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## Standard 2.5: Movement

*All students will learn and apply movement concepts and skills that foster participation in physical activities throughout life.*

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Despite common knowledge that physical activity is healthful, many Americans do not exercise on a regular basis. Although many of us embark on a regular exercise program at one time or another, few of us sustain our participation. Increasing evidence supports regular physical activity as a means to reduce one's risk of heart disease, hypertension, and osteoporosis. Even a modest increase in one's physical activity level can improve one's health and quality of life.

*Standard 2.5: Movement* addresses concepts and skills essential to the participation in and enjoyment of physical activity. Movement education aims to identify and foster the movement potential in each and every student. As students learn to move competently and confidently, they are more likely to participate in physical activity. At the earliest level, developmentally appropriate programs focus on body awareness, the language of movement, and skills that can be applied to a wide range of activities. As students progress, movement patterns become more complex. Students begin to understand how to combine and modify movement patterns to obtain desired results. Movement education should focus on the learning process rather than the product, developing each child's skills and supporting his/her strengths.

As students progress, activities require competency in a wide range of skills. Students should be encouraged to participate in some form of physical activity every day. Physical activity should not be limited to organized sports and games; rather, walking, jogging, swimming, mowing the lawn, riding a bike, and skateboarding are exercise forms that support wellness. Movement education needs to focus on activities that can be continued throughout one's lifetime. Most of all, children need to recognize the inherent benefits of exercise. Research shows a strong correlation between exercise and mental health. Physical activity helps reduce stress and improves one's self-esteem.

Movement education should be developmentally appropriate. Students need to learn and practice basic skills before combining them to play more complex games and sports. Refining skills increases student motivation. Teachers should pay careful attention to the skill development of each child and plan activities that support the various developmental levels of the class. This approach takes more time and planning. However, as a result of these efforts, students will become more successful in physical endeavors and find physical activity more enjoyable.

This *Framework* section presents a wide array of sample learning activities for all ages and developmental levels. It focuses on the acquisition of basic skills, the application of those skills in modified activities, and finally, the application of more complex skill combinations in regulation games, sports, and lifetime recreational pursuits. The aim of *Standard 2.5: Movement* is ultimately to produce students who value physical activity and seek regular participation in some form of healthful exercise.

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## MOVEMENT FUNDAMENTALS

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**Indicator 2.5-1:** *Perform locomotor, nonlocomotor and manipulative movement skills.*

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### SAMPLE LEARNING ACTIVITIES: K-2

**Teacher Tip:** Creative dance offers students an opportunity to move in different ways and discover how well they move. It allows students to discern what forms of movement might make them feel uncomfortable and which ones they might like to perform better. Creative dance allows students to reflect or interpret an idea, thought, or feeling and to express those sentiments through movement. Many students at this level will have little or no experience in creative dance. The teacher can facilitate participation in dance activities by providing students with clear directions, choices, and specific tasks while still allowing children the freedom to be creative and expressive in movement forms.

**Teacher Tip:** Dance allows students to explore individual movement skills and combinations. Dance routines may be teacher-designed or student-created. Students should be encouraged to “move” with various kinds of music before learning specific dance steps or routines. Students can “interpret” music using locomotor and non-locomotor movement skills and combine movement to portray characters or imitate animals. Students should be encouraged to move in various pathways, alone, and with others. Activities that allow students to experience the joy of movement through dance, music, and rhythm are described below.

#### A. LET’S DANCE

Play lively music such as “March” by Prokofiev or the “Tin Soldiers March” by Tchaikovsky. Encourage students to parade to the music. Observe how children lead and follow. Do they walk in pairs or small groups? Do students join others or step/march alone? Creative costumes, decorated “big shoes,” or theme parades based on familiar characters from books or stories add to the excitement. Vary the type of marching, sometimes free-form and sometimes structured.

##### **Variation: Bunny Bounce**

This dance uses simple jumping patterns. It may be performed alone, in pairs, or in small groups. Use the traditional “Bunny Hop” music for this dance or any music with similar tempo and rhythm (e.g., “Runaround Sue” by Dion, “All Shook Up” by Elvis).

##### **Variation: Alphabet Soup**

Students form letters of the alphabet by moving, stretching, and bending with their bodies, then use the letters to spell words. Students can also form geometric or animal shapes. Pictures from newspapers or magazines of people using body shapes (e.g., wide, twisted, curved, narrow) can be used to create a bulletin board of body shapes and movement. End this activity with a rendition of the favorite disco number “YMCA.”

[CCWR: 3.9/3.15]

**Teacher Tip:** Integrate the following activity with specific topics in science, such as the study of energy and power, space exploration, or the study of jets and rockets.

### **B. BLAST OFF!**

Show pictures or a video of a rocket blastoff. Ask students: “What is needed for the rocket to blast off?” (Answers: energy, fuel, power.) Students create their own energy to blast off, just like a rocket. While music plays, students move around the play area (specify a locomotor movement such as walking, jogging, or skipping). When the music stops, students squat into a “blastoff” position and begin a countdown 10 to 1. When the countdown is completed, students jump as high into the air as possible, like a rocket blasting off, and yell “Blast Off!” Repeat the sequence, varying the pathways and locomotor movements.

**Variation:** Students count down in another language.  
[CCWR: 3.12]

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**Teacher Tip:** Balance activities should be performed in a safe environment, free from obstacles that might contribute to injury. Provide ample space for the activity and use safety mats. Provide appropriate supervision for all students. Do not use young students as spotters for these activities.

### **C. SUPPORT YOURSELF**

Show students pictures of people or animals supporting their body weight in stationary poses (e.g., a gymnast on a balance beam, a skater, a tightrope walker, a flamingo). Demonstrate the pose of a flamingo and then have students imitate the pose. As you ask the following questions allow students to try each balance pose: “How many ways can you balance on five body parts (four parts, three parts, etc.)? After students have experimented with a variety of poses, ask: “How many balances can you perform with your feet over your head?” Discuss which balances are the easiest and which are most difficult—and why.

**Variation:** Students like to step or balance on objects found in their environment. During a nature walk, students practice their balance skills on stepping-stones, logs, and pathways. Discuss ways to balance on a variety of naturally-occurring objects.  
[CCWR: 3.2/3.7/3.13/5.3]

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**Teacher Tip:** The following activity is designed for pre-K and kindergarten students. Use the activity to observe and evaluate eye-hand coordination, attention, and the child’s ability to follow simple directions. Be sure to dispose of the balloons appropriately.

### **D. BOUNCING BALLOONS**

For this activity, you need an assortment of colorful balloons, items that can be used as paddles (e.g., Frisbees, flexible plastic lids, aluminum pie tins), plenty of space, and a solid container to dispose of used and broken balloons. Begin this activity by reading aloud the classic story “The Red Balloon” by Lamorisse (or any children’s story about balloons). Discuss how balloons are light and

how easy it is to keep a balloon up in the air. Students keep their own balloon afloat using a variety of paddles, including their hands. Students should not hit another person's balloon. As students keep their balloons afloat, observe the position of their heads and the way their eyes track the object. Encourage students to hit the balloon harder (increase the **force**), to hit it on command, or to hit the balloon in time with music or a drumbeat (**rhythm**).

**Variation:** Partners or small groups keep the balloon afloat.

**Variation:** Working cooperatively, students use a parachute to keep balloons or soft objects in the air.

[CCWR: 3.9/3.11/4.2]

### E. JUMPING TRAILS

For this activity, you need poly spots, dome markers, carpet squares, or foot prints. (Students can trace their own footprints on cardboard and you can laminate them.) Design a series of patterned trails for students to follow. Demonstrate various jumping patterns (e.g., jump from two feet and land on two feet, jump from one foot and land on same foot) using the markers. After students have successfully navigated the teacher-designed patterns, divide the class into small groups and have each group design a simple jumping trail. Students demonstrate their pattern, then groups switch and try other student-designed trails.

**Variation:** Design trails that intersect or cross. Students change trails, change direction, and use multiple paths.

**Variation:** Each group designs a trail. The trails connect and lead to stations. At each station, students perform a simple skill or series of skills such as tossing and catching a bean bag.

**Variation:** Add low foam hurdles to the jumping trails.

[CCWR: 3.1/3.13/3.15/4.2]

### F SCORE!

For this activity, you need several small buckets or trash cans and an assortment of appropriately sized balls. Place a bucket at each end of the playing area. (For very young children, you may need to outline lanes leading to the bucket. Use chalk or tape.) The object of the game is to travel from one side of the playing area to the other while carrying a ball. When the student reaches the other side of the playing area, he/she “slam-dunks” the ball into the bucket. Divide the class into small groups. Each group forms a line behind a bucket. Emphasize that only one player should be in each lane at a time. Select a designated locomotor skill (e.g., jog, hop, jump, skip). On signal, one student from each group selects a ball from the bucket, carries it to the bucket at the end of his/her lane while performing the designated locomotor movement, and slam-dunks the ball into the bucket. After successfully slam-dunking the ball into the bucket, the child returns to the end of that line and awaits his/her next turn. Provide several opportunities to perform the designated locomotor skill, then change the skill.

**Variation:** Modify the **speed** of the designated locomotor movement (e.g., walk slowly, skip quickly). Discuss the effects of speed on the ability to stay in the lane and focus on the target.

**Variation:** Teams score one point for each successful slam-dunk.

**Variation:** For more advanced students, add the challenge of object manipulation while traveling (e.g., dribbling, kicking, toss and catch).

[CCWR: 4.2/5.3]

**G. HIDE AND SEEK MOVES**

Create a set of movement cards. For each card, write the name of a simple locomotor movement on one side and draw or paste a picture of the same movement on the other side. Place poly spots, carpet squares, or cones around the play area and place a card under each. On your signal, each student jogs to a poly spot, finds the movement card, and as music begins, performs the designated locomotor movement(s). Remind students to place the card back under the poly spot before taking off for the next spot. When the music stops, each child finds a new poly spot, locates a new card, and performs the indicated movement. Review the movement vocabulary on each card.

**Variation:** Modify the movement noted on the card (e.g., walk slowly, gallop briskly).

**Variation:** Write the movement skill on the card in another language.

**Variation:** Students create their own movement cards, using vocabulary words from language arts/reading lessons. Students illustrate the movement or skill on the flip side of the card or use computer graphics or magazine pictures to illustrate the designated movement skill and then attach the illustration to the card.

[CCWR: 3.9/3.13]

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**Teacher Tip:** Integrate this activity with the study of creek and marsh habitats. Students can create the creek environment and its inhabitants with assistance from science and art teachers.

**H. JUMP THE CREEK**

For this activity, the class designs a simulated creek area. The creek is created by double lines representing the banks of the creek and should vary in width from narrow to wide to accommodate a variety of jumping abilities. (Students decorate the creek area with “creek creatures”, such as fish and frogs.) Demonstrate various ways to jump over the creek, using a running/jogging approach, a standing approach, and a leap. Designate which approach to use and observe the student jumps. After each jump, students return to the starting area over a bridge. As student skills improve, move them along the creek to perform more difficult jumps.

**Variation:** Add poly spots or dome markers as stepping stones across the creek.

**Variation:** Correlate this activity with a visit to a pond or park. Students imitate the movement of wildlife that may live in or near the creek. Ask students: “How would a frog jump the creek? How would a bird get across the creek?” Students imitate the movement of various wildlife. Use animal movements to help students define words like *slither* and *slide*.

[CCWR: 3.1/3.12/3.15]

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**Teacher Tip:** Create a variety of challenging balance stations that keep all students actively engaged in the activity. Always use safety mats and emphasize safety rules at every opportunity.

**I. SEE ME BALANCE!**

For this activity, you need a low-level training balance beam and several straight lines drawn on the play area (use tape or chalk). While standing on the floor, students demonstrate a static balance pose on one foot, progress to walking the lines, and then to the beam. After students feel comfortable

with the stationary pose, demonstrate ways to walk on the beam, emphasizing the use of arms to help maintain balance. Demonstrate how to dismount the beam using a soft, balanced landing. Students move from floor to low beam and demonstrate controlled movement and balance at each level.

**Variation:** As students become more confident and skilled on the balance beam, add new ways of moving, such as walking sideways (slide step) or backward, hopping or counting steps, changing levels and adding a *stationary balance*. More advanced students may be able to jump off the end of the beam, land, and roll.

[CCWR: 4.3/5.3/5.6]

### J. TO THE LETTER

For this activity, you need 26 large pieces of card stock in varying colors. On each card, write one letter of the alphabet. Post the cards in alphabetical order around the gym (with a minimum of four feet between each card). The cards should be at the students' chest level. You need one ball for each student. Students select a letter and stand by their chosen letter. From a designated distance, students practice a chest pass (or an overhand or underhand throw) aiming at their letter. Students pass and catch the entire alphabet, moving to the next letter each time they successfully complete the pass and catch.

**Variation:** If there are more than 26 students in the class, use numbers. You can also use names of states, posted in alphabetical order.

[CCWR: 4.3/4.9]

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**Teacher Tip:** Students must be able to dribble and trap a soccer ball and perform developmentally appropriate catching and throwing techniques before they can successfully participate in this game.

### K. BILLION BALLS

For this activity, you need at least two balls for every student. (Different types of soft, round balls are perfect for this activity.) You also need a large, open playing area and one hoop for every two students. Divide the class into pairs and give each pair a hoop. Each pair finds a "home" spot for their hoop and stands in it. Scatter all the balls in the playing area, explaining that the balls are scattered all over their "yard." The balls need to be returned to a home (hoop). On your signal, students find a ball and foot-dribble it back to their home. They cannot take a ball from another person's home. Continue the activity until all the balls are located in a hoop. Return the balls to the yard using a soccer throw-in (or chest pass) and discuss successful foot dribbling and throwing techniques. Ask students: "Which balls were easiest to control? the hardest? Why?"

**Variation:** Students think of other ways to get the ball "back home," (e.g., one partner stays in the hoop and the other throws the ball; hand dribbling; moving the hoop).

[CCWR: 3.1/3.11/3.13/4.2]

### L. NHT ZONE (No Human Targets)

For this activity, you need a large playing area, targets of varying sizes (e.g., inflatable palm trees or bop bags, lollipop paddles stuck in cones, bowling pins) and balls appropriate for the varying skill

levels of the students. Create a playing area by marking two lines about 10 to 20 feet apart. (Spacing depends on the skill level of the players.) Place the targets in the empty space between the two lines, the “NHT Zone.” Divide the class into two groups. Students throw at the targets from behind the lines. Designate specific kinds of throws and vary the distance during the activity.

**Variation:** After students are comfortable throwing at a stationary target, play “Thunderball.” Place a large beach ball in the center zone. Students on each side of the line try to move the beach ball by hitting it with thrown balls. Teams receive points for successfully moving the ball across the opposing team’s shooting line.

[CCWR: 3.13/3.14/4.2/5.1]

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## MOVEMENT FUNDAMENTALS

**Indicator 2.5-1:** *Perform locomotor, nonlocomotor, and manipulative movement skills.*

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### SAMPLE LEARNING ACTIVITIES: 3-4

#### A. CATERPILLAR JOG

For this activity, you need a large, open play area. Add obstacles such as cones, tunnels, or mats. Divide the class into small groups. (Three to five students in each group works best.) Students simulate being a caterpillar. One person begins as the head of the caterpillar, and the rest of the group becomes the body and tail. Students place their hands on the shoulders of the student in front of them and must maintain contact throughout the exercise. The head of the caterpillar leads the group around the play area, changing *direction*, locomotor *pattern*, *speed*, and *level*. The head must establish a *pace* that accommodates the group and does not dissect another caterpillar. On signal, the head becomes the tail and the next person in the line becomes the head of the caterpillar. Repeat the exercise until everyone has had a chance to lead a group. Discuss how the caterpillars were able to move together without running into another team.

**Variation:** Play a variety of musical selections to control the pace and *tempo* of the activities. Change the size of the play area. Create larger caterpillars.

**Variation:** Students simulate the actions of a train rather than a caterpillar.

[CCWR: 3.7/4.2/4.7]

#### B. ONE BEHIND

Students use their powers of observation to react to a series of movements performed by a leader. For this game, participants perform the designated movement skill when the leader moves to the second skill. Students are always one movement skill behind the leader. For example, the teacher begins this activity by performing arm circles. When the teacher begins the second move (e.g., mountain climbers), students begin arm circles.

**Variation:** This activity can be performed in a circle formation similar to the popular “Wave” activity done at sporting events. One student initiates a movement skill, such as arm circles. Then each student, in succession, performs the same skill. When all students have joined in the movement activity, the leader starts another skill.



**Variation:** Divide the class into groups of seven students. Each group forms a circle with one member in the middle of the circle. Use upbeat, party music for this activity. When the music begins, the student in the center initiates a nonlocomotor movement. The entire circle performs the same movement as the leader. After 10 to 15 seconds, signal for a change in leader.

[CCWR: 3.7/3.9]

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**Teacher Tip:** The following activity requires students to perform 7 to 10 specific movement skills. Be sure the teacher-designed lists are appropriate for the developmental levels and abilities of the students. Students need to master the individual skills before being asked to combine them to create movement patterns.

### C. BALANCING ACT

For this activity, you need a large, safe play area, landing and safety mats, and a handout listing seven to ten specific movement skills (e.g., forward roll to one foot balance, run and jump with a half twist, perform a backwards roll). Students perform several of these skills in combination. Each student selects three to five skills from the list and creates a sequence lasting approximately one minute. (Students can write their sequence on the back of the task list.) Each student develops a sequence and shares it with a partner. After allowing time for practice, each student demonstrates his/her sequence to the class. Students may use music as part of the performance.

**Variation:** In pairs or small groups, students develop patterns, observe the performance, and use teacher-prepared task cards to provide feedback on the performance.

**Variation:** Using a task list of mastered skills, students design a movement sequence for the balance beam and present it to the class.

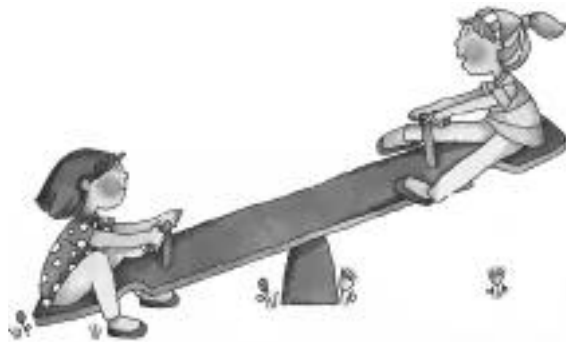
[CCWR: 3.15/4.3/4.5]

### D. DOUBLE TROUBLE

For this activity, you need a large, open play area. Divide the play area in half, designating two zones. A tag game is played in each zone. If a player is tagged, he/she simply crosses over into the other zone. No elimination! Designate a tagger for each side and change every one to two minutes. Vary the locomotor movement during the game (e.g., skipping, walking, running). Discuss strategies used to avoid being tagged.

**Variation:** Create a *neutral zone* between the two zones. When a student is tagged, he/she reports to the neutral zone and performs a specific task (e.g., a series of jumps, a forward roll) before moving into the other zone.

[CCWR: 3.13/5.1/5.3]





**Teacher Tip:** In the following activity, students dodge a ball rolled across a pathway. If students intentionally try to hit the dodgers, award points for each successful pass that does not touch the dodgers. Use positive motivation to reduce the likelihood of injury to the dodgers.

### **E. KEEP 'EM MOVING**

This game is patterned after the popular video game “Super Mario Brothers.” Divide the class into groups of six to eight. Select two students from each group to be the dodgers while the rest of the group lines up opposite each other creating a seven to ten foot passage for the dodgers. The players on-line roll a ball back and forth across the passage, trying not to hit the dodgers as they move through the passage. One dodger starts at each end of the pathway. The dodgers simultaneously attempt to navigate the path without being hit by a ball. For each successful crossing, the team is awarded points. At the end of a pre-determined time period, rotate the players.

**Variation:** Vary the locomotor movement performed by the dodgers (e.g., walking, jogging, skipping). Have the dodgers dribble a ball while dodging.

**Variation:** Change the size of the ball or the passing pattern (crisscross vs. straight). Have the sideline players use their feet instead of their hands to pass the ball.

[CCWR: 3.9/4.2/5.1]

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**Teacher Tip:** Students need experience using a variety of striking objects, such as hands and racquets, in order to participate in this activity. Students need to be comfortable with the fundamentals of striking, including forehand and backhand strokes.

### **F STRIKE IT!**

This activity requires a large play area, an assortment of objects for striking (e.g., beanbags, balloons, Ping-Pong or tennis balls, shuttlecocks), and appropriate rackets. Establish several stations where students perform striking tasks. As students progress, they practice striking skills rebounding off a wall or volleying with a partner. Activities at stations may include the following:

- Perform a pancake flip with racquet and bean bag.
- Hit a balloon with a racquet.
- Hit a Ping-Pong ball with a racquet.
- Hit a tennis ball down (or up) with a racquet.

**Variation:** A similar activity can be designed to teach students how to swing and hit a ball with a bat. At hitting stations, students use plastic bats and wiffle balls to hit a stationary object (a ball on a tee or cone). At another station, one student hits a ball against a wall, and his/her partner catches it on the return. At a third station, students practice hitting a ball pitched underhand. Discuss how *eye-hand coordination* make this activity possible.

[CCWR: 3.13/3.14/4.4]

**Teacher Tip:** For many students, juggling is a real challenge. Begin with soft balls or beanbags. Not only are they easier to catch, they won't cause injury on a miss. Beanbags are great because they don't roll away on a miss. Some students may find it easier to begin juggling scarves. Explain that juggling scarves requires a release like waving good-bye and a catch like a clawing lion. Remind students that juggling takes lots of concentration and patience!

### G. JUGGLING

For this activity, you need a variety of objects that can be juggled. Begin by showing a juggling video (available from PE supply companies) or a TV or circus video. Elicit comments from the students about the techniques used by the jugglers, and develop a large chart that outlines important steps for juggling. As students practice, add new tips to the chart. Demonstrate a simple juggling activity. Students begin with very simple patterns involving just one object and then move to two or more objects as their skill increases. A variety of objects can be used as students improve their juggling skills (e.g., balloons, beanbags, scarves, balls, feathers). When students complete 10 successful "juggles," they move to the next level. Students may work alone, in pairs, or in small groups to practice and refine their juggling skills. After students have developed a level of confidence in their ability to juggle, they demonstrate their skills to the class.

**Variation:** Set up juggling stations. Students move to each location to try a different type of juggling. Students write a brief paragraph describing the successes and problems encountered at each station.

**Variation:** Some students may have used a crochet footbag or "Hacky Sack." Others may have experience using juggling sticks (known as "devil sticks" or "angel sticks"). Allow students to move through the juggling sequence as their skills improve and experiment juggling different objects, using their feet as well as their hands to control the movement of the object.

[CCWR: 3.9/3.14/4.3]

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## MOVEMENT MODIFICATIONS

*Indicator 2.5-2: Modify basic movement skills by applying movement concepts, biomechanical principles, and rhythm.*

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## SAMPLE LEARNING ACTIVITIES: K-2

**Teacher Tip:** The next activity is a great way to introduce pre-K and kindergarten students to simple movement and dance. Use familiar poems, stories, and music to vary movement experiences and allow students to interpret the various themes.

### A. WINDMILLS

Ask students questions about the weather such as: "What does it feel like on a cold, windy day? a warm, breezy one?" Lead students to a discussion of the wind. After a brief discussion, ask if any-

one knows what a windmill does. Show pictures or video of windmills. Direct students to find personal space in the play area, at least a full arms length from a classmate. Students sit and listen as you read a poem about windmills. Tell the students: “I want you to imagine that you are a windmill, just like in the poem.” Students interpret the poem, using movements at different *levels* and *speeds*. Read the following poem by Eunice Close:

### **Windmills**

The wind blows high,  
                   The wind blows low,  
 And round and round the windmills go.  
                   Slowly, slowly,  
 To and fro,  
                   Then faster and faster, round they go.

**Variation:** Students create a pinwheel. On a breezy day, students take the pinwheels outside, observe their action in the wind, and imitate the actions of their pinwheel. Return on a still day and have students make the same observations.

**Variation:** Explore the concepts of speed and level using kites instead of windmills. Students imitate the actions of a kite on a very breezy day and then on a quiet, still day. Share poems and stories about kites and have students act out the narratives.

[CCWR: 3.2/3.7/3.9/3.15]

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**Teacher Tip:** The following activity can be integrated with safety activities found in *Standard 2.1*. Using a computer, students design maps and signs for this activity. Invite a local police officer to reinforce school and community safety messages.

## **B. TRAFFIC COP**

For this activity, you need a large open area that has the capacity to provide numerous “intersections.” (If a natural area does not exist, use chalk or tape to design a city street model on the gym floor or playground.) Ask students: “What are some of the rules drivers must follow when on the road?” (Answers: speed limits, one way, stay to right). Acting as if they are cars, students walk the course, obeying the rules of the road. (Student-designed signs are helpful.) Students alternate as drivers and traffic cops. (The police officers flash traffic signs or direct traffic.) After students have self-navigated the course, present a series of commands (e.g., right turn, curve, green light [run], yellow light [jog], red light [stop]). Discuss the importance of following the rules of the road. Relate the rules to related sidewalk safety issues.

**Variation:** Students navigate the course using scooter boards.

**Variation:** One student becomes the “Pac Man” walker. If the designated walker touches a student on the pathway, he/she becomes frozen and can only be unfrozen when tagged by another student. Running is not permitted.

[CCWR: 2.8/3.2/3.13/3.14]

**Teacher Tip:** Students need an understanding of relevant terminology in order to follow directions and fully participate in activities. Teach the terms *force*, *level*, *heavy*, *light*, *easy*, *tense*, *relax*, *high*, *low* and *medium* prior to these activities. Ask the classroom teacher to reinforce the vocabulary.

### C. ELEVATOR DRIBBLING

Provide each student with a playground ball. (If this is not possible, divide the class into pairs; students alternate being the observer and the dribbler.) Students find personal space. Direct students to dribble the ball at a low level, then at a medium level, and finally at a high level. As the students dribble, direct their attention to the difference in *force* between levels. Ask: “At which level is it easier to control the ball? How much force is needed to maintain the level?” Next, have students attempt to switch hands while changing levels and travel while dribbling at the various levels. Discuss how to control the dribble with each change in action. Focus on changes in speed and level. Conclude the activity with a discussion of effective dribbling, writing/illustrating the key points on chart paper. Post on the wall for later review.

**Variation:** To demonstrate the effects of force, give each student a playground ball and a bean bag. Tell students to place the bean bag on top of the ball, drop the ball, and observe the result. (The bean bag should soar.) Tell students not to bounce the ball, just drop it. Students direct the projection towards a target or partner. Discuss the effects of varying levels of force and ways to control it.

**Variation:** Give each student a ball to bounce and use a counting rhyme (e.g., “One, Two, Three, O’Leary”) to create a rhythmical ball bouncing and trick pattern. Vary the tempo of the chant.

[CCWR: 3.2/3.3/3.7/3.13]

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**Teacher Tip:** The next activity requires the teacher to design an obstacle course based on a favorite children’s story. Work with the classroom teacher to select stories that the students are familiar with. Both teachers should reinforce the vocabulary needed for this lesson.

### D. STORY OBSTACLE COURSE

Create an obstacle course based on a familiar child’s story. Students act out the story using the obstacle course to experience changes in *levels*, *directions*, and *pathways*. The course assists students to establish physical and mental connections, understanding terms such as *over*, *under*, *behind*, *in front of*, *near*, and *far*. Use a story like “The Tale of Peter Rabbit” or any Winnie the Pooh story. Read the story aloud and discuss the actions of the characters. Then allow students to act out the story (e.g., crawling through a log, climbing or jumping a stream) using the simulated “forest and field” obstacle course. Focus on the changes in locomotor and nonlocomotor movements needed to navigate the course.

**Variation:** Create a circus obstacle course and have students portray the various circus characters and animal roles.

**Variation:** Design an obstacle course that focuses on acquiring language skills, describing directions, levels, and pathways. Vary the elements of the course as well as the locomotor movements that provide transition from obstacle to obstacle. For example, students crawl low through a tunnel, walk backwards on a balance beam, roll on mats, and climb cargo nets or climbing walls. Students perform designated locomotor movements such as skipping, hopping, or jogging between obstacles.

Create large vocabulary cards and place them next to each obstacle to reinforce concepts such as over, under, beside, and behind.

**Variation:** Design an obstacle course that allows students multiple opportunities to land and stick. Provide target areas for the landing and emphasize the need to flex the knees and hips as a means to absorb the force of the jump.

[CCWR: 3.9/3.11/3.14]

**Teacher Tip:** Students may prefer to dance to the latest tunes on TV or the radio. Always preview music for appropriate content before using it in class. (The music teacher may be helpful.) Expose students to a wide array of musical styles (e.g., classical, jazz, rock, country, rhythm and blues, cultural favorites). Percussion instruments, such as a drum or tambourine, are also effective when teaching dance concepts. Involve students as both musicians and dancers.

### E. DANCE TO THE MUSIC

The “Chicken Dance” and the “Alley Cat” are two popular social dances that clearly demonstrate changes in the duration and speed of movement. When teaching these dances, discuss the concepts of *acceleration* and *deceleration*, the speeding up of the dance, and then the slowing at the conclusion. Discuss and demonstrate the concepts of *levels*, *pathways*, *space*, and *flow* in relation to the dance.

**Variation:** Use a percussion instrument to establish a *tempo*. Students perform a particular locomotor or nonlocomotor movement to the beat. Change the movement and vary the tempo.

[CCWR: 3.9]

**Teacher Tip:** As a prerequisite to short-rope jumping, students must be able to jump continuously using a rhythmic pattern within a small box drawn or taped to the floor.

### F. JUMPING ROPE

Invite older students (e.g., 5th grade students) to perform jump rope routines, drawing attention to specific skills used by the jumpers. (If jumpers are not available, use a jump rope video.) During the demonstration, focus on starting and verbal cues. Practice the cues and actions without using a rope. Then give each student a short jump rope to practice basic single short-rope skills. Be sure students jump on the balls of the feet with soft landings. Students practice a single bounce, a double bounce, and a jogging step before moving on to more difficult moves. Establish a tempo by clapping or beating a percussion instrument, jumping with the students, and encouraging them to listen to the beat of the rope. Use music with a strong, even beat or have students chant a rhyme such as “Cinderella” or “Teddy Bear.” After students have mastered single short rope jumping, students perform the skills with a partner, before progressing to long-rope jumping.

**Variation:** Establish several jumping stations where students can practice basic and intermediate skills. At each station, post a wall chart of the skill or have students view a video performance. Students identify the critical elements of effective jumping technique and create a poster or graphic organizer.

[CCWR: 3.15/4.2/4.3/5.3]

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## MOVEMENT MODIFICATIONS

*Indicator 2.5-2: Modify basic movement skills by applying movement concepts, biomechanical principles, and rhythm.*

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### SAMPLE LEARNING ACTIVITIES: 3-4

**Teacher Tip:** Coordinate the following activity with lessons on the solar system because students must have a basic understanding of the characteristics and alignment of the planets before they can effectively play this game.

#### A. PLANET TAG

Develop a list of commands based on the characteristics of the solar system. Brainstorm the characteristics and write them on the board. Lead students to make connections between the characteristics, the name of the planet, and an action command to be used in a tag game (e.g., Pluto is farthest from the sun and is the coldest; thus the command “freeze” is appropriate for Pluto). After you have developed 5 to 10 commands, students scatter around the play area. One student is designated the leader to call out the commands. The rest of the class listens to the commands and acts accordingly. After students have successfully mastered the commands and the appropriate actions, secretly pass out two or three Nerf balls. On the command Asteroids the players with the Nerf balls become the taggers (not throwers). If tagged, a player must go into orbit (jog around the perimeter of the play area) until given the signal to return to the game. Examples of other commands for this game include:

- Mercury:** Run in play area as fast as possible.
- Saturn:** Run in small circles (rings).
- Sun:** Stay in place pretending to have “hot feet”.

[CCWR: 3.2/3.9/3.12/4.7]

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**Teacher Tip:** Tag games provide students with opportunities to solve problems while exploring movement skills. Planning and learning to strategize is an important part of tag games. Because of the inherent chaotic nature of tag games, be sure to emphasize safety rules and sportsmanship.

#### B. TRIANGLE TAG

For this activity, you need a large, open play area and one small flag or colorful piece of material for each group. Divide the class into groups of four students and designate one player in each group the tagger. The three remaining group members hold hands to form a triangle. One of these players places the flag in his/her back pocket or attached to a belt. The tagger, operating on the outside of the triangle, tries to steal the flag. The students forming the triangle must work together to keep the flag from the tagger, without running away. If the triangle breaks, another member becomes the tagger. Discuss strategies used to outwit the tagger and keep the triangle together.

**Variation:** Each student needs a flag belt with two flags (in lieu of flags, clean socks or brightly colored strips of cloth can be tucked into back pockets). Select two to four students to become “flag chasers.” The flag chasers try to obtain as many flags as possible in three minutes. The number of flags obtained determines the score. Flag chasers may only take one flag at a time. Students who lose both of their flags may obtain another flag.

**Variation:** “Four Chiefs” is a tag game from Nigeria. In this game, the leader selects four players to be chiefs. The chiefs sit on chairs. Two soldiers are selected for each chief. The soldiers hold a supply of ribbons representing the chief’s tribal colors. On signal, the remaining students scatter and try to avoid being tagged by the soldiers. When tagged, the soldier gives the player one of the tribe’s ribbons. The captured student, now a member of the “tribe”, must sit behind the appropriate chief. After a designated time period, the chief with the most captured players wins the game. Rotate chiefs and soldiers.

[CCWR: 3.1/3.13/5.1]

### C. READY REACTION

All students face the leader and mirror his/her actions (e.g., if the leader shuffles to the right, the group shuffles to the left). Students try to move at the same speed as the leader, change direction at the same time, and perform the same movement pattern. Assist students by providing cues such as a whistle for direction change or verbal commands for movement pattern changes.

[CCWR: 3.7/3.9]

### D. PARTNER BALANCES

Organize the class into pairs of similar size. Partners face each other with feet shoulder-width apart, toes touching their partner’s toes. Partners join hands and perform an “air sit” by leaning back slowly until the arms are fully extended and the knees are bent approximately 90 degrees, keeping feet flat on the ground. Next, students try this from a sitting position and move up to the “air sit” position. After each pair has mastered the technique, form groups of four and eight students to complete the same tasks. Discuss ways to maximize group efforts to perform the task, emphasizing cooperation and communication skills needed to master the task.

**Variation:** Divide the class into groups of six to eight students. Each group forms a seated circle, holding hands, and stands up together without using their hands. Next, the entire group leans backward without falling over, while still holding hands. Compare this action to a flower blossoming.

**Variation:** Partners sit facing each other. Each partner places the soles of his/her feet against the soles of his/her partner’s feet. The pair attempts to lift their buttocks off the ground by balancing on their hands and arms while pushing sole to sole.

[CCWR: 3.1/3.11/3.13/4.2]

### E. BLANKET TOSS

For this activity, you need several large blankets or parachutes and an assortment of soft balls or objects that can be tossed and caught in the blanket. Organize the class into groups of four to six students and provide each group with a blanket and ball. Students use a cooperative tug to fling or toss the ball into the air and move together to catch the ball in the blanket. Students repeat the toss and play catch with another group. Groups also explore the responses when a different type or weight ball is used.



**Variation:** Using the blanket, students toss and catch the ball over a net. Award points for successful returns and catches.

[CCWR: 3.1/3.13/4.2/4.7]

### **F. SHOOTING LADDER**

For this activity, you need several baskets, balls, and carpet squares or poly spots. At each basket, place three poly spots at varying distances from the basket. Divide the class into small groups. At each basket, the first student shoots from the closest poly spot. If a basket is made, the student moves back to the next spot. The rest of the group follows the same pattern. If a student misses two in a row, he/she moves forward to a closer poly spot. Some students may need to move the poly spots to more challenging distances. Students record, on a teacher-designed chart, the number of successful shots from each poly spot location. Discuss the differences in force necessary to complete a successful series of baskets.

**Variation:** Set up stations that focus on different kinds of throws or kicking, using targets instead of baskets. Vary the distances at each station.

[CCWR: 3.1/4.3/4.11]

### **G. BEAN BAG SHUFFLE**

For this activity, you need a shuffleboard court and three bean bags for each court. (You can modify this activity to use a hopscotch outline if shuffleboard is not available.) Divide the class into small groups, one group at each court. Students stand 10 feet away and slide the bean bags down the court. Record the score in the corresponding box. As students become more proficient, begin the slide further from the court. Discuss how the change in distance affects the ability to score and the changes in force needed to place the bean bag in scoring position.

**Variation:** Use an air hockey game to show changes in force and projection. Demonstrate how it is not always best to hit the puck hard but to control the force to reach the goal.

**Variation:** Introduce bocce (lawn bowling) as a follow-up activity. Explore with students the history of the game.

[CCWR: 3.9/4.2/4.3]

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**Teacher Tip:** Create inexpensive “medals” for your Olympic celebration by spray painting the lids of canning jars, punching a hole in each, and adding a decorative ribbon. Involve the art teacher in this project.

### **H. AN OLYMPIC CELEBRATION**

This is an interdisciplinary activity using the Olympics as a theme. Focus on either the summer or winter games. Each class selects a participating country. With the help of the classroom teacher and library media specialist, students research the country. Students plan and participate in opening and closing ceremonies. The art teacher assists students to create flags, banners, and costumes representative of the chosen nation. The music teacher works with the students to select representative music and assists the physical education teacher to instruct students in a native folk dance. As part of the Olympic celebration students demonstrate one of the sports the country is noted for. (Students may also learn and present a game native to the country.)

[CCWR: 2.7/2.8/3.4/3.15/4.6]

**Teacher Tip:** Folk dances and games were created to represent traditions and events experienced by a particular culture. These activities provide students with insight into the characteristics of the people and their values, history, spiritual influences, and lifestyles. Research games and dances until you find one that is appropriate for the physical, social, and cognitive levels of your students. Coordinate the experience with information about the origin of the game or dance and the people it represents.

### I. MULTICULTURAL GAMES

In small groups, students research a country and select either a game or dance from that country to demonstrate to the class. Games from many different countries can be found in *Multicultural Games* by Lorraine Barbarash. Here is a game from Guatemala that allows students to practice throws, catches, and changes in tempo and rhythm. “O.A.” is a rhythmic ball game and chant in English and Spanish. Five players line up facing a wall about 6 feet away. All five players chant the following words, in rhythm, repeating each line three times before reciting the next line. When each player says his/her line, he/she bounces the ball, following the instructions in the rhyme, against the wall and catches it. Students can be awarded points for successfully completing the entire chant.

We bounce our ball...

- Against the wall...
- Without moving...
- Without laughing...
- Without talking...
- On one foot...
- With one hand...(throw/catch same hand)
- In front...(throw, clap, catch)
- Behind...(throw, clap behind back, catch)
- Whirlwind...(throw, windmill arms, catch)
- Little horse...(throw, raise leg, clap under it, catch)
- Right now...(throw, arms stay extended, catch)
- Half-turn...(throw, half-turn, half-turn back, catch)
- Full turn...(throw, full spin, catch)

Rebotamos nuestra bolon...

en contra de la muralla...  
 sin mover...  
 sin reir...  
 sin hablar...  
 en un pie...  
 con una mano...  
 adelante...  
 atras...  
 remolino...  
 caballito...  
 ahora...  
 media vuelta...  
 vuelta completa...

[CCWR: 3.9/4.3/4.6]

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**Teacher Tip:** During warm-ups and preclass activities, play music that is appropriate for the age of the students. Music videos and videotapes of old TV variety shows can be used to showcase different dance styles. Display pictures and posters of dancers and discuss variations in dance forms, styles, and techniques.

### J. SOCIAL DANCING

Students learn social dances, such as the “Chicken Dance,” the “Locomotion,” the “Four Kick Continental,” or more traditional styles such as the “Patty Cake Polka.” Be sure to include kid-favorite

dance styles, such as hip-hop, in your dance program. High school students can demonstrate some of the newer forms of popular dancing. Students plan a party to showcase the dances they learned, developing a party theme, creating invitations and decorations, and serving nutritious snacks. [CCWR: 2.8/3.1/3.4/3.8/3.15/4.2]

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**Teacher Tip:** In order to maximize interest and participation when teaching jump rope activities, each student should have an individual rope of correct length. Jump rope length is determined by the size of the person. Students stand on the rope with feet together; the handles should reach to the child's underarms.

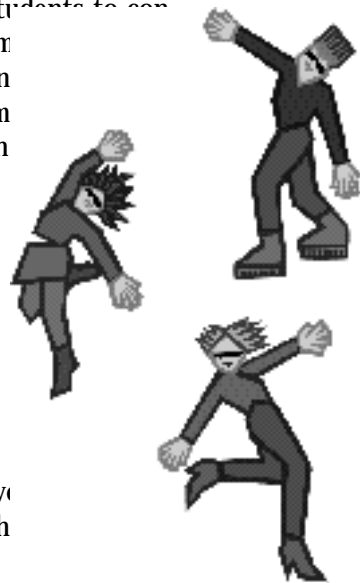
### K. THE BEAT GOES ON

Use music with a strong, even beat to establish a tempo. Challenge students to continuously jump rope with the beat of the music. Once a jumping rhythm is accomplished, jumpers create their own routines to the music, using jumping skills and rope swings. Students change the speed and rhythm on variations in the music. A student-created routine might include in sequence:

- Two jumps
- A skill
- Two jumps
- Another skill
- The same skills alternating direction

Students develop routines alone and with a partner.

**Variation:** More advanced students may be able to add a manipulative (e.g., bouncing a ball) or a dance or tumbling skill (e.g., a cartwheel) to their routine. [CCWR: 3.15]



### L. THE PACER

This activity helps students learn to **pace** themselves when running. Make two lines 20 meters apart. Students line up along one of the lines. On signal, students jog across to the opposite line and then return to the starting line. Encourage students to pace themselves so they arrive at the start in exactly nine seconds. Use a whistle, prerecorded beep, or music as the signal. After three attempts, double the distance (students go back and forth twice). Sound a signal at nine-second intervals. Discuss the ways students were able to pace themselves during the exercise. Ask: “Where else might pacing be important? Do you use pacing in the classroom? How?”

**Variation:** Change the distance, pace speed, running pattern, or locomotor movement. Try having students pace with a partner.

[CCWR: 3.1/3.13/4.9]

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## MOVEMENT ADAPTATIONS

**Indicator 2.5-3:** *Adapt movement skills in relation to objects, other participants, and boundaries.*

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### SAMPLE LEARNING ACTIVITIES: K-2

**Teacher Tip:** The following activity is designed for pre-K and kindergarten students. The activity helps students to identify personal space and to understand the need for and purposes of such space. Classroom teachers support this concept by using patterned hands and feet to guide students during regular classroom activities (e.g., standing in line, working at tables) and by providing students with personal space for their belongings.

#### A. FINDING SPACE

For this activity, you need hoops, poly spots, carpet squares, or sheets of newspaper for marking *self-space*. Provide each child with a space marker. Students sit on their marker in a tight ball (knees tucked with arms around them) and then open their arms as wide as they can. Ask: “Are you touching anyone? If so, move your space marker so you cannot touch another student.” Students stand, turn, spin, and stretch in their own space. After students demonstrate an understanding of self-space, remove the space marker and have students continue to move in self-space. Ask: “Was it more difficult to stay in your own space without the marker? Why?” Provide students examples of self-space in activities, such as the batter’s box in baseball or the goal in soccer. Brainstorm other examples (e.g., their desk, the teacher’s desk, the driver’s seat in a car).

[CCWR: 3.1/3.2]

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**Teacher Tip:** Involve the art teacher in the next activity.

#### B. CREATING SPACE

For this activity, you need a large open area, one ball for each child, a percussion instrument for signaling activity changes, and a chalkboard. Write on the chalkboard: “Take one ball and practice bouncing it in self-space for two minutes. When you hear the signal, you may bounce the ball in general space for two minutes. Do not talk or touch your neighbors. On the third signal, place your ball against the wall and move to the middle of the gym floor.” Reinforce the directions through modeling, posters, and verbal cues. After students have completed the activity, ask: “Have any of you ever been to an art gallery? What kinds of paintings did you see? Did any of the artists only use half of the canvas and leave the rest blank?” Display several paintings and discuss how an artist thinks about the image on the canvas and uses the entire space to create art. (Invite the art teacher to participate in this part of the activity.) Describe how good dancers can use the entire dance floor and how a good basketball player uses the entire court. Students pretend to be artists and use general space as their canvas. On signal, students move in a variety of directions and pathways covering the entire play area. Refocus the students to try various levels and kinds of locomotor move-

ments. Stop the action periodically and emphasize how students must move without contact or collision in general space. Next, students dribble or juggle the ball while moving in general space. Regroup the class and discuss the purpose of the day’s activity—to learn to use general space in a safe and fun way. Brainstorm activities that require participants to move in general space and list on the board. Define *self-space* and *general space*.

**Variation:** Combine self-space and general space activities. On signal, students move from one to the other and perform specific locomotor and non-locomotor movements.

[CCWR: 3.9/3.15/5.3]

**Teacher Tip:** For the next activity, require students to alternate using the dominant and non-dominant hand to perform the tasks.

### C. CRAZY CONES

For this activity, you need a large open area and a number of cones (one for each student, if possible). Distribute the cones around the area with half standing upright and half laying down. Divide the class into two groups. One group knocks down the standing cones while the other group stands the cones back up. The two groups move simultaneously and must avoid contact with each other. Students must move carefully around the stationary objects while moving among the participants. After a set period of time, the groups switch roles. Discuss strategies used to perform the task. Ask: “Did students work together? Did team members communicate or work alone? Was one method or task easier or harder than the other? Why?”

[CCWR: 3.1/3.11/3.13/4.2]

**Teacher Tip:** The following activity is most effective if students have studied China and have seen pictures or a video of the Great Wall.

### D. GREAT WALL OF CHINA

For this activity, hang a large volleyball net across the gym. The net represents the Great Wall of China. (Cover the net with a decorated large sheet or parachute.) Elevate one end of the net higher than the other to allow students to toss objects over the net at various heights. Divide the class into two groups. Give each group plenty of soft balls or bean bags. On signal, students pick up an object on their side of the wall and return it to the other side using an overhand throw. Students move along the wall as their ability allows.

[CCWR: 3.1/3.14/4.3]

### E. SOCCER CROQUET

Divide the class into two groups. One group becomes soccer dribblers while the other group becomes human soccer “wickets.” Instruct the wickets to find personal space in the play area and become stationary objects, hands on hips and feet shoulder-width apart. Dribblers foot-dribble a soccer ball to a human wicket and quickly and safely pass the ball through to the other side. Emphasize that students are not to kick the ball—the object is to keep the ball under control as it is manipulated around the wickets. As the ball passes through the wicket, the student continues to dribble to another human wicket. On signal, students switch roles.

[CCWR: 4.1/4.3]

## F. SPEED BUMPS

For this activity, you need a large play area and an assortment of “speed bumps” (e.g., dome markers, cones, deflated balls). Scatter the speed bumps around the play area. Students dribble a ball (using feet or hands) from one end of the play area to the other, avoiding the speed bumps. If a student touches a speed bump with a ball, he/she must return to the beginning of the course and start over.

**Variation:** Align the speed bumps in a straight line, and have students dribble around the objects. [CCWR: 4.1/4.3]

## G. LET’S PLAY TAG

Tag games teach children how to negotiate objects, stay within boundaries, and flee from chasers. Here are several variations of tag games designed to teach these concepts.

### Spiders

Two lines, 30 to 40 feet apart, define the playing area and the game is played from line to line. Between the lines scatter hoops—the more hoops, the more taggers. Assign one student to stand inside each hoop. These students are the “spiders.” The spiders may stretch far as possible but must keep both feet inside the hoop. The hoops may not be moved. The runners (any locomotor movement works) try to move from one line to the other without being tagged by a spider. Ten points are awarded for each successful crossing. If a student is tagged, points are not scored. No one loses points.

**Variation:** Rather than award points, tagged students must obtain a hoop and become a spider. When all students are tagged, begin the game again allowing new spiders to scoot inside the hoops to tag students.

### Amoeba Tag

Students scatter within a large play area. One person starts as the “amoeba” (tagger). When tagged by the amoeba, the tagged player joins hands with the amoeba. When the amoeba becomes a chain of four, it splits, creating two amoebae (sets of taggers). The game continues until most of the players have become amoebae.

### Tag Zone

For this game, you need a large play area. One end of the play area is the start line and the middle 10 yards of the play area are the tag zone. Students must try to cross from the start line to the other side going through the tag zone. Position several taggers in the tag zone. Students must cross this zone without being tagged. The taggers may not leave the zone. If a traveler is tagged in the zone, he/she must return to the start line. Once a traveler successfully crosses to the other side, he/she may return to the game by going out of bounds and returning down the sidelines.

### Lighthouse

For this activity, you need a large play area (the ocean) and items randomly scattered as islands (e.g., mats, chalk outlines, rope borders). Students pretend they are ships trying to cross the ocean. All of the ships start at the dock (use a cone, carpet square, or poly spot) and must try to cross the ocean to a similar dock on the other side. The ships must stop at least one time during the crossing to refuel at one of the islands. To refuel, the student/ship needs to place one foot on the island and then continue to cross the ocean. Each island has a lighthouse troll who does not want the ships to refuel. The troll, who cannot leave the island, tries to tag each ship stopping to refuel. If a student/ship is tagged by a troll, the ship must remain on the island until it is able to share fuel from another ship (students give each other a high five). Once ships cross the ocean, they return to the original

port, refueling once again along the way. Provide opportunities for all students to be ships and trolls. [CCWR: 3.1/3.11/3.14/4.2/5.3]

### H. INCREDIBLE SHRINKING ROOM

Start with a large play area with clear boundaries. Students travel within the play area without touching another player. After a predetermined time, stop the play and redefine the boundaries, making the play area smaller. Continue the activity, stopping and adjusting the boundaries to make the play area smaller each time. Afterwards, discuss how students modified their movement to avoid contact with others as the size of the play area changed.

**Variation:** Use music to establish a tempo or speed of activity. Observe student activity and then ask: “How does a change in tempo impact your ability to avoid contact with another student?”

**Variation:** Monitor student contact to answer the following questions: Can the players travel 10 seconds without a touch? 20 seconds? 30 seconds? Ask students to explain ways they avoided contact with other students during the exercise.

[CCWR: 3.2/3.9/3.13]

### I. SOCCER SNAKE DRILL

For this activity, you need a large play area and a number of soccer balls. Divide the class into groups of three. One student in each group becomes the head of the snake, one the middle, and one the tail. All three students try to control the soccer ball using only their feet. The students must follow the lead of the head of the snake as he/she dictates direction, speed, and pattern. Students are not permitted to use their hands. On the instructor’s cues, students switch roles. Discuss how the teams were able to work together.

**Variation:** Use a basketball or hockey puck instead of a soccer ball.

[CCWR: 4.2/4.7]

### J. RAPID FIRE

For this activity, you need hoops and an assortment of Nerf balls or bean bags. Divide the class into pairs, and have partners stand at least 10 feet apart. Students pass and catch the ball as many times as possible during a three minute time period while keeping at least one foot in a hula hoop. The hoops cannot be moved. Partners may only leave the hoop to retrieve the ball. Award points for each successful pass and catch.

**Variation:** Change the distance between partners, use different types of balls, or try specific kinds of passes (e.g., bounce, overhand throw).

[CCWR: 3.1/4.2/4.9]

### K. ORIGINAL PARTNER DANCE

Using a 4/4 beat (drum, tambourine), each student creates an eight-count movement pattern. When the student can perform the eight-count pattern to the beat or music, create triads or pairs. Each member of the group teaches his/her movement pattern to the others. The result is a short dance pattern, consisting of two or three patterns. Students perform their dance creation.

**Variation:** Combine groups to create a dance with four or six movement patterns. Allow students to select music, create costumes, and perform for their classmates.



**Variation:** Require that each original dance pattern be performed in a circle or square formation and that partners must perform simultaneous movement.

[CCWR: 3.15/4.2/4.7]

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## MOVEMENT ADAPTATIONS

**Indicator 2.5-3:** *Adapt movement skills in relation to objects, other participants, and boundaries.*

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### SAMPLE LEARNING ACTIVITIES: 3-4

**Teacher Tip:** Paired activities allow students to provide feedback using criteria established by the teacher. Task cards or checklists can be used for the observation. Pictures of the appropriate techniques may be helpful. Posters of the skills should be displayed to reinforce appropriate skill techniques.

#### A. OFF THE WALL

For this activity, you need a walled area for rebounding and an assortment of paddles, racquets, and small, soft balls. Divide the class into pairs. Each pair moves to a spot along the wall. Students measure a distance 8 to 10 feet away from the wall. Partner A drops and strikes the ball using his/her hand, a paddle, or racquet. The student attempts to strike the rebound as many times as possible. Partner B observes the striking and rebounding and evaluates Partner A's activity using a task card created by the teacher. Students switch roles and repeat the activity.

[CCWR: 3.2/3.14/4.3/4.4/4.5]

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**Teacher Tip:** The following activity requires that students be able to throw with some control and catch a ball in the air and on the ground. For those students unable to perform this skill, allow them to practice with a Velcro tennis ball and mitt before using a regular tennis ball.

#### B. WALL BALL

For this activity, you need lots of wall space and plenty of tennis balls. Divide the class into pairs, and have each pair move to a spot along the wall. One partner throws the tennis ball against the wall, and the other partner tries to catch the ball without dropping it. The thrower's turn is over when he/she has made three outs or scored a set number of points. Players then switch positions. Award points to the catcher when he/she catches a grounder or fly ball; award points to the thrower when the catcher misses a catch.

[CCWR: 4.2]

**C. MOVE IT!**

For this activity, you need several low volleyball nets and beach balls. Divide the class into pairs, one partner on each side of the net. Students volley the beach ball across the net to establish a record number of consecutive volleys. As students become more proficient, partners move to higher nets.

**Variation:** Instead of using a net, students use an overhand throw and catch pattern through an upright hoop.

[CCWR: 4.2/4.2]

**D. GAMES IN THE LANE**

Divide the play area into long, 10-foot-wide lanes using cones, chalk, or rope. Form teams of four to five students, and have each team line up at the end of a lane. The first student in each line is a **defensive** player. He/she turns around to face the next player in line. The second player (an **offensive** player) tries to dribble a basketball from one end of the lane to the finish line without losing control. Players may not go outside their lane except to retrieve the ball, and no running is permitted. The defensive player tries to slow the dribbler by keeping his/her body between the dribbler and the finish line. The defensive player is not permitted to steal the ball from the dribbler or bump the offensive player. Upon completion, students return to the end of the line and switch roles.

[CCWR: 3.1/3.9/3.14/4.11/5.3]

**E. THE PASSING GAME**

Divide the play area into five zones. The two end zones are the scoring zones. Divide the class into two groups, and assign each group a scoring zone. Some team members play in the scoring zone while the remaining team members play in the middle zones. The object of the game is to pass a ball from one zone to the next and ultimately to the scoring zone. Players may not pass over a zone. If the ball goes out of bounds, the other team gains possession. Players with the ball may not travel; however, pivoting is allowed. Defenders may intercept the ball but may not grab the ball out of another player's hands. The game can become more challenging using two or more balls of different types.

[CCWR: 3.13/4.2/4.7/5.3]

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## COMBINING MOVEMENT SKILLS

**Indicator 2.5-4:** *Combine movement skills to participate in physical activities, such as games, sports, and lifetime recreational pursuits.*

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### SAMPLE LEARNING ACTIVITIES: K-2

**Teacher Tip:** To ensure a safe walking experience, review pedestrian safety rules. As students explore their community point out safety hazards, such as construction sites, high traffic areas, or unlighted areas. Students can design a map of safe walking paths in the community and use it each time the class walks together.

#### A. ALPHABET WALK

Brainstorm the health benefits of walking. Explain that you have a way to make walking fun and healthy at the same time. During the walking time, students must find objects that begin with all the letters of the alphabet. Begin with the letter “A” and move through the alphabet, noting all the objects encountered on the walk. Be sure students maintain a brisk walking pace while searching for the objects.

**Variation:** Students find sets of objects in numerical order (e.g., one bird, two cars).

**Variation:** Students look for car license plates from various states and keep track of them during the walk. Upon return to the classroom, discuss the differences and similarities in the plates.

[CCWR: 3.7/4.9]

#### B. RIBBON DANCE

For this activity, you need a large, open play area, music tapes or CDs, and one multicolored paper streamer or plastic ribbon per child. Show pictures or video of a rhythmic gymnast using hoops, balls, and ribbons. Distribute the colored streamers and instruct students to find personal space. Students draw a circle in the air with their ribbon. Encourage students to use both hands to draw the circles. Allow students a few minutes to get accustomed to the feel of the ribbon. Have them make circles over their heads, behind their backs, and at varying levels. Allow students to incorporate a locomotor movement as they continue to draw with the ribbon. On signal, students throw their ribbons high up into the air and let them fall to the ground. After sufficient practice circling, moving, and tossing, students perform an original ribbon dance to a short piece of music.

**Variation:** Divide the class into several small groups (e.g., by color of ribbon), and have each group perform to a segment of music. After each group has performed, combine the entire class into one celebration dance.

**Variation:** Use rhythm instruments rather than music. Students beat a drum, tambourine, or wood blocks to set the pace for the ribbon dance. Each type of instrument indicates a change in pattern (e.g., tambourine or chime means travel at a high level, the drum signifies circle or travel at a low level or very slowly). Allow students to serve as both dancers and musicians.

**Variation:** Challenge students to create movement patterns that simulate ocean waves, a lasso, a bouncing ball, or a tornado. Have students describe the qualities of each.

**Variation:** Instead of ribbons, use hoops, hand or foot rhythm tappers, or soft balls.  
[CCWR: 3.15]

### C. THREE-PERSON BASEBALL

For this activity, you need one tee or 28 inch cone, a Wiffle ball, a bat, and one throw-down base for every three students in the class. Arrange the batting tees in a small circle, and place each group's base in a large circle outside the tees (like the spokes of a wheel). Position three players at each site: the batter, who tries to hit for distance to score runs; the fielder who tries to catch the ball and throws it to the catcher; and the catcher, who must catch the thrown ball in the air. The first batter hits the ball off the tee and runs to the base and back. One point is scored each time the batter touches the base, and another point is scored when he/she returns to the tee. The fielder needs to catch the ball as quickly as possible and throw it to the catcher because the batter continues to run back and forth until the catcher has control of the ball. The catcher replaces the ball on the tee and yells "Stop!" to halt scoring. There are no outs in this game. After each bat, rotate positions.

**Variation:** This game can be modified for soccer (corner kicks, throw-ins, and goalie catching) or football (punting, passing, and receiving).

[CCWR: 3.1/3.13/4.2/4.7]

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**Teacher Tip:** To ensure the safety of all students, make sure the equipment is developmentally appropriate and in good condition. For the next activity, allow students time to practice tossing horseshoes without the stake before they attempt to play the game. Observe the tosses to ensure students hold the horseshoe at the rounded end and toss it underhand so it flips once in the air on the way to the stake.

### D. HORSESHOES

Create teams of two students. Position one member of each team at a stake. (Be sure there is enough room between targets.) Give the players at one end two rubber horseshoes. Players take turns throwing their horseshoes. Award points (ringer = 3, leaner = 2, and 1 point for closest to the stake).

[CCWR: 3.2/4.3/5.4]

### E. SNEAKY FEET

For this activity, you need a large play area, an assortment of balls, and several hoops. Divide the class into four or more groups. Each group starts with five balls in a hoop. On signal, all players run to another group's hoop, take a ball, and hand dribble it back to their own hoop. There is no defense in this game. At the end of the allotted time, the team with more than four balls in their hoop wins the game.

**Variation:** Add a defensive player that remains in the hoop. Students must pass the ball to a teammate rather than dribble. To make this more difficult, do not allow locomotor movement when in possession of a ball.

[CCWR: 3.1/3.13/4.2/4.7]

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## COMBINING MOVEMENT SKILLS

**Indicator 2.5-4:** *Combine movement skills to participate in physical activities such as games, sports, and lifetime recreational pursuits.*

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### SAMPLE LEARNING ACTIVITIES: 3-4

**Teacher Tip:** Students need to practice and refine the skills of serving, bumping, and setting prior to this activity.

#### A. 3 VS. 3 VOLLEYBALL

Create several small volleyball courts with modified boundaries. There are three players on each team. Each team has an individual net. Game play begins with a serve and continues with set and bump volleys according to regulation rules. Only the serving team can score points. The first team to score seven points (with at least a two-point lead) wins the game.

**Variation:** Instead of using a volleyball, use a 48-inch beach ball.

**Variation:** Play Newcomb (catch and toss) instead of set and bump.

**Variation:** Designate a different number of hits per side.

[CCWR: 4.2]

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**Teacher Tip:** Students can make their own bowling pins using recycled materials. Save empty plastic soda bottles, fill each with a small amount of sand, and replace the cap. Use bottles of the same size to create a bowling game.

**Teacher Tip:** Connect bowling to math activities. Students can calculate class averages or graph the total number of pins for each session. Bowling can be used to study patterns (e.g., triangular threes), relationships, and symmetry.

#### B. BOWLING TRIOS

For this activity, you need a plastic or rubber bowling set for each group of three students. Put tape or a chalk mark at each pin site; this saves time when resetting the pins. (Depending on the skill level of the students, you may need to mark the boundaries of the alley as well.) One student is designated the bowler, one the scorekeeper, and one student the pinsetter. After each student bowls twice, students in the group change positions. Each student gets two times to try and knock down 10 pins. One point is scored for each pin knocked down. As in regular bowling, if a student scores a strike on the first ball, he/she does not have to bowl a second time. (Don't worry about scoring spares according to regulations—that comes later.) Provide the scorekeeper with a score sheet and assist him/her to tabulate scores. Discuss the role of force, speed, and agility as used in bowling.

**Variation:** After students have practiced using modified equipment, schedule a field trip or after-school visit to a bowling alley. Most bowling facilities are able to modify the equipment for younger students. Involve parents in the activity.

[CCWR: 3.13/3.14/4.2]

**Teacher Tip:** The next activity is a fast-moving one that requires a clear explanation of the rules, close supervision of all the activities, and frequent emphasis on safe play.

### C. SCOOTER SHOOTERS

For this activity, you need a large play area, enough scooters and basketballs for half the class, and two large barrels or boxes to be used as targets. You also need several old car tires for sideline targets, lots of small Nerf balls, and three small crates (one which contains small objects that can be used to keep score and one team scoring crate for each team.) Divide the class into two teams. Each team is comprised of shooters and sideliners. At one end of the floor place the two boxes or barrels. The shooters line up at the opposite end of the floor. Their goal is to navigate the floor on a scooter and shoot the basketball from one of three designated sites, into the box/barrel. The sideliners line up on one side of the gym. On the opposite side of the gym, set up the tires. The sideliners attempt to throw their ball into one of the tires on the other side of the gym. They throw the balls at the same time the shooters navigate their scooters down the gym floor towards their target. Sideliners score one point for each ball that stays inside a tire. Shooters score points each time a basket is made. When a point is scored the player goes to the scoring crate, selects an object from it, and places it in his/her team-scoring crate. Each shooter gets only one chance to make a basket. Sideliners throw as long as the balls are available. If the shooter does not make a basket, or if he/she falls off the scooter, the shooter gives the scooter and basketball to a sideliner partner. All new scooter shooters must begin at the starting line. The game ends when the scoring crate is empty or when a designated time expires.

[CCWR: 3.1/3.2/3.13/4.2/4.7]

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**Teacher Tip:** Students must be able to perform basic gymnastic skills from four categories: rolling actions (e.g., forward roll); step-like actions (e.g., weight transfer, cartwheel); flight actions (e.g., jumps, leaps); and balance actions (e.g., scale) to participate in this activity. Invite a gymnast to demonstrate floor exercise combinations, or use a video of national team athletes available from USA Gymnastics. Students note the differences (e.g., females use music and more dance; males use more strength moves).

### D. TUMBLING ROUTINE

Write the four categories (*rolling*, *step-like*, *flight* and *balance*) on the chalkboard and brainstorm actions that fit into each area. Demonstrate variations of the skills. Allow time for students to practice the various skills before they combine them into a short routine. Students create a brief gymnastic routine using at least one element from each of the four categories and perform their routine with a partner or small group.

**Variation:** Students perform their routines to selected music and teach the routines to other group members.

**Variation:** Working alone or in a small group, students select a theme (e.g., a season, a sport) and combine dance and tumbling skills to portray the theme.

**Variation:** More advanced students may perform routines on a balance beam or other available gymnastic apparatus.

[CCWR: 3.7/3.9/4.3/5.3]

**E. MODIFIED TEAM HANDBALL**

Divide the play area into mini-fields so all students can participate. You need one Nerf ball for each team. Divide the class into teams of three. Each team has a goalie and two scorers. Scorers travel anywhere except the goal zone, which is a line 15 feet in front of the goal. The object of the game is to throw your team's ball into an opposing team's goal. When a player has a ball, he/she can only take three steps with the ball before it must be passed to a teammate or thrown at the goal. Defensive players try to intercept passes but they cannot steal the ball when it is held by an offensive player. After a score, the other team gets the ball. After play is completed, discuss game strategies and the importance of teamwork.

[CCWR: 3.1/4.1/4.2/5.3]

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**Teacher Tip:** For the next activity, have students create flags from different countries. Vary the game by requiring students to capture flags from a particular continent.

**F. CAPTURE THE FLAG**

You need a large open play area divided into territories (one for each group), one bucket of flags, and an empty bucket for the captured flags. After dividing the class into several groups and assigning each group a territory and flag, explain that the purpose of the game is to enter "enemy" territory and capture a flag, one flag at a time. When a flag is captured, the student gets "safe passage" back to his/her territory to place the captured flag in the team bucket. If a student is tagged while in enemy territory, he/she is captured and must report to the "tower," where all prisoners are held captive. Students can escape from the tower by "high fiving" an incoming prisoner (only one player can be in the tower at a time). The game is finished when all flags have been captured.

**Variation:** Add one or two mats as safety zones in each territory. Create a safe zone around the flags. Defensive players are not permitted to enter these zones.

[CCWR: 3.1/3.13/4.2]

**G. CREATIVE JUMP ROPE**

For this activity, create a number of jumping stations (e.g., short rope, long rope, jump bands, tinkling sticks). After a review of various jumping skills, divide the class into groups and assign each group a station. Using an eight count or appropriate musical selection, students develop a jumping pattern using the equipment at the station. Students add additional patterns and skills, moving from three patterns to five patterns. After a designated period of time, students move to a second station and perform the patterns on the new equipment.

[CCWR: 3.9/3.15/4.2]



## APPLYING MOVEMENT SKILLS AND CONCEPTS

Indicator 2.5-5: *Describe when, where, and how to use and adapt specific movement skills and concepts in physical activities.*

### SAMPLE LEARNING ACTIVITIES: K-2

#### A. THE RACE OF THE TORTOISE AND HARE

For this activity, you need a large open area, several hoops, and a percussion instrument. Begin the class by sharing an Aesop's fable, the "Tortoise and the Hare." (If the students are already familiar with the story, have students identify the key events and moral of the story.) Focus on the differences between the **speed** of the two characters. Tell students to move slowly to one of the hoops. While in the hoops, students perform different slow movements (like the turtle). Next, students move very fast, just like a rabbit. Use the percussion instrument to signal when students should begin moving suddenly or quickly. Remove the hoops and have students find self-space. Discuss and enact the following: "How does a windmill move on a day when there is no wind? How might a very old person walk across the street? How might a very old car that hardly works move? Now think about how you might move if you were holding the hand of a baby just learning to walk. If I asked you to run for a whole hour, how fast would you run?" Discuss the need to **pace** such movements and explain how the body would run out of energy. Emphasize concentration, safety, and practice. Return to the story of the tortoise and the hare, and use it to explain the concept of pacing.

**Variation:** Students pretend they are a motorcycle or car. Use a drumbeat to establish pace. As students move around the play area, cue them to alter their pace and speed (e.g., "How would your speed change near a playground? on a highway? on a hill?") Discuss speed limits and change the beat of the drum to signal changes in speed. To conclude the activity, have students explain the following: "*Sometimes it's good to be a tortoise, sometimes it's good to be the hare.*"

**Variation:** Use movement modifiers, such as **brisk**, **speedy**, and **sluggish** to illustrate different speeds. Students perform various movement skills as directed.

**Variation:** Create a set of flash cards that illustrate various real-life situations (e.g., students in the hallway or on the bus), sports, games, or dance activities that require changes in speed or pacing. After students are able to identify such situations, show videotapes of athletes and dancers using fast and slow movement and discuss.

[CCWR: 3.2/3.7/3.9/4.11]

#### B. PICK A PICTURE

Create two sets of flash cards: one set shows places such as a beach, playground, hallway, or busy street; and the second set shows specific movement skills such as run, skip, walk, or hop. Students match the place with the appropriate type of activity by responding to questions such as the following: "Is it ever appropriate to skip down the hallway? Should you run into traffic? a parking lot?" Discuss the student matches and help students distinguish between appropriate and unsafe movement experiences.

**Variation:** Create a student worksheet that requires students to match the activity to the appropriate location or situation.

[CCWR: 5.1/5.3/5.6]

**Teacher Tip:** Students should practice manipulative skills using both the dominant and non-dominant extremity.

### C. Q & A TIME

Establish several bounce, throw and catch, or dribble stations where students can experiment with balls of different sizes, weights, colors, and textures. After students have completed the circuit, ask the following questions. Modify the questions for bounce or catch and throw.

- Which kinds of balls are easier/harder to dribble under control? Why?
- Which kinds of balls are easier/harder to dribble low? high? Why?
- Which balls work best when traveling fast/slow?
- How does the weight of the ball change dribbling? a different size ball?

**Variation:** Use the same activity to analyze overhand throws, kicking, or catching.  
[CCWR: 3.2/3.6/3.7/3.9/3.12]

### D. CIRCLE OF LEARNING

Students perform self-selected locomotor movements in general space. As students move, call out the name of a place (e.g., playground, hallway). If the locomotor movement being performed is unsafe or inappropriate, the student must freeze. As students begin to understand the game, make the situations more specific (e.g., the playground near the swings). After posing several situations, students sit in a circle. Moving around the circle, students name one rule for safe movement and discuss safe and appropriate behavior in a variety of settings. Students create a bulletin board or series of posters that display safe and appropriate movement in the school setting.

**Variation:** Focus on manipulative movements (e.g., throwing a ball, bouncing a ball off a wall).  
[CCWR: 5.1/5.3/5.4/5.8]

### E. MOVEMENT MATCH GAME

Create a series of cards with various movement skills and concepts illustrated or written on them. Divide the class into several small groups, and distribute the cards. Students organize their cards into specific groupings (e.g., all locomotor skills, all manipulative skills). After each group has organized its cards, they consult with another group, compare cards, and match. After all cards are matched, each student selects a card at random and demonstrates the skill.

**Variation:** Create large posters naming and illustrating a specific activity, such as soccer, baseball, or basketball. Students match the poster with a card illustrating the corresponding activity (e.g., run with soccer, dribble with basketball, catch with baseball).  
[CCWR: 3.8/3.9/4.2]

## APPLYING MOVEMENT SKILLS AND CONCEPTS

**Indicator 2.5-5:** *Describe when, where, and how to use and adapt specific movement skills and concepts in physical activities.*

### SAMPLE LEARNING ACTIVITIES: 3-4

#### A. DO AS I SAY!

Create movement skill cards (use small index cards and illustrate and describe one movement skill on each card). Divide the class into pairs, and give each pair several movement cards. One partner becomes the narrator; his/her job is to describe the movement skill written on the card without specifying the skill. The other partner performs the skill as directed by the narrator. The performer must correctly name the described skill. Partners switch roles.

**Variation:** The narrator describes a series of skills (e.g., one locomotor, one manipulative, and one non-locomotor skill). The performer must move from one skill to the next in the correct sequence. Describe the actions using various modifiers (e.g., slow, fast, low).

[CCWR: 3.8/3.12/4.2]

#### B. FEEL THE BEAT

For this activity, you need a wide, open space and several musical selections that clearly represent different styles, tempos, and moods. Students find self-space and sit on the floor. Begin by playing a very slow musical selection, and instruct students to move very slowly—as if they are just waking up in the morning. Then change the musical selection to a much faster, more chaotic selection. Tell students they are just “waking up,” but the alarm did not go off and they will be late to school. After discussing how their actions differed based on the situation, the mood, and the tempo, allow students to move into general space. Offer different music selections for students to pace their movement actions.



[CCWR: 3.13]

#### C. NAME THAT MOVEMENT

Divide the class into small groups, and give each group a list of movement skills to create a simple movement routine. The rest of the class tries to identify the group’s movements. Each routine must have at least five different movement skills, and group members must move in different kinds of space and at different speeds. Each group selects appropriate music for its routine and presents its creation. Discuss how movement skills might be used in other physical activities (e.g., a slide in a polka, a jump in basketball).

[CCWR: 3.2/3.15]

**Teacher Tip:** Assist students to design a checklist to evaluate skill performance. Students can identify the critical elements of a basic skill and make suggestions for improvement. Involving students in the development of the criteria helps them to identify the most important elements of each skill.

#### D. WHICH SKILL?

Provide students with a list of skills and a corresponding list of games and activities. Students match the appropriate skill with the activity. Here are some samples.

SKILL LIST	ACTIVITY
<ul style="list-style-type: none"> <li>■ Use a strong wrist snap.</li> <li>■ Move to open space.</li> <li>■ Throw ahead of the receiver.</li> </ul>	<p>3 vs. 3 basketball</p> <p>Passing to a moving partner in soccer</p> <p>Football</p>

[CCWR: 3.2/3.15]

#### E. EXECUTE!

Create a series of cards that illustrate and describe the proper sequence of a skill. Divide the class into small groups. Distribute one set of sequence cards to each group. (Be sure the cards are not in the correct order.) The group decides the correct order of the movement skill and then demonstrates the skill. Students investigate when the particular skill might need to be modified (e.g., throwing very hard for distance, tossing underhand because you are too close to the first baseman). An example appears below.

##### OVERHAND THROW

1. Position the opposite foot forward.
2. Keep the elbow high.
3. Twist and untwist the torso.
4. Step forward.

**Variation:** Name a skill. Students develop flash cards that illustrate the correct sequence to perform the skill.

[CCWR: 3.2/3.12/3.13/3.14]

#### F STOP THE ACTION

Students play a game or sport (e.g., soccer, tag). At various times during the game, yell “Freeze!” At that point, everyone must freeze. Ask questions about the skills being used during the game. For example, during a modified basketball game a student misses a long distance shot. Stop the action to discuss appropriate passing techniques with a teammate wide open. Be positive and focus on all players being actively engaged in the action. Indicate how students can move more effectively within the boundaries of the field or court.

[CCWR: 3.1/3.2/3.14]

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## IMPROVING PERFORMANCE

**Indicator 2.5-6:** *Observe physical activities and provide feedback to participants to improve performance.*

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### SAMPLE LEARNING ACTIVITIES: K-2

#### A. PICTURE THIS!

Develop a series of posters that illustrate the correct technique for a simple locomotor or manipulative movement skill. Use simple stick figures to focus on important elements of the skill, such as foot position or arm placement. Number each poster so the students can break the skill down into smaller parts. Hang the posters around the gym to create several stations. In groups of three, students move to each station. One student performs the task while the other two observe the skill. If the student performs each step of the skill correctly, the observers say “yes!” If the student has difficulty performing the skill, the observers note the skill number (from the poster) on a teacher-prepared task sheet or card. Circulate to each station to provide assistance to the groups. Students rotate as performers and observers and change stations when each skill has been performed by each member of the group. Discuss the role of the observer and relate that role to the role of a coach in a sport.

**Variation:** Divide the class into pairs. Provide each pair with a specific task, and note several observational elements for that task. Provide students with a written or illustrated task card to provide cues for the observation. As one student performs, the other student observes.

[CCWR: 3.7/4.3/4.4/4.5]

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**Teacher Tip:** For the next activity, select movement skills that students have practiced and feel comfortable with.

#### B. BE THE COACH

As you demonstrate a specific movement skill, explain that sometimes you don’t always do the movement correctly. Students, acting as coaches, observe the demonstration and vote on the correct method. Demonstrate the designated movement skill correctly and then with an obvious flaw. Repeat and then have students vote for the version they think is correct. Students hold up one finger for the first choice and two fingers for the second (or use hands instead of fingers or give students numbered cards). Volunteers explain their selections and correct your poor skill performance.

[CCWR: 3.2/3.7/4.5]

#### C. YOU BE THE JUDGE

Give each student a set of small index cards, numbered 1 through 10. Show students videotapes of various athletic and dance performances. Students rate each performance on a scale of 1 (poor) to 10 (great) and hold up the appropriate card. Provide observational cues for the activity. Discuss the criteria used by students to rate an activity (e.g., I don’t like dance but I like basketball; I like the

way Michael Jordan took that pass in for a basket; I like the dance but not the music). Discuss appropriate criteria for the various activities viewed by the students.

[CCWR: 3.7/4.5]

#### **D. ALIEN THROWING TECHNIQUES**

Explain that aliens from the planet Zargo have just landed on the local baseball field, right in the middle of a game. The aliens have been watching the Earthling teams play baseball but the aliens' attempts at throwing a baseball are pitiful! Students help the Zargons learn to throw by describing and demonstrating an overhand throw.

**Variation:** Using a worksheet, students describe how to perform an overhand throw. Students name two activities that use an overhand throw and draw a picture of an overhand throw. Students discuss their responses and demonstrate the skill.

**Variation:** Use the “alien” teaching strategy for a variety of movement skills and tasks. One group of students pretends to be the aliens, and the other group teaches the skill.

**Variation:** Students create a series of drawings and flash cards to teach the skill in another language.

[CCWR: 3.2/4.5]

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## **IMPROVING PERFORMANCE**

**Indicator 2.5-6: *Observe physical activities and provide feedback to participants to improve performance.***

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### **SAMPLE LEARNING ACTIVITIES: 3-4**

**Teacher Tip:** The most effective observation is one when a single critical element is observed on each performance. Divide skills into observable “chunks” and have students observe one chunk at a time. For this reason, students may need to repeat a skill several times so students become effective observers. Feedback should always be positive and related to the critical elements observed.

#### **A. MNEMONICS**

Students develop mnemonics to assist when performing and observing a particular movement skill. Divide the class into pairs. One student performs the task, and the other observes and critiques the task or skill using only the items included in the mnemonic. Here is a sample basketball foul shooting mnemonic:

#### **BEEF**

**B**alance  
**E**yes on the target  
**E**lbow under the ball  
**F**ollow through

[CCWR: 4.4/4.5]

**B. WHAT'S MY NUMBER?**

Identify the critical elements of a number of specific and more complex movement sequences. Divide the class into pairs, and provide each pair with a task card that enumerates the critical elements. While one student performs the tasks, the other observes and uses the task card to note observations relevant to the critical elements. The observer assigns a rating of 1, 2, or 3 for each element and observes each performance at least two times. Partners switch roles. Here is an example of critical elements for a forward roll in a tucked position.

<b>CRITICAL ELEMENTS: TUCKED FORWARD ROLL</b>	
<b>Element</b>	<b>Rating (1=good, 2=fair, 3=poor)</b>
Hands extended	
Hips elevated	
Tuck throughout	
Head tucked properly	
Stand with control	

**C. TEACH THE TEACHER**

Divide the class into small groups, and assign each group a specific movement skill. Students decide how to teach the skill. The teacher performs the skill exactly as directed by the students. Groups critique both the teacher's performance and the group's directions. The teacher then modifies the skill appropriately.

[CCWR: 4.4/4.5]

**D. WHAT DID I DO?**

Set up several movement stations around the gym. At each station, students participate in the activity, then complete a self-reflection questionnaire about the activity. For example, after participating in a throwing and catching activity, students complete the following chart.

<b>CATCH AND THROW</b>			
	<b>I need more practice.</b>	<b>I am getting better.</b>	<b>I am good for my grade/age.</b>
When I use my whole body to throw...			
When I step with my opposite foot...			
When I throw from a distance...			
When I throw to the target...			

[CCWR: 4.3]

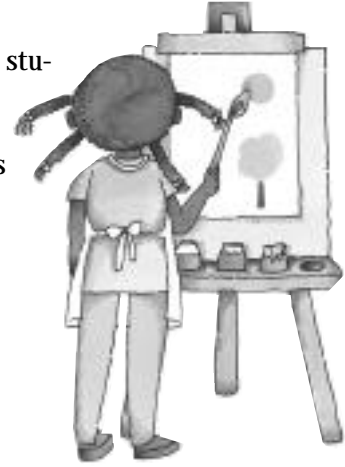


**Teacher Tip:** The next activity requires students to critically observe dance or sport activities. If your school has a dance teacher, involve him/her in the activity. The art teacher can assist students to develop appropriate artwork to complete the lesson.

### E. WATCH IT!

Students select a sport or dance activity and form a group with other students who have chosen the same activity. Groups watch a teacher-selected video of the activity and provide comments about the performance. After all groups have viewed and discussed their tape, groups share their observations. Students answer the following questions:

- What did you like or dislike about the performance?
- What movement skills could you identify as part of the activity?
- Did the skills appear to be performed correctly? Why?
- What skills could have been added or deleted?



**Variation:** Students select a sport or dance program scheduled to be shown on television and watch the presentation with a parent or other adult. Students ask their viewing partner a series of questions (see below), develop other relevant questions, and share the interviews with classmates. Students write a brief description of the program.

#### SPORT AND DANCE VIEWING: AN OPINION

- Why do you like to watch this activity?
- When did you first start watching it?
- Have you ever played or participated in the activity? When?
- What do you look for in a player or participant?
- What do you think is the most important skill needed for this activity? the most important personal quality?

**Variation:** Students create a collage of sport and dance figures that demonstrate high skill levels or create a simple sculpture, painting, or drawing illustrating skilled performance in sport or dance. [CCWR: 3.7/3.15/4.5]

**SKILLED PERFORMANCE**

**Indicator 2.5-7: Describe the characteristics of skilled performance in a variety of physical activities.**

**SAMPLE LEARNING ACTIVITIES: 5-6**

**Teacher Tip:** Be sure students understand the terms and techniques before involving them in critique.

**A. THROW AND CATCH**

Organize the class into groups of three students. One person becomes the thrower, one the receiver, and one the observer. The thrower executes a lead pass using an overhand throwing technique to the moving receiver. The observer uses a task checklist to evaluate the throwing technique. The observer looks at one item on the checklist on each attempt and rates each as follows:

1 = Infrequently; 2 = Often; or 3 = Every Time. Students then change roles.

<b>OVERHAND THROWING CHECKLIST</b>	
<b>SKILL</b>	<b>RATING</b>
Is the ball thrown ahead of the moving player?	
Does the receiver have to stop and wait for the throw?	
Does the thrower execute with opposition?	
Does the thrower use correct overhand technique?	

**Variation:** Adapt the checklist for other activities such as kicking or volleyball skills.

[CCWR: 4.2/4.3/4.4/4.5]

**B. KEEP AWAY**

Divide the class into groups of five or six students. Four students participate in a game of “Keep Away.” The object of the game is to maintain possession of the ball using fakes, quick passes, and limited dribbling. The remaining students become observers. Each observer selects one player and focuses on his/her skills during the game. After all group members have played and observed, discuss the use of strategy and brainstorm a list of moves used in each of the games.

<b>“KEEP AWAY” CHECKLIST</b>		
<b>SKILL</b>	<b>YES</b>	<b>NO</b>
Does the player move into open space?		
Does the receiver fake when guarded?		
Does the receiver show hands to the passer when open?		
Does the receiver change speed when moving?		

**Variation:** Using a three vs. one formation, adapt the activity for soccer, basketball, or hockey.

[CCWR: 4.2/4.3/4.4/4.5]

**C. GREAT PERFORMANCES**

Provide students with an observer checklist for a particular sport or activity. Using a videotape of the sport or activity, focus on various skill levels from basic to advanced. Students refer to the observer checklist as they watch the tape. Discuss each level of play and the performance characteristics noted on the checklist. For example, show a home video of a beginning basketball player, then show a middle and high school student, a college player, and then a professional player. Students brainstorm and discuss the differences in skilled performance and identify why the performances differ (e.g., size, age, practice.)

**Variation:** Students compare performance at the various levels and develop a comparison-contrast map.

[CCWR: 2.7/3.7/4.5]

**D. SHOWCASING OUR SKILLS**

Students create a video showcasing three skills learned in physical education class. Form small groups and allow time for each group to select the skills and a target audience. (If time is a problem, assign the skills; if time is not critical, allow groups time to discuss and select skills.) Students develop a script, locate props, and create costumes. Videotape the productions and discuss the planning process. Ask: “Was it hard to decide on the three skills? How did your group decide? How did you decide what was important to teach? Is there an easy way to teach the skill? How did you decide on a target audience? What might you do differently next time?” Students use the tapes to teach the skill to the designated target audience.

**Variation:** Students create posters using key words and phrases in different languages and use the posters in the instructional video.

**Variation:** Students create a “right and wrong” video. One student demonstrates the wrong way to perform a skill, and another student demonstrates the correct way.

[CCWR: 2.2/2.7/3.15/4.2]

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**SKILLED PERFORMANCE**

**Indicator 2.5-7: Describe the characteristics of skilled performance in a variety of physical activities.**

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**SAMPLE LEARNING ACTIVITIES: 7-8****A. MULTI-GOAL SOCCER**

Set up several goals (use cones) with a goalie and sweeper defending each goal. Other partners gain possession of the ball and try to pass and score at the different goals. Four or five members of the class observe play from the sidelines, focusing on one partner group. The observers note the following items on a checklist or task card and discuss their observations, then switch roles and continue play.

<b>SOCCER CHECKLIST</b>		
<b>SKILL</b>	<b>YES</b>	<b>NO</b>
Do partners space themselves apart to force the defender to choose to guard one or the other?		
Do partners kick to each other using lead passes?		
Do partners attempt one-touch scores?		
Do partners use quick bursts of speed into open space?		
Do partners immediately seek another ball after losing possession?		

[CCWR: 3.7/4.5]

**B. TENNIS FOREHAND**

Divide the class into groups of three students. Two players participate in a five minute singles volley. The third student observes only one of the players, using a checklist or task card to rate student performance. After five minutes, students switch roles.

<b>TENNIS FOREHAND CHECKLIST</b>		
<b>SKILL</b>	<b>YES</b>	<b>NO</b>
Is the racket on edge in the ready position?		
Does the racket move back as the ball approaches?		
Does the hitter step toward the target with the opposite foot?		
Is the ball contacted slightly in front of the body?		
Does the racket follow through towards the target?		

**Variation:** Design similar player/observer situations using baseball/softball, bowling, or swimming skills.

[CCWR: 3.7/4.5]

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**Teacher Tip:** Videotape high school or college runners or school staff who don't mind being taped. Use commercially prepared tapes of athletic performance. As students become more comfortable with videotape critique, tape student performances for in-class review.

**C. PERFORMANCE TIPS**

Videotape individuals running. Students view the tape and use specific performance criteria to analyze the techniques used. Divide the class into smaller groups, and replay the tapes. Have each group discuss their observations and develop suggestions to improve performance. Share the ideas with the

entire group. As observers become more experienced, students observe foot position, heel strike, and body position and make suggestions for improvement. Students consider questions similar to the following:

- Is the runner appropriately attired?
- Are the runner's arms and hands relaxed?
- Does the runner breathe through his/her mouth?

**Variation:** Use videotapes to analyze specific elements of sport performance or dance. Provide observation checklists and discuss student evaluations.

[CCWR: 2.2/2.7/3.7/4.5]

**Teacher Tip:** Students need to learn and practice backhand, sidearm, and underhand Frisbee throws as well as one-hand and two-hand catches before participating in the next activity.

#### D. FLYING FRISBEE

For this activity, you need a large outdoor play area and one Frisbee for every three students. Divide the class into groups of three. Mark off areas approximately 15 x 15 yards (use cones to mark the area). Two members of the group position themselves on either end of the area while the other member becomes an observer. The object is to try and make as many throws and catches in a one minute period. The observer focuses on one player and observes the number and types of throws (backhand, sidearm, and underhand). Using specific criteria, the observer notes the method used on each toss then switches focus to the method used to catch the Frisbee (one vs. two hands). Students switch roles and repeat the observations. Discuss how the throws might change if the receiver is not stationary or if more people are involved in catching and throwing.

**Variation:** Develop a task card or checklist that describes appropriate skill cues. Have students aim at a target. One student observes while the other throws at the target. Record the number of hits and the appropriate use of each skill.

[CCWR: 3.7/4.5]



## MOVEMENT MODIFICATIONS

**Indicator 2.5-8:** *Modify and combine movement skills using movement concepts, biomechanical principles, and rhythm to improve performance in physical activities.*

### SAMPLE LEARNING ACTIVITIES: 5-6

**Teacher Tip:** Some students may be ready to participate in regulation sport activities, particularly those students that participate in community sport programs. Evaluate student skill levels and provide opportunities for both basic and challenging play. Modify the equipment, change the size of the playing field, or add or subtract players to facilitate participation and enjoyment by all students.

#### A. FOUR GOAL SOCCER

The object of the game is to find open space to advance the ball toward a goal and score. Divide the class into four teams (three to six players on each) distinguished by different colored pinnies. Each team assigns a goalie to protect the goal. The other players try to gain possession of the ball and score in any of the other team goals. Goalies restart play with a pass or throw. Start with three balls and increase the number of balls as skills become more proficient. In order to score a team goal, the scorer must retrieve the ball, hold it up, shout to the teacher to record the score, and then hand the ball to the goalie to continue the game. Change goalies every three to five minutes.

[CCWR: 4.2/4.7]

#### B. 21 BASKETBALL

Students maintain proper shooting form using a set shot and/or lay-up. Divide the class into small groups, and have each group line up at the free throw line. The first person in line shoots from the free throw line and quickly follows up for rebound and lay-up. After the second shot, rebound and pass to the next person in line. Award two points for each successful free throw and one point for each successful lay-up. Play continues until 21 points are accumulated.

[CCWR: 4.2/4.7]

#### C. 300/500 BASEBALL

Divide the class into groups of three to five students. One person becomes the batter while the remaining players are fielders. Fielders total their scores to get the batter “out.” More advanced players may throw the ball at the bat, while it is laying on the ground, or at a batting tee. If the ball hits the bat, the batter is out and he/she becomes a fielder. Fielders score points as follows:

**Fly ball catch** = 200 points

**One bounce catch** = 100 points

**Grounder catch** = 50 points

**Variation:** Students use a tennis racquet and tennis balls to play a game similar to the one above.  
[CCWR: 3.13/4.2/5.3]

**D. AEROBIC BASEBALL**

This activity provides students with multiple chances to strike, throw, catch, and run. Near the third base line, add a fifth base (a cone). This is designated as the “out” cone. Students bat slightly towards first base. On signal, the batter hits the ball and runs the bases. Runners may stop at any base. Fielders throw the ball to the “out” cone as quickly as possible. The fielder at the “out” cone must have possession of the ball, step on the cone and yell “out!” Any base runner off base when the player shouts is out and returns to batting line. Play this game in groups of four or five students and establish a designated time period for play (e.g., three minutes).

[CCWR: 3.13/4.2/5.3]

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**Teacher Tip:** Modified sports and games provide the teacher with opportunities to discuss rules, strategy, player positioning, and safety rules. They also maximize student participation at all skill levels. These activities are important prerequisites to regulation games and sports.

**E. TWO PITCH BASEBALL**

This game allows students to play many innings of baseball/softball with a maximum number of fielding and batting opportunities. It follows most of the rules of regular baseball except that players pitch to their own team (e.g., the on-deck batter pitches to his/her teammate). Divide the class into teams of 5 to 8 students. Each batter gets two pitches and an additional pitch if the second is a foul ball. Speed up the game by starting each inning with one out.

**Variation:** Use wiffle balls and bats instead of regulation baseball/softball equipment.

**Variation:** Start the inning with a base runner. Play one-inning games. Discuss end-of-game strategies.

[CCWR: 3.2/4.2/4.7/5.4]

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**Teacher Tip:** Social dancing promotes rhythmic movement, fun, and fellowship. Teach and reinforce social skills and etiquette within the context of social dancing.

**F. MOVIN' TO THE MUSIC**

Divide the class into small groups. Each group selects a popular line dance (e.g., the Electric Slide, the Continental, any popular club dance). Each group learns the steps and then teaches the dance to the rest of the class. Discuss how movement skills used in dance are similar to those used in sport activities.

**Variation:** Vary the style/tempo of the music using the same steps.

**Variation:** Small groups of students research various dance forms and select one for further study. The group develops a short presentation on the dance form and its use of movement skills. For example, students interested in ballet may study the use of leaps and jumps.

**Variation:** Small groups of students learn a folk dance, such as the Troika or Turkey in the Straw, and teach the dance to classmates. Incorporate folk dance into a social studies unit on a country or culture.



**Variation:** Students create an original dance pattern using sports movements. Students might create a dance pattern using basketball moves such as dribbling, shooting, and jump shots. Students select appropriate music and perform their sports dance for classmates. Students rate the dance on creativity and skill performance.

[CCWR: 2.6/3.2/3.5/4.2]

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## MOVEMENT MODIFICATIONS

**Indicator 2.5-8: *Modify and combine movement skills using movement concepts, biomechanical principles, and rhythm to improve performance in physical activities.***

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### SAMPLE LEARNING ACTIVITIES: 7-8

#### **A. VOLLEYBALL/BASKETBALL**

Divide the class into small groups, and position one group on either side of a volleyball net. Students throw the volleyball back and forth over the net. The ball must be received using basketball techniques (e.g., pivot, chest pass) and may be passed to a teammate before going over the net. Dribbling is not permitted, and the ball must be caught in the air. Award team points when the ball goes over the net and lands in court, when the ball handler commits a violation or dribbles, or when a ball handler steps on a boundary line.

**Variation:** Use a beach ball rather than a volleyball. Discuss how the use of a different weight ball alters play.

[CCWR: 3.13/4.2/4.7]

#### **B. KEARNY SOCCER**

Establish a playing area 15 x 20 yards with two goals, each 10 yards wide. Divide the class into groups of four: two sideline players, one goalie, and a one vs. one player. In this four vs. four game, the players kick the ball to the opposite goalie, using a sideline player for quick wall passes. The roving players move the ball past the defender into the goal area. After the goalie receives the ball, players quickly return it to a sideline player for restart. Rotate positions every 60 to 90 seconds.

**Variation:** Designate a midline and midfielder. The midfielders play one vs. one trying to gain possession of the ball and pass it to the opposite goalie to score. Encourage one-touch play and quick transition from offense to defense.

[CCWR: 4.2/4.7/4.9/5.3]

#### **C. LAST INNING BASEBALL**

Create baseball situation cards that describe the number of outs, base runners, strikes/balls on a batter, and game score. Divide the class into teams and use a coin toss to determine first at bat. The

team winning the toss selects a situation card. Teams play the game as described on the card, using regulation rules.

**Variation:** Teams hold strategy meetings prior to the start of play. All students must participate. Same team players may pitch.

[CCWR: 3.11/3.12/3.13/4.2]

#### **D. VOLLEYBASEBALL**

Use one volleyball and four bases arranged in a small baseball diamond. Divide the class into teams of 6 to 8 players. The batting team lines up behind but away from home plate and the fielding team scatters outside the diamond. The batter hits the ball between first and third bases, using a hammer serve, then runs the diamond, tagging each base. The fielding team lines up behind the player who receives the ball, and the ball is passed down the line to the end player. If the runner reaches home plate before the team completes the pass, a run is scored. After three outs, teams change.

[CCWR: 4.2/4.7]

#### **E. DANCING OVER TIME**

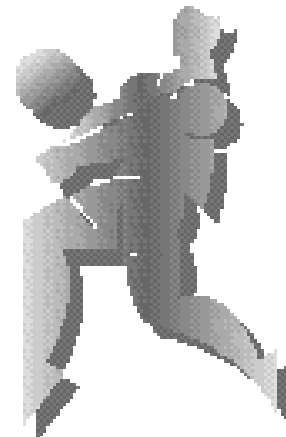
Divide the class into small groups to research dances popular at a particular point in history (e.g., Colonial times, the 1920s, 1950s). Each group selects one dance from the designated time period, learns the dance, and teaches it to the class. Students create period costumes for the performance and describe the historical and cultural significance of the dance.

**Variation:** Students research dances from different countries and cultures, select one dance, and teach it to the class.

**Variation:** Students learn games from various time periods, countries, or cultures and teach the game to the class as part of a multi-cultural festival.

**Variation:** Students teach the game or dance to younger students.

[CCWR: 2.6/2.7/3.5/3.15/4.6]



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## SPORTSMANSHIP

**Indicator 2.5-9:** *Describe and demonstrate the application of appropriate rules, strategies, and sportsmanship behaviors as a participant in and observer of physical activities.*

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### SAMPLE LEARNING ACTIVITIES: 5-6

**Teacher Tip:** Students need to develop their observation skills in order to improve their own movement performance. Even the most skilled student can learn ways to modify activity to improve their ability to work as part of a team.

#### A. KEEN OBSERVATION

Divide the class into three groups. Two groups play a previously taught game, such as soccer or volleyball. The third group observes play and notes evidence of positive and negative sports behavior. After five minutes of play, stop the action and discuss the observations. Groups change roles and repeat the process.

**Variation:** If the class is large, create two observation teams. Each group observes a different team and then compares observations.

[CCWR: 1.1/4.5/4.6]

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**Teacher Tip:** The following activity requires students to know how to hit a shuttlecock. Additional racquet skills enhance participation in this activity. This activity can be used to prepare for any racquet game that requires strategy of movement to get an opponent out of position.

#### B. YOU MOVED

For this activity, you need several badminton or tennis courts. Divide the class into groups of 4 to 6 students per court. Two group members serve as “movement counters.” Each player scores a point when the hit remains in bounds and forces the opponent to take more than two steps. As players progress, increase the number of steps needed to gain a point. The movement counters keep track of the number of steps and the score. Rotate positions after each rally. [CCWR: 3.2/4.3/4.5]

#### C. SHORT FIELD SOCCER

Create several teams to engage in side field games. During each game, emphasize proper restarts and the application of soccer rules. Stop the action to discuss **strategy**. During the game, stop the action and ask students what rule has been applied or needs to be applied.

**Variation:** Create rule cards, with one rule per card. Distribute the rule cards to observers. When a particular rule of the game is not applied, the observer yells “Rule!” The action stops and the players discuss the appropriate use of the rule. Action restarts from alternating goalies.

[CCWR: 3.7/4.5]

**D. PLAY BY THE RULES**

Each student selects a sport or game and develops a book of rules. The book includes text, drawings, computer designs, and photos that show proper implementation of the rules. Students share the book with classmates and use it as a class reference during games.

[CCWR: 2.2/2.8/3.15/5.8]

**E. RULES AND STRATEGIES**

Invite local high school athletes to class to discuss the importance of rules in interscholastic play. Be sure they discuss the consequences of breaking the rules.

**Variation:** Invite a soccer, basketball, or other sports official to discuss rules and sportsmanship.

[CCWR: 5.8]

**F. MATCHING GAME**

Set up sport/game stations around the gym. At each station, display pictures and posters of athletes playing the particular sport. Include at each station a rules directory, a teacher-designed “dictionary” of rules for that sport. Give students a list of questions to answer using the materials available at each station. Students circulate to each station and try to answer the questions. When a student thinks he/she has found the answer to a question, he/she must write the answer on his/her question sheet, move to the center of the gym, and perform a designated task (e.g., 10 jumping jacks, five sit-ups). The student reports to the next station to search for more answers. Students must find the answers to all the questions and perform all the tasks to complete the game. When everyone is finished, discuss the answers.

[CCWR: 5.8]

**G. GOOD SPORT**

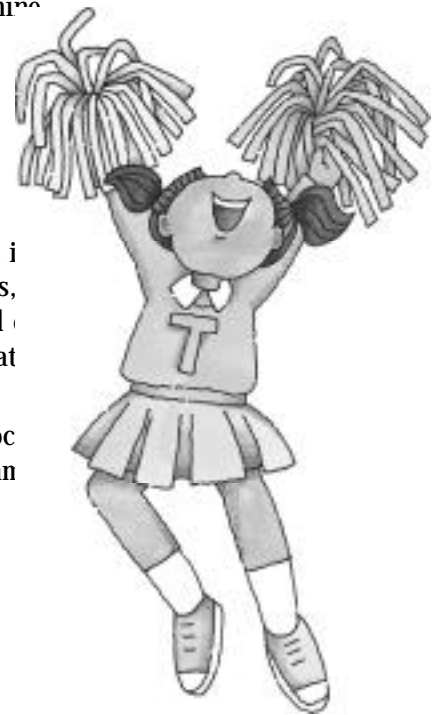
Students define *sportsmanship* and develop a survey to determine answers to the following questions:

- What makes a person a good sport?
- What is the best example of good sportsmanship you have ever seen?
- What is your definition of sportsmanship?

Students ask the same questions to at least five other individuals not in class or grade. Encourage students to ask their parents, older siblings, school or college athletes. Students share and discuss the results and develop a class description of good sportsmanship. Students develop a thematic bulletin board or school display.

**Variation:** Students complete a journal entry about sportsmanship, focusing on examples they have seen in class or as part of a school or community team.

[CCWR: 1.1/1.2/3.8/4.6/4.11]



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## SPORTSMANSHIP

**Indicator 2.5-9:** *Describe and demonstrate the application of appropriate rules, strategies, and sportsmanship behaviors as a participant and observer of physical activities.*

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### SAMPLE LEARNING ACTIVITIES: 7-8

#### A. FRISBEE TOUCH

For this activity, you need one Frisbee for every five students. Place the Frisbees on the ground around the play area. The object is to touch a Frisbee with your hand without touching anyone else. Play music as students move to touch the Frisbees. Eliminate Frisbees one by one. Hopefully, one of the students will figure out that the easiest way to perform the task is for one of the students to pick up the Frisbee.

[CCWR: 3.1/3.13]

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**Teacher Tip:** Whenever students engage in outdoor activities, remind them of safety precautions (e.g., appropriate attire, insect repellents) to prevent insect-borne diseases such as Lyme disease.

#### B. SCAVENGER RUN

Create teams of 5 to 7 students and provide each team with a list of objects to be retrieved. Give each team the same list but in a different sequence. Allow 5 minutes for teams to strategize, then set a designated time limit for the hunt. Students must run/walk (or perform another designated locomotor movement) to retrieve the items. All team members must participate.

[CCWR: 4.1/4.2]

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**Teacher Tip:** Students need a basic understanding of map reading and compass skills to participate in this activity.

#### C. NAVIGATING THE OUTDOORS

This activity requires students to work together to plan and implement a map and compass activity. Develop a simple map of an area surrounding the school, an area in a local park, or another appropriate area. (State parks may provide maps for this purpose.) Divide the class into small groups, each with a different starting point. Have each group mark the start with a pencil or small stick. (Use a stick with a colored ribbon attached to differentiate teams.) Students set the compass to N 360 degrees. The team sights down the direction of the travel arrow and selects a landmark. The team paces 100 double-step paces (count right foot) and stops. Students set the compass to 120 degrees,

pace 100 steps, and stop. Teams set the compass to 240 degrees and pace another 100 steps. The team should return to the start, having completed a triangle.

**Variation:** Use the map to travel a set course. Indicate trees, posts, buildings, and other landmarks. (You may want to mark each site with a colored ribbon for each team.) At each control point/landmark students take their team ribbon. Offer rewards at some of the sites.

**Variation:** Add simple challenges that require team problem solving (e.g., navigating obstacles that require students to work together, hidden clues, and cryptic messages that may or may not lead to the “treasure”).

[CCWR: 3.1/3.4/3.11/3.12/3.13]

#### **D. LOOKING FOR A GOOD SPORT**

Students attend a community, high school, college, or professional sports activity and observe the behavior of participants and fans. Students note only the positive sportsmanship in evidence and report their observations to the class for discussion.

**Variation:** Divide the class into small groups. Show the class video clips from sporting events that clearly illustrate positive and negative behaviors. After each clip, groups discuss the impact of the behavior on play. Students discuss the impact as both a player and a fan.

**Variation:** Students clip articles from newspapers and magazines that discuss the impact of fan behavior at sporting events and develop a “Good Sportsmanship Guide” for school and community teams.

**Variation:** Divide the class into small groups. Give each group a scenario that describes an incident of poor or questionable behavior at a sporting event. Each group develops strategies to deal with the incident from the viewpoint of the fans, the management of the arena, and the coach and players. Student groups share the situations and strategies.

[CCWR: 1.1/3.7/4.5]

#### **E. YOUR JUST REWARD**

Each time the class plays a game or sport, designate several students as the “Prize Patrol.” The Prize Patrol observes the activity and selects one or more players as good sports. The Prize Patrol makes the selection based on specific criteria developed by the entire class. The good sport receives a small prize (e.g., a free slice of pizza, coupons from local merchants). Rotate players and patrol members. Expand the monthly award to include a culminating award at the end of the school year.

[CCWR: 1.1/1.2/4.6]

#### **F COACHES' CHOICE**

Invite a panel of high school or college athletes, coaches, and sports officials to discuss sportsmanship and following the rules. Be sure the panel addresses sanctions against students and schools if rules are broken.

[CCWR: 5.8]

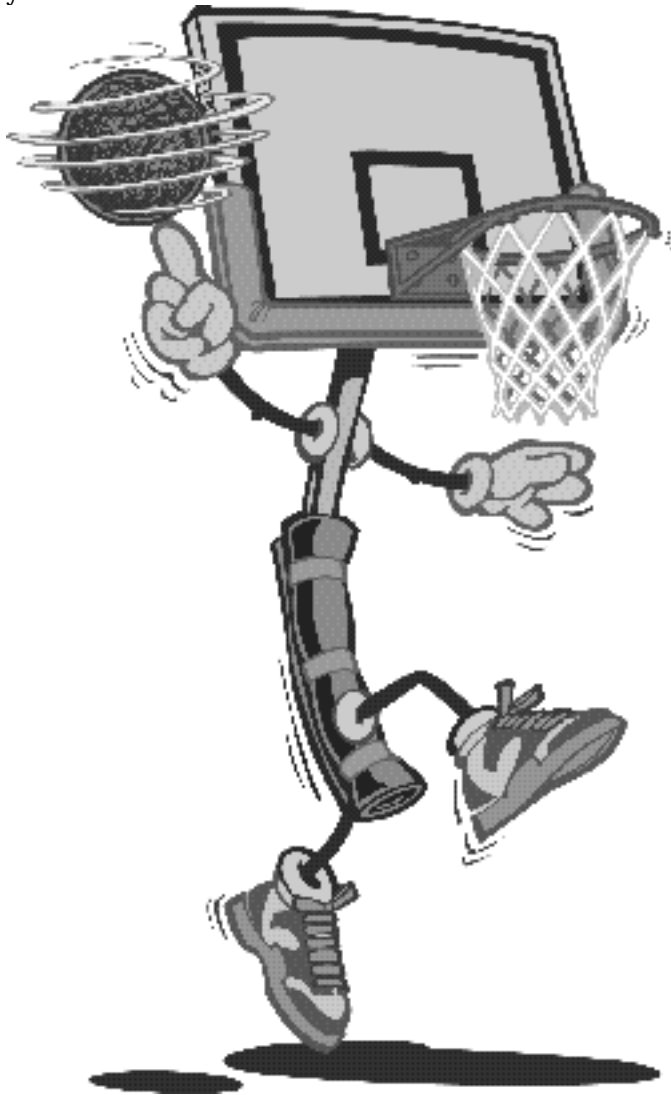
**Teacher Tip:** The following activity can be adapted for almost any sport or game and is a good review prior to interclass tournament play.

### G. RULES OF THE GAME

In pairs, students select a sport or game and develop a rule packet for younger students. Students design mnemonics, raps, posters, videos, or computer games to support the rules packet.

**Variation:** Divide the class into three groups. At each station, provide markers and chart paper. At the top of the paper write the heading “RULES,” at the next station the heading reads “STRATEGIES,” and at the third station, “SPORTSMANSHIP.” Groups rotate to each site, adding items related to the heading. Allow each group two to three minutes at each site. For example, if the sport is baseball, groups might write “three strikes and you’re out” (rules); “position your fielders for each batter (strategies); and “don’t kick dirt at the umpire” (sportsmanship). At the end of the exercise, discuss the lists and add any other ideas.

[CCWR: 3.15/5.8]





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## SKILLED MOVEMENT

**Indicator 2.5-10:** *Analyze and apply movement concepts, biomechanical principles, and rhythm to independently learn, assess, refine, and combine movement skills used in physical activities.*

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### SAMPLE LEARNING ACTIVITIES: 9-12

**Teacher Tip:** At the beginning of ninth grade, students can initiate a portfolio that displays examples of their progress throughout the year. Include in the folder examples of completed skill assessments and task cards, written work, activity logs, and photos. Students may include a journal to record reactions, achievements, and comments on class activities. Include in the package the student's short-term-goals and long-term-goals and the process used to achieve them. At the end of the each year, review the contents of the portfolio to determine if it accurately reflects the student's achievements.

#### A. AT THE STATION

For this activity, create a number of skill stations. At each station, require students to work through a progression of skills, from basic to more advanced. Students jog to the station, follow the directions for the skill, and attempt to perform the task correctly at each progressive level. At each station, provide students with criteria to evaluate their skill performance. After a prescribed time period, students record on a card the level they were able to achieve and then move to the next station. Examples of stations might include a catch/throw station that requires accurate target throws and rebounding or a juggling station that moves a student through one-object to multiple-object juggling patterns.

**Variation:** Divide the class into pairs. While one member of the team performs the task, the other observes and records information. The pairs perform a second time, using the observations to improve performance.

[CCWR: 4.2/4.3/4.9]

#### B. YOU BE THE TEACHER

Divide the class into groups of 4 to 6 students. Each group selects a game or sport from a teacher-designed list. The group researches the selected game or sport, develops appropriate materials, and teaches the class how to play it, emphasizing the correct use of concepts and skills

**Variation:** Students select a game or sport and design a teaching module for middle school or elementary students. Students teach the younger students the game or sport, monitor the activity, and obtain feedback from the students. Students plan a tournament, act as referees, and reward examples of good sportsmanship.

[CCWR: 2.2/2.8/3.15/4.2]

**C. CREATE A GAME**

Divide the class into small groups. Each group randomly selects 3 to 5 skills to be included in an original game (e.g., run, throw at a target, stationary catch, foot dribble, and jump). The group develops the game, including rules and strategies, and teaches the game to the class. The class votes on the best new game.

**Variation:** Students develop a booklet of original games for younger students.

[CCWR: 3.15/4.2]

**D. NAME THAT SPORT**

Brainstorm a list of sport movements that require *agility*, *coordination*, and *rhythm*. Using music of various tempos and styles, students move to the music using the designated skill. Divide the class into small groups, and assign each group a sport. Students investigate the various movement skills used in the sport (viewing live or on tape) and combine the movements to create an aerobic routine (e.g., simulate throwing a football with kicking, running, and jumping). The group selects appropriate music and performs the routine for the class.

[CCWR: 2.6/3.15]

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**Teacher Tip:** The following game does not use referees. All participants must understand the rules and requisite social skills for participation.

**E. ULTIMATE FRISBEE**

For this game, you need a playing area 60 yards long and 40 yards wide. Mark off end zones, 30 yards deep at each end of the play area. After students have practiced *throwing*, *catching*, *guarding*, *pivoting*, and *intercepting*, students participate in a regulation game. Divide the class into teams (12 students per side maximum), and review rules and strategies. The object of the game is to move the Frisbee down the field only by passing. Running with the Frisbee is not permitted. A goal is scored when a player passes the Frisbee to a teammate in the end zone. Defense can intercept throws but no contact is permitted.

**Variation:** For students with lesser abilities, use a foam Frisbee, reduce the size of the playing area, and enlarge the goal area.

[CCWR: 4.1/4.2/4.7]

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**Teacher Tip:** Review the rules and strategies of golf prior to the activity.

**F. DISC GOLF**

For this activity, you need a large playing area, one Frisbee per player, cones to use as tee lines, and nine pole holes to use as targets. (A basket made of chicken wire enclosing a stake in the ground will work.) The object of the game is to complete the disc golf course with the lowest score. Students score one point for each throw of the Frisbee. Students move through the course as if playing regulation golf. Any throw within 11 yards of the hole is considered a putt. Frisbees that land in a tree or shrub are considered out-of-bounds, and players receive a one-stroke penalty.

**Variation:** Create a discathon course, a winding course that requires students to throw their Frisbee and then run to retrieve it. Each student has two Frisbees. The student throws the first one and runs

to retrieve it. When the student gets to within one yard of the first Frisbee, he/she throws the second one. The student picks up the first disc and runs to retrieve the second. Students repeat this sequence to reach a finish line. The player who gets the Frisbee across the finish line first wins.

**Variation:** Time the activity and have students try to improve their times.

[CCWR: 4.1/4.9]

### G. INTERVAL PLYOMETRIC CIRCUIT

Write *plyometric* on the board and define it. Divide the class into small groups, and explain that each group moves to various stations around the gym. At each station, post charts that describe specific exercises. The group moves to a station, performs the designated task, and on signal, moves to the next station. Use music to manage the tempo of the activities and facilitate station changes.

SAMPLE PLYOMETRIC STATIONS	
Time	Activity
1 minute	Zoro side lunge
30 seconds	Straddle jump on step
1 minute	Push ups
30 seconds	Ski jump steps
1 minute	Leg curls with resistance bands
30 seconds	Jump rope

[CCWR: 5.3/5.4]

### H. SPORTS AND SKILL CHALLENGE

Develop a series of movement skill challenges needed for a variety of sports and games. Students establish a goal and try to meet or exceed it during the activity, and discuss methods used to reach each goal (e.g., change in force, cooperation).

SAMPLE CHALLENGES	
ACTIVITY	SKILL CHALLENGE
<b>Power Hit</b>	Students hit a ball from a tee. The object is to hit the ball a specific distance.
<b>Power Swing</b>	Students hit a golf ball short, medium, and long distances using the proper club and swing.
<b>Jump and Reach</b>	Students measure vertical jump, using jump and reach board.
<b>Footwork Relay</b>	Small teams perform a medley of movements such as skip, slide, grapevine, and hop. The event is timed.

[CCWR: 4.1/4.3/4.11]

**Teacher Tip:** The next activity requires students to design an obstacle course. In lieu of this, use existing community resources, such as high and low rope courses, zip lines, or climbing walls. If your school does not have a *Project Adventure* program or a ropes course, check out the local fitness center or gymnastics training center. These activities enable students to take part in team-building and allow them to plan, strategize, and participate in a number of activities designed to sharpen and test physical, social, and mental skills.

### I. OBSTACLE COURSE

Using available equipment, students design an obstacle course, and then navigate the course.

**Variation:** Students design an obstacle course for younger students, build the course, and instruct the younger students on the safe use of the equipment.

**Variation:** Students navigate the course while wearing a blindfold. Divide the class into pairs, and have the “sighted” partner lead the blindfolded partner through the course. The partner may assist using only verbal instructions. Students develop a short essay reflecting on the experience.

**Variation:** Students participate in a rock wall or ropes climbing session. Students work together to plan the climb and assist each other to complete the activity. After the session, discuss ways students worked together to achieve their goal.

[CCWR: 3.1/3.15/4.2/4.6/5.1]

### J. ALL SHOT RALLY

Students continue to apply badminton skills in preparation for round robin tournament play. Divide the class into partners or groups of four. Students rally using all strokes. Each player must use each shot (*clear*, *net shot*, *serve*, *drive smash* and *overhand drop*) a minimum of two times. In addition, each player must use a *backhand* at least once for each shot.

[CCWR: 4.1/4.2]

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**Teacher Tip:** Students must be familiar with the rules of volleyball in order to play this game.

### K. FOUR PLAYER VOLLEYBALL

This game follows regulation rules but requires only four players per team. Teams play for four minutes. The team that is ahead at the end of the four minutes remains on the court, and a new group of four challenges them. If a team wins three sets in a row, a new round of games begins. Waiting teams play circle volleyball, setting up the ball to each other as many times as possible without allowing the ball to hit the ground.

**Variation:** Discuss what students could do to improve team play (e.g., set the ball up higher, set pass to a teammate, be ready to block spikes). Each team describes at least one strategy used during play. Use the discussion as a review of rules and strategies before moving to regulation play.

[CCWR: 3.2/3.14/4.2/4.7/5.4]

### L. CLOCK GOLF

For this activity, you need a large carpeted space or putting green. Each student needs a putter, several golf balls, several putting cups to be used a target, and string. Review the correct grip, body

position, stance, and stroke. Allow students time to practice the stroke without hitting the ball. Create a large clock face (use the string or chalk). Place the putting cup in the center. Students putt toward the cup from each hour on the clock, counting the total number of strokes necessary to hole out from all 12 hours.

[CCWR: 3.13/4.3]

### M. ON THE GREEN

This game consists of six hitting stations, one for a wood, 3 iron, 5 iron, 7 iron, wedge, and putter. Set up five tee areas and one practice green. Group students into foursomes, and assign one group to each station. Provide one set of clubs at each station along with one plastic golf ball per student. Students hit the plastic ball for *accuracy* and *distance* at each station. Mark distances using cones, and award points for accuracy. Students play three rounds (five stations equals a round) recording their scores on a modified scorecard. Discuss when accuracy is more important than distance.

**Variation:** Add obstacles, sand traps, or water.

**Variation:** Take students to a Par 3 golf course. Divide the class into foursomes to play regulation golf. During the activity, circulate, and observe play. After all students have completed a round, review the rules and strategies associated with the game. Students write a brief reaction to their day on the links.

[CCWR: 4.3/5.4]

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**Teacher Tip:** In order to participate in the next activity, students need to know how to use a compass and read a map. Students need to understand the following terms before proceeding with this activity: *angle of declination, attack point, base point, bearing, beeline, control point, geographical map, shoot a bearing, topographical map, and Silva system.*

### N. ATTACK POINT ORIENTEERING

Preset a course with 7 to 8 control points. Use numbered cones to show the control points and use other objects such as hoops, hurdles, or ropes to represent ponds, streams, buildings, or other obstacles that block a straight-line approach to control points. Divide the class into pairs, and give each pair a map that shows the control points and the obstacles. Using the map, each team determines the shortest route to the control point, to sight an attack point, to move to it, and to sight another control or attack point. Each team keeps a log of the bearings between control points and must complete the entire circuit.

**Variation:** Design a course with a buried or hidden treasure. Provide the bearing but give only a clue to the distance (e.g., number of days in the month, number of students in the class).

**Variation:** Students plan and participate in an extended hike at a state park. Students plan the trip, examine maps and descriptions of hiking trails, and select the best one for the group. Students develop a list of items needed for the trip. Upon return, students make recommendations for future trips and develop a short reaction to the actual hike.

[CCWR: 3.2/3.9/3.13/4.1/4.2]

**Teacher Tip:** Bench or step aerobics does not require as much space as dance aerobics. Students of different fitness levels can participate in the same class because the intensity can be varied by increasing the height of the step or adding hand weights. Weights of approximately one pound can be made by filling 16-ounce plastic soda bottles with sand. Music used with a bench aerobic workout should be slower than aerobic dance music, 118-126 beats per minute. For routine ideas, check out <http://www.turnstep.com>, the Aerobic Steps Web site.

### **O. BENCH OR STEP AEROBICS**

Begin the class with a simple warm-up. Include slow locomotor movements and static stretching (about two or three songs of slow rhythm). Begin the aerobic portion with easy, simple movements, and then progress to a more intense workout. The aerobic part of the workout should last about 20 to 40 minutes. Students cool down using slow locomotor and non-locomotor movements as well as static stretching. Students monitor their heart rate during the aerobic and cool down phases.

[CCWR: 4.9/5.3]

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**Teacher Tip:** Begin the following activity, and any water-based activity, with an overview of pool safety rules and accident procedures. A certified lifeguard should always be in attendance when students are in the pool area. All local and state health and safety rules must be followed.

### **P HYDROCIRCUIT**

This activity combines water aerobics and weight training. Exercises for specific muscle groups are executed at stations in the water. Apparatus such as balls, kickboards, and sealed plastic containers can be used to increase resistance. The aerobic part of the activity takes place when the students move from station to station. After an 8 to 10 minute warm-up, divide the class into small groups. Each group starts at a different station. A calisthenics station requires students to work particular muscle groups and should alternate with aerobic stations that require students to walk, jog, slide, or skip. Sample activities might include the following:

**Crunches:** Float on stomach or back holding a milk jug in each hand. Keep legs together and bring legs up to chest, then straighten.

**Push Downs:** Hold the kickboard lengthwise with the arms bent and elbows extended out to the sides. Push the board down.

**Variation:** Students walk or jog in the water. Discuss how to use water depth for the best workout. Students develop their own aerobic routines using the available equipment and can even line dance in the water!

[CCWR: 5.3/5.4/5.5/5.8]

**Teacher Tip:** The following activity requires students to plan a theoretical hiking experience. While this activity focuses on the Appalachian Trail, the activity can be adapted to use any well-known hiking trail. Review safety guidelines to prevent insect borne diseases before embarking on any outdoor activities.

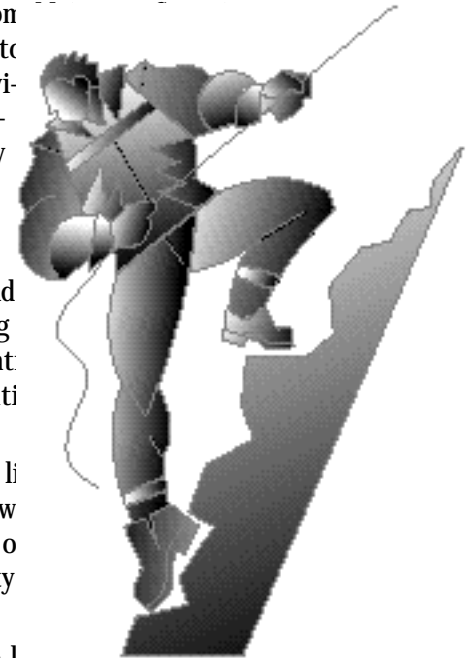
### Q. NAVIGATING THE APPALACHIAN TRAIL

The Appalachian Trail stretches for more than 2000 miles from Students design a simulated journey from one end of the trail to the other and calculate how many steps it might take to navigate the trail. Students can also calculate the number of hiking hours to complete the trail. Students accomplish this by calculating the number of steps in a measured course (a quarter-mile track works best) and basing all calculations on this measurement. Students calculate how fast they should hike based on their fitness level, using heart rate calculations and timed movement around the track. Students calculate how long would take to hike 10 miles and then extrapolate for the entire trip. Students map their progress, complete a daily log of activities and discuss preparation for a real hiking excursion.

**Variation:** Require students to carry a loaded backpack (much like on a real hike) and calculate their speed and pace. Ask: “How does this impact the hike? What equipment is essential on this type of excursion? What biomechanical principles influence the body’s ability to carry such a load?” Add hills and uneven terrain to the simulation.

**Variation:** Students determine how many miles of the trail are located in New Jersey and Pennsylvania and plan and implement a local hiking excursion. Students develop a safety handbook for review by all participants prior to the trip.

[CCWR: 2.6/2.7/3.1/3.12/3.13/4.1/4.2/5.3]



### R. ACROSS THE MILES

Using the appropriate equipment, students establish a mileage goal and attempt to rollerblade, bike, run, or walk to meet the goal. Students keep a daily activity log and outline strategies to meet the goal. Students share their log with a partner or small group, modify the plan, and adjust activities accordingly.

[CCWR: 3.1/4.1]



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## IMPROVING PERFORMANCE

**Indicator 2.5-11:** *Apply the principles of physiology, kinesiology, and psychology to improve personal performance in physical activity.*

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### SAMPLE LEARNING ACTIVITIES: 9-12

**Teacher Tip:** The following activity involves students in circuit training. Repeat the circuit on a regular basis so students can graph the results over time and use the information to develop new fitness goals.

#### A. DESIGN A CIRCUIT

Design a circuit training course that addresses all areas of fitness. Divide the class into small groups. Each group performs the designated activity for two to three minutes then rotates to the next event. Students walk the perimeter of the circuit as a cool down. As students complete the circuit, they keep a log of their activities and improvements. At the conclusion of the activity, each group describes one aspect of fitness and how the circuit activities support wellness.

**Variation:** Students design a circuit course for individuals of varying ages and abilities.

**Variation:** Students compare courses, locating fitness courses at community or state parks. Each student completes one or more courses for “homework” and reports to the class on the similarities and differences. Students create a map or resource guide for each course.

[CCWR: 3.1/4.1/4.9]

#### B. NAME THAT MUSCLE

Divide the class into small groups. Each group selects several movement skills and creates a movement series. For each skill, the group must know the major muscle groups involved in the movement. As each group performs its series, the rest of the class identifies the muscle groups involved.

**Variation:** Perform simple yoga or Tai Chi moves, and have students identify the major muscle groups involved. Teach the moves to students and have them name each group as they proceed through the movement series.

[CCWR: 3.7/4.2]

#### C. AGONIST-ANTAGONIST

Pair students of similar size. Give each student a resistance band. Call out the name of a muscle group. One partner leads the other through a series of resistance exercises that work that muscle group/part of the body (*agonist*). Next, the other partner leads an exercise that works the opposing muscle group (*antagonist*). Students perform 8 to 10 repetitions of each and name the muscle groups as they are working.

[CCWR: 3.7/3.12]

**D. BODY TONE**

Organize the class into pairs. Set up three stations that measure body tone (e.g., curl and hold, sit and hold, wall push away). One member of the pair performs the exercise while the other observes and times the partner's performance. Students reverse roles. Each partner provides feedback and assistance, and the pairs discuss the results. Based on the observations at each station, the team develops a plan for improvement of body tone, selecting several activities from a teacher-designed list. Over the next two to three weeks, students focus on the exercises selected, then repeat the original circuit and record the results. Students write a summary of the project with a graph of the results.

[CCWR: 3.7/3.12/4.5]

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**Teacher Tip:** The following activities focus on psychological tools to enhance performance. Athletes, musicians, dancers, public speakers, and actors use these strategies. In order for students to become comfortable using the ideas, allow them to choose an interest that is meaningful to them, even if it is not a traditional physical education activity.

**E. GETTING YOUR ACT TOGETHER**

Ask: "What words do you use to describe the best athletes in the world?" Discuss the student responses and focus on one's ability to be *mentally tough*. Explain that to become successful in anything—sports, writing, musical performance—an individual must possess both physical talent and mental skills. Students conduct interviews with at least five successful performers. In the interview, students focus on the ways the person prepares for a major event (e.g., a play, a big game). Questions should focus on rituals, good luck charms, dietary habits, and mental images that performers use prior to each activity. Students share the results of their interviews and discuss mental vs. physical preparation.

[CCWR: 1.1/1.2/3.12/4.11]

**F. SEEING IS BELIEVING**

Explain that *visualization* is the ability to create an experience in your mind. Show students videotapes of athletes in the process of using visualization before a performance. Through visualization, the ski jumper "sees" and "feels" the perfect jump; the diver, the perfect dive. Brainstorm opportunities for visualization, and then provide several experiences that require students to visualize before performing a simple task. Discuss these activities and the merits of visualization prior to performance.

[CCWR: 3.1/3.10/4.3]

**G. THINK POSITIVE**

Ask students to recall a time when they did not perform well (perhaps it was a spelling bee in third grade, a baseball game at age 11 or a dance recital at age 13). Each student describes, in writing, the situation and how he/she felt at the time. Students close their eyes and try to imagine the same event. This time, provide encouragement and promote positive self-talk while imaging the event. Ask: "Did the images become more positive? Why?" Discuss the merits of *positive self-talk*, *refocusing*, and *visualization* in achieving positive performance outcomes. Students describe several examples of each.

**Variation:** Provide students with examples of situations where mental training techniques might enhance performance. Students discuss the situations, determine the appropriate strategies to prepare for the activity, and report to the class.

[CCWR: 3.1/3.10/4.3]

### H. PRACTICE, PRACTICE, PRACTICE!

Write *Practice Makes Perfect* on the board. Brainstorm various interpretations of the saying and have students relate it to their experiences in sports, dance, music, or other activities that require practice. After the discussion, write *Perfect Practice Makes Perfect*. Ask: “How does this statement differ from the first one? How does it relate to positive thinking, mental conditioning and techniques such as visualization?” Students write an essay explaining the differences between the two statements.

**Variation:** Students select an activity that requires practice. For two weeks, students keep a journal about the activity. Students reflect on their practice sessions and performances, focus on the positive aspects and successes, and examine physical or mental mistakes made when practicing and performing. Students decide how to correct mistakes and write about it in the journal. At the end of the two week period, students share some of their personal observations.

[CCWR: 3.1/3.10/4.3/4.11]



### I. METABOLISM

Divide the class into several small groups. Assign each group a research topic related to *metabolism* (e.g., thyroid functioning, metabolic rate, differences in males and females, effects of exercise). Students investigate the topic and develop a FAQ (frequently asked questions) sheet for the class. Each group shares the information and responds to student questions.

[CCWR: 2.4/2.6/2.8/3.8]