

***Learning Through Guided Play:
A Guide for Classroom Teachers***

**Elementary Physical Education
PHED 3400**

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Department of Physical Education & Health**

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Lab Sheets

*Coding Sheets

Teacher Behaviors

- Management Time
- Feedback
- Movement Patterns

Student Behaviors

- ALT-PE
- On-Task Behavior

Test Bank Questions / Exam Study Questions

Teachers in the area: Classroom, Specialists & Adapted

CALIFORNIA STATE UNIVERSITY, STANISLAUS

TURLOCK, CALIFORNIA
DEPARTMENT OF PHYSICAL EDUCATION AND HEALTH

Course Number: PHED 3400

Course Title: ELEMENTARY PHYSICAL EDUCATION

(3 Semester Credit Hours)

Room G-10, FH, MTWR 9-12:45 (section 1)

OR 1:30-5:25 (section 2)

Instructor: Dr. Ping Luo, Ed.D.

134 Field House

667-3565 (W)

Office Hours: 12:45-1:15 Monday-Thursday

Intended Audience: Undergraduate majors in Physical Education and Liberal Studies and classroom teachers.

Course Description: The course activities, experiences, assignments and sequence are intended to provide opportunities for class members to accomplish the following: The student will

1. Discuss the goals and objectives of elementary physical education
2. Explain the knowledge base of children's motor development.
3. develop appropriate grade-level plans (annual, unit, and lesson) for elementary physical education.
4. Evaluate children's growth, physical fitness, and motor skills as well as related knowledge and attitudes about movement.
5. Observe and objectively evaluate children and teachers during elementary physical education.
6. Understand and teach lesson plans on physical education to elementary-age students.
7. Appreciate the value of developing physical fitness and movement skills for a healthful lifestyle
8. Learn and teach different curriculum models for elementary students.

Required Text: Housner, Lynn Dale. (1) Integrated Physical Education: A Guide for the Elementary Classroom Teacher (bookstore) (2) Student handbook: Learning Through Guided Play: for Elementary School Teachers (Kinko)

Instructional Procedure:

This course is designed to provide information regarding overall perspectives on elementary physical education, child growth, basics for learning motor skills, effective teaching, curriculum planning, legal liability, evaluation of student, and various curriculum models. It will be interactive -- student participation is mandatory. Through lecture, class discussion, guest lecture, class activity, reading, and field observation and experience in an actual Elementary Physical Education setting, students will become familiar with the concepts and the applications of the Elementary Physical Education.

Course Requirements

1. Assignments: Complete assigned reading and homework prior to class meeting and bring your text and student handbook to class. Reading materials will be included on midterm and final exam.

2. Mid-Term (30 points): Midterm is a comprehensive exam and scheduled on the second Thursday. Review questions will be distributed to you on the first Thursday after completion of lectures. Mid-term Exam is essay format.

3. Peer Teaching (40 points): Each student will teach a thirty minutes classes and is required to select his/her own activity appropriate to elementary age students. A lesson plan must be prepared and distributed to everyone in the class. The lesson plan should include the following elements: lesson objectives, needed equipment, selected activities and management (MAC-Ping 4 step approach), and evaluation procedures (refer to student handbook).

He or she will be evaluated by three peers and the instructor regarding his/her teaching and written lesson plan. If the instructor's score is higher than the peers', the higher score will be given. If the instructor's score is lower than the peers', the average score between the instructor and the peers will be given.

4. A properly written lesson plan has 10 points value

5. Field Observation (10 points): You are expected to observe one period of elementary physical education class of your choice taught either by classroom teacher or elementary physical education specialist. Observation form is enclosed in the Appendix of the student handbook. A written summary and critique for the observation is required.

6. Final project (10): All lesson plans taught by peers and the instructor, lecture notes, and other distributed written materials during the class are required to put into the Appendix of your class handbook and turn in on the last day of the class.

7. Bonus Project: Bonus projects are available and it can upgrade your final grade to 10%. The project may include community services, research programs, and other things related to the course content but not required by the class.

Evaluation:

1. Mid-Term	.....	30 points
2. Final Project	.....	10 points
3. Peer Teaching	.....	40 points
4. Lesson Plan	.....	10 points
5. Observation	.....	10 points

Total 100 points

6. Bonus Project 10 points

Policy Statement:

Quizzes and Exam: Make-ups are allowed with the instructor's approval.

Late work/papers: No late work is allowed

Typing: Papers must be typed & doubled spaced

Late for Class: Lateness is disturbing and is discouraged.

Attendance: Two unexcused misses result in a lowered grade.

TENTATIVE SCHEDULE
(lecture)

Day 1 Orientation	Monday Chapter 1	Chapter 2
Day 2	Tuesday	Chapter 2 Activities
Day 3	Wednesday	Chapter 3 Activities
Day 4	Thursday	Chapter 4 Activities
Day 5	Monday	Chapter 5 Chapter 6 Chapter 7
Day 6	Tuesday	Chapter 8 Chapter 9 Chapter 10
Day 7	Wednesday	Peer teaching day 1
Day 8	Thursday	Midterm
Day 9	Monday	Field Observation
Day 10 – 12	Tuesday– Thursday	peer teaching (day 2 to day 4) Final project Due on Thursday

Caveat:

The above schedule and procedures in this course are subject to change in the event of extenuating circumstances.

Chapter and Lab Assignment

Chapter	Quiz MT	FB	Coding sheet			Total	
			Move.	ALT-PE	On-Task		
1. Introduction							
2. Curriculum Development							
3. Teaching Effectiveness							
4. Safety & Legal Liability							

Final Grade Progressive Sheet:

Points

Mid-term Exam	30 points	
School Observation	10 points	
Lesson Plan	10 points	
Peer Teaching	40 points	
Reflection Paper	+ & -	
Final Project	10 points	
Section 1 Points	+ & -	

Peer Teaching

Sign-up Sheet

Day 7

Wednesday

Day 10

Tuesday

1 _____

1 _____

2 _____

2 _____

3 _____

3 _____

4 _____

4 _____

5 _____

5 _____

6 _____

6 _____

Day 11

Wednesday

Day 12 Thursday

1 _____

1 _____

2 _____

2 _____

3 _____

3 _____

4 _____

4 _____

5 _____

5 _____

6 _____

6 _____

Chapter 1

Introduction

1. What is Physical Education?
 - Education through Movement,
 - “an integral part of the total education that primarily contribute through movement experience to total growth and development of all children” (Pangrazi)
 - “A process through which an individual obtains optimal physical, mental, and social skills and fitness through physical activity” (Lumpkin)
2. Objectives and domains of Physical Education
 - Psychomotor
 - Cognitive
 - Affective
3. Physically Educated Person – outcomes of Physical Education
 - has learned skills necessary to perform a variety of physical activities
 1. Moves using concepts of body awareness, space awareness, effort, and relationship (movement education).
 2. Demonstrates competence in a variety of manipulative, locomotor, and non-locomotor skills (fundamental movement).
 3. Demonstrates competence in combinations of manipulative, locomotor, and non-locomotor skill performed individually and with others (lead-up games and activities).
 4. Demonstrates competence in many different forms of physical activity (specialized skills).
 5. Demonstrates proficiency in a few forms of physical activity.
 6. Has learned how to learn new skills.
 - is physically fit
 1. Assesses, achieves, and maintains physical fitness (aerobics, strength, flexibility, and body composition).
 2. Design a safe, personal fitness program in accordance with principles of training and conditioning.
 - does participate regularly in physical activity
 1. Participate in health enhancing physical activity at least three times a week.
 2. Select and regularly participate in lifetime physical activities.
 - know the implications of and the benefits from involvement in physical activities.
 - 1) Identifies the benefits, costs, and obligation associated with regular participation in physical activity.
 - 2) Recognize the risk and safety factors associated with regular participation in physical activity.
 - 3) Applies concepts and principles to the development of motor skills
 - 4) Understands that wellness involves more than being physically fit.

- 5) Knows the rules, strategies, and appropriate behaviors for selected physical activity.
 - 6) Recognize that participation in physical activity can lead to multi-cultural and international understanding.
 - 7) Understands that physical activity provides the opportunity for enjoyment, self-expression, and communication.
- Values physical activity and its contributions to a healthful lifestyle
 - 1) Appreciates the relationships with others that result from participation in physical activity.
 - 2) Respects the role that regular physical activity plays in the pursuit of life-long health and well-being.
 - 3) Cherishes the feelings that result from regular participation in physical activity
4. The Evolution of Elementary Physical Education.
 - (1) German and Swedish Systems (1920-30)
Gymnastics and Exercise programs
 - (2) WW I (1930s)
Games, sports, calisthenics
 - (3) WW II (1940s-50s)
Kraus-Weber tests results
Fitness Movement,
President's Council on Fitness
 - (4) Movement Education (1960s)
Movement Concepts (space awareness, etc.)
Creative, exploratory, cognitive approach against rigid games and calisthenics
 - (5) Perceptual Motor Skills (1970s)
Cephalocaudal and Proximodistal
For the slow academic learner
Laterality, eye-hand coordination, etc.
 - (6) Conceptual Learning (1980s-1990s)
Knowledge of Subdisciplines
Basic Stuff (widely used publication)
 - (7) Value and Attitude Dev. (1980s-1990s)
Belief, feeling, value, and judgment
 - (8) Federal Mandates (1970s-199s)
Title IX Gender equity
PL 94-142 Equal Rights for Students With Disabilities
 - (9) Holistic Wellness (1990s)
All dimensions emphasized
 - (10) "Back to Basics" (1990s)
"Nation at Risk"
emphasizes basic Education and excludes Physical Education
 - (11) Fitness Resurgence (1990s)
Profitable Industry
Health Consciousness
 5. Organizations and Publications
AAHPERD, CAHPERD, AAHPERD Journal, JTPE, Adapted PE Quarterly

Chapter 2 Curriculum Development

Elementary Physical Education Curriculum Models

- ❖ Pangrazi (introductory, fitness, lesson focus, and closing activity)
- ❖ Gallahue (Developmentally Appropriate Physical Education)
 - Targeting each individual child's specific needs
 - Learning Domains (psychomotor, cognitive, affective)
 - The developmental triangle: individual, environment, task (Dynamic Theory)
 - Modifying the activity
- ❖ Graham (skill learning)
- ❖ Housner (integrated approach)
- ❖ SPARK
- ❖ And others

- ❖ Learning Through Guided Play (Mac-Ping Activity Approach)

Lesson Structure

1. Multicultural Encounter
 - Themes: country, region, cultural, ethnicity
2. Learning Through Guided Play
 - Movement Concepts
 - spatial awareness
 - effort
 - relationships
 - Fundamental Skills
 - stability
 - locomotor
 - manipulative
 - Rhythmic Activities
 - Specialized Skills
2. Integrated Activities

3. Cooperative Experience
 - ice breakers, deinhbitizor, trust/spotting
4. Making Connections

Elementary Physical Education Conceptual Framework

- ❖ **Psychomotor**
 - fundamental movement education
 - ❖ locomotor skills
 - ❖ non-locomotor skills
 - ❖ manipulative skills

 - Stages of Development
 - initial •elementary •mature

movement education

body awareness
 space awareness
 effort
 relationship

Sensorimotor and perceptual motor

- Kinesthetic
- Visual
- Tactile
- Auditory

specialized skills and activities

individual
 dual
 team
 rhythms and dance
 integrated
 cooperative
 cultural
 combatives
 outdoor education
 gymnastics and tumbling
 mechanics of body movement

Stages of Development

- transition •application •lifetime physical activity

Classroom Activities

- Integrated activities
- Raining day activities

Fitness

Health related fitness

Cardiovascular endurance
 Muscular strength and endurance
 Flexibility

Skill related fitness

- ❖ Speed
- ❖ Power
- ❖ Balance
- ❖ Coordination
- ❖ Agility

Holistic Wellness

- ❖ Exercise
- ❖ Stress management
- ❖ Mental and emotional
- ❖ Nutrition
- ❖ Environmental
- ❖ Spiritual

❖ Cognitive

knowledge of how to learn new skills
 rules and strategies of a sport and activity
 benefits of being physically active

physiological, psychological, social effects of participation in activity

❖ Affective

appreciation of cultural and international understanding
 enjoyment and exhilaration as a result of participation in activity
 social interaction through activity

Scope and Sequence of Elementary Physical Education Curriculum

1. NASPE Benchmarks (Chapter 1, Housner's text)
 - ❖ NASPE Curricular Benchmarks for Early Elementary School (K-2)
 - ❖ NASPE Curricular Benchmarks for Middle Elementary School (3-4)
 - ❖ NASPE Curricular Benchmarks for Upper Elementary School (5-6)

NASPE Physically Educated Person (indicated in the previous chapter)

Physical Education Framework for California Public Schools (K-12 framework book)

3. Kindergarten: How I Move in My Environment
 4. Grade One: Moving Through Space and Time
 5. Grade Two: My Partner and I – How We Move in Space
 6. Grade Three: Continuity and Change in Movement
 7. Grade Four: Manipulating Objects in and Through Space
 8. Grade Five: Manipulating Objects with Accuracy and Speed
 9. Grade six: Working Cooperatively to Achieve a Common Goal
2. Yearly plan and Weekly plans (15 weeks)
 - ©Kindergarten
 - ©1st
 - ©2nd
 - ©3rd
 - ©4th
 - ©5th
 3. Lesson Plan: objectives, equipment, Mac-Ping 4 step activities and management

Eight Steps to Curriculum Development

Determine Philosophical Values
 Develop Conceptual Framework
 Basic urges of children, characteristics and interests of children
 Review restrictive factors
 State program goals and objectives
 Select appropriate activities
 Organize into yearly plan, monthly plan, unit plan, and lesson plans
 Evaluate and modify curriculum

Developmental Characteristics

1) Early Elementary (Ages 5-7, K-2)

Psychomotor Development

- The body builds of both boys and girls are remarkably similar.
- The eyes are not generally ready for extended periods of close work due to farsightedness.
- Children are active and energetic. They need activity with frequent short rest periods.
- Perceptual-motor abilities are rapidly developing, but confusion often exists in body, directional, temporal, and spatial awareness.
- The body functions and processes become well regulated. A state of physiological homeostasis (stability) becomes well established.
- Children develop fundamental movement abilities in a variety of motor skills. Bilateral movements present more difficulty than unilateral movements.
- Fine motor control is not fully established, although gross motor control is developing rapidly.
- The cephalocaudal (head to toe) and proximodistal (center to periphery) principles of development apply.
- Both boys and girls are full of energy but often possess low endurance levels and tire easily. Responsiveness to training, however, is great.
- Most fundamental movement abilities have the potential to be well defined by the beginning of this period.

Cognitive Development

- There is constantly increasing ability to express thoughts and ideas verbally.
- A fantastic imagination enables imitation of both actions and symbols with little concern for accuracy or the proper sequencing of events.
- There is continuous investigation and discovery of new symbols that have a primarily personal reference.
- The "how" and "why" of the child's actions are learned through almost constant play.
- Children transition from self-satisfying behavior to fundamental socialized behaviors.

Affective Development

- Children are egocentric and assume that everyone thinks the way they do, resulting in quarrelsome and reluctant behavior to share and get along with others.
- They are often fearful of new situations, shy, self-conscious, and unwilling to leave the security of that which is familiar.
- They are learning to distinguish right from wrong and are beginning to develop consciences.
- 3 and 5 year olds are often viewed as stable and conforming in their behavior.
- Self-concept is rapidly developing. Wise guidance, success-oriented experiences and positive reinforcement are especially important during these years.

Practical Application

- Plenty of opportunity for gross motor play must be offered in both undirected and directed settings.
- Movement experiences should stress movement exploration and problem solving activities to maximize the child's creativity and desire to explore.
- The movement education program should include plenty of positive reinforcement to encourage the establishment of a healthy self-concept and to reduce the fear of failure.
- Stress should be placed on developing a variety of fundamental locomotor, manipulative, and stability abilities, progressing from the simple to the complex as the child becomes "ready."
- Because of children's often awkward and inefficient movements, be sure to gear movement experiences to their maturity levels.
- They are not capable of abstract thinking and deal best with concrete examples and situations during the beginning of this period.

- The child is self-centered and plays poorly in large groups for extended periods of time during the primary years, although small-group situations are handled well.
- The child is responsive to authority, "fair" punishment, discipline, and reinforcement.
- Provide a wide variety of activities that require object handling and eye-hand coordination.
- Begin to incorporate bilateral and cross-lateral activities, after unilateral movements have been fairly well established.

2) Middle and Upper Elementary (Ages 8-11, Grade 3-6)

Psychomotor Development

- Growth is slow, especially from age 8 to the end of this period. There is a slow but steady pace of increments, unlike the more rapid gains in height and weight during the preschool years.
- Girls are generally about a year ahead of boys in physiological development, and separate interests begin to emerge toward the end of this period.
- Reaction time is slow, causing difficulty with eye-hand and eye-foot coordination at the beginning of this period. By the end they are generally well established.
- Children are often farsighted during this period and are not ready for extended periods of close work.
- Basic skills necessary for successful play become well developed.
- Activities involving the eyes and limbs develop slowly. Such activities as volleying or striking a pitched ball and throwing require considerable practice for mastery.
- This period marks a transition from refining fundamental movement abilities to the establishment of transitional movement skills in lead-up games and athletic skills.

Cognitive Development

- Attention span is generally short at the beginning of this period but gradually extends. Choose activities that keep kids interested.
- Children are intellectually curious and anxious to know "why".

Affective Development

- Interests of boys and girls are similar at the beginning of this period but soon begin to diverge.
- The child is often aggressive, boastful, self-critical, over-reactive, and accepts defeat and winning poorly.
- There is an inconsistent level of maturity: the child is often less mature at home than in school.
- Children are adventurous and eager to be involved with a friend or group of friends in "dangerous" or "secret" activities.
- The child's self-concept becomes firmly established.

Practical Application

- Children need help in making the transition from the fundamental movement phase to the specialized movement phase.
- Opportunities for gradual introduction to group and team activities should be provided at the proper time.
- Children at this level learn best through active participation. Integration of academic concepts with movement activities provides an effective avenue for reinforcing critical thinking skills.
- Begin to stress accuracy, form, and skill in the performance of movement skills.
- Encourage small-group activities followed by larger-group activities and team sport

- experience.
- Use of rhythmic activities to refine coordination is desirable.
 - Specialized movement skills are develop and refined toward the end of this period.
Plenty of opportunity for practice, encouragement, and selective instruction is important.
 - Participation in youth sport activities that are developmentally appropriate and geared to the needs and interests of children should be encouraged.

Chapter 3

Teaching Effectiveness

Factors Influencing Teaching Effectiveness

Personal attributes (positive attitude, healthy rapport with students, etc.)
 Students' characteristics (social-economic status, community concerns, etc.)
 Environment (indoor, outdoor, playground facilities, etc.)
 Equipment (adequate equipment for all age-appropriate activities)
 Management skills (managerial routines, discipline, token economy, etc.)
 PCK – Pedagogical – Content Knowledge
 Instruction (teaching styles, teaching modes, instructional cues and sequences, etc.)
 Planning (curriculum plan, yearly plan, lesson plans, etc.)
 Evaluation (process vs. product, systematic system, etc.)

Class Management Skills and Techniques

- Establish class managerial routines
 - ©Signals
 - ©Verbal commands
 - ©Class procedures (routines)
 - ©Water break
 - ©Behavior management (see below)
 - ©Equipment management
 - ©Managerial games

- Behavior modification techniques
 - ©Proactive rather than reactive
 - ©Positive and negative reinforcements (primary, secondary, Premack Principle, vicarious)
 - © Procedures for decreasing behavior (reinforcing incompatible, low response rates and other behaviors, removing positive stimuli - response cost, punishment, and time out)

- Developmentally Appropriate Behavior Management
 - I. Direct Guidance** - the use of physical and verbal skills to influence children toward appropriate autonomous behaviors
 - A. Physical Guidance** (Non-Verbal Behaviors) - The use of physical proximity and physical skills to influence children.
 1. **Eye Contact:**
 - a. Bends, stoops, or sits to meet children at eye level
 - b. Uses spontaneous eye contact
 - c. Looks directly at children while talking
 - d. Looks directly at children while listening
 2. **Body Posture:**
 - a. Leans slightly forward
 - b. Turns body to face children while talking and listening
 - c. Relaxed body posture
 - d. Gestures with hands and arms while talking
 - e. Initiates appropriate touches to make contact, to provide

comfort

- f. Reciprocates appropriate touches when solicited by children
- g. Body language confirms verbal messages
- h. Affirmative head nods, gestures
- i. Smiles appropriately

3. **Vocal Quality:**

- a. Uses calm, controlled voice
- b. Speaks with appropriate loudness
- c. Varies pitch, tone, rhythm, loudness
- d. Quiets voice to get attention

4. **Proximity:**

- a. Speaks to children from appropriate distance
- b. Uses physical proximity to remind children of adult presence
- c. Makes physical contact with children before speaking

B. Verbal Guidance - The use of words to influence children:

- a. Tells children what to do rather than what to stop doing
- b. Uses summary statements linking causes and effects
- c. Uses short, meaningful sentences with the action part first
- d. Uses statements to describe observations and to focus children's attention
- e. Uses open-ended questions effectively to engage discussion
- f. Models courtesy and social conventions
- g. Gives understandable explanations for rules and limitations
- h. Gives limited choices when appropriate; avoids posing rhetorical questions
- i. Uses "constructions" rather than instructions to assist children to reason
- j. Uses new vocabulary words in meaningful context

C. Affective Guidance - The use of physical and verbal skills that influence children's abilities to deal with their emotions or those of other people.

- a. Uses "I-messages" effectively to explain adult's feelings
- b. Uses descriptive feedback to acknowledge children's behaviors
- c. Acknowledges children's feelings without judgment
- d. Expresses sympathy
- e. Expresses empathy
- f. Reflects children's feelings. Helps children to express feelings with words
- g. Reinforces appropriate behaviors by praising behaviors and not persons
- h. Uses summary statements to contact children's behaviors with events
- i. Encourages and reinforces respectful behavior

II. Indirect Guidance--The management of the space, materials, and people in the environment to influence children toward appropriate autonomous behavior:

- a. Completes preparations for daily program before children arrive

- b. Arranges furniture to maintain separate and sufficient play spaces
- c. Provides appropriate numbers of materials for each activity
- d. Arranges materials attractively to invite participation
- e. Maintains safe, clean environment
- f. Maintains attractive, positive, supportive, relaxing classroom atmosphere
- g. Rearranges physical and social environment when necessary

III. Classroom Management Skills--Attending simultaneously to the needs of individuals and the group, as well as to the management of the overall learning environment in order to maintain developmentally appropriate programming:

- a. Redirects inappropriate behaviors into appropriate behaviors
- b. Avoids calling attention to inappropriate behavior when feasible; ignores in-appropriate behaviors that do not affect others
- c. Engages children's attention and maintains attention
- d. Touches base frequently with every child individually throughout the day
- e. Manages transitions effectively
- f. Maintains predictable schedule, routines, rituals
- g. Maintains continuous classroom rhythm, does not keep children waiting
- h. Uses constructive strategies to assist children to resolve conflicts
- i. Maintains developmentally appropriate expectations for children's performance
- j. Intervenes effectively to prevent event/situation
- k. Confronts inappropriate behaviors when necessary; intervenes confidently
- l. Assists children to resolve conflicts using constructions
- m. Scans total environment; notes change worthy situations and behaviors and acts to prevent

Instructional Skills – Pedagogical Knowledge

•Mosston's teaching styles (from teacher centered to student centered)

- © Command style
- © Task style
- © Reciprocal style
- © Individual Program (teacher's design)
- © Guided discovery
- © Problem solving
- © Individual program (student's design)

•Teaching Modes (from least intensive to most intensive)

- © Verbal instruction
- © Physical demonstration
- © Physical guidance

•Instructional Cues

- © Action oriented cues ("step toward the target", "keep your eyes on the ball")
- © Integrated cues ("step, rotate, throw", "stride, swing, follow through")

•Instructional Sequences

- © Teaching modes - specific observation - feedback
- © Specific observation -feedback -teaching modes
- Teaching Appropriate Activities/Pedagogical Kinesiology
 - © Skill analysis
 - © Task analysis
 - © Activity analysis
 - © Activity modifications and adaptations
- ❖ Teaching students with disability
 - Public laws – IDEA and ADA of 1990
 - Key components of the laws: mainstreaming/inclusion, free appropriate education, least restrictive environment, direct and related service, due process, IEP
 - IEP Components: Present Level of Performance, Annual goal and short term objectives, Statement of services, Schedule of services, Criteria-procedures-schedule for evaluation, and Transition services.
 - Qualified disabilities: MR, LD, VI and AI, EDD and EDHD, Orthopedic Disabilities, Asthma, CP, Cardiac problems, diabetes, AIDS/HIV, Malnutrition
 - Offer activity to be challenged by modifying rules, equipment, size of participants, and other modifications if necessary.

Systematic Evaluation and Assessment

- Process evaluation
 - √Student Behavior Variables
 - ©ALT-PE (Academic Learning Time in Physical Education)
 - ©Motor Inappropriate
 - ©Supporting
 - ©Cognitive
 - ©On Task
 - ©Off Task
 - ©Interim
 - ©Waiting
 - √Teacher Behavior Variables
 - ©General Observation
 - ©Specific Observation
 - ©Encouragement
 - ©Positive Feedback
 - ©Corrective Feedback
 - ©Management
 - ©Verbal Instruction
 - ©Modeling
 - ©Physical Guidance
 - ©Non Task Verbal
- Product Evaluation
 - ©Fitness tests, ©Skill Tests, ©Knowledge Revisits, ©Participation

Chapter 4

Safety and Legal Liability

Minimizing the Effect of a Law Suit

- ❖ **Liability Insurance**
 - Purchase liability insurance
 - ensure the school provides for your coverage
 - up to \$500,000 is most common
 - Join AAHPERD, group liability insurance policy can be purchased for a moderate amount

- ❖ **Record keeping**
 - Accident report, not personal interpretation of the accident
 - Only discuss the fact on the accident report sheet with administrators or reporters
 - Written lesson plan and other necessary teaching document

- ❖ **Supervision Checklist**
 - Never leave a class unsupervised
 - Be aware of possible dangers in playing area
 - Post safety rules in the area
 - All students are in view
 - Do not leave equipment and apparatus unsupervised
 - Do not consent to supervise activities in which you are not qualified to anticipate possible hazards
 - Manageable numbers of participants
 - Recess and play ground must be supervised and documented in principle's office
 - Supervision procedures must be preplanned and incorporated in daily lessons
 - Supervision procedure should include what to observe and listen to, where to stand for the most effective view, and what to do when a problem arises

- ❖ **Instruction Checklist**
 - Teachers are adequately trained in all the activities that they are teaching
 - Teachers have first aids training
 - Supervisors have access to a written lesson plan
 - Students have been warned of potential danger of the activities
 - Sequence all activities from easy to difficulty
 - Scrutinize high-risk activities to ensure that all safety procedures have been implemented
 - Activities selected in the curriculum must be within the developmental limits of the students
 - Document a written lesson plan
 - Never force students to do an activity
 - Students have right not to participate in an anticipated danger activity
 - Equipment safety consideration in each class
 - Activities should be selected to provide the contribution to growth and development of students as a part of the curriculum
 - Teacher honors students sick note from their parents
 - Spotting has to be done by teacher or trained students
 - Have written emergency care plan posted teaching area
 - Substitute teachers are given a written lesson plan

- ❖ **Equipment and Facilities**

Inspect all equipment and playing field regularly, keep the record, and send to the administrators

Inspection include: playing field (glass, rocks, metal objects), fasteners holding equipment (climbing ropes, bars, baskets), goals for games, padded areas, land pit filled and maintained properly

Equipment repair record

A written checklist of equipment an apparatus for the purpose of recording safety inspection

Nuisances and unsafe attractions remove from teaching area

Safety rules posted on facilities and teaching area

Playing fields are arranged to prevent run into each other

❖ Emergency Care

Written procedure for emergency care

Properly trained teachers in first aid

Emergency call to 911, administrators, and parents are readily available

Health folders are readily available

Access to emergency supplies

Document the incidents

Local medical access

Transporting students if necessary

Chapter 5

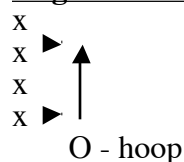
Multicultural Encounter

(K – 6th)

1. Spearing the Disk

Origin: Ethiopia
 Age: 9 - older
 Area needed: Large outdoor area, with flat Surface
 Equipment needed: Hula Hoops, small balls (foam)

Organization:



How To Play:

Each player has an object (ball) to throw. The leader has the hoops. Players form a line, shoulder to shoulder, arm's-length apart, facing the path the rolling hoops will take. When the leader rolls a hoop, each player attempts to throw the object through the moving hoop as it passes. Players who fail to throw their objects through the hoop are eliminated until only one player remains (modify this activity to be a non-elimination game). After the hoop passes everyone, players retrieve their objects.

Modification:

10. Award players who throw their objects through the hoop a point. Choose a number to play to before beginning.
 - Choose a person to be a hoop roller at the other end of the line.

2. Boa Constrictor

Origin: Ghana and Togo
 Age: 8 and older
 Area: Any large area
 Equipment: Chalk or cones to mark home area

How To Play

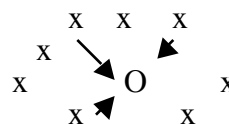
Mark the boundaries of a large playing area. Mark an area approximately 10 feet square within the larger area as the snake's home. To begin the game, choose one person to be the snake. The snake chases other players, attempting to tag one. A tagged player joins hands with the snake. Now either player's free hand can tag other players. The newly tagged players join hands with whomever tagged them. If the snake breaks (players drop hands), free players can tag the snake parts. If any part is tagged before the snake can rejoin, this forces the entire snake to return home to reattach all parts. The last free player wins. A good strategy for the snake to use is to circle the free players, making it easier to tag them.

Modifications:

3. Pebble Toss

Origin: Guinea
 Age: 9 and older
 Area: Outdoors
 Equipment: Small balls, nuts, or pebbles, large food can (No. 10) or small pail

Organization:



How To Play:

Dig a small hole in sand or dirt. All players stand approximately 10 feet from the hole. One at a time each player tries to toss a pebble, small ball, or nut into the hold. The player who throws a pebble into the hold or nearest the hole is the starter and tosses again. If the pebble goes into the hold, the player scores a goal. The player scoring the goal takes a seat near, but not blocking, the hole. The others take turns tossing for a goal. The seated player tosses his pebble at the other players' airborne pebbles, attempting to block shots. When a player scores a goal, he changes places with the seated player. When all players have scored, the game is over. The last scorer becomes the first seated defender in the next game.

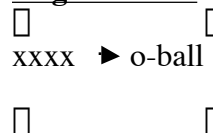
Modifications:

- Use a large can or pail as a goal instead of a hole. Because you don't have to dig a hole, you may play this adaptation on the grass or pavement.
- Use a trash barrel and tennis balls instead of pebbles and a hole, pail or can.

4. Ball Race

Origin: Native American Tribes (Zuni, Pima, Papago, Tarahumare)
 Age: 9 and older
 Area: Large open space (gym or outside)
 Equipment: Ball, or bean bag, Or a stick and a small hoop (deck tennis ring)

Organization:



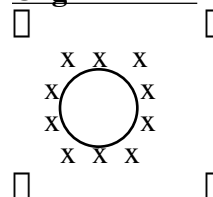
How To Play:

As the race begins, the lead runner is positioned at the starting line with the other team members dispersed several yards away to kick the ball again on landing. While one member kicks the ball, the others run ahead to be in position to kick the ball again. This approach continues for the length of the racecourse. Accuracy in kicking is as important as the ability to run and kick because the ball could land among rocks or in other areas and can only be retrieved from these areas with sticks, as the ball cannot be touched with the hands. Women often use sticks to toss a hoop or ring ahead rather than kicking a ball.

5. Kuwakha Nchuwa (Tossing Stones)

Origin: Malawi
 Age: 8 and older
 Area: Hardtop or grassy area
 Equipment: 100 to 200 small, smooth pebbles or any shape, (small round pebbles the size of a large marble or small ball), and chalk.

Organization:



How To Play:

Draw a circle two to three feet across on hardtop or scratch a circle in the dirt. Heap the smooth pebbles in the center of the circle. The players sit around the circle. The first player tosses the round pebble in the air. While the pebble is in the air, the player quickly picks up a smooth pebble from the pile in the circle and catches the tossed pebble in the same hand that is holding the pebble from the pile. If they miss the catch, they return the smooth pebble to the circle pile. If they catch the round pebble, they lay the smooth pebble by their side. Each player tosses the round pebble 10 times (or another preset number of times), then passes it along to the next player. Players may continue picking up one stone at a time or may increase the number pickup by one stone each turn until they're picking up five at a time. When everyone had had a turn, the player with the most stones collected wins.

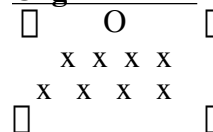
Modification:

7. Make this a more cooperative game by dividing the players into pairs or small groups and counting the collective score for each team.

6. My Little Bird

Origin: Tanganyika (Tanzania)
 Age: 5 and older
 Area: Any open space
 Equipment: None

Organization:



How To Play:

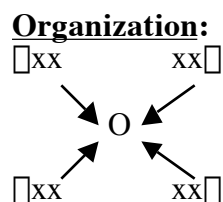
The leader stands before the group and say, "My little bird is lively, lively". She then quickly calls out the name of anything she wishes. For example, she might say, "Goats fly". If the thing names can fly, the children flap their arms like they're flying. If the thing can't fly and a player flaps their arms in error, the player is eliminated. The last remaining child wins the game.

Modifications:

11. Make the game non-elimination. If they perform the skill in error, they must do some type of physical skill and then they are back in the game.

7. Catching Fishes in the Dark

Origin: China
 Age: 8 or older
 Area: Open area can be in a classroom
 Equipment: 1 Blindfold, colored strips of cloth (1 per child)

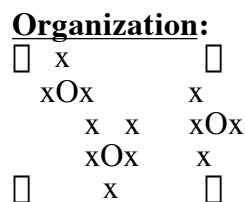


How To Play:

Blindfold 1 player. The remaining players each hold a colored strip of cloth. The blindfolded child calls out what color of fish s/he is fishing for. Those players try to sneak across the circle without being tagged. If tagged, they drop their flag and continue across the circle. After all of the colors are called, count the flags in the middle. Compare how many of each color were caught to reinforce concepts of "most" "least". The teacher selects the next fisherman. Ask the class what strategy helped the fisherman catch fish? (Listening).

8. Plate Spinning

Origin: Malaysia
 Age: 8 or older
 Area: Open space with a flat hard surface (blacktop, gym floor, classroom floor)
 Equipment: 1 Frisbee for each person



How To Play:

Divide class into groups of 4-6 students. Students sit or kneel on the floor. One player spins the Frisbee in the circle and calls out another player's name. Players whose name was called attempts to catch the frisbee before it stops spinning. Each group decides how big the circle needs to be for a challenging distance. May keep score by awarding letters for a missed attempt.

Modifications:

- Increase or decrease the circle size to the appropriate challenge level of the students.
- Start with a partner situation and move to a small group.

9. Stick Exchange

Origin:	Egypt	Organization:		
Age:	5 or older	□		□
Area:	Large open space preferably on the grass	xx	xx	xx
Equipment:	Sticks (12 sheets of newspaper rolled and taped make a wonderful stick)		xx	
		xx	xx	xx
		□		□

How To Play:

Divide the class into partners. Each partner must have a "stick". Each partner balances their stick with one end on the ground and the other end in the palm of their hand. Partners face each other about 2 feet away. On a given signal, each partner lets go of their stick and catches their partner's stick before it hits the ground. As the partners get better have them move further and further away from each other, increasing the distance between the sticks.

Modification:

- Increase the number of people in the group.
- Have the partners/group rotate a specific way each time a specific work is used.

10. Catch Your Tail

Origin:	Nigeria	Organization:		
Age:	6 and older	□		□
Area:	Any	xx	xx	xx
Equipment:	Handkerchiefs or cloth scraps		xx	xx
			xx	xx
		□		□

How To Play:

Divide the class into partners. Tuck a handkerchief in the back of the pants or skirt of one partner. The partner with the handkerchief stands behind the other partner, holding the waist or shoulders of their partner. On the signal to begin, the pairs chase each other, trying to steal the handkerchiefs from other pairs without letting go of each other. If partners let go, they must immediately stop chasing until they rejoin themselves. When a pair loses their handkerchief, they move to the sideline. The traditional game plays until everyone except one team is eliminated.

Modifications:

- Change to a non-elimination game. Those who lose their "tails" must move to the sideline and do a specific set of skills and then get back into the game.
- Modify the locomotor skills

11. Round Hopscotch

Origin: England
 Age: 5 and older
 Area: any hardtop area
 Equipment: chalk or floor tape, small smooth stone or other marker

Organization:

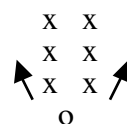
How To Play:

Draw a spiral, marking off boxes. Player number one hops on one foot, not touching any lines, through the spiral to the rest box. Allow the player to stand on both feet when in the rest box. After a short rest, the player turns and hops around the spiral back to the starting line. If he completes the spiral in and out, he writes his initials in any box, except the rest box. If playing inside, use cardboard name markers to claim boxes. Player number two begins the same pattern, but can't jump the initial box. Only the player whose initials are in the box may hop in it. Play continues until it is impossible to reach the rest square with out missing or hopping in some else's box. If a player steps in a claimed box, or on a line, his turn is over and he is eliminated. The last person remaining is the winner.

12. Goelki

Origin: Russia
 Age: 8 and older
 Area: Any
 Equipment: None

Organization:



How To Play:

This game requires an odd number of players. Designate one person as "it". The remainder of the players form a double line. "It" stands three to five feet behind the last pair in line. "It" shouts, "Go"! The last pair in line splits and runs to the front of the line, one on each side of the line. They try to reach the front of the line and join hands before "it" tags either one of them. If the couple is successful, "it" returns to the back of the line. If "it" tags a runner, the tagged runner becomes "it" and the old "it" joins the front of the line as part of the chased couple. Caution the players in line to stand still while others are running.

13. Bowling The Maika Stone

Origin: Hawaii
 Age: 12 and older
 Area: Smooth, flat area
 Equipment: Flat, round stones (Patio floor type- deck tennis rings), round wooden "stones" approximately 6 inches in diameter, two cones or sticks to mark a goal.

Organization:



How To Play:

During Makahiki, the festival games, bowling the Maika stone was a popular professional sport. A good player could accurately bowl this stone, sometimes made of lava, through a goal 30 to 40 yards away. Some players were accurate up to 100 yards. The Maika stones originally used in Hawaii were very heavy and more difficult to bowl than the stones used today.

If you are playing on grass, drive the sticks into the ground 6 to 12 inches apart to create a goal. If you are playing on pavement, arrange the cones to create a goal. Each player takes a turn bowling a stone from a starting line that is 20 to 25 feet from the goal. The player whose stone lands the closest to the goal is awarded 1 point if no other stones go through the goal. All stones rolling through the goal are awarded 3 points. Play to 11 or 21 points.

Modifications:

8. The game may be played in teams, in which case, points for all team members would be cumulative.
9. In any version of the game, determine the distance from the starting line to the goal based on the ages and skill level of the students.

14. Reloj (Clock) (Page 68)

Origin: Peru
 Age: 6 and older
 Area: Any with high ceilings
 Equipment: Long jump ropes

How To Play:

Two players turn the rope; the others form a line of jumpers (short line). The object is to give the time, 1 o'clock, to 12 o'clock, by running in, jumping the correct number of times, and running out - without missing or getting hit by the rope. After jumping the correct number and running out, the jumper goes to the end of the line. Players continue with the number of jumps, increasing from 1 to 12. If the jumper misses or touches the rope, he changes places with one of the turners. A jumper must run in immediately when it is his turn. Therefore, do not allow turns between players. If the jumper hesitates, he changes places with a turner.

Chapter 6

Cooperative Experience

(K-6th)

Objectives: The objective of all cooperative activities is for students to work in partners and/or small groups to cooperatively problem solve while performing various movements. Students will integrate all three learning domains: psychomotor, cognitive and affective.

Kindergarten

Theme: Mimicking

1. Partner Mimicking with Animals

- Each child chooses their own animal to imitate. Their partner must mimic their actions, and verbally identify the animal. Once identified, partners switch rolls.

Equipment:

*None

Organization:

*General/Personal Space

2. Partner Mimicking with an Object

- Child performs a movement pattern using an object. Their partner must mimic them, identify the movement if possible. Once completed, partners switch roles.

Equipment:

*At least 1 object per group

Organization:

*General/Personal Space

3. Partner Mimicking with an Emotion

- The child performs an emotion (i.e., happy, sad, excited, etc.). Their partner must mimic them, and identify the emotion. Once completed, the partners switch roles.

Equipment:

*Notecards with emotions

Organization:

*General/Personal Space

4. Small group mimicking of any of the previous lessons

format as above

Equipment:

*At least 1 object per group •Same

Organization:

*Groups of 4

*Verbally call out 4. Help guide students together.

*Introduce Whistle mixer.

5. Partner Trust Guided Mimicking of Teacher **Equipment:**

- Standing face to face, 1 step apart, palms of hands together with partner in front of body, shoulder height.
- Lean forward at the same time, elbows bent, without moving feet.
- Try not to get off balance.

*None

Organization:

*General/Personal Space

Variations:

1. Side to side using shoulders
 - stand side by side, 1/2 step away from partner
 - touch shoulders by leaning toward each other

2. Sitting down:
 - back to back. Lean against each others backs or interlock arms.
3. Face to Face:
 - standing
 - lean towards each other
 - lean away from each other holding hands
4. Circle:
 - face to face, hold hands, circle around.
 - Start slow then get faster. Try different heights, directions
 - Try partner, 4 people, small group

Theme: Hula-Hoop

1. Partner Hula Hoop

- With your partner, connect 2 body parts and make the hula-hoop move (circle) around the body parts.
- Suggestions: hands, arms, legs, feet, head, torso.

Equipment:

*10 hula hoops, 1 per group

Organization:

*General/Personal Space

2. Partner Creative Use of Hula Hoop

- How many different ways of moving with the hula hoops?
- Suggestions: over, under, through, around, partner holding it, hoop on ground.

Equipment:

*10 Hula Hoops, 1 per group

Organization:

*General/Personal Space

3. Crowding on the Island

- Place the hula hoop on the ground. Try to fit the group in the hula hoop without falling off the island.

Equipment:

*4 Hula Hoops

Organization:

*Groups of 5, 10, 20

4. Flaming Hula Hoops

- In a circle formation, hold hands. 1 hula hoop is placed on 1 person's arm. The object is to pass the hula-hoop around the circle without letting go of any one's hands. Increase the speed as skill increases. Increase the number of people in each group.

Equipment:

*4 Hula Hoops

Organization:

*Groups of 5, 10, 20

5. Group Balancing:

- Variations of balancing with a hoop. Hold onto the hoop with your partner and balance at different levels, forward, backward, side to side.

Groups Circling:

- Hold onto the hula hoop and circle as fast as you can. Add more people as you go.

Equipment:

*10 Hula Hoops

Organization:

*Partners, 3-4 people per hoop.

Theme: Rope Activities

1. Different ways of moving with a rope

- Balance/walk on curvy rope. Make different shapes on the ground with the rope.
- Balance facing each other and not facing each other holding onto the rope.

Equipment:

*1 jump rope per group.

Organization:

*Partner, small groups of 4.

2. How do you use the ropes with a partner?

- Swing rope back and forth, everyone else jumps the rope.
- People swinging the rope must hiss like a snake.

Equipment:

*1 jump rope per group

Organization:

*4-5 people, 10, whole class

3. Balancing with a Partner

- Face each other, hold onto the rope, lean back.
- Backs to each other, hold onto the rope, lean forward.
- Sitting, facing each other, hold onto the rope, lean back. Stand up and try to sit back down.

Equipment:

*1 jump rope per group.

Organization:

*General/Personal space.

4. The Bulldog

- 4 Children hold a rope to form the corners of a square. On a signal, each tries to pull the other 3 corners to their side.
- Square tug of war

Equipment:

*1 jump rope per group

Organization:

*Groups of 4

5. Group Drawing

- Group is given a rope and told to close their eyes. Once their eyes are closed, they are told to make a shape. They must make the shape as a group.
- Suggestions: circle, square, triangle, letters, numbers.

Equipment:

*2 jump ropes tied together

Organization:

*Groups of 4.

Theme: Ball Activities

1. Moon Ball

- The object is to keep the ball in the air, without letting it hit the ground.
- Break your previous record.
- Move from one side line to the other as a group.

Equipment:

4-5 Beach Balls

Organization:

*4-5 per group then 8, whole class.

- Add more balls to increase difficulty.

2. Over/Under/Side to Side Relay

Move the object from the front to back in the suggested pattern (over head, under legs, twist right, twist left, repeat).

- Suggestions: standing, kneeling, sitting, laying down. (Hands, feet, body parts)

Equipment:

*1 ball per group

Organization:

* Squad formation 4-5 per squad

3. Ball Pass Without Hands

- Pass ball without hands to next person. Use chin, arms, legs, feet, knees, elbows, etc
- Try not to drop ball.
- Suggestions: Use different types of balls.

Equipment:

*1 ball per group

Organization:

*Small groups, increasing the size as skill increases.

4. Circle Speed Toss

- Call persons name then toss ball to them. Must keep the same pattern. Try to go faster and faster each time.
- Suggestions: 1. Have people get close to each other. 2. Stand in a line in the order that the ball get tossed. 3. Roll ball down line on peoples hands

Equipment:

*1 ball/object per group

Organization:

*Small groups

5. Buffer Ball

- Using an earth ball, lean forward, backward or sideways while the rest of your group is on the other side of the ball holding you up. Must trust your group members.

Equipment:

*1-5 Earth Balls

Organization:

*4-5 people, increase to 8-10, whole class.

Theme: Circle Activities

1. Impulse

- Sit in big circle, hold hands. Start with 1 person squeezing the hand of someone else. See how fast the squeeze makes it around the circle.
- Suggestions: Tap hand on lap (right, left, next person); Hand, hand, stomp, stomp, next person, repeat; Hand, hand, stomp, stomp, add personal noise; Standing; Hand jive.

Equipment:

*None

Organization:

*Whole class in a circle.

2. Advanced Impulse

- Sit in a big circle, legs crossed, one hand on each neighbors knee. Your hand will be crossed with each of your neighbors. You will lightly tap your neighbors knee as taps go around the circle. Taps must be kept in order of hand arrangement.

Equipment:

*None

Organization:

*Whole class in a circle.

3. Group Juggling

- Start by tossing 1 object to a person across from you. Everyone must touch the object before it leaves the circle. Add more objects

Equipment:

*Balls, beanbags, rubber chicken, 10-15 various objects.

to increase difficulty.

4. Circle Sit

- Have group stand in a circle, get close together. Turn so everyone is facing in one direction. On the count of 3 everyone sits on the lap of the person behind them.
- Suggestions: hands in the air, give massage, try to stand up from the sitting position. Start using a small group and work your way up to the whole class.

Equipment:

*None

Organization:

*Small group form a circle, work up to the whole class.

5. Willow in the Wind

- Form circle, one person in the middle. Circle faces in, 1 step away from middle person, use proper spotting positioning.
- Middle person with hands their across chest holds on to shirt, lean into circle people, eyes closed (optional).
- Circle passes person in different directions: around circle, back and forth.
- *Spotting Technique: hands up, palms facing person, fingers up. Legs positioned with 1-foot stride in front of the other. Knees bent. Absorb force by bending elbows.

Equipment:

*None

Organization:

*5 people per group
*1 person in the middle

Theme: People Activities

1. Yurt Circle

- Stand in a circle, grab the hands of 2 other class people. Can't be next to you.

Equipment:

*None

Organization:

*4-6 people, 8, 10, class

2. Bungee Brigade

- Form a square with 4 people. Each person will grab a rope that is attached to a bungee cord placed in the middle of the square. Teams are stationed next to their blindfolded teammate holding the rope. The object is to work as a group/team to verbally guide your blindfolded teammate in order to place the bungee around an object (roll or paper towels), pick it up and place it in a designated area.

Equipment:

*1 bungee cord, 4 ropes,
1 roll of paper towels,
4 blindfolds, 2 target zones.

Organization:

*1-2 groups
4 people holding ropes, at least 1 person with each blindfolded person.

3. Human Knot

- Stand in a circle, grab the hands of two other people (they can't be next to you). Try and untangle the human knot by stepping over, under and twisting around other students. Do not let go of the hands you are holding. The object is to form a circle with no knots in it.

Equipment:

*None

Organization:

*4-6 People, 8-10,
then the entire class

4. **Height Alignment**

- Eyes closed (blindfolded). Have class line up by height (tallest to shortest).
- Alphabetical order, birthday month
- Make different shapes

Equipment:

*None

Organization:

*General Space

5. **Trust Walk (Blindfold Orienteering)**

- One person is blindfolded. Their partner leads them around verbally throughout the course (obstacle/playground).
- They can hold onto their partner, or choose to just be lead around by their partner's voice.
- Variation: 1 sighted leader, everyone else blindfolded. They lead everyone through obstacle course.

Equipment:

*1 Blindfold per group of 2

Organization:

*Partners/small groups

Theme: TeamWork

1. **Johnny on the Spot: (Fruit Salad)**

- Form a circle, one person in the middle. The person in the middle must say something about themselves that's true. Whomever else it is true, must move from their spot to another open spot, while the person in the middle tries to get there first.
- This activity is a lot like musical chairs.
- Variations: Assign a fruit name to each person (4-5). Person in middle calls out fruit name, those with the name must switch places. If they call out "Fruit Salad", everyone must move.

Equipment:

*1 spot fewer than people

Organization:

*Circle formation, 1 person in the middle

*No fewer than 10 people

2. **Crevasse:**

- Make up a scenario (snow shoeing, etc.). Give each group six spots. They must take the whole group across the crevasse by using the spots to step on. Once the spots are placed on the ground they can not be moved.
- Increase or decrease the distance between the cones (boundaries), to challenge students appropriately.

Equipment:

*6 spots per group

*4 cones per group

Organization:

*Small groups of 6-10

*Set up in general space

□	□
start	finish
□	□

3. **Human Maze: (Indiana Jones)**

- The objective of the game is to figure out a passage through the maze. One person can go at a time. Once he/she steps on an incorrect spot, he/she must leave the maze. A new team member then tries, but can't make the same mistake twice.
- A solution should be identified before the

Equipment:

*25 spots.

Organization:

*5x5 maze

*Small groups of 6-10

game begins in order for the teacher to be able to tell the groups if their moves are correct/ incorrect.

4. Search for Your Identity:

- Each person is given a card with an animal name on it. There are pairs of 2 throughout the class. Everyone is blindfolded. Each student must make the sound of their animal to find their partner.

Equipment:

- *3 x 5 cards with animals
- *Blindfolds

Organization:

- *General/Personal Space

5. Trust Fall: (Trust Swing)

- One person falls forward and is caught by their two spotters. Start from a kneeling position, move to a standing position. Work at the students comfort level.
- Fall forward and backwards.
- Proper Spotting Technique:

Equipment:

- *None

Organization:

- *Groups of 3
- *General Space

Chapter 7

Movement Education (K-6th)

Objectives: The students will explore their personal and general space while using creative expression without touching other students.

1. Explore Personal Space:

- Seated/standing on personal spot/mats stretch your arms and legs in all directions.
- Cues: high, low, in front, in back, to the sides, stretch, twist, push, pull. Stay on spot/mat

Equipment:

*20 mats/spots

Organization:

```

X  X  X      X
      X  X  X  X
X  X  X  X  X

```

2. Explore General Space:

- Move in your general space w/o bumping into others.
- Cues: travel sideways, forward, backwards, high, low, gallop like a horse, jump like a rabbit, run quietly like a deer, etc.).

Equipment:

*None

Organization:

```

X  X  X  X  X
X  X  X  X
X  X  X  X  X

```

3. Zoo Traffic

- 4 cones without bumping into others students.
- Cues: change speeds, levels, directions.
- Progression: Reduce boundary size as they progress successfully.
- Add more obstacles, move w/music, move like animals (elephant, monkey, deer, giraffe, hippo, etc.).

Equipment: *4 cones

*Traffic Signs

Organization:

*General/Personal Space

```

X  X  X  X  X
      X  X  X  X
X  X  X  X  X

```

4. Robot Overload

- On a signal (drum), students move forward acting like robots. Teacher calls out specific types of movements that students must act out.
- Cues: short circuit, power off, confusion, small steps, jerky, stiff leg, excited, sad, move in different directions (backwards, sideways, zigzag, etc.)
- Progression: Reduce boundary size, move with partner, add obstacles, add music

Equipment:

*tape recorder

*music

*objects for obstacles

*4 cones (boundaries)

*drum

Organization:

*General/Personal Space

```

X  X  X  X  X
      X  X  X  X
X  X  X  X  X

```

5. Floating Balloon

- Objective:** Students will be able to move in multiple directions, and levels in different pathways in their personal space and general space.

- Students will travel through personal and

Equipment:

*music/tape player

*balloons

*drum

*objects for obstacles

*4 cones

general space (acting like a balloon) while listening to teachers instructional cues.

•**Cues:** How do balloons move? Have kids come up with the different movements.

Inflated, deflated, roll like balloon, float, pop, jerky, slow, soft, large, small, high, low, zigzag, curvy, etc.

•**Progression:** Use music, add obstacles, reduce size, move with a partner, etc.

6. Activity: Cat and Mice

Objective: Students will travel using different Pathways: zigzag, curve, straight, etc.

•Students will act like mice being chased by a cat traveling through personal and general space within the boundaries of the obstacle course. Once a mouse is tagged by a cat, they become a cat. Game ends when all mice become cats. Repeat. Cats move with hands as ears, mice place hands by mouth as whiskers.

•**Cues:** Cat must creep, mice must scurry, different levels, directions, pathways, softly, crawl.

•**Progression:** Increase/decrease boundary size, other animals (predators)

Organization:

Equipment:

*4 cones

*objects for obstacles

*object to identify cats: cat hats (1 per child)

Organization:

***General /Personal Space**

X	X	X	X	X	X
X	X	X	X	X	X
X	X	X	X	X	X

7. Shadow Dance

Objective: Students will travel through space using different extensions: large, small, far, near

•Students will dance w/their own shadow, or imitate others as a shadow. Moving with soft background music.

•**Cues:** Create a large shadow, small, what would a shadow look like if it were really far away (like an airplane), use imagination.

•**Progression:** Personal shadow, partner shadow, group shadow, object, animal, person, etc.

Equipment:

*music

*tape player

*4 cones for boundaries

Organization:

***General/ Personal space**

X	X	X	X
X	X	X	X

8. Wacky Wildlife

Objective: Students will travel as wild animals to explore levels, pathways, speeds, directions by using self-space and general space.

•Teacher holds up wildlife photos and identifies the animal. Students act like the animal: move, talk, while exchanging places with other students of the same animals as fast as they can. Last student without a spot calls out next animal

•**Cues:** Identify animals. (Bear) Identify specific ways they move (large, slow, 2 legs, 4 legs, growl, etc.)

•**Progression:** Teacher directed, student initiated (student in the middle to chose the animal), add more animals, change direction of pathway (forward, backwards, sideways, etc), themes: holidays (Halloween: ghosts, witches, etc.), ocean (creators of the sea), forest, desert, etc.

Equipment:

*20 spots

*animal pictures

*music (themes)

Organization:

*circle formation 10-20

		X	X	X		
X						X
X						X
X			X			X
X						X
X			X	X		X

9. Activity: Home Base

Objective: Students will move through their personal and general space exploring levels, directions, pathways, speeds.

•Small groups of students line up at a poly spot, this is their home base. Teacher has students move around within the boundaries acting like animals. When the teacher calls out home base, all group members must move as fast as they can back to their home base.

•**Cues:** move like your animal (high, low, tall, slow, fast, etc.).

•**Progression:** Same home base, leader of group chooses the nearest spot and makes that their home base. Group members must find their leader (leaders change each time).

Equipment:

*5 spots

Organization:

X						X
X						X
	X					X
	X					X
		•			•	
X	X	X	X	•	•	X
				•		X
				X		X
				X		X

12. **Hug-Hug**

Objective: Students will explore different movement concepts, and learn management skills.

•The teacher will call out an animal that the children imitate. Teacher calls out a number. Students move quickly into group made up of the number called out while acting like the animal.

•**Cues:** Reinforce group size, creative movement, levels, high, low, move arms, legs, get small, get tall, etc.

•**Progression:**

- Increase/decrease size of groups.
- Use addition/subtraction, multiplication/division to come up with a specific group size (number).

Equipment:

*4 cones

Organization:

*General Space

```
X .....X
. . o o ...
. . o o ...
. . o o ...
X.....X
```

13. **Slow Motion Sports**

Objective: Students will be able to move body parts slowly and quickly while in personal and general space.

•Have students think of their favorite sport.

Movement (track, basketball tennis, etc.).

Be very specific. Pretend you are watching the movement on TV and they do a slow-motion replay. What would the movement look like?

Have kids perform the movement.

•**Cues:** Move slowly, quickly.

•**Progression:**

- Work alone
- Partners
- Small Groups
- Fast forward
- Rewind

Equipment:

*4 cones for boundaries

```
□   x x x   □
  x x x x
    x  x  x  x
  x  x  x
□   x  x   □
```

14. **Pie Parade**

Objective: Students will be able to move in a way that will consist of free, jerky, or fluid movements in their personal and general space.

•Sitting anywhere in a circle, when teacher calls a movement, students do the movement with music. When music stops, students return to the pie formation.

•**Cues:** Move freely, jerky, fluid, animals, dancing fruit/food.

•**Progression:** Make more than one pie

Equipment:

*4 cones for boundaries

Organization:

```
□ x x x x □
  x x x x
x  x  x  x
□ x x x x x □
x  x  x  x
  x  x  x  x
x  x  x  x x
□
```


15. **Head to Toe**

Objective: Student will develop an awareness of their body parts and others.

•Sing songs: "Head, Shoulders, Knees & Toes" or "Hip bones connected to the leg bone". Sing song all the way through. Then add students touching their own body parts once identified by the song.

•**Cues:** Do a visual demonstration when singing.

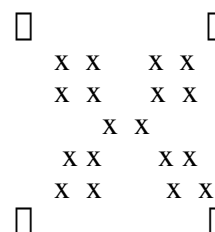
•**Progression:**

- Partner points to partner's body part.
- Different positions: lying down, standing, different class formation.
- Add more terms to the song.
- Use different terms: twist, narrow, etc.

Equipment:

*music - boom box

*4 cones for

Organization:16. **Magic Machines**

Objective: Students will be creative to explore basic body shapes, relationships of people and objects.

•The teacher calls out a machine (train, plane, toy car, robot), students will act like that machine using their imagination to create machine's movement by themselves or with others.

•**Cues:** Curved, narrow, wide, twisted, symmetrical, asymmetrical.

•**Progression:**

- Individual, partner, group based on machine being called by teacher.

•A music that goes along with machine sound.

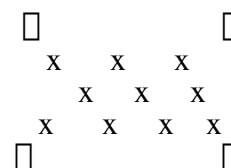
Equipment:

*4 cones for

*music - boom box

Organization:

*General/Personal Space

17. **I Am An Artist**

Objective: Student will be able to explore body shapes, relationships with objects and/or people by creating a human sculpture.

•The teacher names an object/animal/person/thing. Students create the object/animal by using partner or others as model(s). Teacher identifies a new thing every 30-60 sec.

•**Cues:** Wide, narrow, round, twisted, symmetrical/asymmetrical, over/under, on/off, near/far.

•**Progression:**

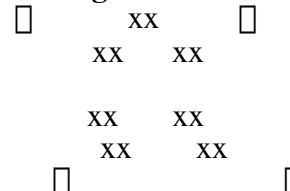
- Partners, small groups
- Simple to complex objects (tree, rock, snake, chair, monkey, etc.)
- Add ball, or other objects to create new image
- Create moving statues

Equipment:

*4 cones for

boundaries

*other available objects

Organization:

Chapter 8

Fundamental Movement Skills

- **Stability**
- **Locomotor**
- **Manipulative**
(K-6th)

1. **Beanbag Balance Tag**

Objective: Students will be able to balance a beanbag using different body parts while moving.

- All players place a bean bag on their head. One or more students are “it”. The taggers place the beanbag on their shoulder. The taggers chase the other students trying to tag them. If tagged, they become a tagger and place the beanbag on their shoulder. If a bean bag is dropped, students place it on their shoulder and become a tagger.

Progression:

- Place beanbag on different body parts
- Use different locomotor skills

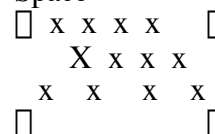
Equipment:

*20 beanbags (1 per Person)

*4 cones for boundaries

Organization:

*General/Personal Space



2. **Fly Trap**

Objective: Students will be able to perform different balance positions from a sitting position.

- Traps are seated within the boundaries, legs crossed. Flies move freely within boundaries. Teacher calls out “Freeze” to stop flies from moving. The “traps” must stretch out and try to touch the flies. If touched, flies become traps.

Cues: Stretch, reach, bend

Progression:

- Allow traps to move freely until “freeze” is called.

Equipment:

*4 cones for

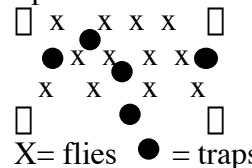
Boundaries

*Pinnies for taggers

Organization:

*General/Personal

Space



3. **Silly Simon**

Objective: Students will be able to perform balance positions and hold them for 10 seconds.

- Leader begins each movement task with “Simon Says”. Students do exactly what is told (stress stability movements: stork stand, side stand, balance with one hand, one foot, etc.)

Cues: bend knees, eyes focused on 1 point, center of gravity between base of support.

Progression:

- Use easy to more complex balance positions.

Equipment:

*None

Organization:

X – leader

XXXXXXXXXXXXX

4. **Body Shape Statues**

Objective: Students will be able to balance in wide, narrow, curled and twisted shapes.

- Using groups of 3 or 4, build body

Statues. Each student creates a balance position demonstrating one of the basic shapes – wide, narrow, round, twisted. Everyone must be connected in some Way.

- Cues:** stay connected, narrow, wide, curled, twisted.

•**Progression:**

- Stationary statue
- Moving shape monster (machine)

5. **Change Sides**

Objective: Students will be able to balance using a variety of body parts and positions.

- Students form 2 lines across from each other about 30 ft. apart. On the teachers signal, students must perform a locomotor skill across to the other side, and get into a designated balanced position. The 1st team to perform this gets a point.

- Cues:**

•**Progression:**

- Easy to complex locomotor skills & balance positions used.

6. **Snap Shot**

Objective: Students will be able to perform multiple balance positions, while linking together.

- Teacher gives an animal, sports movement, or machine to be imitated. When teacher says “snap shot”, every one must freeze in in a balanced position. Once picture is taken, students move to the next movement sequence and hold it for 5 seconds.

- Cues:** Smooth transition, move slowly, stiffness, tighten muscles.

•**Progression:**

- Hold balance position for 3-5 seconds, increase time.
- Add equipment
- Partner, small groups

Equipment:

- *None
- *If on hard surface use mats.

Organization:

- *General/Personal Space.

- *Groups of 3-4.

□ xxxx □

xxxx

xxxx

□ xxxx □

Equipment:

- *4 cones for Boundaries

Organization:

□ xxxxxxxxxxx □



□ xxxxxxxxxxx □

Equipment:

- *4 cones for Boundaries.
- *available equipment

Organization:

- *General/Personal space

□ x x x x x □

X x x

□ x x x x □

7. **Gymnast**

Objective: Students will be able to create balance positions using different levels (low, medium, high), use other body parts for counter balance.

•Mold the aluminum foil into your gymnast.

Steps: 1. Tear foil into the shape of a cross.

2. Tear the bottom length of the cross so it is in two sections.

3. Gently squeeze each cross section

10. Squeeze each long section into a “leg”.

10. The top portion is formed into a rounded “head”.

Students mold the gymnast into a balanced position (bases of support, level, shape, inverted, etc.) Now students imitate their gymnast shape. Once performed, students switch gymnasts with a partner and perform their shape

•**Cues:** Tight muscles, extension, counter balance, alignment, (knee over toes, hips over knee).

•**Progression:**

•Change theme (dancer, gymnast, ice skater, synchronized swimmer, ballet dancer, etc.).

8. **Air Traffic Control**

Objective: Students will learn to balance using different parts of their body while using static (stationary) and dynamic (moving) balance.

Description: Students are parked (in a balanced position) at one end of the playing area. The air traffic controller (ATC) is in front of the class, and calls out “Fly”.

Students take off and move like airplanes to the opposite side and land their plane (get into a balanced position facing the ATC). If the ATC calls out some type of balance task, all planes must return to the starting line and resume their parked (balanced) positions. Balance tasks may be set up in the runway area to be performed as students fly from one end to the other. Examples of balance activities/positions: balance on 1 foot for 5 seconds, the other foot, 1 foot with eyes closed, 2 hands and 2 feet, 1 hand and 1 foot knees and elbows, walk a straight line forward, backwards, sideways, go through the hula hoop and not lose your balance, etc.

•**Cues:** Extend arms, eyes focused forward.

•**Progression:**

•Increase difficulty of balance positions

•Increase the number of balance positions they must perform.

Equipment:

*aluminum foil
(1 piece per child)

*4 cones for

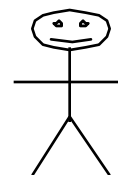
Boundaries

□ x x x x □

x x x x x

X x x x

□ x x x x □



Equipment:

*4 cones for
boundaries

*20 hula hoops

*20 jump ropes

if lines are not

Available.

*objects for
balancing activities

Organization:

□ _____ □

ATC

□ xxxxxxxxxxxx □

9. Hill Dill Tag

Objective: Students will practice moving from static balance, to dynamic balance to static balance.

•Students stand on one end of the playing area. The tagger stands in the center of the field. The tagger calls out “Hill Dill! Come over the hill, or else I’ll catch you standing still!” Students must run (or perform a locomotor skill) across the playing area to the other side. If tagged, they must perform a balance position (position will be chosen before play begins) for 10 seconds. They then join the tagger to assist in tagging.

•**Cues:** (when balancing) Extend arms, bend your knees, eyes focused forward.

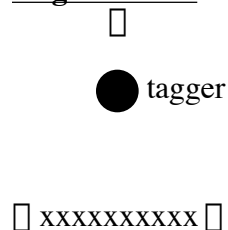
•**Progression:**

- Increase the difficulty of balance positions
- Increase the length of time they must balance
- Increase the number of taggers.
- Decrease/Increase the boundaries

Equipment:

4 cones for Boundaries.

Organization:



10. Dodge Hot Potatoes

Objective: Students will learn to perform static balance on different body parts.

•Students are standing like a dog (hands & knees) in a circle so that an object can be passed from one to another around the circle. The teacher, or a selected student turns around facing out from the circle and randomly shouts “Stop”. Whoever gets the object will lose one limb at a time (the limb(s) are not allowed to touch the ground). Once unable to balance on at least 1 body part, they must perform a locomotor skill around the circle. They are then allowed to participate with all limbs.

•**Cues:** Balance on one body part, balance on two body parts, balance on 3 body parts, balance on 4 body parts.

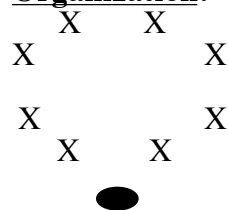
•**Progression:**

- Add more than one object
- Reverse the passing direction
- Use music as a command
- Once a student gets stuck with an object he/she must perform a balance position using the object.

Equipment:

*20 small objects

Organization:



Fundamental Movement Skills

- Stability
- **Locomotor**
- Manipulative
(K-6th)

1. Squirrel in the Trees

Objective: Students will perform basic locomotor skills: slip, slide, gallop, run, hop, etc.

- Students form a number of trees by two people facing each other and holding hands. A squirrel is in the center of each tree, and 1 or 2 extra squirrels are outside. Teacher gives signal to move out of the trees to another tree using a locomotor skill, while the extra students (squirrels) try to find a free tree. Only 1 squirrel per tree. To rotate students, once squirrels have found a tree they change places with one of the students acting as a tree.
- **Cues:** Run/walk: opposite arm/leg action; Skip: step/hop, repeat; slide: same as gallop but sideways. Leap: Long step; gallop; one foot stays in front of the other (like a horse); jump: 1 foot; hop: 2 feet.

Progression:

- Walk, run, skip, gallop, slide, leap, hop, jump
- Increase/Decrease playing area (spread out or more groups of squirrels and trees closer).

Equipment:

*4 cones for boundaries

Organization:

```

□      o      □
  XOX  XOX
o   XOX  XOX
XOX   XOX   o
      XOX
□      o      □
o=squirrel
X=tree

```

2. Fastest Tag in the West

Objective: Students will perform locomotor skills while performing cardiovascular exercise.

- All students are 'it'. On a signal, they try to tag each other without getting tagged. If they are tagged, they must freeze, but they are eligible to tag other students who pass near them. If two or more students tag each other simultaneously, they are both/all frozen. Game ends when most or all of the students are frozen. Repeat.

• **Cues:** Run/walk: opposite arm/leg actions; Skip: hop/step, repeat; slide: same as gallop but sideways. Leap: long step; gallop: one foot stays in front of the other (like a horse); jump: 1 foot, hop: 2 feet

Progression:

- Use different locomotor skills: run, walk, leap, jump, gallop, slide, skip, hop.
- Decrease boundary size to increase difficulty.

Equipment:

*4 cones for Boundaries

Organization:

*General/Personal space

```

□  x    x  □
x  x    x  x
x  x    x
      X  x
□  x    x  □

```

3. Flowers and Wind

Objective: Students will perform various locomotor skills as well as quick decision making skills.

•Students are divided into 2 groups: flowers and wind. Each team takes their position on 1 of the 2 parallel lines facing each other. The flowers secretly select the name of a common flower, when ready, they walk over to the other line and stand about 3 feet away from the wind. The players on the wind team begin to call out flower's names – trying to guess the flower chosen. When the flower has been guessed, the flowers run to their goal line, as they are being chased by the students of the other team. Any student tagged must join the other team. The roles are reversed and the game is repeated.

•Cues: If one side has trouble guessing, a clue can be given as to the color or size of the flower or the first letter of it's name.

•Progression:

- Assign specific flowers at first (rose, daisy, pansy, etc)
- Add different locomotor skills instead of running: walk, hop, slide, gallop, skip, leap.
- Increase/decrease size of boundaries
- Change theme: Rho-Sham-Bo (Rock/Paper/Scissors), Predators/food chain

Equipment:

*4 cones for Boundaries

Organization:

□ x x x x x x x □

□ x x x x x x x □

4. Mousetrap

Objective: Students will perform various locomotor skills while reacting quickly to verbal and visual signals.

Description: Half of the class forms a circle with hands joined and facing center. This is the trap. The other students are on the outside of the circle, they are the Mice 3 signals are given for the game, they can be word cues or other signals. The first signal, the mice skip around the outside of the circle, playing happily while the trap slides around in a circle. On the second signal, the trap is opened. (The circle students raise their joined hands to form arches), the mice run in and out of the trap. On the 3rd signal, the trap snaps shut (the arms come down). All mice inside the trap join the circle. The game is repeated until all or most of the mice are caught

•Progression:

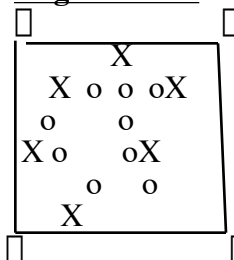
- Vary the locomotor skills used (run, hop, skip, leap, jump, gallop, slide).
- Have the trap be stationary, then move.
- Change verbal signals to visual signals (hold up cue cards)

Equipment:

*4 cones for Boundaries.

*Visual signals: i.e.: red, yellow or green cards.

Organization:



X=mice
o=trap

5. Where's My Partner?

Objective: Students will perform a variety of locomotor skills (run, walk, jump, hop, skip, leap, gallop, slide).

•Children are in a double circle with partners facing each other. The inside circle has one more player than the outside circle. When the signal is given, the circles (walk, run, slip, gallop, hop, or slide) to the right. This means that they are moving in opposite directions. On the "Halt" command, the circles stop and face each other to find a partner. The player left without a partner is in the mush pot and selects the locomotor skill for the next round. The circles should be reversed after a few tries.

•**Cues:** Same as #2

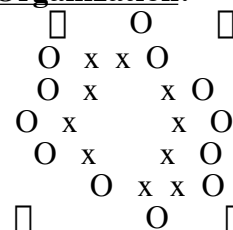
•**Progression:**

- Increase/decrease circle sizes, or distance apart
- Change locomotor skills
- Change "Halt" command to a visual command

Equipment:

*4 cones for Boundaries.

Organization:



6. What Time Is It?

Objective: Students will perform various locomotor skills while working in general and personal space.

Description: A safety line is established about 40 feet from the Fox's den (student standing). The other students stand behind the safety line and move forward slowly, asking, "Please, Mr. Fox, what time is it?" The Fox answers in various ways, such as "Bedtime", "Pretty Late", "Midnight". The Fox continues to draw the players toward him/her. At some point, the Fox answers the question by saying "Dinner Time", and then chases the students' back to the Safety Line. Any student who is tagged joins the Fox in the den and helps catch the other students.

•**Cues:** Same as #2

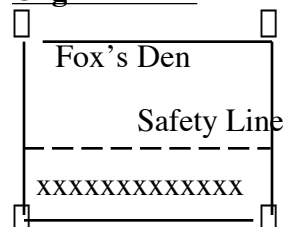
•**Progression:**

- Start with 1 Fox, then add on
- Increase/decrease the playing area
- Change locomotor skills (walk, run, hop, skip, jump, leap, gallop, slide).
- Have the Fox turn their back toward the other students

Equipment:

*4 cones for Boundaries

Organization:



7. Mommy Duck

Objective: Student will learn to execute locomotor skills.

Description: One student is designated as the Duck's Mom and stands in the center blindfolded holding a wand. The Mom taps on the floor and tells children to hop or do other locomotor skills. When the Mom taps twice on the floor and shouts "stop", every duck has to stop.

The Mom points the wand to a direction and asks "who are you"? Students in that direction respond "Quack, Quack....." until the Mom guesses a correct student name. If the Mommy duck fails twice, a new Mommy duck will be designated.

•**Cues:** hop, jump, leap, gallop, slide, walk, run

•**Progression:**

- More than one Mom or Dad in the center
- Circle the ducks
- Move the circle while performing the locomotor skill.

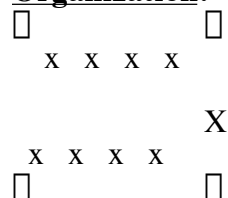
Equipment:

*4 cones for boundaries.

*Two blindfolds

*Two wands

Organization:



8. Categories

Objective: Student explores locomotor movement through play.

•Students stand on categorical markers (colors, shapes, animals, birds, fish, etc.). When the teacher calls a specific marker, everyone stands on the marker and has to move using locomotor skills (hop, slip, gallop, etc.) and touch 4 cones and return to an empty marker.

•**Cues:** Locomotor skills (hop, jump, leap, gallop, slide, walk, run)

•**Progression:**

- Different colors, shapes, animals, objects, etc.
- Run in a circle/to a wall, etc. before returning to empty marker

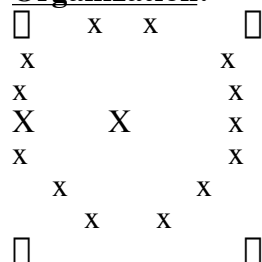
Equipment:

*4 cones for

Boundaries.

*Categorical markers

Organization:



9. Oliver Over the Water

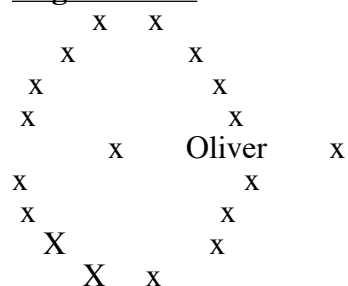
Objective: Students will learn to perform locomotor skills.

- The students are in circle formation with hands joined. One child, 'Oliver' is in the center of the circle holding a ball. The students skip, gallop, hop, and leap around the circle to the following chant:
 - “Oliver over the water”
 - “Oliver over the sea”
 - “Oliver caught a bluebird”
 - “But Oliver can't catch me!
 On the word “me” Oliver tosses the ball in the air. Children drop hands and scatter using a locomotor skill. When Oliver catches the ball, he/she shouts “stop”! All of the students have to stop/freeze immediately. Oliver rolls the ball in an attempt to hit a student. If the student is hit, he/she becomes the new Oliver. “Oliver” keeps trying until they are successful.
- Cues:** Hop, skip, gallop, leap, slide
- Progression:**
 - Add two Olivers
 - Without holding hands
 - In general area not in a circle formation

Equipment:

*Two sponge balls

Organization:



10. Ponies In The Stable

Objective: Students will perform various locomotor skills.

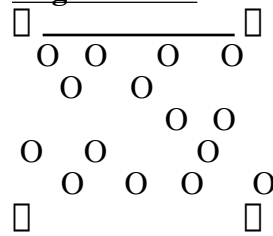
- A bean bag or hoop is used to mark each child's stable (home). There is one less home than Children. On a signal, the students gallop around the area, in and out of the “stables”. On a second signal students return to the nearest stable. The student left out chooses the next locomotor skill to be used. (Similar to musical chairs).
- Cues:** Same as #2
- Progression:**
 - Use different locomotor skills
 - Take different positions in the stable such as seated, balanced, collapsed.
 - Different themes: Fox to Den, Squirrel to Nest, Bird to Tree, etc.

Equipment:

*4 cones for Boundaries.

*20 hula hoops or beanbags.

Organization:



Fundamental Movement Skills

- Stability
- Locomotor
- **Manipulative**
(K-6th)

1. Messy Backyard

Objective: Students will perform the manipulative skill of throwing.

- The class is divided into two teams.

There are many objects spread out on each team's side (backyard). The object is to clean up your backyard (throw the objects onto the other team's side and have no objects on your side). Place a time limit on the activity and repeat several times.

- Cues:** Step forward with the opposite foot of your throwing arm, elbow up, follow through

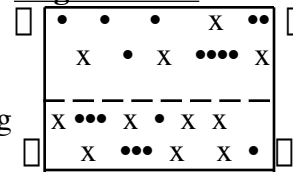
Progression:

- Increase/Decrease boundaries
- Use a variety of objects (shapes, sizes, material)

Equipment:

- *4 cones for Boundaries
- *20 Foam Balls
- *4 Jump ropes

Organization:



- x=people
- =objects

2. Hoop Invaders

Objective: Students will perform proper throwing and and catching techniques while working on accuracy.

- Students partner up with someone of their ability. Scatter through general space, one partner (A) in the hula hoop one partner (B) standing outside of the hoop. All of the “A’s” are a team, all of the “B’s” are a team. The “A” team will be throwing and catching the ball to each other while staying in their hoop. The “B” team is trying to intercept the A’s ball while moving around the designated boundary. You cannot touch an opponent or enter their hoops. If you do intercept a pass, keep count of the number intercepted and give the ball to a person in the nearest hoop. Place a time limit on the activity and switch positions of teams.

- Cues:** Watch the ball all the way to your hands. Absorb the ball (soft body catch).Thumbs together, thumbs in. Reach for the ball. Step with the opposite foot, elbow up, follow through.

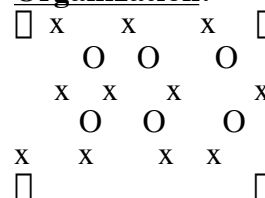
Progression:

- If ball is caught, that person gets to go in the hoop
- Increase/decrease space
- Different shapes, sizes, texture of balls
- Add more balls (1,2,4,8)
- Non-dominant hand throw

Equipment:

- *4 cones for Boundaries
- *8 Balls(nerf/foam)
- *10 Hula Hoops

Organization:



3. **Birdie in the Cage**

Objective: Students will perform throwing, catching and intercepting skills.

•Students are in groups of 5, 4 forming a circle with one in the middle. The object of the game is for the center player to try to touch the ball. The ball is passed from player to player in the circle and the center player attempts to touch the ball on one of the passes. The player who threw the ball that was touched takes the place in the center. In case of a bad pass resulting in the ball's leaving the circle area, the player who caused the error can change to the center of the ring.

•**Cues:** Quick pass, can't pass to person next to you.

•**Progression:**

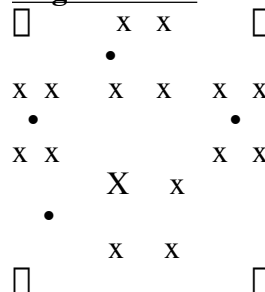
- Limit the type of pass used (bounce, chest, etc.)
- Change group size
- Add another person in the middle

Equipment:

*4 cones for

Boundaries

*4 Balls (soccer, volleyball, etc.)

Organization:4. **Dribblerama**

Objective: Students will perform proper dribbling and ball protection skills.

Beginners

•Each student dribbles throughout the area, controlling the ball so that they or their ball does not touch anyone else. If a touch occurs, both students must go outside the area and dribble clockwise around the area. Once they have completed the task, they re-enter the game.

Advanced

While dribbling and controlling the ball, each player attempts to cause another player to lose control of their ball. When control is lost, that player takes the ball and dribbles around the perimeter of the area. Play continues until only 2 or 3 players who have not lost control of their balls remain. They are declared the winners. Bring all players back into the game and repeat.

•**Cues:** Low dribble, eyes up, soft touch (finger pads), guard arm up, protect ball.

•**Progression:**

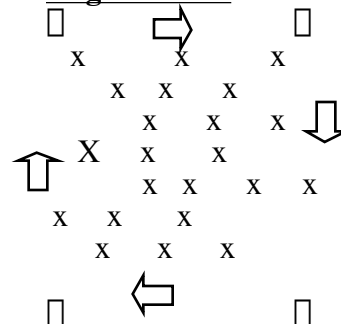
- Dominant hand
- Non-dominant hand
- Use feet (soccer ball)

Equipment:

*1 ball per student

*4 cones for

boundaries

Organization:

5. No One Out Dodge-Ball

(21st Century Dodge-ball)

Objective: Students will perform dodging, throwing and catching skills.

•Class is divided into 2 teams. Each team has a number of balls on their side. The object is to get everyone on your team/side. You must do this by throwing a ball and hitting someone below the neck. If you are hit with a ball you move to the other team. If you catch a ball that was thrown at you, the person who threw the ball must move to your side. Place a time limit on the game. Repeat.

•**Cues:** Throw/ step forward w/opposite foot of throwing arm. Elbow up; catch ball below chest: fingers down, absorb ball, ball above chest: thumbs together, absorb ball.

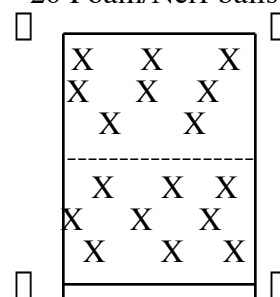
•**Progression:**

- Increase/decrease boundaries
- Add more balls
- Specify a specific type of throw
- Use non-dominant hand

Equipment:

*4 cones for boundaries

*20 Foam/Nerf balls



6. Dry Water Polo

Objective: Students will perform accuracy when throwing and catching.

•The object of the game is to score by throwing the ball into the other team's goal.

Rules: •Must place a bean square between your knees (slows play down, simulates water)

•Can only take 3 steps (hops), then must pass to a teammate.

•Cannot enter the goalie's safety zone.

•Once you score, ball is turned over to the other team.

•**Cues:** Eyes up, elbow up, shoulders toward target.

•**Progression:**

- Increase/decrease court size
- Increase/decrease goal area
- Use dominant/non-dominant hand

•Use different type of ball (balloon)

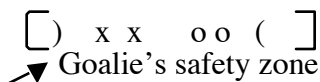
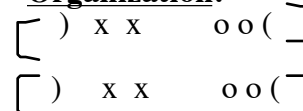
Equipment:

*1-3 balls per

*1 Bean square per

*2 Cones per

Organization:



7. Frisbee Golf

Objective: Students will perform the unique throwing style required with Frisbees and learn the rules of Frisbee Golf.

•Boundary cones with numbers can be used for tees, and holes can be boxes, hula hoops, trees, garbage cans or any other available equipment on the school playground. Draw a course on a map for students and start them at different holes to decrease time spent waiting to tee off. Regulation golf rules apply. The students can jog between throws for increased activity. One stroke is counted for each time the Frisbee is thrown. The object is to acquire the lowest score, by having the fewest tosses to a hole with the frisbee.

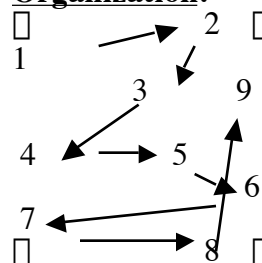
Rules:

- Tee-throw:** must be completed within or behind the designated area.
- Throwing order:** The player whose Frisbee is the farthest from the hole throws first. The player with the least number of throws on the previous hole tees off first.
- Course Courtesy:** Do not throw until the players ahead are out of range.
- Completion of hole:** A Frisbee that comes to rest in the hole (box or hoop) or strikes the designated hole (tree or pole) constitutes successful completion of that hole.
- Cues:** Release Frisbee parallel to the ground. Step toward the target, follow through, snap open the wrist to make Frisbee spin.
- Progression:**
 - Design course for easy or difficult play.
 - Partner Play: one throws, the other must catch it.
 - At hole, partner holds a hula hoop and tries to make Frisbee go through hoop for extra points.

Equipment:

- *1 Frisbee per person
- *Hula hoops for hole
- *4 cones for boundaries

Organization:



8. **Juggling**

Objective: Students will perform juggling skills with one, two or 3 scarfs, individually and with a partner.

•To throw the scarf, it should be lifted and pulled into the air above eye level. Scarfs are caught by clawing, a downward motion of the hand, and grabbing the scarf from above as it is falling.

•**Progression:**

•Keep the scarf in the air by blowing on it. See how high & low you can catch the scarf. Catch it behind your back, under your leg, do a twist, etc. Experiment with the different ways you can throw And catch it.

•**One scarf** – Hold the scarf in the center. Quickly move the arm across the chest and toss the scarf with the palm down. Reach out with the other hand and catch the scarf in a straight downward motion. (clawing). Repeat with other hand.

•**Two Scarfs and 1 hand** – Toss the first scarf upward. As the first scarf reaches its peak, toss the second scarf and catch the first one. Repeat.

•**Two scarfs and 2 hands** – Hold a scarf in each hand. Toss the first one across the body as described above. Toss the second scarf across the body in the opposite direction, catch the 1st then the 2nd scarf.

•**3 Scarfs Cascading** – Hold 2 scarfs in one hand and one in the other. Toss the scarf from the hand that is holding 2 scarfs first. Then repeat pattern from previous steps.

•Use 2 scarfs and juggle with a partner (add more scarfs as skill increases).

•Use objects, bean bags, tennis balls.

Equipment:

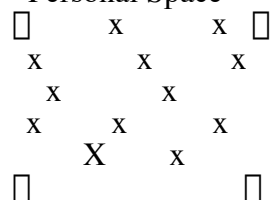
*2-3 scarfs per child

*(Plastic bags)

*Advanced level:
light weight objects,
bean bags, etc.

Organization:

*Personal Space



9. **Back Peddle**

Objective: The students will be able to throw and catch successfully.

•Two students stand facing each other about 3 feet apart. One has an object (ball, bean bag, etc). The objective of the game is to throw the object without moving their feet. Each successful throw and catch allows the team one step backward. Once they miss a throw/catch, they must to step forward one step.

•**Cues:** "T-formation", before throw, "create nest" for upcoming ball, "follow through".

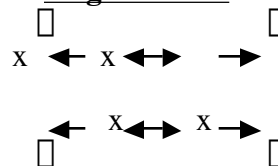
•**Progression:**

- Use various objects
- Use various forms of throw/catch
- Use a giant step, a tiny step, a hop, a jump
- Use kick-trapping

Equipment:

*Various objects, 1
For 2 students.

*4 cones for boundaries.

Organization:10. **Kick Party**

Objective: The students will be able to kick and trap a ball successfully.

•Half of the class forms a big circle.

The remainder of the students scatter inside the circle each student having a ball. The objective of the game is for the students with the balls to kick all the balls out of the circle, and for students in the circle to keep the balls in the circle. The balls must be kicked below the knees.

•**Cues:** "Swing leg back", "contact the ball with inside of foot", "follow through with a hop".

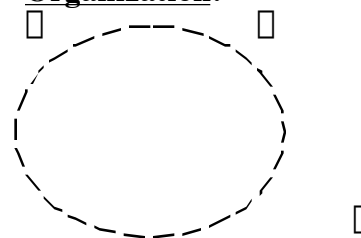
•**Progression:**

- Use back peddle game description.
- Use 21st Century dodge ball game
- Use various types of balls (all soft).

Equipment:

*8 Cones for
Boundaries

*10 Balls

Organization:

2. Birdie Golf

Objectives: The students will be able to apply throwing skills in the game of golf.

•The student will throw a birdie (shuttle cock) through a hoop in the fewest attempts possible. Five to nine hoops are scattered and serve as golf holes. Students will be divided into 5 groups with each student having a birdie.

•**Cues:** "Throw overhand", "throw underhand", "use dominate hand", "use non-dominate hand"

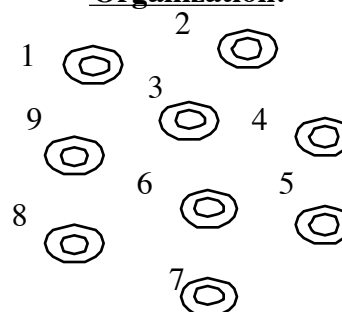
•**Progression:**

- Change level of difficulty of course (length, obstacles, size of the hula hoop.)
- Use other objects such as Frisbee, bean bag
- Use different hand, use kicking, etc.

Equipment:

- *20 Birdies or 20 other objects
- *9 Hula Hoops numbers
- *Score Cards
- *Pencils

Organization:



3. Olympic Gymnasts

Objectives: The students will be able to apply fundamental movements such as stability and locomotor skills in the floor event of gymnastics.

• The object of this activity is to have each student create different movement patterns by using stability and locomotor skills and to assemble these skills into a routine. 1) Students are given 2-3 minutes to create 10 stability skills and assemble them into a routine. By the end of the period the teacher plays a minute long selection of music while all the students perform their routines. 2) The same procedure will be repeated with locomotor skills. 3) The same procedure will be repeated with a combination of stability and locomotor skills.

•**Cues:** "Balance on one, two, three.....body parts" "Forward roll", "backward roll", "jump" "leap".

•**Progression:**

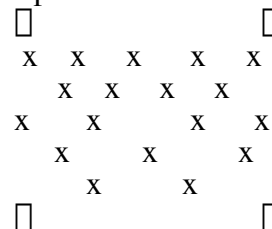
- Practice one category of skills at a time

Equipment:

- *4 cones
- *Mats or soft ground
- *Stereo

Organization:

*General/Personal space



4. Rhythmic Gymnastics

Objective: The students will be able to apply skills of stability, locomotor, and manipulative into Rhythmic Gymnastics.

•The object of this activity is to allow each student to create different movements by using a ball, hula-hoop, ribbon, or clubs and to assemble these movements into a routine. 1) Students are given 2-3 minutes to create 10 movements by using a ball and assemble them into a routine by the end of the period. The teacher will play a minute of music while students perform their routine. 2) The same procedure will be repeated using a hula hoop. 3) The same procedure will be repeated using a ribbon. 4) The same procedure will be repeated using clubs. 5) The same procedure will be repeated using a combination of the 4 objects.

•**Cues:** "Throw and catch", "locomotor skills", "stability"

•**Progression:**

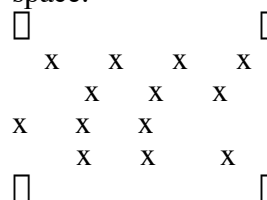
•Practice one piece of equipment at a time

Equipment:

*4 cones for
*20 Balls or ribbon,
hoops or clubs.
*Stereo

Organization:

*General/Personal space.



5. Bowling Bonanza

Objective: The students will be able to apply underhand throwing skills into a simulated bowling activity.

•The object of this activity is to allow the student to use underhand throwing skills to strike pins. 1) Students are divided into two groups facing each other about 20 feet apart with one side of the students having balls. 10 Bowling pins are placed in the middle between the two lines of students. On the teacher's signal, student will try to knock down the pins as fast as possible by using underhand rolling skills.

•**Cues:** "Approach", "roll", "release". Step with the opposite foot of your throwing arm, arm back, swing forward, shoulders facing target, release.

***Progression:**

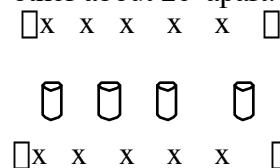
- Change size of balls
- Change size of pins
- Use circle formations
- Use students as pins in the middle

Equipment:

*4 cones for
*10 Balls
*10 Milk jug pins

Organization:

*2 lines facing each other about 20' apart.



6. Party Aerobics

Objective: The students will be able to apply fundamental movements into aerobic dance. object of this activity is to have each student create his/her own movements using available equipment and then assemble these movements into a routine with or without music.

1) Students are given 5 minutes to create 10 aerobic movements by using available equipment and assemble them into a routine. By the end of the period the teacher will play music for a minute while everyone performs his/her routine.

2) Use the same procedure as above, now allow students to use dumbbells, ropes, no equipment, or a combination of equipment.

•**Cues:** "step up and down", "stay to the beat of the music", "express yourself".

•**Progression:**

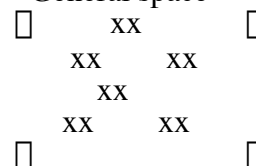
- Start with partner work, then move to small groups
- From easy steps to difficult steps
- From no equipment to one or more pieces of equipment
- Change beat by changing music

Equipment:

- *4 cones for
- *20 steps, hula hoops, •The dumbbells, ropes
- *Stereo

Organization:

*General space



7. Ultimate Challenge

Objective: The students will be able to apply fundamental movements into the activity of "Ultimate Challenge" by modifying playground activities.

•The object of this activity is to have students complete a series of challenge stations by using playground equipment. Stations include sky ladder, cross, slide climbing, moon walk, cargo etc., (depends upon the complexity of a school playground).

•**Cues:** "mental and physical challenge"

•**Progression:**

- Add more stations
- Add more obstacles
- Add more repetition

Equipment:

- *School playground jungle gym
- *Signs with pictures to explain each event/station.

8. Orienteering

Objective: The students will be able to use fundamental movements and specialized skills in orienteering.

•The object of this activity is to have students complete an orienteering course using a map and compass. Students will be given a map of the campus (school) marked with 5-10 control stations. Students are sent out on the teacher's signal and try to reach each control station as fast as possible by using a map and compass.

•**Cues:** "Bearing", "South, North, East, West"

•**Progression:**

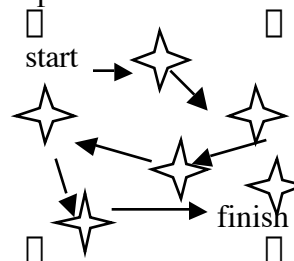
- At each station they must perform a physical skill before moving to the next station.
- Must teach basic competencies of map reading and compass usage (Great integration skill).
- Use school map only
- Use school map and compass
- Individual and small group approach
- Run, walk, or other forms of locomotor skills

Equipment:

- *20 school maps
- *10-20 compasses
- *signs at each station giving instructions
- *score cards

Organization:

- *General/Personal space.



Specialized Skills

- Individual
- **Group**
(K-6th)

1. Steal the Chicken

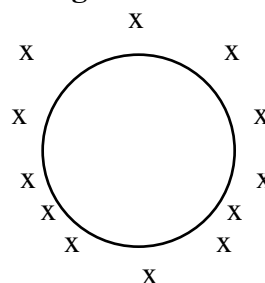
Objective: The students will be able to perform locomotor skills and decision making skills.

- The object is to weave in and out of as many people as possible and retrieve the chicken before the parachute falls. Divide the class into two teams. Place the chicken under the parachute in the middle. As the parachute is raised by Team 1, a player from Team 2 weaves in and out, through the players on the opposite team in an attempt to get in and out through as many as possible. The player who is running must judge how many people he or she can weave between before picking up the chicken. The chicken must be picked up and the player must get their entire body out from under the parachute before it drops and touches them. The parachute should drop at its own speed while students are holding onto the parachute. The students that are running score points for every person they pass (and for picking up the chicken); provided they get out without the parachute touching them. If the player does not make it out from under the parachute there are no points awarded. When the last player on the team finishes the two teams switch places. The team with the highest number of points wins.
- Cues:** Raise the parachute, let it fall by itself.

Equipment:

- *1 Parachute per 15-20 students
- *1 Rubber Chicken (or object/ball)

Organization:



2. Crab Soccer

Objective: The students will be able to perform kicking and trapping skills while creating space.

- Players assume a crab-walk position on the playing field. Players may advance the ball by kicking it to a teammate. Hands must remain in contact with the floor. The object is to kick the ball in the opposing team's goal. The goal keeper may not touch the ball with their hands. Basic soccer rules apply. Feet must not come above the knee while kicking.

•**Cue:** Feet below knees, watch your foot make contact with the ball, square up to your target

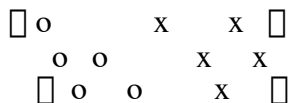
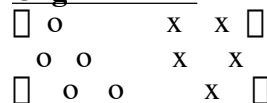
Progression:

- Increase/decrease playing field
- Add more balls
- Use different shapes, balls, sizes, textures
- Require a specific amount of passes before attempt on goal

Equipment:

- *2 Cones per goal
- *1 Beach ball / foam ball per group of students
- *Pinnies to distinguish teams

Organization:



x = Team "A"
o = Team "B"

3. Scoop Lacrosse

Objective: The students will be able to creating space, while moving together down the field throwing and catching.

•The object of this game is to catch the ball using the scoop within the opponent's goal. Students can only take 2 steps before they must throw the ball to a teammate. Opponents can steal the ball in flight. If the ball hits the ground, it is turned over to the opponent's team.

•**Cues:** Watch the ball all the way into the scoop.
Look for the open person, create space

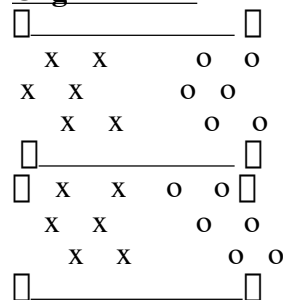
•**Progression:**

- Increase/decrease boundaries
- Add more balls
- Use dominant/non-dominant hand
- Slow movement down: bean square between knees

Equipment:

- *6 Cones
- *1 Scoop per person (plastic gallon milk)
- *6 Tennis balls/yarn balls/whiffle balls, bean bags.

Organization:



4. Circle Interception (Basketball)

Objective: The students will be able to perform different passing and defensive techniques.

•The ball is passed from one student in the circle to another in any sequence. The center student tries to intercept the ball. If successful, that student trades places with the student who touched the ball last and that student becomes the center person.

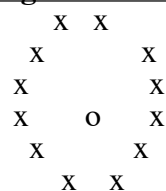
•**Cues:**

- Bounce Pass
- Aim 2/3 of the way to your target
- Add more balls, vary the types of passes used (chest, bounce, etc.).
- Add more people in the middle
- Decrease/Increase the size of the circle

Equipment:

- *At least 1 basketball per circle

Organization:



5. Five Pass Football

Objective: The students will be able to perform proper throwing and catching techniques. scatter on the field. The object of the game is for one team to make 5 consecutive passes to 5 different players without losing control of the ball. This scores 1 point. The team with the most points wins. The defense may only play the ball and may not make personal contact with opposing players. No player can take more than 3 steps when in possession of the ball. More than 3 steps is called traveling and the ball is awarded to the other team.

•The ball is given to the opponents at the nearest out-of-bounds line for traveling, minor contact fouls, after a point has been scored, and for causing the ball to go out-of-bounds. If a team drops the ball it is turned over to the opposing team.

•**Cues:** Watch the ball all the way into your hands. Move to get open, lead your teammate.

•**Progression:**

- Increase/decrease boundaries.
- Change formation
- Increase/decrease number of steps
- Add more balls (different shapes, sizes and textures)

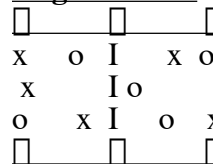
Equipment:

*At least 1 ball per (nerf football, round foam ball, tennis

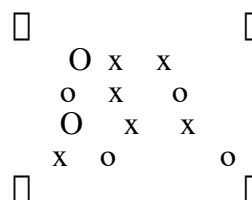
*Pinnies to identify teams.

*6 Cones for boundaries.

Organization:



-OR-



6. Number Exchange Parachutes

Objective: The students will be able to perform specific exercises while performing cognitive strategies.

•The students hold the parachute with an open handed grip (overhand grip, palms facing down). Number the students off 1-5 all around the parachute. The teacher then calls out a number and those students go under the parachute and do a specific exercise designated by the teacher (jumping jacks, push-ups, popcorn jumps, high five, etc.). Students try to do the exercise before the parachute comes down on them. Other options may include exchanging places using a locomotor skill, etc.

•**Cues:** Listen for your number, listen for the exercise, watch personal/general space, be aware of others.

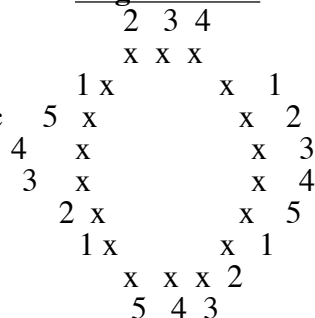
•**Progression:**

- Increase/decrease the amount of exercises to be done
- Increase/decrease the difficulty of the exercises.
- Call out multiple numbers
- Assign colors, countries, states, presidents, fruits, vegetables, etc.

Equipment:

*1 Parachute per 20 students

Organization:



7. Softball Circle Takeover

Objective: The students will be able to perform throwing and catching skills.

•Have students form a circle. Number players "1" or "2". The "1's" are a team, the "2's" are a team. Each team chooses a captain, who stands in the center of the circle. Each captain has a ball. On a signal "Go", the captains throw the ball from opposite sides of the circle to their team member.

The teammates throw the ball back to the captain who continues to throw the ball back and forth in a clockwise direction until one ball overtakes the other.

•**Cues:** **Throw:** shoulders square to target. Step with opposite foot of throwing hand, elbow up.

Catch: watch ball all the way into hands.

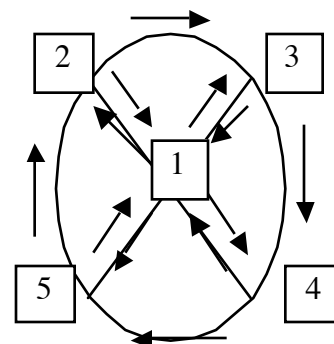
•**Progression:**

- Use softer balls to start
- Use different types of balls
- Vary the size of the circle
- Vary the type of throw used

Equipment:

*2 Balls per circle

Organization:



8. Jaws

Objective: The students will be able to use different forms of weight transfer while moving under the parachute.

•The students sit around the perimeter of the parachute with their legs straight out in front of them under the chute. One student is the "shark". This student gets under the parachute. The other students start to shake the parachute. The shark will come by and grab a student's foot and drag them underneath the parachute.

The students that are dragged under the parachute become sharks also. Soon all the students will be under the parachute. •You can add a lifeguard. The lifeguard's responsibility is to save the student from being pulled under the parachute. Once the lifeguard touches the student's shoulder the shark must stop pulling and go on to another student.

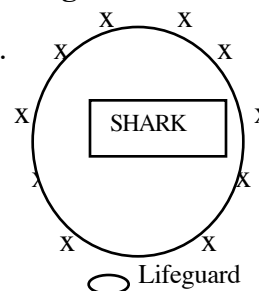
•**Cues:** Once you feel a tug from the shark, go under the parachute.

•**Progression:** Add a lifeguard or 2

Equipment:

*1 Parachute per 10-20 students

Organization:



9. Frosty

Objective: The students will be able to perform various direction changes while dribbling and traveling.

- Travel in general space, dribbling as you go.

If you lose control of the ball or bump another person, you must freeze in your self-space and hold the ball above our head. You are "unfrozen" when a person dribbling touches you on the shoulder. Your goal is to dribble without becoming frozen.

- Cues:** Check your speed, eyes on ball and general space. Bend your knees, head up.

•**Progression:**

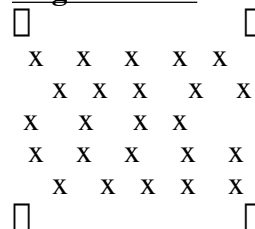
- Increase/decrease boundaries
 - Add taggers: Now you can become frozen
2 ways: by losing control of the ball, or by being tagged.

Equipment:

*One ball per students

*4 Cones for boundaries

Organization:



10. Harlem Globetrotters

Objective: The students will be able to combine the manipulative skills of dribbling, throwing and catching.

- In small groups, students will make up a routine that will combine throwing, catching, and dribbling. Your decisions will include, floor pattern, skills/tricks to be performed, directions of travel, and group relationships (for example, side-by-side, mirroring, together versus follow-the-leader).

All at once, students will perform their routines. Ask for volunteers to show the class their unique routine.

- Cue:** Soft hands, square up to target, absorb the ball eyes on the ball.

•**Progression:**

- Add music "Sweet Georgia Brown"
- Add more people to the groups
- Use different types of balls
- Make them do it in slow motion, regular speed, fast forward, or reverse.

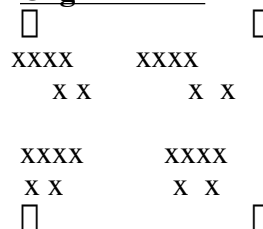
Equipment:

*At least 1 ball per group

*Stereo

*4 cones

Organization:



Chapter 10

Class Room Activities

- Rainy Day
- Integrated

1. Knee Tag

Objective: The students will be able to combine the locomotor skills of sliding and dodging to avoid being tagged.

•Partners face each other and try to tag each other's knees without being tagged themselves. Every time you tag their knee you get a point. The person with the most points wins. Move desks back for safety.

•**Cues:** Head up, eyes up, watch personal and general space.

•**Progression:**

- Partners
- Small groups
- Whole class

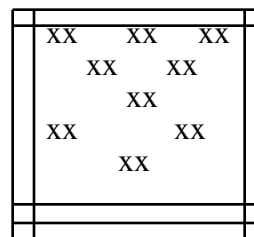
Equipment:

*No equipment!

Organization:

*Personal/general space within the classroom.

*Move desks back for safety



2. Simon Says

Objective: The students will be able to use a combination of stability and locomotor skills.

•Use 2-4 groups to play this game at the same time. Each group has a leader who performs various movements by saying "Simon Says", and then students perform the same movement. If "Simon Says" is not said, all students who move must change to another group.

•**Cues:** Listen for "Simon Says"

Watch personal and general space

•**Progression:**

•Change "Simon Says" to "Do This" or "Do That". When "Do This" is used, it's like saying "Simon Says". When "Do That" is used, it's similar to not saying "Simon Says".

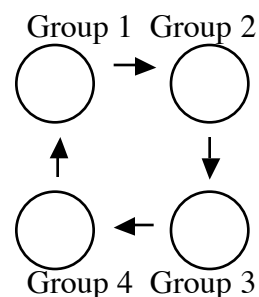
Equipment:

*No equipment needed

Organization:

*2-4 groups

*5-10 people per group



3. Fruit Salad

Objective: The students will be able to use various locomotor skills and decision making skills throughout this activity.

•Students form a circle (standing on a rubber spot) with 1 person in the middle (No spot). Assign each student a fruit name (at least 3-4). The student in the middle calls out a fruit name, those called must move to the nearest open spot quickly before the person in the middle gets there. (Very similar to musical chairs, except not elimination-based). New person in the middle repeats activity. If fruit salad is called everyone must move to a new spot.

•**Cue:** Listen for your name. Watch personal space. Move quickly to an open spot.

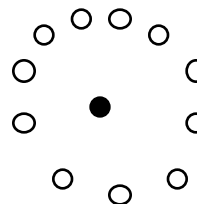
•**Progression:**

•Use colors, numbers, shapes, countries, regions, animals, body parts, etc.

Equipment:

*1 Less rubber spot than students (tape can be used)

Organization:



4. Group Juggling

Objective: The students will be able to use various Manipulative skills to move the object around the circle.

•Students form a circle of 10 people.

One person begins by tossing an object (ball, bean bag, etc.) to someone in the circle (not next to them).

Pattern repeats, always passing to the same person and receiving from the same person. New objects are gradually added. The object of this game is to have the objects come out of the circle in the same order they went into the circle while being touched by every person in the circle.

•**Cues:** Remember the pattern. Watch the object all the way into your hands. Watch your speed.

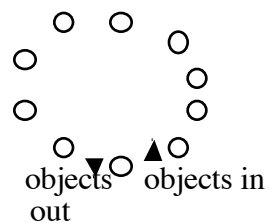
•**Progression:**

•Add more objects of various shapes, sizes, and weights.

Equipment:

*Various objects: bean bags, balls, stuffed animals, etc.

Organization:



5. Human Knots

Objective: The students will be able to use various stability movements and problem solving techniques to untangle their human knot.

•Form a circle with groups of 5-6. Each person joins hands with 2 other people that are not next to them. While holding hands, attempt to unravel yourselves, (by stepping over, under, twisting, etc.) until everyone is untangled and is standing in a circle next to the person they are holding hands with.

•**Cues:** Step over, under, untwist, move one person at a time, take your time and examine the problem

•**Progression:**

•Add more people to the group (6, 8, 10, whole class)

Equipment:

No equipment!

Organization:

```

      X X           X X
     X  X         X  X
    X X           X X

      X X           X X
     X  X         X  X
    X X           X X
  
```

6. Color Cup Relay

Objective: The students will be able to combine locomotor and manipulative skills to complete the visual pattern.

•Groups students in 4's or 5's. At the beginning of each team, 5 visual cup patterns will be face down. 1st runner moves to cups. Their team turns over 1 pattern and verbally explains how/where they are to stack the cups (cannot visually show pattern). Once cups are stacked correctly, they must un-stack them and move back to their group to tag the next runner. Repeat sequence.

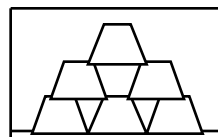
•**Progression:**

- Move cups further away
- Add more advanced locomotor skills
- Take away forms of communication

Equipment:

*6 Plastic colored (30 cups) (3 colors) red, blue, yellow

Organization:



Cups



Cup Patterns

```

X X  X X X
X X  X X X
X X  X X X
  
```

7. Zig Zag Relay

Objective: The students will be able to use cooperative skills combined with manipulative skills to perform the task.

•Divide the class into 2 teams. Have each team separate into 2 lines 3 feet across from each other. Each team will be given 1 object to be passed from one end of their line to the end. First person passes object directly across to teammate, who passes it diagonally across to the next teammate, etc. (Pattern repeats). The object must move in the zig zag pattern down the row and back.

•**Cues:** Anticipate the pass

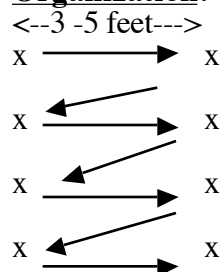
•**Progression:**

- Add more objects (use different shapes, sizes, textures, weights)
- Spread the rows further apart
- Increase/decrease the number of people per group

Equipment:

*At least 1 object per group (ball, bean bag, apple, etc.)

Organization:



10. Psychomotor Relay

Objectives: The students will be able to use a combination of locomotor skills and stability skills to perform specified tasks.

•Divide class into 2-4 groups. The teacher assigns a skill to be performed. The students must perform the skill to a specified cone and come back to their group. The teacher can have each group race themselves by time or compete against the other groups. Each person can be given a unique skill to perform.

•**Cues:** --->Perform task correctly

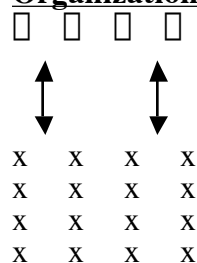
•**Progression:**

- Use different skills: crab walk, bear walk, cat walk, rabbit jump, heel-to-toe walk, crazy walk, monster walk, etc.
- Increase/decrease the distances
- Increase/decrease group sizes

Equipment:

*4 Cones

Organization:



9. Bean Bag Pitch

Objective: The students will be able to perform the manipulative skill of throwing while working on accuracy.

•A target (box) is position at the front of each group. A throwing line is placed 10-15 feet in front of the target. Players stand behind the line and take a specific amount of throws at the target. Each player's score is recorded and added up to make the team score. Highest score wins. Other targets designed by the students can be used.

•**Cues:** Square to target, eye contact with target, elbow up, step, rotate, release, follow through.

•**Progression:**

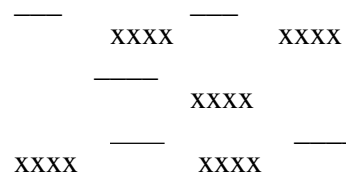
- Increase/decrease distance from target
- Create different targets with different shapes, sizes, height, smaller openings, etc.

Equipment:

*20 Bean bags
*5 Small box for each team

*Tape for a throwing line

Organization:



10. Bull's Eye

Objective: The students will be able to perform manipulative skills while working on accuracy.

•Tape a bull's eye on the floor.

Have students stand back about 10-15 feet.

From the throwing line, each student gets a predetermined number of tosses to get as high a score as possible. Each ring of the bull's eye is worth different amounts of points.

•**Cues:** Focus on target, shoulders square to target.

•**Progression:**

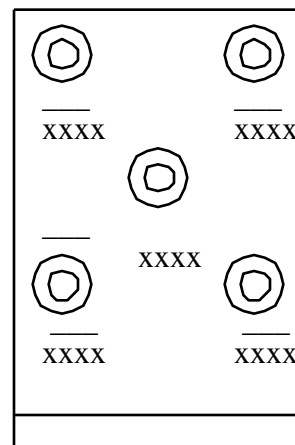
- Increase/decrease distance from Bull's eye.
- Increase/decrease # of throws
- Use various throwing patterns (overhand, underhand, side arm, under the leg, behind the back, etc.).

Equipment:

*Masking Tape for bull's eye

*Bean bags (20)

Organization:



11. Slap, Clap, Snap

Objective: The students will be able to keep a basic hand rhythm while using cognitive skills.

•The students must practice a 3 count rhythm before the game starts. The basic rhythm is
1) Slap your knees, 2) clap your hands and
3) snap your fingers, repeat.

Once everyone is synchronized, the game begins. Each student in the circle has a number. The leader calls a number on the 3rd count. The player whose number is called must call another number when snapping their fingers. The object of the game is to not break the rhythm, calling numbers back and forth across/around the circle.

You must start over if:

- someone breaks the rhythm,
- someone forgets to call a number after theirs has been called,
- someone calls a number when theirs has not been called.

•**Progression:**

- Increase the pace of the rhythm
- Add a four count (slap knees, clap hands, snap fingers, (right hand), snap fingers (left hand))
- Use names, animals, flowers, countries, cities, capitals, etc.

Equipment:

*No equipment

Organization:

```

      X  X
    X      X
  X          X
X            X
  X          X
      X      X
  
```

12. Flash Colors

Objective: The students will be able to perform locomotor skills combined with decision making to complete various tasks.

•The teacher holds up a flash card with a color on it. The students must locate and touch a specific amount of items that are the specified color and return to their personal space. There is no scoring, just activity.

•**Cues:** Watch personal and general space. Identify all objects before moving.

•**Progression:**

- Use visual and verbal cues
- Use colors, letters (must find objects that start with a specific letter), textures, materials, etc.
- Use various locomotor skills (walk, hop, skip, gallop, slide, crawl, etc.)

Equipment:

*A set of Flashcards

Organization:

*Scattered formation

		X	X	
X	X			
		X	X	X
X	X	X		