

Grade 1/2 Yearly Plan

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Philosophy

Nearly every activity that we engage in everyday involves some form of movement. Thus, movement is an extremely important part of every person's life. To be successful movers throughout their lifetimes, children need to be involved in a variety of movement activities from an early age and need to develop positive attitudes towards movement. These are two of the main goals and purposes of Physical Education in elementary schools. However, participating in regular intervals of vigorous activity also has numerous other benefits for children of all ages. It enhances fitness levels, promotes a healthy lifestyle, increases self-confidence, and promotes an appreciation of the body (Wall & Murray, 1990). Furthermore, it has been shown that children who participate in P.E. on a regular basis have enhanced memory skills.

Because of all the amazing benefits that Physical Education can have for children, it is important that every child has a positive experience in P.E. and thus develops positive feelings towards physical activity. In order to assure that every child has a positive experience in P.E., it is the responsibility of the teacher to create a fun, accepting, and non-judgmental atmosphere during their lessons. It is also important for the teacher to recognize and praise all levels of ability and to strive for, as well as encourage, improvement rather than perfection. Along with praise from the teacher, students in P.E. need to experience individual and personal successes (Wall and Murray, 1990). To develop their confidence in being physically active, they need to see themselves as competent and feeling of success will increase feelings of competency. A positive According to Gallahue and Ozmun (1998) "progression to the mature stage of a fundamental movement pattern depends on a variety of experiential factors, including opportunities for practice, encouragement, and instruction in an environment that is conducive to learning." This point underlines the vital importance of creating a positive atmosphere in P.E. and the key role of the teacher in creating this environment.

In a primary P.E. program, it is important to focus on developing and refining fundamental movement skills, as these are the skills that are necessary for all types of physical activity and the development of these skills is basic to the motor development of children (Gallahue and Ozmun, 1998). In developing these skills, the teacher must take into account both gross and fine motor skills, and note the important role of each in physical activities (Wall and Murray, 1990). In order to properly develop motor skills, the activities in an elementary P.E. program must initially demand only simple skills and

gradually begin to demand skills that are more and more complex (Wall and Murray, 1990). These activities must also challenge children's cardiovascular endurance, muscular endurance, muscular strength, and flexibility (Wall and Murray, 1990).

Activities in P.E. must address more than just the physical needs of the students, however. An effective P.E. program will involve all the learning domains of the students, including cognitive, affective, and social along with the psychomotor. This means that activities must challenge students to think about the activities that they are participating in and think about how they are learning through these activities. Furthermore, activities must challenge students to cooperate and work with others, including those different from themselves. Finally, students must be challenged to think about how certain activities make them feel, or how learning makes them feel. Addressing each of these domains is vital in creating a holistic learning environment that teaches and challenges the whole child.

A P.E. program that addresses and includes all of the above issues can have positive benefits in children that will last a lifetime. It will promote a healthy lifestyle and encourage the acceptance of or interest in all kinds of movement activities. It will develop feeling of self-worth and competency and generally boost self-esteem. These reasons in themselves are enough to answer the question of why we should teach P.E. in schools, but there is more. P.E. is fun! It is many students' favorite course because it allows them to play in positive manner and to express themselves physically. It allows them to gain skills that they are interested in and that they can use outside of school. It is all of these reasons that make P.E. in schools vitally important and worthwhile experience in P.E. is not only important in developing children's attitudes towards physical activity, but also in improving their physical skills and abilities.

Rationale

In our yearly plan, we tried to include a wide variety of activities for the students to experience. As the students will have a very limited background in Physical Education when they begin the year, we wanted to expose them to as many movement activities as possible so that they could gain a greater understanding of the numerous ways that people can and do engage in physical activity. We felt that an introduction to P.E. would be necessary during the first lesson to introduce the students to the purposes and benefits of P.E. lessons as well as to set out safety guidelines and discuss some of the activities that they could look forward to in the coming school year.

The first unit of the school year would be a games unit based around traveling and pathways. This was put first as these are key movements skills that are necessary for many of the other activities that will be taught later in the year. Furthermore, these are fairly basic skills which make them a good starting point for the year as “the skills demanded of the child should always proceed from simple to complex”(Wall & Murray, 1990). This unit is also ideal for September as it can be taught outside and thus allows us to take advantage of the nice weather at the beginning of the school year. An entire eight-lesson unit was devoted to traveling and pathways because of the importance of these skills in many physical activities.

After the first games unit, three lessons are to be spent on alternative environment activities including hiking, learning directions and following simple maps, a scavenger hunt. These activities provide an interesting change for the students and show them early in the year that there is a lot more to P.E. than games. Only one lesson was included for each of these topics because they are meant to serve only as an introduction to alternative environment activities. We felt that October was a good time of year for these activities because the weather is still nice enough for the lessons to be taught outside.

Because the alternative environment activities involve a lot of group and partner work, we felt that it should be followed by an individual activity unit as students in these grades still prefer to work alone. We devoted an entire unit to skipping for a number of reasons. First of all, it is a great activity to increase physical fitness levels in the students by developing both cardiovascular and muscular endurance, which are two of the four components of fitness (Wall & Murray, 1990). Furthermore, it is an activity that many children find fun as well as challenging and can be practiced and continued outside of

class time. Because skipping is flexible in that it can be taught either inside or outside, we placed it at a time of year when the weather is unpredictable.

The last four weeks of school before the Christmas vacation are to be devoted to creative dance. As dance is a primarily indoor activity, we felt that it should be placed during these months when the weather is bad and the students need to stay inside. We also considered this a good time of year for dance as the dances that the students learn could be included in whatever Christmas concert or pageant the school is putting on before the Christmas break. We devoted eight lessons to dance to allow the students ample time to master two different dances that will give them new insight into how dance can be used to express oneself physically.

Immediately following the Christmas break, the students will begin an eight-lesson unit on gymnastics. As this is also an indoor activity, we felt that January was a good time for it as the weather is sure to be cold and rainy. We felt that eight gymnastics lessons would be enough to introduce the students to many of the basics of gymnastics (jumping, balancing, rolling) without pushing any of them beyond where they would feel comfortable. Following gymnastics, we thought that it would be nice to get the students out of the school for four skating lessons. As the skating lessons would require a lot of time, money, and preparation, we felt that four lessons would all that we would be able to do, but would be enough to introduce the students to skating as a fun form of physical activity. As skating is considered a winter activity, we felt that February was the perfect time of year for these lessons.

After two units of primarily individual activities, we felt that it would be a good idea to get the students doing some more partner work. The second games unit gives the students opportunities to practice skills with partners as well as to work creatively with partners in inventing new games. This unit will be eight lessons long as a substantial amount of time is needed to develop and refine the key skills of sending, striking, and receiving. This unit is flexible as to where it can be taught, so we placed it in February and March when the weather is variable.

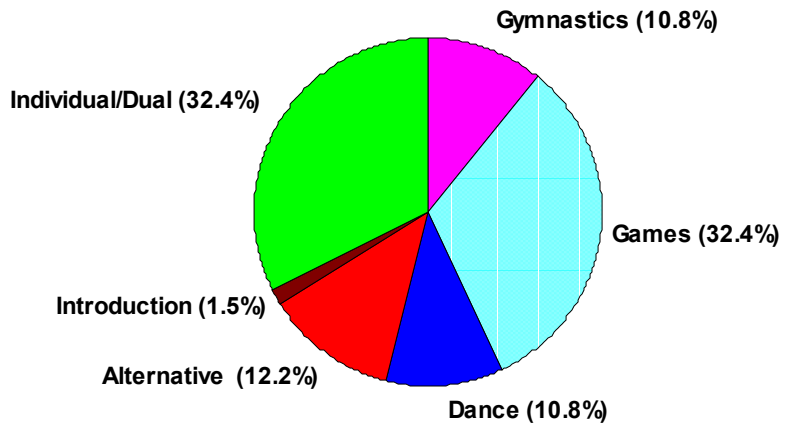
With the beginning of spring in March and April we thought that swimming would be a fun activity to get rid of the winter blues. As with skating, time and money are issues in swimming lessons, so we limited the unit to four lessons. This will give the students a good introduction so that they can see if they are interested in swimming as a physical activity that can be done outside of school. Following swimming, we have devoted eight lessons to a parachute unit. We decided to allot eight lessons to parachutes as this unit

is one of our favorites and is also always a favorite with children. Once again, parachute activities can be done inside or outside so they are great for the variable weather of April.

With the stable weather of May, we decided to return outside for two alternative environment lessons based around obstacle courses. Obstacle courses are great because they include many different movements and keep the students active for the entire lesson. However, with limited resources to create the courses with, the activities would become repetitive if continued past two lessons. After spending such a long period of time on less traditional PE activities, we felt that it was important to return to games skills as it will be very important for students to have a strong foundation in these skills for later grades.

The third and final games unit will be based around sending, collecting, trapping, and bouncing. These are all fundamental skills that form the basis of many games and thus we devoted eight lessons to their development and refinement. The activities in this unit are also very active which is important in May when the school year is coming to a close and the weather is getting nicer and the students have a lot of energy. The final unit of the year will consist of four track and field lessons. Track and field activities are great outside activities, perfect for the end of the year when the days are hot. However, we only allotted four lessons to track and field because we felt that many track and field activities are difficult for grade one and two students and that many of them are too competitive for primary PE. Throughout the year we tried to focus on developing and refining fundamental movement skills while introducing the students to a wide variety of physical activities. The following is a chart of the percentages that we will be spending on the five different Physical Education units (as well as the introductory class):

Units In Physical Education



Long Term Goals

Our long-term goals for this year plan of physical activities covers the general to the specific in terms of outcomes. We are looking for an overall improvement in general motor skills and an increase in self-esteem and self-awareness from each student. Students will gain a better understanding of what constitutes physical activity and more specifically physical education. It is expected that students will gain an appreciation for and strive towards an active healthy life style.

In the games units specifically, but not limited to, the students will gain an understanding of how to be active and how to incorporate activity into their lives outside of PE. Students will also discover that physical activity can be fun. It is expected that students will learn to work cooperatively with others, improving their social skills. Students will learn to move around safely in a variety of environments. They will build skills, (such as sending, receiving, collecting, trapping, bouncing, striking) around the fundamental aspects of games.

Gymnastics will emphasize the goal of moving in a controlled fashion (jumping, rolling, and balancing). Exploring the alternative environment activities will present enjoyable physical activity to the students can be found beyond the walls of the school gymnasium. Students are expected to learn the four directions and be able to follow simple maps. They will learn rules of safety in the school and nature.

Students are expected to understand the concepts of beat in music used in the dance unit. They will be able to express emotions and creativity with dance. Students will also discover that dance is not limited to the female gender and is a form of physical activity. Dance as well as the lessons on skipping will educate the students in eye, hand and feet coordination. Working with parachutes will reinforce working together in a safe and orderly fashion. The students will be expected to understand the concept of endurance in cross-country versus sprinting activities in the lessons on track and field. They will also recognize that track and field is also a sport and that it includes more than just running (such as long jump, and high jump).

In all the activities planned there will be a cross over of the information learned from one topic to another. Most of the goals outlined can be achieved in all lessons in our year plan.

Yearly Schedule

YEAR PLAN PHYSICAL EDUCATION					
Month/Week	Activity/Topic				
SEPTEMBER	Mon.	Tues.	Wed.	Thurs.	Fri.
Week #1		Introduction		Games Unit 1	
Week #2		Games Unit 1		Games Unit 1	
Week #3		Games Unit 1		Games Unit 1	
Week #4		Games Unit 1		Games Unit 1	
OCTOBER	Mon.	Tues.	Wed.	Thurs.	Fri.
Week #1		Games Unit 1		Alternative-Hiking	
Week #2		Alternative-Directions		Alternative-Scavenger Hunt	
Week #3		Individual-Skipping		Individual-Skipping	
Week #4		Individual-Skipping		Individual-Skipping	
NOVEMBER	Mon.	Tues.	Wed.	Thurs.	Fri.
Week #1		Individual-Skipping		Individual-Skipping	
Week #2		Individual-Skipping		Individual-Skipping	
Week #3		Dance		Dance	
Week #4		Dance		Dance	
DECEMBER	Mon.	Tues.	Wed.	Thurs.	Fri.
Week #1		Dance		Dance	
Week #2		Dance		Dance	
Week #3		Christmas Vacation			
Week #4		Christmas Vacation			
JANUARY	Mon.	Tues.	Wed.	Thurs.	Fri.
Week #1		Gymnastics		Gymnastics	
Week #2		Gymnastics		Gymnastics	
Week #3		Gymnastics		Gymnastics	
Week #4		Gymnastics		Gymnastics	
FEBRUARY	Mon.	Tues.	Wed.	Thurs.	Fri.
Week #1		Individual-Skating		Individual-Skating	
Week #2		Individual-Skating		Individual-Skating	
Week #3		Games Unit 2		Games Unit 2	
Week #4		Games Unit 2		Games Unit 2	
MARCH	Mon.	Tues.	Wed.	Thurs.	Fri.
Week #1		Games Unit 2		Games Unit 2	
Week #2		Games Unit 2		Games Unit 2	
Week #3		Spring Break			
Week #4		Alternative-Swim		Alternative-Swim	
APRIL	Mon.	Tues.	Wed.	Thurs.	Fri.

Week #1		Alternative-Swim		Alternative-Swim	
Week #2		Individual-Parachute		Individual-Parachute	
Week #3		Individual-Parachute		Individual-Parachute	
Week #4		Individual-Parachute		Individual-Parachute	
MAY	Mon.	Tues.	Wed.	Thurs.	Fri.
Week #1		Individual-Parachute		Individual-Parachute	
Week #2		Alternative-Obstacles		Alternative-Obstacles	
Week #3		Games Unit 3		Games Unit 3	
Week #4		Games Unit 3		Games Unit 3	
JUNE	Mon.	Tues.	Wed.	Thurs.	Fri.
Week #1		Games Unit 3		Games Unit 3	
Week #2		Games Unit 3		Games Unit 3	
Week #3		Individual- Track and Field		Individual- Track and Field	
Week #4		Individual- Track and Field		Individual- Track and Field	

Assessment and Assessment Tools

The majority of the assessment for this grade is based on observations made by the teacher. The students are at an age where many of them are just learning to write; as a result, it would be difficult to get them to evaluate on a piece of paper how they or their peers are doing (this would be done in the later primary years or in the intermediate years). The teacher would be observing the students participation in each activity, the students responsibility level, and how each student is improving on their skills and abilities. The observing would take place before, during, and after a lesson. It is essential that the teacher makes note of each student's ability at the beginning of the year, and is constantly observing the improvements of each child. This can be recorded right after the lesson, or if it is possible during the lesson. Assessment is necessary so that the teacher and the student are aware of progress that occurs during the year.

For student participation, the teacher would be looking at the students' effort and if they are on task, whether they encourage others to participate, if they enjoy what they are doing, participates willingly or is reluctant to participate. The following is an outline of a participation observation sheet.

Participation Observation

Names	Participation Information				
	Effort/ On task	Encourages others	Enjoys participating	Participates willingly	Reluctant to participate

It is also important to look at the each student and assess them on the level of responsibility that they are at, and the progress that occurs over the year. This scale is related to the Personal and Social Responsibility learning outcomes in the P.E. Curriculum (IRP's). The following information gives you the criteria for each number in the Responsibility Scale:

5- Outstanding

Listens intently to directions and explanations. Consistently follows the rules and routine providing support to other classmates. Takes on tasks confidently, always completing them. When given a job or role, demonstrates responsible behavior. Demonstrates positive behaviors that show respect for individuals’ potential, interests, and cultural backgrounds. Encourages other students and works to mediate conflict. Interacts with others and equipment in a safe manner and is aware of general and personal space.

4- Good

Listens to directions and explanations. Consistently follows rules and routines. Stays on task completing most tasks. Demonstrates responsible behavior on most jobs or roles given. Works cooperatively and shares with others. Encourages others and interacts with classmates in a positive way. Demonstrates safe behaviors while using equipment and working with others.

3- Satisfactory

Listens to most instructions and explanations. Usually follows rules and routines. Stays on task and completes them when reminded. Work with others but needs support to solve conflict. Generally uses equipment safely.

2- Needs Attention

Has a difficult time focusing on instructions and listening to explanations. Stays on task when supported by the teacher or peers. Needs the support of the teacher to work cooperatively with others and has difficulty resolving conflict. Rarely participates safely in a variety of activities and needs constant supervision with equipment.

1- Not Participating

Cannot be evaluated

The following is a chart that can be used to observe the responsibility of the students:

Responsibility scale

Names	Outstanding	Good	Satisfactory	Needs Attention	Not Participating

Games Block Plans

Grade: 1/2

Games Unit #1

Topic: Traveling/Pathways

Entry & Exit Outcomes: The students will enter this physical education program with various levels and abilities. Students are probably aware of movement and moving sideways, forward and backwards. The grade two's may even know about various other ways to travel. When students are finished with this unit, they will know many different ways to travel, different pathways they can take, and the terminology that comes along with movement. Students should be able to move around in the gym without bumping into others. They will also learn to work cooperatively with a partner.

Unit Objectives:

Active Lifestyle

It is expected that students will:

- Move safely through all environments
- Participate regularly in short periods of vigorous activity with frequent rest intervals
- Participate in warm up and warm down activities
- Learn new ways of traveling and learn about the various pathways they can move into
- Learn how to make up games pertaining to the lessons they have learned

Movement

It is expected that children will:

- Create and explain games that use specific skills
- Demonstrate body and space awareness when performing simple game-skill activities
- Learn new ways of traveling and learn about the various pathways they can move into
- Learn how to make up games pertaining to the lessons they have learned

Personal & Social Responsibility

It is expected that children will:

- Stay on task when participating in physical activity
- Display a willingness to work with others
- Use safe behaviors when responding to simple movement task
- Display a willingness to work with others of various abilities, interests and cultural backgrounds
- Be able to negotiate, share ideas, and adapt games to play with a partner or group

Lesson #1

Motor Skills/Theme: Walking and Running-Changing Directions

Introductory Activity: The teacher will shout out a color and the students will run to that color, touch the color, and then run back to the teacher as fast as possible.

Three Tasks:

- (a) Walk into a space in the gym, avoiding others.
- (b) Walk into a space, and change direction frequently.
- (c) Run into a space and change directions quickly, while avoiding others.

Culminating Activity: With a partner, move around the gym walking and running. Make sure to change directions frequently. Partner A follows partner B, until the teacher says, "Freeze." If everyone can touch their partner they get a point, but if not then the teacher gets a point. Then they switch roles.

Tactical Awareness:

Relationship: "What can you do to be aware of others when you are moving around the gym?"

Effort: "What is a good speed to be moving at when you lead your partner around the gym, so that you can still touch each other when the teacher says 'Freeze'?"

Body: "How can you change direction quickly?"

Lesson #2

Motor Skills/Theme: Walk and Run using various pathways.

Introductory Activity: Red Light/Green Light- the students will move around the gym when the teacher says green light, but will freeze when the teacher says red light. They should stop right away and hold their freeze.

Three Tasks:

- (a) Walk using various pathways- sideways, in circles, squares, zig zags
- (b) Run using various pathways- sideways, in circles, squares, zig zags
- (c) Combine walking and running pathways and travel around the gym until the teacher gets you to freeze.

Culminating Activity: Hoops will be set out in the gym, students will use their new running and walking pathways to avoid the hoops and stay clear of others.

Tactical Awareness:

Relationship: "What can you do to be aware of others when you are moving around the gym?"

Body: "How can you change direction quickly?"

Lesson #3

Motor Skills/Theme: Dodging

Introductory Activity: Crows and Cranes

Three Tasks:

- (a) Walk towards a target, then dodge it
- (b) Run towards a target, then dodge the target
- (c) Hoops will be set around the gym, avoid others and the hoops

Culminating Activity: Octopus game- half students will be the octopus' and they will have one foot in hoops that are spread around the gym, while the other half have to try and dodge the octopus' to get to the other side of the gym without getting tagged.

Tactical Awareness:

Relationship: "What can you do to be aware of others when you are moving around the gym?"

Body: "How do you effectively dodge someone?"

Lesson #4

Motor Skills/Theme: Running and Jumping in different directions

Introductory Activity: What time is it Mr. Wolf? – Tag game

Three Tasks:

- (a) Run into a space avoiding others
- (b) Run into a space experimenting with different ways of jumping (two feet, one foot), or jumping over lines.
- (c) Run and jump in various ways and change direction.

Culminating Activity: Shark Attack- Hoops will be put out all over the gym, making sure that the hoops are close enough that students can jump from hoop to hoop. Number students 1 to 4. When you call the 1's they have to jump from hoop to hoop without jumping out of a hoop because that is where the sharks are. They should try jumping into each hoop differently. Once the 1's have begun, let the 2's go, and so on.

Tactical Awareness:

Relationship: "What can you do to be aware of others when you are moving around the gym?"

Body: "How can you change direction quickly?"

Effort: "Is it easier to use a one foot or two foot take off if you want to jump a far distance?"

Lesson #5

Motor Skills/Theme: Hopping- changing directions, dodging

Introductory Activity: Red Light/Green Light- the students will move around the gym when the teacher says green light, but will freeze when the teacher says red light. They should stop right away and hold their freeze.

Three Tasks:

- (a) Start off hopping in your own space
- (b) Experiment with hopping, emphasizing a direction change
- (c) Grab a hoop and find your own spot. Run around the gym, hopping into as many free or open hoops as possible until told to stop by the teacher. Then try dodging the hoops.

Culminating Activity: Octopus Game- this time the non-octopuses have to hop from one end of the gym to the other without getting tagged by an octopus.

Tactical Awareness:

Relationship: "What can you do to be aware of others when you are moving around the gym?"

Body: "What body part do you use to help you hop a farther distance?"

Lesson #6

Motor Skills/Theme: Galloping and Skipping

Introductory Activity: Chicken Tag - There will be 3 taggers who represent the farmers and they have balls of yarn. With the yarn the farmers tag the chickens and the chickens have to freeze, begin flapping their arms, and make chicken noises. There will be 3 other children who have rubber chickens. These students run to the tagged chickens and unfreeze them and then pass on the rubber chicken.

Three Tasks:

- (a) Gallop around the gym, change directions frequently
- (b) Skip around the gym, change directions frequently
- (c) Gallop and skip into a around the gym avoiding the hoops and others

Culminating Activity: Magician Tag – There will be 3 or 4 Magicians who are 'it'. These taggers will be assigned a particular locomotive skill, either skipping or galloping, and they must move only using their assigned movement. When they tag someone, that individual must also take on the given movement. After a few minutes switch the Magicians around.

Tactical Awareness:

Relationship: "What can you do to be aware of others when you are moving around the gym?"

Body: "When skipping, how high should you bring your knees up to your chest?"
"Where are your arms or what are you doing with them when you are skipping or galloping?"

Lesson #7

Motor Skills/Theme: Changing Levels

Introductory Activity: Students will run around the gym, and when the teacher says stop the students will show their best stop.

Three Tasks:

- (a) Practice walking, running, and hopping using various heights
- (b) Practice skipping, galloping, and jumping using various heights
- (c) Combine all the different ways of moving, emphasizing level changes.

Culminating Activity: With a partner use levels changes and various locomotive skills to move around the gym. Either one partner follows the other, or work side by side.

Tactical Awareness:

Relationship: "What can you do to be aware of others when you are moving around the gym?"

Body: "When moving around at various levels, what body part(s) do you use to help you balance? What size of base do you need?"

Lesson #8

Motor Skills/Theme: Traveling using pathways

Introductory Activity: Crows and Cranes

Three Tasks:

- (a) Using any of the ways we have traveled (walking, running, skipping, jumping, hopping) move around the gym experimenting with moving in circles, squares, zig zags, sideways or backwards.
- (b) Using the ways we have traveled, move around the gym experimenting with various pathways, but this time make sure to change directions.
- (c) Use pathways, ways of traveling and levels to move around the gym.

Culminating Activity: With a partner, using any of the methods of traveling and pathways that we have learned, figure out how to move around the gym. Partner A follows partner B, until the teacher says, "Freeze." If everyone can touch their partner they get a point, but if not then the teacher gets a point. Then they switch roles.

Tactical Awareness:

Relationship: "What can you do to be aware of others when you are moving around the gym?"

Effort: "What is a good speed to be moving at when you lead your partner around the gym, so that you can still touch each other when you freeze?"

Entry & Exit Outcomes: The children will enter with various abilities. They will probably have an idea of how to throw an object and be able to catch it once in a while (grade 1's). The grade two students may be able to do some of the activities with greater ease and accuracy. When the students are finished with this unit they will understand that there are many different ways to send and receive. They should be able to throw, catch and strike with a greater accuracy than before. Their ability to move into areas of space without bumping into others will also be improved.

Unit Objectives:Active Lifestyle

It is expected that students will:

- Move safely and sensitively through all environments
- Participate regularly in short periods of vigorous activity with frequent rest intervals
- Participate in warm-ups and cool-down activities
- Learn how to make up games pertaining to the lessons they have learned
- Demonstrate behaviors that indicate interest and enjoyment in physical activity

Movement

It is expected students will:

- Demonstrate ways to retain possession of an object
- Demonstrate ways to send and receive an object using various body parts and implements
- Demonstrate ways to project an object using a variety of body parts and movements
- Create and explain games that use specific skills
- Demonstrate body and space awareness when performing simple game-skill activities

Personal & Social Responsibility

It is expected that students will:

- Stay on task when participating in physical activity
- Display a willingness to work with others
- Use safe behaviors when responding to simple movement task
- Display a willingness to work with others of various abilities, interests and cultural backgrounds
- Be able to negotiate, share ideas, and adapt games to play with a partner or group

Lesson #1

Motor Skills/Theme: Underhand throw with a bean bags

Introductory Activity: Students will place a bean bag around the gym. The students will then run around the gym and jump over the bean bags.

Three Tasks:

- (a) Toss the bean bag underhand, higher than your head.
- (b) Experiment with the underhand throw, throwing the bean bag to various heights
- (c) Toss the beanbag into a space, move in order to catch it

Culminating Activity: Throw the bean bag underhand and above your head, to land on a target on the floor. See how many times you can hit your target.

Tactical Awareness:

Effort: "What is the best force or effort to toss the bean bag for your best catch?"

Space: "What is an adequate distance to move in order to catch the bean bag?"

Body: "How should you have your hands, in order to catch the bean bag?"

Lesson #2

Motor Skills/Theme: Underhand throw with a partner

Introductory Activity: Chicken Tag - There will be 3 taggers who represent the farmers and they have balls of yarn. With the yarn the farmers tag the chickens and the chickens have to freeze, begin flapping their arms, and make chicken noises. There will be 3 other children who have rubber chickens. These students run to the tagged chickens and unfreeze them and then pass on the rubber chicken.

Three Tasks:

- (a) Toss the beanbag in the air and catch it
- (b) Toss underhand to a partner, remaining stationary
- (c) Toss the beanbag to your partner, but this time make them move to catch it

Culminating Activity: Using a bean bag, two pylons, a hoop and underhand throwing, come up with a game with your partner. Set up a system of scoring. See who can score the most points.

Tactical Awareness:

Space: "What is an adequate distance that you should be from your partner?"

Body: "Where should you move to when your partner throws the bean bag?"

Effort: "How high and how hard should you throw the bean bag in order for your partner to effectively catch it?"

Lesson #3

Motor Skills/Theme: Underhand throw with scoops

Introductory Activity: Running in your own space, until the teacher says stop. Then the children should show their best stop.

Three Tasks:

- (a) Practice underhand throws with a scoop
- (b) Practice underhand throw to a partner without the scoop
- (c) Practice underhand throw to a partner with scoops

Culminating Activity: With your partner, come up with a game using scoops, a beanbag, and pylons. How will you score points?

Tactical Awareness:

Relationship: "What is a good distance to be from your partner so that your partner is able to catch the bean bag most of the time?"

Body: "Is it easier to use one hand or two hands on the scoop?"

Effort: "How high and how hard should you throw the bean bag in order for your partner to effectively catch it?"

Lesson #4

Motor Skills/Theme: Overhand throw

Introductory Activity: The teacher will shout out a color and the students will run to that color, touch the color, and then run back to the teacher as fast as possible.

Three Tasks:

- (a) Practice throwing a ball overhand
- (b) Practice throwing a beanbag overhand
- (c) Toss a bean bag or ball overhand and try and hit a target on the ground

Culminating Activity: Individually come up with a game that uses a pylon and a ball or beanbag. Create a way of scoring points.

Tactical Awareness:

Relationship: "What do you do, so that you do not hit others when you are sending your bean bag?"

Body: "What foot do you step with when doing an overhand throw?"

"What do you do with your non-throwing hand?"

Where should both hands end up after you have thrown?"

Lesson #5

Motor Skills/Theme: Overhand throw with a partner

Introductory Activity: Crows and Cranes

Three Tasks:

- (a) Throw a beanbag overhand individually
- (b) Throw a bean bag overhand to a partner
- (c) Throw beanbag to partner to make them move to catch it

Culminating Activity: Create a game with a partner using 2 pylons, two hoops, throwing overhand and a method of scoring.

Tactical Awareness:

Relationship: “What do you do, so that you do not hit others when you are sending your bean bag?”

Body: “What foot do you step with when doing an overhand throw?”

“What do you do with your non-throwing hand?”

Where should both hands end up after you have thrown?”

Effort: “How hard should you throw the bean bag to your partner so that they can catch it?”

Lesson #6

Motor Skills/Theme: Striking

Introductory Activity: Hoop Hunt

Three Tasks:

- (a) Practice striking a ball with your hand (palm down)
- (b) Strike the ball against the wall, then catch the ball after one bounce
- (c) Strike the ball against the wall repeatedly, letting it bounce one and then hit it again (no catching of ball)

Culminating Activity: See how many times you can strike a ball against the wall without letting it bounce twice before you hit it again.

Tactical Awareness:

Body: “What part of the hand should you be using to strike the ball with?”

Effort: “What speed should you strike the ball with so that it comes back to you?”

Lesson #7

Motor Skills/Theme: Striking with a partner

Introductory Activity: Run into a space and when I say stop, show me your best stop.

Three Tasks:

- (a) Review striking against the wall individually
- (b) Strike the ball against the wall with a partner. One person strikes the ball; the other person catches it and then strikes the ball toward the wall.
- (c) Strike the ball against the wall, let it bounce one and then your partner hits the ball (no catching).

Culminating Activity: Castle game

Tactical Awareness:

Relationship: "How far should you be from the wall or your partner?"

Body: "What part of the hand should you be using to strike the ball with?"

Effort: "What speed should you strike the ball with so that it comes back to you?"

Lesson #8

Motor Skills/Theme: Striking with a paddle

Introductory Activity: Crows and Cranes

Three Tasks:

- (a) Strike the ball with a paddle in your own space.
- (b) Strike the ball to your partner back and forth
- (c) Try and hit a target by striking the ball, then your partner tries.

Culminating Activity: Castle game

Tactical Awareness:

Relationship: "How should you hold the paddle?"

Body: "Is it easier to strike an object with your hand or a paddle?"

Space: "What is a good distance to be from your partner?"

Entry & Exit Outcomes: Students will enter this unit with knowledge about space, ways of traveling, knowing how to send, catch and strike an object. The students will have varying abilities when it comes to sending, collecting and trapping. From this unit, the students will learn more ways of sending an object with various parts of the body, gain a better understanding of collecting and trapping a ball. They will leave with at least the basic understanding of how to send, collect, and trap objects.

Unit Objectives:Active Lifestyle

It is expected that students will:

- Move safely through all environments
- Participate regularly in short periods of vigorous activity with frequent rest intervals
- Participate in warm up and warm down activities
- Learn new ways of traveling and learn about the various pathways they can move into
- Learn how to make up games pertaining to the lessons they have learned

Movement

It is expected students will:

- Demonstrate ways to retain possession of an object
- Demonstrate ways to send and receive an object using various body parts and implements
- Demonstrate ways to project an object using a variety of body parts and movements
- Create and explain games that use specific skills
- Demonstrate body and space awareness when performing simple game-skill activities

Personal & Social Responsibility

It is expected that students will:

- Stay on task when participating in physical activity
- Display a willingness to work with others
- Use safe behaviors when responding to simple movement task
- Display a willingness to work with others of various abilities, interests and cultural backgrounds
- Be able to negotiate, share ideas, and adapt games to play with a partner or group

Lesson #1

Motor Skills/Theme: Rolling

Introductory Activity: Running around the gym dodging hoops

Three Tasks:

- (a) Roll the ball into space, make sure to avoid others
- (b) Practice rolling into space using various forces
- (c) Roll ball towards a target

Culminating Activity: Individually create a game using a ball, hoop, and a way of scoring.

Tactical Awareness:

Relationship: “What can you do to be aware of others at all times?”

Effort: How much effort do you need to use in order to hit your target?”

Body: “What is the most effective way to roll a ball?”

Lesson #2

Motor Skills/Theme: Rolling and Collecting

Introductory Activity: The teacher will shout out a color and the students will run to that color, touch the color, and then run back to the teacher as fast as possible.

Three Tasks:

- (a) Practice rolling the ball against the wall
- (b) Roll ball against the wall and then collect ball using the proper way to collect
- (c) Experiment with various forces when rolling, then collect the ball

Culminating Activity: Experiment rolling the ball towards the wall at various angles and then collecting it. How many different angles can you roll the ball at and successfully collect it afterwards?

Tactical Awareness:

Relationship: “What can you do to be aware of others at all times?”

Effort: “What effort should you roll the ball in order to get behind the ball?”

Lesson #3

Motor Skills/Theme: Rolling with a partner

Introductory Activity: Crows and Cranes

Three Tasks:

- (a) Roll ball into a space and collect it
- (b) Roll the ball to a partner, partner collects the ball
- (c) Roll the ball so that you make your partner move to catch the ball

Culminating Activity: Create a game with your partner using a ball, hoop, pylons and create a way of scoring. Who gets the most points?

Tactical Awareness:

Body: "What is the most effective way to roll a ball?"

Effort: "How hard should you roll the ball so that your partner can catch it every time?"

Space: "What is an adequate distance to be from your partner?"

Lesson #4

Motor Skills/Theme: Chest Passing/Bouncing

Introductory Activity: Snake Tag

Three Tasks:

- (a) In your own space practice bouncing a ball
- (b) Practice bouncing with balls of various sizes
- (c) Chest pass the ball towards a wall

Culminating Activity: Try and hit a target on the wall with your ball by using a chest pass. See how many times you can hit your target.

Tactical Awareness:

Relationship: "What is a good place on the wall to aim for, so that your ball comes back to you?"

"What is a good distance to stand from the wall?"

Body: "How should you bounce the ball?"

Effort: "What is a good force to use when using a chest pass to hit your target?"

Lesson #5

Motor Skills/Theme: Chest Passing with a partner

Introductory Activity: Chicken Tag - There will be 3 taggers who represent the farmers and they have balls of yarn. With the yarn the farmers tag the chickens and the chickens have to freeze, begin flapping their arms, and make chicken noises. There will be 3 other children who have rubber chickens. These students run to the tagged chickens and unfreeze them and then pass on the rubber chicken.

Three Tasks:

- (a) Bounce the ball in your own space
- (b) With a partner, chest pass the ball towards the wall. One person sends the ball the other catches and then bounce passes it towards the wall.
- (c) Chest pass the ball to your partner without using the wall

Culminating Activity: Using the wall, a ball, and two pylons create a chest passing game with your partner. Determine how you will score points.

Tactical Awareness:

Relationship: "Where should you be when your partner bounces the ball towards the wall?"

Body: "Where should your hands be on the ball when you are getting ready to chest pass the ball?"

Effort: "What is a good speed to chest pass the ball towards the wall or your partner?"

Space: "What is a good distance to be from the wall when you are going to chest pass the ball?"

Lesson #6

Motor Skills/Theme: Kicking –using the inside of your foot

Introductory Activity: Run around the gym, when the teacher says stop show your best stop.

Three Tasks:

- (a) Practice kicking the ball, using the inside of your dominant foot against a wall.
- (b) Practice kicking the ball, using your non-dominant foot, against the wall.
- (c) Pick a target on the wall and practice kicking the ball to your target using either your dominant or non-dominant kicking foot.

Culminating Activity: Using your non-dominant foot, pick a target on the wall and try and hit it. How many times can you hit your target in a row?

Tactical Awareness:

Body: "What part of the foot should you use to kick the ball?"

Effort: "What is a good speed to kick the ball to the wall?"

Lesson #7

Motor Skills/Theme: Trapping a ball

Introductory Activity: Hoop Hunt

Three Tasks:

- (a) Practice kicking the ball towards a wall (using inside of foot) and then trapping the ball by using putting your foot on it
- (b) Practice kicking the ball towards the wall and using your knees or the inside of your foot to trap the ball
- (c) In your own space practice kicking the ball, and running around the ball to trap it, or stopping it from behind

Culminating Activity: Experiment kicking the ball towards the wall at various angles and then trapping it. How many different angles can you kick the ball and successfully trap it afterwards?

Tactical Awareness:

Body: "What part of the foot should you kick the ball with?"

"What way is the easiest to trap the ball?"

Effort: "How hard should you kick the ball, so that you can get around the ball to trap it or to stop the ball from behind?"

Lesson #8

Motor Skills/Theme: Kicking and trapping a ball with a partner

Introductory Activity: Octopus Game

Three Tasks:

- (a) Review kicking against a wall and trapping individually
- (b) Practice kicking the ball to your partner, having them trap it and then kick it back to you.
- (c) Kick the ball towards your partner, making them move to trap the ball.

Culminating Activity: Using a ball, pylons and the wall, come up with a game with your partner that uses kicking and trapping. Create a way to score points.

Tactical Awareness:

Body: "What do you do with you arms when you kick the ball?"

Effort: "How hard should you kick the ball to your partner, so that they are able to trap it every time?"

Space: "What is a good distance to be from your partner?"

Dance Block Plan

Grade: 1/2

Topic: Dance Unit

Entry & exit outcomes:

At the beginning of this unit it is expected that students will have a general idea of what dance is. Some students may have some experience in making up their own dances at home with friends, or from taking dance classes. For other students this will be their first exposure to dance. It is expected that the student will have an understanding of beat and music in dance at the end of the dance unit. They will learn how to keep track of the beat and calculate when to implement the next steps. They will come out of the unit able to hear the changes in music that indicates a movement change.

Unit Objectives

Active Lifestyle: *It is expected that students will demonstrate behaviors that indicate interest and enjoyment in physical activity and participate regularly in vigorous physical activities.*

Movement: *It is expected that students will perform simple movement sequences using elements of body and space awareness, qualities, and relationships, alone and with others, with and without objects. It is also expected that students will demonstrate basic dance steps alone and with others.*

Personal & Social Responsibility: *It is expected that students will demonstrate self-confidence while participating in activities from different movement categories. It is also expected that students will display a willingness to work with others and demonstrate the ability to listen to directions, follow rules and routines, and stay on-task while participating in physical activity.*

1) LEPRECHAUN DANCE

Introductory Activity:

Follow the leader skipping changing directions and using different pathways.

Action Words:

Skip

Three Tasks:

- A) Skip in different directions and pathways.*
- B) Repeat task A to the beat of the claves.*
- C) Repeat** *task B keeping beats of eight.*

Culminating Activity:

Practice skipping in beats of eight emphasizing different pathways and changing direction



2) LEPRECHAUN DANCE cont...

Introductory Activity:

Explore different ways of jumping, changing direction and using different pathways.

Action Words:

Jump, leap, and bounce

Three Tasks:

- A)** *Jump in patterns of two slow, three quick (BIG, BIG, small, small, small).*
- B)** *With a partner, come together in two slow, three quick jumps. Experiment different ways of doing this. Then part from partner in two slow, and three quick jumps.*
- C)** *With the beat of the claves, practice task B coming together for eight beats, and then parting for eight beats.*

Culminating Activity:

Practice steps learnt to music using fingers. Add music and practice putting steps together.

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3) LEPRECHAUN DANCE cont...

Introductory Activity:

Skip around the space adding in different kinds of jumps, changing direction and using different pathways.

Action Words:

Skip, jump, leap, and bounce, leprechaun shapes

Three Tasks:

- A) Introduce** *the imagery of the dance. Explore different leprechaun shapes. Practice leprechaun shapes and being 'in character' with partner, coming together and parting in two big jumps, three small jumps.*
- B)** *Add the two sets of eight beats of skipping (learnt before) with the two sets of eight jumps. Use the claves to keep the beat.*
- C) Practice** *both parts (skipping and jumping) counting the beat out with partner (no claves).*

Culminating Activity:

Practice both parts with fingers to the music. Practice both parts to the music.

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4) LEPRECHAUN DANCE cont...

Introductory Activity:

Practice different ways of turning using different pathways, as well as different heights.

Action Words:

Spin, whirl, twirl, up, down, rise, fall

Three Tasks:

- A) Continue** with the imagery of the dance. Explore different fair ride spinning shapes. Practice turning shape for eight beats at a time with the claves.
- B) In pairs**, label yourselves 'A' and 'B'. 'A' spins towards 'B' and passes the movement onto 'B'. Alternate parts. Practice passing the movement three times, four beats every time.
- C) Practice** all the steps learnt with fingers to the music, from beginning to end. Clarify repeated parts to the dance with students through finger practice. Work on a collapse at the end of the music. Explore different ways to portray collapsing.

Culminating Activity:

Combine all steps including collapse at the end and practice to the music.

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5) HOPSCOTCH DANCE

Introductory Activity:

Discuss the difference between a hop and a bounce. Practice different ways to hop and bounce.

Action Words:

Hop, bounce, jump, leap, bound, freeze

Three Tasks:

- A) Discuss** the theme of the dance 'Recess games'. With claves, practice hopping and bouncing around the space for sixteen beats. Practice freezing on the sixteenth beat.
- B) In pairs**, label yourselves 'A' and 'B'. 'B' watches 'A' bounce and hop for sixteen beats, freezing on the sixteenth beat. Then 'A' turns around and watches 'B' bounce and hop for sixteen beats, freezing on the sixteenth beat.
- C) Practice** task B, now emphasizing coming together. 'A' bounces and hops away from 'B', and then when it is 'B's turn, 'B' bounces and hops towards 'A', ending up beside 'A' on the sixteenth beat.

Culminating Activity:

Practice with fingers to the music. Try steps to the music.

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6) HOPSCOTCH DANCE cont...

Introductory Activity:

Gallop in the space using different directions and pathways. Explore galloping sideways, in a circle, zigzagged etc....

Action Words:

Gallop, circling, rise, drop, up, down

Three Tasks:

A) With partner, hold hands and practice circular gallop to beats of four with the claves. Discuss the similarities of the movement to a piece of equipment found on the playground.

B) With partner, hold hands and practice alternating the rise and drop action to beats of four with the claves. Discuss the similarities of the movement to a piece of equipment found on the playground.

C) Combine tasks A and B together, emphasizing four beats for circular gallop and four beats for rise and drop action.

Culminating Activity:

Practice with fingers to the music. Practice movements to the music.

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7) HOPSCOTCH DANCE cont...

Introductory Activity:

Play a game of freeze tag emphasizing being very still when frozen. Review the rules.

Action Words:

Run, dodge, dart, freeze, hold, reach, and flee

Three Tasks:

A) Run around the space dodging other students, freezing on command.

B) In pairs, label yourselves 'A' and 'B'. 'A' chases 'B'. 'A' emphasizing the reaching of the arms 'trying to tag' motion, and 'B' emphasizing the fleeing, escaping motions. Both 'A' and 'B' freeze on command. Reverse rolls of the chaser and the fleer.

C) With partner, practice task B to beats of eight with the claves. Reverse rolls for eight beats. Practice this in continuous beats of eight switching parts back and forth.

Culminating Activity:

Practice steps with fingers to the music. Try steps to the music from beginning to end.

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8) HOPSCOTCH DANCE cont...

Introductory Activity:

In pairs labeled 'A' and 'B', practice task B from lesson seven, using a gallop to travel.

Action Words:

Hop, bounce, jump, leap, bound, gallop, circling, rise, drop, up, down, run, dodge, dart, freeze, hold, reach, flee

Three Tasks:

- A) With claves keeping the beat, combine and review bounces and hops, circular gallop and rise and drop.*
- B) In pairs, add the circular gallop and rise and drop steps with claves.*
- C) Add the run, dodge, freeze steps and practice with claves. Emphasize parts where steps are repeated.*

Culminating Activity:

Practice all steps to the music using fingers. Practice all steps to the music from beginning to end.

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Gymnastics Block Plan

Grade: 1/2

PE Block Plan

Topic: Gymnastics

Entry & Exit Outcomes:

I expect that before participating in this unit, most of the students will have a very limited understanding of what gymnastics is. I expect that they will have some experience with jumping, rolling, and balancing, but not in a controlled fashion. After participating in this unit, I expect the students to understand what the sport of gymnastics involves. I expect them to be able to jump, roll, and balance in a controlled fashion and to be able to combine these controlled movements into routines. They will also improve their abilities to work cooperatively with partners.

Unit Objectives:

Active Lifestyle

It is expected that students will:

- Participate regularly in short periods of vigorous activity with frequent rest intervals.
- Demonstrate behaviors that indicate interest and enjoyment in physical activity.
- Participate in warm-up and cool-down activities.

Movement

It is expected that students will:

- Create shapes and balances, and transfer weight using a variety of body parts.
- Select ways to roll, travel, take off and land safely.
- Create movements and perform individual movement sequences in gymnastics.

Personal & Social responsibility

It is expected that students will:

- Show a willingness to listen to directions and simple explanations.
- Use safe behaviors when responding to simple movement tasks.
- Stay on task when participating in physical activity.
- Display a willingness to work with others.

Lesson #1

Motor Skills/Theme: Jumping and Landing

Introductory Activity: The students will practice finding space and avoiding others by running around the space until the teacher yells “Stop!” at which point they will stop using their best stop, trying not to be within reach of any other student.

Three Tasks:

- (a) Practice jumping straight up and landing with a wide base and bent knees.
- (b) Try adding a tuck or a straddle to the jump. Try to jump with a 90° turn.
- (c) Experiment with different ways to jump, always landing with a wide base and bent knees, holding landings for three seconds.

Culminating Activity: Individually, create a routine that includes three different jumps with walking or running between them.

Tactical Awareness:

Relationship: “What can you do to be aware of others when you are moving around the gym?”
“How can make sure you are not within reach of anyone else when I yell stop?”

Body: “How can you make sure you always ‘stick’ your landing after jumping?”
“What should you do with your arms to help you jump higher or to spin 90°?”

Lesson #2

Motor Skills/Theme: Jumping onto and off of benches

Introductory Activity: Review jumps from last class by having students run around the gym and jump up and show a proper landing when the teacher yells “And... Jump!”

Three Tasks:

- (a) Have students stand on low benches and jump off, showing a proper landing after each jump.
- (b) Students can then try jumping up onto the bench, again showing a proper landing on top of the bench.
- (c) Students can then jump onto the bench, hold their landing for three seconds and then jump off, again showing a proper landing. As they improve, students can experiment using different jumps off of the bench.

Culminating Activity: Individually, students can work on pairing a strong jump onto the bench, sticking the landing for three seconds and then adding a tuck or a turn to their jump off the bench.

Tactical Awareness:

Body: “What helps you jump high enough to get on to the bench?”

Effort: “How much of a forward motion do you need to get off the bench, while still being able to stick the landing?”

Lesson #3

Motor Skills/Theme: Balances

Introductory Activity: Students set up their mats and then practice running around the gym avoiding the mats and each other, showing a strong stop position each time they stop.

Three Tasks:

- (a) Introduce the concepts of patches and points by demonstrating balances with various numbers of each, first telling the students how many of each you are using, then having them guess.
- (b) Have students experiment with these concepts by having them come up with various balances that has one patch and two points and then one patch and one point and then only patches or only points. Encourage them to keep their balances low to the ground.
- (c) Show the students some typical gymnastic poses such as a kneeling plane or a V-sit and then have them practice these balances.

Culminating Activity: Challenge the students to individually find a way to move smoothly from one balance to another.

Tactical Awareness:

Relationship: "What can you do to make it easier to avoid the mats and other students when running around the gym?"

Body: "What can you do to make your balance strong?" "What can you do to your body to make your balance look professional?"

Lesson #4

Motor Skills/Theme: Standing and Inverted Balances

Introductory Activity: Students set up their mats and then practice running around the gym avoiding the mats and each other jumping and landing a strong landing position that they can hold for three seconds every time the teacher yells "And... Jump!"

Three Tasks:

- (a) Review the concepts of patches and points from last class and allow the students some time to practice the balances that they worked on last class.
- (b) Explain the term "inverted" and then demonstrate some inverted balances to the class. Have the students experiment with inverted balances.
- (c) Demonstrate a few standing balances to the class and then allow them some time to come up with their own standing balances.

Culminating Activity: Have students individually experiment with ways to move smoothly from a standing balance to an inverted balance and back to a standing balance.

Tactical Awareness:

Relationship: "What can you do to make it easier to avoid the mats as well as other students when you are running around the gym?"

Body: "How can you make it easier to keep your balance in standing balances?" "What makes inverted balances more difficult than other balances?"

Lesson #5

Motor Skills/Theme: Log Rolls and Sideways Rolls

Introductory Activity: Once they have set up their mats, have the students run around the gym avoiding the mats as well as each other. When the teacher yells “And... Stop!” the students will stop, showing a strong stop position and then demonstrate a standing balance, holding for three seconds. If anyone falls before the three seconds are up, the teacher gets a point, if not, the point goes to the students. Play to approx. five points.

Three Tasks:

- (a) Demonstrate a log roll, beginning from a laying position on the mat and then allow the students to practice this type of log roll.
- (b) Show students how to add momentum to their log rolls by starting from a kneeling position. Have students practice this type of log roll, working up enough momentum to roll right back to kneeling.
- (c) Demonstrate a sideways roll and note the similarities and differences between a sideways roll and a log roll. Allow the students to practice, again rolling from kneeling position to kneeling position. Have the students practice rolling in both directions.

Culminating Activity: Create a short routine with a partner that incorporates both log rolls and sideways rolls done together and apart.

Tactical Awareness:

Relationship: “What can you do to make it easier to avoid the mats as well as each other when you are running around the gym?”

Body: “What can you do to your body to make yourself roll faster?” “What can you do to ensure you roll in a straight line?”

Effort: “How much force do you need to roll over once into a kneeling position?”

Lesson #6

Motor Skills/Theme: Combining Rolls and Balances

Introductory Activity: Have the students run around the gym avoiding the mats and each other. When the teacher yells, “And... Stop!” the students will find a mat as quickly as possible and demonstrate their best log roll.

Three Tasks:

- (a) Review log rolls and sideways rolls and allow the students some time to practice these rolls from last class.
- (b) Demonstrate a log roll from a low balance and then have the students experiment with rolling out of balances.
- (c) Have the students add a balance to the end of their roll as well, so that they are rolling from one balance into another.

Culminating Activity: With a partner, create a short routine that includes two rolls and two balances and focuses on the idea of together vs. apart.

Tactical Awareness:

Relationship: “What are some ways to incorporate the theme of together vs. apart into your routine?”

Body: “What types of balances work best to begin a roll?” “To end a roll?” “What does a good rolling position look like?”

Lesson #7

Motor Skills/Theme: Forward Rolls

Introductory Activity: Once the students have set up their mats, have them run around the gym, avoiding the mats and each other. When the teacher yells, "And.. Stop!" the students should find an empty mat as quickly as possible and demonstrate their best roll to a balance and hold the balance for three seconds.

Three Tasks:

- (a) Review the aspects of a good rolling position and have the students review log rolls and sideways rolls.
- (b) Using a student volunteer as an example, go through the forward roll task progression with the class, having them first try putting their weight on their hands, then looking behind then as they take their weight off their feet onto their hands, then tucking their chin into their chest, then rolling over.
- (c) Allow the students to practice forward rolls on their own, having them attempt to roll over once and follow through to a standing position.

Culminating Activity: Experiment with rolling forward into a balance that can be held for three seconds.

Tactical Awareness:

Relationship: "What makes it easier to avoid the mats as well as each other as you are running around the gym?"

Body: "What does a good rolling position look like?" "What makes it easier to get back into a standing position at the end of your roll?"

Effort: "How much force do you need to get back into a standing position at the end of your forward roll?"

Lesson #8

Motor Skills/Theme: Creating a routine using Jumps, Rolls, and Balances

Introductory Activity: Once they have set their mats, the students can run around the gym. When teacher yells, "And... Jump!" the students will perform any kind of jump that they would like, showing a strong landing that they can hold for three seconds. When the teacher yells "And... Balance!" the students will demonstrate a strong balance. When the teacher yells "And... Roll" the students will find an open mat and demonstrate a roll. If any student performs the wrong action, the teacher gets a point, if they all demonstrate the right action, then the class gets a point. Play to approx. five points.

Three Tasks:

- (a) Individually, have the students practice their jumps, then their balances, then their rolls.
- (b) In partners experiment with ways that you can use these movements together and apart.
- (c) In the same partners, create a routine that includes two jumps, two rolls, and two balances. concentrate on the theme "together and apart."

Culminating Activity: Perform your partnered routine that includes jumps, rolls, and balances and emphasizes the theme of "together and apart" in front of the class.

Tactical Awareness:

Relationship: "What are some good ways to incorporate the theme of 'together and apart' into your routine?" "How can you maintain the same timing as your partner?"

Individual/Dual Block Plan

Grade: 1/2

Topic: *Skipping*

Entry & exit outcomes:

It is expected that students will have little to no experience with instructional skipping. The students will probably have experimented with skipping on their own time as a form of traveling. Students will finish this unit with an ability to use an individual skipping rope as a form of physical activity as well as leisure. The students will have learned several skipping techniques to make them faster more efficient skippers. Some knowledge of partner long rope games will be included.

Unit Objectives

Active Lifestyle: *It is expected that students will move safely and sensitively through all environments, and participate regularly in short periods of vigorous activity with frequent rest intervals.*

Movement: *It is expected that students will perform simple motor skills involved in individual and dual activities, and perform locomotor and non-locomotor skills individually and with objects.*

Personal & Social Responsibility: *It is expected that students will use safe behavior when responding to simple movement tasks and demonstrate self-confidence while participating in activities from different movement categories.*

1) SKIPPING – INDIVIDUAL ROPES

Introductory Activity:

Practice skipping (without rope) around the space avoiding the objects (hoops, or skipping ropes).

Three Tasks:

A) Practice skipping in different directions (forward, backward, sideways, diagonal).

B) Continue skipping in different directions and add cross over skipping, emphasizing lifting of the knees.

C) Taking an individual skipping rope, with both handles in one hand, turning the rope in a circular motion. Emphasize keeping elbow close to body, and wrists turning the rope.

Culminating Activity:

Students stand in lines of four or five, far enough apart from each other so as not to get hit by others ropes. Repeating task C adding a skip, practice skipping back and forth together as a line while turning the rope.

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2) SKIPPING – INDIVIDUAL ROPES cont...

Introductory Activity:

Practice skipping (without rope) around the space changing direction every time you come to a hoop.

Three Tasks:

- A) Taking skipping rope in both hands, have rope touching heels of shoes. Bring rope over head by turning arms to touch toes of shoes. Step over the rope and repeat.*
- B) When comfortable, start rope at heels of shoes and bring it over the head like in task A but a little faster. Jump over the rope with both feet and repeat.*
- C) Increase speed in turning the rope in task B. Practice a continuous turn of the rope and hopping over the rope.*

Culminating Activity:

Inform students of the name of their skill (jumping with a rebound). Continue practicing and increasing speed.

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3) SKIPPING – INDIVIDUAL ROPES cont...

Introductory Activity:

Practice hopping and bouncing (both feet and alternating – one foot at a time). Explore the advantages and disadvantages of the different ways to jump in relation to traveling. (both feet – more stable, alternating – travel farther, get more height)

Three Tasks:

- A) Review jumping with a rebound.*
- B) Inform students that by using their wrists instead of their entire arm to turn the rope, they can turn the rope faster. Introduce jumping without a rebound (using both feet still).*
- C) Practice turning rope with wrists and jumping without a rebound while traveling using different pathways.*

Culminating Activity:

Practice turning rope with wrists and jumping without a rebound while traveling, in different directions (forward, backward, zigzagged, sideways, diagonal).

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4) SKIPPING – INDIVIDUAL ROPES cont...

Introductory Activity:

In pairs labeled 'A' and 'B', play follow the leader using individual skipping ropes and jumping without a rebound with both feet as a means for transportation. Alternate the leader and the follower.

Three Tasks:

- A) Review the discussion on the best hops and bounces for traveling. Introduce jumping rope alternating feet (one foot jump) with a rebound.*
- B) Increase the speed of the rope and practice skipping/jumping with alternate feet without a rebound.*
- C) Experiment with rope turning it in a backwards swing to try skipping backwards on the spot. Progress from jumping with both feet and a rebound, to jumping alternating feet without a rebound.*

Culminating Activity:

Travel around the space with new skipping skills (jumping alternating feet without a rebound).

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5) SKIPPING – INDIVIDUAL ROPES cont...

Introductory Activity:

Zigzag relays – students line up in teams of three or four at a line on the gymnasium floor. Numbering each student one, two, and three, eases grouping them up. Number ones go first, zigzagging – jumping on one side of the line to the other until they get the end where number two is waiting. Number two then takes off zigzagging all the way back to where number three is standing. Number three zigzags back down the line to where number one is standing and the relay is over!

Three Tasks:

- A) Take individual skipping ropes and review jumping with both feet and no rebound, emphasizing turning rope with wrist to gain that extra speed needed for no rebounds.*
- B) Choose a line on the gymnasium floor away from other students, and practice zigzagging down the line, while holding the handles of rope in one hand and turning it in fast and circular motion.*
- C) Introduce imagery of skill as 'The Skier'. Practice zigzagging, (or skiing) along the line while jumping through the rope with both feet and a rebound (a slower turn of the rope).*

Culminating Activity:

Practice zigzagging along the line, increasing the speed of the rope to allow for jumping through the rope with both feet and no rebound.

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6) SKIPPING – LONG ROPES cont...

Introductory Activity:

Jumping relays - students line up in teams of three or four at a line on the gymnasium floor. Numbering each student one, two, and three, eases grouping them up. Number ones go first, jumping– jumping on one foot, alternating feet, or both feet until they get the end where number two is waiting. Number two then takes off using all different jumps to get back to where number three is standing. Number three jumps back down the line to where number one is standing and the relay is over!

Three Tasks:

A) *Set up several long ropes with generous room for turning. Ask for two volunteers to help the turn the rope. Alternate student rope turners frequently to increase physical activity for all students. With long rope gentle but firmly swing rope from side to side in a half turn (not fully going over). Students take turns walking over the swinging rope. Increase turns to jumping over the swinging rope. Students waiting to go practices jumping.*

B) *Increase speed to ensure jumping is required as oppose to stepping over. Each student practices jumping over the long rope, this time trying to jump twice before leaving the rope.*

C) *Practice entering the swaying rope and jumping for as you can without stopping the rope.*

Culminating Activity:

Practice entering the swaying rope with two students at a time. Practice jumping as long as you can without stopping the rope.

7) SKIPPING – LONG ROPES

Introductory Activity:

Review swaying rope activities from previous lesson.

Three Tasks:

A) *With multiple long rope stations set up again assign students to each station. Practice turning the long rope in a full turn without skippers to ensure the proper turning force is used. Each student practices turning the long rope.*

B) *One at a time practice standing beside the long rope before it has been turned. Once inside the skipping area, the rope tuners begin to slowly turn the rope. The skipper tries to anticipate when to jump. Practice the starting of the rope with the skipper inside.*

C) *Practice skipping starting inside the skipping area, and continue skipping until skipper stops the rope.*

Culminating Activity:

Practice skipping, starting inside the skipping area, only this time with two skippers in the middle.

8) SKIPPING – LONG ROPES

Introductory Activity:

Skip along with teacher or selected student (lead skipper) in a game of Simon says using individual ropes. The lead skipper skips a skill already learnt in class saying for example, “Simon says ski jump (or zigzag)”, or “jump alternating feet, no rebound”. If a student follows the instructions without hearing ‘Simon’ in the command, that student is out. When a student is out, they move to the outside of the designated skippers challenge area but still skips along with the rest of the class. The student remaining is the champ! Alternate lead skipper throughout game.

Three Tasks:

- A) Set up several long ropes with generous room for turning. Ask for two volunteers to help the turn the rope. Alternate student rope turners frequently to increase physical activity for all students. Take turns practice turning the long rope in a full circle. Discuss the timing of the rope and the opportunities to enter it when already turning.*
- B) Slowly turning the rope, practice quickly walking through the turning rope.*
- C) Continue practicing task B increasing rope speed with comfort.*

Culminating Activity:

Anticipate the right time to enter the turning rope and practice running through, increasing or decreasing the speed as needed.

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Alternative Block Plan

Grade: 1/2

PE Block Plan

Topic: Alternative Environments

Entry & Exit Outcomes:

Before completing this unit, the students will have little knowledge of the types of physical activities that can be done in alternative environments. They may have swam or hiked before but possibly did not recognize these activities as physical activity similar to that done in PE class. They will most likely never have used a map or followed directions. After participating in this unit, they will recognize the wide range of physical activities that can be done outside a gym. They will see that obstacle courses, scavenger hunts, orienteering, hiking, and swimming are all fun and interesting ways to exercise in alternative environments. They will have learned to identify the four directions, and to follow simple maps as well as gaining or improving skills in hiking, and swimming.

Unit Objectives:

Active Lifestyle

It is expected that students will:

- Participate regularly in short periods of vigorous activity with frequent rest intervals.
- Demonstrate behaviors that indicate interest and enjoyment in physical activity.
- Participate in physical activity performed in a natural setting.

Movement

It is expected that students will:

- Demonstrate activity-specific motor skills in a variety of alternative environments.
- Move safely in a variety of alternative environments.
- Use movement concepts and skills to participate in alternative environment activities.

Personal & Social responsibility

It is expected that students will:

- Show a willingness to listen to directions and simple explanations.
- Use safe behaviors when responding to simple movement tasks.
- Stay on task when participating in physical activity.
- Display a willingness to work with others.

Lesson #1

Motor Skills/Theme: Learning the directions North/South, East/West. Following a simple map.

Introductory Activity: The teacher will explain and identify the four directions. As the teacher calls out each direction the students run in that direction.

Three Tasks:

- (a) On a large, simple, map of the school yard identify the symbols representing key areas such as the school, the street, climbing apparatuses, etc...
- (b) Have the students practice counting steps as they move by calling out "four steps north, two steps west, etc..."
- (c) Follow the map as a class, with the teacher leading and calling out the instructions.

Culminating Activity: In partners take choose a map and follow it until you have reached the "hidden treasure," asking the teacher for help if necessary.

Lesson #2

Motor Skills/Theme: Nature discovery hike.

Introductory Activity: Ask the students what they would expect to see if they went on a hike through a local forest. Identify four classes of nature objects- plants, animals, insects, and earth (sand, dirt, rocks, etc...). Split the class into four teams, naming each team according to the four classes listed above and giving different colored pinnies to each team. Have the students play a tag game in which whatever team the teacher yells out is "it." Each time the teacher yells out a new team, that team takes over as the team that is "it."

Three Tasks:

- (a) Begin the nature task with the students, having them walk in buddies. Ask them to keep their eyes peeled for signs of the different classes of nature objects.
- (b) Stop periodically and ask the students for example of one of the classes of objects that they can currently see.
- (c) Near the end of the hike allow the students to find a nature souvenir to bring with them specifying that it cannot be something that is alive (no insects, living plants, or animals).

Culminating Activity: Ask the students what their favorite sighting on the nature hike was and what they learned about nature from the hike.

Lesson #3

Motor Skills/Theme: Scavenger Hunt

Introductory Activity: Review the concept of directions by calling out different directions (North, East, South, West) and having the students run in the direction that was called.

Three Tasks:

- (a) Arrange the class into pairs and give each pair a simple map of the schoolyard with numbers marking the spots where they can find the letters that you have set out.
- (b) Give the students time to find all the letters that correspond to each number.
- (c) Have the students put the letters in the order laid out by the numbers and see what word or phrase appears.

Culminating Activity: Ask students to run around and collect all the letters from the schoolyard based on memory. If they can collect them all before you count to thirty then they win, if not, you win.

Lesson #4

Motor Skills/Theme: Outdoors Obstacle Course

Introductory Activity: Ask the students to identify different ways of moving through space. Have them try moving around in different ways (ex// high/low, slow/fast, jumping, skipping, etc...), changing the way that they are moving every time you yell "Change!"

Three Tasks:

- (a) Identify the stations of the obstacle course that you have set up and explain and demonstrate how to move through each one.
- (b) Allow the students to move from station to station in whatever order they choose, practicing moving through each one.
- (c) Have the students go through the entire course one at a time in the right order. Allow for ample time between each student so as not to create crowding.

Culminating Activity: Split the class into pairs, giving each pair a station in the obstacle course. Have them come up with a new way to move through the station. Share with the class if there is time.

Lesson #5

Motor Skills/Theme: Swimming

Introductory Activity: Have the students sit around the edge of the shallow pool with their feet in the water. Let them get a feel for the water with their feet by kicking and moving their feet in various ways.

Three Tasks:

- (a) In waist-deep water, have the students practice walking through the water to get a feel for what it is like to move in water.
- (b) Have the children then experiment with changing small aspects of the way that they are walking to see how this affects the ease of moving. Try walking with your hands in the water, taking little steps, taking big steps, etc...
- (c) Have the children try running the waist-deep water.

Culminating Activity: Whirlpool game- Have the students form a large circle in waist-deep water. Students will then begin to run around the circle in a specified direction. When cued, the students will turn around and attempt to run around the circle in the opposite direction.

Tactical Awareness:

Effort: "Is moving in water easier or harder than moving on land?"

"What makes it especially difficult to move in the second part of the whirlpool game?"

Relationship: "What can you do to be aware of others when moving through the water?"

Lesson #6

Motor Skills/Theme: Swimming

Introductory Activity: Whirlpool game

Three Tasks:

- (a) Allow the children to again experiment with moving in water. Have them try walking, running, jumping, hopping, skipping, etc...
- (b) To get the feel for what it is like to have you're their heads in the water, have the students, close their eyes, hold their breath, crouch down so that their head goes under the water and then push themselves back up.
- (c) Have the students bend over and practice putting only their face in the water. Then have them try to blow bubble out their nose while their face is submerged in the water

Culminating Activity: Practice moving through the water in various ways, pausing occasionally to bob your head under the water.

Tactical Awareness:

Body: "What can you do to make sure you don't get water in your nose when you put your head and face under water?"

Relationship: "What can you do to be aware of others when moving through the water?"

Effort: "Which ways of moving through the water are easier? Which are harder?"

Lesson #7

Motor Skills/Theme: Swimming

Introductory Activity: What time is it Mr. Wolf? In waist-deep water.

Three Tasks:

- (a) In waist-deep water, demonstrate and then have the students practice the arm movements used when treading water.
- (b) In a deeper area of the pool, have the students hold on to the edge of the pool and practice a bike-riding motion with their legs in the water.
- (c) When they feel ready, have the students take one arm off of the edge and try to add the arm movement of treading water to their leg movements.

Culminating Activity: Wearing life jackets, allow the students to practice treading water close to the edge, but without holding on. Remind them that the goal is to stay in the exact same spot the entire time that they tread water.

Tactical Awareness:

Body: "Why is it important to move both your arms and your legs when treading water?"
"How do you move your legs when treading water?" "How do you move your arms?"

Lesson #8

Motor Skills/Theme: Swimming

Introductory Activity: Snake tag in waist- deep water.

Three Tasks:

- (a) In deep water, along side the edge of the pool, with the students wearing life jackets, review the leg and arm movements used when treading water.
- (b) Those who feel ready can practice treading water without a life jacket, but using a kick-board to support their upper body. When they feel really comfortable with this they can try treading water with no assistance, always staying within reach of the edge of the pool.
- (c) Without the life jackets, have the students support themselves with the edge of the pool and practice kicking their legs in the water.

Culminating Activity: In a shallow water pool, have the students use kick-boards to support their upper bodies and practice moving around the pool by kicking their legs.

Tactical Awareness:

Relationship: "What can you do to be aware of others when moving around the pool?"

Body: "What should your legs be like when they are kicking in the water?"

Effort: "How does kicking your legs help you move through the water?"

Appendix

Games Task Progressions

Game Unit: Traveling/Pathways
Topic: Hopping-dodging and changing directions

Aim of the Game: To get pass the octopuses, by hopping, without getting tagged.

Rules:

1. The non-octopuses must hop the whole time.
2. Non-octopuses must use different ways to hop.
3. Octopuses must have one foot in the hoop at all times.

Tactical Awareness:

“What helps you get through the octopuses without getting tagged?”

“What body part do you use to help you hop a farther distance?”

“What can you do to be aware of others when you are moving around the gym?”

Body Management: dodging
changing direction
hopping

Equipment Handling:

Task Progression	Refinements	Simplifications/Extensions
1. Intro activity- Red Light/Green Light- students will move around the gym, when the teacher says green light, but will freeze when the teacher says red light. They should stop right away and hold their freeze.	-stop on balls of feet -hold position -use arms for balance -avoid others	
2. Start off hopping in your own space	-wide base -use arms to keep balance, or propel self to go further -knees bent	S= 2 foot hop, 2 foot land, hop a small distance E= try going backwards, 1 foot take off, large distance

3. Experiment with hopping, emphasizing direction change	-land on ball of foot -knees bent when landing -use arms for balance, and changing direction quickly	S= slow change in direction, wide base landings E= try different directions, quick change of direction
4. Hopping around the gym, avoiding hoops and people. Changing directions, and dodging.	-use arms for balance -watch for others -land with a wide base -land with on balls of foot, knees bent	S= use a large space, dodge own hoop E= decrease playing area, hop on only one foot

Culminating Game: Octopus Game- the non-octopuses have to hop from one end of the gym to the other without getting tagged by an octopus. Students should use as many different ways to hop as possible.

Game Task Progression

Game Unit: Sending, Bouncing, Trapping and Collecting Topic: Rolling

Aim of the Game: To score the most points.

Rules:

1. You must use a pylon and the hoop.
2. You must roll the ball.
3. You must take turns with your partner.

Tactical Awareness:

“What is the most effective way to roll a ball?”
 “How hard should you roll the ball so that your partner can catch it every time?”
 “What is an adequate distance to be from your partner?”
 “How do you score more points than your partner?”

Body Management: run
stop

Equipment Handling: send
collect

Task Progression	Refinements	Simplifications/Extensions
1.Intro Activity- Crows and Cranes	-knees bent -get ready to push off	
2. Roll the ball into your own space, then collect it.	-keep knees bent -step with opposite foot -follow through -get around ball to collect it	S= roll the ball against the wall, then collect it E= experiment with various sizes of balls
3. Roll the ball to your partner, your partner collects the ball	-bent knees -opposite foot steps forward -be across from your partner -keep an eye on the ball	S= decrease the distance between you and your partner E= increase the space between you and your partner, use a smaller ball
4. Roll the ball to your partner to make them move to collect it	-bent knees -opposite foot steps forward -watch the ball -be on toes and ready to push off when partner rolls the ball	S= decrease the distance, decrease the speed at which the ball is rolled E= increase the distance, increase the speed at which the ball is rolled

Culminating Game: Create a game with your partner using a ball, hoop, pylons and create a way of scoring. Who gets the most points?

Game Lesson Plan

Game Lesson Plan- Underhand Throw

Grade: ½

Equipment: bean bags (enough for whole class)
pylons
hoops

Learning Outcomes:

TSWBAT-

- Recognize, locate and work in own space
- Refine underhand throw
- Work cooperatively with a partner
- Problem solve how to get runs and stop someone getting runs in culminating activity

Introductory Activity: Chicken Tag - There will be 3 taggers who represent the farmers and they have balls of yarn. With the yarn the farmers tag the chickens and the chickens have to freeze, begin flapping their arms, and make chicken noises. There will be 3 other

children who have rubber chickens. These students run to the tagged chickens and unfreeze them and then pass on the rubber chicken.

Tactical Awareness:

Space: “What is an adequate distance that you should be from your partner?”

Body: “Where should you move to when your partner throws the bean bag?”

Effort: “How high and how hard should you throw the bean bag in order for your partner to effectively catch it?”

Task Progression:

Intent	Task	Refinements	Simplifications/Extensions
Sending Receiving Working on own	1. Toss a bean bag underhand, then catch it	-step with opposite foot when sending -knees bent -elbows bent -when catching make sure pinkies touching	S= vary height, use a balloon to practice with E= toss with non-dominant hand, aim for a target
Sending Receiving Working with a partner	2. Toss a bean bag underhand to a partner	-step with opposite foot -knees bent -keep eye on bean bag when thrown -watch out for others -make sure pinkies touching and at about chest height to catch the bean bag	S= decrease distance between partners E= increase distance between partners, increase speed of object, toss with non-dominant hand
Sending Receiving Working with a partner Moving into a space	3. Toss underhand to a partner, making them move to catch the bean bag	-step with opposite foot when sending -knees bent -elbows bent -when catching make sure pinkies touching -keep eye on bean bag when thrown -watch out for others	S= decrease distance to move, decrease distance between partners E= throw with non-dominant hand, increase distance between partners, make partner move a farther distance

Culminating Activity: Using a bean bag, two pylons, a hoop and underhand throwing, come up with a game with your partner. Set up a system of scoring. See who can score the most points.

Dance Progression

Music For Dance Lessons

Gymnastics Lesson Plan

Lesson Plan #1 – Gymnastics Grade 1/2

Intents:

- Learn proper jumping and landing procedures
- Experiment with different ways of jumping
- Learn to jump from walking and running
- Learn to combine jumps into a sequence

TASK	REFINEMENTS & REMINDERS
<p>INTRODUCTORY ACTIVITY- Run into space, displaying your best stop when the teacher yells, “Stop!” Make sure that you are not in reach of any other students when you stop.</p>	<p>STOP POSITION-</p> <ul style="list-style-type: none"> • Wide base • Knees bent • Arms out • On toes
<p>MAIN BODY/CONCEPT-</p> <p>1) Practice jumping straight up and landing with a wide base and bent knees.</p> <p>2) Continue to practice jumping and landing, adding a tuck, then straddle, the 90° turn.</p> <p>3) Experiment with different ways to jump, always landing with a wide base and bent knees. Hold landing for three seconds before continuing.</p>	<p>STRAIGHT JUMP-</p> <ul style="list-style-type: none"> • Start low, knees bent • Extend arms over head • Land with wide base, knees bent, arms out <p>TUCK-</p> <ul style="list-style-type: none"> • Tight ball shape • Fast tuck and release <p>STRADDLE-</p> <ul style="list-style-type: none"> • Legs out, toes pointed • Torso bent, arms above legs <p>90° TURN-</p> <ul style="list-style-type: none"> • Look in the direction of turn • Arms up
<p>CULMINATING ACTIVITY- Individually, create a sequence that includes three different jumps with either walking or running between them.</p>	<p>SEQUENCE-</p> <ul style="list-style-type: none"> • Three distinct and different jumps • Hold landings for three seconds • Short periods of walking or running between jumps • Flowing, continuous movement

Tactical Awareness:

Relationship: “What can you do to be aware of others when you are running around the gym?”

“How can you make sure you are not within reach of anyone else when I yell ‘Stop!’?”

Body: “What does a good stop position look like?”

“What does a good landing position look like?”

“What do you do with arms when you do a straight jump? Tuck? Straddle? 90° turn?”

Individual/Dual Task Progression- Skipping

Alternative Activities-

- Sample Map for Teaching Directions
- Sample scavenger hunt map
- Sample obstacle course layout

Resources

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