

INFORMATION TO USERS

The most advanced technology has been used to photograph and reproduce this manuscript from the microfilm master. UMI films the text directly from the original or copy submitted. Thus, some thesis and dissertation copies are in typewriter face, while others may be from any type of computer printer.

The quality of this reproduction is dependent upon the quality of the copy submitted. Broken or indistinct print, colored or poor quality illustrations and photographs, print bleedthrough, substandard margins, and improper alignment can adversely affect reproduction.

In the unlikely event that the author did not send UMI a complete manuscript and there are missing pages, these will be noted. Also, if unauthorized copyright material had to be removed, a note will indicate the deletion.

Oversize materials (e.g., maps, drawings, charts) are reproduced by sectioning the original, beginning at the upper left-hand corner and continuing from left to right in equal sections with small overlaps. Each original is also photographed in one exposure and is included in reduced form at the back of the book.

Photographs included in the original manuscript have been reproduced xerographically in this copy. Higher quality 6" x 9" black and white photographic prints are available for any photographs or illustrations appearing in this copy for an additional charge. Contact UMI directly to order.

U·M·I

University Microfilms International
A Bell & Howell Information Company
300 North Zeeb Road, Ann Arbor, MI 48106-1346 USA
313 761-4700 800 521-0600

Order Number 9035627

**A K-2 physical education handbook designed for use by
elementary classroom teachers**

**Bailey, Gwendolyn Warren, D.A.
Middle Tennessee State University, 1990**

Copyright ©1991 by Bailey, Gwendolyn Warren. All rights reserved.

U·M·I
300 N. Zeeb Rd.
Ann Arbor, MI 48106

A K-2 Physical Education Handbook
Designed for Use by Elementary
Classroom Teachers

Gwendolyn Warren Bailey

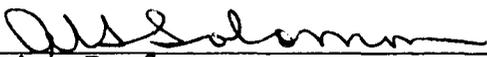
A dissertation presented to the
Graduate Faculty of Middle Tennessee State University
in partial fulfillment of the requirements
for the degree Doctor of Arts

August, 1990

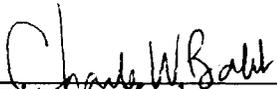
A K-2 Physical Education Handbook
Designed for Use by Elementary
Classroom Teachers

APPROVED:

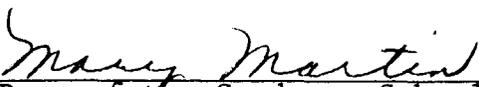
Graduate Committee:


Major Professor


Committee Member


Committee Member


Head of the Department of Health, Physical Education,
Recreation and Safety


Dean of the Graduate School

Abstract

A K-2 Physical Education Handbook

Designed for Use by Elementary

Classroom Teachers

Gwendolyn Warren Bailey

A literature survey revealed a number of concepts and beliefs about physical education curriculum content, of which most were basically the same. There appeared to be very few studies on implementation of appropriate physical education curriculum by elementary classroom teachers. Classroom teaching was depicted as being the most ineffective method of physical education instruction due to lack of appropriate guidance. The literature implied that the "mastery learning" technique was the most effective and appropriate.

An unpublished three-year study on the status of elementary physical education in Tennessee revealed that on average 72 percent of elementary classroom teachers are required to conduct all or a portion of their students' physical education instruction. An average return of 83 percent of local education agencies surveyed furnished the data for this study. The study indicated that a comprehensive elementary physical education curriculum handbook for classroom teachers would be of assistance.

Gwendolyn Warren Bailey

Since the Tennessee Instructional Model was the major model used for instruction by Tennessee teachers, its format was used in writing the handbook. The handbook's content was determined by reviewing related literature, curriculum guidelines from other states, and elementary physical education curriculum content that had been mandated by the Tennessee State Board of Education.

The result of this study was the development of a comprehensive K-2 physical education handbook which included instruction in Identification of Body Parts, Spatial Directions, Balance, Eye-Hand Coordination, Eye-Foot Coordination, Locomotor Movements, Rope Jumping, Basic Non-locomotor Movements, Body Control Skills, Object Control Skills, Developmental Activities, Hoop Activities, Wand Activities, Stunts, Tumbling, and Rhythmic Activities.

This study lends itself to further research of effectiveness of handbook implementation.

Acknowledgements

Appreciation is extended to the many elementary physical education teachers, classroom teachers, local education agencies, and Tennessee State Department of Education personnel who contributed to this study. Without their cooperation and assistance this study would not have been possible.

Dr. A. H. Solomon, Chairman of the Doctoral Committee, has given unselfishly of his time in assisting with the compilation of this study. Without Dr. Solomon's patience, understanding, support, and cooperation, this dissertation would not have been possible. Other members of the Doctoral Committee, Dr. Guy Penny and Dr. Charles Babb, have given their understanding, support, and cooperation. The assistance and encouragement given by the entire committee cannot be acknowledged with mere words.

I dedicate my efforts to my parents, Dr. Jessie Warren and Mr. Paul Warren. Without their encouragement, sacrifices, and financial assistance I would have never been able to complete a lifelong dream.

Table of Contents

Chapter	Page
1. Introduction	1
Statement of the Problem	3
Significance of the Problem	3
Definitions of Terms	8
Assumptions	11
Limitation	11
Organization of the Study	11
2. Review of Related Literature	12
Curriculum Content	12
Mastery Learning	23
Classroom Teacher as Physical Educator	26
Summary	29
3. Methods and Procedures	31
Handbook Format	33
Determining Handbook Format	34
4. Handbook	37
Section I--Identification of Body Parts	50
Section II--Spatial Directions	60
Section III--Balance	69
Section IV--Eye-Hand Coordination	80

Chapter	Page
Section V--Eye-Foot Coordination	94
Section VI--Locomotor Movements	102
Section VII--Rope Jumping	152
Section VIII--Basic Nonlocomotor Skills	159
Section IX--Body Control Skills	175
Section X--Object Control Skills	192
Section XI--Developmental Activities	229
Section XII--Hoop Activities	249
Section XIII--Wand Activities	255
Section XIV--Stunts	261
Section XV--Tumbling	277
Section XVI--Rhythmic Activities	283
5. Summary and Conclusions	302
Appendix	304
References	308

CHAPTER 1

Introduction

Unpublished studies conducted by the author in the 1984-1985, 1986-1987, and 1987-1988 school years showed a definite continuance of regular classroom teachers teaching all or part of their children's physical education at the elementary level in Tennessee. The 1984-1985 study, with a 74.6 percent return, showed that 77 percent of classroom teachers were teaching all or part of their students' physical education. In 1986-1987, with an 80.1 percent return, the percentage had dropped to 74 percent. And in 1987-1988, with a 96 percent return, the percentage was 65. Although the numbers have dropped over the four-year period, a large percentage of classroom teachers are still providing physical education instruction.

In May, 1986, the Tennessee State Board of Education passed a "Special Skills Staffing" rule which mandated the teaching of one hour per week of music, art, or physical education in elementary schools by a specialist endorsed in the particular field. The 1986 General Assembly appropriated 11.39 million dollars to the Tennessee Foundation Program for 690 positions. This money was appropriated for only a three-year period of time. It should be noted that local education agencies were permitted to use this

allocation for positions that had already been established. Although the state of Tennessee appropriated 11.39 million dollars and mandated the teaching of special skills by specialists, the status of physical education has not undergone a great deal of change (Poulton, 1988).

A review of the 1987-1988 school approval file revealed that five systems had not reported how their special skills money had been spent. Forty-eight of the 137 responding systems spent all their special skills money on something other than physical education. Twelve systems used the money for art and/or music as well as physical education. Approximately 165 new positions have been established in physical education with the special skills money, while approximately 118 positions funded with special skills money were previously established. Sixty-one percent (283) of all physical education positions are funded with special skills money. Twenty-eight percent (31) of the local education agencies used the special skills money to fund previously established positions (School Approval Files, 1988).

A review of the waivers granted to individuals teaching in a nonendorsed area for the 1986-1987 school year showed that 18 percent of all elementary waivers were granted for physical education teachers. It should be noted that teachers certified in physical education grades seven through twelve were permitted to be hired for any elementary program. These two points have a small effect on the

percentage of schools that offer children instruction in physical education by someone who has specialized in physical education at their particular grade level (Waiver Files, 1986-1987).

In 1987-1988 there were 467 elementary physical education teachers in Tennessee. Of those, 284 were certified in physical education and elementary education. Twenty-eight elementary physical education teachers are only certified in elementary education and fourteen are not certified in either physical education or elementary education (Computer printout, 1987-1988).

These facts suggested that an elementary physical education handbook would be of assistance to the non-specialist.

Statement of the Problem

The problem was one of compiling an elementary physical education handbook for nonspecialists that would be in a usable format, with appropriate areas included, and would include beneficial activities yet require little equipment, or equipment that could be made by the children during art class.

Significance of the Problem

Due to self-contained classrooms, elementary classroom teachers are expected to be specialists in not only reading and math but also science, social studies, health, language arts, music, art, and physical education. This in itself is

a demanding job, and the passing of the Comprehensive Education Reform Act for better schools is making this job even more demanding. According to Spaulding (1988), the main purpose of the Comprehensive Education Reform Act of 1984 was to improve education by requiring the State Department of Education to provide teachers with training on curriculum and instruction, as well as to monitor implementation and to provide technical assistance where needed. Constantly, teachers complain that there are not enough hours in the day to teach all that is expected of them. This is compounded by the feeling that they are not sufficiently trained in areas such as music, art, and physical education.

The majority of teachers in Tennessee have graduated from Tennessee universities (Division of Certification, 1988). At the seven major universities in Tennessee, the following courses are required in physical education for an elementary education major:

University of Tennessee

Physical education activities electives--
semester hours

Two of the following three:

Approaches to Physical Education for Children--3
semester hours

Educational Games, Dance, and Gymnastics for
Children--3 semester hours

Human Growth and Development--4 semester
hours (undergraduate Catalogue, University of
Tennessee, 1988-1989).

East Tennessee State University

Physical education activities electives--3
semester hours

Physical Education Programs for the Elementary
Schools--3 semester hours (Undergraduate
Catalogue, ETSU, 1988-1989).

Austin Peay State University

Physical education activities electives--2
semester hours (ROTC and Marching Band may be
substituted)

Rhythms, Plays and Games--Elementary School--4
semester hours (Undergraduate Catalogue, APSU,
1988-1989)

Middle Tennessee State University

Physical education activities electives--2
semester hours

Games, Gymnastics, and Rhythmic Activities for
Children--3 semester hours

Curriculum in Physical Education--3 semester
hours (Undergraduate Catalogue, MTSU, 1988-1989)

Memphis State University

Physical education activities electives--4
semester hours

Rhythms for Elementary School--2 semester hours
One elective--2 semester hours (Undergraduate
Catalogue, MSU, 1988-1989)

Tennessee State University

Physical education activities electives--3
semester hours
Movement Exploration or Play and Lead-Up Games--2
semester hours each (Undergraduate Catalogue,
TSU, 1988-1989)

Tennessee Technological University

Physical education activities electives--3
quarter hours
Rhythms and Movements--1 quarter hour
Teaching Physical Education in Grades K-8--3
quarter hours (Undergraduate Catalogue, TTU,
1988-1989)

While these requirements may appear to be quite a few hours, when contrasted with the requirements for a physical education major (average of 39 hours of physical education courses) (all of the above catalogues) they appear to be insignificant.

The Comprehensive Educational Reform Act (CERA), along with other laws, has affected how teachers perceive the importance of physical education instruction. Close scrutiny of test scores in reading and math by the State Department of Education and the local education agencies

places pressure on teachers to direct a large percentage of their efforts in these areas. Even science and social studies have suffered because teachers do not have time to plan for hands-on activities (Spaulding, 1988). Perhaps providing teachers with lesson plans for physical education will at least alleviate some of the pressure to spend part of their time planning for quality physical education instruction.

With the advent of CERA came Career Ladder and the Tennessee Instructional Model (TIM). Career Ladder is an incentive program for teachers. Teachers who pursued the Career Ladder were required to complete the Tennessee Instructional Model training and be evaluated on implementation of the model in the classroom. If a teacher achieved a certain level of proficiency when evaluated, his/her income was supplemented. Approximately 75 percent of teachers in Tennessee have undergone TIM training and are using the format for lesson-plan preparation. Forty-seven of the 140 school systems actually require that all their teachers undergo TIM's training (Chandler, 1988). This aspect of CERA had a direct impact on the author's decision on format.

The Tennessee Instructional Model includes the following components: instructional objective, set, instruction and closure (Tennessee Instructional Model, 1984). Since Tennessee teachers are already familiar with

this particular format, it was the one chosen for this handbook.

In cases where the elementary classroom teacher is required to conduct his/her own physical education instruction, "free play" is the norm. Very few classroom teachers are going to take the time to research what areas need to be covered in physical education for their particular age group (Spaulding, 1988).

In reviewing related literature, the author found that most physical education handbooks are designed for the physical education teacher and center around activities which require vast amounts of equipment. The typical classroom teacher lacks vast amounts of equipment. Even if he/she did have the equipment, storage would be a problem for most. Although there are several activities included in handbooks for which equipment could be made, the classroom teacher does not have the time to make equipment for all her students; therefore, activities that use equipment that can be made by the children in art class need to be a significant part of the curriculum. This will afford the teacher the opportunity for innovative art lessons as well as provide the children with useful purposes for their art (Spaulding, 1988).

Definitions of Terms

The essential nature of terms and phrases used in this study may be unfamiliar to some readers. Therefore, the

following operational definitions of selected terms are included to bring meaning into sharper distinction.

Average daily attendance--the average of the daily attendance of the highest two months of the first three months of the school year.

Career Ladder--As a part of the Comprehensive Education Reform Act, Career Ladder was a monetary incentive program for teachers. Teachers who opted for Career Ladder were required to complete the Tennessee Instructional Model training and be evaluated on implementation of the model within the classroom. If a teacher achieved a certain level of proficiency when evaluated, his/her income was supplemented by the State Department of Education (Chandler, 1988).

Comprehensive Education Reform Act (CERA)--an Act passed by the Tennessee State Legislature in 1984 to improve education. The Act required the State Department of Education to provide teachers with training on curriculum and instruction as well as to monitor implementation and to provide technical assistance where needed (Spaulding, 1988).

Monitoring--the observation of implementation of a program in a local education agency by personnel from the State Department of Education.

Self-contained classroom--a classroom in which a teacher remains with the same children throughout the school

day and is expected to teach all or the majority of courses required by the State Department of Education.

Special Skills Staffing rule--a rule passed by the Tennessee State Board of Education in May, 1986, which mandated the teaching of one hour per week of music, art, or physical education in elementary schools by a specialist endorsed in the particular field (Poulton, 1988).

Technical assistance--assistance provided to supervisors or teachers in a local education agency by personnel from the State Department of Education in implementation of programs.

Tennessee Foundation Program--a distribution method whereby the majority of K-12 state-appropriated educational funds are dispensed to local education agencies based on average daily attendance (ADA). A smaller amount of state monies is distributed outside the Tennessee Foundation Program for capital outlay, pupil transportation, textbooks, etc. (Spaulding, 1988).

Tennessee Instructional Model (TIM)--an instructional model designed by the Tennessee State Department of Education based on Madeline Hunter's instruction model which includes instructional objective, set, instruction and closure. Each teacher opting for Career Ladder is required to undergo TIM's training (Tennessee Instructional Model, 1984).

Assumptions

The following assumptions were imposed on this study:

1. This study was atypical and not generalizable to any other area than the state of Tennessee.
2. The local education agencies who answered the questionnaires answered them with integrity and seriousness of thought.
3. Information reported to the Tennessee State Department of Education by the local education agencies was accurate and current.
4. The percentage of return from the local education agencies was large enough to gather significant data.

Limitation

The source for the data was limited to public-supported educational agencies listed with the Tennessee State Department of Education.

Organization of the Study

The presentation of this study was divided into five chapters. Chapter 1 deals with the introduction which included the statement of the problem, significance of the problem, definitions of terms, assumptions, and limitations. Chapter 2 contains the review of the literature. Chapter 3 includes the methods, procedures, handbook format, and determination of handbook content. Chapter 4 contains the K-2 elementary physical education handbook. Chapter 5 includes the summary and conclusions.

CHAPTER 2

Review of Related Literature

A popular issue at the local, state and national levels for the past decade has been identification of the essential content that should be mastered by students in physical education programs. To this end, many school districts and states have developed lists of essential objectives that should be achieved at each grade level (Kelley, 1989, p. 29).

Specified curricular content--required minimum understanding of the subject area, including developmentally appropriate knowledge and activities presented through sequenced daily lesson plans [is important to] accomplishment of recognition and acceptance of physical education as part of the professional elementary education. (Gabbard, McBride, & Matejowsky, 1989, p. 48)

The above statements reflect concerns among physical educators that have been present for years. Curriculum content in physical education has been a much discussed and debated issue. In reviewing related literature on physical education curriculum content, the author found that over the years many concepts and beliefs remained the same.

Curriculum Content

The concern for disciplinary mastery was expressed from the mid-1950s into the 1970s in the "structure of

knowledge" orientation to curriculum development. During the era educators in all fields worked at analysis of the key concepts in their particular subject areas, and proposed curriculum patterns organized in terms of the knowledge structures. The recent focus on "back to basics" is another reflection of the disciplinary mastery orientation. Disciplinary or subject matter mastery is still the predominant value orientation in physical education curriculum development. In selecting curriculum content, we have consistently emphasized the importance of basic movement skills. Elementary school children are expected to master basic disciplinary or motor performance tasks, variously designated as locomotor and nonlocomotor movements, fundamental throwing, kicking, and striking patterns; series of perceptual motor skills; body, space, and effort relationships; or gymnastics, dance and games progressions (Jewett & Bain, 1985).

The first systematic comprehensive formulation of theory in physical education was the classic test by Brown and Cassidy (Jewett, 1989); it delineated the subject matter as movement itself, and the human environmental factors that affect and are affected by movement.

Barrett (Jewett, 1989) continues to be one of the leading curriculum theorists to focus on content issues; her work is directed strongly toward the development of

skillful movement as the physical educator's primary responsibility.

Arnold (Jewett, 1989) described three approaches to determining the content of the human movement curriculum. Education about movement involves cognitive study of movement phenomena. Education through movement is the use of movement as a means to achieve worthwhile objectives that may be extrinsic to the activity itself (e.g., health, social and moral values, etc.). Education in movement provides students the opportunity to engage in intrinsically valuable activities that are whole-bodied, culturally significant, and an important source of personal knowledge. Education in movement emphasizes the process of moving, yet relates to and is drawn from the other dimensions. It is the central focus of education and underlies decisions about the selection and structuring of content.

The Goodlad, Klein, and Tye 1979 (Jewett, 1989) domain approach to the organization of existing curricula postulates five domains of curricular decision-making: the ideological, formal, perceived, experimental, and operational. The ideological domain is composed of curricula that usually originate outside the school system and are marketed as textbooks or workbooks. The formal domain consists of curricular documents developed within the school system by teachers and other curriculum specialists, usually presented as a curriculum guide. The perceived

domain is defined as teacher beliefs about the teaching-learning process. The experimental domain consists of student reports of experiences in physical education. The operational domain is the classroom as viewed by an outside observer.

Physical education content, like all other forms of knowledge, is socially constructed; it derives from personal experience and historical social context. Because movement experiences involve students immediately and totally, they provide a unique source of knowledge about self and the world. By teaching skills and concepts related to fitness, motor skills, and movement forms, the physical education program enables students to attain personal goals of well-being, competence, and transcendence. By helping students reflect on the personal and social meanings of movement, we empower them to attain new levels of personal integration and social commitment. (Jewett, 1989, pp. 43-45)

Murphy (1958) contends that education objectives should lead to the satisfaction of basic human needs. In his book, Human Potentialities, he lists four main categories of inborn needs:

1. Visceral needs--needs directly related to the vital organs. These include needs for food, water, air, etc.
2. Activity needs. These include needs to manipulate and explore.
3. Sensory needs. These include needs for color, rhythm, tone; the need to orient ourselves to the

environment; the need to escape confusion; and the urge to perceptual clarity.

4. The need to avoid escape, attack, injury, or threat. (pp. 60-61)

In 1974, John Nixon and Ann Jewett listed five general objectives of physical education:

1. To develop a basic understanding and appreciation of human movement.
2. To develop and maintain optimal individual muscular strength, muscular endurance, and cardiovascular endurance.
3. To develop individual movement potentialities to the optimal level for each person.
4. To develop skills, knowledges, and attitudes essential to satisfying, enjoyable physical recreation experiences engaged in voluntarily throughout one's lifetime.
5. To develop socially acceptable and personally rewarding behaviors through participation in movement activities. (Nixon & Jewett, 1974, p. 97)

Nixon and Jewett (1974) also outline the procedure for determining scope which had been developed through the Curriculum Project of the Physical Education Division of the American Association for Health, Physical Education and Recreation which provided for the selection of curriculum

experiences in terms of three human movement goals: (1) to fulfill personal developmental potential, (2) to develop movement skills utilized in adapting and controlling the physical environment, and (3) to assist the individual in relation to other persons. They also listed seven major concepts for describing the scope of the physical curriculum:

- A. Physiological Efficiency: Man moves to develop and maintain his functional capabilities.
- B. Psychic Equilibrium: Man moves to achieve personal integration.
- C. Spatial Orientation: Man moves to relate himself in three-dimensional space.
- D. Object Manipulation: Man moves to achieve impetus to absorb the force of objects.
- E. Communication: Man moves to share ideas and feelings with others.
- F. Group Interaction: Man moves to function in harmony with others.
- G. Cultural Involvement: Man moves to take part in movement activities which constitute an important part of his society. (Nixon & Jewett, 1974, p. 251)

In 1976 Charles Corbin outlined a taxonomy of objectives for physical education. The taxonomy included relevant vocabulary, physical fitness achievements, exercise and regular exercise patterns, problem solving and evaluation.

Corbin believed that it was important that a cognitive base for lifestyle and health habits be developed at an early age. His progression moved from emphasis on vocabulary and knowledge in grades K-5 to assessment of fitness and problem solving in grades 6-12 (Corbin, 1976).

John D. McNeil included a list of five guidelines for future physical education programs that had been suggested by The American Association for Health, Physical Education and Recreation in his 1977 text, Curriculum--A Comprehensive Introduction. The list included:

1. Break down current mass education techniques.
2. Increase flexibility of offerings and teaching methods.
3. View sports as more than athletic competition.
4. Increase coeducation classes, sailing, camp counselor training, self-defense.
5. Promote physical activities that support the desire to maintain physical fitness throughout life. (McNeil, 1977, p. 241)

The association recommended "that teaching methods emphasize activities that serve as vehicles for education of the whole person." The association also recommended that "activities be designed to introduce students to the subtle and often overlooked potentials of the human body."

Four major areas of concern were also listed:

1. Movement Education--The objective is to develop an understanding of creative and expressive movement. Five-year-olds can be asked to proceed down a marked line in any fashion they desire. Some balance carefully, some run, some crawl, but all experience their own style.
2. Centering Oneself--Here the student develops a state of alert calm by becoming aware of physical energy in and outside the body.
3. Structural Patterning--Students become aware of variations in the way people move.
4. Relaxation Techniques--By means of rhythmic breathing, the student learns how to gain control over the habitual tensions. (McNeil, 1977, p. 231)

Jewett, along with Marie Mullan, stated in 1977 that human beings of all ages have the same fundamental purposes for moving.

The child needs movement learning which will function meaningfully in his real world; the youth also needs physical education which will aid him in becoming a fully functioning adult; the adult needs movement activities which will permit continuing self-actualization and more nearly complete individual environment integration. The same key purposes can be used to design programs of movement opportunities for all persons although specific goals vary and individual experiences

must differ. Man learns to move to achieve these human purposes. A curriculum intended to transmit society's essential knowledges and to improve the quality of life for all citizens must certainly include opportunities to acquire the means by which these movement purposes can provide scope for instruction appropriate to the pursuit of related but varying goals of individual learners. (Jewett & Mullan, 1977, p. 4)

A person's earliest experience in physical activity develops his concept of his body and how it moves in space. Physical education encompasses concepts of relationships of different body parts, body shapes, directions, levels, and pathways. Beginning with the simplest forms of locomotion, human beings eventually learn complicated step patterns, skilled variations of basic locomotor patterns, modifications required for locomotion on different surfaces, and complex forms of body propulsion and projection. Regulation of body position in relation to stationary and moving objects and persons in the environment is also important. Each person must learn to move over, under, around, through and between objects, to stop and start moving in accordance with boundaries and hazards, to adjust his movement to those of other persons with whom he is cooperating or competing, to modify his movements for effective interception or pursuit of moving objects. Physical education includes experience in lifting, carrying, pushing, and pulling, Children learn in throwing, catching, and striking skills in moving with balls, hoops, wands, bats, paddles, beanbags,

frisbees. Program opportunities in human movement are concerned with the use of gesture and movement style to clarify verbal communication. (Jewett & Mullan, 1977, p. 7)

"A curriculum plan for primary grades should include mechanical efficiency, awareness, relocation, and relationships" (Jewett & Mullan, 1977, p. 22). "Emphasis should be placed on the joy of movement, self knowledge and challenge" (Jewett & Mullan, 1977, p. 30).

In 1981 Corbin reiterated his 1976 position by stating, "The ultimate goal when teaching health-related fitness is that of providing students with the fitness knowledge and experiences which will motivate them to choose an active lifestyle" (Corbin, 1976, p. 38).

In 1985, Ann Jewett and Linda Bain were more specific about curriculum content for early elementary education than Jewett had been in her previous writings. They emphasized that most of a child's movement curriculum should be organized to focus on moving in space and should be designed to achieve "body awareness, locomotion, object manipulation, and movement expression" (Jewett & Bain, 1985, p. 42). They also emphasized that basic locomotor patterns of walking, running, sliding, and jumping should be learned, adapted, and refined through imitating, experimenting, and solving movement tasks as defined by teachers. Jewett and Bain felt that these skills should also be performed during

self-testing activities, chasing and rhythmic games. In addressing learning sequences they stated that a child should "progress to more complex locomotor skills such as galloping, hopping, leaping, and apparatus" (Jewett & Bain, 1985, p. 42). They emphasized that through games dodging, chasing and tagging; through stunts, tumbling and other gymnastic activities; through folk dance and creative dance; and through simple combatives and weight training activities, students should develop more sophisticated concepts of directionality and spatial relationships and better movement control.

Ball- and object-handling activities involving throwing, catching, kicking, and striking should receive major attention. Striking activities requiring foot-eye coordination as well as hand-eye coordination should be included. Teachers should plan object manipulation challenges using hoops, ropes, wands, and batons, as well as many types of balls and striking implements. (Jewett & Bain, 1985, p. 42)

In 1989, Allan Sander stated, "Physical fitness concepts should be introduced by elementary physical educators in such a way that children will be able to comprehend their importance. A learning approach may extend the understanding of these concepts during physical fitness instruction activities" (Sander & Burton, 1989, p. 56), reinforcing the concept Jewett and Bain published in 1985.

"Together with continuing attention to increasing efficiency in skill performance, learning sequences should

be designed for progressive development of strength, balance, agility, flexibility, and circulorespiratory endurance" (Jewett & Bain, 1985, p. 42). In 1989 Jewett reiterated the concept of progressive development and life-time results when she wrote,

There is general agreement that human movement activities constitute the subject-matter of the sport and physical education curriculum. The current trend in seeking better understanding of content is toward studying the operational curriculum with particular attention to the historical and social contexts. An important contemporary focus is the need to translate short-term results into lifestyle changes. (Jewett, 1989, p. 35)

"The school curriculum should focus on the processes for learning motor skills in order that individuals can choose to learn new sport skills and physical recreation activities as their future circumstances call for these abilities" (Jewett, 1989, p. 45).

Mastery Learning

The Tennessee Instructional Model used as the format for the curriculum guide is based on "mastery learning." In mastery learning, repetition or reteaching is an important concept. This concept is reinforced as an effective method by several authors.

In 1980, Chambles, Anderson, and Poole conducted a study with mentally retarded learners in a unit on stunts and tumbling. Their study found that in pursuing mastery

learning techniques, the mentally retarded students had a higher rate of motor learning than a control group (Chambles, Anderson, & Poole, 1980). Gallagher (1984) states, "By performing a movement again and again-- sometimes within the same context and sometimes in a different context--children are provided with variations and these variations lead to proficiency" (p. 123).

Annarino (1981) stated, "Several leaders in the physical education field have referred to mastery learning as a common demominator of effective teaching." Annarino pointed out that these leaders based their assumption on studies which showed that mastery learning had a positive effect upon student achievement (p. 55).

In applying the concept of mastery learning to the principle of sequence from the more simple to the complex, Ashy and Lee (1984) stated, "The notion of any movement task analysis implies a division of each movement capability into a progression of skills ranging from the simple to the complex" (p. 62). Arlin (1984) stated, "The mastery learning strategy is a method of instruction for the teaching and learning of material which is both hierarchial as well as sequential in nature" (pp. 65-66).

The mastery learning concept, in addition to repetition and sequence, also includes the concept of correlation with other subjects in order to reteach/reinforce learning. The

concept of correlation was reinforced by Werner, Simmons, and Bowling in 1989. They reported on the improvements in test scores when a Greenwood, South Carolina, physical education teacher included math concepts in her physical education classes.

Since the passage of the Education Improvements Act in South Carolina, teachers have been encouraged to write incentive grants to improve education in their local schools. One such effort was carried out in Greenwood, South Carolina. In an attempt to improve low student math scores in the Basic Skills Assessment of Performance test, the physical education teacher cooperated with the math teachers in grade 2. Students received their regular math instruction, and through a series of special physical education lessons including games, dance, and gymnastics, students received extra instruction in math. Physical education classes met two times per week for 30 minutes each lesson. After a full academic year, teachers reported gain scores of nearly ten points in math without sacrificing any quality in movement experiences. (pp. 55-57)

These authors also pointed out several ways in which physical education can be correlated with other subject areas. They pointed out that "in the early grades the alphabet is big news" as well as "vowel and vowel sounds, long and short" (Werner, Simmons, & Bowling, 1989, pp. 55-57). These concepts readily lend themselves to incorporation in games in the physical education classroom.

Some other areas where correlations are readily available according to Werner, Simmons, & Bowling (1989) are: Several elementary mathematics concepts readily lend

themselves to integration with movement lessons. The authors state:

For example, when working on the concept of body shape, children can form numbers with their bodies, create acute, right and obtuse angles at their joints, make symmetrical and asymmetrical design sequences with their bodies, and use air and floor pathways to trace numbers. When playing games or keeping score in any activity, children can count by 1s, 2s, 3s, 5s, odd or even numbers. Fractions may be related to musical beats of whole, $1/2$, $1/4$, and $1/6$ notes.

Pulling the arms and legs to the center of the axis increases the rate of spin; extending the arms and legs away from the axis decreases the rate of spin. These concepts and a low, wide base of support can be taught to enhance success in these axial movements. (pp. 55-57)

In teaching these concepts, the teacher can relate the information directly to science.

Concepts basic to education in a democracy are working independently, being responsible, valuing others, leading and following. These concepts should be inherent in all we do in physical education, from the establishment of rules and procedures to content-specific activities. For example, children work in their personal space and respect the space of others. They learn to lead and follow by mirroring actions in creative activities. (Werner, Simmons, & Bowling, 1989, pp. 55-57)

These concepts are directly related to concepts taught in social studies.

Classroom Teacher as Physical Educator

In 1971, Heitmann reported that the method of presenting/teaching physical education preferred by most authors is the employment of a physical education specialist

to handle virtually all phases of the program. The second preference is the employment of a rotating specialist to assist classroom teachers by team teaching with them at least once a week, and by providing leadership in program development, equipment and facility planning, and in-service assistance. A third approach is through the exchanging of assignments, whereby one teacher will teach physical education for another teacher, who in turn, will instruct in another subject. The fourth and least effective approach is the self-contained classroom where the teacher assumes the complete responsibility without assistance from other teachers.

Van Wieren (1973) reported that a study comparing classroom teachers working alone with students to classroom teachers who consulted with specialists indicated that students in the group where the classroom teacher consulted with a specialist exceeded the other group in physical as well as motor fitness measures.

Lawson, Lawson, and Stevens (1982) studied 298 elementary students who were taught by classroom teachers. They found that only one-third of these students were able to distinguish between recess and physical education in any way. During interviews with students, the researchers discovered that students wanted knowledgeable physical education teachers.

In 1985 a School Fitness Survey (Bradfield, Cannon, Parker, and Lualhati, 1989) was conducted by the Institute of Social Research at the University of Michigan. The survey included a sample of almost 19,000 boys and girls, ages 6-17. The results indicated that only about 36 percent of American students have a daily physical education program included in their school curriculum. "Even when a physical education component is included, it is usually supervised by the regular classroom teacher rather than a trained physical educational professional" (p. 27). Bradfield, Cannon, Parker, and Lualhati stated in 1989, "as funds for education become more and more limited, it appears that the situation (lack of daily physical education and physical education conducted by the regular classroom teacher) may continue to deteriorate" (Bradfield, et al., 1989, p. 27).

Several authors expressed concern about classroom teachers conducting their own physical education:

Classroom teachers have negative attitudes toward physical education. Some of the problems the teachers cited included lack of time and energy, multiple demands of the school outside physical education, teachers' lack of knowledge or training in physical education, and teachers' beliefs that physical education possess little value when compared to other subject areas. (Lawson, Lawson, & Stevens, 1982, p. 336)

"Classroom teachers too often perceive physical education as playing games all day" (Gabbard, McBride, & Matejowsky, 1989, p. 48). "When teachers are not properly

prepared to teach physical education they tend to turn to game books, exercise charts or their own knowledge of athletics to design their physical education programs" (Hanson, 1972, pp. 98-100).

The majority of elementary school physical education specialists and elementary school health educators, who are most often classroom teachers, include health-related physical fitness objectives in their respective lessons. In too many instances, however, they have not worked together to coordinate these aspects of their programs pertaining to health-related physical fitness. (Petray & Cortese, 1988, pp. 4-7)

Parker and Pemberton expressed concern about turning the physical education program to the classroom teacher without direction. "If the classroom teacher is going to participate in fitness building, then he/she must be provided the 'teacher proof' activities--activities designed for success in terms of the classroom teacher as well as the student" (Parker & Pemberton, 1989, p. 61).

Summary

With such concern about quality physical education programs, the review of the related literature clearly indicates the need for a physical education handbook for classroom teachers who must conduct their own physical education. It also indicates the need for activities in grades K-2 which address basic movement patterns and space concepts as well as rhythms. Mastery learning using

repetition and correlation with other subject areas is also supported by the related literature.

CHAPTER 3

Methods and Procedures

In order to justify the need for an elementary physical education handbook, the author conducted a three-year survey of the 140 school systems in Tennessee to determine the number of elementary classroom teachers who were required to conduct all or part of their physical education program. These surveys were conducted for the 1984-1985, 1986-1987, and 1987-1988 school years and showed that the average number of classroom teachers (19,425) required to teach part or all of their physical education programs was 72 percent. This percentage helped justify a need for an elementary physical education handbook for classroom teachers.

After a need was justified by using surveys, the author reviewed the 1987-1988 school approval files at the Tennessee State Department of Education to determine how local education agencies used the state-appropriated "special skills money" for art, music, and physical education. These files also helped justify a need for an elementary physical education handbook for classroom teachers since there were only 165 new physical education positions established with the money and 39 (28%) of the local education agencies used the special skills money to

fund previously established positions (School Approval Files, 1988).

Although new positions had been created with "special skills money," there was still a question in the author's mind about whether or not these teachers were certified in physical education since teachers certified in physical education grades 7-12 and elementary education certified teachers were permitted to teach physical education. Also, local education agencies were permitted to request a waiver for a teacher teaching in a nonendorsed area from the Tennessee State Department of Education.

Waiver files in the Division of Curriculum of Instruction, Tennessee Department of Education, were reviewed to determine how many of the waivers granted were for elementary physical education teachers. These files revealed that 18 percent of all waivers requested and granted were for elementary physical education teachers (Waiver Files, 1986-1987).

A computer printout of all teachers employed by local education agencies was requested from the Office of School Approval, Tennessee State Department of Education, to determine the percentage of elementary physical education teachers who were not certified in physical education, secondary or elementary. The printout revealed that 9 percent of the elementary physical education teachers (42 of 467 teachers) were not holding certification in physical

education. This again confirmed a need for an elementary physical education handbook (Computer printout, 1987-1988).

To determine the higher education training in physical education for teachers who had graduated from Tennessee universities, the author reviewed the undergraduate catalogues from the seven major universities in Tennessee since the majority of teachers in Tennessee graduated from Tennessee universities. On average, the universities required 6.8 semester hours of training in physical education for elementary education majors in contrast to the average 39 semester hours of physical education required for physical education majors. Again, this justified a need for an elementary physical education handbook for classroom teachers.

Handbook Format

After a true need was justified, a format for writing the handbook had to be determined. The author was aware that Tennessee had passed the Comprehensive Educational Reform Act which included the Career Ladder Program and the Tennessee Instructional Model. The author felt a need to research the number of teachers in Tennessee who had undergone Tennessee Instructional Model training to determine whether or not the model was an appropriate one to use for the elementary physical education handbook. In talking with Sadie Chandler, Director of Staff Development, Division of the Career Ladder Program, Tennessee State Department of

Education, the author learned that approximately 75 percent of the teachers in Tennessee have undergone Tennessee Instructional Model training. It was therefore decided that this was the model that should be used for the handbook (Chandler, 1988).

After a model was determined, the author obtained a copy of the Tennessee Instruction Model from the Tennessee State Department of Education to use as a resource in writing the handbook.

Determining Handbook Content

The next step was to determine what areas should be included in the handbook. The author sent a letter to each of the fifty Commissioners/Superintendents of Education requesting a copy of any curriculum that had been developed by their state for elementary physical education. Curriculum guides were received from the following states: Alabama, Alaska, California, Connecticut, Delaware, Hawaii, Kansas, Kentucky, Massachusetts, Michigan, Minnesota, Montana, New York, Ohio, Oklahoma, Oregon, Pennsylvania, Tennessee, Texas, Virginia, Washington, and Wyoming. After reviewing these curriculum guides and other related literature, the author determined the areas to be included in the handbook. These areas were scrutinized to be sure they met the Tennessee State Board of Education curriculum mandates in elementary physical education by reviewing the

"Suggested Teacher's Guide for Physical Education in the Elementary School--K-6," Tennessee Department of Education (1975-1976), in 1985.

During workshops conducted for elementary physical education teachers during the 1987-1988 school year, the author collected activities from elementary physical education teachers that they had found to be successful. These activities were reviewed to determine in which area of the handbook they could be used. The activities were also screened to determine which ones used little or no equipment since through conversations with Donna Spaulding, Director of Elementary Education, Division of Curriculum and Instruction, Tennessee State Department of Education (1985), the author had become aware of the need for activities using little or no equipment.

Using the information obtained from curriculum guides, related literature, and classroom teachers, the author began writing an elementary physical education handbook, basing it in part on the "Suggested Teacher's Guide for Physical Education in the Elementary School--K-6," published by the Tennessee State Department of Education in 1975-1976. This guide was the last comprehensive guide published by the Tennessee State Department of Education including activities, equipment, and specifics on skills for use by elementary physical education teachers. The guide is very broad in nature and does not give the teacher specifics for

teaching activities, skill requirements, or needed equipment. The Tennessee Department of Education has never published an elementary physical education curriculum guide or handbook to be used specifically by classroom teachers who must teach all or part of their own physical education program.

The handbook was divided into sixteen sections representing each major area of curriculum as recommended by related literature, curriculum guides from other states, teachers, and the Tennessee mandated physical education curriculum. These sections included: Identification of Body Parts, Spatial Directions, Balance, Eye-Hand Coordination, Eye-Foot Coordination, Locomotor Movements, Rope Jumping, Basic Nonlocomotor Movements, Body Control Skills, Object Control Skills, Developmental Activities, Hoop Activities, Wand Activities, Stunts, Tumbling, and Rhythmic Activities. Each section contained games and activities by which teachers could teach the specific skills in that section.

Draft copies of the handbook were distributed to classroom and physical education teachers during the summer of 1988. As a result of the field study, this handbook was developed.

CHAPTER 4

Handbook

This handbook has been written specifically for the kindergarten through grade two Tennessee elementary teacher who must teach all or part of the physical education curriculum to children. It is hoped that this handbook will aid the teacher in planning and will provide him/her with the knowledge and activities to prepare a quality physical education curriculum for the children.

The handbook is divided into the following sixteen sections that should be included in physical education: identification of body parts, spatial directions, balance, eye-hand coordination, eye-foot coordination, locomotor movements, rope jumping, basic non-locomotor movements, body control skills, object control skills, developmental skills, hoop activities, wand activities, stunts, tumbling, and rhythmic activities. Each section has a collection of activities written in the Tennessee Instructional Model Format, as well as background information that may be needed by the teacher. At the beginning of each section the teachers will find physiological information that will be helpful in instructing and evaluating the progress of their children, followed by activities to help their children develop specific skills.

The handbook contains several activities in each section. Some activities indicate that they need to be repeated, while some activities indicate that more than one class period may be needed to cover the entire lesson. There are enough activities included to provide an activity for each day of the 180-day school year, if needed by the teacher.

If the classroom teacher is conducting a portion of the children's physical education and the remainder is being taught by a physical education specialist, the classroom teacher can utilize this handbook in correlation with the physical education specialist's instructional units.

Table of Contents

Section	Page
I. Identification of Body Parts	50
Touching Body Parts (K-1)	51
Alternative Activities	52
Busy Bee (K-2)	53
Balloon Bounce (K-1)	54
Hula Hoop (k-2)	55
Crepe Paper Jump (K-2)	56
Chair Maze Walk (K-2)	57
Summary	59
II. Spatial Directions	60
Show Me (K-2)	61
Carpet Squares (K-2)	63
Hand-Body Touch (K-2)	65
Trail Walk (K-2)	66
Summary	68
III. Balance	69
Balance Board (K-2)	70
Hand-Knee or Hand-Toe Balance (K-2)	72
Whirlybird (K-2)	73
Bean Bag Balance (K-2)	74
Pendulum Partners (K-2)	75
Walking Footsteps (1-2)	77
Summary	79

	40
Section	Page
IV. Eye-Hand Coordination	80
Ball Bounce (K-2)	81
Ball Throw and Catch (K-2)	82
Balloon Batting (K-2)	83
Shadow Hands (K-2)	84
Human Bowling Pins (K-2)	86
Tunnel Relay (1-2)	87
Guard the Tunnel (K-2)	88
Group Bowling (1-2)	89
Pop-Up (K-2)	90
Cat and Mouse (K-1)	91
Summary	93
V. Eye-Foot Coordination	94
Footsteps (K-2)	95
Ladders (K-2)	96
Circle Ball (K-2)	97
Sponge Hop (K-2)	99
Summary	101
VI. Locomotor Movements	102
Walking	103
Mechanical Principles	103
Common Deviations	103
Running	104
Mechanical Principles	104
Common Deviations	104

	41
Section	Page
Jumping-Hopping	104
Mechanical Principles	105
Leap ,	105
Mechanical Principles	105
Common Deviations	106
Slide-Gallop	106
Mechanical Principles	107
Common Deviations	107
Skip	107
Mechanical Principles	108
Common Deviations	108
Can You? (K-2)	109
Walking	109
Demolition Derby (K-2)	112
Walking	112
Whistle Mixer (K-2)	114
Walking	114
Can You? (K-2)	115
Running	115
Alphabet Soup (K-2)	117
Running	117
United States Map Race (1-2)	119
Running	119
Bunny Without A Hole (K-2)	120
Running	120

Section	Page
Locomotor Relay (K-2)	121
Running	121
Whistle Mixer (K-2)	122
Running	122
Four Corners Relay (1-2)	123
Running	123
Dogs and Dogcatcher (K-2)	124
Running	124
Can You? (K-2)	125
Jumping and Hopping	125
Bunny Without A Hole (K-2)	128
Hopping	128
Locomotor Relay (K-2)	129
Hopping	129
Hop Tag (K-2)	130
Hopping	130
Whistle Mixer (K-2)	131
Hopping/Jumping	131
Four Corners Relay (1-2)	132
Hopping/Jumping	132
Helicopter (2)	133
Hopping	133
On the Shore (K-2)	134
Jumping	134

Section	Page
Can You? (2)	136
Leaping	136
Can You? (K-2)	137
Sliding and Galloping	137
Locomotor Relay (K-2)	140
Galloping	140
Gallop Tag (K-2)	141
Galloping	141
Whistle Mixer (K-2)	142
Galloping	142
Four Corners Relay (1-2)	143
Galloping	143
Can You? (K-2)	144
Skipping	144
Locomotor Relay (K-2)	146
Skipping	146
Skip Tag (K-2)	147
Skipping	147
Whistle Mixer (K-2)	148
Skipping	148
Four Corner Relay (1-2)	149
Skipping	149
Summary	151

Section	Page
	44
VII. Rope Jumping	152
Single Rope Jumping	152
Mechanical Principles	152
Common Deviations	152
Long Rope Jumping	153
Mechanical Principles	153
Common Deviations	153
Rope Jumping (K-2)	154
Summary	158
VIII. Basic Nonlocomotor Movements	159
Push-Pull-Lift	159
Mechanical Principles	159
Common Deviations	160
Twist-Turn	160
Mechanical Principles	160
Common Deviations	160
Bend-Curl-Stretch	161
Mechanical Principles	161
Common Deviations	161
Swing	161
Mechanical Principles	161
Common Deviations	162
Can You? (K-2)	163
Pushing, Pulling, Lifting	163

Section	Page
Can You? (K-2)	166
Twisting and Turning	166
Can You? (K-2)	168
Bending, Curling, and Stretching	168
Can You? (K-2)	172
Swinging	172
Summary	174
IX. Body Control Skills	175
Start-Stop	175
Mechanical Principles	175
Common Deviations	175
Change of Directions	176
Mechanical Principles	176
Common Deviations	176
Dodge	176
Mechanical Principles	176
Common Deviations	177
Fall	177
Mechanical Principles	177
Common Deviations	177
Landing	178
Mechanical Principles	178
Common Deviations	178

	46
Section	Page
Freeze (K-2)	179
Pivot (K-2)	180
Animal Trap (K-2)	181
Fox and Hound (K-2)	182
Dodge (K-2)	183
Dodge the Rocks (K-2)	185
Guard the Pin (K-2)	186
Falling (K-2)	187
Can You?	187
Landing	187
Can You?	188
Summary	191
X. Object Control Skills	192
Throwing	192
Mechanical Principles	192
Common Deviations	194
Catching	194
Mechanical Principles	195
Common Deviations	195
Kicking	196
Mechanical Principles	196
Common Deviations	198
Striking	198
Mechanical Principles	199
Common Deviations	201

	47
Section	Page
Snap (K-2)	203
Throwing (K-2)	204
Circle Throw (K-2)	205
Famous People	206
Over the Bridge (1-2)	207
Bean Bag Basketball (K-2)	208
Catching (K-2)	209
Keep Away	211
Days of the Week (K-1)	212
Months of the Year	213
First One, Then Another	214
Comet Baseball (2)	215
Scoop Ball (K-2)	217
Kicking (K-2)	218
Can You?	218
Square Soccer (2)	221
Striking (K-2)	222
Can You?	222
Solo Balloon Ball	225
Balloon Football	226
Summary	228
XI. Developmental Activities	229
Trunk Development	229
Arm-Shoulder Girdle Development	229
Leg Development	230

Section	Page
	48
Trunk Development (K-2)	231
Can You?	231
Swinging and Circling, Reaching and Pulling, Pushing, Lifting, and the Push-Up Position	236
Arm-Shoulder Girdle Development (K-2)	236
Can You?	236
Parachute (K-2)	241
Leg Development Activities (K-2)	245
Can You?	245
Bicycle Race (K-2)	246
Summary	248
XII. Hoop Activities	249
Can You?	250
Summary	254
XIII. Wand Activities	255
Wand Activities (K-2)	256
Can You?	256
Summary	260
XIV. Stunts	261
Animal Stunts (K-2)	262
General Stunts (K-2)	266
Balance Stunts (K-2)	269

Section	Page
Partner Stunts (K-2)	271
Inverted Balances (K-2)	274
Summary	276
XV. Tumbling	277
Rolls (K-2)	278
Summary	282
XVI. Rhythmic Activities	283
Rhythmic Instruction	283
Basic Dance Steps K-2	283
Thirty Ways to Get There (K-2)	285
Johnny and Joe (K-2)	286
What Would You Do?	287
Ribbon Activities (K-2)	289
Household (K-2)	291
Songs (K-2)	292
Tinikling (K-2)	295
Lummi Sticks (K-2)	296
Summary	301

SECTION I
IDENTIFICATION OF BODY PARTS

"Children need to know how their bodies move and should know names, functions, movements, and locations of body parts. They should be able to use specific body parts or use the body as a whole" (Suggested Teacher's Guide for Physical Education in the Elementary School--K-6, 1975-1976, p. 8). It is also important for children to have an accurate concept of their body parts and body size.

TOUCHING BODY PARTS

- Level:** K-1
- Objective:** The student will be able to correctly identify body parts.
- Equipment:** Lummi sticks or cardboard batons.
- Set:** Today we are going to play a touching game. We're going to see if you can be the first one to touch the body part I name. First we need to spread out and be sure that we are not in anyone else's space. Hold your arms out to the side to check and see if anyone is in your space. Good!
- Lesson:** Using either one hand or both hands, have the children touch different body parts as you call them out. (A lummi stick or cardboard baton may be used in place of the hands.) The sequence might be: shoulders, knees, toes, eyes, hands, back, waist, legs, arms, feet, heels, hips, chin, stomach, ankles, ears, elbows, toes, neck, chest, fingers, and wrist.

Variations: Have the children touch like body parts: toes to toes, feet to feet, heel to heel, knee to knee, elbow to elbow, wrist to wrist, hand to hand, or fingers to fingers. Have the children touch different body parts: toes to foot, heel, knee, or hand; elbow to knee or wrist; chin to chest or shoulder; foot to ankle or knee; knee to nose or ankle; head to shoulder or knee; heel to toes, foot or knee; wrist to knee, shoulder, nose, head, ear or chin. Have the children distinguish between left and right by using or touching right and left.

Closure: Everyone did such a good job and so quickly! This game is one you might want to play when you get to have your free time. On rainy days you might want to play it in your room.

ALTERNATE ACTIVITIES

Clown Throw

Draw or paint a clown on a large piece of heavy cardboard. Color different body parts different colors. Ask the child to toss a bean bag at a specific body part and identify the color.

BUSY BEE

- Level:** K-2
- Objective:** The student will correctly identify body parts.
- Equipment:** None.
- Set:** Today we are going to play a game called "Busy Bee." Each of you needs to find a partner and stand face to face in your own space. Great! I am going to give you some directions. As I tell you which body part to touch, I want you to touch that body part with your partner's body part.
- Lesson:** Use such commands as:
- back to back
 - elbow to elbow
 - knees to knees
 - heels to heels
 - face to face
 - ear to ear
 - right hand to right hand
 - left hand to left hand
 - right knee to right knee
 - left knee to left knee

Closure: That was great! If you want to we can play this game again sometime.

BALLOON BOUNCE

Level: K-1

Objective: The student will correctly identify body parts.

Equipment: Balloons.

Set: Today we are going to play a game called "Balloon Bounce." Everyone will need to get a balloon and hold it quietly while they find their space on the floor. Be ready for directions.

Lesson: Either call out, hold a picture or hold a word card for the children and have them bounce the balloon off the body part named.

Closure: That was wonderful! Everyone knew just what body part to use. (You may want to have a discussion on which was the easiest and which was the hardest and why.)

HULA HOOP

- Level:** K-2
- Objective:** The student will be aware of the space his/her body requires.
- Equipment:** Hula hoops (taped together so that they will stand alone. Six is usually a good number.)
- Set:** Today we are going to take turns crawling through the hula hoops I have taped together. The idea is for you to be able to crawl through as many openings as possible, without letting any part of your body touch a hoop.
- Lesson:** Encourage the children throughout the lesson to crawl through as many spaces as possible.
- Closure:** That was wonderful. What were we trying to do? How many of you were able to crawl through the holes without letting any body part touch the hoops?
- Variation:** Hold the hoops upright in the crease of a folded mat and place them in a staggered line.

CREPE PAPER JUMP

- Level:** K-2
- Objective:** Children will be able to estimate level of body parts.
- Equipment:** Rope and crepe paper.
- Set:** Today we are going to see if we can estimate how high or low some of our different body parts are. We are going to see if we can predict which strips of crepe paper will touch our head (or other body parts) when we walk under them.
- Lesson:** Hang different colors and different length strips of crepe paper across a string or rope. Have the children predict which strip will touch his/her head (or other body parts) as he/she passes underneath.
- Closure:** You did a super job. Why did the red strips always touch your head and the green one did not? Which strips were too high?
- Variation:** Have the children predict which he/she can reach or jump and reach.

CHAIR MAZE WALK

- Level:** K-2
- Objective:** The children will be aware of the size of the space their bodies occupy.
- Equipment:** Chairs.
- Set:** Today we are going to have a relay. If you will notice, some of the spaces between the chairs are larger than others. You will have to move your body in different ways to get through the spaces without touching the chairs. We need to watch everyone very carefully because later we are going to talk about all the different ways people move.
- Lesson:** Build a maze using chairs back to back. Line chairs close enough together so that the children must walk sideward to get between the chairs. Then place some chairs so the child can walk forward. Chairs may be placed to create spaces that are very narrow or very wide.
- Closure:** Everyone did a super job. Why was it easier to get between some sets of chairs than

others? How many different ways did you see people move?

Variation: Build a maze by folding and stacking chairs on other chairs so there are three levels: high, medium and low. Stack chairs so that the child crawls on hands and knees under the maze. Stack some chairs in lower positions so the child pulls himself through on his stomach. This can also be done using a rope tied between two chairs and instruct the child to go over or under. For safety purposes, tie strips of cloth to the ropes so the children will be sure and see them.

IDENTIFICATION OF BODY PARTS

SUMMARY

The activities in Section I cover three main skills: identification of body parts; relationship of body size to the space it occupies; and levels at which the different body parts function comfortably. Children should be able to identify specific body parts (toes, feet, heels, ankles, knees, elbows, wrists, hands, fingers, nose, chin, ears, and chest) after completion of this section. They should also be aware of the relationship between their body size to space and levels (low, medium and high).

SECTION II
SPATIAL DIRECTIONS

Movements have components of directionality (up and down, forward and backward, right and left, clockwise and counterclockwise), levels (low, middle, and high), and pathways (straight, curved, and zigzag). "Understanding spatial directions is a necessary prerequisite to being able to solve movement problems" (Suggested Teacher's Guide for Physical Education in the Elementary School--K-6, 1975-1976, p. 9).

SHOW ME

- Level:** K-2
- Objective:** The children will understand and perform the components of directionality.
- Equipment:** None.
- Set:** Today we are going to work on directionality or the direction in which we move. How many directions can you name? Good! That's right. Moving forward, moving backward, moving to the right or to the left are all directions in which we move. Let's see if we can move in a lot of different directions. OK, let's spread out and put our arms out so that we can be sure there is no one in our space. Good! Now you are going to show me how you would do some different things.
- Lesson:** Have the children show you how they would:
- get a cookie from a high place;
 - get the dog out from under the bed;
 - catch a ball between their legs;
 - reach through a hole in a tree to get a nut;
 - step over a sleeping cat;

be very small;
be very tall;
look behind you;
put your hands in front of you;
put your arms out to the side of you;
move your hands fast;
move your hands slow;
touch below your knees;
touch the bottom of your shoe;
touch the top of your head;
move your head up and down;
move your finger toward your nose;
take a large step forward;
make a little window with your fingers;
make a big circle with your arms;
walk around a mud puddle;
hug your arms close to your body;
push a door away from you;
step inside a box;
touch the center of your hand.

Closure: Everyone did a good job today! What we did was move in a lot of different directions. Can you tell me some of the directions we moved in when we played "Show Me"?

Great! You named a lot of different directions.

CARPET SQUARES

- Level:** K-2
- Objective:** To demonstrate space awareness using carpet squares.
- Equipment:** Carpet samples or scrap carpet cut in squares.
- Set:** Today we are going to do some activities using carpet squares. Some of these activities will increase our space awareness and we will be able to practice several different types of locomotor movements. (A definition of locomotor movements may need to be given to the children.) Everyone will need to get a carpet square and find their own space. (This lesson may take several days to complete all the activities.)
- Lesson:** Some carpet squares can be obtained from local stores at no cost. The following tasks may be presented to the students:

Explore different locomotor movements that can be accomplished around the carpet square.

Explore different locomotor movements that can be accomplished around the square while the hands remain on the square or while the feet remain on the square.

Utilize the square to demonstrate body shapes such as curl, stretch, balance, bridges, reach or twist.

With the carpet side down, have the children place their back on the square and push backward with the feet or pull forward with the feet.

Ski on carpet squares by standing with each foot on a carpet square while another child pulls. This could be done as a relay.

Have the children sit on the squares and pull forward with the feet or push backward with the feet.

Have the children place both hands on the square and push it around the room while pretending to be a tractor, bull dozer, etc.

With the carpet side down, have the children sit on the square and spin around.

Have the children lie face down with the squares under the lower stomach and hips. Lift feet off the floor and use the hands to spin slowly or quickly.

Have the children walk over, around, between, to the left of squares scattered around the room.

Let the children explore all the different ways they can move on a square.

Closure: Everyone did an excellent job today! What skills did we improve today? Right, space awareness, pushing, pulling, walking and lots of other locomotor skills.

HAND-BODY TOUCH

Level: K-2

Objective: The children will be able to distinguish left from right.

Equipment: Lummi stick or cardboard baton.

Lesson: Repeat lesson for "Touching Body Parts" except include either left or right in the directions.

TRAIL WALK

- Level:** K-2
- Objective:** The children will be able to distinguish left from right.
- Equipment:** Tape.
- Set:** Today we are going to follow two trails that have been marked on the floor with tape. One trail always turns right and the other trail always turns left. Everyone hold up your right hand. Good! Now can you tell me which trail always turns right. Good! Now hold up your left hand. Which trail always turns left? When I call out "right," I want everyone to walk slowly on the trail that always turns right and when I call out "left," I want everyone to walk slowly on the trail that turns left. Everyone walk slowly and begin following the trail that turns right. Great!
- Lesson:** Tape long trails on the floor, one that always turns right and one that always turns left. Have the children walk on the designated trail.

Closure: That was wonderful! Everyone line up on the trail that turns right. Good! Now sit on the trail that turns left. Great! We all know our right from our left.

Variations: Have the children repeat the activity while hopping, jumping, skipping, leaping, sliding, or galloping. Without the trail, have the children turn either left or right on signal. Have the children do a right or left log roll on signal.

In a circle, have the children walk clockwise and counterclockwise.

Discuss which is right and which is left.

SPATIAL DIRECTIONS

SUMMARY

Activities in this section addressed components of directionality (up and down, forward and backward, right and left, clockwise and counterclockwise), levels (low, middle, and high), and pathways (straight, curved, and zigzag). After completion of these activities students should understand and be able to perform components of directionality as well as distinguish left from right.

SECTION III

BALANCE

"Balance is the ability to maintain control of the body while performing locomotor and nonlocomotor movements" (Suggested Teacher's Guide for Physical Education in the Elementary School--K-6, 1975-1976, p. 10).

Locomotor movements are ones in which the body is moving from one place to another. The basic locomotor movements include: walking, running, jumping, hopping, leaping, sliding, galloping, and skipping.

The basic nonlocomotor skills are: push, pull, lift, twist, turn, bend, curl, stretch, and swing.

Manipulations, such as bean bags or oversized foot-steps, can be used to help students demonstrate balance.

BALANCE BOARD

- Level:** K-2
- Objective:** The students will demonstrate good balance.
- Equipment:** Low balance beam, 2 X 4 board, or tape.
- Set:** Today we are going to work on our balance. Balance is the ability to maintain control of our bodies while moving around. We are going to do some movements on the beam (board or tape) with our eyes open and with our eyes closed. Which do you think will be harder? Right, it is easier for us to maintain our balance with our eyes open because we can see what is around us.
- Lesson:** Masking tape or a painted line may be used if no board or beam is available. The children should wear soft, thin-soled shoes or be barefoot to heighten tactile awareness. Have them keep their eyes focused on the end of the board. When they are successful with their eyes open, have them try with their eyes closed. Have the children walk forward and backward using: regular walking steps; heel to toe; on toes; right foot always

leading; or left foot always leading. Have the children walk sideward, sliding one foot to the other all the way down the board; reverse direction and return. Have the children walk sideward using a cross-over step beginning with left foot and returning by using a cross-over step beginning with the right foot.

Closure: Everyone did great! What were we working on today? Right, balance. What is balance? Correct, controlling the body while moving. There are lots of places on the playground and at your home where I bet you could work on your balance. Can you name some places? Good! When you get a little older the beam will be high and good balance will be necessary to keep from falling off so it is important that you practice in addition to physical education class.

Variations: Have the students balance a bean bag on their head. Have the students carry weighted objects in either one hand or both hands. Carry a bamboo pole or a broom handle.

HAND-KNEE OR HAND-TOE BALANCE

- Level:** K-2
- Objectives:** The student will demonstrate good balance.
- Equipment:** None.
- Set:** Today we are going to work on some balance activities. What do we mean when we say "balance?" That's right, balance is maintaining control of our bodies while moving around or while standing still. This time we're going to work on our balance with hands and feet on the floor.
- Lesson:** Body weight may be supported either on hands and knees or hands and toes while performing the following tasks: Lift an arm high--return--then lift opposite arm; lift a leg high--return--then lift opposite leg; lift left arm and right leg at the same time; or lift right arm and left leg at the same time.
- Closure:** Which way was the easiest way to maintain your balance? Which way was the hardest way to maintain your balance? Can you explain why? Right, your base area is smaller when

you lift an arm and a leg so it is harder to maintain your balance. Would you be able to lift the right leg and right arm at the same time? Is that harder than lifting opposites? Do you know why? Right, because with the opposites lifted weight is equally distributed on your base.

Variation: Have the children sit and repeat the above activities.

WHIRLYBIRD

Level: K-2

Objective: The students will demonstrate balance.

Equipment: None.

Set: Part of our lesson on balance today will include "whirlybirds." We are going to turn all the way around and land without moving. (Demonstrate.) What did I use to help my body spin all the way around? Right, my arms. Now I want each one of you to try it. Be sure when you land, try to land without moving.

Lesson: Have the child jump into the air and swing the arms so that the body turns. Child tries to land without losing his/her balance.

Closure: That was really a good job. This is another balance activity that you can practice on your own. What part of your body helped you make the full turn? Right, your arms.

BEAN BAG BALANCE

Level: K-2

Objective: To demonstrate balance.

Equipment: Bean bags.

Set: Today we are going to do some balance activities using a bean bag. This is another version of "Can You?"

Lesson: Have the children demonstrate the following:
Balance a bean bag on the head.
Balance a bean bag on the shoulder.
Balance a bean bag on the shoulder, turn around once.
Balance a bean bag on the shoulder, turn around twice.

Sit down Indian style while balancing a bean bag on your head.

Stand up with a bean bag balanced on your head.

On your knees, balance a bean bag on your head while you lie down forward and then come back up.

Do knee bends with bean bag on your head. See how many different body parts you can balance the bean bag on.

Do a crab walk balancing the bean bag on your stomach.

Do a kangaroo hop, hold the bean bag between your knees.

Closure: Everyone did an excellent job. What skill did the bean bag help us to develop? Good, balance.

PENDULUM PARTNERS

Level: K-2
Objective: The students will demonstrate balance.
Equipment: None

- Set:** Today we are going to do a partner balance. You need to get a partner and stand side-by-side facing me. Hold your partner's shoulder. Think about how your body and your partner's body are moving as you do this balance.
- Lesson:** Have the students balance on their right foot and swing the left leg forward and backward three times. Balance on left foot and repeat.
Have the students balance on their inside foot and swing the outside leg sideward, return; backward, return; and forward, return. (This can be repeated several times.)
- Closure:** Is it easier to do balances alone or with a partner? Why? That's right, with a partner who is doing the same movement you are, there is an additional base to lean on. During your free time you might want to experiment with some different types of movements with a partner and see if they are harder to do or easier to do.

Variation: Have the students make up some movements.
Have the students move in opposite directions (one swing forward and the other swing backward).

WALKING FOOTSTEPS

Level: 1-2

Objective: The students will demonstrate good balance.

Equipment: Oversized footsteps (cut from linoleum or cardboard).

Set: Have you ever been playing and tried to step on your shadow? What happens? That's right, your shadow moves when you do. Today we are going to move our footsteps as we move. We must be very careful to stay in our space and not get in anyone else's space.

Lesson: Give each child 2 oversized footsteps. Have the children place the footsteps in a forward stride position, right foot forward and left foot back and place their right foot on the right footstep and their left foot on the left footstep. As they pick up the footstep under their back foot, they will move the

footstep in front of their front foot and then step on it. They repeat this as they move about.

Closure: How many of you were able to move about without having to use a hand on the floor for balance? Wonderful! Sometimes it is hard to balance on one leg and move at the same time because our base of support is so small. With practice you will be able to move faster and faster. You could have your parent make you some footsteps out of a paper sack so you could practice at home.

BALANCE**SUMMARY**

The activities in this section help children grasp the concept of balance as well as learn ways in which to improve their balance. Children also learn that balance is needed while standing still as well as when moving from one place to another.

SECTION IV
EYE-HAND COORDINATION

"Through the eyes we get a great deal of information concerning space and location of objects" (Suggested Teacher's Guide for Physical Education in the Elementary School--K-6, 1975-1976, p. 12). This information is used by a child to determine where and how to use the hands and feet. For this reason, developing good eye-hand and eye-foot coordination is important.

BALL BOUNCE

- Level:** K-2
- Objective:** To demonstrate eye-hand coordination using balls.
- Equipment:** Large balls.
- Set:** Today we are going to work on eye-hand coordination. Does anyone know what we mean by eye-hand coordination? Right, looking at a ball and being able to bounce it at the same time is one kind of eye-hand coordination. The eyes and the hands are cooperating with each other so you can do certain tasks. Each of you needs to get a ball and find a space that does not overlap with someone else's space.
- Lesson:** Have the children bounce the ball using two hands; right hand; left hand; or alternating hands. First, have them do the bounces while stationary, then while moving.
- Closure:** Everyone did a terrific job! Did you have to keep your eye on the ball so you could bounce it? Right, if you did not have your eye on

the ball it was very hard to bounce. That is why we will work on eye-hand coordination. The more you practice, the better you will get.

BALL THROW AND CATCH

- Level:** K-2
- Objective:** To demonstrate eye-hand coordination while throwing and catching.
- Equipment:** Balls, bean bags, or plastic scoop and small ball.
- Set:** We are going to work on eye-hand coordination today. Can anyone tell me what we mean by eye-hand coordination? Right, it means the eyes and the hands work together so we can perform certain activities. Throwing and catching both require eye-hand coordination so we are going to work on those activities.
- Lesson:** Have the students throw the ball into the air and catch it, throw to a partner, throw across a circle or line (in a group), or throw against a wall and catch. (You will

want to begin with throwing in the air and catching and progress to the other activities.)

Closure: All of these throwing and catching activities help us develop what? Right, eye-hand coordination. Everyone did a super job. This is another activity where the more you practice, the better you will become.

Variations: Have the children perform the same activities using a bean bag.
Have the children perform the same activities using a plastic scoop and a small ball.

BALLOON BATTING

Level: K-2

Objective: To demonstrate eye-hand coordination by batting a balloon.

Equipment: Balloons.

Set: Today we are going to work on eye-hand coordination or doing activities in which the eyes and the hands must cooperate in order for us to do a good job. Which do you think

would be easier to control, a balloon or a ball? Right, a ball is much easier to control but today we are going to work with balloons. Each of you needs to get a balloon and find your space on the floor.

Lesson: Have the students bat a balloon into the air using: both hands; right hand; left hand; alternating hands; and off the wall.
(Instruction should begin with batting the balloon into the air using both hands.)

Closure: Everyone did an excellent job! This activity will help you develop eye-hand coordination better than a ball activity because the balloon is harder to control.

SHADOW HANDS

Level: K-2

Objective: To demonstrate eye-hand coordination through mimicking a partner's actions.

Equipment: None.

Set: Today we are going to work on eye-hand coordination using a partner. One of you is

going to be the leader and the other will be the shadow. (Bring one of the students up to demonstrate the activity.) Each of you needs to get a partner and find your space.

Lesson: Have the students stand facing each other. The leader will hold his hand up and the shadow will try to touch the leader's hand before he counts to two. On the count of two, the leader moves his hand to another position. (Give both children the opportunity to be the leader.)

Closure: Some of you really had to use your eyes to keep up with your partner's hand. All of you did a great job! This is a game you could play during your free time or on a rainy day when you can't get outside.

Variations: Have the children use the right hand only and hold the left hand behind their back.
Have the children use the left hand only and hold the right hand behind their back.
Have the children use both hands.

HUMAN BOWLING PINS

- Level:** K-2
- Objective:** To demonstrate eye-hand coordination using balls.
- Equipment:** Balls and tape.
- Set:** Today we are going to play "Human Bowling Pins." During this game each of you will get to be the bowler and a pin.
- Lesson:** Mark off five spots, three in the back row and two in the front. Divide the class into groups of six each. Have five children stand on these marks. Have the other child stand an appropriate distance away and roll the ball toward the pins. Any pin that the ball touches must move off its spot. Have the children rotate so everyone gets an opportunity to roll the ball.
- Closure:** That was great! Rolling a ball toward your human bowling pins helped you to develop what skill? Right, eye-hand coordination.

TUNNEL RELAY

- Level:** 1-2
- Objective:** To demonstrate eye-hand coordination.
- Equipment:** Balls.
- Set:** Today we are going to play "Tunnel Relay."
This game will help us to develop our eye-hand coordination.
- Lesson:** Divide the class into three groups. Have the children stand in a line one behind the other. All children should stand in a straddle position. A ball will be passed between the legs to the last person in the line, the last person runs to the front of the line and starts the ball again. When the first person in line returns to the first position, the game is over. Before playing a second time, rearrange the groups so they are mixed with children from the beginning three groups. By doing this each time, every child should have an opportunity to be on a winning team.

Conclusion: Everyone did a great job! What skill does this game help us develop? Right, eye-hand coordination.

GUARD THE TUNNEL

Level: K-2

Objective: To demonstrate eye-hand coordination using balls.

Equipment: Large balls.

Set: Today we are going to play a game called "Guard the Tunnel." This game will help you develop your eye-hand coordination that is so important for many of the things we do. (Divide the class into two groups and place them in a circle formation.)

Lesson: With the children in a circle formation, have them stand in a wide straddle step with the side of their foot next to the foot of the person beside them. The hands should remain on the knees unless a ball is being rolled toward their legs (tunnel). The idea of the game is to roll the ball across the circle and try to have it go between someone's legs.

Each player will try to keep the ball from going between their legs (tunnel). If the ball does go between someone's legs, they must retrieve the ball for the group and join the other group.

Closure: Everyone did a wonderful job! Can you tell me what skill we were practicing today.
Right, eye-hand coordination.

GROUP BOWLING

Level: 1-2

Objective: To demonstrate eye-hand coordination by rolling a ball.

Equipment: Four balls and small clorox bottles for pins.

Set: Today we are going to play "Group Bowling."
This game will help us to develop eye-hand coordination and our bowling ability.

Lesson: Divide the group into four teams and have them sit on the floor in a square around the edge. The pins should be set up in the middle of the floor and a ball in each corner. Be sure the children know which ball

is theirs. Have the children number off so that the number is duplicated on each of the four teams. When a number is called, the children with that number run around the square and back to their ball. The ball must be rolled toward the pins from the corner where the ball was resting. The first team's ball to hit the pins gets a point.

Closure: Everyone did a super job today! What skill do we need in order to be good bowlers?
Right, eye-hand coordination.

POP-UP

Level: K-2

Objective: To demonstrate eye-hand coordination using balloons.

Equipment: Balloons.

Set: Today we are going to play a game called "Pop-Up." This is another game that will help us develop our eye-hand coordination.

Lesson: Arrange the group in circles of eight children. Each group will have a balloon.

The object of the game is to keep the balloon in the air as long as possible. Each player may only tap the balloon once but they can tap it again after someone else in the group has tapped the balloon. If played more than once, switch players in the winning group (the group keeping the balloon up the longest) to other groups.

Closure: I believe you are really getting good with your eye-hand coordination. Every group did an excellent job today!

CAT AND MOUSE

Level: K-1

Objective: To demonstrate eye-hand coordination.

Equipment: 2 bean bags.

Set: Today we are going to play a game called "Cat and Mouse." In this game we are going to pass around bean bags. Can someone tell me what skill we will be working on?
Right, eye-hand coordination.

Lesson: Have the children sit in a circle. Begin by having the children pass the mouse (bean bag) around the circle, then the cat (bean bag). When the cat catches up with the mouse the game is over.

Closure: That was great! What skill does this game help us develop? Right, eye-hand coordination.

EYE-HAND COORDINATION

SUMMARY

Activities in this section help children understand the concept of eye-hand coordination by providing them the opportunity to experiment using bouncing, throwing, catching, batting, and rolling skills.

SECTION V
EYE-FOOT COORDINATION

Through the eyes we get a great deal of information concerning space and location of objects. This information is used by the child to determine where and how to use the feet. For this reason, developing good eye-foot coordination is important.

FOOTSTEPS

- Level:** K-2
- Objective:** To demonstrate good eye-foot coordination.
- Equipment:** Footprints (These can be cut from linoleum or heavy cardboard.)
- Set:** We have worked on eye-hand coordination. There is another kind of coordination we need in order to perform certain tasks. We need good eye-foot coordination. That means that the eyes are going to work with the feet to help us perform certain skills. Today we are going to follow the path made by the footprints. Let's pretend that the footprints are stepping stones across a creek. We want to be real careful and only step on the footprints because if we don't we might get wet. (Demonstrate.)
- Lesson:** Arrange the footprints in a straight, circular, crossover or twisting pattern. In a line, have the children walk on each footprint until they have completed the pattern.

Closure: That was wonderful! No one got wet! Can you tell me what skill we were working on?
Right, eye-foot coordination. Can you tell me what eye-foot coordination is? Right, it is the eyes and the feet cooperating so that we can perform a task. If our eyes had not been cooperating with our feet we would have all gotten wet. Have your parent make you some footprints out of old paper bags so you can practice this skill at home.

LADDERS

Level: K-2

Objective: To demonstrate eye-foot coordination by walking on a ladder.

Equipment: Ladders (If no ladder is available a mock one can be made by using masking tape and marking one off on the floor.)

Set: Today we are going to work on eye-foot coordination. Who can tell me what we mean by eye-foot coordination? Right, it is the eyes cooperating with our feet so that we can perform certain tasks. We are going to walk on ladders today.

Lesson: Lay the ladder flat on the floor and have the children walk on rungs, on the rail, or in the spaces. Have the children perform the task by walking forward, backward and side-ward.

Closure: Everyone did a super job today! It takes a lot of eye-foot coordination to be able to do ladders, and you all did excellent!

Variations: Place an X on alternating rungs. Have the child walk down the ladder by placing his/her feet on the rails and step only on the rungs with an X.

Have the children perform while walking forward, backward and sideward.

Have the children hop on right foot into space one and two and land on both feet in space three. Have them repeat this all the way down the ladder.

CIRCLE BALL

Level: K-2

Objective: To demonstrate eye-foot coordination through kicking.

- Equipment:** Balls.
- Set:** Today we are going to play circle ball. By using our feet to kick the ball we will be developing better eye-foot coordination. (Divide group into smaller groups.) We need to sit in a circle with our hands on the floor behind us. Since we are working on eye-foot coordination, which part of our body do you think we are going to use to move the balls. Right, our feet.
- Lesson:** Have the children sit on the floor in a circle with their feet in front of their bodies and leaning back on their hands. Have the children use their feet to move the ball across the circle. Remind them that they are trying to keep the ball within the circle.
- Closure:** That was great! Who can tell me what skill we have been working on today? Right, eye-foot coordination. If our eye had not cooperated with our feet we would not have been able to move the ball across the circle to each other.

SPONGE HOP

- Level:** K-2
- Objective:** To demonstrate eye-foot coordination by hopping.
- Equipment:** Sponges or erasers.
- Set:** Today we are going to do an activity that will help us improve our eye-foot coordination. In order to do this activity our eyes have to cooperate with our feet.
- Lesson:** Place five to six sponges or erasers on the floor twelve inches apart in straight lines. The number of lines will depend on the number of groups. Have the children hop on one foot over the sponges to the end of the line and then return. This works well as a relay. You may want to do this several times with regrouping each time so every child will have an opportunity to be on a winning team.
- Closure:** Everyone's eye-foot coordination is really improving. You could practice this skill at

home using just about anything. Remember,
the more we practice the better we are going
to be.

EYE-FOOT COORDINATION**SUMMARY**

The activities in this section help children develop eye-foot coordination through kicking, balancing, walking, and hopping. Children, through these activities, should understand the concept of eye-foot coordination.

SECTION VI
LOCOMOTOR MOVEMENTS

The basic locomotor skills form the foundation upon which all sports skills, gymnastics, and dances are built. "All movement tasks the child will encounter are but combinations of the basic skills" (Suggested Teacher's Guide for Physical Education in the Elementary School--K-6, 1975-1976, p. 18).

Locomotor movements are ones in which the body is moving from one place to another. The basic locomotor movements include: walking, running, jumping, hopping, leaping, sliding, galloping, and skipping.

WALKING

"MECHANICAL PRINCIPLES

1. The body should be in a well-balanced position: trunk on pelvic base, head and shoulders balanced on trunk, and the body in a straight line.
2. Motion should originate at the hip joint. Swing the leg freely from the hip.
3. The leg swing should be straight through with the push off from the toes in a straight line forward.
4. A new base must always be prepared before leaving the old one. One foot is always in contact with the ground.
5. The body should make as few extra motions as possible, all force being applied in the desired direction. Swing arms freely in opposition to the legs.

COMMON DEVIATIONS

1. Leading with the head.
2. Pushing upward creating a bobbing motion.
3. Swinging arms from side to side.
4. Toes turned in or out rather than pointed straight"
(Suggested Teacher's Guide for Physical Education in the Elementary School--K-6, 1975-1976, p. 18).

RUNNING

"MECHANICAL PRINCIPLES

1. Run on the balls of the feet and push off with the toes in the desired direction.
2. The shorter the force arm, the more speed. Bend the knees after the push-off.
3. The elbows should bend. Arm movement should be in opposition to legs, forward and back.
4. The body should be leaning slightly in the direction of movement.
5. Run lightly, head erect, body relaxed.

COMMON DEVIATIONS

1. Heavy steps, taking weight on the heels first.
2. Arm movement side to side.
3. Body not relaxed, arms and legs stiff.
4. Length of stride too narrow or too long.
5. Extraneous movement of legs, feet in or out too far"

(Suggested Teacher's Guide for Physical Education in the Elementary School--K-6, 1975-1976, p. 20).

JUMPING-HOPPING

"A jump is a motion through the air that involves taking off from one or both feet and absorbing the weight

upon landing on both feet. A hop is a take-off on one foot, landing on the same foot.

MECHANICAL PRINCIPLES

1. The knees should be bent on take-off to provide greater force and therefore increased height or distance on the jump.
2. Swinging the arms in the desired direction will increase the height or distance of the jump" (Suggested Teacher's Guide for Physical Education in the Elementary School--K-6, 1975-1976, p. 22).

LEAP

"A leap is much like the run; however, more force is applied on the push-off so the body moves upward. The legs are stretched so that one is forward and one is backward in the air.

MECHANICAL PRINCIPLES

1. All the principles which apply to the run.
2. Greater force is needed for the push-off.
3. Upward swing of the arms in opposition to the legs aids the suspension of the body in the air.
4. The take-off is on one foot, the landing on the other.
5. The hip, knee, and ankle must bend upon landing for force absorption.

COMMON DEVIATIONS

1. Failure to push off with sufficient force.
2. Failure to stretch the legs and lift the arms.
3. Landing on two feet.
4. Breaking the movement of the run before leaping.
5. Failure to 'give' upon landing" (Suggested Teacher's Guide for Physical Education in the Elementary School--K-6, 1975-1976, p. 24).

SLIDE-GALLOP

"A slide is a sideward locomotor movement combining a step and a leap. The individual steps to the side, draws the other foot up beside the supporting foot and quickly transfers the weight to the other foot. The right foot leads at all times if the slide is to the right; if the slide is to the left, the left foot always leads. Turning the head in the direction of the movement and focusing the eyes on the extended fingers is often employed in dance movements.

The gallop is the same as the slide except the movement is done in a forward or backward direction. Either leg may lead. The lifting of the knee of the leading leg aids the effectiveness of the gallop.

MECHANICAL PRINCIPLES

1. The body weight should remain within the base of support at all times.
2. The leap used in the slide or gallop attains very little height, its purpose being a rapid weight transfer.
3. The momentum should not be stopped between the components of the slide (or gallop) or between a series of slides or gallops.
4. Slide (gallop) on the balls of the feet, pushing off from the toes.
5. Lifting the arms shoulder high will aid in keeping the body erect, light and help attain proper height from the push.

COMMON DEVIATIONS

1. Not transferring the weight from the supporting foot.
2. Leaping too high after the step and not attaining distance.
3. Stopping between the step and the leap (hop)" (Suggested Teacher's Guide for Physical Education in the Elementary School--K-6, 1975-1976, p. 25).

SKIP

"A skip is a combination step and hop. The individual steps on one foot, then hops on the same foot. A step-hop

is then taken on the other foot. Repeating this pattern forms the skip.

MECHANICAL PRINCIPLES

1. Basic principles of the walk and hop.
2. Weight is taken on the same foot for the step-hop right, then left.
3. The push-off from the toes on the hop provides the upward motion of the skip.
4. Lifting the arms and knees on the hop will aid in gaining height.

COMMON DEVIATIONS

1. Stepping on one foot and hopping on the other.
2. Gaining distance rather than height on the hop"
(Suggested Teacher's Guide for Physical Education in the Elementary School--K-6, 1975-1976, p. 27).

CAN YOU?

WALKING

- Level: K-2
- Objective: To demonstrate different forms of walking.
- Equipment: None.
- Set: Today we are going to play "Can you?" We will be working on some locomotor skills. Locomotor skills are skills you need in order to move about. The one we will work with first is walking. Each of you needs to find your own space and be sure that no one else is in your space. Good! As I say "Can you?", I want you to do what I am asking if you can.
- Lesson: Ask the children to do the following:
Can you walk forward, backward, sideways--to the left, to the right?
Can you walk without touching another person?
Can you walk around the room changing directions each time you meet another person?
Can you change directions while walking without turning your head?

- Can you create a zigzag path as you walk?
- Can you create a curved path as you walk?
- Can you create an angular path as you walk?
- Can you walk in a path to spell your name?
- Can you walk high in the air, stretched and tall?
- Can you walk close to the floor, small and low?
- Can you walk changing from high to medium to low?
- Can you walk high in the air like a giraffe?
- Can you walk high in the air like a clown on stilts?
- Can you walk high in the air like a man on a tightrope?
- Can you walk like an Indian?
- Can you walk like a ballerina?
- Can you walk like a businessman hurrying through a crowd of people?
- Can you walk like a dwarf among giants?
- Can you walk like a puppet on a string?
- Can you walk at different levels changing directions each time you change levels?
- Can you walk using giant steps?
- Can you walk using baby steps?
- Can you walk forward like a huge gorilla?

Can you walk backward with eyes closed?
Can you walk like an elephant?
Can you walk like you are carrying a heavy,
huge rock on your back?
Can you walk as if you have springs in your
shoes?
Can you walk as if you are balancing some-
thing on your head?
Can you walk making no noise?
Can you walk like a rag doll?
Can you walk like a soldier before his
commanding officer?
Can you walk as if you are afraid?
Can you walk as if you are on ice?
Can you walk like a hippopotamus in sticky
mud?
Can you walk being careful not to step on the
imaginary ants around you?
Can you walk very quickly?
Can you walk very slowly?
Can you walk changing from slow to fast?
Can you walk as if you are hurrying to get
away from someone without them knowing it?
Can you walk as if you don't want to go home?
Can you walk using jerky movements?

Can you walk as if you are held by a huge elastic band from behind?

Can you walk as if you are caught in a huge spider web?

Closure: Did you know there were so many different ways to walk? I bet if you think about it for awhile you can come up with even more ways. Today we worked on walking. Walking is what kind of skill? Right, it is a locomotor skill. You did a great job!

DEMOLITION DERBY

WALKING

Level: K-2

Objective: To demonstrate correct walking during a game.

Equipment: None.

Set: Today we are going to play a game called "Demolition Derby." In this game we are going to pretend we are driving cars but our cars will keep breaking down. We will have flat tires, hot engines, a broken fan belt, and sometimes we will run out of gas.

Everyone needs to get in their own space so we can learn what we will have to do when our car breaks down so that we can get it running again.

Lesson: The children will walk around the room pretending they are driving a car. On the signal "flat tire," the children pretend they are pumping up a tire. On the signal "hot engine," the children pretend they are filling the radiator with water to cool it off. On the signal "broken fan belt," have the children crab-walk to an area that has been designated as the service station. On the signal "out of gas," have the children do side bends to wave for help. Create a signal for the cars to begin running again.

Closure: You were great! Although our cars were breaking down all the time, no one had an accident. Let's see if we can drive our cars to line up just as carefully as we have driven all day. Wonderful!

WHISTLE MIXER

WALKING

- Level: K-2
- Objective: To demonstrate correct walking during a game.
- Equipment: Whistle.
- Set: Today we are going to play a game called "Whistle Mixer." One of the things we have to think about during this game is staying in our own space and not running into someone else.
- Lesson: Have the children walk around the area. Blow the whistle a certain number of blasts. When the whistle is blown the children are to form circles with the same number of children as whistle blasts. Walking resumes when you say "Walk."
- Closure: Everyone did a great job respecting everyone else's space! If you liked this game, we will play it again sometime.

CAN YOU?

RUNNING

- Level:** K-2
- Objective:** To demonstrate different forms of running.
- Equipment:** None.
- Set:** Today we are going to play "Can You?" We will be working on some locomotor skills. Locomotor skills are skills you need in order to move about. The one we will work with today is running. Each of you needs to find your own space and be sure that no one else is in your space. Good! As I say "Can You?", I want you to do what I am asking if you can.
- Lesson:** Ask the students, "Can you?":
- Can you run in any direction on signal?
 - Can you run forward and "freeze" on command?
 - Can you run in any direction, stopping and changing direction when meeting someone?
 - Can you run backward?
 - Can you change directions three times as you run?

Can you use running steps to form a design or pattern of movement?

Can you run on your toes, high in the air?

Can you run close to the floor?

Can you run at a middle level?

Can you run changing from one level to another?

Can you run lifting your knees high off the floor?

Can you run keeping your body close to the floor at all times?

Can you run using small steps?

Can you run using giant strides?

Can you run with light, carefree steps?

Can you run with heavy steps?

Can you run as if frightened?

Can you run to meet your favorite person?

Can you run like a robot?

Can you run like a road runner?

Can you run like an elephant?

Can you run like the fat lady at the circus being chased by a mouse?

Can you run up a steep hill and down the other side, stopping for a second on the top?

Can you run like you are being chased and your shirt is caught in a trap?

Can you run very quickly around the room?
Can you run very slowly in your space?
Can you run as a car starting slowly,
reaching maximum speed, and slowly coming to
a stop?
Can you run like a smooth racing car?
Can you run like an old car with engine
trouble?

Closure: Did you know there were so many different
ways to run? I bet if you think about it for
awhile you can come up with even more ways.
Today we worked on running. Running is what
kind of skill? Right, it is a locomotor
skill. You did a great job!

ALPHABET SOUP

RUNNING

Level: K-2
Objective: To demonstrate correct running.
Equipment: Cards with letters.

Set: Today we are going to play a game called
"Alphabet Soup." During this game you will

not only to practice running but also your listening skills and beginning sound skills.

Lesson: Have the children stand in a circle and give each one a card with a letter from the alphabet on it. This letter must be duplicated on another child's card. One child stands in the center and calls out a word that begins with one of the letters the other children are holding. The players holding the cards with the beginning letter must change places. The child in the middle tries to reach a place before one of the two children. The child left out of the circle is the next caller.

Closure: That was terrific! It's fun to combine our reading skills with physical education skills.

UNITED STATES MAP RACE

RUNNING

- Level:** 1-2
- Objective:** To demonstrate running skill.
- Equipment:** Two maps of the United States.
- Set:** Today we are going to have a map race.
During this race we are not only going to be working on our running ability but we will also be learning the states.
- Lesson:** Divide the class into two teams. At the far end of the room, have two maps of the United States with the parts in a bucket or can beside the map. On signal, the first child on each team runs to the map, takes a piece out of the container and places it in the correct place on the puzzle. He then runs back and tags the second child and the action is repeated. Continue until all states are in place.
- Closure:** That was wonderful! How many of you can remember the names of the states that you had

to put on the puzzle? Great! What physical fitness skill were we developing? Right, running.

BUNNY WITHOUT A HOLE

RUNNING

- Level:** K-2
- Objective:** The students will demonstrate running without touching one another.
- Equipment:** Hula hoops (ropes or yarn could be used).
- Set:** Today we are going to play "Bunny Without a Hole." Each of us is going to pretend that we are bunnies and each hula hoop is our hole. How many of you knew that rabbits live in holes? Great! When I say, "Bunny wants a hole," you will need to move out of your hole and into another hole without touching anyone or falling into a hole. Everyone will need to find a hole. (After the children are in a hole they will find that one person does not have a hole. This child is the "bunny without a hole.")

- Lesson:** Holes are made by scattering hula hoops about. They could also be made with ropes, yarn, automobile tires or chalk.
- Closure:** That was wonderful! You really did a good job of running without touching anyone and everyone got a chance to be the bunny without a hole.

LOCOMOTOR RELAY

RUNNING

- Level:** K-2
- Objective:** The students will run correctly during a relay.
- Equipment:** Plastic bottles or chairs can be used.
- Set:** Today we are going to do a relay around some objects. What are the two main skills we will be practicing? Right, changing direction and running.
- Lesson:** Divide the class and line them up in file formation. Have the bottles (any suitable object can be used) scattered so that the

children will zigzag around them as they run to a designated area and return. When each returns they tag the next person in line and that person runs.

Closure: That was excellent! What two skills did we practice? Right, changing direction and running.

WHISTLE MIXER

RUNNING

Level: K-2

Objective: To demonstrate correct running during a game.

Equipment: Whistle.

Set: Today we are going to play a game called "Whistle Mixer." One of the things we have to think about during this game is staying in our own space and not running into someone else.

Lesson: Have the children run around the area. Blow the whistle a certain number of blasts. When the whistle is blown the children are to form

circles with the same number of children as whistle blasts. Running resumes when you say, "Run."

Closure: Everyone did a great job respecting everyone else's space! If you liked this game we will play it again sometime.

FOUR CORNER RELAY

RUNNING

Level: 1-2

Objective: To demonstrate correct running skills.

Equipment: None.

Set: Today we are going to play a game called "Four Corner Relay." This game will help us develop our running ability.

Lesson: Divide the class into four groups. Line each group up at one of the four corners of the gym, room or playground. On signal the first person in each group runs to the group on their right, tags the first person in line, and goes to the end of the line. This can be

done as a relay, having the person sit at the end of the line when finished or can be done continuously.

Closure: That was excellent! Running is one skill that helps us to have a healthy heart.

DOGS AND DOGCATCHER

RUNNING

Level: K-2

Objective: To demonstrate running skills.

Equipment: None.

Set: Today we are going to play "Dogs and Dog-catcher." This game has a lot of running in it. Running helps improve not only our muscular physical fitness but what other kind? Right, cardiovascular fitness. (You may need to explain this term to the children.)

Lesson: Divide the group into two teams and have each team stand in a line opposite the other team. One team will be the dogs and the other will

be the dogcatchers. Each dog is given the name of a dog. The dogs walk over to a dogcatcher and the dogcatcher tries to guess which kind of dog they are. When the dogcatcher guess correctly, he then can chase the dog and try to catch him before he returns to the group. If the dogcatcher catches a dog, he gets to take him to a designated area. When most dogs are caught, switch and let the dogcatchers be the dogs.

Closure: Everyone did a super job! What part of physical fitness does running help us with? Right, cardiovascular fitness.

CAN YOU?

JUMPING AND HOPPING

Level: K-2
Objective: To demonstrate different forms of jumping and hopping.
Equipment: None.

Set: Today we are going to play "Can you?" We will be working on some locomotor skills. Locomotor skills are skills you need in order to move about. The ones we will work with today are jumping and hopping. Jumping is taking off on one foot, then landing on both feet. Hopping is taking off on one foot and landing on the same foot. Each of you needs to find your own space and be sure that no one else is in your space. Good! As I say, "Can you?", I want you to do what I am asking if you can.

Lesson: Have the students perform as you ask, "Can you?":

Can you jump in your own space high in the air? (What can you do to go higher?)

Can you jump forward a great distance? (What can you do to go farther?)

Can you jump backward? (Which direction can you go the greater distance? Why?)

Can you hop on one foot in your space?

Can you hop on your right foot five times forward?

Can you hop on your left foot five times backward?

Can you hop in a circle?

Can you jump high in the air being tall and thin?

Can you jump high in the air being wide and big?

Can you jump through the air staying close to the floor?

Can you hop on your right foot high in the air?

Can you hop on one foot staying close to the floor?

Can you jump like a basketball player?

Can you jump five giant steps?

Can you hop five giant steps?

Can you jump ten baby steps?

Can you hop ten baby steps?

Can you jump beginning very quickly and gradually coming to a stop?

Can you hop beginning very quickly and gradually coming to a stop?

Can you hop very fast on your left foot then very slow on your right foot?

Can you alternate your hopping between the right and left foot as smoothly as possible?

Closure: Did you know there were so many different ways to hop and jump? I bet if you think about it for awhile you can come up with even more ways. Today we worked on jumping and hopping. Jumping and hopping are what kind of skills? Right, they are locomotor skills. You did a great job!

BUNNY WITHOUT A HOLE

HOPPING

Level: K-2

Objective: The students will demonstrate hopping without touching one another.

Equipment: Hula hoops. (Ropes or yarn could be used, also.)

Set: Today we are going to play "Bunny Without a Hole." Each of us is going to pretend that we are a bunny and that each hula hoop is our hole. How many of you knew that rabbits live in holes? Great. When I say, "Bunny wants a hole," you will need to move out of your hole and into another hole without touching anyone or falling into a hole. We are going to hop

from one hole to the next just like rabbits hop. Everyone will need to find a hole. (After the children are in a hole they will find that one person does not have a hole. This child is the "bunny without a hole.")

Lesson: Holes are made by scattering hula hoops about. They could also be made with ropes, yarn, automobile tires or chalk.

Closure: That was wonderful! You really did a good job of hopping without touching anyone and everyone got a chance to be the bunny without a hole.

LOCOMOTOR RELAY

HOPPING

Level: K-2

Objectives: The students will hop correctly during a relay.

Equipment: Plastic bottles or chairs can be used.

Set: Today we are going to do a relay around some objects. What are the two main skills we

will be practicing? Right, changing direction and hopping.

Lesson: Divide the class and line them up in single-file formation. Have the bottles (any suitable object can be used) scattered so that the children will zigzag around them as they hop to a designated area and return. When each returns they tag the next person in line and that person hops.

Closure: That was excellent! What two skills did we practice? Right, changing direction and hopping.

HOP TAG

HOPPING

Level: K-2
Objective: The student will demonstrate correct hopping.
Equipment: None.

Set: Today we are going to play a game called "Hop tag." Can you guess from the name what skill

we are going to be practicing? Right, hopping.

Lesson: Divide the class into several different groups and have them make a circle. Each circle will have one player who will hop around the outside of the circle. When "it" tags someone in the circle, that person leaves his space and hops around the outside of the circle trying to gat "it." If "it" is caught, then "it" must be "it" again. If "it" reaches the empty space first then the other child becomes "it."

Closure: That was great! Everyone did such a nice job hopping. If you would like we can play this game again sometime.

WHISTLE MIXER

HOPPING/JUMPING

Level: K-2

Objective: To demonstrate correct hopping or jumping during a game.

Equipment: Whistle.

Set: Today we are going to play a game called "Whistle Mixer." One of the things we have to think about during this game is staying in our own space and not running into someone else.

Lesson: Have the children hop or jump around the area. Blow the whistle a certain number of blasts. When the whistle is blown the children are to form circles with the same number of children as whistle blasts. Hopping or jumping resumes when you say, "hop" or "jump."

Closure: Everyone did a great job respecting everyone else's space! If you liked this game we will play it again sometime.

FOUR CORNER RELAY

HOPPING/JUMPING

Level: 1-2

Objective: To demonstrate correct hopping or jumping skills.

Equipment: None.

- Set:** Today we are going to play a game called "Four Corner Relay." This game will help us develop our hopping and jumping ability.
- Lesson:** Divide the class into four groups. Line each group up at one of the four corners of the gym, room or playground. On signal the first person in each group hops or jumps to the group on their right, tags the first person in line, and goes to the end of the line. This can be done as a relay, having the person sit at the end of the line when finished or can be done continuously.
- Closure:** That was excellent! Hopping or jumping is one skill that helps us to have a healthy heart.

HELICOPTER

HOPPING

- Level:** 2
- Objective:** To demonstrate correct hopping skills.
- Equipment:** Long rope and bean bag.

Set: Today we are going to play a game called "Helicopter." Can someone tell me how the blades of a helicopter turn? Right, they go around. I'm going to be the helicopter and you are going to jump over the blades.

Lesson: Have the children stand in a circle. Stand in the middle of the circle and twirl the long rope with the bean bag on the end so that it circles under the feet of the children. They are to jump over the rope as it moves under them.

Closure: Everyone did a super job!

ON THE SHORE

JUMPING

Level: K-2

Objective: To demonstrate correct jumping skills.

Equipment: Rope or drawn line on the floor.

Set: Today we are going to play a game called "On the Shore." In this game we will pretend we are on the shore and on signal we will jump

into and out of the water. Who can guess what skill we will be practicing? Correct, jumping.

Lesson: Spread a long rope out in a straight line or draw a straight line on the floor. Have the children line up, facing the same direction on one side of the rope. Designate one side of the rope as the shore and the other as the ocean. On the signal, "in the water," the children are to jump on the side designated as the ocean. On the signal, "on the shore," the children are to jump on the side designated as the shore. To liven things up, call the side the children are already on once in awhile to see how well they are paying attention.

Closure: That was great! Your jumping is really improving and everyone listened carefully and followed directions well.

CAN YOU?

LEAPING

- Level:** 2
- Objective:** To demonstrate leaping.
- Equipment:** None.
- Set:** Today we are going to play "Can You?" We will be working on a locomotor skill. Locomotor skills are skills you need in order to move about. The one we will work with today is leaping. With a leap, you take off on one foot and land on the other. While in the air one leg is forward and the other is backward with arms in the opposite directions. Each of you needs to find your own space and be sure that no one else is in your space. Good! As I say, "Can you," I want you to do what I am asking if you can.
- Lesson:** Have the students perform as you ask, "Can you?":
- Can you move from one side of the room to the other using as few leaps as possible?

Can you move (run, walk) three steps? Push off with one foot and land on the other foot?

Can you move across the floor with long strides and on signal leap high in the air?

Can you stand behind a line, weight balanced on one foot? Swing the free leg, leap across the line as far as you can?

Can you leap over a fence?

Can you execute four leaps with no running steps or stops in between the movements?

Can you move around the room, executing a leap each time you meet someone?

Closure: Did you know there were so many different ways to leap? I bet if you think about it for awhile you can come up with even more ways. Today we worked on leaping. Leaping is what kind of skill? Right, it is a locomotor skill. You did a great job.

CAN YOU?

SLIDING AND GALLOPING

Level: K-2

Objective: To demonstrate sliding and galloping.

Equipment: None.

Set: Today we are going to play "Can You?" We will be working on a locomotor skill. Locomotor skills are skills you need in order to move about. The ones we will work with today are sliding and galloping. Each of you needs to find your own space and be sure that no one else is in your space. Good! As I say, "Can you?", I want you to do what I am asking if you can.

Lesson: Have the students perform as you ask, "Can you?":

Can you slide or gallop without touching another person?

Can you slide or gallop around the room changing directions each time you meet another person?

Can you slide or gallop high in the air, stretched and tall?

Can you slide or gallop close to the floor, small and slow?

Can you slide or gallop changing from high to medium low?

Can you slide or gallop at different levels changing directions each time you change levels?

Can you slide or gallop using giant steps?

Can you slide or gallop using baby steps?

Can you slide or gallop making no noise?

Can you slide around a circle facing outward?

Can you slide or gallop very quickly?

Can you slide or gallop very slowly?

Can you slide or gallop changing from slow to fast?

Can you slide around a circle facing the center of the circle as you move?

Can you slide changing the width of your steps each time you change directions?

Can you slide lightly, carefree as a butterfly?

Can you slide as if on ice?

Can you slide cautiously as if through a narrow tunnel?

Can you gallop like a heavy horse?

Can you gallop like a spring colt?

Can you slide or gallop like a jerky robot?

Can you slide as if gliding smoothly on clouds?

Closure: Did you know there were so many different ways to slide or gallop? I bet if you think about it for awhile you can come up with even more ways. Today we worked on sliding and galloping. Sliding and galloping are what kind of skills? Right, they are locomotor skills. You did a great job!

LOCOMOTOR RELAY

GALLOPING

Level: K-2

Objective: The students will gallop correctly during a relay.

Equipment: Plastic bottles or chairs can be used.

Set: Today we are going to do a relay around some objects. What are the two main skills we will be practicing? Right, changing direction and galloping.

Lesson: Divide the class and line them in single-file formation. Have the bottles (any suitable object can be used) scattered so that the children will zigzag around them as

they gallop to a designated area and return. When each returns they will tag the next person in line and that person gallops.

Closure: That was excellent! What two skills did we practice? Right, changing direction and galloping.

GALLOP TAG

GALLOPING

Level: K-2

Objective: The student will demonstrate correct galloping.

Equipment: None.

Set: Today we are going to play a game called "Gallop Tag." Can you guess from the name what skill we are going to be practicing? Right, galloping.

Lesson: Divide the class into several groups and have them make circles. Each circle will have one player who will gallop around the outside of the circle. When "it" tags someone in the

circle, that person leaves his space and gallops around the outside of the circle trying to tag "it." If "it" is caught, then "it" must be "it" again. If "it" reaches the empty space first, then the other child becomes "it."

Closure: That was terrific! Everyone did such a nice job galloping.

WHISTLE MIXER

GALLOPING

Level: K-2

Objective: To demonstrate correct galloping during a game.

Equipment: Whistle.

Set: Today we are going to play a game called "Whistle Mixer." One of the things we have to think about during this game is staying in our own space and not running into someone else.

- Lesson:** Have the children gallop around the area. Blow the whistle a certain number of blasts. When the whistle is blown, the children are to form circles with the same number of children as whistle blasts. Galloping resumes when you say, "Gallop."
- Closure:** Everyone did a great job respecting everyone else's space! If you liked this game we will play it again sometime.

FOUR CORNER RELAY

GALLOPING

- Level:** 1-2
- Objective:** To demonstrate correct galloping skills.
- Equipment:** None.
- Set:** Today we are going to play a game called "Four Corner Relay." This game will help us develop our galloping ability.
- Lesson:** Divide the class into four groups. Line each group up at one of the four corners of the gym, room or playground. On signal the first

person in each group gallops to the group on their right, tags the first person in line, and goes to the end of the line. This can be done as a relay, having the person sit at the end of the line when finished or can be done continuously.

Closure: That was excellent! Galloping is one skill that helps us to have a healthy heart.

CAN YOU?

SKIPPING

Level: K-2

Objective: To demonstrate skipping.

Equipment: None.

Set: Today we are going to play "Can You?" We will be working on a locomotor skill. Locomotor skills are skills you need in order to move about. The one we will work with today is skipping. Each of you needs to find your own space and be sure that no one else is in your space. Good! As I say, "Can

you?", I want you to do what I am asking if you can.

Lesson:

Have the students perform as you ask, "Can you?":

Can you skip without touching another person?

Can you skip around the room changing directions each time you meet another person?

Can you skip high in the air, stretched and tall?

Can you skip close to the floor, small and low?

Can you skip changing from high to medium to low?

Can you skip at different levels changing directions each time you change levels?

Can you skip using giant steps?

Can you skip using baby steps?

Can you skip making no noise?

Can you skip very quickly?

Can you skip very slowly?

Can you skip changing from slow to fast?

Can you skip like an elf in the forest?

Can you skip like an oversized baby gorilla?

Can you skip like a churchmouse who has just found some cheese?

Can you skip as if you are on your way home from grandmother's or your favorite place?

Can you skip like a puppet on a string?

Closure: Did you know there were so many different ways to skip? I bet if you think about it for awhile you can come up with even more ways. Today we worked on skipping. Skipping is what kind of skill? Right, it is a locomotor skill. You did a great job!

LOCOMOTOR RELAY

SKIPPING

Level: K-2

Objective: The students will skip correctly during a relay.

Equipment: Plastic bottles or chairs can be used.

Set: Today we are going to do a relay around some objects. What are the two main skills we will be practicing? Right, changing direction and skipping.

Lesson: Divide the class and line them up in single-file formation. Have the bottles (any suitable object can be used) scattered so that the children will zigzag around them as they skip to a designated area and return. When each returns they tag the next person in line and that person skips.

Closure: That was excellent! What two skills did we practice? Right, changing direction and skipping.

SKIP TAG

SKIPPING

Level: K-2

Objective: The student will demonstrate correct skipping.

Equipment: None.

Set: Today we are going to play a game called "Skip Tag." Can you guess from the name what skill we are going to be practicing?
Correct, skipping.

Lesson: Divide the class into several different groups and have them make circles. Each circle will have one player who will skip around the outside of the circle. When "it" tags someone in the circle, that person leaves his space and skips around the outside of the circle trying to tag "it." If "it" is caught, then "it" must be "it" again. If "it" reaches the empty space first, then the other child becomes "it."

Closure: That was wonderful! Everyone did such a nice job skipping. If you would like we can play this game again sometime.

WHISTLE MIXER

SKIPPING

Level: K-2

Objective: To demonstrate correct skipping during a game.

Equipment: Whistle.

Set: Today we are going to play a game called "Whistle Mixer." One of the things we have

to think about during this game is staying in our own space and not running into someone else.

Lesson: Have the children skip around the area. Blow the whistle a certain number of blasts. When the whistle is blown the children are to form circles with the same number of children as whistle blasts. Skipping resumes when you say, "Skip."

Closure: Everyone did a great job respecting everyone else's space! If you liked this game we will play it again sometime.

FOUR CORNER RELAY

SKIPPING

Level: 1-2

Objective: To demonstrate skipping skills.

Equipment: None.

Set: Today we are going to play a game called "Four Corner Relay." This game will help us develop our skipping ability.

Lesson: Divide the class into four groups. Line each group up at one of the four corners of the gym, room or playground. On signal the first person in each group skips to the group on the right, tags the first person in line, and goes to the end of the line. This can be done as a relay, having the person sit at the end of the line when finished or can be done continuously.

Closure: That was excellent! Skipping is one skill that helps us to have a healthy heart.

LOCOMOTOR MOVEMENTS

SUMMARY

Activities in this section give children the opportunity to learn locomotor movements and associate each movement with a name. The activities address walking, running, jumping, hopping, leaping, sliding, galloping, and skipping.

SECTION VII
ROPE JUMPING

"The inclusion of rope jumping can provide many new and varied movement experiences for school children" (Suggested Teacher's Guide for Physical Education in the Elementary School--K-6, 1975-1976, p. 65).

SINGLE ROPE JUMPING

"MECHANICAL PRINCIPLES

1. Stand tall with the head up and look straight ahead.
2. Hold the ends of the rope loosely in the fingers with the thumb placed on top of the rope handles.
3. Hands should be held out to the sides with the elbows in close to the waist.
4. Start the rope turning by swinging the arms and shoulders in a circular motion. Wrists are used for turning the rope once the rope's motion is initiated.
5. Feet should be close together when jumping. Jump just high enough to clear the rope.
6. When landing, the knees and ankles bend and the body weight is taken on the balls of the feet.

COMMON DEVIATIONS

1. To turn the rope, a total arm swing is used.
2. Hands come together as the rope travels to the floor.

3. Bending forward as the rope is turned.
4. Jumping as the rope swings over the head, then failing to make the rebound jump to allow the rope to travel under the feet" (Suggested Teacher's Guide for Physical Education in the Elementary School--K-6, 1975-1976, p. 66).

LONG ROPE JUMPING

MECHANICAL PRINCIPLES

1. Stand tall with the head up and look straight ahead.
2. Feet should be close together when jumping.
3. Jump just high enough to clear the rope.
4. When landing the knees and ankles bend and the body weight is taken on the balls of the feet.

COMMON DEVIATIONS

1. Bending forward as the rope is turned.
2. Jumping as the rope swings over the head, then failing to make the rebound jump to allow the rope to travel under the feet.

ROPE JUMPING

- Level:** K-2
- Objective:** To demonstrate the ability to jump rope correctly.
- Equipment:** Ropes 7', 8', and 9' in length and ropes 18', 19', and 20' in length.
- Set:** Today we are going to work on our rope jumping. Not only will we be working on a jumping skill but also eye-hand coordination, eye-foot coordination and balance. (Demonstrate and explain the mechanical principles explained above.) Everyone needs to take their rope and go to their space. Make a straight line with your rope and turn it all the way around to be sure no one is in your space. (This activity will take several days and, with some children, a lot of assistance and patience.)
- Lesson:** Have the children perform the following with a single rope:
Jump from one side of the rope to the other without touching the rope.

Hop from one side of the rope to the other without touching the rope.

Jump from one side of the rope to the other with your eyes shut.

With your eyes closed, hop from one side of the rope to the other without touching the rope.

Stand with one foot on each side of the rope. Jump into the air and turn around and land on your feet straddling the rope doing a half turn.

Stand with one foot on each side of the rope. Jump into the air and turn around and land on your feet straddling the rope doing a full turn.

Hop from side to side the length of your rope. Return using a different hopping foot.

Jump one or more times while standing in place while turning the rope forward.

Jump one or more times while standing in place while turning the rope backward.

Turn the rope forward and hop on one foot over the rope each time swinging the leg you are not hopping on.

Have the children perform the following with a long rope:

Stand next to the rope and jump over it.

With the rope swinging slightly from side to side, jump the rope each time it touches the ground.

Make a single jump over the rope each time the rope touches the ground.

Attempt a continuous jumping rhythm. Make a big jump and jump the rope as it passes under the feet and a small rebound jump as you prepare to again jump the rope. (Demonstrate.)

Run in forward ("front door"), jump once and run out.

Run in forward, jump twice and run out.

Run in "back door." (The rope in "back door" is revolving backwards and the performer jumps over the revolving rope to get in.)

Run in sideways. (Try one end, then the other. Use "front door" and "back door.")

Jump a certain number of times.

Closure: That was excellent! Before a lot of games and television were invented a lot of children spent their free time in rope

jumping. If you want to practice at home, I bet your parents can find you a jump rope. Jumping rope is an excellent way to increase your overall physical fitness as well as a lot of other skills we talked about at the beginning of the lesson.

LONG ROPE JUMPING
SUMMARY

The inclusion of rope jumping in the physical education curriculum provides children with many new and varied movement experiences. Rope jumping helps children develop rhythm as well as many other skills.

SECTION VIII
BASIC NONLOCOMOTOR MOVEMENTS

"The basic locomotor and nonlocomotor skills form the foundation upon which all sports skills, gymnastics, and dances are built" (Suggested Teacher's Guide for Physical Education in the Elementary School--K-6, 1975-1976, p. 18). The basic nonlocomotor skills are: push, pull, lift, twist, turn, bend, curl, stretch and swing.

PUSH-PULL-LIFT

"MECHANICAL PRINCIPLES

1. Push--the skill used to move an object away from the body. Pushing from chest level: both hands spread against the object with the arms bent and the elbows down--trunk with a forward incline and feet in forward stride position for a strong base. The arms remain bent and the object is moved by walking, or the feet remain stationary and the object is moved by straightening the arms. A combination walk and extension of the bent arms may also be used.
2. Pull--the object is moved toward the body by using the reverse of the pushing action.
3. Lift--the object or body part is raised from one level to another. Keep object as close to the body as

possible. Pick up the object by keeping the back straight and bending then straightening the knees.

COMMON DEVIATIONS

1. Movement without bending and extending appropriate body parts.
2. Unequal force distribution.
3. Lifting with back rather than legs" (Suggested Teacher's Guide for Physical Education in the Elementary School--K-6, 1975-1976, p. 28).

TWIST-TURN

"MECHANICAL PRINCIPLES

1. Twist--the rotation of a part of the body around a long axis. (Examples: The arm twisted at the shoulder, the leg at the hip.) The structure of the spinal column permits twisting of the trunk and the head.
2. Turn--the rotation movement of the body or parts of the body around in space. The focal part of the turn is the space in which the body or body part turns.

COMMON DEVIATIONS

1. Confusing the movements of a twist and a turn.
2. Inadequate balance for twisting and turning certain body parts.
3. Inadequate weight distribution for certain turning

movements" (Suggested Teacher's Guide for Physical Education in the Elementary School--K-6, 1975-1976, p. 30).

BEND-CURL-STRETCH

"MECHANICAL PRINCIPLES

1. Bend/Curl--a flexion movement in which two adjacent parts of the body come close together around a joint. The direction of a bend is inward toward the center of the body.
2. Stretch--an extension movement at the joints of the body--moving any body part outward away from the body on a vertical, horizontal, or diagonal plane.

COMMON DEVIATIONS

1. Inadequate flexibility at a joint which restricts flexion or extension.
2. Lack of balance while bending or stretching" (Suggested Teacher's Guide for Physical Education in the Elementary School--K-6, 1975-1976, p. 32).

SWING

MECHANICAL PRINCIPLES

1. The swing is the "movement of a part of the body in an arc or circle around a stationary center.

2. The body part to be swung is dropped into space where the muscular force or gravity will carry it downward and then upward in the opposite direction; then it will drop downward again.
3. With more force, a faster swing results.

COMMON DEVIATIONS

1. Failure to let gravity move (control) the body parts as it swings down.
2. Inadequate force to complete the swing.
3. Too much force for the swinging task.
4. Insufficient balance for the swinging movement"
(Suggested Teacher's Guide for Physical Education in the Elementary School--K-6, 1975-1976, p. 34).

CAN YOU?

PUSHING, PULLING, LIFTING

- Level:** K-2
- Objective:** To demonstrate pushing, pulling, and lifting.
- Equipment:** None.
- Set:** Today we are going to play "Can you?" We will be working on nonlocomotor skills. Nonlocomotor skills are the ones we do without moving about an area. They are usually done in one space. The ones we will work with today are pushing, pulling, and lifting. Each of you needs to find your own space and be sure that no one else is in your space. Good! As I say, "Can You?", I want you to do what I am asking if you can.
- Lesson:** Have the students perform as you ask, "Can You?":
- Can you push a balloon forward?
 - Can you push a balloon downward?
 - Can you push a balloon sideward?
 - Can you push a balloon upward?
 - Can you push a door open with two hands?

- Can you push a door open with one hand?
- Can you push a swing?
- Can you push an automobile?
- Can you push a grocery cart?
- Can you push a lawn mower?
- Can you push a shovel?
- Can you pull a kite through the air?
- Can you pull rope for raising a flag?
- Can you pull an anchor for a boat?
- Can you pull a rope with another person?
- Can you pull a wagon?
- Can you pull up on a bar?
- Can you lift a big ball?
- Can you lift a snowball?
- Can you lift a log for the fire?
- Can you lift a heavy stone?
- Can you lift your feet with big shoes?
- Can you lift a feather?
- Can you push yourself with your hands while lying on the floor?
- Can you push up making a high bridge then a low bridge?
- Can you sit and pull a wagon?
- Can you kneel and pull a heavy rock?
- Can you pull an elephant with your feet?

Can you lift a heavy rock from the ground to a table?

Can you lift a box to a high shelf?

Can you lift a bowling ball?

Can you push a heavy rock slowly?

Can you pull a wagon while running?

Can you reach high into the sky and pull stars toward you?

Can you, using both hands, pull something high?

Can you, using both hands, pull something low?

Can you reach out and grab a snowflake?

Can you pull while kneeling?

Can you pull while sitting?

Can you pull while lying?

Closure:

Did you know there were so many different ways to push, pull or lift? I bet if you think about it for awhile you can come up with even more ways. Today we worked on pushing, pulling and lifting. Pushing, pulling and lifting are what kind of skills? Right, they are nonlocomotor skills. You did a great job!

CAN YOU?

TWISTING AND TURNING

- Level:** K-2
- Objective:** To demonstrate twisting and turning.
- Equipment:** None.
- Set:** Today we are going to work on two more nonlocomotor movements. Can someone tell me what we mean by a nonlocomotor movement? Right, it is moving a part of our body in our space without moving about the area. The nonlocomotor movements we will do today are twisting and turning. The difference between a twist and a turn is that the point of the turn is the space in which the body moves through space when turning but a twist is done in one place. (Demonstrate a twist and then a turn.)
- Lesson:** As I say, "Can you?", I want you to do the skill:
- Can you twist as if you were a snake?
- Can you twist like a crooked stick?
- Can you wind a top?

- Can you twist one body part one direction,
another in the opposite direction?
- Can you twist the shoulders keeping the head
still?
- Can you twist the head around keeping the
shoulders straight?
- Can you twist one leg as far as possible?
- Can you, while standing on one foot, twist
the whole body, then untwist?
- Can you twist the body from the waist up,
keeping the hips and legs straight?
- Can you twist one arm around the body then
the other?
- Can you, from a lying-down position, twist
hips, legs, and feet?
- Can you twist the body from the waist down
keeping the upper body straight?
- Can you twist like a spring?
- Can you turn the body a half turn around?
- Can you turn the body a three-quarter turn
around?
- Can you turn the body a complete turn around?
- Can you turn like a mixer?
- Can you turn like a can opener?
- Can you sit down and turn the body around?
- Can you stand on one foot and turn?

Alternative Activities: Children love to form different shapes with their bodies, and this interest should be utilized to aid in trunk development. Shapes can be formed in most any position--standing, sitting, lying, balancing on parts of the body, and moving. Shapes can be curled or stretched, narrow or wide, big or little, symmetrical or asymmetrical, twisted or straight.

CAN YOU?

BENDING, CURLING, AND STRETCHING

Level: K-2

Objective: To demonstrate bending, curling, and stretching.

Equipment: None.

Set: Today we are going to work on some more nonlocomotor movements called bending or curling and stretching. When we bend or curl we move one part of our body toward the center of our body. (Demonstrate.) With stretching we move the body part away from the center of our body. (Demonstrate.)

Can you lie on your stomach and turn?
Can you turn while running?
Can you turn while walking?
Can you turn while skipping?
Can you jump in the air and turn?
Can you, on your knees, turn the body using
the hands?
Can you twist real fast?
Can you twist slowly?
Can you turn quickly?
Can you turn your body at different levels?
Can you twist two or more parts of the body
at the same time?
Can you twist one part of the body while
untwisting another?
Can you twist your head to see as far back as
you can?
Can you stand on one foot and twist your
body, untwist?

Closure: The twist and turn movements are what kind of
movements? Right, they are nonlocomotor
movements. Can someone show me the
difference in a twist and a turn? Good, with
the turn, the whole body moves about in
space.

- Lesson:** As I say, "Can You?", I want you to do as I ask:
- Can you bend in different ways?
 - Can you bend as many parts of the body as you can?
 - Can you make different shapes by bending two, three and four parts of the body?
 - Can you bend the arms, knees in different ways and on different levels?
 - Can you try different ways of bending the fingers and wrist of one hand with the other hand?
 - Can you bend like a rag doll?
 - Can you bend like a robot?
 - Can you move like Indians doing a war dance?
 - Can you bend like an accordion?
 - Can you move like a camel?
 - Can you bend like you do when you seesaw?
 - Can you stand on one leg, bend the other knee upward, bend the ankle upward then downward?
 - Can you stand and bend the trunk sideward and downward?
 - Can you stand and bend the trunk backward and downward?
 - Can you do knee bends?

Can you do toe touches?

Can you do bent-knee sit-ups lying on your back?

Can you bounce like a ball?

Can you waddle like a duck?

Can you make yourself as small as possible?

Can you fly like an airplane?

Can you move like you are climbing a ladder?

Can you imitate how a tree grows from a seed into a big tree?

Can you move like you are waking up?

Can you move like you are picking apples?

Can you move like you are walking in stilts?

Can you make yourself into a big giant?

Can you, on the floor, make yourself into a big, wide person?

Can you stretch like a rubber band?

Can you hang and stretch on a bar?

Can you stretch on tiptoes until you are as tall as a giraffe?

Can you stretch quickly with force like a jack-in-the-box?

Can you stretch gradually like a flower just opening its bloom?

Can you stretch tall on your tiptoes then bend and touch your toes?

Closure: That was great! Can someone tell me the difference between a bend and stretch? Right, we move a body part toward the center of the body when bending and away from the center of the body when stretching. Maybe you can think up more activities that include bending and stretching and we can try them on another day.

CAN YOU?

SWINGING

Level: K-2

Objective: To demonstrate swinging.

Equipment: None.

Set: Today we are going to work on a nonlocomotor movement called swinging. (Demonstrate.) This movement is different from other movements we have done because gravity does some of the work for us.

Lesson: As I say, "Can you?", I want you to do the activity I ask if you can:
Can you swing like an elephant's trunk?

Can you swing like a monkey in a tree?
Can you swing like a pendulum of a clock?
Can you swing like a windmill?
Can you swing like a man on a flying trapeze?
Can you swing one arm across the front of the
body?
Can you swing an arm backward, then a foot
backward?
Can you swing one leg across the front of the
body?
Can you swing one arm and the opposite leg?
Can you lie down and swing one leg?
Can you lie down and swing both legs?
Can you swing your head from side to side?
Can you stand and swing the upper part of
the body?

Closure: That was great! How is the swing different
from a bend or a stretch? Right, with a
swing we let gravity do part of the work for
us.

BASIC NONLOCOMOTOR MOVEMENTS

SUMMARY

By including nonlocomotor skills children are given the opportunity to become aware of and develop skills needed in sports, gymnastics and dance.

SECTION IX
BODY CONTROL SKILLS

Body control skills include: starting, stopping, changing direction, dodging, falling, and landing.

START-STOP

"MECHANICAL PRINCIPLES

1. All senses should be alert and in readiness for receiving start or stop signals.
2. Body weight should be low.
3. There should be a wide but comfortable base of support in the desired direction, i.e., in starting, body weight should be forward; in stopping, weight should be backward. Start only: There should be a good push off from the toes.

COMMON DEVIATIONS

1. Failure to listen for the signal.
2. Failure to bend the knees.
3. Failure to lean in the desired direction" (Suggested Teacher's Guide for Physical Education in the Elementary School--K-6, 1975-1976, p. 35).

CHANGE OF DIRECTIONS

"MECHANICAL PRINCIPLES

1. There are six main directions: forward, backward, sideward (right and left), up and down.
2. In a pivot, body weight should be low, arms close to the body, pivot foot center of rotation, and spinning should be done on the ball of the foot.

COMMON DEVIATIONS

1. Not maintaining good balance and spacing, causing collisions or falls.
2. In pivoting, moving pivot foot, trying to spin on whole foot, or changing pivot foot" (Suggested Teacher's Guide for Physical Education in the Elementary School--K-6, 1975-1976, p. 36).

DODGE

"MECHANICAL PRINCIPLES

1. Better balance is gained by lowering the weight.
2. Trunk (center of gravity) should be over the feet (base of support) in order to stop and shift into a new starting position.
3. Use a stretch, a jump, a bend, a twist, a drop, or any combination of these may aid dodging ability.

COMMON DEVIATIONS

1. Failure to bend the knees.
2. Failure to shift the weight far enough over the base of support at the start of changing directions.
3. Holding balance too long, therefore getting a slow start in a new direction" (Suggested Teacher's Guide for Physical Education in the Elementary School--K-6, 1975-1976, p. 36).

FALL

"MECHANICAL PRINCIPLES

1. Absorbing force on a padded area of the body reduces momentum gradually.
2. Rolling motion gives greater amount of time for momentum to decrease.
3. Relaxing and giving with the fall aids greatly.

COMMON DEVIATIONS

1. Falling onto outstretched rigid hands.
2. Failure to tuck head" (Suggested Teacher's Guide for Physical Education in the Elementary School--K-6, 1975-1976, p. 37).

LANDING

"MECHANICAL PRINCIPLES

1. Landing on the balls of the feet with knees, ankles and hips bent will absorb the force.
2. Equilibrium is regained more easily if the feet are widened (no more than the width of hips sideways).
3. Holding upper part of body and head erect helps keep trunk over feet.

COMMON DEVIATIONS

1. Landing with feet flat.
2. Keeping knees rigid.
3. Landing with feet close together.
4. Looking down at the floor.
5. Bending forward at waist" (Suggested Teacher's Guide for Physical Education in the Elementary School--K-6, 1975-1976, p. 37).

FREEZE

- Level: K-2
- Objective: To demonstrate the body control skills of starting and stopping.
- Equipment: None.
- Set: We have worked on locomotor and nonlocomotor skills. There are other skills involved in moving the body. These skills are called body control skills. In order to do movement activities we must be able to control our bodies. Today we are going to work on starting and stopping.
- Lesson: I will give you some directions to follow and then when I clap my hands I want you to stop and freeze.
- Sitting, move the head and hands as much as you can.
- Sitting, put both hands on the floor and move the body around them as many ways as you can.
- Run with small, quick steps.
- Run quickly.
- Run slowly.
- Run ten steps then stop.

Salute the captain.

Scrub the deck.

Climb the ladder.

Closure: That was great! Starting and stopping are what kinds of skills? Right, they are body control skills. When we move we not only use our locomotor and nonlocomotor skills but we also use body control skills.

PIVOT

Level: K-2

Objective: To demonstrate pivoting.

Equipment: None.

Set: Today we are going to do some activities that will help us change directions faster and smoother. We are going to practice a pivot. In a pivot, you will turn on the ball of one foot. (Demonstrate.) Let's all find our space and practice for a minute.

Lesson: I am going to give you some directions to follow. When I clap, stop and be ready for new directions.

Walk as many places as you can changing directions as you go without hitting anything or anybody.

Every time you hear me say, "OK," change directions while walking.

Run to a given line and change direction. Stand in your space and pivot each time I say, "OK."

Using the right foot as your stationary foot, pivot in a circle.

Using the left foot as your stationary foot, pivot in a circle.

Closure: That was a great job! What is the name of the movement we use to change direction? Right, a pivot. What part of the foot is used to do a pivot correctly? Right, the ball of the foot. There are a lot of games we will play where you will need this skill so it is important that you practice.

ANIMAL TRAP

Level: K-2
Objective: To demonstrate change of direction correctly.
Equipment: None.

- Set:** Today we are going to play a game called Animal Trap. The main skill we will be working on is changing direction. First, let's all make a circle. Great!
- Lesson:** Let half the class form a circle joining hands. The other half will stand outside the circle and each player decides what kind of animal they are. On a signal the "animals," run in and out of the circle or trap. When the teacher claps her hands, the trap is closed and the animals caught in the circle become part of the trap. Emphasize that every "animal" must make one trip through the trap each time. The second time let the "animals" become the trap and the trappers become the animals.
- Closure:** That was great! We really had to change direction a lot of times to avoid getting caught in the trap!

FOX AND HOUND

- Level:** K-2
- Objective:** To demonstrate change of direction.

- Equipment:** None.
- Set:** Today we are going to play "Fox and Hound."
This is a tagging game so it will help us develop change of direction skills.
- Lesson:** Have all but eight children sit in a circle. Designate six of the eight children to be foxes and the other two to be hounds. Have the foxes stand on one side of the circle and the hounds stand on the other side of the circle. On signal, the hounds chase the foxes around the inside of the circle. When a fox is tagged he must return to his starting position. When two foxes are left they become the hounds and six new foxes are chosen.
- Closure:** Everyone did a super job today! You really had to change directions a lot to keep from being tagged, didn't you?

DODGE

- Level:** K-2
- Objective:** To demonstrate the ability to dodge.

Equipment: None.

(This lesson may be done in conjunction with "Change of Directions.")

Set: We have worked on a lot of different skills and these skills are going to help us with the skill we are going to work on today. In order to keep something from hitting us, what do we do? Right, we dodge. Dodging is a lot like changing directions. In order to dodge we have to stretch, twist, jump and bend.

Lesson: Let's see how many different ways we can dodge.
Pretend you are dodging a ball being thrown at you.
Pretend you are avoiding a bee.
Walk quickly and pretend someone is trying to tag you.
Run around the area without bumping into anyone.

Closure: That was great! There will be a lot of games that we will play where you will need this

skill. You might want to practice in your free time so you will be really good.

DODGE THE ROCKS

- Level:** K-2
- Objective:** To demonstrate dodging ability.
- Equipment:** Bean bags.
- Set:** Today we are going to play "Dodge the Rocks."
Can anyone guess what skill we will be working on? Right, dodging.
- Lesson:** Divide the class into two groups and place one on each end of the floor. Give each group a number of bean bags. The object of the game is for the children to skip the bean bags across the floor to try to hit one of the children on the other side. The bag must be on the floor when it leaves the skipper's side of the court. When a bean bag touches a child's foot, they are to move to the other side of the floor.
- Closure:** That was great! You are really getting good at dodging.

GUARD THE PIN

- Level:** K-2
- Objective:** To demonstrate dodging skills.
- Equipment:** Balls and pins. (Small clorox bottles can be used for pins.)
- Set:** Today we are going to play "Guard the Pin." During this game we will be improving our dodging skills as well as eye-hand coordination.
- Lesson:** Divide the children into two groups. One group will be on each end of the floor. Set four pins on each side of the floor. The object of the game is to roll the ball and try to knock over the other team's pins. If a child is hit while trying to guard a pin, then the child must go to the other team. The game is over when all pins are knocked down on one side.
- Closure:** That was great! What skills will this game help us to improve? Right, eye-hand coordination and dodging.

FALLING
CAN YOU?

- Level:** K-2
- Objective:** To demonstrate the correct way of falling.
- Equipment:** None.
- Set:** We have worked on body control skills in the past and today we are going to work on another one, falling. All of us have fallen at some time, haven't we? Sometimes it hurts. There is a right way to fall. Most of us stretch out our stiff arms and hands when we fall and we really should not do that. We should try to land on a part of our body that has some padding. We also should relax and try to roll. Let's play "Can You?" and see if we can remember these things while falling. Everyone needs to find their own space.
- Lesson:** As I say, "Can You?", I want you to do as I ask:
- Can you melt like an ice cream cone?
- Can you collapse like a balloon?

Can you roll in a curled position hiding your elbows?

Can you be a ball and roll around in a circle?

Can you, from your knees, collapse and curl into a rolling fall?

Can you, from a squatting position, relax, fall and roll?

Can you jump and go into a rolling fall?

Closure: That was excellent. If you practice enough, when you do have a real fall you will automatically fall correctly and won't be hurt as bad. What kind of skill is falling? Right, it is a body control skill.

LANDING

CAN YOU?

Level: K-2

Objective: To demonstrate proper landing.

Equipment: None.

Set: Another body control skill is landing. When we jump and land we want to land on the balls of our feet and bend our knees, ankles and

hops. We also want to keep our head up and not look down at the floor. Remembering all these things will help you land properly. First we need to remember to bend what? Right, our knees, ankles and hips. What part of the foot are we going to land on? Right, the ball. And where are we going to look? Right, straight ahead, not at the floor. Now, let's play "Can You?" and see if we can remember everything.

Lesson:

See how many ways you can jump and land softly. Jump slightly up in the air and land with your knees locked--then with your knees bent. Compare.

Run, jump and land.

Jump into the air, land and rebound for another jump. Repeat.

Pretend you are jumping over a rope.

Pretend you are jumping over a bench.

Jump high in the air being tall and thin.

Jump into the air being wide and big.

Jump through the air staying close to the floor.

Jump high in the air being tall and thin.

Jump high in the air being wide and big.

Jump through the air staying close to the floor.

Jump like a basketball player.

Jump five giant steps.

Closure: That was excellent! What do we want to remember to bend when we land? Right, our hips, knees and ankles. Where do we want to look? Right, straight ahead.

BODY CONTROL SKILLS
SUMMARY

Body control skills help children develop movements that are needed in order to be successful during game playing as well as rhythms and gymnastics.

SECTION X
OBJECT CONTROL SKILLS

Of the three one-handed throwing patterns, the overarm should be learned first. Once children have established the mechanical characteristics of this basic throw, they should be given practice with the one-handed throw. After the two-handed throw is learned, the child should receive instruction on the one-hand, underhand and sidearm throws (Graham, Holt/Hale, and Parker, 1987, p. 473; Suggested Teacher's Guide for Physical Education in the Elementary School--K-6, 1975-1976, p. 38).

THROWING

"MECHANICAL PRINCIPLES

1. Grip--the ball is held in the fingers (not palms) of the preferred hand or both hands. For two-handed throws, the hands are placed on the sides and slightly behind the ball, with thumbs toward the center.
2. Arm-leg opposition--when throwing with the right hand, the left leg steps forward (opposite for left-handed throwers).
3. Spinal rotation--the throwing shoulder turns away from the target, about 90 degrees or more, during the "wind-up" phase and turns toward the target during the "throwing" stage.

4. Pelvic rotation--the hips rotate to the side of the throwing arm about 90 degrees during the "wind-up" phase and then turn back toward the target during the "throwing" stage.
5. One-hand overarm throw--the arm is taken through a large amount of space. It is dropped down to the side, brought back, up, around, and forward. After the ball is released, the throwing arm follows through across the body toward the non-throwing side.
6. Two-hand over-the-shoulder throw--the elbows bend and lift the ball from in front of the body to a position over the shoulder on the preferred throwing side. The ball is thrown forward by a forceful extension of the elbows and wrists, and after release the arms follow through across the body toward the non-throwing side.
7. One- and two-hand underhand throws--the arm(s) is (are) extended and swung down the back on the preferred throwing side of the body. The arm(s) is(are) swung forcefully forward and after release the arm(s) follow(s) through across the body toward the non-throwing side.
8. One- and two-hand sidearm throws--the elbow(s) bend(s) and the ball is moved to the preferred throwing side of the body. The ball is thrown forward by a forceful extension of the elbow(s) and wrist(s) on a plane approximately parallel to the floor. After release

the arm(s) follow(s) through across the body toward the non-throwing side.

COMMON DEVIATIONS

1. No stepping action at all or 'same-sided' stepping (right-handed thrower steps forward with right leg).
2. No, or limited, spinal and pelvic rotation (body remains facing the target throughout the throw).
3. Limited range of motion in the throwing arm(s).
Throwing from the elbow(s) instead of from the shoulder(s), with accompanying elbow action" (Suggested Teacher's Guide for Physical Education in the Elementary School--K-6, 1975-1976, pp. 38, 39).

CATCHING

"There are three basic catching patterns which elementary children need to learn: (1) catching at or below waist level; (2) at or above chest level; and (3) to the side of the body" (Suggested Teacher's Guide for Physical Education in the Elementary School--K-6, 1975-1976, p. 40).

K-2 children should only be expected to catch large balls (approximately 8½" in diameter) which are relatively light weight. At this level most children will use their arms as well as their hands in "clutching" the ball to their body.

"MECHANICAL PRINCIPLES

1. Move, if necessary to get in line with the oncoming ball.
2. Reach out (stretch) for the ball, grasp it, and bring (pull) it toward your body while bending slightly at the hips, knees, and ankles so that force is gradually reduced.
3. Feet should be in a forward stride position when catching a ball in flight, with foot opposite throwing side forward, so that catching and throwing can be done in one continuous motion. Squat down to catch low balls, but again use the forward stride position.
4. At or below the waist level: hands are close together, fingers are spread, relaxed, and pointing downward.
5. To the side of the body: hands are close together, fingers are spread, relaxed, and pointing to the side.

COMMON DEVIATIONS

1. Failure to get in line with the ball.
2. Failure to stretch for the ball and 'give' with it by pulling it in and flexing at the hips, knees, and ankles.
3. Feet parallel instead of in a forward stride position.
4. Bending over at the waist and hips with knees straight to catch low balls instead of squatting down for them.
5. Rigid arms and fingers and failure to point the fingers in the appropriate direction" (Suggested Teacher's Guide

for Physical Education in the Elementary School--K-6, 1975-1976, p. 40).

KICKING

"Kicking patterns are prominent in only two sports: soccer and football, but many elementary activities involve the kicking of a ball. Kicking and striking experiences have many similarities. Kicking involves either kicking a stationary ball, a dropped ball or a ball moving toward or away from a person.

MECHANICAL PRINCIPLES

1. The main objectives of kicking are height, distance, accuracy or a combination of any two or all three.
2. Coordination of the movement of successive parts of the body transfer speed from one part of the body to another, and finally to the object being kicked.
3. When any kind of object is kicked, the movement of the knee joint should be added when the hop movement is at its fastest. The lower leg will then pick up movement of the upper leg plus that caused by knee action, and the lower leg will move faster than the thigh.
4. The above principle also applies at the ankle. This develops the greatest speed for the available force at the point of contact.

5. Kicking with the top of the foot or the toe: in the starting position the feet should be astride, weight evenly distributed and facing the direction of the kick. The eyes should be kept on the object as the child moves toward the object by stepping forward on the left foot if kicking with the right foot (reverse for a kick with the left foot) shifting the weight to this foot. The right foot should be swung downward and forward, contacting the ball with the top of the instep. The ball should be contacted below its center as the leg is straightened. The kicking foot continues forward and upward with weight balanced on the other foot.
6. Kicking with the inside of the foot: in the starting position the body is bent slightly forward with weight evenly distributed on both feet and the object to be kicked approximately six inches in front of the feet. Weight should be shifted to the nonkicking foot and the kicking leg swings sideward and slightly forward. The kicking leg should be swung downward and toward the other foot, contacting the ball with the inside of the kicking foot. The kicking leg continues forward crossing in front of the stationary foot with weight balanced on stationary leg.
7. Kicking with the outside of the foot: in the starting position the body is bent slightly forward with weight evenly distributed on both feet and the ball

approximately six inches in front of the feet. Weight should be shifted to the stationary foot while the kicking leg is bent and swung across the stationary foot. The kicking foot should be swung downward and toward the ball, contacting the ball with the outside of the foot. The kicking leg continues in a forward direction until the knee is nearly extended with weight balanced on the stationary leg.

COMMON DEVIATIONS

1. Not keeping the eyes on the object.
2. Failure to execute enough back-swing.
3. Not using the arms for balance.
4. Not following through in the direction of the kick.
5. Failure to turn the foot outward on the inside foot kick.
6. Contacting the ball too low, causing it to rise too high in the air" (Suggested Teacher's Guide for Physical Education in the Elementary School--K-6, 1975-1976, pp. 41, 42).

STRIKING

"Striking patterns are prominent in almost all sports activities. These patterns are similar to throwing patterns and the same principles apply to striking as to throwing. Many sports activities involve striking an object while

stationary or moving with some part of the body or with an implement held by one or both hands.

MECHANICAL PRINCIPLES

1. When a hand, paddle or bat is used to hit a moving object, the force of the object being held must overcome the force of the moving object. Development of speed is essential in the striking movement. This is brought about by weight shift, body rotation, length of back-swing and sequence of muscular actions.
2. The manner in which follow-through is executed affects the power and direction imparted to the object being struck. If this is correctly accomplished, a reduction speed before impact or release and a loss of power can be prevented.
3. The weight and length of the hand, paddle or bat in an activity will determine the distance and speed an object being struck can be made to travel. A long racket, club, stick, bat, arm, or leg has more potential force than a short object of the same kind. But if the racket, club, stick, bat, arm, or leg cannot be moved by the player with adequate control and velocity, then smaller and lighter implements should be used.
4. The shape and make-up of the implement and object influences both the speed and direction of the strike. Distance cannot be as great and force is lost when a

person strikes a soft object instead of a hard one because the soft object will give when struck.

5. The position of the feet and the angle of the striking implement at the time of impact will determine somewhat the direction of flight of an object after it has been struck. In many activities accurate placement of a struck object is of great importance.
6. If an object is struck in line with its center of gravity, more force is transferred to the object in the required direction. If all factors are equal when an object is struck, the one struck in line with the center of gravity will travel straight forward. Striking the object below the center of gravity will result in back-spin being imparted and the object will rise during flight.
7. Overarm striking: In the starting position the feet should be apart with the opposite foot from the throwing arm being forward and weight evenly distributed. The body should twist to the side of the striking arm as the hand is brought to a position near and above the same foot. Weight should be shifted to above the foot. Bend striking arm at the elbow. While keeping the eyes on the target, extend the striking arm forward, rotate to opposite direction and shift weight to the other foot as hand or implement strikes the object; snap the elbow, wrist, and fingers.

8. Sidearm striking: In the starting position the feet should be parallel and slightly spread with the weight evenly distributed. The hand or implement is held in front of the body or to the side. Keeping the eyes on the object to be struck, shift weight to foot on side of striking arm and take a short step in the direction the object will travel. Swing the hand or implement parallel to the ground. Implement then swings in an arc.
9. Underhand striking: In the starting position the feet should be apart, facing the direction the object is to be struck, with weight evenly distributed. Twist the body in the direction of the striking arm or implement as it is swung down and to the rear of the body. Keeping the eyes on the object to be struck, the arm should be swung parallel to the body, shoulders rotated in the opposite direction, stepping in the direction of the hit and shifting the weight as the hand or implement makes contact. After contact has been made, arms and fingers should be extended toward the target and foot moving forward equal to the other foot.

COMMON DEVIATIONS

1. Failure to use enough backswing and force.
2. Not rotating the body.
3. Keeping elbows too close to the body.

4. Not gripping the striking implement firmly.
5. Not keeping the eyes on the object being struck"
(Suggested Teacher's Guide for Physical Education in the
Elementary School--K-6, 1975-1976, pp. 43, 44).

SNAP

- Level:** K-2
- Objective:** To demonstrate spinal and pelvic rotation needed for throwing.
- Equipment:** None.
- Set:** Today we are going to play "Snap." This is a game that will help us learn the movements we need in order to throw objects correctly.
- Lesson:** Have the children stand facing the teacher. Have them take a forward stride position, knees slightly bent, leg opposite throwing arm forward. Children are asked to keep their feet in place and "twist" their body around toward their throwing arm side until they are almost facing the wall behind them. On the teacher's command of "Snap," they snap (rapidly twist) their body around to face the teacher again. The child facing the teacher first is the winner. This game should be played several times and then a variation should be added. Instead of letting their heads turn with their body, this time they should keep their eyes fixed on the teacher.

This variation of "Snap" should establish the habit of keeping the "eye on the target" when throwing instead of letting the head turn with the body.

Closure: Everyone did a super job! This is a game you could play during free time or on a rainy day. The more you practice this skill, the better thrower you will be.

THROWING

Level: K-2

Objective: To demonstrate accurate throwing.

Equipment: Balls.

Set: Today we are going to practice our throwing skills. (Have a chart with all the motions and go over them.) Each of you needs to get a ball and find your space along the wall. (If outside, the children can throw for distance.) Try to throw your ball as hard as you can without losing control of the ball.

Lesson: As the children become more proficient in their throwing, the area in which the ball is to be thrown should be reduced.

Closure: That was excellent! Every time we work on throwing we need to remember all the different skills that are involved. (Again go over the items on the chart.)

CIRCLE THROW

Level: K-2

Objective: To demonstrate correct throwing and catching skills.

Equipment: Large balls.

Set: Today we are going to work on throwing and catching skills. (Divide the group into sets of 9 and have 8 students form a circle around another student.) The person in the middle is going to bounce the ball to someone standing in the circle. If that person is able to catch the ball, then he/she gets to be the bouncer.

Lesson: As the children become more proficient, you can have them toss and catch the ball. This can also be done in larger groups if fewer balls are available. The size of the circle can also vary so that the children have to bounce or toss the ball for a longer distance. Remind the children that they are to bounce or toss in a way that they help the other person catch the ball.

Closure: Everyone did a terrific job! When you were standing in the center of the circle, what skill were you practicing? Right, throwing. When you were standing in the circle, what skill were you practicing? Right, catching. These are very important skills for a lot of games and ones that we will work on a lot.

FAMOUS PEOPLE

Level: K-2
Objective: To demonstrate throwing skills
Equipment: Bean bags and coffee cans

- Set:** Today we are going to play a game which will help us improve our throwing skills and our knowledge of famous people.
- Lesson:** Divide the class into teams. Each team will have a bean bag and a target (coffee can). In each can have some pictures of some famous people. (For this age group you may want to substitute reading or math skills.) As each child tosses his bean bag at the can and hits, a picture or card is pulled and the child is given the opportunity to identify the person. If he correctly identifies the person, then his team gets a point. Each child gets one throw per turn. A new game can begin when every child has had a turn.
- Closure:** Everyone did a super job! Your throwing skills and knowledge of famous people are really improving.

OVER THE BRIDGE

- Level:** 1-2
- Objective:** To demonstrate accurate throwing skills.
- Equipment:** Large balls.

- Set:** Today we are going to play a game called "Over the Bridge." In this game we can have fun and work on our throwing skills at the same time.
- Lesson:** Divide the class into two groups. Have them form two lines, one child behind another. The object of the game is to run a designated distance (determined by the distance the children can accurately throw a ball), turn and throw the ball to the next person in line. This can be done as a relay or as a continuous drill. The idea is that the child is running over the bridge and throwing the ball back over the river to his partner.
- Closure:** That was very good. What skill were we working on today? Right, throwing. What other skills did we also work on? Right, running and eye-hand coordination. You are really getting good in all of these skills.

BEAN BAG BASKETBALL

- Level:** K-2
- Objective:** To demonstrate accurate throwing skills.

- Equipment:** Bean bags and waste paper baskets or coffee cans
- Set:** Today we are going to play "Bean Bag Basketball." During this game we are going to be developing our throwing skills.
- Lesson:** Divide the class into four groups. Each group will have a bean bag. The object of the game is to run to a line, throw the bean bag at the basket, and return the bean bag to the next person in line. Each team gets one point for each basket it makes.
- Closure:** Everyone did a great job today! Throwing skills are very important to a lot of games.

CATCHING

- Level:** K-2
- Objective:** To demonstrate proper technique in catching
- Equipment:** Balls (large)
- Set:** Today we are going to work on catching balls. (Have a chart with the mechanics listed and

go over them.) We will begin with individual activities and then move to some partner skills.

Lesson: Have the children perform the following:

With the child stationary, roll a ball directly to a child.

Toss, at low then greater heights, and catch ball.

Bounce and catch ball.

Toss ball and let it bounce once, then catch it.

Toss ball and let it bounce twice, then catch it.

Toss ball and let it bounce three times, then catch it.

Roll ball to the wall and catch it as it rolls back.

Toss ball back and forth between partners.

Roll the ball to the child but have the child run forward to catch it.

Toss the ball to the child but have the child run forward to catch it.

Bounce the ball to the child but have the child run forward to catch it.

Roll the ball away from yourself, run and get in front of it and catch it.

Bounce the ball away from yourself, run and get in front of it and catch it.

Catch a ball that has been rebounded off a wall.

Catch a ball that has been rebounded off a wall before it bounces.

Catch a ball that has been rebounded off a wall after it bounces once.

Closure: That was great! You will need to practice all of these catching skills since we will repeatedly use them in games. Let's go over the mechanics of catching one more time. (Go over chart.)

KEEP AWAY

Level: 1-2
Objective: To demonstrate proper technique in catching.
Equipment: Large balls.

Set: Today we are going to play "Keep Away." This game will help you improve your catching

skills. What other skill do you think it will also help? Right, throwing.

Lesson: Divide the children into groups of threes. The two outside children try to toss the ball back and forth without the child in the middle catching it. When the child in the middle catches the ball he swaps places with the child that threw the ball.

Closure: Everyone did an excellent job today! What two skills were we improving? Right, throwing and catching skills.

DAYS OF THE WEEK

Level: K-1

Objective: To demonstrate catching skills.

Equipment: Balls.

Set: Today we are going to play "Days of the Week." The game will help us improve our catching skills as well as learn the days of the week.

Lesson: Line the class up in groups of seven with one child to bounce to each group. Give each child in line the name of the day of the week. When a day of the week is called, that child steps out of line to catch the bounced ball. When that child steps out of line, the other children rearrange their order. The child, with the help of the bouncer, must put the rest of the children in order by asking them what day of the week they are. The bouncer then becomes the day the catcher was and the catcher becomes the bouncer.

Closure: Everyone did a wonderful job! Let's repeat the names of the days of the week in order starting with Sunday.

MONTHS OF THE YEAR

Level: K-1

Objective: To demonstrate catching skills.

Equipment: Balls.

Set: Today we are going to play "Months of the Year." The game will help us improve our

catching skills as well as learn the months of the year.

Lesson: Line the class up in groups of twelve with one child to bounce to each group. Give each child in line the name of a month of the year. When a month of the year is called, that child steps out of line to catch the bounced ball. When that child steps out of line, the other children rearrange their order. The child, with the help of the bouncer, must put the rest of the children in order by asking them what month of the year they are. The bouncer then becomes the month the catcher was and the catcher becomes the bouncer.

Closure: Everyone did a wonderful job! Let's repeat the names of the months of the year starting with January.

FIRST ONE, THEN ANOTHER

Level: 1-2
Objective: To demonstrate proper catching skills.
Equipment: Balls.

- Set:** Today we are going to play a game called "First One, Then Another." During this game we will be improving our catching skills.
- Lesson:** Divide the class into groups of twelve or less and have each group form a circle. Each circle will count off by saying 1, 1, 2, 2, 3, 3, 4, 4, 5, 5, 6, 6. One student will stand in the center of the circle and throw the ball straight up into the air while calling a number other than his own. The two players with the called number run to the center of the circle and see who can catch the ball first after one bounce. Be sure the group is spread out enough so the children will have some difficulty reaching the ball after one bounce. The child who catches the ball is the next tosser.
- Closure:** That was great! What skill did we improve today? Right, catching.

COMET BASEBALL

- Level:** 2
- Objective:** To demonstrate catching skills.

- Equipment:** Tennis ball and knee sock (place the tennis ball in the end of the sock and tie a knot next to the ball).
- Set:** Today we are going to play a game called "Comet Baseball." This game is going to help us improve our catching skills.
- Lesson:** Divide the class into two teams. Place two bases or designate two areas a reasonable distance apart. One team will be in the field and the other will be the batters. One player on each team will need to be designated as the catcher to stand behind home plate. The batter will hold the comet by the tail (the end of the sock) and throw to the field. The object is for the batter to run to the base and back home before the fielder who caught the ball can toss the ball to the catcher and it is successfully caught. All catches must be made by catching the comet by the tail. Score one point for each home run. There are no outs. Teams change places after every child has had a turn to bat.

Closure: That was great! What skill were we improving today? Right, catching. Was the comet harder to catch than a regular ball? Right, it was. Can someone explain why? Right, because a ball is stable and the sock is not.

SCOOP BALL

Level: K-2

Objective: To demonstrate catching skills using a scoop.

Equipment: Small ball and scoop for each child.

Set: Today we are going to play a game that is similar to "Can You?", except it is called "Scoop Ball." Can someone guess why we call it "Scoop Ball?" Right, because we are going to use a scoop and a ball. What skill will we be improving today? Right, catching skills.

Lesson: Give each child a scoop and a ball and instruct them to find their own space. The ball will be tossed and caught with the scoop. Have the children do the following: Toss the ball and see how many times you can catch it in the scoop.

Toss the ball low and catch it in the scoop.
Toss the ball high and catch it in the scoop.
Kneel and toss the ball and catch it in the
scoop.

Toss the ball against the wall and catch it.
Toss the ball and let it bounce once and
catch it.

Toss the ball and let it bounce twice and
catch it.

Closure: Everyone did a super job! Is using a scoop
harder than using your hands? Right, for
some of you it is easier and for some of you
it is harder.

KICKING CAN YOU?

Level: K-2

Objective: The child will be able to demonstrate correct
kicking.

Equipment: Balls and/or balloons.

Set: Today we are going to work on some kicking
skills. These skills are ones that you will

need when you get older and want to play games like soccer and football. (Demonstrate proper kicking with the top of foot or toe first and have the children use this method of kicking for the activities listed, then with the inside of the foot and last with the outside of the foot.) Each type of kicking can be a separate lesson.

- Lesson: As I say, "Can You?", I want you to perform the activity:
- Can you kick a stationary balloon from a standing position?
 - Can you kick a stationary beach ball from a standing position?
 - Can you kick a stationary ball from a standing position?
 - Can you kick a stationary ball for a short distance from a standing position?
 - Can you kick a stationary ball for a long distance from a standing position?
 - Can you kick a stationary ball after taking one or more steps?
 - Can you kick a stationary ball for a short distance after taking one or more steps?

- Can you kick a stationary ball for a long distance after taking one or more steps?
- Can you kick a stationary ball from a running position?
- Can you kick a stationary ball from a running position for the farthest distance?
- Can you kick a moving ball from a stationary position?
- Can you kick a slow moving ball from a stationary position?
- Can you kick a fast moving ball from a stationary position?
- Can you kick a moving ball from a one-step position?
- Can you kick a moving ball after taking more than one step?
- Can you kick a moving ball from a running position?
- Can you kick a slow moving ball after taking one step?
- Can you kick a fast moving ball after taking one or more steps?
- Can you kick a slow moving ball from a running position?

Closure: That was excellent. Perhaps you can practice these activities during your free time or at home. Proper kicking will make you a better player when we play games.

SQUARE SOCCER

Level: 2

Objective: To demonstrate kicking with the inside of the foot.

Equipment: Soccer ball or playground ball.

Set: Today we are going to play a game called "Square Soccer." In order to play this game we need to know how to kick with the inside of the foot. (Review the mechanical principles of kicking using the inside of the foot.)

Lesson: Divide the group into four teams and have them form a square. Have each team number off. A ball is placed in the center of the floor and when a number is called the children with that number try to kick the ball over one of the other three lines to score a point. The ball must be kicked over

the line below the knees of the players in order to score. Players on the side assist, in place, in keeping the ball from crossing their line.

Closure: That was a great game today! Let's review again the inside of the foot kicking mechanical principles. Let's review the mechanical principles for kicking with the inside of the foot.

STRIKING

CAN YOU?

Level: K-2

Objective: The child will be able to demonstrate correct striking.

Equipment: Balls (yarn, 8½", and 5") and/or balloons.

Set: Today we are going to work on some striking skills. These skills are ones that you will need when you get older and want to play games like tennis, badminton, or racquet ball. (Demonstrate proper striking using the overarm, sidearm and underhand movements. Each type of striking can be a separate

lesson.) As I say, "Can You?", I want you to perform the activity.

- Lesson:
- Can you strike a balloon as it lies on the floor with the hand?
 - Can you strike a balloon as it lies on the floor with the fist?
 - Can you strike a large yarn ball as it lies on the floor with the hand or fist?
 - Can you strike an 8½" ball as it lies on the floor with the hand or fist?
 - Can you strike an 8½" ball with the hand or fist for distance?
 - Can you strike a 5" ball as it lies on the floor with the hand or fist?
 - Can you strike a balloon, yarn ball or playground ball as they lie on the floor, taking one or more steps before striking it?
 - Can you strike a balloon while holding it in the opposite hand?
 - Can you strike a yarn ball while holding it in the opposite hand?
 - Can you strike a playground ball or volleyball while holding it in the opposite hand?
 - Can you strike a balloon that has been dropped before it touches the floor?

Can you strike a ball that has bounced off the floor?

Can you strike a balloon that has been tossed into the air?

Can you strike a yarn ball that has been tossed into the air?

Can you strike a playground ball or volleyball that has been tossed into the air?

Can you strike a ball as it is rolled slowly toward you, without taking any steps?

Can you strike a ball as it is rolled slowly toward you, while taking one or more steps toward the object?

Can you strike a ball as it is rolled quickly to you, without taking any steps?

Can you strike a ball as it is rolled quickly toward you, while taking one or more steps toward the object?

Can you hold a ball with one hand and strike it with the other hand against a wall from a close distance?

Can you hold a ball with one hand and strike it with the other hand against a wall from a long distance?

Closure: Everyone did an excellent job today. If you will work on these striking skills it will make you a much better player during games. Even pro-tennis and badminton players have to work on this skill at other times than when they are actually playing a game. It would be good to use a lot of different size balls when you practice.

SOLO BALLOON BALL

Level: 2

Objective: To demonstrate correct striking skills.

Equipment: Two bases and a balloon.

Set: Today we are going to play "Solo Balloon Ball." During this game we will be working on our striking skill. All strikes of the balloon are to be done with the open hand. You may use the overhand, underhand or side-arm strike. (Go over the basic rules for each kind of strike.)

Lesson: Place the two bases a reasonable distance apart. Divide the class into two teams. One team will begin in the field and the other

will be the batters. The batter hits the balloon into the field with his open hand. He must then try to walk to the other base and back before the people in the field can bat the balloon over the first base. When all children have batted, teams switch places. One point is given for each run. There are no outs.

Closure: That was excellent! This is an excellent game for developing our striking skills because so many people get a turn to practice. If you will practice with a balloon at home, you will become a much better player.

BALLOON FOOTBALL

Level: 2

Objective: To demonstrate the overhand and underhand strike.

Equipment: Balloon.

Set: Today we are going to play "Balloon Football." During this game we are going to be able to practice our striking skills. You

may only use an open-handed overhand or underhand strike. No sidearm strikes are permitted.

Lesson: Divide the class into two groups and have them sit on the floor a reasonable distance apart. Have each child put one arm behind his back. The object of the game is to bat the balloon back and forth between the two teams. If one team hits it over the heads of the other team, a touchdown is made. (This is a good opportunity to score in the 7's or some other number and practice a little addition.) A student should be placed behind each team to serve as retriever.

Closure: That was great! What kind of striking did we use today? Right, the overhand and the underhand.

OBJECT CONTROL SKILLS

SUMMARY

Object control skills are important for children to develop in order to be successful while playing games. This section should provide children the opportunity to improve skills such as throwing, catching, kicking and striking.

SECTION XI

DEVELOPMENTAL ACTIVITIES

"Developmental activities are those activities which have as their primary objective motor fitness: strength, power, speed, flexibility, endurance, agility and balance" (Suggested Teacher's Guide for Physical Education in the Elementary School--K-6, 1975-1976, p. 47). Although virtually all the activities in this handbook address or enhance these skills, special emphasis should be given to the skills themselves.

TRUNK DEVELOPMENT

"Movements which include bending, stretching, swaying, twisting, reaching, and forming shapes are important" (Suggested Teacher's Guide for Physical Education in the Elementary School--K-6, 1975-1976, p. 47). You should move from the simple to the more complex.

ARM-SHOULDER GIRDLE DEVELOPMENT

"Movement experiences contributing to arm-shoulder girdle development can be divided roughly into two groups of activities. The first includes movements where the arms are free of any body support function and the second includes the arm supporting the body weight either wholly or

in part" (Suggested Teacher's Guide for Physical Education in the Elementary School--K-6, 1975-1976, p. 48).

LEG DEVELOPMENT

Activities for the legs can be considered in two broad categories. "The first involves erect movement patterns with the body supported entirely by the legs. In the second the body is in a position other than erect, which could be on all fours or in a seated or lying position" (Suggested Teacher's Guide for Physical Education in the Elementary School--K-6, 1975-1976, p. 49).

TRUNK DEVELOPMENT

CAN YOU?

- Level: K-2
- Objective: The student will demonstrate correct trunk development movements.
- Equipment: None.
- Set: Today we are going to work on some trunk development activities. Who can tell me which part of our bodies is considered to be the trunk? Right! Movements that are included in trunk development are bending, stretching, swaying, twisting, reaching, and forming shapes. (Have selected children demonstrate each movement.) We have all heard people talk about physical fitness, and this skill is one that contributes to overall physical fitness. In order to do these activities we are going to play "Can You?" again. Does everyone remember how to play? Great! Let's all find our space and get ready to begin.

Lesson: Can you bend in different ways? (You may want to ask how many different ways they were able to bend.)

Can you bend as many parts of the body as you can?

Can you make different shapes by bending two, three and four parts of the body as you can?

Can you make different shapes by bending two, three and four parts of the body?

Can you bend the arms and/or knees in different ways at different levels?

Can you, keeping one foot in place, stretch your arms in different directions, stepping as you move with the free foot?

Can you, keeping one foot in place, stretch your arms at different levels, stepping as you move with the free foot?

Can you, on the floor, stretch one leg in different ways?

Can you stretch one leg in one direction and the other leg in another direction?

Can you stretch as slowly as you wish and then snap back to the original position?

Can you stretch with different arm-leg combinations in diverse directions?

Can you see how much space on the floor you can cover by stretching?

Can you combine bending and stretching movements?

Can you sway your body back and forth in different directions?

Can you sway your body while bending over?

Can you sway your head from side to side?

Can you twist your body at different levels?

Can you twist two or more parts of the body at the same time?

Can you twist one part of the body while untwisting another?

Can you twist your head to see as far back as you can?

Can you twist like a spring?

Can you twist like a screwdriver?

Can you stand on one foot and twist?

Can you, from a seated position, make different shapes by twisting?

Can you sit up and touch both toes with your hands?

Can you sit up and touch the right toe with the left hand?

Can you sit up and touch the left toe with the right hand?

Can you bring up your toes to touch behind your head?

Can you, with your hands to your side, bring your feet up straight and then touch them with the right hand?

Can you, with your hands to your side, bring your feet up straight and then touch them with the left hand?

Can you lift your feet up slowly an inch at a time without bending your knees?

Can you pick up your heels about 6" from the floor and swing them back and forth?

Can you pick up your heels about 6" from the floor and cross them and twist?

Can you lift your head from the floor, and look at your toes?

Can you lift your head from the floor, look at your toes and wink with your right eye and wiggle your left foot?

Can you lift your head from the floor, look at your toes and wink with your left eye and wiggle your left foot?

Closure: That was wonderful! What kind of skills were we working on today? Right, trunk development activities. What were some of the

movements we used to develop our trunk muscles? Right, bending, stretching, swaying, twisting, reaching and forming shapes. This is an activity you can work on by yourself and become much stronger and more physically fit.

SWINGING AND CIRLING, REACHING AND
PULLING, PUSHING, LIFTING, AND
THE PUSH-UP POSITION

ARM-SHOULDER GIRDLE DEVELOPMENT
CAN YOU?

- Level:** K-2
- Objective:** The student will exhibit arm-shoulder girdle development skills.
- Equipment:** None.
- Set:** Today we are going to work on arm-shoulder girdle development skills. These will be skills such as swinging, pulling, pushing, lifting, and reaching. All these skills contribute to overall physical fitness and we all want to be physically fit. We've played "Can You?" before so let's all get in our space and get ready to begin.
- Lesson:** Can you swing one arm at a time in different directions?
Can you swing one arm at a time at different levels?

Can you swing one leg at a time in different directions?

Can you swing one leg at a time at different levels?

Can you move both arms in the same direction?

Can you move both arms in different directions?

Can you move both legs in the same direction?

Can you move both legs in different directions?

Can you move one arm and one leg in the same direction?

Can you move one arm and one leg in different directions?

Can you swing the arms back and forth?

Can you swing the legs back and forth?

Can you swing the arms in a giant circle?

Can you make the arms go like a windmill?

Can you swing the arms in a swimming position?

Can you swing the arms like doing the back-stroke?

Can you swing the arms like doing the side-stroke?

Can you pretend a swarm of bees is around your head?

Can you reach high in the sky and pull stars toward you?

Can you, using both hands, pull something high?

Can you, using both hands, pull something low?

Can you reach out and grab snow flakes?

Can you kneel down and pull something?

Can you sit down and pull?

Can you lie down and pull?

Can you reach out in one direction as far as you can?

Can you reach out in different directions as far as you can?

Can you reach out high in one direction and low in another?

Can you, with your hands clasped behind your head, pull your head forward?

Can you, in a sitting position, pull on your knees and legs?

Can you pull your big toe up to your nose?

Can you reach up and climb a ladder to the sky?

Can you pretend to push something heavy with both hands?

Can you push something at a high level?

Can you push something at a low level?

Can you push up the sky slowly and hold it up while standing on tiptoes?

Can you push with one hand and then the other?

Can you kneel and push yourself to a standing position?

Can you lie on your tummy and push yourself backwards with your hands?

Can you lie on your tummy and push yourself to the right?

Can you lie on your tummy and push yourself to the left?

Can you sit on the floor with legs outstretched and use your hands to raise your seat off the floor?

Can you lift your arms as high as you can?

Can you lift your arms and extend them out wide then bring them in close to the body?

Can you kneel down and start your arms low and lift them high?

Can you pretend you are lifting and throwing logs? (Have the children assume a push-up position.)

Can you lift one foot high then the other foot?

Can you bounce both feet up and down?

Can you inch the feet up to the hands and go back again?

Can you inch the feet up to the hands and then inch the hands out to return to the push-up position?

Can you reach up with one hand and touch the other shoulder behind the back?

Can you lift both hands off the floor?

Can you lift both hands off the floor and try clapping?

Can you bounce from the floor with both hands and feet off the floor at the same time?

Can you turn all the way over?

Can you lower the body an inch at a time until the chest touches the floor?

Can you inch the hands one at a time out to the sides and then return?

Closure: That was wonderful! All of these developmental activities are ones which we can all practice at home to help improve our overall physical fitness.

PARACHUTE

- Level:** K-2
- Objective:** To demonstrate arm-shoulder girdle development using a parachute.
- Equipment:** Parachute.
- Set:** Today we are going to work with a parachute. If we are going to hold the parachute with our hands and move it up and down in different ways, what developmental skill do you think we will be working on? Right, arm-shoulder girdle development. (Parachute activities can be repeated several times throughout the year.
- Lesson:** Have the children spread out around the edge of the parachute. Begin by explaining that there are three ways to grip the parachute: the overhand grip, the underhand grip, and the alternating hand grip. Have the children practice these. Have the children perform the following:

RIPPLES

Have the students hold the parachute with an underhand grip and shake the parachute to make ripples. Have them make them slow, then fast.

WAVES

Have the students hold the parachute with an underhand grip and pull the parachute up and down to make waves. Have them make them slow, then fast.

UMBRELLA

Have the students hold the parachute with an overhand grip and kneel down. On signal 1, 2, 3, up, have the children raise their arms over their heads as far as they can and hold them there until the parachute descends.

MOUNTAIN

Have the students hold the parachute with the overhand grip and sit on the outside of the parachute. On signal 1, 2, 3, up, have the children raise their arms over their heads as far as they can. As the arms go overhead,

have the children take one step underneath the parachute and pull the parachute down under their bottoms as they sit down on the edge of the parachute.

CROSSING UNDER

Have the students hold the parachute with the underhand grip and number off by fours. Have the children make an umbrella and when the umbrella is full, call a number and those students will change places. Repeat.

CLIMBING THE MOUNTAIN

Have the students hold the parachute with the overhand grip and sit on the outside of the parachute. On signal 1, 2, 3, up, have the children raise their arms over their heads as far as they can. On signal 1, 2, 3, down, have the children lower the edge of the parachute to the floor and hold it tightly down with their knees. To climb the mountain, each child falls forward on the mountain to push the air out of the parachute.

SIT-UPS

Have the children sit with their legs under the parachute. Holding the parachute with an overhand grip, have them lie back then sit up. You may want to alternate children. This should be done to some kind of rhythm.

POPCORN

Have the children make ripples and/or waves with the parachute. After they begin, place some balls onto the parachute. The object of the game is to bounce all of the balls off the parachute.

ROUTINE

Develop a routine to music using the above skills as well as walking, running, skipping, hopping, galloping, and/or sliding. These can be very impressive at PTA meetings.

Closure: Everyone did a wonderful job today! I know that working with a parachute is a lot of fun but we were also working on a skill. Who can tell me what developmental skill we were working on? Right, arm-shoulder girdle development.

LEG DEVELOPMENT ACTIVITIES

CAN YOU?

- Level: K-2
- Objective: The children will correctly perform leg development activities.
- Equipment: None.
- Set: Today we are going to work on some leg development activities. Our legs are very important to us in a lot of ways, and it is very important to keep them physically fit. Their being physically fit is a part of our total physical fitness program. Everyone needs to find their space and get ready to play "Can You?"
- Lesson: Have the children run slowly in place on the command, "Tortoise."
Have the children run quickly in place on the command, "Hare."
Have the children repeat the jumping and hopping activities on page
On an all-fours position, move forward.
On an all-fours position, move backward.
On an all-fours position, move sideward.

In a crab position, move forward.

Have the children lie on their backs and with their feet in the air act like they are riding a bicycle.

Have the children assume a sprinter's position and change the positions of the legs rapidly.

Closure: That was excellent! What skill were we working on today? Right, leg development. Can you think of some other skills that we also used? Right, arm-shoulder girdle strength, running, jumping and hopping. All of these skills are part of our total physical fitness development.

BICYCLE RACE

Level: K-2

Objective: To demonstrate correctly leg development activities.

Equipment: Chairs.

Set: Today we are going to have bicycle race. During this race we will be working on an

activity that will develop our legs as well as our shoulder-girdle area.

Lesson: Use three children to demonstrate the activity while the others remain seated. One child stands between two chairs that have been placed back to back and the other two sit in the chairs. On a signal, the one in the center places a hand on the back of each chair, lifts his/her feet off the floor and moves the legs as if peddling a bicycle. They may peddle either quickly or slowly but must keep the feet off the floor. The idea is to see how long they can continue peddling. The class is divided into groups of three and each child is given a chance to peddle. The winner in each group will then compete to see who can peddle the longest.

Closure: That was great! We'll have another bicycle race another day and I bet we will have a different winner because some of you will practice at home and get better. What two areas of the body were we developing with this race? Right, leg and shoulder-girdle area.

DEVELOPMENTAL ACTIVITIES

SUMMARY

Strength, power, speed, flexibility, endurance, agility and balance should be enhanced through the use of this section. Motor fitness skills should be given special emphasis. Improvements should be observed in trunk development, arm-shoulder girdle development and leg development.

SECTION XII
HOOP ACTIVITIES

The hoop challenges listed in this section will provide an additional dimension to every movement task your children have had. "They will also broaden their basic movement background with a wide range of hoop experiences. Making your own hoops from plastic pipe will make the hoop a relatively inexpensive piece of equipment" (Suggested Teacher's Guide for Physical Education in the Elementary School--K-6, 1975-1976, p. 67).

HOOP ACTIVITIES

CAN YOU?

- Level:** K-2
- Objective:** To demonstrate physical skills using a hoop.
- Equipment:** Hoops.
- Set:** Today we are going to work with our hoops. Hoops help us improve on a lot of skills that we have worked on previously. Everyone needs to get a hoop and find their own space. When you get in your space be ready to begin playing "Can You?".
- Lesson:** Have the children place their hoops flat on the floor and perform the following:
- Can you jump in and out of your hoop?
 - Can you jump in and out of your hoop 10 times without a rest?
 - Can you see how many times you can jump in and out of your hoop?
 - Can you hop in and out of your hoop?
 - Can you hop in and out of your hoop on the right foot?
 - Can you hop in and out of your hoop on the left foot?

Can you hop sideways in and out of your hoop?

Can you hop backwards in and out of your hoop?

Can you travel around your hoop on different body parts?

Can you travel around your hoop using different locomotor skills? (You should remind the students of the different locomotor skills they have learned.)

Can you cross over the hoop without touching it?

Can you curl up inside the hoop without touching it?

Can you curl up inside the hoop making a shape and just barely touch its side?

Can you curl up inside the hoop and touch it with two body parts?

Can you curl up inside the hoop and touch it with four body parts?

Can you curl up inside the hoop and touch it with five body parts?

Can you place both hands inside the hoop?

Can you, leaving your hands inside the hoop, get your feet across to the opposite side of the hoop?

Can you make a wide shape over your hoop?

Can you, using a wide shape, circle your hoop clockwise?

Can you, using a wide shape, circle your hoop counterclockwise?

Can you make a narrow shape over your hoop?

Can you, using a narrow shape, circle your hoop clockwise?

Can you, using a narrow shape, circle your hoop counterclockwise?

Have the children hold the hoop vertically with one edge on the floor and perform the following:

Can you make your hoop spin like an egg beater?

Can you spin your hoop around, run around it once, and catch it before it falls to the floor?

Can you spin your hoop around and see how many times you can run around it and catch it before it falls to the floor?

Can you roll your hoop and keep it from falling over?

Closure: Everyone did a super job! When we do our activities with the hoops, what skills are we

working on? Right, almost every skill we have worked on before.

**Alternate
Activities:**

Arrange a number of hoops on the floor to create various patterns and have the children frog jump, rabbit jump, lame dog walk, crab walk, or wheelbarrow from one hoop to the other.

Each child should get a partner. One holds the hoop at different levels parallel to the floor while the other does one of the following: Steps in and crawls out from under the hoop without touching it. With the hoop at a low level they push themselves under the hoop using only one foot.

HOOP ACTIVITIES

SUMMARY

Hoop activities listed in this section should provide children with a varied way of developing basic movements.

SECTION XIII
WAND ACTIVITIES

"Working with wands develops manipulative abilities, creativity, ingenuity, and children's ability to use their bodies in relation to other objects" (Suggested Teacher's Guide for Physical Education in the Elementary School--K-6, 1975-1976, p. 69). Handles from old brooms or mops make good wands. They should be 32" to 42" in length.

WAND ACTIVITIES

CAN YOU?

- Level:** K-2
- Objective:** The students will exhibit physical skill in handling wands.
- Equipment:** Wands.
- Set:** Today we are going to work with wands. The activities we are going to do will help us improve a lot of the skills we have already worked on. Everyone needs to get a wand, get in their own space and get ready to play "Can You?"
- Lesson:** Can you balance the wand horizontally across the open palm of the extended right hand?
Can you, while balancing the wand, squat down, touch the ground and return to a standing position without letting the wand roll off the hand?
Can you balance the wand on the bottom of the feet while lying down?
Can you place one end of the wand on the floor and hold it vertically with one hand on

top; turn around it once to the right and catch it before it drops to the floor?

Can you see how many turns you can make around the wand before it falls?

Can you balance the wand vertically on the palm of the hand?

Can you balance the wand vertically on two fingers?

Can you balance the wand vertically on one finger?

Can you balance the wand vertically on the top of the foot?

Can you balance the wand vertically on the palm of the hand while walking?

Can you balance the wand vertically on two fingers while walking?

Can you balance the wand vertically on one finger while walking?

Can you balance the wand vertically on the palm of the hand while kneeling?

Can you balance the wand vertically on two fingers while kneeling?

Can you balance the wand vertically on one finger while kneeling?

Can you balance the wand vertically on the palm of the hand while turning?

Can you balance the wand vertically on two fingers while turning?

Can you balance the wand vertically on one finger while turning?

Can you place the wand horizontally across the palm and toss and catch with the palm up?

Can you place the wand horizontally across the palm and toss and catch with the palm down?

Can you hold the wand vertically with the hands near the middle and toss and catch with both hands?

Can you hold the wand vertically with the hands near the middle and toss and catch with the left hand?

Can you hold the wand vertically with the hands near the middle and toss and catch with the right hand?

Can you drop the wand on one end and catch it with both hands as it bounces up?

Can you drop the wand on one end and catch it with the left hand as it bounces up?

Can you drop the wand on one end and catch it with the right hand as it bounces up?

Closure: That was great! If someone at your house has an old broom handle you can work on these skills at home. Maybe you can find some other ways of working with wands that you might want to share with the class the next time we work with wands.

Alternate Activities: One partner holds his wand vertically with one end on the floor. On signal the partner lifts his fingertip from the top of the wand and the watching partner tries to catch it before it touches the floor. Have the students see how far they can move away from the wand and still make a catch.

WAND ACTIVITIES

SUMMARY

Working with wands children should develop manipulative abilities, ingenuity, creativity and their ability to use their bodies in relation to other objects.

SECTION XIV

STUNTS

Stunt activities make a unique contribution to the physical education program at the elementary level. "The specific movement tasks involved require all body parts to support and move the body weight, thus developing strength, balance, flexibility and coordination" (Suggested Teacher's Guide for Physical Education in the Elementary School--K-6, 1975-1976, p. 72).

ANIMAL STUNTS

- Level:** K-2
- Objective:** The students will correctly perform animal stunts.
- Equipment:** None.
- Set:** Today we are going to work on some animal stunts. These stunts will help you to develop strength, balance, flexibility and coordination. (You may want to discuss with students what each of these mean.) Everyone needs to find their space and be ready for instructions.
- Lesson:** ELEPHANT WALK
- Have the students bend forward, clasp the hands together to form a trunk and walk in a slow, deliberate manner and swing the trunk from side to side. Have the students curl their trunks to feed themselves. Have the students pretend they are throwing water on their backs.
- ALLIGATOR CRAWL
- Have the students move along the floor on their stomachs, keeping the feet pointed out

and the hands close to the body. Move with the right arm and right leg moving together. Move with opposite arm and leg moving together.

FROG JUMP

Have the students squat down on the floor placing both hands slightly in front of the feet. Take short jumps with the hands and feet landing at the same time.

Move forward using the frog jump.

Move to the right using the frog jump.

Move to the left using the frog jump.

Move backward using the frog jump.

Move by making low frog jumps.

Move by making high frog jumps.

PUPPY WALK

Have the students place their hands on the floor in front of the body with the knees and arms slightly bent.

Move forward slowly like a puppy walking.

Move forward quickly like a puppy walking.

Turn in a circle like a puppy chasing his tail.

CRAB WALK

Have the students lie down with their backs to the floor. Using the hands and feet they should raise the body so the back is straight and parallel to the floor.

Move forward slowly.

Move forward quickly.

Move forward moving the right arm and leg at the same time.

Move forward using the opposite leg and arm.

Move backward slowly.

Move backward quickly.

Move backward moving the right arm and leg at the same time.

Move backward using the opposite leg and arm.

Move to the right.

Move to the left.

RABBIT JUMP

Have the children squat and jump forward landing on their hands and then their feet.

Move forward slowly.

Move forward quickly.

Raise the hips higher each time you move forward.

LAME DOG WALK

Have the children bend over and place the hands on the floor in front of the feet and lift one leg. Move alternately with the hands moving first, then the supporting leg following.

Move forward slowly.

Move forward quickly.

See how far you can move with as few steps as possible.

SEAL CRAWL

Have the children take a push-up position on the floor with the arms straight. Keeping the body straight the hands and arms pull the body forward, dragging the legs and feet.

Move forward slowly.

Move forward quickly.

MULE KICK

Have the children stoop and place the hands on the floor in front of the feet. With the knees bent, weight is pushed to the hands lifting the feet off the floor. The legs are then thrust out and back quickly before feet return. The head should be back and the eyes straight ahead. A mat should be used to practice this stunt.

Closure: That was great! What are some of the skills that we have been working on today? Right, strength, balance, flexibility and coordination. All of these animal walks can be done at home. You may even want to vary a game you play either running or walking by using one of these walks instead.

GENERAL STUNTS

Level: K-2

Objective: The students will correctly perform general stunts.

Equipment: None.

Set: Today we are going to work on some stunts. All of these stunts help us to develop skills like strength, balance, flexibility and coordination. (You may want to explain what each skill means.) Let's each get in our own space and get ready to begin.

Lesson: TURNS

Have the children stand with feet shoulder width apart and jump into the air and make a

quarter turn. Continue making quarter turns until they return to the starting position. Have the children stand with feet shoulder width apart and jump into the air and make a half turn. Make another half turn then return to the starting position.

Have the children stand with feet shoulder width apart and jump into the air and make a full turn.

SEAT SPIN

Have the children sit on the floor with the hands beside and slightly behind the seat. The knees should be bent and the feet off the floor.

Using the hands, spin clockwise.

Using the hands, spin counterclockwise.

Make as many spins as you can before losing your balance.

Make three spins one direction then the other direction.

TAILOR SIT AND TURK STAND

Have the children cross their arms and legs while standing. As they bend their knees they should sit on the floor and then stand again.

STRADDLE JUMP

Have the children jump forward to a straddle position then another jump to a feet together position.

Using a straddle jump, jump forward.

Using a straddle jump, jump backward.

Using a straddle jump, jump to the right.

Using a straddle jump, jump to the left.

Using a straddle jump, turn in place.

HEEL CLICK

Have the children jump into the air and click their heels. Let them count the number of times they can jump and click.

HEEL SLAP

Have the children jump and slap the heels behind their back with their hands. Let them count the number of times they can jump and slap.

THREAD THE NEEDLE

Have the children stand with the fingers clasped in front of the body. Bending forward they should step with one foot at a time over the clasped hands so the fingers are behind the back. Repeat the process from back to front.

Closure: That was great! What are some of the skills that we have been working on today? Right, strength, balance, flexibility and coordination. All of these stunts can be done at home.

BALANCE STUNTS

Level: K-2

Objective: The students will perform balance stunts correctly.

Equipment: None.

Set: Today we are going to work on some stunts to help improve our balance. Who can tell me what we mean by balance? Right, it means keeping the parts of our bodies evenly distributed so that we don't fall. Let's all find our space so we can begin.

Lesson: Stand on one foot and maintain your balance.
Stand on the other foot and maintain your balance.
Stand on one foot with your eyes closed.
Stand on one foot with your arms crossed.

Stand on one foot with your hands on your hips.

HOBBLE HOP

Have the students grasp the left foot with the right hand behind the back and grab the right forearm with the left hand. (Repeat with right foot.)

Hop in place.

Hop as high as you can.

Hop as far as you can.

Hop in a square.

Hop in a triangle.

Hop in a circle.

LEG SWING

Have the children stand on the right leg and swing the left leg backward and forward in rhythm, clapping hands under the left knee on each forward swing. (Repeat with the left leg.)

Swing your leg fast.

Swing your leg slow.

Swing your leg high.

Swing your leg low.

HAND AND KNEE BALANCE

Have the children get on the floor on their hands and knees with the toes pointed backwards.

Lift the right hand and the left leg.

Lift the left hand and the right leg.

Lift the right hand and the right leg.

Lift the left hand and the left leg.

SINGLE KNEE BALANCE

Have the children get on the floor on their hands and knees. Have them raise and extend one leg behind and in the air and the arms out to the sides. (Repeat on the other leg.)

Closure: Everyone did a good job. What skill were we working on today? Right, our balance. During your free time you may want to practice these skills at home.

PARTNER STUNTS

Level: K-2
Objective: To perform partner stunts correctly.
Equipment: None.

Set: Today we are going to work on some stunts with a partner. These stunts will help us to develop our strength, balance, flexibility and coordination. (You may want to explain each of these skills to the students.) We need to each get a partner and find our space and be ready to begin.

Lesson: HUMAN BOUNCING BALL

Have one student squat on the floor with the hands placed slightly in front of the feet with the head up. When bouncing, the hands and feet will land simultaneously. Have the other student stand beside or in front and begin to gently press down on the head to bounce the human ball. (Reverse positions.) Move about the room while bouncing the human ball.

WRING THE DISHRAG

Have the partners stand facing each other with joined hands. One student raises the left hand and grasps the raised right hand of the second student. Both students then lower their other arms and turn under the raised arms. They complete this half turn in a back-to-back position. Partners shift the

arms they have not gone under and raise these arms overhead and complete a full turn to again face each other.

CHINESE GET-UP

Have the partners sit back-to-back, elbows hooked. They should pull the feet in close to the body and push against each other to get up. Have them try this with a half-leg and a full leg extension.

TWIN WALK

Have the partners stand back-to-back and hook elbows.

Walk in a circle.

Walk in a square.

Walk slowly.

Walk quickly.

Closure: That was great! Partner stunts are fun and help us to develop some very important skills like strength, coordination, balance and flexibility.

INVERTED BALANCES

- Level: K-2
- Objective: The students will correctly demonstrate inverted balances.
- Equipment: Mats.
- Set: Today we are going to work on some inverted balances. What skill is going to be the most important in doing these stunts? Right, balance. Is strength going to be an important skill? Right, can you tell me why? Correct, arm and shoulder strength will be needed to support the body and leg strength will be needed to raise the body.
- Lesson: TRIPOD
- Have the students squat down on a mat and place the hands on the mat with the fingers pointing ahead. Placing the forehead on the mat in front of the hands to form a triangle, bend the elbows so that the upper arms form a shelf. Slowly place the right knee just above the right elbow then the left knee above the left elbow. Knees should be resting on the shelves formed by the bent

arms. To descend, bring one leg down and then the other.

HAND STAND

Have the children squat with their hands flat on the floor between the knees and the arms bent outward. As the hips are raised, brace the knees on the outside of the elbows.

Tipping forward gradually lift the feet and hold the balance on the hands. The head should be kept up.

HEAD STAND

Have the children place the hands shoulder width apart on the floor with the fingers well spread. Placing the forehead on the floor in front of the hands, form a triangle. Bringing the feet up close to the hands, give a slight push from one foot and raise the feet upward. The back should be arched with feet together and toes pointed. Weight should be on the forehead.

Closure: Everyone did a super job today! What two skills were we mainly working on with these stunts? Right, strength and balance. What kind of stunts are these? Correct, inverted balances.

STUNTS

SUMMARY

Stunts should provide children a unique way in which to develop strength, balance, flexibility and coordination. Most students should be able to successfully perform each stunt in this section.

SECTION XV

TUMBLING

Tumbling activities make a unique contribution to the physical education program. "The specific movement tasks involved require all body parts to support and move the body weight, thus developing strength, balance, flexibility and coordination" (Suggested Teacher's Guide for Physical Education in the Elementary School--K-6, 1975-1976, p. 72).

ROLLS

Level: K-2

Objective: To demonstrate rolls correctly.

Equipment: Mats.

Set: Today we are going to work on some rolls. These rolls are very important in developing our gymnastic ability. How many of you have seen a gymnast on television? (With some children you may have to explain what a gymnast is. If a lesson has just been completed in the classroom on a story about a gymnast, this would be a good time to introduce some of these skills.) The skills we are going to work on are the same ones those gymnasts had to start with in order to be able to do all the activities they do when you see them. (These can be taught in several different lessons.)

Lesson: LOG ROLL

Have the students stretch out on the stomach or back with the arms extended overhead and the legs together. Have them roll over and over by twisting the shoulders and hips

simultaneously. If the roll is crooked, the child is twisting the hips and shoulders at a different time.

Log roll to the right.

Log roll to the left.

Log roll with the arms at the sides.

Log roll slowly.

Log roll quickly.

FORWARD ROLL

Have the children squat placing the hands on the floor on each side of the knees. With the knees extended, tuck the head down on the chest. "Push up with the feet and tip the body forward taking the weight onto the hands, the shoulders and the rounded back. Roll over to a sitting position, pushing with the hands as they roll and then stand" (Suggested Teacher's Guide for Physical Education in the Elementary School--K-6, 1975-1976, p. 89). A spotter needs to kneel to one side and place one hand on the back of the child's head and the other between the knee and ankle. It is important that the child keep the head tightly tucked to the chest.

Do a forward roll from a squat position with the arms outside the legs.

Cross the feet in mid-roll and roll into a sitting position.

From a standing position do a forward roll ending in a squat position.

From a standing position do a forward roll ending in a standing position.

Do two or three forward rolls in succession.

ROCKER

Have the children lie on the floor with the knees drawn up close to the body and the head tucked between the knees. The hands should be clasped around the legs in front of the ankles. Have the students roll forward and backward several times.

Rock with the eyes closed.

Rock with a specific number of times.

Rock back as far as you can.

BACKWARD ROLL

Have the children sit on the floor, roll onto the back and bring the legs up. The hands should be placed behind the shoulders with the palms facing down while rolling to the feet, give a strong push with the palms facing down.

Backward roll from a standing position to a standing position.

Do two or three backward rolls in succession.

From a straddle position do a backward roll to another straddle position.

SIDE ROLL

Have the children get down on their hands and knees. Turning the elbow and knee in and the shoulder under, roll over with the legs extended. The roll is made on the shoulders and hips.

Do a roll starting from a hands and feet position.

Side roll right.

Side roll left.

Jump sideways to the right then do a side roll.

Jump sideways to the left then do a side roll.

Closure: Everyone did an excellent job. These skills will help us develop what kind of abilities? Right, gymnastic.

TUMBLING

SUMMARY

Like the stunts performed in the stunt section, tumbling provides students a unique way to develop strength, balance, flexibility and coordination. Most students should be able to successfully perform each tumbling activity.

SECTION XVI
RHYTHMIC ACTIVITIES

Rhythmic activities should include movement exploration; creative dance; folk dance; square dance; tinkling; creative ball, hoop and wand activities; and swinging games. Rhythmic activities are characterized by movement that has a recurrence of beat or accent.

RHYTHMIC INSTRUCTIONS

Most records will be accompanied by instructions for the particular dance or rhythmic activity. Dances and rhythmic activities can be adapted to several different records.

BASIC DANCE STEPS K-2

Bleking--4/4 meter, even rhythm. This step is a jump and extending the left heel forward while landing on the right foot (count 1). The action is repeated by jumping up and landing on the left foot and extending the right heel (count 2). Repeat the action again by bringing the right foot (count 3) and holding (count 4).

Dance walk--2/4, 3/4, 4/4 meter, even rhythm. This is simply walking forward or backward in time to the music.

Step-hop--2/4, 4/4 meter, even rhythm. This step is a step on the left foot (count 1) and a hop on the left foot

(count 1) and a hop on the left foot (count 2). The action is repeated beginning with the step on the right foot.

Step-point-- $2/4$, $4/4$ meter, even rhythm. This step is a step on the left foot (count 1), pointing the right foot in front (count 2). The action is repeated by stepping on the right foot and pointing the left foot.*

Step-swing-- $2/4$, $4/4$ meter, even rhythm. This step is a step on the left foot (count 1), followed by a swing of the right foot (count 2) across in front of the left foot. The action is repeated by stepping on the right foot and swinging the left foot in front of the right foot.

*This dance step was adapted from the Suggested Teacher's Guide for Physical Education in the Elementary School--K-6, 1975-1976.

THIRTY WAYS TO GET THERE

- Level:** K-2
- Objective:** To demonstrate creative movement in time to music.
- Equipment:** Record.
- Set:** Today we are going to play "Thirty Ways to Get There." In this game you get to choose what you will do but it must be in time to the music. First, let's listen to the music and clap our hands in time to the music.
Good!
- Lesson:** Have the children get in one long line.
Explain to them that they are going to move across the room any way they want to move but they cannot do the same movement as the person in front of them used.
- Closure:** Wonderful! Let's talk about some of the different ways in which you moved. (Discuss the movements and how well they went with the music.)

JOHNNY AND JOE

- Level:** K-2
- Objective:** To demonstrate a three-count rhythm.
- Equipment:** None.
- Set:** Today we are going to play a rhythm game called "Johnny and Joe." First we need to learn the words of the song. (Johnny and Joe went to school, there they had lots of fun in P.E. Yes, they did! Yes, they did! Yes, they did! (Repeat.)
- Lesson:** Have the children sit in a circle. Teach them to do a three-count rhythm by slapping the knees on count 1, clapping the hands on count 2, and snapping the fingers on count 3. After they have picked up the rhythm and can keep it going, add the words, one word to a count. Johnny and Joe can be substituted with names of the children in the class. Have them say "Yes, they did!" louder each time it is repeated. This game prepares the children for the three-count rhythm used for tinikling.

Closure: That was fantastic! What kind of rhythm is this? Right, it has three counts.

WHAT WOULD YOU DO?

Level: K-2

Objective: To demonstrate creative movement to music.

Equipment: None.

Set: Today we are going to play "What Would You Do?" I'm going to sing a verse to you and then I want you to sing your answer and act out what you are singing. (Use the tune for "Here We Go Round the Mulberry Bush.")

Example: What would you do if I gave you a pencil? Gave you a pencil? Gave you a pencil? What would you do if I gave you a pencil so early in the morning? Reply: Here's what I would do if you gave me a pencil. Write on paper, write on paper. Here's what I would do if you gave me a pencil so early in the morning.

Lesson: Have the children repeat the song and act out what they are singing using the following:

bicycle

ball

bat

saw

hammer

yo-yo

shovel

hoe

paint brush

skates

boat

hot potato

block of ice

computer

cookie

ice cream cone

iron

watering can

horn

skate board

Closure: Everyone did a super job. Maybe you can think of some other things that you could act out and we can do them the next time we play the game.

RIBBON ACTIVITIES

- Level: K-2
- Objective: To demonstrate rhythm using a ribbon.
- Equipment: Rhythm ribbons.
- Set: Today we are going to work with rhythm ribbons. There are a lot of activities we can do.
- Lesson: Have the children practice the following using their ribbon:
- AROUND THE WORLD
- Have the children make a circle in front of the body with the ribbon.
- Have them circle right and left.
- CRACK THE WHIP
- Have the children snap the ribbon back and forth. Do it slowly and quickly and at different levels.
- CROSSING
- Have the children hold the ribbon at waist level and pass it back and forth between hands.

DRIFTING CLOUDS

Have the children hold the ribbon so that they can slowly bring it from behind them to the front of the body.

FENCING

Have the children snap the ribbon while taking one step forward and then stepping back.

FIGURE EIGHT

Have the children outline an eight with their ribbon.

FALLING

Have the children shake the ribbon so that it looks like falling rain, snow, etc. Have them shake it fast and slow.

SNAKE

Have the children twist and turn the ribbon so it looks like a snake.

SWEEPING THE FLOOR

With the ribbon on the floor, have the children make a sweeping motion.

Closure: That was excellent! Working with ribbons helps us to develop our sense of rhythm.

Alternate Activities: Have the children perform the above to music.
Try fast and slow music.
Have the children use the above and make up a routine to music. This is an excellent activity to use for a PTA program.

HOUSEHOLD

Level: K-2

Objective: To demonstrate rhythm through creative movement.

Equipment: Records, if you choose.

Set: Today we are going to play "Household."
There are a lot of things in our homes that create a certain rhythm when they operate. Today we are going to pretend to be some of those things and see if we can imitate the same rhythm.

Lesson: Have the children pretend to be the following:
Washing machine
Dryer
Dishwasher
Water sprinkler

Bacon cooking
Can opener
Jump rope
Snowman melting
Wind through the trees
Figure skater
Skier
A busy telephone
Soup boiling
Flower growing
Lawn mower
Weed eater
Mixer.

Closure: That was excellent! You may think of some more things that have a rhythm and we can be them the next time.

SONGS

Level: K-2
Objective: To demonstrate rhythmic movement through songs and musical instruments.
Equipment: Musical instruments (instruments can be easily made by the children during art class).

Jingle clogs--pairs of coke bottle tops loosely nailed to a stick. Make holes in bottle tops with a nail a little thicker than the one you are going to use to nail the top to the stick. Tapping the stick against the palm produces good sound.

Paper roll shakers--fill paper rolls with different amounts of beans, rice, or BBs, then cover with contact paper. Paper cups could be used instead by placing the open ends together and then covering with contact paper.

Coffee can drums--cover the open end and the sides with contact paper. Use a rubber mallet or the eraser of a pencil to beat the drum.

Banjo--stretch rubber bands longwise over a shoe box or shoe box cover. Different size rubber bands will make different sounds.

Sand blocks--cover wooden blocks with sandpaper. The children will rub the blocks together. Different grades of coarseness of paper will make different sounds.

Drums--cover the open ends of a can with rubber cut from an old innertube. The rubber can be held on with rubber bands.

Lummi sticks--cut old broom sticks or dowel rods different lengths. The longer the length, the deeper the tone.

Castanets--glue bottle tops to each end of a piece of cardboard approximately six inches in length. Bend the cardboard so that the bottle tops click against each other.

Set: Today we are going to do some different songs using our rhythm instruments that we made during art class. Who can tell me what physical education skill we will be developing? Right, rhythm. (Distribute instruments.)

Lesson: Have the children use the instruments to keep time to the songs you are using. Any song can be used. This can be done in conjunction with a unit in social studies on a foreign country by using a song popular in that particular country.

Closure: You make such beautiful music! Your wonderful art skills have helped you develop musical as well as physical skills. What

musical and physical skill have we improved today? Right, rhythm.

TINIKLING

- Level:** K-2
- Objective:** To demonstrate rhythm through tinikling.
- Equipment:** Poles about 2" to 3" thick and 5' to 8' in length.
- Set:** Today we are going to learn about tinikling. Tinikling is a bamboo stick dance named after the stork-line tinikling bird. On 1 count the sticks are slapped together. On count 2 and count 3 the sticks are tapped against the floor about shoulder width apart. The object of the dance is to jump or hop in and out of the sticks as they are moving. Since the sticks are clapped together on the first count, the jumper must be out at that time. (Have three children demonstrate for the class.)
- Lesson:** There are two main steps. The first is called the "Bamboo Hop" and the jumper jumps outside the poles on the left foot on count 1

and inside the poles on the right foot on count 2 and count 3. The second step is tinikling. On count 1 the jumper jumps on the left foot outside the poles, then on count 2 and count 3, inside the poles first on the right foot and then the left. On the next count 1, the jumper will jump on the right foot outside the opposite side from which he started and the process is repeated and reversed. Students can experiment with other methods of jumping such as circling, two feet at the same time or side straddle hop.

Closure: That was great! Some places even use this to perform square dances. What skill were we working on today? Right, rhythm.

LUMMI STICKS

Level: K-2

Objective: To demonstrate rhythm and eye-hand coordination using lummi sticks.

Equipment: Lummi sticks 1" in diameter and 12" long.
(These can be made from rolled up newspapers.)

Let the children make their own and decorate them during art class.)

Set: Today we are going to do some activities with lummi sticks we made in art class. You will need to get your sticks and form a big circle so we can work on rhythm and eye-hand coordination.

Lesson: Lummi sticks are used to tap on the floor, tap together, and toss to a partner to a chant or to music in 3/4 time. The following activities can also be used with lummi sticks. These activities can be done over a period of several days.

See how many ways you can toss the stick in the air and catch it.

Tap the sticks together and see if the group can tap out the same sound.

Tap the sticks over, around, and under various parts of the body keeping time to music.

Toss the sticks from one hand to the other at the same time.

With a partner, grasp the sticks and see who can take the sticks away from the other person.

Letting one stick be the hammer and the other the nail, take the hammer in one hand and drive the nail through the other hand. Repeat this activity with the eyes closed.

Hold the stick shoulder level and catch it before it hits the ground.

Balance the stick vertically behind the left leg, release the stick, turn to the right and catch it before it reaches the floor.

Toss the stick back and forth between partners.

How many different ways can you toss the stick to your partner?

Can you balance the stick on your head, shoulders, wrist, toes, etc.?

Can you take the stick and use it to dribble a ball?

Use the lummi stick as a baton in a relay.

Place the stick between the ankles, jump in the air and catch the stick in your hand before it hits the ground.

Balance the stick horizontally between the knees.

Can you walk forward, backward and side-ward?

Place the stick on your shoulder and allow it to roll down your arm and catch it.

Toss the stick behind the body with one hand, turn and catch the stick in front of the body with the same hand.

Pass one stick around the body in as many ways as possible.

Holding a stick in the palm of each hand, cross your arms, flip the sticks, and catch them from the crossed arm position.

Balance a stick on your right toe, raise your leg quickly tossing the stick in the air and catch it with the left hand.

Take both lummi sticks and pick up a ball from the floor.

Closure: That was wonderful! You can make your own lummi sticks at home and practice. Who can tell me what two skills we were improving today? Right, rhythm and eye-hand coordination.

RHYTHMIC ACTIVITIES

SUMMARY

Rhythmic activities should help students identify different meters and perform activities to each.

CHAPTER 5

Summary and Conclusions

The purpose of this study was to compile an elementary physical education handbook consisting of appropriate activities and written in a format that could be easily implemented by a classroom teacher with little training in physical education.

Surveys from 1984 to 1987 indicated that a large percentage of elementary children in Tennessee are not receiving physical education instruction from a physical education specialist. Thus, it was felt that by providing physical education activities in a handbook format with specific directions, the overall quality of physical education could be improved.

All local education agencies in Tennessee were surveyed to determine the status of elementary physical education. These studies conducted during the 1984-1985, 1986-1987, and 1987-1988 school years indicated that an elementary physical education handbook for classroom teachers who must conduct their own program could be of assistance. After consultation with State Department of Education personnel, classroom teachers, and physical education specialists, the K-2 curriculum guide was developed using the Tennessee

Instructional Model format that most teachers in Tennessee now use for instruction.

It is the author's intention that the K-2 physical education handbook be disseminated by the Tennessee State Department of Education to K-2 classroom teachers and that inservice programs on implementation be provided to these teachers.

Appendix
Resources for Handbook (Chapter 4)

RESOURCES

The original source for many activities in the handbook were impossible to identify with certainty. The following resources were utilized in compiling the handbook.

- Alabama Course of Study--Physical Education. Alabama Department of Education, 1981.
- Beary Many Ideas. Compilation by Tennessee Association of Health, Physical Education, Recreation and Dance, 1987.
- Children Moving--A Teacher's Guide to Developing a Successful Physical Education Program, George Graham, Shirley Ann Holt/Hale, Melissa Parker. Mayfield Publishing Co. Mountain View, California, 1987.
- Elementary School Physical Education--Beliefs, Goals, Objectives, Activities. Department of Education. State of Ohio, 1978.
- Essential Performance Objectives for Physical Education. Michigan State Board of Education, 1984.
- A Guide to Curriculum Development in Physical Education. State of Connecticut Board of Education, 1981.
- Handbook for Physical Education. California State Department of Education, 1986.
- Kansas Physical Education Curriculum Guidelines. Kansas State Department of Education, 1986.
- Montana in Action--Physical Education Curriculum Guide--Grades K-12. Montana Association for Health, Physical Education, Recreation and Dance, 1985.
- On the Move, Shirley Ann Holt/Hale. Mayfield Publishing Co. Mountain View, California, 1988.
- Physical Education--Alaska Elementary Curriculum Guide. Alaska Department of Education, 1986.
- Physical Education Competencies. Pennsylvania Department of Education, 1983.
- Physical Education Content Standards. Delaware Department of Public Instruction, 1985.

- Physical Education Curriculum Guidelines Grades K-12.
Division of Instructional Programs and Services,
Office of the Superintendent of Public Instruction,
Old Capital Building. Olympia, Washington, 1986.
- Physical Education Essential Skills. Kentucky Department of
Education, 1987.
- Physical Education--A Guide for Delaware Elementary Schools.
Delaware Department of Public Instruction, 1979.
- Physical Education in Oregon Schools. Oregon Department of
Education. Salem, Oregon, 1979.
- Physical Education: 1. Laws and Regulations. 2. Guide-
lines for Adapted Physical Education. 3. Chapter 622
and Title IX as they Relate to Physical Education and
Athletics. Massachusetts Department of Education, 1982.
- Physical Education Program Guide, K-12. Department of
Education, State of Hawaii, 1979.
- Physical Education Syllabus--Grades K-12. The University of
the State of New York, the State Education Department,
1986.
- Practical Resource Handbook for Co-instructional Physical
Education. State of Washington, Division of
Instructional Programs and Services, 1987.
- Some Educational Learner Outcomes for Physical Education.
Minnesota Department of Education, 1984.
- Standards of Learning Objectives for Virginia Public
Schools, Commonwealth of Virginia, Department of
Education. Richmond, Virginia, 1984.
- State Board of Education Rules for Curriculum--Physical
Education. Only, Texas Education Agency, 1987.
- Suggested Learner Outcomes, Physical Education--K-12.
Oklahoma State Department of Education, 1985.
- Suggested Teacher's Guide for Physical Education in the
Elementary School--K-6. Tennessee Department of
Education, 1975-1976.

Various elementary physical education teachers in Tennessee. Activities contributed at physical education workshops while author was health and elementary physical education consultant for the Tennessee State Department of Education.

Wyoming Standards of Excellence for Elementary Physical Education. Wyoming State Department of Education, 1982.

References

References

- Annarino, A. (1981). Accountability: An instructional model for secondary physical education. Journal of Physical Education and Recreation, 52, 55.
- APSU Undergraduate Catalogue. (1988-1989). Austin Peay State University.
- Arlin, M. (1984). Time, equality, and mastery learning. Review of Educational Research, 54, 65-86.
- Ashy, M. H., & Lee, A. M. (1984). Applying the mastery learning model to motor skill instruction for children. The Physical Educator, 41, 62.
- Bradfield, R. H., Cannon, P., Parker, M., and Lualhati, R. (1989, Winter). Run to learn--learn to run: Exercise as a behavior and academic facilitator. The Physical Educator, 46, 27.
- Chambles, J. P., Anderson, E. R., & Poole, J. H. (1980). Mastery learning of stunts and tumbling activities for mentally retarded. (Report No. SP 205 554). Oxford, MS: Mississippi University, North Mississippi Retardation Center. (ERIC Document Reproduction Service No. ED 198 670).
- Chandler, S. (1968). Director of Staff Development, Division of Career Ladder Program, Tennessee State Department of Education. Cordell Hull Building, Nashville, Tennessee. (Conversation).
- Computer Printout of Teachers Employed by Local Education Agencies, Teaching Assignment, and Areas of Certification. (1987-1988 school year). Office of School Approval, Susan Hudson, Director, Tennessee Department of Education, Cordell Hull Building, Nashville, Tennessee.
- Corbin, C. (1976). First things first, but don't stop there. Journal of Physical Education, Recreation, and Dance, 52(36), 38.

- ETSU Undergraduate Catalogue. (1988-1989). East Tennessee State University.
- Gabbard, C. P., McBride, R. E., & Matejowsky, C. (1989). The Elementary team--becoming a full partner. Journal of Physical Education, Recreation, and Dance, 60, 48.
- Gallagher, J. (1984). Making sense of motor development: Interfacing research with lesson planning. In J. Thomas (ed.), Motor Skill Development During Childhood and Adolescence (pp. 123-138). Minneapolis: Burgess.
- Graham, G., Holt/Hale, S. A., and Parker, M. (1987). Children moving. Mountain View, CA: Mayfield Publishing Company.
- Hanson, M. (1972, June). Professional preparation of the elementary school physical education teacher. Quest, 98-106.
- Heitmann, H. M. (1971). Rationale for change. Organizational Patterns for Instruction in Physical Education. Washington, D.C.: American Association for Health, Physical Education and Recreation.
- Jewett, A. E. (1989). Curriculum theory in physical education. International Review of Education, 35(1).
- Jewett, A. E., & Bain, L. L. (1985). The curriculum process in physical education. Dubuque, IA: Wm. C. Brown.
- Jewett, A. E., & Mullan, M. R. (1977). Curriculum design: Purposes and processes in physical education teaching-learning. AAHPER publication.
- Kelley, L. E. (1989, August). Instructional time--the overlooked factor in p.e. curriculum development. Journal of Physical Education, Recreation, and Dance, 60, 48.
- Lawson, H., Lawson, B., & Stevens, A. (1982). Meanings and functions attributed to elementary education. Canadian Association for Health, Physical Education, and Recreation Journal, 48(4), 3-6.
- McNeil, J. D. (1977). Curriculum a comprehensive introduction. Boston: Little, Brown and Company.
- MTSU Undergraduate Catalogue. (1988-1989). Middle Tennessee State University.

- Murphy, G. (1958). Human potentialities. New York: Basic Books, Inc.
- Nixon, J. E., & Jewett, A. E. (1974). An introduction to physical education. Philadelphia: W. B. Saunders Company.
- Parker, M., & Pemberton, C. (1989, August). Elementary classroom teachers--untapped resources for fitness. Journal of Physical Education, Recreation, and Dance, 60, 61.
- Petray, C., & Cortese, W. (1988). Physical fitness: A vital component of the school health education curriculum. Health Education, 19(5), 4-7.
- Poulton, B. (1988). Executive Director, Tennessee State Board of Education (conversation). Cordell Hull Building, Nashville, Tennessee.
- Sander, A. N., & Burton, E. C. (1989). Learning-aids-enhancing fitness knowledge in elementary physical education. Journal of Physical Education, Recreation, and Dance, 60, 56.
- School Approval Files. (1988). Office of School Approval, Susan Hudson, Director, Cordell Hull Building, Nashville, Tennessee, Tennessee Department of Education.
- Spaulding, D. (1988). Director of Elementary Education, Division of Curriculum and Instruction, Tennessee Department of Education, Nashville, Tennessee (conversation).
- Suggested Teacher's Guide for Physical Education in the Elementary School--K-6. (1975-1976). Tennessee State Department of Education.
- Tennessee Instructional Model--Staff Development. (1984). Tennessee Department of Education, Sadie Chandler, Director of Staff Development.
- TSU Undergraduate Catalogue. (1988-1989). Tennessee State University.
- TTU Undergraduate Catalogue. (1988-1989). Tennessee Technological University.
- Undergraduate Catalogue. (1988-1989). University of Tennessee.

- Van Wieren, G. (1973). A comparison of elementary physical education programs instructed by classroom teachers and programs instructed by classroom teachers consulting with physical education specialists. DAI, 34, 1683A. (University Microfilms No. DCJ73-21903)
- Waiver Files. (1986-1987). Division of Curriculum and Instruction, Tennessee State Department of Education, James Kelley, Assistant Commissioner, Cordell Hull Building, Nashville, Tennessee.
- Werner, P., Simmons, M., & Bowling, T. (1989, September). Combining the arts and academics. Journal of Physical Education, Recreation, and Dance, 60, 55-57.
- Williams, J. (1988). Division of Certification, Tennessee State Department of Education.