity: Jumping Rope

Description of Idea

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

Activity:

* Two students turn the rope and two students jump.

* The students will enter the jump rope and recite the poem while jumping. Additionally, they will perform the necessary actions.

* The two students continue jumping until the completion of the poem and then switch places with the turners. If a student misses a jump, they continue in the activity.

* The ultimate goal is to complete the jumping rhyme, saying all the words, with no misses.

Jump Rope Rhyme:

Studying the civil war of the United States (place hands into the shape of a book)

And working on remembering the dates
 It all began with the battle of Bull Run (run in place while jumping)
 Way back in 1861

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

Ulysses S. Grant led the north
 And with his troops he set forth (march while saluting your forehead)
 The union was their name
 And Infamous they became (take a bow in between jumping)

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

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

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

Assessment Ideas:

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

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

- + You are a whiz at this!
- O You can perform this skill sometimes, but you still need some practice.
- You have a hard time performing this skill. Practice will help!

Teaching Suggestions:

Teaching Cues to help teach Jump Rope:

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

o Language Arts

▪ Friendly Letter Body Language

- <http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=9300>

Name of Activity: Friendly Letter Body Language

Academic content: Language Arts

Purpose of Activity: To review the parts of a friendly letter while incorporating various manipulative skills.

Prerequisites: The class needs to be familiar with the parts of a friendly letter and basic cues for throwing and catching.

Suggested Grade Level: 3-4

Materials Needed: A display chart modeling a friendly letter labeled with a date, heading, body, closing, signature, and beanbags (1 per student).

Physical activity: Throwing and Catching

Description of Idea

Review the different parts of a friendly letter (see below). The teacher will explain the rules of Friendly Letter Body Language. The students will practice throwing and catching a beanbag with themselves, until the teacher calls out a part of a letter. (e.g. “date” which in this case, each student would find a partner and throw/catch with them). The positions for each part of the letter are as follows:

- 1 - Date = throw and catch with a partner
- 2 - Heading = each student balances their beanbag on his/her head while walking around in the personal space
- 3 - Body = students get in groups of 4 and balance the beanbag on different parts of their bodies while walking around in a circle (i.e. shoulder, arm, foot, back)
- 4 - Closing = students will jump in personal space with the beanbag between their feet
- 5 - Signature = students sit in their “signature” personal space

The students will perform the above activities as the teacher calls them out. The teacher may feel free to mix the order up, but at the end of the activity students should be asked to give the order of how to write a friendly letter.

Variations:

The activity positions can be substituted for bigger sized groups depending on the class size, or made for the student to perform alone in their personal space. Beanbags can also be substituted with large foam balls, or tennis balls depending on the skill levels of the class.

Assessment Ideas:

The teacher will have a review at the end of the activity and have the class be able to describe the different parts of a friendly letter in the correct order.

Recite and perform the parts of a friendly letter in order at the end of the activity.

Adaptations for Students with Disabilities:

Students with disabilities will be allowed to use other forms of movement or ways of handling the beanbags. They may also “tag team” and move around with the help of a partner.

■ **Pass and Rhyme**

- <http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=9298>

Name of Activity: Pass & Rhyme

Academic content: Language Arts

Purpose of Activity: Language arts is integrated by having students rhyme while they practice throwing and catching skills.

Prerequisites: throwing and catching skills, as well as basic concept of rhyming.

Suggested Grade Level: K-2

Materials Needed: Flash cards with various vocabulary, playground/nerf balls.

Physical activity: Throwing & Catching

Description of Idea

Students will be divided into groups of 3 with one ball for each group. Students will practice throwing and catching different ways (rolling from a sitting and standing position, bouncing from different positions and throwing and catching), while naming off words that rhyme with the word that they draw from a stack of cards. If they can't name any more rhyming words they draw a new card and continue.

Some common rhyming words to start with:

- Ball
- Cat
- House
- Mice

Variations:

If passing becomes too easy, have the students throw and catch the ball to one another while moving up and down the court.

Assessment Ideas:

Hand children an assessment worksheet with a few vocabulary words on it & have them write down as many corresponding rhyming words as they can for each one.

Adaptations for Students with Disabilities:

For students with a visual impairment, make students have partners, where one creates the rhyming word and the other passes the ball.

○ Mathematics

■ Leaping for Measurements

- <http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=8532>

Name of Activity: Leaping for Measurement

Academic content: Math

Purpose of Activity: This activity is designed to: 1. Give students practice leaping using proper form. 2. To have students estimate length using customary and metric units. 3. To have students measure and record the length (to the nearest $\frac{1}{2}$ inch and millimeter) of their leaps.

Prerequisites: Students should have prior instruction on measuring length using customary and metric units.

Suggested Grade Level: 3-5

Materials Needed: each student will need a sheet to record their leaps, estimations, and actual measurements, chalk if outside, floor tape if inside in the gym, yard/meter sticks(2-sided with inches on one side and centimeters on the other work best)

Physical activity: Leaping

Description of Idea

Introduce the skill of leaping by explaining and demonstrating that a leap is performed by taking off from one foot and landing on the opposite foot. Allow students to practice and encourage them to bend their knee and hip for a cushioned landing. Once students have an understanding of the skill, pass out a one-meter stick to each student or one stick for every pair. Be sure to emphasize safety in using the meter sticks and to keep them on the ground and to themselves. Go over the difference between metric and customary units and what it means to estimate. Give students the recording sheets and discuss the format. Model marking a starting point with either chalk or tape and performing a leap. Show students how to mark their ending point as well. Explain that before students record their actual distance, they should estimate the distance and record it. Students should continue to follow these steps for five leaps.

Variations:

Students can alternate leading with the right or left foot and see if doing so will affect the distance of the leap. Students could leap five times in a row and measure longer distances using larger units-yard, decameter, etc. For a challenge, students

could calculate the average distance of their leaps. Hopping and jumping could be added to the activity, or done alone, to see which skill creates the longest distance.

Assessment Ideas:

Teacher checklist: Note the students' leaping technique. Have students turn in their recording sheet to assess student understanding of the written task.

Discuss or have students write how their estimations changed as they performed more leaps and became familiar with their distances.

Adaptations for Students with Disabilities:

For students that have a difficult time reading or writing, designate another student to be a helper. Students with special needs could roll or toss a ball and measure the distance it travels.

■ **Dribbling Numbers**

- <http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=1115>

Name of Activity: Dribbling Numbers

Academic content: Math

Purpose of Activity: To have students work on their number recognition skills and their dribbling skills.

Suggested Grade Level: 2nd and Up

Materials Needed: Balls that students can successfully bounce, poly spots or laminated cards with numbers on them

Physical activity: Dribbling

Description of Idea

Make several sets of 1-10 (or however high you want to go) numbered poly spots. Randomly spread these spots throughout the playing area.

Have each student get a ball to dribble. Have the students stand on a poly spot. On the teachers signal have the students dribble that many times on the poly spot. After they do that their job is to find the next consecutive number (i.e., if they started at 4 they are to find a 5) and dribble that many times on that number. Depending on the skill level of your students they can dribble with two hands or with one. What you are looking for is

control of the dribble. Make sure they can hit the spot each time. If they miss they can start again at the number they missed on.

Students can either pick up the ball and carry it to the next number or you can have them dribble.

Variations:

Put simple math equations on the spots and then they have to dribble that many times on the spot.

Have them dribble around the spot the number of times that is listed on the spot.

Have them dribble the ball with their feet instead of dribbling. Now they have to dribble around the spot the number of times listed on the spot.

○ Music

■ Note Bowling

- <http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=2044>

Name of Activity: Note Bowling

Academic content: Music

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

Prerequisites: Introduction to musical notes and their values.

Suggested Grade Level: 3-5

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

Physical activity: Underhand Throwing

Description of Idea

Rules of note bowling are the same as regular bowling, the only difference is the scoring. Each pin will have a note value marked on it and it is worth the number of beats that that note gets. For example, if the pin with the whole note on it is knocked

down the bowler gets 4 points. What notes you use are up to you, it just depends on what the students know and are working on.

Variations:

You can start with the notes and their values posted somewhere that the students can see to assist them in scoring and can be taken away as they get better. You can also add single eighth notes and sixteenth notes so that the students have to begin to add fractions.

As each player completes his/her turn they write the notes in order on the score card and clap out the rhythm. At the end of the game clap out the rhythm for the entire set or use other motions (have a particular motion for each note value and create a whole dance).

Work with the music teacher to create a rhythm sequence that the students try to create with the pins that they earn.

Assessment Ideas:

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

■ **Shoot the Whole Notes**

- <http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=1132>

Name of Activity: Shoot the Whole Notes

Academic content: Music

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

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

Suggested Grade Level: 3-5

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

Physical activity: Underhand throwing

Description of Idea

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

Variations:

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

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

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

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

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

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

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

Assessment Ideas:

Give students a music worksheet where they have a variety of notes and have to identify the value of each note in the music.

Have students clap out the rhythm of a simple tune such as "Farmer in the Dell" to determine if they understand the note values learned in the throwing activity.

○ **Science**

▪ **“I can move” but why?**

- <http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=4755>

Name of Activity: "I can move" but why?

Academic content: Science

Purpose of Activity: The purpose of the activity is teach children about movements they can do with their bones, muscles and joints.

Prerequisites: This activity will allow exploration, discovery and review depending on the childrens' knowledge of movement.

Suggested Grade Level: K-2

Materials Needed: Book "I Can Move" by Mandy Suhr - Wayland Publishers, Rubberbands (optional), Skeleton with moveable joints (optional), Muscle and bones posters (optional)

Physical activity: Locomotor

Description of Idea

Students are asked to find their personal space.

The activity begins with the students being asked about "action words." Then they are asked to demonstrate the action words during the story as the book is being read.

The activity also begins with giving students three words to listen for, which are bones, muscles and joints.

As the book is read the students demonstrate the action words they hear throughout the story.

Because this book includes bones, muscles and joints, the teacher interrupts the story each time one of these concepts is introduced. Questions are asked about the functions of the bones, muscles and joints.

i.e. What do bones do for the body? Page 10

i.e. Do bones bend? Thumbs up or down for agreement. Then the teacher clarifies by demonstrating and allowing students to perform the movement. Page 13

i.e. If bones can't bend, what part of the body does? (Joints) Then have the students count their joints. Page 14

i.e. What do the muscles do for the body? Page 18

By the end of the story students have demonstrated some basic locomotor skills and various movement forms of their choice. Additionally, they have demonstrated knowledge of how the body moves, where the body moves and why the body moves.

At the end of the story a game is played to allow students the opportunity to move in many ways. I use spatial awareness as another concept to be taught. The games are usually tag games which allow the students heart rates to increase.

Variations:

Older students may take their turns reading the pages and can add to the story.

Younger students may have to be directed into the "action," based on their understanding.

The most important variations occur with the choice of the game at the end of the story. Make sure the game is age appropriate and full of movement.

Assessment Ideas:

The assessment used to determine the students opportunity to learn is done in the closure, through a short series of true/false questions.

"Thumbs up" if you agree and "thumbs down" if you do not. Older students can be asked to explain why they agree or disagree.

Adaptations for Students with Disabilities:

This activity is a great inclusion activity. Students with disabilities are allowed to move in various ways. This gives students with disabilities the opportunity to move in the ways that are successful for them.

■ Parachute –Land and Weather

- <http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=1314>

Name of Activity: Parachute - Land and Weather

Academic content: Science

Purpose of Activity: The class will use different parachute activities to study weather and land patterns and formations.

Prerequisites: Students need to have an understanding of basic parachute skills. Students should review the characteristics of land and weather patterns in class.

Suggested Grade Level: 3-5

Materials Needed: Parachute, foam discs, bean bags, balls

Physical activity: Cardiovascular endurance, upperbody strength

Description of Idea

The students assemble around the parachute at the beginning of the class. The children begin by holding the parachute at waist level to pretend that the parachute is a lake or swimming pool. Have the students begin to make small waves by slowly shaking the parachute. Discuss what happens to water on a windy day as children begin to make larger waves by shaking the parachute harder. The wind blows the water and the children can feel the wind as they move the parachute. As the wind calms down, so do the waves and the children feel less of the wind made by the parachute.

Tornados and hurricanes can be discussed as children make large waves (move from very high to very low with the parachute) that mimmick these two weather conditions. Discuss with children that tornados are more prevalent inland and hurricanes form in the ocean. Move the parachute in a circular motion to understand the way in which tornados move. Discuss that tornados can result from hurricanes. Let them experience calm waves and big waves using comparisons between the difference in a lake and an ocean.

Discuss the continual motion of waves in the ocean, including where they come from and why they occur. Have students move under the parachute and trade places to demonstrate this continuous movement. Hold the parachute level and flat

and discuss the land near the beach or coast. Have the students work with making a mountain when discussing characteristics of mountains. Allow the students to create a mountain with the parachute and different activities while inside the mountain. Include in the discussion that the coast has big water areas, whereas the mountains have rivers and streams.

Make a tent with the parachute and use a scenario about going camping. Camping at the beach is flat and not many woods, while camping in the mountains has woods, trails with bears and other animals. Use the balls, foam frisbees and other equipment to bounce on the parachute for a breakfast of eggs and pancakes after sleeping in the tent.

Variations:

Have children come up with their own comparisons and activities that relate to characteristics of the above. Include in the discussion the relationship of force, time, levels and directions, as they relate to the theme.

Assessment Ideas:

Have children find a story about the mountains, or beach and identify characteristics present in the story.

Have students identify what fitness concepts are used while working with the parachute.

IV. Assessment

Test of Gross Motor Development (TGMD)

Name _____
 School/Agency _____
 Sex: Male _____ Female _____ Grade _____

TGMD

TEST OF
 GROSS
 MOTOR
 DEVELOPMENT

Dale A. Ulrich

TESTING INFORMATION

1ST TESTING				2ND TESTING			
	Year	Month	Day		Year	Month	Day
Date Tested	_____	_____	_____	Date Tested	_____	_____	_____
Date of Birth	_____	_____	_____	Date of Birth	_____	_____	_____
Chronological Age	_____	_____	_____	Chronological Age	_____	_____	_____
Examiner's Name _____				Examiner's Name _____			
Examiner's Title _____				Examiner's Title _____			
Purpose of Testing _____				Purpose of Testing _____			

RECORD OF SCORES

1ST TESTING				2ND TESTING			
Subtests	Raw Scores	%iles	Std. Scores	Subtests	Raw Scores	%iles	Std. Scores
Locomotor Skills	_____	_____	_____	Locomotor Skills	_____	_____	_____
Object Control Skills	_____	_____	_____	Object Control Skills	_____	_____	_____
Sum of Standard Scores = _____				Sum of Standard Scores = _____			
Gross Motor Development Quotient (GMDQ) = _____				Gross Motor Development Quotient (GMDQ) = _____			

COMMENTS/RECOMMENDATIONS

LOCOMOTOR SKILLS

Skill	Equipment	Directions	Performance Criteria	1st	2nd
RUN	50 feet of clear space, colored tape, chalk or other marking device	Mark off two lines 50 feet apart Instruct student to "run fast" from one line to the other	<ol style="list-style-type: none"> Brief period where both feet are off the ground Arms in opposition to legs, elbows bent Foot placement near or on a line (not flat footed) Nonsupport leg bent approximately 90 degrees (close to buttocks) 		
GALLOP	A minimum of 30 feet of clear space	Mark off two lines 30 feet apart Tell student to gallop from one line to the other three times Tell student to gallop leading with one foot and then the other	<ol style="list-style-type: none"> A step forward with the lead foot followed by a step with the trailing foot to a position adjacent to or behind the lead foot Brief period where both feet are off the ground Arms bent and lifted to waist level Able to lead with the right and left foot 		
HOP	A minimum of 15 feet of clear space	Ask student to hop 3 times, first on one foot and then on the other	<ol style="list-style-type: none"> Foot of nonsupport leg is bent and carried in back of the body Nonsupport leg swings in pendular fashion to produce force Arms bent at elbows and swing forward on take off Able to hop on the right and left foot 		
LEAP	A minimum of 30 feet of clear space	Ask student to leap Tell him/her to take large steps leaping from one foot to the other	<ol style="list-style-type: none"> Take off on one foot and land on the opposite foot A period where both feet are off the ground (longer than running) Forward reach with arm opposite the lead foot 		
HORIZONTAL JUMP	10 feet of clear space, tape or other marking devices	Mark off a starting line on the floor, mat, or carpet Have the student start behind the line Tell the student to "jump far"	<ol style="list-style-type: none"> Preparatory movement includes flexion of both knees with arms extended behind the body Arms extend forcefully forward and upward, reaching full extension above head Take off and land on both feet simultaneously Arms are brought downward during landing 		

LOCOMOTOR SKILLS

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

OBJECT CONTROL SKILLS

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

OBJECT CONTROL SKILLS

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

• **Written Assessment**

Picture Match

Directions: Answer the following questions by matching the correct picture with the word that describes it. Answer the ten questions by writing the letter in the circle next to the correct word. If you have any question be sure to raise you hand and ask. *GOOD LUCK!*

Name: _____

1. Walking ○

2. Running ○

3. Leaping ○

4. Jumping ○

5. Hopping ○

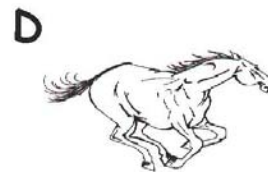
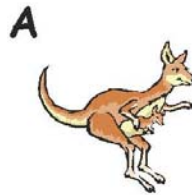
6. Galloping ○

7. Sliding ○

8. Skipping ○

9. Kicking ○

10. Throwing ○



Picture Match

Directions: Answer the following questions by matching the correct picture with the word that describes it. Answer the ten questions by writing the letter in the circle next to the correct word. If you have any question be sure to raise you hand and ask. *GOOD LUCK!*

Key

Name: _____

1. Walking (I)

2. Running (J)

3. Leaping (H)

4. Jumping (G)

5. Hopping (A)

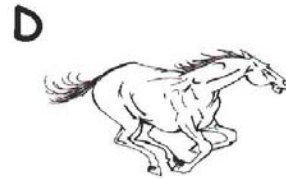
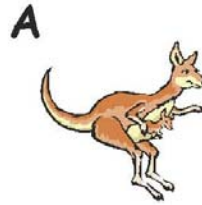
6. Galloping (D)

7. Sliding (B)

8. Skipping (C)

9. Kicking (E)

10. Throwing (F)



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