

Protestant Reformed Christian Schools

Physical Education Curriculum

Vision and Philosophy

Parents of covenant children are called by the fourth commandment to make sure that “the schools be maintained” (Heidelberg Catechism, LD 38). Because of this command, parents have built and supported Christian schools whose purpose it to help them raise their children in the fear and admonition of the Lord. Schools were established because many parents found the awesome task of educating their children very difficult to do at home.

These schools are responsible for determining the curriculum of the school and the subjects that they should teach. One of these subjects is Physical Education. Does Physical Education have a place in our Christian schools? Does PE fit into the purpose and mission of our Christian schools?

The purpose of our schools is to educate the covenant children God has given us from a Reformed, Christian perspective. The schools are to teach each child to prepare them for their calling in this world and to prepare them for their place in the church so that they may glorify God. Schools then have two important callings in how they are to teach the child. They must educate them spiritually about God, Christ, and His church and also give them the tools and knowledge to function in this world. Teachers accomplish both of these aspects by teaching Bible, singing, praying, assigning memory work, and all other subjects in school from a reformed perspective.

Does PE then have a place in the school and can it be taught from a reformed perspective? From an extrinsic viewpoint, PE teaches physical skills that may be used throughout life and but can't really be taught from a Reformed perspective. From an intrinsic viewpoint, the hidden curriculum (i.e., morals and attitudes) of PE is very valuable in teaching students about how to act and can be taught using the Word and from a reformed perspective.

We must tread carefully though as we try to assign some value to PE and try to defend it Biblically. PE is often associated with athletics which are often about athletic prowess and abilities. Sports can be over-emphasized because of the rewards and esteem given to successful athletes.

We need to differentiate PE from athletics. Athletics are often pursued outside of school, are not experienced by all children, and focus on one sport or skill. PE is meant to physically educate the child about movements, body, health, games, cooperation, fairness, and fitness. PE can be viewed as educating students about themselves through the physical rather than by the physical. All students are instructed in a controlled classroom that is centered on the whole child, not just winning or losing.

In the past there have been questions about the need for physical education in the Christian school curriculum. The argument centered on the fact that students had plenty of opportunities for exercise in their life outside of school. In the past that may have been true. But the culture of the day is much different than 50 and even 25 years ago. Life demanded that children and adults do much more physical activity in their work and play. Things have changed. Due to machinery and technology, physical exertion has been drastically reduced. The types of jobs that adults have and the way students spend their free time have fostered a

sedentary life. This has led to an epidemic like increase in obesity. Many diseases (diabetes, heart troubles, and hypertension) have been brought on by this sedentary lifestyle.

Thus physical education in a Christian school is an important place to educate students about this problematic lifestyle. Although a “beautiful body” is not needed to serve God, it can be concluded that an individual whose body is physically fit will have more opportunities to enjoy the creation that God has given us.

Each person is a divinely created creature. The body is a priceless possession (Psalm 139:13,14 and Romans 12:1). Students should learn that their bodies are important. God gives each person physical attributes, or “talents,” to care for as well as intellectual and spiritual ones. Physical condition affects many other elements of the total being. For example, how much sleep students get affects their response in class. A lack of a caring attitude can be often found in those whose life has no activity and interaction with others. The mind is connected to the body.

Each person is an organic whole. Education of and through the physical is not only possible but also necessary. For example, physical activity can help students grow in the decisional dimension of learning—in the areas of options, choices, and commitments. Because children learn by precept and practice, one task in physical education is to see that students understand, choose, and practice personal integrity, cooperation, self-respect, responsibility, and perseverance.

Motor proficiency contributes to the development of certain perceptual, psychological, and sociological attributes. For example, one’s self-concept and ability to work with others may be enhanced because of the lessons and attitude developed through physical education.

The first twelve years of life are considered the skill building years. Movement is an important channel through which children form perceptions of God’s creation. Differences in learning potentials and personality traits demand a multi-sensory approach in training. For some students, movement stimulates learning.

Physical education has had a place in our schools for many years and I believe will continue to have a place. Although PE shouldn’t be assigned the same importance, weight, and time that are given to Bible, reading, and math, a time of organized, teacher-directed instruction should be found somewhere in the school curriculum.

Physical education is also a subject that presents many difficulties to the teachers in our schools. Because of these two elements, this PE curriculum has been developed to assist the schools in implementing, coordinating, and teaching Physical Education to the students that attend these schools. The purpose of this curriculum then is three-fold. One, to unify the PE curriculum that is used in each school and give it an organized succession. Two, to give teachers the ability and knowledge to teach skills in a unique classroom setting. The third reason is to make sure that a wide range of skills are taught and that teachers have a variety of games and activities to teach them with that students can play throughout their whole lives.

I hope that by putting together this PE curriculum, both students and teachers will benefit. Students will learn many important skills and games that they will be able to use throughout their lives. They will also learn about and display honesty, respect, helpfulness, discipline, unselfishness, fairness, compassion, and many other values while participating with others. It is in these elements that I desire that this curriculum is able to be used as a means to glorify God. It is my hope that this curriculum will be a small part of the Christian education of each child to prepare them for the important calling and situation God has prepared for them. To God be all the glory.

My Hope for Our New Curriculum – A Note to Teachers

What you now have is the culmination of a lot of work by various individuals. I hope that you, as teachers, will be able to use this curriculum and hourly enjoy its content.

This curriculum by no means is the authority on PE. Rather it is a collection of many different activities and skills, put together in an organized, comprehensive, and unified manner. For some teachers, this will only be a supplement to already wonderful and well-rounded PE lessons that they have been using for years. For others, it may replace their current curriculum.

The two most important aspects that the teacher brings to this curriculum are flexibility and creativity. I have tried to make this curriculum as applicable as possible to as many different settings as possible. However, our schools have a wide variety of materials to use, differing facilities, and differing teacher abilities. In preparing for a lesson, you will find that you may have to adjust parts of the lesson depending on the number of students you have, your facilities, weather, time, and many other factors.

Another element we ask the teacher to bring to each class is the aspect of Christian character (i.e., cooperation, sharing, waiting, etc...). We initially thought that each lesson should have a character section. I soon found that this part of the lesson became contrived and almost forced. After talking with various individuals, we decided that the each would be better suited to develop part of the lesson to their individual class.

There are 30 lessons to each grade level (one per week). Each lesson also has instructions for a second lesson for those who have the time. Those who have only one lesson per week should stick to the main part of each lesson so that each class is exposed to the full curriculum. 30 lessons however, will not take you to the end of the year. I left room for you to use some of your own successful lessons that you currently enjoy teaching each year. Also, if a lesson is difficult, you will have time to be able to repeat it.

Before you get started using this curriculum, skim through the requirements for each lesson. See which lessons can be taught in winter and which will work better in the spring or fall. Think about which ones will work better in a gym (if you have one) or outside. Although the lessons develop somewhat chronologically, they don't have to be followed in exact order.

There are some aspects to various lessons that some teachers may not be comfortable with. This is probably most visible with the gymnastics portion of each grade level. If you are uncomfortable teaching part of a lesson, skip it, or find help from someone who is willing to try some of these things.

You find a wide variety of activities in this curriculum. I tried to branch out from using just the major sports and putting too much emphasis on them. A well rounded curriculum, I believe is an important part of our school's own curriculum. Teaching those main sports activities is very beneficial however since adults, no matter where they find themselves, often can be found in church or town leagues playing softball, volleyball, basketball, and hockey. These "sport" skills are important and will be focused on in the later grades. The early grades are spent building a strong and well-rounded PE foundation that can be built on later.

I hope to build on this curriculum as well. There are many more activities, games, and sports that aren't in this curriculum, but I hope to add once it is all finished. Many of

these activities I have tried with my students. Some they have loved and others they thought were duds. I would appreciate feedback on any ideas you may have, any mistakes you find, or parts of lessons that you feel need adjustment. The beauty of this curriculum is that we can easily make changes to it and send out the new lessons to each school as needed.

I have enjoyed developing a PE Curriculum that can be used by our own PR schools. It was more than I initially thought it was going to be, but slowing down I believed improved the product. I hope it unifies the PE curriculum as much as possible between all of our schools and that it gives those teachers who are intimidated by PE, a sound base to build on. I hope you enjoy teaching these lessons to your students and they enjoy doing them as well.

~Mike Vander Veen~

Direct Instruction

Direct instruction is the way most teaching is done in the classroom. Students are asked to listen to the teacher and follow the exact instructions of the teacher. The teacher shows and tells exactly how to move and do things and students are supposed to do this.

Exploratory Lesson

An exploratory lesson is done in very different manner. The teacher usually asks questions and uses indirect means to get to the end. The teacher knows what they want the students to do. With an exploratory lesson, the teacher give suggestions and hopes that the students are able to discover the best way to do the skill on their own. Here is an example.

If the teacher want students to do a push-up they may ask the students the following questions hoping that in the end the students will end up doing a push-up. Can you lie on the floor? Is there anyway you can make yourself so that you stomach doesn't touch the floor? Can you do this with you arms and legs straight?

Often in exploratory the teacher may point out other students who have good form and have discovered what the teacher wants them to do. This way others will mimic those students who are doing it right.

Students often find exploratory lesson very fun and loose. They allow for a lot of freedom on the part of the student. These lesson can also be very intimidating for the teacher at first. As a teacher uses more exploratory lessons, they will become more comfortable with them and usually enjoy them. Every year a few exploratory lessons will be given. Other lessons will have the option of using direct instruction or exploratory. It is up to the teacher to decide what is best for their class.

Classroom Management

Material Setup: Always check the day before to see if the materials you will be using are in their proper place and that there are enough materials. Try to have material set-up before hand if possible. Many times this will not be possible because the gym is being used by others.

If all the materials are taken out in a barrel have the children go in small groups to pick them out. When handing out materials, give instructions before they are handed out. It helps to give a safe activity so that all the students can play with the materials right away. Generally, if the teacher tells students to hold them still and stand there we know that there will be many problems. The way to prevent this is to have the students get their materials and as soon as they have the materials, to start playing with them immediately in a safe way. Also, it is advisable never to have the students just stand there while you hand out materials or take a lot of time to set-up things. If you need to set-up the area, have the students playing some type of game or all of them participating in an activity (tag). You can also have some students help you by getting the materials out and setting things up. This will teach them responsibility and the need for them to pick them up and take care of the materials in the end.

For teachers who can set-up ahead of time: If it is possible, set out the materials to be used along the perimeter with a spaces between them. Never set out materials in a big pile. This will cause pushing and fighting over the materials. Set them out so that they are spaced out.

Material Put-away: Have the students do all of the work here. Having students stand while you put things away is not recommended. Right at the beginning of the year, state your expectations of how

you want each child to be responsible for their own materials and that they put them away. Have them take a mental note of where things are and where they are expected to go. This way you won't have to go back and clean it all up because it was sloppily put away and others won't be able to find any of it.

Entering the Classroom: Talk to students in your classroom or right before you enter the gym so they know what to do. Always have an short yet exhaustive activity to start out with (generally the warm-up). It is recommended to use an activity that is not a full blown sports game (five on five basketball) with younger students. It is easiest to start out with fitness activities, jogging, or other individual activities. Beginning class with a activity that really gets them moving gives you a chance to set things up.

Students generally go to gym with an expectation to be able to run, have fun, and be active. If they go to the gym and start out by having to sit and listen to too many directions, they will undoubtedly become behavior problems. Rather have them get rid of some energy while you get things in order for the first two or three minutes and then have them sit down to rest and you can begin to give them your directions.

Starting Areas: Establish certain areas in the gym for students to spread out at the beginning of class when you first call them to order (not always needed, just follow your lesson plan). You will usually want them to be spread out so that they have their own personal space to work in. The reason for spreading out in the beginning of class will be to do certain physical fitness activities and for you to show them any skills they are going to work on. It helps to have them spread out in an organized manner, because you will be able to clearly see their form as they practice some of the skills you taught them.

Ways to have the students spread out may vary by age and the activities they are going to be doing. It is recommended that you pick a consistent set-up for the room that you can use all year long. Having a definite procedure and special spot for them to go to each time will help with behavior and letting them know what they are to do without ever having to tell them. You can use poly spots, wall markings, or other things to designate where students ought to go.

Teach them a freeze signal. Do not use the word stop. It is used by everyone and often students they become numb to the word and you will have to say it numerous times. Most of the time, students like the work "freeze" because they get to stop in the exact pose they were just in. You can also use a whistle, arm signal, or another type of verbal signal of your choosing. The reason for the signal is to get them to stop exactly where they are and to get them to stop doing what they are doing. This sounds obvious but the younger students need to learn this direction well, so that they will know what is expected of them when they are older.

For example, the reason for this is a teacher may be teaching older students some strategies in soccer and they want to show the students how where they all were. If the students fail to immediately stop, it will take time to get them back to where they were and explain it. Something else you may want to add with the freeze direction is that students must set down any materials that they are using.

When someone says freeze the students should stop where they are at, but also drop what ever they may be playing with. Many times they will be really worried about a ball they just had rolled away and they want it back. But they must learn for the sake of time and sometimes safety, they must let the ball roll away and not chase after it (going into the street).

This procedure should be practiced with the younger students over and over until they have it down. Do not just try it once and let it go if some students don't exactly follow it. Do it over and over until everyone follows the directions as needed. It will save you a lot of instructional time in the long run.

Another great reason for a universal signal is that it can be used by anyone in the school to quiet a group down whenever needed (PE, chapel). Students will always comprehend exactly what is being asked of them and there won't be any questions. This signal can then be used in school assemblies, out on the playground at recess, in the regular classroom, and in the gym.

“When I Say Go”: This is a very important direction. Often a teacher will say, “We're going to play basketball so you will have to get into teams and get some basketballs.” Well, some kids as soon as they heard teams stopped listening and started to make teams, while others stopped listening when they heard they needed a ball and began to run to get one.

“When I Say Go” is what you should precede most statements with in PE. This is what you might say, “When I say go, you will get a basketball and then find your place on a spot and begin dribbling.” This way they will listen to all the directions and not take off until you say “go.”

Sample Direction Sequence: Each person hears a direction but often that one direction is interpreted in many different ways. Because of this, you need to make sure that you preface your statements with something to keep their attention, keep your instructions short, limit the number of different instructions at a time, and be very clear.

For example, we have been studying golf and today the students get to actually hit some golf balls on their own. Here is a possible running dialogue of one way it could be done. After running around, finding a spot, and doing some individual fitness exercises, the teacher might say, “Everyone toe to toe. Now each group must have only one person go down on one knee. Good. When I say go, those who are on one knee should find one of the golf clubs I have placed around the area and stay there. When I say go, those who are still standing should pick up five golf balls and two tees and go find your partner. Go. Good, everyone has their materials and is by their partner? OK. When I say go, you and your partner should find an area between two of the cones that I have set up and wait for me to tell you to begin to hit the golf balls. Does everyone understand that you must wait for me to give you the OK to begin hitting golf balls? All right. Go.” By doing it this way I have made sure before they went to the hitting area, that they must wait before hitting a golf ball. This way they have all nodded their head, heard my instruction, and cannot plead ignorance if they do hit a golf ball without permission. By being clear, prefacing your statements with “when I say go”, and giving little instructions at a time, less time is lost trying to keep everything organized. Also when students do have questions you aren't trying to answer them while others are going ahead and getting themselves and others into dangerous situations. Rather they will be able to ask questions so all can hear them while they are waiting for the next directions.

Leaders: Teaching students to be leaders and followers can be helpful to you as the teacher and to the student so that they may learn about the qualities of both, that there are times to lead and follow. Have squad leaders to get the equipment for the rest of their group students or put it away. Having students lead others in exercises gives them the opportunity to lead and allows you to find out just how much they know and retain. It also helps you in keeping order in the class (you can walk around, set-up, while the students do the work!).

Having enough equipment: This is also a key to having a controlled classroom. If everyone is doing something, this can help eliminate problems. Find out based on the amount of students you have,

if you will have enough equipment. Depending on the activity, it is generally wise to have one piece of equipment for every two students. If your school does not have enough, try to get the students to bring some from home if possible.

In PE it is not wise to have two balls for 30 students. This is especially important for younger students. If you had one pencil for every five students on a math test, it won't be done well, not much will have been learned, and they will only get a few problems done if they only get 35 minutes for the test. Please don't do this in PE. It is easier to manage, but not much is learned by those who truly need it.

One ball and ten students in line is not advisable. If you have one ball for every ten kids for 30 minutes that student may only touch the ball 10 –15 times whereas if two students shared the ball, they may touch it over 100 times. If you did the same thing with math problems, how well would your students know them? The same can be said for skills taught in PE. Spending more time when they are young playing as much as possible will help them develop skills. They don't need to play the full blown game right away. They will often want to but you can't do long algebra before you learn to add. So full sided games will come in junior high and high school.

Let them all get a chance to practice as much as possible. This way they will learn the skills and will be able to play with the all the other students later on in school when they will really want to.

Group Making: Make sure that you have definite methods of breaking the students into different groups. Random selection can be all right but often times there are more appropriate methods of breaking students into groups. You should vary the way you break students into groups so that no students can guess what you are going to do or how they can manipulate where they are going to be going.

After students are randomly positioned throughout the room you can use these directions:

- ◆ Toe to Toe – students find one other partner closest to them and to form a duo. If you want two even teams, have one student take a knee in each duo. The ones on their knees area team, and the ones standing are the other team.
- ◆ Groups – raise you hand to show the number and say the number out loud so that students know how many should be in each group. Once a group is formed they should sit down and no one can leave or join.

Getting Drinks and Going to the Restroom: Have a way of dealing with letting students go to the bathroom and getting water. If you are going to be outside and it is hot out, it might be advisable to have some students bring water, you bring water, or let them go in. Use you judgement in this case. Watch over students to make sure they do not get too overheated.

Medical Kit: Having a medical kit around can be essential. Having students playing games and then having an injury come up can make for a tough situation. Having a simple kit with Band-Aids with you, or having a plan in place can be essential. This way you don't have to quit class early, or leave the students unattended. Other injuries that you may have to deal with make be bone injuries and breathing problems. Have a plan in place for each of them. If you have student who is prone to asthma problems or other breathing problems regularly, it may be advisable to have the parent send an extra inhaler with the student to keep at school for such and emergency. Keeping yourself calm will help keep the injured student and the rest of the students under control. Broken bones or suspected broken bones also can be difficult. Have a plan so a student can go get help. Make sure of the type of break before you every try to move. If in doubt, always wait for an expert. The best way of dealing with injuries is having a plan,

staying calm, and being familiar with what to do for each type of injury. Read up on first-aid and what to do for each of them.

Lesson : Explanation of Lesson Parts

Objective: This area of the lesson is meant to introduce the lesson and explain why it is important and being taught. It may include some directions about the lesson and activity.

Character: PE is a wonderful way to work on the Christian character of individuals because of its untraditional setting. In this section you will be told what the focus of the lesson is on in regards to character. It may be worked on in warm-up or activity part of the lesson. If it is in the warm-up portion, you may want to talk about it while you are still in your classroom. If the students will work on character during the activity part of the lesson, you may introduce it during the instruction portion of the lesson.

Materials: This area of the lesson will contain all of the materials you need for the lesson. You may have to reference the apparatus part of the curriculum for some materials. Always read this part at least a day ahead. You may need to ask students to bring something from home.

Set-Up: This area of the lesson will tell you where you should hold the class. There may be diagrams that also show how things should be set up and where lines should be. If possible, you may need to set up ahead of time. Reading through the lesson ahead of time may make it easier to do this.

Skills: This area will list the skill of the lesson. Often the skill will correspond with the title of the lesson. The first skill listed is the main one, but there will be many that are used each lesson. This area will allow the teacher to quickly reference the skills that they will need to know about.

Lesson:

Warm-up: This part of the lesson should last anywhere from 2-6 minutes depending on how much time you have for PE and what the substance of the warm-up is. The object of this part of the lesson is to get the kids moving quickly to warm their bodies up. Another important reason for a warm-up is the expectations of students. Students view PE as a time to be active. If most of the class they are sitting down, in lines, or being talked to, they will become bored. So another goal of the warm-up is to fulfill these expectations of movement and get the students moving. Hopefully by moving right away, they will be sapped of some of their energy and by the time you get to the lesson and instruction, they will need to sit down for a minute to listen. It is suggested that you discuss what the students will do as soon as they get to your PE area. If you tell them that when

they get to the gym they may run around for a minute, it will give you a chance to set-up or get out any materials you may need. When you are ready to proceed with the rest of the warm-up, yell "freeze". You don't have to always use running right away. If the lesson states a tag game, name the person(s) who are "it" while still in the classroom.

Instruction: This part of the lesson will give you the "cues" for the skill the students will learn. The directions will break down the new skill that is being taught for you so that you can teach it to the student part by part. It is best to do this part of the lesson all together and have the students copy or mimic you so that you can see that everyone has a grasp and how and what they are supposed to do.

Practice: This area of the lesson transitions between interaction and activity. It will give some simple ways to practice the new skill that is being taught. For example, you may be teaching basketball. The skill being taught may be dribbling. In this section there will be some activities that work specifically on dribbling usually without any games. It allow students an opportunity to practice the skill individually without the pressure of a game. It is during this time that you should find yourself, just as in the classroom, walking around observing students practice the skill and helping, correcting, and encouraging all those who need it.

Activity: This will be the part of the lesson that students look forward to the most. It will include the activity or game for the lesson. Generally it will be the longest part of the lesson. This part of the lesson may be done in an exploratory manner or with direct instruction. It may often contain the part of the lesson in which the character of the students may be introduced. Somewhere in the game the students will usually have an opportunity to use the skill that they learned earlier in the day.

Table of Contents - Kindergarten

#	Lesson Title	Warm-up	Activities	Skills
1	Intro to PE	Directions to Follow	High Five Tag Tunnel Tag Germ Tag	Listening/Following Directions Running, Freezing, Crawling, Throwing, Dodging
2	Running	Color Scramble	Steal the Beanbag	Running, Changing Directions
3	Leaping and Skipping	Running Variations	Music Freeze	Leaping, Skipping
4	Sliding and Crawling	Leap and Skip Warm-up	Squirrel in the Tree	Sliding, Crawling
5	Jumping and Galloping	Freeze Tag	Soap Bubbles	Jumping, Galloping
6	Rolling and Falling	Body Warm-ups	Jets and Rockets	Rolling, Falling
7	Dodging	Partner Tag	Cat and Mice	Dodging
8	Upper Body Exercises	Body Letters	Change Sides	Upper Body Movements
9	Middle Body Exercises	Animal Imitations	Animal Tag	Middle Body Movements
10	Lower Body Exercises	Activity Cards	Scarecrow and Crows Where's My Partner?	Lower Body Movements
11	Rolling	Freeze Tag		Object Manipulation
12	Dribbling	Locomotor Activities	Dribbling the Ball	Manipulative-- Dribbling
13	Synchronized Movements I	Rhythm Sticks	Spokes in the Wheel	Full Body Coordination
14	Synchronized Movements II	Color Scramble	Hot Potatoes	Full Body Coordination
15	Balancing I	Body Letters	Line Walking Balance Beam	Balance
16	Balancing II	Newspaper Crumble	Stork Tag	Balance
17	Catching I	Activity Cards	SPUD	Catching
18	Catching II	Partner Tag	Circle Straddle Ball	Catching
19	Prone Activities	Airplane Flying	Toesies	Muscle Holds
20	Supine Activities	Crabwalk Tag	Scooter Relay	Muscle Holds
21	Hand and Knee Activities	Freeze Tag	Red Light, Green Light	Hand and Knee Movements
22	Hand and Feet Activities	Bird Mimics	Leap Frog Relay	Hand and Feet Movements
23	Tumbling	Trunk Stretches	Back to Back Race	Tumbling
24	Scooters	Shaking Hands	Various Scooter Activities	Balance, Object Control

#	Lesson Title	Warm-up	Activities	Skills
25	Jump Ropes I	Color Scramble	Rope Activities Rope Circle	Balance, Jumping, Quickness, Running, Locomotor Movements
26	Jump Ropes II	Interrupting a Conversation	Rope Activities	Timing, Balance, Rhythm
27	Parachutes I	Ring Around the Rosey	Parachute Games	Hand Grips, Synchronization, Skipping, Upper Body Movements
28	Parachutes II	Musical Statues	Parachute Games	Hand Grips, Synchronization, Running, Freezing
29	Exploratory Hiking Trips	Material Set-up	Exploratory Hiking Trip	Animal Walks, Locomotor Movements
30	Challenge Course	Movement Activity	Challenge Course	Locomotor Movements

Kindergarten

Lesson 1: Intro to PE

Objective: Welcome to PE! We hope this year will be enjoyable and that the lessons will help the students to grow in physical skills and in knowledge and help them learn about themselves. Today we will spend a lot of time introducing players to directions that the teacher will use this year. We want them to be able to have as much time to play as possible, and these activities will help them.

Character: Instruct students that in PE this year, the theme will be cooperation. There will be many opportunities in PE to work on this. PE is a great place to practice working together and showing good Christian care for one another. There will be other things that we will practice this year such as honesty, sharing, and manners, but the main focus will be that everyone cooperates and works together. This means that students will cooperate with the teachers as well as with each other.

Materials: Small Playground Ball
Foam Balls

Set-Up: Gymnasium or field

Skills: Listening and Following Directions, Running, Freezing, Crawling, Throwing, Dodging

Lesson:

Instruction: When I Say Go – This important phrase will carry over into all areas of your teaching. Start many of your PE phrases by saying, “When I say go.” For example if you normally start by saying, “Each of you will need a ball,” they will be running to get a ball before you can finish the phrase. Preface that statement with the phrase, “When I say go, you will each find a ball. Then head to your assigned spot. Go.” This will give students a signal to do something. This phrase can be changed and developed to fit many other situations as well.

Freeze – Have students find a spot in the gym so that they are spread out and standing. Tell them the most important word they will need to know for PE this year is “freeze.” Whenever they hear any teacher at school use this word, they should stop moving immediately. Students shouldn’t even turn around when you say freeze. They should stop exactly where they are, no matter where they are or what direction they are facing. If a teacher wants students to turn around after that they will tell them. When a teacher says, “Freeze,” and a student has a ball,

the ball may roll away. Instruct students that they should not chase after the ball. They will be allowed to get the ball later. "Freeze" may have to be used by a teacher to keep students safe. Something dangerous may be about to happen, and being able to have students stop is important.

Toe-to-Toe – When the teacher says "toe-to-toe," students need to find a partner who is very close to them and put one of their feet next to a foot of the other person. This designates them as partners. Students cannot change partners once they are toe-to-toe. The object is to find partners as quickly as possible. Tell them not to worry about who is their partner, only that they have one. If you have a large class there may be three or four students on the fringe who don't have a partner right away. Instruct students if they don't have a partner in five seconds, to go to the teacher where they will be able to meet others who don't have a partner and make a duo. Many times you may want one student in the group to get something. Instruct students that one of the two should go down on a knee. The one left standing can then go get the item and return to their partner. If you need to split the class into two even teams this method works as well. Have them all do toe-to-toe. Have one of each duo take a knee. All the students left standing form one team and all the students down on their knees form another team.

Making Groups – The teacher holds up a number of fingers and says the number that represents how many students should be in a group. As soon as the teacher says that number, students should try to make a group of that many students. As soon as a group has the number needed, they should sit down. As soon as a group is seated, no one can leave or join that group. Again if there are students not part of a group, they should find the teacher and see if they can make a group out of all the singles.

Practice: Have students begin to run around the area. Every 5-15 seconds yell the word "freeze" and see if students stop. Point out some students who are doing a good job of this and correct any students that may need it. There may be a temptation for some flop to the ground when you say, "Freeze." Instruct them that this is a wrong way to freeze. Every few times after you have students "freeze," say, "Toe-to-toe," or yell out a number for them to form in groups. Practice this for 5 minutes or until students have the idea down so that it can be used throughout the rest of the year.

Activity: **High Five Tag** – We'll start out this year with a few different tag games that students will enjoy and be able to play at recess. In high five tag, when students are tagged, they should raise one hand up in the air so that someone who has not been tagged can run past and give them a high five to set them free. Designate one or two students to be "It."

Tunnel Tag – Students who are tagged “It” in this game must make the shape of a tunnel. When they do so, someone will crawl through the “tunnel” (legs) so that they are free to join the game again.

Germ Tag – In this game, players are tagged when they are hit by the ball. The ball is considered like a germ. No one wants to have a germ for long. So students must hurry and get someone else it. You can have one or two students start out with the “germs.”

Kindergarten

Lesson 2: Running

Objective: Most students at this point in their life have known how to run for some time. In this lesson we want to do some activities that allow the teacher to observe the students running to see if there are any problems. Running forces both sides of the brain to work together and coordinate at the same time. Some students do have problems coordinating both sides of their body. This will be observed most easily by watching the arms. The opposite arm should swing forward when the opposite leg swings forward. Watch for an overall smoothness of movement.

Materials: Whistle (optional)
Beanbags
Colored cards (four colors) and posters of those four colors

Set-Up: Gymnasium or field

Skills: Running and Changing Directions

Lesson:

Warm-up: Color Scramble – Each student should be given a small piece of construction paper (the size of a playing card). Use four different colors. On four opposite walls in the gym (or on four cones outside) there should be a large piece of construction paper that matches one of the four colors. When students come into the gym they should match the color of their card with the construction paper on the wall and run to the color. When you say, “Go,” they should run to the middle and continue trading cards randomly with everyone else until you say, “Find your color.” Repeat this for 2-3 minutes.

Instruction: Running – As students run, there should be a second when there is a loss of contact with the ground. Remind students to run on the balls of the feet, to bend the elbows and knees, and to swing arms and hands forward and backward. After giving them proper instructions, have the students run around in the gym and see if they can observe themselves doing these things.

Practice: Running – Have students do these following activities on your command:
Run slow, then fast.
Run around objects and people in the gym.

Run and stop (freeze when the teacher says to or when the teacher blows the whistle; start when the teacher says go or when the whistle is blown again).
Run following a leader.
Run backward.
Run using imaginative motions showing emotions, animals, and objects.
Run with a partner side by side.

Activity: **Steal the Beanbag** – This game is very similar to the fun game, Steal the Bacon. For this game you will need two lines that are about 30 feet apart and a beanbag for every two students. Have students find partners and then line up across from each other on the opposite lines. The beanbag is set in the middle between the two partners. The game begins when the players meet each other in the middle and shake hands over the beanbag. After the handshake, the players can grab the beanbag at any time. The objective is to steal the beanbag and make it back to the safety line without being tagged. When a player does grab the beanbag, the other player should try to tag him. If he is tagged, the player returns the beanbag to the middle and tries again.

Remind students to keep their eyes up and not to put their head down so they don't stand up quickly into the other player.

Kindergarten

Lesson 3: Leaping and Skipping

Objective: The students will learn to transfer weight from foot to foot through leaping and skipping. Students will also show cooperation by holding hands and moving together. They will also have to take turns leaping over objects, and watch out for others as they all leap and skip at the same time.

Materials: Jump ropes
CD/Radio Player with march music (or tom-toms, piano)
Various objects for leaping over

Set-Up: Gymnasium or field

Skills: Leaping and Skipping

Lesson:

Warm-up: Have the students run to begin class. Tell them to freeze about every 20 seconds and then run or walk with variations: on tiptoes, stiff legs, quietly, backwards, sideways. This also is a great way to review the freeze procedure.

Instruction: Leaping – Take-off and landing are on opposite feet. The toe of the take-off foot is the last part of the body to leave the ground while the heel of the opposite landing foot is the first to contact the ground. Leaping covers more distance than running or walking and gains greater height. On take-off, raise the knee of the landing foot high.

Skipping – combine a long step with a short hop. After taking a step, make a short hop with the foot that just landed, then take a step with the opposite foot. Use arms out on the sides to help with balance. Start out with small hops. Start slowly and rhythmically say, “Step, hop, step, hop.” The step may also be known as a balancing point saying, “Balance, hop, balance, hop.”

Practice: Leaping - First have them leap forward without a run. Next have them run forward a few steps, then leap. Then have students run forward and leap for height, distance. Place objects on the ground that students have to try to leap over. Stretch out two jump ropes side by side on the floor. Gradually move them away from each other to increase leaping distance. Have students pretend they are leaping across a canyon.

Skipping – Skip forward around the room. Skip forward together in groups. Skip holding hands with a partner. Skip forward and then backward. Skip to a beat. (The teacher can beat wooden sticks to make the rhythm.)

Activity: **Music Freeze** – Students should scatter around the room. Before the music starts, the teacher should tell the students to either skip or run and leap. Vary the activities each time. Start the music and have the students move throughout the area. When the music stops, they freeze. Those caught moving after the music stops should pay a penalty (teacher's choice of penalty). Have various objects lying around so that the students can leap over them as they run, skip, or leap. For music use a march or orchestra CD, a tom-tom, or piano. If a beat is used with a tom-tom or march, have the students try to match the beat.

Kindergarten

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Materials: Jump ropes
CD/Radio Player with march music (or tom-toms, piano)
Various objects for leaping over

Set-Up: Gymnasium or field

Skills: Leaping and Skipping

Lesson:

Warm-up: Have the students run to begin class. Tell them to freeze about every 20 seconds and then run or walk with variations: on tiptoes, stiff legs, quietly, backwards, sideways. This also is a great way to review the freeze procedure.

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Kindergarten

Lesson 4: Sliding and Crawling

Objective: In sliding and crawling, students will show their ability to move using opposite sides of the body. This will help the student to develop brain connections that allow them to move and coordinate opposite sides of the body. This also helps students to develop balance and stability. They will also learn what the “balls” of the feet are and how to stand on them.

Materials: Objects to crawl over and under

Set-Up: Gymnasium or field

Skills: Sliding and Crawling

Lesson:

Warm-up: Have students run into the gym. After saying, “Freeze,” tell them they will review leaping and skipping. On your command, have them vary between leaping and skipping for two minutes.

Instruction: “Balls” of the feet – to stand on the balls of the feet students should put all the weight of their bodies onto the front half of the feet. You may tell them to “stand on their toes.” For most purposes, however, their heels should be halfway off the ground, not standing completely tip-toe.

Sliding – Also known as shuffling. Begin with feet together. Slightly bend the knees. Step sideways to the left with the left leg. Then drag the right leg toward the left leg to bring the feet together again. Stay on the “balls” of the feet. Use the words “step and drag” rhythmically to help them move together.

Crawling – This is essentially a baby crawl. There are three different ways for students to crawl. The first way is the most basic. Opposite arms and legs move together. Right arm forward, left leg forward. (This is essential to students being able to swing opposite arms while they walk and run.) The second way is moving the same arms and legs at the same time. Right leg and right arm forward at the same time. This will require some balance and leaning. Finally, they will move both arms at once and then both knees at once. This will look more like a worm crawl and includes hopping with the hands and knees.

Practice: **Sliding** - First have them get into rows and columns. Have them take a certain number of steps to the right and then the same number of steps to the left so that

they end up where they started. Then have them take a number of steps to the left, turn around, and have them take the same number of steps to the right. Students should next form a circle and hold hands. Then together at your direction, they should slide to the left or to the right. Have them find a partner, face each other, and mimic each other's movements. Have them take turns being the leader.

Crawling – They should crawl around the room. Have them crawl under or over objects. Students should also try to crawl under each other like going under the bridge. Have them crawl randomly throughout the room.

Activity: **Squirrel in the Tree** – Trees are formed when two students face each other, put their hands on each other shoulders, and leave a void between themselves. Put one student in this void between the two students. This student in the middle is a squirrel. The other two students are the trees. Squirrels get in and out of the trees by crawling. There should be one or two extra squirrels who have no tree. When the teacher gives a signal, the squirrels all run and try to get into a different tree. After each round, the squirrel who moved into the new tree should trade places with one of the students who is a tree. This way all students are active and get a chance to be a tree or a squirrel.

Kindergarten

Lesson 5: Jumping and Galloping

Objective: Students will learn the proper foot placement and rhythm in order to gallop and jump. Galloping can take a tremendous amount of concentration and coordination. Start out slowly as you teach this concept to the students. If they can get the movement pattern down and repeat it at a slow rate of speed, there is a better chance that the motor connections will be in place for when they want to gallop quickly. There will be plenty of opportunity to practice galloping this year and next, so mastery at high speed isn't needed in one lesson. All should understand the basic foot movement.

Materials: 4 Cones set up in corners to form a rectangle or square
Music to move to

Set-Up: Gymnasium or field

Skills: Jumping and Galloping

Lesson:

Warm-up: Instruct students in your classroom that when they get to the gym they will play freeze tag. The only way for them to be unfrozen is to have someone crawl through their legs. Let one or two students know that they are "It" before they get to the gym so that they can start playing right away.

Instruction: **Jumping** – Students should take off on two feet and land on two feet. It will help them to swing their arms back and forth to give them momentum. They should also slightly bend the knees and ankles before "blasting off."

Galloping – Students should start out with one foot in front of the other. Lift up the front foot and then push off with the back foot. Land with the front foot first and the back foot second. Continue this pattern in a rhythm. The lead foot should never change. The rear foot will always trail and will never pass up the front foot. The toe of the rear foot may tap the heel of the front foot. It will be easier to start out slowly and gradually increase speed.

Practice: **Jumping** – Jump in place. Jump forward, backward, and sideways. Jump over objects. Jump as far as possible. Run and jump. Tape objects on the wall at various heights and have them try to jump up and get them off the wall or touch them. Jump in and out of hoops.

Galloping – Start out galloping slowly and then move faster. Lead with one foot for a while and then lead with the other foot. Gallop with a high step like a prancing horse. Have all the students get in a line and try to gallop together. Set up cones for them to gallop in and out of like an obstacle course.

Activity: **Soap Bubbles** – Each player is a bubble floating throughout the area. The teacher should call out different locomotor movements that the students have learned this year to use as they move throughout the area. The entire area is used to start the game. As the game progresses, the size of the area becomes smaller by moving in the cones that mark the corners of the area. Have the bubbles freeze, then shrink the area, and then have the bubbles that are left continue the game.

The object of the game is not to collide with other bubbles. When students do bump or touch, they sink to the floor and make themselves as small as possible. The space is made smaller until those who have not been touched are declared the winners. The teacher can do two things with the broken bubbles: they can be obstacles on the ground for the rest of the players in the area to move around, or they can move outside the perimeter of the cones. They can continue to participate outside the area, although not as part of the game, by moving and following your directions.

Kindergarten

Lesson 6: Rolling and Falling

Objective: Students will be learn to fall to the ground in a safe manner. Explain to the students that falling will often happen when they are being active. Knowing how to fall and controlling a fall can be very important. A controlled roll is also important to safety when falling. We always want to protect the head and the neck area and try to stay tucked up. Keeping students safe while doing today's activities is very important. There are many students who will have a fear of falling and rolling. This is fine and healthy. Do not force students to do things. This will only breed a fear of PE into them. Encourage them and carefully teach them. In this lesson it may be beneficial to have an extra teacher or aide to assist you. Giving one-on-one attention to the students today can also give students the reassurance they need.

Materials: Mats

Set-Up: Gymnasium or grassy field
Field should have a perimeter marked of 20x30 yards. Use soccer field lines or set up cones in four corners to make rectangular or square shape.

Skills: Rolling and Falling

Lesson:

Warm-up: Have students find a spot around the perimeter of the area. They will focus on different body parts during warm-ups. Flexibility is a key component of tumbling and rolling. Getting the body loose is essential. Start out with some jumping jacks. After a set of jumping jacks have them run around the perimeter of the room one time and stop back at their spot. Then do trunk twists for 30 seconds. Have the students run another lap. Do arm circles forward and then backwards for 30 seconds each. Have the students run one more lap. (Plan for extra time with this warm-up since jumping jacks and trunk twists may be new to them. Mastery isn't needed since we will do them again and again.)

Instruction: **Rolling** – Students should start out lying on their backs with their hands extended over their heads. Roll from side to side and then continually to the same side.

Falling – Stand up straight with arms above head. Begin falling by slowly relaxing all the muscles of the body. Collapse to a crouch position, fall backwards onto the rear, and roll backward and to the side. In order to absorb

shock, slightly bend each body part to spread the force of the fall over various parts of the body. For example, if the fall is to the knee, try to fall sideways onto the thigh and then side of the arm. Roll after falling to spread body weight.

Practice: **Rolling** – Roll slowly then try to go faster. Roll to the left and then to the right. Have all the students lie down next to each other on their backs. Say, “Roll,” and see if they can work together and all roll at the same time in the same direction. Have them roll under objects (such as a bar) without touching them.

Falling – Fall forward and then backward. Melt to the ground like butter on a pancake. Fall to the side. Practice falling after moving. Have students skip, gallop, leap, or do any other locomotor activity and then fall to the ground. (Emphasize that falling should be combined with and followed by rolling.) Put out a mat if you have one. Students can run and then fall and roll onto the mat.

Activity: **Jets and Rockets** – Divide the students into two groups, one group on each side of the playing area. One group (the Jets) has to face away from the other group. The other group (the Rockets) has to sneak up quietly and until they are about 5 – 10 feet away. Then the teacher should yell “Here come the jets!” and the rockets run back to their side as fast as possible while the jets chase them. Any rockets that get caught have to join the jets. Play continues until there are only a few rockets are left. This group of rockets becomes the new jets.

Kindergarten

Lesson 7: Dodging

Objective: Students will learn how to avoid being hit by objects by changing the direction of their body movements quickly. They will also learn how to avoid others when playing games. Many times during games and activities, or when there are a large amount of people in a small area, there is opportunity for people to run into each other. Avoiding objects and people is an important way to keep one's self safe. Learning to dodge will help to develop the quick movements of students that will help them later.

Materials: Whistle (if you want)
Objects to avoid (if you have a smaller class)

Set-Up: Gymnasium or grassy field

Skills: Dodging

Lesson:

Warm-up: Have them run into the gym and play partner tag. Groups of two or three students who are tagged must hold hands. When a group of three tags someone, they have to split up and form two groups of two. If the game ends quickly, play a few more games.

Instruction: Dodging – Instruct the students that dodging is an important skill. It is needed to avoid things coming toward us that might hit us. It is also useful when we are running, walking, or trying to go around something. To begin students should assume a ready stance of: arms out to help balance, legs shoulder width apart, knees bent, and weight evenly distributed on the balls of both feet. Instruct them to keep their body low to the ground.

Practice: Dodging (changing direction)– Have students get into neat rows and columns with at least an arms length space in all directions. Have them get into the ready position. Then have them move in the four directions following your commands: forward (arms up), backwards (arms down), left (arms point to their left), right (arms point to their right). The directions in parenthesis tell the teacher what to do with her arms to help give visual directions to the students. You should use both verbal and visual directions together. Have students imagine how the Israelites must have marched around Jericho or moved through the wilderness.

Activity: **Cat and Mice** – Make a large circle with students holding hands. Five students should be in the middle of the circle: one cat and four mice. The cat and mice cannot leave the circle. When the teacher gives the command, the cat chases the four mice. As the mice are tagged, they find a spot in the circle and are out of the game. When the last mouse is caught, he becomes the new cat, and the teacher selects four new mice. If you have enough students, you may be able to form two circles. If you do not have enough students to make a circle that is large enough to play the game, substitute objects for students to form the circle.

Kindergarten

Lesson 8: Upper Body Exercises

Objective: The object of lessons 8-10 is to make students aware of the three major body regions. They will also learn exercises that will keep each region in shape, help loosen them up, and make them aware of the different ways they can move that region. Instruct students that each part of the body has major muscles that control its movements. We want to be aware of these muscles so that we can help the muscles. How? We will stretch them out and warm them up so that we don't hurt them later when we play games. Lesson 8 focuses on the upper body. Where do they think the upper body begins and ends? Have them think of the statue in the dream of King Nebuchadnezzar that Daniel had to interpret. Where did the section of gold and silver stop?

Materials: Whistle (if you want)

Set-Up: Gymnasium or grassy field
Two lines that are 30 feet apart

Skills: Upper Body Movements

Lesson:

Warm-up: Body Letters – Have students run into the room. On your “freeze” command, students should stop. Have them use their bodies to try to make the letters of the alphabet that they have learned so far this year. After each letter, give them a locomotor activity (leap, gallop, skip) that they can do for 10 seconds. Have them “freeze” again and try to form another letter.

Practice: The lesson can be done as an exploratory lesson. There will be many other lessons this year that use exploring. This is a good lesson for both teachers and students to learn how to use exploration. Exploratory lessons give ambiguous directions that allow students to explore on their own rather than following an exact direction. For example, with arm circles, the teacher could say, “Is there any way you can move your arms?” When a student does make arm circles, point that student out to the rest of the students so they will try it. Next you may say, “Can you move your arms in the same manner while moving?” Continue to use this question method with all of the upper body exercises. After asking a question about an activity, give the students about 10 seconds to explore, pointing out and complimenting good examples. Give the other students an

opportunity to practice the movements their classmates discovered before moving to the next one.

Ask questions to try to get students to do these motions (this part of the lesson should last at least 10-15 minutes):

Arm Circles – Swing arms back and forth and make them trace giant circles in the air. Do arm circles while walking, running, and jumping. Change the size and direction of the circles, using one or both arms. Move arms in the opposite directions.

Standing Stretch – Face a wall; then stand with a shoulder by the wall. First reach with one arm, then two.

Jump and Reach – Stand and jump, run and jump. Reach up with one arm, then with two.

Wall Push – Stand against the wall and try to push it over. Do this for varying lengths of time, with arms out straight and arms bent. Can they push the wall with their backs to the wall?

Bar Hand – Place a horizontal bar just out of reach above them. Jump up to bar and hang for varying lengths of time using both underhand and overhand grips.

Animal Walks – Imitate various four-legged animals. (Can you move like a..?)

Knee Drop – Kneel on a mat, with body upright. Pick feet up and fall forward breaking the fall with hands and arms. Relax and crumple!

Activity: **Change Sides** – Students are split into two groups and told to line up so that the groups face each other. The two lines should be about 30 feet apart. On signal, all the students cross to the other line, turn around, face the center, and stand at attention. The first group to do this wins a point. The object of this game is to teach the children care when passing through the opposite group.

When they are setup, they should be spaced out well enough along the line to allow them to move through each group. Use various locomotor movements to get to the other side. The teacher can specify a pose (airplane, animal, tree) to be assumed by each student when they get to the opposite line.

Kindergarten

Lesson 9: Middle Body Exercises

Objective: The object of this lesson is to review the midsection of the body. They will also learn exercises to keep their midsection in shape, help loosen them up, and make them aware of the different ways they can use their midsection. Have students point out the portion of the body that would make up the midsection. Tell them that today they will do some activities that they should remember to use to warm-up and stretch the midsection of the body. Warming up is a good thing to do before participating in activities. If they play in a soccer, baseball, or basketball league, they can use these movements to get their bodies ready before they play. Instruct students that our bodies are made by God, so we want to learn about them and use them in a manner that pleases God. Again you may want to refer to the image Nebuchadnezzar saw. Of what was the midsection made?

Materials: Whistle (if you want)

Set-Up: Gymnasium or grassy field

Skills: Middle Body Movements

Lesson:

Warm-up: Have the students run into the room. Let them warm-up their muscles and stretch them out by moving around. Have them fly like an airplane, fly like a bird, hop like a kangaroo, gallop like a horse, and move like a monkey.

Practice: Let them know that these activities will work out the middle of their bodies.

Knee Touch – Have them stand up. Then clasp their hands behind their heads, bend down, and touch the knees with their elbows.

Forest – Have the students sit in a row. They should put their feet around the person in front of them. They are to pretend they are trees and the teacher should give various verbal, visual, and sound clues to the students so that they move accordingly.

Seat Circle – Students should sit Indian style on the floor. They then lift the feet off the floor and push with the hands, so that they body spins in a circle with the seat as pivot. Have them spin both left and right. To add to the challenge, they could try to hold a beanbag or ball between their legs or toes.

Tree – Stand straight and make body sway like a tree in the wind. Give exploratory statements that suggest tree movements.

Curl up – Lie on back with arms behind the head. Can they lift themselves up to see their toes?

Side Flex – Lie on side with lower arm extended overhead. Rest the head on the lower arm and raise the upper arm and leg toward the ceiling. Repeat and then change to the opposite side.

Inchworm – Sit tall with a ball in front of outstretched feet and try to reach the ball. Reach and reach again.

“V” – Lie on back with arms and leg straight. Try to make a “V” by lifting up arms and feet.

Activity: **Animal Tag** - Children are divided into two groups and line up on opposite lines about 40 feet apart. Assign a leader in one group to decide what animal they will imitate. After they have selected the animal they should move in a line so that their line is about 10 feet from the line of the guessers. There they imitate the animal, and the other line of students tries to correctly guess the animal. They should raise their hand and be called on before guessing the animal. If they guessed the animal correctly, the guessers chase the animals back to their line, trying to tag as many as possible. Those who are caught must go over to the other team. The roles are then reversed. The guessers pick an animal, and animals become the new guessers. If the guessing team cannot guess the animal, they get to pick a new animal to try. Make sure that the animal they pick is not too hard to guess and that it is not too picky (such as African Dart Frog instead of just frog).

Kindergarten

Lesson 10: Lower Body Exercises

Objective: The object of this lesson is to make students aware of their lower bodies. They will be aware that they can control the movements of their lower body and discover different ways they can use the lower body to move. For this lesson the instruction and practice are combined. In the game, they will have the opportunity to block players' movements with their arms.

Materials: Whistle (if you want)
Activity cards (use 3x5 index cards and write with a marker so that the following words are visible: run, hop, leap, gallop, skip)

Set-Up: Gymnasium or grassy field

Skills: Lower Body Movements

Lesson:

Warm-up: Have them run into the gym. Say, "Freeze," and have a student select one activity card from your hands. Tell them what they have to do and allow them to do it for 10-20 seconds. Try to have them do every card twice.

Practice: **Squat-Thrust** – Have students start by standing straight with arms up. Then they should bend their knees until almost sitting on heels (called a squat). Next they should lean forward and place their hands on the ground in front of them and push their legs out behind them (called the thrust). They should now be in a push-up position. Keeping their hands in the same place, they should move their feet forward by doing a small hop so that they are back in the squat position. Finally have them stand up. This may take some time to master. Point out students around the room who are doing it correctly. You may have to practice this a few times before they understand what to do.

Pogo Stick – In this activity students will learn to isolate an area of the lower body and use only that part of the body. With this activity that area is the ankles and feet. Students should pretend they are on a pogo stick by keeping their body stiff and jumping on the toes. Have them keep their hands in front as if grasping the stick. Have them move around the room going forward, backward, and sideways.

Riding the Bicycle – Students should spread out and lie on their backs and lift up their legs in the air, keeping them bent. It should look just like they are sitting in a chair that just tipped over. They should then pretend they are on a bicycle and peddle with their feet.

Running in Place – Show the motion of running: run fast, but pick up the feet rather than moving them forward. They should remain stationary. This will cause trouble for some with their timing and coordination. Have them copy someone else. Remind them to pick the feet up and down without moving forward. Use the example of going up the stairs.

Heel Click – Students should stand with feet slightly apart, jump up, and click their heels together in the air. They should come down with the feet apart. Try with a quarter turn right and left. Clap the hands as the heels click. Join with other children and jump together. Try to click twice before landing. Begin with a sidestep; then jump up and click the heels together.

Heel Slap – From a standing position with the hands at the sides, jump up and slap both heels with the hands (or try to hit the rear with the heels of the feet). Count together and jump together to get a rhythm. Make a quarter of a turn in the air while doing this.

Activity: The Scarecrow and Crows - One child must be designated the scarecrow and another 3-8 should be the crows. The rest of the students should form a large circle which represents the garden. The scarecrow starts out in the middle of the garden and should assume the pose of scarecrow. When the game begins the circle children raise their joined hands and let the crows run through, into the garden, where they pretend to eat (the scarecrow might not want to move right away to try to tag the first crow but let in more crows and then try to tag them). The circle children help the crows by raising their joined hands and allowing them to leave the circle, but they hinder the scarecrow if he tries to leave. If the scarecrow does run out of the circle, all the crows immediately run into the garden to nibble at the vegetables, while the circle children hinder the scarecrow's return. When the scarecrow has caught one or two crows, a new group of children is selected to be the crows, scarecrow, and garden.

Where's My Partner? - Children are in a double circle. The outer circle faces toward the middle. The inner circle has less children, and they face the outer circle children. When a signal is given, the circles move to the right according to your directions (skip, hop, gallop, run, jog). This means that they are moving in opposite directions. On the command of stop, the circles stop and face each other and all the students find partners. If you have an odd number of students, one student will be without a partner. This player left without a partner is in the mush pot (center of the circle). When the next turn comes this player should return to the circle. Circle should reverse direction and go to the left after a bit.

Variation: If you want, this game can be played with music or a drumbeat. When the music stops, the players find partners.

Kindergarten

Lesson 11: Rolling

Objective: In today's lesson students will for the first time be introduced to object manipulation. These skills are very important, and the instruction that is given is essential to making sure that good habits are developed. It is best that every student has a ball in this lesson so that each student can get as much practice as possible. If every student can't have a ball, have partners take turns following your instructions. Our goals are to introduce them to proper handling of the ball, to help develop good judgment about the force needed to move the ball, to develop a tactile sense for what the ball should feel like in the hands, and to begin to develop hand-eye coordination.

Materials: Whistle (if you want)
One ball for every student (a variety of kinds of balls is best)

Set-Up: Gymnasium or grassy field (have the balls set up around the perimeter of the area or have the students bring the balls with them and set them around the perimeter of the area when they get there)

Skills: Object Manipulation

Lesson:

Warm-up: Freeze tag – Have the students run into the gym. After telling them to freeze, tell them they will be playing freeze tag for today's warm-up. Remind them that to be unfrozen, someone has to crawl through their legs. This will be a good review of the crawling skill. If you have a lot of students it may be beneficial to have 2 or 3 taggers.

Instruction: It is suggested to do this lesson in an exploratory manner, but it can be done with direct instruction as well. If a variety of balls is being used in this lesson, have students switch every so often so they get a feel for different balls.

Rolling the Ball – Have the students find a partner and a ball. Have the students sit about 10-15 feet apart from each other. They should sit facing each other with legs spread apart, arms in front of them with the elbows slightly bent. The ball should be between the legs, and the hands should be spread around the back and sides of the ball. Direct them not to hit the ball but to push it. Following through with both hands is also essential. Extending the hands towards the target will assist in the accuracy of the roll. Following through is good habit we want them to get into.

Key note: Make sure that only the fingertips and thumbs touch the ball and not the palm. This direction is very important as most times a ball is held and thrown in the future, only the fingertips and thumb touch the ball. When the student has their hands on the ball, you should be able to slide a finger under the palm.

Practice: **Rolling the Ball** – If two share a ball, then they may have to take turns for some of these activities.

Roll the ball back and forth between partners. Work on accuracy.

Roll the ball forward, stand up, run after the ball, and stop it.

Stand, bend over, and roll the ball from between the legs to a partner.

Set up some type of pins about 10 feet away and roll the ball at the pins.

Roll the ball with their hands in a circle.

Roll the ball between the legs from front to back. The hands should also move from front to behind the legs.

Roll the ball with the head while on all fours.

Roll on top of the ball with the body.

Roll the ball down the front of the body and catch it.

With the back bent forward, release the ball at the top of the neck and catch the ball at the bottom of the back.

Roll the ball in a figure eight around the legs.

Sit with the legs bent up like a bridge and roll the ball underneath.

Reach as far as possible to one side of the body with the ball, and roll it as far as possible to the other side of the body.

Kindergarten

Lesson 12: Dribbling

Objective: Students will be introduced to dribbling a ball today. Our goal is not to have them completely master dribbling, rather to introduce them to some of the basic elements of dribbling. They will have opportunity later on to master the skills of dribbling. Dribbling is important to many different games and skills that will be used in PE. It will also help to develop timing and the hand-eye coordination of each student.

Materials: Whistle (optional)
Rhythm sticks
Hoops (optional)

One ball for every student (they must be balls that can bounce)

Set-Up: Gymnasium or paved area (have the balls set up around the perimeter of the area or have the students bring the balls with them and set them around the perimeter of the area when they get there)

Skills: Manipulative - Dribbling

Lesson:

Warm-up: In this warm-up students will have a chance to get rid of some energy and practice some old activities. Have the students run into the room. Have them do various locomotor activities such as: skip, hop, gallop, run in place, pogo stick, ride the bicycle. When you have them freeze in between movements, have them do a squat-thrust. This will allow them to review the squat-thrust as well.

Instruction: It is suggested to do this lesson in an exploratory manner, but it can be done with direct instruction as well. The practice will be combined with the activity today. If you are using a few different kinds of balls that bounce, you should have students switch every so often.

Bouncing the Ball – To start out students should remain stationary. To work on dribbling, their bodies should be slightly bent forward with the knees bent. Legs should be spread apart, but it may also be beneficial to have one foot in front of the other. Example: if the ball is being bounced with the right hand, the right foot should be back with the left foot forward to keep from dribbling off the foot. Hold the ball in one hand and spread the fingers of the other hand on top of the ball. Push the ball down by extending the forearm forward and downward.

When the ball returns, let the fingers, wrist, and arm take a ride back up with the ball. Bounce the ball rather than slapping or hitting it. Bounce the ball as if working a yo-yo.

Key note: Try to emphasize that only the fingertips should be used when bouncing. Although at this level this isn't essential, it is good to try to get them into a good habit while young. Also, stress using the wrist. Many will want to keep the wrist stiff while dribbling and use all forearm. This will look like slapping at the ball.

Practice: **Dribbling the Ball** – If two share a ball, then they may have to take turns for some of these activities.

Bounce the ball with one hand and catch it with two.

Bounce the ball while looking at it. Dribble it without looking at it.

Walk and bounce the ball.

Bounce at different levels of height.

Bounce under the legs.

Bounce around the body.

Bounce the ball with various body parts (knee, elbow, head).

Bounce the ball and clap before catching or dribbling again.

Bounce the ball, spin around, and catch it.

Bounce the ball in and out of hoops or over lines.

Bounce the ball to a rhythm. (The teacher can make rhythm by hitting two sticks together.)

Kindergarten

Lesson 13: Synchronized Movements I

Objective: The mind and the body work together as a wonderful example of the complexity God has created within us. Coordination and rhythm are a result of the brain working together with the muscles to control when and how they move. At the kindergarten level we want to introduce some of these movements to the students so that mind and muscles will begin to make those connections. Because many activities in PE require large, coordinated muscle movements, this is an essential part of kindergarten PE. They will also be able to review rolling and bouncing a ball in today's activity.

Materials: Whistle (optional)
Balls of various sizes that will roll

Set-Up: Gymnasium or paved area

Skills: Full Body Coordination

Lesson:

Warm-up: In this warm-up students will move to rhythm. Use your rhythm sticks to hit at various beats. Start out slow and speed up. Try six or seven different movements: hopping, galloping, running, skipping, walking, leaping, jumping.

Instruction: It is important to watch the movements to make sure students are doing them in a coordinated movement. The teacher should demonstrate what it looks like first and then have the students copy.

Angels in the Snow – Lie on your back with your legs together and arms by your sides. Move both arms and legs away from the midline of the body and then back in. Vary the speed and action.

Jumping Jacks – This is just like angels in the snow except that the student is standing up and a slight hop is needed to move the legs in and out. Start out very slowly and then speed up. Try to synchronize the whole class. Using rhythm sticks may be helpful with a large class.

Squat Thrusts – Stand straight with arms up. Crouch down to a squat position and place hands on the floor at the same time. Push legs out backwards into the push-up position. Pull legs back into squat position and then stand up.

Heel Click – Stand with feet slightly part. Jump up and click heels, coming down with feet apart. Try doing this again but clicking the heels twice before landing.

Activity: **Spokes in the Wheel** – Divide the students into small groups that will form circles with a diameter of about 3 meters. One student stands in the middle of the group and bounces the ball to each person in the “wheel.” When every player in the group has had a turn to bounce the ball to the center, all the “spokes” are in. Another player from the circle then changes with the center and becomes the new “hub.” Students should also do this activity while sitting down, rolling the ball to the middle.

Kindergarten

Lesson 14: Synchronized Movements II

Objective: The mind and the body work together as a wonderful example of the complexity God has created within us. Coordination and rhythm are a result of the brain working together with the muscles to control when and how they move. At the kindergarten level we want to introduce some of these movements to the students so that mind and muscles will begin to make those connections. Because many activities in PE require large, coordinated muscle movements, this is an essential part of kindergarten PE.

Materials: Whistle (optional)
Balls of various sizes that will roll
Beanbags or other small objects (enough so that every student can have two)
Music (optional)

Set-Up: Gymnasium or paved area

Skills: Full Body Coordination

Lesson:

Warm-up: Color Scramble – Each student should be given a small piece of construction paper (the size of a playing card). Use four colors. On four opposite walls in the gym (or four cones outside with the color attached to it) there should be a large piece of construction paper that matches one of the four colors. When students come into the gym they should match the color of their card with the construction paper on the wall and run to the color. When you say, “Go,” they should run to the middle and continue trading cards randomly with everyone else until you say, “Find your color.” Repeat this for 2-3 minutes.

Instruction: It is important to watch the movements to make sure students are doing them in a coordinated movement. The teacher should demonstrate what it looks like first and then have the students copy.

Collecting Beanbags – Using beanbags or any other small item, have the students spread them around the room randomly. Then have them walk forward, but with every step they should bend down low enough so that the knee of the back leg almost touches the ground. The arm on the opposite side of the forward leg then should pick up the item. This is called a knee bend. Continue doing knee bends, even if not picking anything up, until you go on to the next activity.

Ball Push – Get down into a crawling position. Crawl along the floor pushing a ball with the head.

High Water – Have a rope or string so that students have to jump or step over the “high water” rope at varying heights.

Animal Walks – Put 3-6 students into lines. Have them use various animal walks (bear, crab, rabbit, seal) as locomotor coordination skills. This should be done in a relay format. One student goes to a set point and returns doing the animal walk; then the next student in line goes doing the same animal walk until all students have done it.

Activity: **Hot Potatoes** – Children are seated in small circles (5-10 students) so that objects can be passed around the circle from student to student. Balls or beanbags can be used to pass. The teacher should start timing or start some music so that students pass the object. When the teacher yells, “Stop,” or stops the music, whoever has the object must get up and move to the next circle. The teacher should set up a rotation for students to follow that is the same each time. The teacher can add objects as well so that each circle has more than one object and more than one student changes circles each time.

Kindergarten

Lesson 15: Balancing I

Objective: Balance is something that is extremely important for students to develop while they are young. Not only can balance be used in PE and other sports activities, but balance is essential in all of life including climbing, building, working, and hiking. Developing the sensorimotor connections and controlling the body's muscles used for balance are better done while children are young. Introduce the importance of balance to children. Ask them when balance may be needed. Then let them know that we will focus on balance in the next couple lessons, but it will be needed in almost every PE activity afterwards, too. Direct them to pay attention to their muscles and see if they can determine which muscles work when they balance.

Materials: Whistle (optional)
Balance Beam (see apparatus handbook for directions)
Beanbags, blocks, or books (one for each student)

Set-Up: Gymnasium or paved area

Skills: Balance

Lesson:

Warm-up: Body Letters – It has been a few weeks since we last did this activity, so the students should know a few more letters by now. Have them spread themselves out around the room so that they don't touch each other. Have them try to form the new letter of the alphabet they have learned. In between each letter have them do a locomotor activity (run, hop, leap, gallop) to warm-up. Then have them find their old spot again so they can make the shape of another letter.

Activity: The practice, instruction, and activity part of this lesson will be combined.

In this lesson you will need lines. Lines can be found in the gym, parking lot, or field. If there are no man-made lines anywhere, find an edge (for example, where the pavement meets the grass, the edge of the sidewalk, or where the infield dirt meets the grass). For balance beams, you can use 2x4's placed on the ground or make a balance beam of your own.

Line Walking - Have the students get into a line and walk, putting one foot in front of the other. Tiptoe down the line. Walk backward down the line. Slide sideways down the line.

Head Balance - Place a beanbag, book, or block on the head. Have students walk, stoop, turn, sit down, and get up.

Forward Balance – Balance on one leg. Extend one leg backward until it is parallel to the ground. Put the arms out like a airplane and look forward with the eyes.

Single Knee Balance – Get down on all fours, putting all the weight on the knees and hands. Lean forward so that the feet are no longer touching the ground. Lift one hand and opposite knee off the ground. Then lift the other hand off the ground and lean back so that the student is balancing on one knee. Have them put the hands out like an airplane and look forward to help with balance.

Balance Beam

Forward Walk – Walk slowly putting one foot in front of the other.

Backward Slide – Same as above, but walk backward.

Sideward Slide – Slide to the right and to the left.

Turn – Walk forward to the center of the beam, turn halfway around, and walk backward to the end of the beam.

Tipsy Bird – Walk either forward or backward, with hands clasped behind back, straight above head, straight out in front, and arms folded across chest.

Arm Carry – Walk forward with arms held straight out in front with beanbags, books, or other objects in hands.

Kindergarten

Lesson 16: Balancing II

Objective: In this lesson students will have another opportunity to develop a sense of balance. Many of today's activities are more stationary than last time. Students will also have an opportunity to try to balance in a stressful situation during a game. Balance comes easy in a safe situation when they have no pressure on them. But there will be situations in life when they may need balance on demand. So during this lesson they will begin to work on balance and control over their own bodies in an instant.

Materials: Whistle (optional)
Newspaper

Set-Up: Gymnasium or paved area

Skills: Balance

Lesson:

Warm-up: Newspaper crumble – Have students run into the gym and find a place to stand so that they are spread out. Hold up for all to see, a full-page newspaper that is opened up. Students should mimic the movements of the paper. Student should start out with legs spread wide apart and hands up in the air also spread apart. The hands and feet mimic the corners of the newspaper. As you move the newspaper, the students should mimic it. (If you would shake the paper the students should shake; if you fold corner to corner, they should move that hand to corresponding foot.) Be creative with movements!

Activity: The practice and instruction part of this lesson will be combined.

One Foot Hops – Hop on the right foot and then on the left foot, trying to keep balance. Try to do it with eyes closed.

Thread the Needle – Touch the fingertips together in front of the body. Step through with one foot at a time while keeping the fingertips in contact. Step back to the original position. Next, lock the fingers in front of the body and repeat the stunt. Finally, step through the clasped hands without touching them.

Stork Position – Stand on one foot with the other foot up. Flap arms (wings) and try to stay standing.

Stand on left foot; hold right foot with right arm.

Stand on left foot; hold right foot with left arm.

Stand on right foot; hold left foot with left arm.

Stand on right foot; hold left foot with right arm.

Activity: **Stork Tag** – Several students will be “It.” They attempt to tag other players who can be safe only by assuming a stork stand. Anyone who is tagged immediately becomes “It.”

Kindergarten

Lesson 17: Catching I

Objective: Catching is an important skill to have in life. It is at the kindergarten level that we hope to begin to develop this ability. Catching is an eye and hand coordination activity. To some children this skill seems to come naturally; to others it can be difficult and intimidating. Over the next few years this activity will be introduced and practiced many times. In kindergarten we want to expose children to catching and, for those who have a difficult time, work on catching with the lower arms. We will work on a two-handed catch with the palms up.

Materials: Whistle (optional)
Balls
Activity Cards – once again take out the activity cards that you have already made from Lesson 12 and add to them the following activities: jumping jacks, squat thrusts, heel clicks, pogo stick.

Set-Up: Gymnasium or paved area

Skills: Catching

Lesson:

Warm-up: Have the students run into the room and tell them to freeze. Call one student up to pick out a card. Have them do that activity. Switch every activity every 10-15 seconds. Try to do each card twice. This will serve as a good review of some of the motor movements that students have learned this year.

Introduction: Have the students hold their hands out in front of them with their palms up. Have them follow an imaginary ball with their eyes. In catching, a soft receiving of the ball is done by allowing the hands and arms to give when contact is made. The pinkies of the hands should be kept toward each other and close together to keep the ball from slipping through. Have each student get with a partner. One partner should toss the ball about 3-5 feet above her partner's head so that the partner can catch the ball in an underhand fashion.

Practice: Students should practice tossing the ball back and forth. Because they are practicing with an underhand catch, make sure that they toss the ball high enough that they can catch in a basket fashion.

Toss the ball to themselves.

Toss the ball up in the air, spin around, and catch it.

Toss the ball high up in the air and towards a wall so that the ball will bounce back for them to catch.

Toss the ball up in the air, clap the hands, then catch the ball.

The teacher can call out a body part to touch. Students then should toss the ball up in the air, touch that body part, then catch the ball.

Try tossing the ball higher or to the side.

Catch the ball in a seated position.

Activity: **Spud** – The teacher should start out with a ball. All the students should gather close together around the teacher. The teacher will toss the ball high up into the air and shout out a student's name. The rest of the students should scatter and try to run as far away as they can. The students run until the ball is caught or retrieved by the student whose name was called out. When that student gets the ball, they should shout, "Freeze," so that all students stop where they are. The student who has the ball then takes three steps in any direction and tries to throw the ball so that it will hit another student. If they are able to hit that student, the student gets a letter (S-P-U-D). The game is then repeated. The person who gets hit throws the ball up in the air, or, if no one was hit, the person whose name was just called throws it. Once a player gets all four letters, they are out of the game.

Kindergarten

Lesson 18: Catching II

Objective: In today's lesson we will once again review catching. During the practice part of the lesson, we will review all of the main cues that are needed to properly catch a ball. The main point of catching in kindergarten is to expose the children to it. We want to begin by having them catch large objects which are far less intimidating to catch than smaller, hard objects such as baseball. In this lesson we will focus more on using the just the hands to catch rather than all of the arms.

Materials: Whistle (optional)
Balls

Set-Up: Gymnasium or paved area

Skills: Catching

Lesson:

Warm-up: Partner Tag – one student starts out being “It.” When someone is tagged, the two who are “It” join hands and try to tag others. When a third person is tagged, they too join hands and try to tag others. However, when a fourth person is tagged the four who are “It” split up into twosomes. They then run around and try to tag others. Every time a fourth person is tagged by a group, the four students make twosomes.

Introduction: Have students hold their hands palms up. Their fingers should curl a bit. The hands should appear as though they were holding some imaginary balls. Instruct them then to bring the small fingers of the hands closer together. The hands should now have a basket shape. Tell the students that when they catch an object with the hands like this, it is called a “basket” catch. Have them get with a partner. The partner should hold a ball 1-2 feet above their partner's hands and then drop the ball. Emphasize to the catchers to feel the ball in their hands and attempt to get a good grip on the ball.

Practice: Keep students with their partners. Instruct them to continue to use the basket catch the rest of the day. We would like them to focus on using only the hands. Here are some activities to help develop catching.

Partners toss from close range to each other.
Students toss the ball up in the air to themselves.

Throw the ball against a wall and catch the return after one bounce.
Run around with the ball, toss it in the air, and catch it.

Activity: **Circle Straddle Ball** – Children are in a circle formation facing the middle. Each child stands in a straddle position with feet far apart and against the neighbor's feet. Their hands should be kept on the knees. Two balls are used in each circle. The object of the game is to roll one of the balls between the legs of another player before that player can get their hands down to block the ball. Each time the ball does go through a player's legs, he is assigned a penalty point. The players that have the fewest points at the end of the game are the winners. Keep the circles small so students have more opportunities to handle the ball.

Suggestions: Teachers should be sure that children roll the ball, rather than hitting it with the hands. Children should also keep their hands on their knees until the ball is rolled at them.

Variation: One child is in the center with the ball and is "It." The child in the center tries to roll the ball through the legs of the other children. If the ball goes through another player's legs, that player is "It." The center player can use feints and changes of direction to try to deceive the students through whose legs they are trying to roll the ball.

Kindergarten

Lesson 19: Prone Activities

Objective: The next few lessons will help students explore their bodies and the movements that they can do with them. In these lessons they will be able to focus on just a few muscles at a time. These lessons should also be taught in an exploratory format. Today children will focus on movements in the prone position (on the stomach). These activities should make students aware of certain muscles. Many of the positions that they assume also are stationary. They will be able to feel certain muscles work and tire.

Materials: Whistle (optional)

Set-Up: Gymnasium or paved area

Skills: Muscle Holds

Lesson:

Warm-up: Airplane Flying – Have students run into the room and move around like airplanes. Give commands about how fast or slow to move and directions they should turn. Have students land their planes on the ground and then take off again.

This lesson should be done in exploratory manner. Because of that, the introduction and practice are combined.

Practice: Have them get down and lie on their stomachs. They can move around using their bodies and arms, but they need to stay on their stomachs. If they are on their stomachs for too long, have them take a break to get up and stretch, and then get back on their stomachs. These activities can be very helpful for students who have trouble coordinating both sides of their bodies. If a student has any trouble, have her slow the movements down at first. As students' brains make the movement connections, they will be able to speed up the movements.

Wiggle Worm: Can they move forward, backward, and sideways by bending and twisting the body like a worm?

Swimming: Can they swim using one arm and then the other? using both arms? Can they move their arms in other swimming manners? Can they use their arms and feet at the same time?

Solider Crawl: Have them make believe they are soldiers. They have to do a soldier crawl by staying as low to the ground as possible.

Push-up: Can they put their hands on the floor under their chest? Can they push their chest up off the floor and keep their knees on the floor at the same time (push-up from the knees)? Can they make it so that only their hands and toes are touching the floor (push-up)?

Airplane: Can they make the shape of an airplane and fly?

Rocking Horse: Can they lift both their legs and arms up as high as possible? Can they then become a rocking horse and rock back and forth?

Top: Can they keep their hands and knees up like the rocking horse and spin around like a top on their stomachs? Can they spin fast? slow? in the opposite direction?

Activity: Toesies – This game should be played on a soft surface. It can be done on grass, in the classroom on carpet, or in the gym on mats. Children have to join toes and roll along the ground in this game. This game can get a lot of laughs out of young children. Players should lie down feet to feet. Toesies should be played in a warm place because students need to be barefoot. On the teacher's signal, the two players try to roll across the ground together, keeping their toes touching while they both roll. Teams may have a toesies race if they want.

Kindergarten

Lesson 20: Supine Activities

Objective: The next few lessons will help students explore their bodies and the movements that they can do with them. In these lessons they will be able to focus on just a few muscles at a time. These lessons should also be taught in an exploratory format. Today children will focus on movements in the supine position (on their backs). These activities should make students aware of certain muscles. Many of the positions that they assume also are stationary. They will be able to feel certain muscles work and tire. Many of the movements will be across the body, which helps to develop brain-muscle connection.

Materials: Whistle (optional)
Scooters (if you do not have any, you can make them according to the apparatus handbook)

Set-Up: Gymnasium or field and paved areas

Skills: Muscle Holds

Lesson:

Warm-up: Crabwalk Tag – Because today’s lesson focuses on supine movements, the crabwalk is a great way to introduce them to the lesson. Nominate a few students to be “It.” Instruct all students to assume the crabwalk position. Those who are “It” must try to tag others all while doing the crabwalk.

Practice: Today students should lie on their backs. This is called the supine position.

Angels in the Snow – Start with legs together and arms by sides. Can they move their arms together in and out? Can they move their legs in and out together? Can they move the legs and arms in and out together?

Stretch – Can they stretch the arms out in various directions as far as possible? Can they do the same with the legs? Can they tense up one muscle in the body (such as a biceps) and then let it relax?

Snail – Can they push themselves around the room on their backs? (They should pull their feet up towards themselves and push off).

Rolling Log – Keep arms near sides. Can students roll from side to side? Can they roll to their right? Can they roll to their left? How many times can they roll over in a certain amount of time?

Activity: **Scooter Relay** – Students love playing with scooters. Have them get into groups (divide the students according to how many scooters you have). Have one student from each group sit on the scooter. Another team member should push the person and scooter. Every member from each team must push and ride the scooter. Set up a course for them to race around. The course can be around the perimeter or some type of obstacle course. The first group to get every member through wins.

Variation: The previous PE class was done to learn the prone position. If time permits have students do another relay. This time each student lies on the scooter and pushes herself through the course with her arms.

Kindergarten

Lesson 21: Hand and Knee Activities

Objective: This lesson will also help students explore their bodies and the movements that they can do with them. It should also be taught in an exploratory format. Today children will focus on movements while on their hands and knees. The object is to help them to develop across-the-body movements. Because the balance of a crawl position usually requires opposite hand and leg movements, both sides of the brain are required to work together when students assume this position.

Materials: Whistle (optional)

Set-Up: Gymnasium or outside on the grass

Skills: Hand and Knee Movements

Lesson:

Warm-up: Freeze Tag – Have students run into the gym and have them freeze. Appoint one or more students to be “It.” In order to be unfrozen, students have to have someone crawl under their legs.

Practice: Today students will be required to be on their hands and knees in a crawling position.

Mad Cat – Ask if they can act like a mad cat. They should arch their backs high in the air while keeping all fours on the ground. Have them hiss like a mad cat. They should relax, and then arch again.

Wounded Dog – After starting out on all fours, ask if they can walk like a dog who has an injured leg. See if they can balance on two legs.

Slow Crawl – Ask if they can move forward using both hands and then both legs.

Fast Crawl – See if they can move forward speedily.

Monkey Climb – If there is anything around that they can climb up or a small hill somewhere in the grass, have them crawl up in on all fours.

Activity: Red Light, Green Light – This game is a classic for all students. Students really only need the ability to follow directions and listen. Those students, in fact, who move little and listen well, can actually win more than those who move with speed. Students should line up along a line. One student who is the stoplight stands about 20 to 30 feet away from the rest of the students with her

back to them. The game begins when the student who is the stoplight yells, "Green Light." The rest of the students move forward toward the stoplight until the person who is the stoplight yells, "Red Light." As soon as the stoplight turns around and yells, "Red Light," they too should spin around. Any students she sees moving toward her must go back to the starting line. After the stoplight has caught all offenders, she should turn around and yell, "Green Light." The game continues in the same manner until one student is able to get close enough to the stoplight to touch her. This student becomes the new stoplight.

Kindergarten

Lesson 22: Hand and Feet Activities

Objective: This lesson will also help students explore their bodies and the movements that they can do with them. It should also be taught in an exploratory format. Today children will focus on movements while on their hands and knees. The object is to help them to develop across-the-body movements. Because the balance of a crawl position usually requires opposite hand and leg movements, both sides of the brain are required to work together when students assume this position.

Materials: Whistle (optional)

Set-Up: Gymnasium or outside on a grassy surface

Skills: Hand and Feet Movements

Lesson:

Warm-up: **Bird Mimics** – Because students will be really working their upper bodies today, we want their arms and shoulders to be loosened and warmed up. Have them run into the gym and tell them to freeze. Ask them to pick a type of bird and think of the kinds of sounds it makes. Then have them run around the room flapping their arms like a bird and making the sounds of that bird. Have them freeze every 20 seconds or so. Pick out some students and have them tell what kind of bird they are.

Practice: Today students will be required to walk on their hands and feet.

Support – Ask students if they can be in the push-up position. How long can they hold it?

Bear Walk – Ask if students can move around the room on their hands and feet. Then tell them that bears can move both the hand and the foot on the same side at the same time. Ask them to try it. Can they move any faster?

Rabbit Jump – Ask them if they can look like a rabbit. They should crouch with feet apart. Place the arms between the knees with hands on the floor just ahead of the feet. Ask them to move around like a rabbit does. They should reach out with both the hands first and bring up both the feet from behind. Can they jump over anything?

Inchworm – Ask them if they know how to do a push-up. For those that may not know, point out those who are doing it correctly. Can they keep the push-up position and move like a worm? They should keep their legs straight and scoot

them forward until their back is in a high arch. Then they should move their hands forward. Repeat the movement.

Seal Crawl – Tell them to switch from an inchworm to a seal. Does a seal have legs? So how would they then move their legs? They should start out in a push-up position. They should move with only their arms and drag their legs. This may be difficult for many children. Can they sound like a seal?

Activity: **Leap Frog Relay** – This is a game that every child should know how to play. Children love to jump over each other's backs. This game can be played anywhere: in the classroom, in the gym, or out in a field. Students should be put into groups of two. Mark a starting line and a finishing line. The first player must crouch down with his palms flat on the ground, his head down, and his chin tucked into his chest. The next player should put her hands on the stooped player's shoulders and vault over him with the legs spread apart. She should then assume the position of the person who was crouched down. They should repeat this until they get to the finish line.

Variation: If the children show they are able to do the leap frog with some skill, you can put them into groups and have them do a leap frog relay. Make sure they leave enough room in between each person for landing room.

Kindergarten

Lesson 23: Tumbling

Objective: Many children love tumbling. Because their bodies are small, compact, and usually flexible, they can have a lot of fun rolling around. Students have already learned about falling and rolling earlier this year. They learned that it is important for safety reasons. Tumbling is part of gymnastics that will be taught in later years. Our goal in kindergarten is to safely introduce them to some tumbling and to develop some of the skills that will be needed later on.

Materials: Whistle (optional)
Mats

Set-Up: Gymnasium or outside

Skills: Tumbling

Lesson:

Warm-up: Trunk Stretches – This warm-up will include locomotor movements along with some stretching and warming up of the trunk which is needed for tumbling. Have them run into the gym and freeze. Then have them bend at the waist and touch their knees, counting to 10. Vary the types of movements between stretches (hopping, galloping, skipping, moving backwards). Here are some more stretches to do: Trunk twist (arms straight out at the sides, turn left then right at the waist), Side stretch (feet shoulder-width apart, arms out at the sides, lean left, hold, then right, hold), and Trunk circles (hands on hips, body bent forward at the trunk, make a complete circle with the upper body).

Practice: If these activities are done in the gym, you should use mats. If the activity is done outside, it should be done on a grassy surface for safety.

Log Roll – Lie on the stomach with the hands straight out over the head. Roll along an imaginary line for a short distance.

Egg Roll – Have them pull their knees to their chests and tuck their chins to their chests. Then encourage them to roll around. If you are outside and there is a hill, have them try to roll down it.

Rocker – Sit in a V position (sitting on the rear, feet together and up off the ground and the upper body up off the ground, hands should be pointing to the feet) and rock back and forth

Forward Roll – (This activity may need a spotter.) Have the student assume a squat and put the hands on the mat shoulder-width apart with the elbows against the inside of the knees. Tuck the chin to the chest and make a rounded back. A

push-off with the feet and the hands provides the force for the rolls. The head can be the key. Many students will want to keep the eyes forward. Convince them to look between their legs at a spot on the wall. Most of the weight should first be shifted to the hands. If the elbows are kept against the inside of the thighs, the force of the roll will be easily transferred to the rounded back.

Activity: **Back to Back Race** – This game is full of fun and laughs for younger children. They will have to work together and communicate. This race will also take a lot of coordination. Students should be given partners. A line should be marked for the starting line and the turning line. Players should start out back to back with their arms interlocked at the elbows. When the teacher yells, “Go,” duos should run to the turning line. At the turning line, however, they shouldn’t turn, but the one who was running backward is now running forward, and the one running forward is now running backward.

Variation: Make it a relay race. Have students split up into groups. Again they go in pairs with arms locked together. When the first pair gets across the line, the second pair goes. Relay teams may have as many pairs as they need, and if the teacher wants they may mix up the groups and have each student go twice.

Kindergarten

Lesson 23: Tumbling

Objective: Many children love tumbling. Because their bodies are small, compact, and usually flexible, they can have a lot of fun rolling around. Students have already learned about falling and rolling earlier this year. They learned that it is important for safety reasons. Tumbling is part of gymnastics that will be taught in later years. Our goal in kindergarten is to safely introduce them to some tumbling and to develop some of the skills that will be needed later on.

Materials: Whistle (optional)
Mats

Set-Up: Gymnasium or outside

Skills: Tumbling

Lesson:

Warm-up: Trunk Stretches – This warm-up will include locomotor movements along with some stretching and warming up of the trunk which is needed for tumbling. Have them run into the gym and freeze. Then have them bend at the waist and touch their knees, counting to 10. Vary the types of movements between stretches (hopping, galloping, skipping, moving backwards). Here are some more stretches to do: Trunk twist (arms straight out at the sides, turn left then right at the waist), Side stretch (feet shoulder-width apart, arms out at the sides, lean left, hold, then right, hold), and Trunk circles (hands on hips, body bent forward at the trunk, make a complete circle with the upper body).

Practice: If these activities are done in the gym, you should use mats. If the activity is done outside, it should be done on a grassy surface for safety.

Log Roll – Lie on the stomach with the hands straight out over the head. Roll along an imaginary line for a short distance.

Egg Roll – Have them pull their knees to their chests and tuck their chins to their chests. Then encourage them to roll around. If you are outside and there is a hill, have them try to roll down it.

Rocker – Sit in a V position (sitting on the rear, feet together and up off the ground and the upper body up off the ground, hands should be pointing to the feet) and rock back and forth

Forward Roll – (This activity may need a spotter.) Have the student assume a squat and put the hands on the mat shoulder-width apart with the elbows against the inside of the knees. Tuck the chin to the chest and make a rounded back. A

push-off with the feet and the hands provides the force for the rolls. The head can be the key. Many students will want to keep the eyes forward. Convince them to look between their legs at a spot on the wall. Most of the weight should first be shifted to the hands. If the elbows are kept against the inside of the thighs, the force of the roll will be easily transferred to the rounded back.

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Variation: Make it a relay race. Have students split up into groups. Again they go in pairs with arms locked together. When the first pair gets across the line, the second pair goes. Relay teams may have as many pairs as they need, and if the teacher wants they may mix up the groups and have each student go twice.

Kindergarten

Lesson 24: Scooters

Objective: Scooters are a different way for children to work on muscles and develop coordination. They help students to develop a sense of control over themselves while on a moving object. It also helps them to work on their balance while moving. Students will be able to push or pull themselves around, sit, lie, or kneel on the scooter, and move every direction.

Materials: Whistle (optional)
Scooters (directions for making scooters can be found in the apparatus handbook)

Set-Up: Gymnasium or pavement

Skills: Balance, Object Control

Lesson:

Warm-up: Shaking Hands – In this warm-up students will begin to move around, but they will also practice shaking hands and greeting others. Have students run into the gym and freeze. Instruct them that today we will practice shaking hands. Tell them to have a good hand grip when they shake hands, make eye contact, introduce themselves, and remember the name of the person with whom they shook hands. Tell them to practice with a person near them. If there is an odd number of students, have them make a three-some. Tell them to do various locomotor activities (running, jumping, hopping, leaping, galloping, skipping) in between times, then shake hands. Every time you tell them to freeze they should find the nearest person to them and practice shaking hands. If you want, when you get done you can ask a few students if they remember all the names of the people with whom they shook hands.

Activity: The practice and activity will be combined today because not much practice will be needed with the scooters and there are a lot of fun activities that can be done with the scooter. Instruct them to be careful when moving around so that they don't hurt anyone. There is a good chance that they may run into others or roll on fingers, so they need to be prepared.

Russian Slide – Sit on the scooter and push themselves across the room, keeping their hands across their chest after pushing.

Airplane – While sitting on the scooter, push off and then put the hands out at the sides like an airplane.

Rowing – Sit on the scooter with feet together and off one side like sitting on the seat of a rowboat. Using the arms and legs together, push off with the feet and move the hands together like rowing a boat.

Caterpillar Crawl – Kneel on the board and pull self along using both arms at the same time.

Cat Sneaking Up On Mouse – Kneel on the scooter. Slowly stretching out one hand at a time, pull self along.

Reverse Gear – Kneeling on the scooter, push with the hands backwards.

Swimming – Lie face down on the scooter and pull self along using both arms together, then alternately.

Floating – Lie face up on scooter and propel self ipsilaterally (right arm and right leg together), contralaterally (opposite arm and leg moving together), and bilaterally (both arms and legs together). After pushing off, roll across the room.

Kindergarten

Lesson 25: Jump Ropes I

Objective: In today's lesson students will be introduced to jump ropes. Although we will not use them today as a jump rope, students will practice jumping over them. We want to develop the motor skills used in jumping rope. This will help them next lesson with rope jumping but will also help them to develop movement skills that will be used in many activities. Students will learn to jump rope next year.

Materials: Four large colored pieces of construction paper (four different colors)
Small playing-card sized cards cut from construction paper (there should be four different colors to match the larger pieces and an equal amount of each so that every student can have a card)
Cones (if outside – to attach large construction paper to)
Jump ropes

Set-Up: Gymnasium or field

Skills: Balance, Jumping, Quickness, Running, Locomotor Movements,

Lesson:

Warm-up: Color Scramble – Each student should be given a small piece of construction paper (size of a playing card). Use four colors. On four opposite walls in the gym (or four cones outside) there should be a large piece of construction paper that matches one of the four colors. When students come into the gym they should match the color of their card with the construction paper on the wall and run to the color. When you say, "Go," they should run to the middle and continue trading cards randomly with all other students until you say, "Hop your color." Repeat this for 2-3 minutes. Each time use a different locomotor activity (leaping, crawling, jumping, galloping) for them to get to their color.

Activity: Today's activities have no difficult new skills to learn. Students will be jumping and playing some games with ropes, so we will combine the practice and activity today.

Rope Activities – Have students lay the rope in a straight line on the ground.

Jog around the rope forward and backward.

Hop back and forth over the line on both feet, left foot, then right foot.

Hop down the line slowly, then quickly.

Straddle the line. Jump up and spin around 180 degrees and land straddling the line.

Walk along the rope like a tightrope.

Assume the crab position with feet on one side of the rope and the hands on the other. Crab walk sideways down the line.

Rope Circle – Have a few ropes form a circle.

Hop in and out of the circle.

Jump in the circle and then jump directly across the circle and out the other side.

Jump in the circle and make like a statue.

Jump in the circle and make the shape of an animal.

Make a bridge over the circle with feet in the middle of the circle.

Do a pogo stick jump over the line.

Other Activities

Put five ropes in a row with a couple feet in between. Have students get in a line and jump over all five ropes in succession. Try to do it faster and continuously.

Using a rope, have each student combine their body and the rope to form a triangle, diamond, square, and circle on the ground.

Kindergarten

Lesson 26: Jump Ropes II

Objective: Jump ropes take coordination and timing to use. The timing helps them to understand and develop a sense of rhythm. Using a jump rope also helps to develop the calf muscles and jumping on the balls of the feet repeatedly. We hope to expose kindergartners to the jump rope so that they can begin to use it in the future. The jump rope can also be used in many other activities.

Materials: Whistle (optional)
Jump ropes

Set-Up: Gymnasium or field

Skills: Timing, Balance, Rhythm

Lesson:

Warm-up: Interrupting a Conversation – Today students will warm up with various activities but also practice interrupting a conversation. There may be times when others are talking and they need to tell them something important. Have students run into the gym and freeze. Instruct them to make groups of three. Tell them that they will practice interrupting a conversation today. Two people in the group will be talking about their favorite book and the third person will walk up to the group. The third person should wait to be acknowledged before speaking. When they are acknowledged they should say something along the lines of, “Sorry to interrupt, but there is a problem.”

Have them practice this one time for 20 seconds. Then tell them to jog backwards around the room. Have them freeze again and find their other partners. Have a new person interrupt the conversation. After 20 seconds tell them to do sidesteps around the room. Have them freeze again and give them 20 more seconds for the third person to practice interrupting the conversation. Finally have them run in place.

Practice: Jump rope – Students should find a jump rope (proper length - they should be able to stand on it and the ends reach their arm pits). They should hold the rope between the index finger and thumb with the hands making a small circle. The elbows should be held near to the sides so that they don't make large arm circles. It would be beneficial here to have students set their ropes down and practice jumping an imaginary rope. After doing this for a minute, have students pick up the ropes. Have them start with the rope behind their feet. They should swing the rope forward and jump every time the rope hits the ground. Watch that they use only the hands, wrists, and lower arms, not the entire upper arms. Timing

can be at a young age. Be patient with them and give them some time to work on it. Continue to work with those who are having a hard time while others may be practicing.

Activity: **Jump rope** – Being able to progress through this layout in kindergarten may be difficult. It is only a guideline that can be used if students are able to do this skill and want to try something harder. Don't be afraid to have them practice over and over.

Have them see how many times they can jump in a row.

Have them jump rope in place.

Have them try to walk around as they jump.

Have them try to run as they jump.

Here are some rhymes to teach them to say as they jump. They may help some students with timing and rhythm.

(Student's name), (student's name), set the table,

Bring the plates if you are able,

It is time to eat some supper,

Don't forget the salt and red hot pepper. (On "pepper" they should try to go faster.)

Peanuts, popcorn, soda pop,

How many jumps before you stop?

Close your eyes and you will see,

How many jumps that this will be! (After "be," begin counting the jumps.)

Kindergarten

Lesson 27: Parachutes I

Objective: Parachutes will be one activity that students will beg to play over and over again. It is a great way for students to develop togetherness and learn to move as one unit. Parachutes make individual students feel part of a whole as they learn to accomplish something together.

Materials: Balls (large, small,) – beanbags will also work
Parachute

Set-Up: Gymnasium or field

Skills: Hand Grips, Synchronization, Skipping, Upper Body Movements

Lesson:

Warm-up: Ring Around the Rosey – This warm-up is an extension and review of some of the rhythm and singing activities done earlier this year. Students should run into the room and make groups of 4 or more. Children should join hands in a circle and begin to circle around and around singing, “Ring around the rosey, A pocket full of posies, Ashes, ashes, we all fall down.” On ‘down,’ they should all fall down.

Instruction: Students should all find a place around the parachute. Their first instinct will be to pick up the parachute and give it some tugs. So before they pick it up, instruct them that they will be taught the various hand grips they need to know. There are three: overhand, underhand, and alternate (one hand in an overhand grip, the other in an underhand grip). Have them hold their arms out. Practice holding them in all three grips. Then have them pick up the parachute in an overhand grip. They should gather a bit of the material in their hands so that it isn’t easily pulled out. Have them shake it to make some small waves. This will allow them to get some of the anxiousness out of their system. Tell them to freeze. While they are holding on to the parachute, let them know that they will practice the ostrich position. This position is done by holding the parachute with the hands on the floor while bending completely over at the waist.

Activity: Parachute Games – Have students spread themselves out around the parachute and hold it in an overhand grip. Here are some activities:

Waves – small or large—Have students move their arms and hand randomly to make waves in the parachute.

Locomotor Activities – While holding on with only the left or right hand (the teacher chooses) students should move together in a circular motion while running, hopping, skipping, leaping, sliding, galloping.

Popcorn – Place different types of balls on the parachute. Shake the parachute until all the balls fall on the ground.

Cloud – Students begin in the ostrich position. Count together and lift the parachute. As the parachute inflates, students should take steps towards middle and lift their hands over their heads. This will allow the parachute to fill up like a cloud.

Ball Roll – Place a large ball on the parachute. The class cooperatively lifts their area of the parachute when the ball comes near them. When the ball goes away from them, they should put their hands back down. This will keep the ball rolling around the parachute.

Sunflower – Students begin to inflate the parachute. When the parachute is inflated, students take 3 steps toward forward and quickly bring the parachute to the ground. Students then kneel down on the outside edge with the knees. All players join hands and lean in and out on command to represent a sunflower opening.

Kindergarten

Lesson 28: Parachutes II

Objective: In this lesson we will again use a parachute. Many of the activities will be a bit more difficult and will include a lot more activity. Continue to work on grips and encourage students to work together during these activities.

Character: Parachute activities require a lot of cooperation. Students have to work together and not become out of control. They have to be aware of what their neighbor is doing because if one raises her hands too high, and the other goes too low, one of the student's hands will come loose. So they have to work together and cooperate with one another.

Materials: Parachute
Radio with CD or tape

Set-Up: Gymnasium or field

Skills: Hand Grips, Synchronization, Running, Freezing

Lesson:

Warm-up: Musical Statues – Students should run into the gym. After a few seconds the teacher yells, “Freeze.” Next instruct students that when the music is playing they can run, jump, and move in any way they want around the room (animal movements). When the music stops, students should assume a pose (teachers can assign ahead of time whether the pose is a statue or an animal). Their neighbor should guess what they are.

Activity: Parachute Games – Because students have already learned and done some of the skills we will go right to the activity in this lesson.

Dome – Students start in the ostrich position and inflate the parachute. When the parachute is inflated and above their heads, students should take three steps forward and quickly turn, change grips, and bring the parachute to the ground while they sit or kneel inside the parachute.

Pull – Students all pull at the same time and lean outward.

Sit-ups – Students sit on the ground with their feet and legs under the parachute. They should use an overhand grip for this. All students should pull back on the parachute and keep it tight. Then they fall back slowly and pull themselves forward in a sit-up.

Up, Up, and Away – Students begin in the ostrich position and inflate the parachute. When the parachute is fully inflated, students should release the parachute and run away a few steps. Then they should turn around and watch it fall.

Number Exchange – Students are numbered off up to five around the circle. When the parachute is fully inflated, the teacher yells out a number and students assigned that number run under the parachute and trade places.

Tug of War – Divide the students in half and have them spread out around the parachute. They should pull and try to get to their side. Have them experiment with different types of grips.

If you still have time, play games from the previous lesson, or use some of your own.

Kindergarten

Lesson 29: Exploratory Hiking Trip

Objective: This lesson is meant for the end of the year. Kindergarten students have wonderful minds that enjoy playing imaginary games. This lesson is a great activity that allows them to explore on their own. They should also have fun interacting with other students. There will be various items put around the room. They should use many of the movement skills they have learned this year with these items. They also should show many of the animal movements they have learned this year when given the opportunity.

Materials: Whistle (optional)
Mats standing up or in odd shapes
Large objects, chairs, balls
Boxes

Set-Up: Gymnasium or field

Skills: Animal Walks, Locomotor Movements

Lesson:

Warm-up: **Material Set-up** – Because this lesson will take a lot of time to set up and get ready, it would be best to use the warm-up time to set up. But you can also have the students help you out. There is no definite set-up needed for this lesson. The only thing is to have many different objects or items of various sizes put randomly around the room. Have students take out some balls or other items. Allow them to move about the room responsibly. Once you have the room as you would like, start the activity.

Activity: **Exploratory Hiking Trip** – Have the students find spots around the room. Pretend you are at a campsite about to take a trip. Have students pack their backpacks for their hike, put them on, and begin the hike. Have them imagine they are in the mountains and hiking. Have them imagine they see different animals on their hike. Have them act and move like these animals. Have them hide behind certain things. Have them imagine certain objects may be boulders, trees, or cliffs. Continue to talk to them as if you were telling them a story about a hike you had gone on. Use your imagination when telling the story to help them explore.

Kindergarten

Lesson 30: Challenge Course

Objective: This lesson provides an opportunity to review and remind the students of all the activities and skills they have learned this year. It will be set up in an enjoyable course that challenges students and gets them active and moving. The movements they have learned this year will be tested in this lesson.

Materials: Whistle (optional)
Mats, Small boxes, Chairs, Table

Set-Up: Gymnasium or field – use the diagram below to set up. Pick which one you would like to use, or add your own. You could also use your playground if you have some of the apparatuses there.

Skills: Locomotor Movements

Lesson:

Warm-up: **Movement Activity** – Have students run into the gym. After running for a bit, tell them to freeze. For 10-15 seconds at a time have them do these activities: crawl, jump, hop, leap, jog, skip, gallop, roll, spin, crab walk, bear crawl, seal crawl, bunny hops.

Activity: **Challenge Course** – Whatever area you have access to, a gym or field, you should set up the area with about 8-12 challenges for the students. Once you have the area set up, students should be lined up and run through the course. You may have to run through the course yourself to show the students how to do it and where to go. Once the first student gets past the first challenge, send the next student so that you can have as many students active as possible. If your class is large and you have too many students sitting around, you could split up the class and have half of them jump ropes or play a tag game while the others go through the course.

Table of Contents - First Grade

#	Lesson Title	Warm-Up	Activities	Skills
1	Intro to PE	Review Directions, Freeze Tag	Ball Passing Forest Ranger Marching Ponies	Listening/Following Directions, Counting, Ball Handling, Running, Moving Together, Locomotor Movements
2	Running	Freeze Tag	Frisbee Fitness Blindfolded Duck Paper Walk	Running
3	Jumping	Simon Says	Jumping Activities Mousetrap Tag Games	Jumping, Dodging, Locomotor Movements, Jumping Rope, Throwing
4	Catching I	Bird Mimics	Call Ball Catch the Ball	Catching
5	Catching II	Crabwalk Tag	Musical Hot Potatoes Circle Straddle Ball Five Hundred	Catching
6	Catching III	Monkey in the Middle	Tommy Tucker's Land Newcomb	Catching Small Objects
7	Throwing I	Activity Cards	Throwing Activities Three Base Pickle	Throwing, Catching, Locomotor Activities
8	Throwing II	Throwing	Leader Ball Cone Kickball	Throwing
9	Throwing III	Leap Frog Tag	Three Base Pickle Cone Kickball	Throwing
10	Dribbling I	Soccer Pirate	Around Ball Hunters and Rabbits Crab Soccer	Dribbling, Passing, Upper Body Strength, Running, Dodging
11	Dribbling II	Soccer Pirate Dribbling	Dribble Freeze Tag Small-Sided Soccer	Dribbling, Passing, Running
12	Dribbling III	Soccer Pirate	Soccer Get-Away Small-Sided Soccer	Dribbling, Passing, Getting Open, Running
13	Kicking I	Hop the Answer	One Base Kickball	Kicking, Math Facts, Locomotor Movements, Running, Decision Making
14	Kicking II	Activity Cards	Soccer Golf	Kicking, Adding, Locomotor Activities, Running
15	Punting I	Tag	Punt and Catch Punting 500	Kicking, Adding, Locomotor Activities, Running

#	Lesson Title	Warm-up	Activities	Skills
16	Punting II	Imitation	Punt Ball Punting 500 Punt and Catch	Kicking, Locomotor Activities, Running, Catching, Throwing
17	Sidearm Strike (Hitting) I	Activity Cards	Alaska Baseball	Sidearm Strike, Gripping, Balance, Locomotor Movements
18	Sidearm Strike (Hitting) II	Body Movements	Scooter Hockey Beach Ball Batting	Sidearm Strike, Gripping, Balance, Locomotor Movements
19	Ball Handling I	Tag II	Hot Potatoes Squirrel in the Tree	Dribbling, Handling an Object, Passing, Locomotor Movements
20	Ball Handling II	Imitation II	Rollee Pollee Tommy Tucker's Land	Dribbling, Handling an Object, Following Directions, Locomotor Movements
21	Trapping I	Math Facts	Circle Kickball Mousetrap	Trapping, Balance, Tracking, Rolling, Following Directions
22	Trapping II	Tag	Relay Games	Trapping, Balance, Tracking, Rolling, Following Directions
23	Tumbling	Imitation	Basic Rolling and Tumbling	Rolling, Body Control, Strength
24	Parachute Activities	Activity Cards	Parachute Activities	Arm Strength, Timing, Coordination, Listening Skills
25	Olympic Activities	Body Movements	Olympics	Arm Strength, Timing, Coordination, Listening Skills
26	Olympic Activities II	Tag II	Olympics	Arm Strength, Catching, Striking, Hitting, Coordination, Listening Skills
27	Station Work		Loose Caboose Steal the Treasure	Staying on Task, Hitting, Kicking, Catching, Agility, Coordination
28	I'm Growing	Imitation II	Box Ball Midnight	Staying on Task, Hitting, Kicking, Catching, Agility, Coordination
29	I Have Muscles!	Math Facts	Bounce Ball Alaska Baseball	Muscle Location, Kicking, Arm-Leg Coordination, Throwing, Running
30	I Have Air!	Tag	Competitive Circle Contests Gallop Lizzie	Running, Throwing, Guarding, Agility

First Grade

Lesson 1: Intro to PE

Objective: The goal for this two-day introduction is to review some of the ways that things were done last year in PE. We want to refresh the students' minds about how certain activities are done. We want to review "freeze" and how to split up into groups. The teacher should also review with the students what they expect from them in PE.

Materials: A dozen balls (volleyball or playground) or beanbags

Set-Up: Gymnasium or field

Skills: Listening and Following Directions, Counting, Ball Handling, Running, Moving Together, Locomotor Movements

Lesson:

Warm-up: Before students go to the gym, review with them what it means when the teacher yells, "Freeze." Have students run into the gym. After they have been in the gym yell out, "Freeze," to see how many students remember what it means. Tell them to run again and have them freeze again after a few seconds. Direct to them to do toe-to-toe. Review how to do this if anyone has some problems. Instruct them to run again, and after a few seconds have them freeze. This time they will make a group—any size you decide. Hold up your fingers and yell the number to designate the number of students you want in a group. Continue to practice these three things with the students for a few more minutes.

Practice: Before we get going this year there is one other thing we want to help the students remember and make sure they have learned. Have students do the following locomotor activities around the room as you instruct them. Hop, leap, skip, slide, gallop, roll, crawl, and fall. Having them do these activities will help them remember the activities from last year, give them a chance to review them, and allow the teacher to help any students who may not remember. See the appendix for how to do each locomotor movement.

Activity: **Ball Passing** – Divide students into two separate groups. Have each group form a large circle. The teacher starts a ball around each of the circles. The students have to pass the ball to their neighbor in a clockwise fashion. The teacher should introduce more balls until five or six of them are moving around the circle. If a child drops a ball a point is scored against their team. The team with the lowest

score in the end wins. If a ball is dropped, all the balls are returned to the teacher and the game starts again. You can use different kinds of balls, beanbags, or blocks.

Forest Ranger – (This game is similar to musical chairs.) Half of the class forms a circle and faces the center. They are the trees. The rest of the children are forest rangers and stand behind the trees. For an odd numbered class, the one extra student is the forest lookout. If you have an even number of students, have two students sit out. One will be the forest lookout, the other can wait until the next turn. The forest ranger starts the game out by yelling, “Fire in the forest! Run, run, run!” The forest rangers run around the outside of the circle to the right. After a short time, the lookout person steps out of the middle and behind a tree. This is the signal for each of the rangers to find a spot behind a tree. One player will be left out, since the lookout took a spot. This player is the next lookout unless you have an extra person sitting out. If so, then the person sitting out becomes the next lookout and the other person will sit out a turn.

2nd Lesson:

Warm-up: Have students run into the gym and play freeze tag for their warm-up.

Practice: Redo the practice session from earlier in this lesson. This will give students the chance to go over the locomotor activities once again before we begin to use them in other lessons.

Activity: **Marching Ponies** – Have all the children in the class form a large circle. Call out one student to be the ringmaster in the middle. Have two goal lines on opposite sides of the circle as safe areas. The ringmaster sits in the middle after the teacher tell the ringmaster a number (but no one else knows the number). The ponies march around the circle counting together. When the ponies count up to the secret number, the ringmaster jumps up and tries to tag some of the ponies. The ponies should run for the safe area. Anyone who is tagged joins the ringmaster in the center the next turn and helps them tag the next group. Once six to eight students are in the middle, have them rejoin the outer circle, and nominate a new student to be the ringmaster.

First Grade

Lesson 2: Running

Objective: Running is something that is elementary to most children. After having reviewed running in kindergarten, we hope this lesson of follow up will accomplish complete mastery for all children. The main thing to look for is that the arms move with the leg in opposition. If there are any noticeable problems, also look for a heel-to-toe foot movement. There should be a certain smoothness and rhythm to the movement. Not all kids will run the same way. Look for any major troubles and work with those students on correcting any running flaws. This is a two-day lesson.

Materials: Whistle (optional)
Frisbee
Paper
Blindfold

Set-Up: Gymnasium or field

Skills: Running

Lesson:

Warm-up: Freeze Tag – Have children run into the gym. Designate one or two of them as “It” before they get there. If a child is tagged he should stand frozen with legs apart. To be unfrozen, another student in the class must crawl through his legs. This should last 2-4 minutes.

Instruction: Have students spread themselves out. Show them that as they run they should be landing on the heel and then pushing off again with the ball of the foot. Also point out to them how to swing the arms. Demonstrate a run for them. Ask them if there is ever a time when both feet never touch the ground. They should answer that there is.

Practice: Have them run forward.
Run backward.
Run forward on heels, then on toes.
Race around cones or chairs set in a row.
Run with short steps, then with long steps.
Run forward lifting knees high.
Run sideways, crossing one foot over and in front of the other.

Activity: **Frisbee Fitness** – This wonderful activity cause students to forget they are even supposed to be running. Many children do not like the idea of running, but when you make it part of a game they don't even realize they are doing it. Running also will help gain a measure of fitness in a nontraditional way. Each player must have a Frisbee. Lay out a long route across a field. On the start signal each player tosses their Frisbee as far as they can, runs to pick it up, and throws it again. This continues until the student is able get to the ending point. You can also make a complete loop for them to complete.

Blindfolded Duck – One child is designated the duck (Donald if a boy, Daisy if a girl). If the class is larger you may need two circles, since this will include more children. The duck should stand blindfolded in the center of the circle with a broomstick. The duck then taps the floor and commands the students to move around the circle doing a locomotor skill (hop, skip, leap, jump, gallop). Then the duck taps the stick twice on the ground and says, "Freeze." The duck moves forward with the stick and when the duck finally touches someone, he asks, "Who are you?" The child must respond by saying, "Quack, quack." The duck must then try to identify the student by their voice. If the guess is correct, the identified child becomes the duck. If the child is wrongly identified, the duck remains in the middle. If after two turns the same duck has been in the middle, the teacher should appoint another student to be a duck.

2nd Lesson: Complete the same warm-up and practice as above. Use the activity below and one activity from above or use a game of your own that uses running.

Paper Walk – For this game you will need to be in the gym. Each student should remove their shoes. Each student should also have two pieces of paper. Instruct students that in this game, they will understand how hard it would be to run and move fast if they couldn't ever take their feet off the ground. They will be forced to keep their feet somewhat on the ground in this activity. Have students get into groups. Mark two lines about 50 feet apart. Have students line up with their teams and put the paper under their feet. When you say, "Go," students should race for the line and back. You may also do this activity as an individual race and have all students do it at the same time. If you have no gym, this will still work on carpet, although it may be a bit tougher to move. You can also do this activity inside in the hallway on a smooth floor.

First Grade

Lesson 3: Jumping

Objective: Jumping is important in many activities. It requires coordination, muscle strength, and balance. Many sports, team and individual, will require the participant to have the ability to jump. Having the confidence to jump on and off an object may be required many times in their lives as well. Our goal is to have students master the movements of jumping by first grade. How high and far a student is able to jump is not important. In this lesson which takes two days, we will focus on the timing and leg movement in the jump.

Materials: Masking tape
Boxes or chairs (objects to jump on and off)
Playground balls
Jump ropes

Set-Up: Gymnasium or field

Skills: Jumping, Dodging, Locomotor Movements, Jumping Rope, Throwing

Lesson:

Warm-up: Simon Says – This warm-up is not done in the traditional way that Simon Says is played. Its goal is to get students moving right away and to allow them to have some fun. After students run into the gym and are spread out, have them freeze. Tell them they are to copy your commands only when you say, “Simon Says.” Here are some ideas for movement: run, jump, hop, skip, gallop, bend over and touch the toes, various stretches, jumping jacks, and animal crawls. Make sure you vary when you use, “Simon Says.” No one is ever out, they just have to be able to laugh at themselves when they do something they shouldn’t. You can have them freeze before each command or, if your voice will carry, you can yell out the next instruction.

Instruction: Demonstrate the following two jumps to students. In both of the jumps, students will start out by taking off of two feet. Have students do the practice portion of the lesson before you measure how far they can jump. In both jumps students should swing their arms back and forth to build momentum (a science concept). Student should next bend the knees and ankles and then “blast off.”

Standing Broad Jump – This jump is used to measure how far a student can jump. Students take off from two feet and see how far they can jump. Measure

by putting some tape down and marking where the students land. (This test works much better if students can land in sand, if you have it available.)

Vertical Jump – This jump measures how high a student can jump. Students should start on two feet and jump up as high as they can. Measure by putting masking tape on the wall and marking each inch on the tape. Have students put their fingers up on the wall to measure a starting point. When they jump, measure how high they jump by watching their fingers. Subtract the two numbers to determine their vertical jump.

Practice: Have students jump forward, backward, sideways.
Jump as far as possible forward in three jumps (then other numbers of jumps).
Jump down from a box or chair. Jump up onto a box or chair.
Jump up and touch both knees with hands.
Jump up and click heels before landing.

Activity: **Jumping Activities** – Have students do these jumping activities while the teacher takes two or three students at a time and measures each of their jumping abilities.

Jump over a rope – Take jump ropes or two longer ropes and lay them out so that they start out close together and get farther and farther apart.

Jumping Rope – Students learned last year how to jump rope. Allow them to try to jump rope different ways with different jumping schemes. For example, see how many times they can jump in a row, have them jump rope in place, have them try to walk around as they jump, or have them try to run as they jump.

Jump the rope – The student in the middle twirls a rope around. Everyone else stands around that person in a circle. As the rope comes toward them they time the jump and jump over it. Any one hit by the rope becomes the person in the center.

Mousetrap – Students should be split into two groups. Half of the students join hands and form a circle and face the center. This is the trap. The other children are on the outside of the circle. These are the mice. There are three signals given (teacher's choice). The first signal is for the mice to begin moving around using a locomotor activity (leap, slide, gallop, skip, jump). The second is for the trap children to raise their arms so the mice can run in and out. The third is for the trap children to lower their hands and trap mice in the circle. All the mice caught inside become part of the circle. The game is repeated until almost all of the mice are caught. Then the two groups trade places and begin again.

2nd Lesson:

Instruction: Students will again do the standing broad jump and vertical jump today, but with one added requirement: students should take one step before they jump. This will take some timing. They should also try to determine from which foot they would

consistently like to take off. Have students practice jumping while they are spread out through the area.

Practice: Have students concentrate on taking a step before each jump.

Have students jump forward, backward, and sideways.

Jump as far as possible forward in three jumps (then other numbers of jumps).

Jump down from a box or chair. Jump up onto a box or chair (or another object).

Jump up and touch both knees with hands.

Jump up and click heels before landing.

Jump over a rope. Take jump ropes or two longer ropes and lay them out so that they start out close together and get farther and farther apart.

Activity: Test each of the students again to see if they have improved. You can test a few students while the others are playing the tag games below.

High Five Tag – We'll start out this year with a few different tag games that students will enjoy and be able to play at recess. In high five tag, when students are tagged they should raise one hand up in the air so that someone who has not been tagged can run past and give them a high five to set them free. Designate one or two students to be "It."

Tunnel Tag – Students who are tagged "It" in this game must make the shape of a tunnel. When they do so, someone will crawl through the tunnel so that they are free to join the game again.

Germ Tag – In this game, players are tagged when they are hit by the ball. The ball is like a germ (simile). No one wants to have a germ for long. So students must hurry and get someone else "It." You can have one or two students start out with the "germs." Instruct students that they must hit below the waist when they throw the ball.

If you still have time, use a game from the first lesson or a game of your own.

First Grade

Lesson 4: Catching I

Objective: Catching is a skill that is important to get started on while children are young. We want most students to get past catching with their arms and be able to catch using only their hands. Catching can be difficult for two different reasons. First, students have to learn to track the ball and move their body into position to catch the ball. Secondly, students have to master the fear of being hurt by the object they are catching. So to start out we want to use soft objects that won't hurt the students. This lesson will take two class periods.

Materials: Whistle (optional)
Balls of various types

Set-Up: Gymnasium or field

Skills: Catching

Lesson:

Warm-up: Bird Mimics – Because students will be working with their arms a lot today, we want their arms and shoulders to be loosened and warmed up. Have them run into the gym and tell them to freeze. Ask them to pick a type of bird and think of the kinds of sounds it makes. Then have them run around the room flapping their arms like a bird and making the sounds of that bird. Have them freeze every 20 seconds or so. Pick out some students and have them tell what kind of birds they are.

Instruction: Students should spread themselves throughout the gym so you can observe them. Here is the form students should have to prepare them for catching: legs spread shoulder-width apart, arms out at the sides with palms up, and elbows slightly bent. At the first grade level trapping the ball against the body with the arms is acceptable. A major point we want to emphasize this year is moving to the ball to catch it, rather than waiting for the ball to come to the students.

Practice: Have students find partners. Have partners stand across from each other in two parallel lines so everyone can practice catching at the same time while you watch them. Have them throw the ball back and forth. Focus on how students catch the ball. Watch that students move to the ball. Another difficulty to watch for is that some students spread their hands too far apart when the ball comes.

If you have enough balls so that each child can have her own, here are some other activities to do:

Toss the ball up and catch it.

Toss the ball up, allow it to bounce, and catch it.

Toss the ball into the air, clap, and catch it.

Activity: **Call Ball** – Split students into groups of 5-15. Before the game starts each student should be assigned a nickname. The names can be animals, colors, or words that rhyme with their name (Mike bike). To begin, one player bounces the ball as high as they can and says the name of another student. All the other players run away, and the student whose name was called tries to catch the ball before it hits the ground. If the student catches the ball, that player then bounces the ball again and calls out the name of another player who must rush back and try to catch the ball. If a player who is called does not catch the ball, they get a point. Everyone comes back to the middle, and they start again. Once a player has 3 points they are eliminated from the game.

2nd Lesson: After the students have completed the warm-up, have students go back over the practice part of this lesson to work on catching once again. Once that is done, play the game below and play a game of your choice that you or your students may enjoy.

Catch the Ball – This game is great to play with a limited area, but it is still action packed. Students should form a circle (if you have a larger class you may want to form two circles). One player must be in the middle. It is best to start out this game with a large, soft ball so it is easy to handle. The players that make up the circle pass the ball to any other person in the circle at any speed. The player in the middle tries to intercept or block the ball and is also allowed to hit the ball out of the hands of the player with the ball. So the players in the circle will want to get rid of the ball as soon as possible. If the player in the middle is successful in disrupting the ball movement, he trades places with the last player to have touched the ball.

First Grade

Lesson 5: Catching II

Objective: We will continue to develop the ability to catch in this lesson and try to build on the things that were learned last time. Continue to stress moving to the object. Tracking is something that we worked on last time. One way to tell if students have mastered tracking is by watching how they catch the object. Students who track the object will often catch the object with only their hands (hand-eye coordination). Those who don't track the object will use their whole arms to trap the object to the body. There are two other things to focus on in this lesson in addition to what has already been taught: make sure students keep their hands together and don't spread them apart as the object arrives, and draw in the object once it contacts the hands. We will spend two days on these catching skills.

Materials: Whistle (optional)
Balls of various types
Radio/CD Player with music

Set-Up: Gymnasium or field

Skills: Catching

Lesson:

Warm-up: Crabwalk Tag – Because today's lesson focuses on arm movements, the crabwalk is a great way to get their arms warmed up for the lesson. Nominate a few students to be "It." Instruct all students to assume the crabwalk position. Those who are "It" must try to tag others while doing the crabwalk.

Instruction: Have students spread out once again to observe their catching posture. Have them mimic catching a ball. Remind them to move to the ball and track with the hands. This time add that they keep their hands close together and that they draw the ball in to their bodies.

Practice: If you have enough balls so that each child can have his own, do these activities. If two students have to share, have the students play catch.
Toss the ball up and catch it.
Toss the ball up, allow it to bounce, and catch it.
Toss the ball into the air, clap, and catch it.
Toss the ball to partners.

Allow the ball to bounce between partners and then catch it.

Activity: **Musical Hot Potatoes** – In this game we want students to be spread out at least 10 feet apart in a line, circle, or some other orderly way. It is preferable to set the students up so that when the object gets to the last person, they can toss it to the first person to keep the movement continuous. Start the music, and students start passing the objects. Introduce one object for every three or four students. Whenever the teacher stops the music, the students with the objects are out. Try to start over frequently so that everyone gets a lot of playing time.

2nd Lesson: After the students have completed the warm-up, have them go back over the practice part of this lesson to work on catching once again. When that is done, play the game below and play a game of your choice that you or your students may enjoy.

Activity: **Circle Straddle Ball** – Children are in a circle formation facing the middle. Each child stands in a straddle position with feet far apart and against the neighbor's feet. Their hands should be kept on the knees. Two balls are used in each circle. The object of the game is to roll one of the balls between the legs of another player before that player can get her hands down to block the ball. Each time the ball does go through a player's legs, she is assigned a penalty point. The players that have the fewest points at the end of the game are the winners. Keep the circles small so that students have more opportunities to handle the ball. Children should also keep their hands on their knees until the ball is rolled at them.

Variation: One child is in the center with the ball and is "It." The child in the center tries to roll the ball through the legs of the other children. If the ball goes through another player's legs, that player is "It." The center player can use feints and changes of direction to try to deceive students through whose legs they are trying to roll the ball.

Five Hundred – In this game, also called "Five Bucks and Up," have children make groups of about 5 or 6. One person has the ball, and the rest all stand bunched together 20 feet away. The person with the ball calls out a number (for example, 100) and tosses the ball. Whoever catches the ball gets the points. When a player finally has 500 points, she gets to trade places with the tosser.

First Grade

Lesson 6: Catching III

Objective: Now that students have had two weeks to practice catching, we want them to begin to use smaller balls to practice with. Over the past two weeks their brains have hopefully begun to build motor neuron connections for these skills. Using large and medium-sized balls helps to develop gross motor skills. Using a smaller ball helps to build up the fine motor skills. Some students will have no problem catching a smaller ball, while other students may have some difficulty catching a smaller ball. Mastery isn't needed in this lesson. We simply want to introduce this skill at this stage. We will take two days to introduce it.

Materials: Whistle (optional)
Smaller Sized Balls (wiffle balls, baseball and softballs, tennis balls)—you may need to ask students ahead of time to take their own ball from home.

Set-Up: Volleyball net and court
Gymnasium or field

Skills: Catching Small Objects

Lesson:

Warm-up: Have students run into the gym. Have them freeze, and instruct them to get into groups of three. Each group should be given a ball. Have them play "Monkey in the Middle" for 6-10 minutes. The player who last touches the ball before the monkey gets it becomes the new monkey.

Instruction: Remind students of the four parts of catching we have worked on: moving to the ball, bringing the ball to the body, having the hands together, and tracking the ball with the eyes and hands.

Practice: Ideally each student should have her own ball. If students can take their own from home, that would be great. Have them practice with the ball individually. With this lesson, allow this part to be the majority of the lesson (10-15 mins).

Toss the ball up and catch it.

Toss the ball up, allow it to bounce, and catch it.

Toss the ball into the air, clap, and catch it.

Walk around while tossing the ball up and catching it.

Jog around, toss the ball up and catch it.
Bounce the ball off a wall and catch it.
If you have an angled roof, have them toss the ball on it and catch it.
Bounce the ball off the floor and catch it.
Toss the ball to partners.
Allow the ball to bounce between partners and then catch it.

Activity: **Tommy Tucker's Land** – One child, Tommy Tucker (Tammi if a girl), stands in the center of a 15-foot square, within which there are beanbags scattered. Tommy is guarding his land and the treasure while others chant, "I'm on Tommy Tucker's land, picking up gold and silver." Children attempt to pick up as much treasure as they can while avoiding being tagged by Tommy. Any child who is tagged must return the treasure and retire from the game. The game is over when only one child is left or when all of the beanbags have been successfully stolen. The teacher may call a end to the game earlier if a stalemate is reached. In this case the child with the most treasure becomes the new Tommy.

2nd Lesson: After the students have completed the warm-up, have students go back over the practice part of this lesson to work on catching once again. Once that is done, play the game below and play a game of your choice that you or your students may enjoy.

Activity: **Newcomb** – This fun game is a simplified game of volleyball. It slows the game down and allows students to work on catching in a pressure situation. Split the class into two groups. You can use a traditional volleyball court if you have one. If not use ropes or line paint to mark the area in a field, or use chalk on the blacktop. The net can be a traditional net, or it can be a string stretched across the area. The game is started when a player from one team throws the ball over the net. The other team tries to catch the ball after it flies over the net. If it is caught, it is then thrown back over the net. The throw can be hard or soft, low or high, as long as it makes it onto the other side of the court. The person who catches the ball must throw it back over the net. The "volley" ends when one team misses the ball, fails to get it over the net, or throws it out of bounds. If the serving team commits the error, the opposing team gets to serve. If the non-serving team commits the error, the serving team gets to serve again. Every time there is a mistake made by a team, the other team gets a point. This is called rally scoring. The first team to score 21 points wins.

First Grade

Lesson 7: Throwing I

Objective: Throwing is an important skill that students should develop as young as possible. It is a skill that will be needed throughout all of life. Our goal is that students will learn how to throw correctly using all the proper mechanics by the end of first grade. If there are any bad throwing habits that some students already have, we will be able to fix them right away. Once again, this lesson should take two days.

Materials: Activity Cards (small playing-card sized cards with different activities on them: jumping jacks, skipping, hopping, galloping, sit-ups, etc...)
Medium sized balls for Pickle
Bases (can be a substitute object similar to a base)
Smaller Balls for throwing practice (tennis balls, wiffle balls)

Set-Up: Gymnasium or field

Skills: Throwing, Catching, Locomotor Activities

Lesson:

Warm-up: Have students run into the gym. Say, "Freeze," and have a student select one activity card from your hand. (Instructions for making activity cards are in the appendix.) Tell them what activity they have to do and allow them to do it for 10-20 seconds. Try to have them do every activity card twice. This is an important way to review locomotor activities so that they will have these skills down by the end of the year. Stop and work with any students who still do not show complete comprehension.

Instruction: Have students spread themselves throughout the area. Have them mimic your throwing actions while facing you. This may be difficult for some students, so you should first model facing the students and then with your back to them. This way students who learn better one way will be able to copy you.

First tell them they are to pretend that they have a ball in their hand and they are going to throw the ball to the teacher. Then have them turn sideways so that their non-throwing arm is pointing towards you (the teacher) and their throwing arm is straight out pointing in the opposite direction (this is called the 'T' position). Next, when you say, "Bend elbow," the arm that holds the ball should be bent at the elbow so that the ball is above the elbow and the arm forms an 'L'. Next the

students should focus on the target with their eyes, keeping the non-throwing hand pointed toward the target. The next cue word is “step.” The students will pick up the foot closest to the target (the front foot) and step toward the target, pushing off with the rear leg. As they step forward, their weight should begin to transfer that direction, and they should begin to bring the arm forward to throw the object. Finally comes the ‘follow through’: after the front foot lands and the weight transfers forward, the back foot should pick up a bit. They should then be bent over at the waist with the throwing hand pointed toward the target. A common error students will make is to keep their elbow in too close to the body. Often when student do this they will throw with only the forearm and wrist. Keeping the arm in the ‘L’ position is important to help overcome these problems.

Practice: Ideally each student should have his own ball. If students can take their own from home, that would be great. Have them practice with the ball individually during this practice time. We want them to practice throwing as much as possible.

Throw the ball against the wall and catch it.

If you have an angled roof, practice throwing onto the roof and catch it as it rolls off.

Have students practice throwing to each other.

Tape a line or target on the wall. Throw at the target.

Throw as far as possible.

Throw through a hoop held by a partner.

Throw against a wall for 30 seconds. Count the number of throws made.

Make a picture of a clown or another object. Cut holes in the board and throw a ball through the holes.

Prop up objects in the gym or field. Throw the ball at the objects.

Find objects on the playground that they can throw the ball through.

Activity: Use the throwing activities listed above for the activity for today. If you have enough time to play a game still after that, use a game from the 2nd lesson below or a game of your own.

2nd Lesson: Repeat the same warm-up from above. Then review the instruction section of this lesson. Go over the practice portion again, but use only a few of the activities that students enjoyed last lesson.

Activity: **Three Base Pickle** – For this game students should be split up into groups of 5 or 6. Each group should have three bases. You can use jackets, Frisbees, or other objects for bases. Three of the students are assigned to bases and throw the ball to one another. The other students are the runners. They try to run from base to base without being tagged by the person with the ball. The students who are assigned to bases try to throw the ball around and trap a student in a “pickle” between the bases. They then try to tag that student. If a student is tagged “out” he trades places with the person who tagged him. Help students to develop some strategy of trying to get between bases and get others caught in a “pickle.” Use medium-sized balls because bigger balls don’t allow good throwing mechanics (they are too big) and smaller balls can be hard for students at the first grade level to catch.

First Grade

Lesson 8: Throwing II

Objective: Because throwing is so essential and practice is needed, this two-day lesson will progress much as the last throwing lesson. Our overall objective is to have students using the correct throwing form by the end of first grade. Accuracy and distance will come with time, but the correct throwing form is essential to have mastered as soon as possible. We want to use this time in PE for as much practice as possible. If you have only one lesson of PE, students may ask for a game instead of practice. Tell them that there will be many games in the future, but they need to have the throwing skills.

Materials: Whistle (optional)
Playground Balls for Cone Kickball
Bases (can be a substitute object)
Smaller Balls for throwing practice (tennis balls, wiffle balls)

Set-Up: Gymnasium or field

Skills: Throwing

Lesson:

Warm-up: Have students run into the gym. Have them freeze and then go toe-to-toe. Then have one of the partners get a ball. Have students line up across from their partner in two parallel lines. The teacher should walk behind each of the lines observing the throwing that is going on. After about 4-5 minutes of warming up, go ahead and redo the instruction portion going over the four main cues: 'T', bend elbow, step, and follow through. After reviewing these cues, have students begin throwing again with their partners.

Instruction: Have students spread themselves throughout the area. Have them mimic your actions. Tell them they are to pretend they have a ball in their hand and they are going to throw the ball to the teacher. Have them turn sideways so that their non-throwing arm is pointing towards the teacher and their throwing arm is straight out pointing the other direction (called the 'T' position). The arm that holds ball should be bent at the elbow so that the ball is above the elbow and the arm forms an 'L' (this position is triggered by the word "bend"). Next the students should focus on their target with the eyes, keeping the non-throwing hand pointed toward the target. The next cue word is "step." The student should pick up the foot closest to the target (the front foot) and step toward the target. As they step

forward their weight should begin to transfer forward, and they should bring the arm forward to throw the object. At the end the back foot should pick up a bit, and they should be bent over at the waist with the throwing hand pointed toward the target. Keeping the throwing elbow away from the body and up in the air is key. This is the most common error students will make. Often when students do this they will throw with only the forearm and wrist. Keeping the arm in the 'L' position is important to help overcome these problems.

Practice: Ideally each student should have their own ball. If students can take their own from home, that would be great. Have them practice with the ball individually. We want them to practice throwing as much as possible.

Throw the ball against the wall and catch it.

Throw as far as possible. Make a contest out of this between them and their partner.

Prop up objects in the gym or field. Throw the ball at the objects to knock them over.

Find objects on the playground that they can throw the ball through.

Activity: **Leader Ball** – In this fun and challenging game students should be split into groups of about 10-15. Each group will need a playground ball. One student is called on to be the leader (this person can also be the teacher). The rest of the students form a circle around the leader, each of them being about 20 feet from the leader. The leader throws the ball to the first student, and that student throws the ball back to the leader. This happens over and over with each student in succession until you get to the final student in the circle. Any student who drops a catch or makes a bad throw steps out of the circle and goes to the end of the circle (where the first catcher and thrower was). All the other students get to move up one spot. The object of the game is for the students to work their way up to the top spot in the circle. After a few rounds, if few mistakes are being made have the students take a few steps back and increase their distance from the leader.

2nd Lesson: Do the same warm-up. Then review the instruction section of this lesson. Go over the practice portion again, but use only a few of the activities that students enjoyed last lesson. Keep the practice session short so that you have time to play the game below.

Activity: **Cone Kickball** – This fun and simple game introduces students to some of the rules of softball. Split the class into two separate teams. One team takes the field; the other is up to "bat." You will need a playground ball for this game. If you have a gym you may use the wall opposite the batter for the base. If you are outside or your gym is too big, you may use a cone for a base. The batter's objective is to make it safely to the far base, where she can choose to stop and wait for the next batter to hit them home or run back to home without stopping. A run is awarded each time a player runs to the far base and back home. A batter

is out if a player catches the ball on the fly or if the runner is tagged. A batter is also out if the fielding team tags the far base with the ball before that player arrives there. A runner may also be tagged out by the fielding team with the ball. To begin play, a ball is rolled by the teacher or another student to the batter.

First Grade

Lesson 9: Throwing III

Objective: By this lesson students should have a grasp on the posture that is needed for throwing. We will use this lesson to review the main cues we have used in throwing. The students should be able to show each cue when asked and use good form when throwing. The practice and instruction portion of this lesson should be shortened. At this point we want students to get as much practice as possible during their games.

Materials: Whistle (optional)
Playground Balls for Pickle and Kickball
Bases (can be a substitute object, cone)
Smaller Balls for throwing practice (tennis balls, wiffle balls)

Set-Up: Gymnasium or field

Skills: Throwing

Lesson:

Warm-up: Leap Frog Tag – Have students run into the gym. Nominate one or two students to be “It.” When a student is tagged they crouch down so that another student can leap-frog over them. When another student leap-frogs over them, they are free to run around the gym again.

Instruction: Have students spread out through the area. Review the main throwing positions (‘T,’ elbow bent, step, follow through) and practice them without a ball.

Practice: Ideally each student should have her own ball. If students can take their own from home, that would be great. Have them practice with the ball individually. We want them to practice throwing as much as possible.

Throw the ball against the wall and catch it.
Have them practice with a partner.

Activity: **Three Base Pickle** – For this game students should be split up into groups of 5 or 6. Each group should have three bases. You can use jackets, Frisbees, or other objects if you don’t have any actual bases. Three of the students are assigned to bases and throw the ball to one another. The other students are the runners. They try to run from base to base without being tagged by the person

with the ball. The students who are assigned to bases try to pass the ball around and trap a student in a “pickle” between the bases. They then try to tag that student. If a student is tagged “out” he trades places with the person who tagged him. Help students to develop some strategy of trying to get between bases and get others caught in a “pickle.”

2nd Lesson: Use the same warm-up. Then review the instruction section of this lesson. Keep the practice portion short so that you can play Cone Kickball. If you have time, you may also be able to squeeze in some time playing Three Base Pickle.

Activity: **Cone Kickball** – This fun and simple game introduces students to some of the rules of softball. Split the class into two separate teams. One team takes the field; the other is up to “bat.” You will need a playground ball for this game. If you have a gym you may use the wall opposite the batter for the base. If you are outside or your gym is too big you may use a cone for a base. The batter’s objective is to make it safely to the far base, where she can choose to stop and wait for the next batter to hit them home or run back to home without stopping. A run is awarded each time a player runs to the far base and back home. A batter is out if a player catches the ball on the fly or if the runner is tagged. A batter is also out if the fielding team tags the far base with the ball before that player arrives there. A runner may also be tagged out by the fielding team with a ball. To start play a ball is rolled by the teacher or another student to the batter.

First Grade

Lesson 10: Dribbling I

Objective: Dribbling is a skill that will mainly be used in one game: soccer. The foot-eye coordination that it builds, however, will benefit students when they kick, punt, and control other objects with their feet. By introducing dribbling before kicking and punting, we hope to build these skills so that more difficult skills such as kicking and punting will come a bit easier. Dribbling is a fun skill that students can use in many games. This lesson spends two days teaching the skill.

Materials: Cones
Playground Balls
Soccer Balls

Set-Up: Gymnasium or field; Area marked out for soccer with lines or cones

Skills: Dribbling, Passing, Upper Body Strength, Running, Dodging

Lesson:

Warm-up: Soccer Pirate – Have students run into the gym. Once they get into the gym they should get a ball and put it under their foot. Every student should have a ball for this game (any type of ball is fine). This game will allow students to develop the skill of dribbling along with building up cardiovascular fitness. Set up an area that is appropriate for the number of students you have. Before you go to the gym designate one student to start out as the pirate. On your signal students should begin dribbling the ball around the area. The pirate tries to steal the ball from one of the dribblers using her feet. If successful, the pirate becomes a dribbler and the player who had the ball stolen becomes the new pirate. With a larger class you may want two pirates.

Instruction: Dribbling is moving the ball with the feet with a series of taps or pushes. First, show students the middle, or inside portion of the foot. Then tell them that this is where they should contact the ball with the foot. They should push the ball with their foot like a bulldozer pushes dirt. You can also use the idea of small taps on the ball. Next tell them to keep the head up in order to see the field. Finally, keep the ball near the body so it can be controlled (don't kick it too far in front of the body).

Practice: Have students spread themselves out in the area. When you say, "Go," they should dribble the ball around the area. You may want to have various objects

set up throughout the area that students will have to dribble around while trying to avoid other students. Have them speed up and slow down their dribble on your command.

Activity: **Around Ball** – Split students into groups and have them make circles. Each circle should have no more than six players. Each player should be 10-15 feet from the player next to him to create room for passing. Children will be able to work on their passing and footwork skills in this activity. When they pass, they should use the inside of the foot just like a dribble. One person in each circle starts out with a ball by her feet. When the teacher says, “Go,” students should pass the ball around the circle the number of times designated by the teacher (usually 4-5 to begin with). When the ball has made a complete trip around the whole circle, the group should yell out, “One!” and keep passing the ball. The first team to finish is the winner. Have the ball direction change between clockwise and counter-clockwise.

Variation: Have students form the same circle, but instead of passing the ball around the circle they must each take a turn dribbling the ball around the outside of the circle until they return to their starting spot. When they return, they pass the ball to the person next to them. Vary the amount of times they have to dribble around the circle and the direction they go.

Hunters and Rabbits – This is a fast-paced game that provides a lot of cardiovascular exercise for the students. It will also help to develop wonderful dribbling skills in addition to some passing. Hunters and Rabbits is a tag game played with soccer balls. Mark an area according to the number of students you have (20 students – 30 yd by 30 yd area). In this game, about 1/3 of the students should have a soccer ball at their feet; these are called the hunters. The rest of the students are rabbits, and their goal is to keep from being tagged by the hunters. Hunters start out by dribbling the ball inside the area, and when they get close enough to a rabbit, they attempt to tag the rabbit with the ball by kicking it at them. If a rabbit is hit with the ball they become a hunter, and the hunter becomes a rabbit. If the hunter misses, they should quickly find the ball and dribble around until they can get another rabbit. When the ball is kicked at another student it must hit him below the knees. If the ball hits a student above the knees, they remain a rabbit and the hunter must remain a hunter. If a rabbit is trying to avoid being tagged by another hunter and steps on or is hit by a “stray” ball, that rabbit must switch places with the hunter whose ball they touched.

2nd Lesson: First, use the same warm-up. Then review the instruction section and do about 2-3 minutes of individual dribbling like the practice before. Then play Hunters and Rabbits for about 5-10 minutes, depending on the amount of time you have, as a continuation of your practice. Then proceed to the following activity.

Activity: **Crab Soccer** – Students should be split up into two different teams. In this activity you won’t want to have too large an area as students are prone to become

tired quickly. Set up goals using cones at either end of the playing area. Use four to five soccer balls (or more) for this game so that students can have as much time with the ball as possible. Players should start out in the crab walk position. The ball, just as in soccer, is moved around by using the feet. This game can be a bit slow-paced but is fun and helps to build upper body strength. Designate an area in front of the goal where only the goalie can play because often as the ball nears the goal, the goal mouth can get quite crowded. In crab soccer the goalie is not allowed to use hands. He is essentially a field player whose job is to watch the goal. All other soccer rules apply. Balls may accidentally hit hands, and you will have to let that go, but an intentional striking of the ball with the hand should be penalized. If the ball does go out of bounds, a player from the opposing team may stand up to go retrieve the ball, setting it back on the line and kicking it back into play from the crab walk position.

First Grade

Lesson 11: Dribbling II

Objective: Students should build on their skills that they learned in the last lesson. Over the course of these dribbling lessons, they should begin to understand how to dribble a ball and what parts of the feet to use. Mastery of the skill will come over time with practice. The foot-eye coordination that it will help develop will be valuable later on. If you have time for a second lesson the students will be able to play Small-Sided Soccer. Our reason for having only four players on a team is to allow each student to touch the ball as much as possible. This way the ball-to-player ratio is 8:1 rather than 22:1 if you play a normal game.

Materials: Whistle (optional)
Playground or Soccer Balls
Cones, Soccer or Playground Balls

Set-Up: Gymnasium or field; Area marked out for soccer with lines or cones

Skills: Dribbling, Passing, Running

Lesson:

Warm-up: Soccer Pirate – Have students run into the gym. Once they get into the gym they should get a ball and put it under their foot. Every student should have some type of ball for this game. This game will allow students to develop the skill of dribbling along with building up cardiovascular fitness. Set up an area that is appropriate for the number of students you have. Before you go to the gym, designate one student to start out as the pirate. On your signal students should begin dribbling the ball around the area. The pirate tries to steal the ball from one of the dribblers using his feet. If successful, the pirate becomes a dribbler, and the player who had the ball stolen becomes the new pirate. With a larger class you may want two pirates.

Instruction: Instruct them to continue to use the inside of the foot to dribble the ball and to make small taps so the ball doesn't get too far away from the dribbler. Encourage them to spend more time looking up in these lessons. One other aspect they can work on is improving the speed with which they attempt to dribble while still controlling the ball.

Practice: Today's practice is the same as it was last lesson. However, today's practice should last around 10 minutes or more. During this time instruct students to

speed up or slow down, keep their eyes up, and use either the left or right foot. Have students spread themselves out in the area. When you say, "Go," they should dribble the ball around the area. If you have the ability, you may want to have various objects set up that students will have to dribble around while trying to avoid other students.

Activity: **Dribble Freeze Tag** – Students will love this game that combines tag with dribbling. It is a normal game of freeze tag with the runners now becoming dribblers. Set up a playing area that is appropriate for the number of children participating. One player will be designated the tagger while the other players scatter throughout the area with balls they can dribble. On the teacher's signal the dribblers move around while dribbling. When the tagger tags a student, that student is frozen and must sit on the ball until another dribbling student comes by and taps them on the shoulder. Stop the game every two to three minutes and nominate another player to be the new tagger.

2nd Lesson: Use the practice from Lesson 10 as the warm-up. After that, use either Lesson 10 or the first part of this lesson to play a game. Soccer is a reasonably easy game to organize. If you have time to do a second lesson, reward them by setting up a couple other games.

Activity: **Small-Sided Soccer** – Put students into groups of four. Each group of four will make up a team. Use cones to make goals about 15 feet wide. There will be no goalies in these games, so the goals don't have to be too big. Opposing goals should be about 30-50 yards apart for first graders, depending on the amount of room you have. With a lot of students, you will need to set up multiple fields. It would be best to do this side by side. At the first grade level don't worry about having distinct boundary lines. If you have lines, use them, but they aren't necessary; general boundaries will suffice. If a ball does go out of bounds just have students kick the ball back into play. Throw-ins will come later on.

First Grade

Lesson 12: Dribbling III

Objective: In our final lesson(s) on dribbling, foot-eye coordination is the key ingredient to moving on to kicking and punting in the following lessons. By now students should grasp the basic concepts of kicking the ball with the foot and controlling the ball as they maneuver their way around obstacles. Teachers should try to watch for two common errors or weaknesses with foot-eye coordination: (1) if a student has to come to a complete stop before continuing to dribble or (2) if a student often tries to contact the ball with the foot, but the ball glances off the toe of the foot and hardly moves. Note: sometimes a student with poor eyesight and depth perception may only need to wear glasses to fix this problem.

Materials: Whistle (optional)
Cones, Objects, and Soccer or Playground Balls

Set-Up: Gymnasium or field; Area marked out for soccer with lines or cones

Skills: Dribbling, Passing, Getting Open, Running

Lesson:

Warm-up: Soccer Pirate – Have students run into the gym. Once they get into the gym they should get a ball and put it under their foot. Every student should have some type of ball for this game. This game will allow students to develop the skill of dribbling along with building up cardiovascular fitness. Set up an area that is appropriate for the number of students you have. Before you go to the gym designate one student to start out as the pirate. On your signal students should begin dribbling the ball around the area. The pirate tries to steal the ball from one of the dribblers using her feet. If successful, the pirate becomes a dribbler, and the player who had the ball stolen becomes the new pirate. With a larger class you may want two pirates.

Instruction: Instruct them to work on and practice three things today that continue to be emphasized from previous lessons: eyes up, small dribbles, and using the inside of the foot. After demonstrating to them these three key skills, continue to verbally encourage them to work on these things when they are practicing.

Practice: Today's practice should again last 10 minutes. Dribbling is what we want them to learn! If you have enough balls for every student, that is great. For those that don't, half of the students should have a ball while the others will act as some of

the obstacles. For today try to have students bring obstacles into your area. After your instruction you may ask them to find in one minute something they can carry to the area that they can dribble around (cones, chairs, blocks, boxes, etc.) After your area is set up, have students dribble. Every 30 seconds, shout out a new instruction about how they should dribble (slow, fast, left foot, right foot, etc.) If you have half of your students with balls, they should dribble to a partner every 30 seconds and trade places.

Activity: **Soccer Get-Away** – This fun activity will help develop three key skills needed not only for soccer, but also for many other games: dribbling, passing, and getting open. In this game, students should be put into teams that have no more than four students per team (this way they get as many ball touches as possible). The objective for each team is to see how many players they can pass the ball to without it getting stolen by the other team. They should count out loud the number of students it is passed to. A student can receive the ball and pass the ball as many times as they want, although a good rule to start out may be after four passes by team A, team B gets to try. Emphasize that students should use dribbling to get away from the person who is guarding them. If a player on Team A has the ball, the objective for the other players on Team A is to get free from the person defending them so that they can receive the ball. This can be a difficult concept for some, but it is important to begin to teach it now. Encourage them to change directions often when they run, but to remember not to run too far away so that they cannot receive a pass. There are no out-of-bounds lines for this game. They should use the whole playing area.

2nd Lesson: If you have enough time, use both the Warm-up and Practice from the previous lesson. If not, or if you want to give more time to play the game below, choose either the Warm-up or the Practice as they both do a good job of giving students the opportunity to practice dribbling. Do stop for a moment, though, and remind them of the three essential skills we want them to practice: eyes up, small dribbles, and using the inside of the foot.

Activity: **Small-Sided Soccer** – Put students into groups of four. Each group of four will make up a team. Use cones to make goals about 15 feet wide. There will be no goalies in these games, so the goals don't have to be too big. Opposing goals should be about 30-50 yards apart for first graders, depending on the amount of room you have. With a lot of students, you will need to set up multiple fields. It would be best to do this side by side. At the first grade level don't worry about having distinct boundary lines. If you have lines, use them, but they aren't necessary; general boundaries will suffice. If a ball does go out of bounds just have students kick the ball back into play. Throw-ins will come later on.

First Grade

Lesson 13: Kicking I

Objective: Throughout our lessons on kicking, students will learn two different types of kicks: the instep (shoelace) kick and the inside-foot kick. At first these kicks may seem very similar. But they differ in what their jobs are. The instep kick will deliver more power, whereas the inside-foot kick is generally more accurate. We will introduce the kicks in this lesson and have students practice them in simple yet fun games. This lesson will focus on contacting the ball with power rather than finesse. Once again, our objective in first grade is to teach mastery of the form of the kick. Distance, accuracy, and power will be things that we will focus on in a few years. In the second part of this lesson we will only focus on the instep kick, as it takes more time for students to master.

Materials: Playground Balls for Kickball
Soccer Balls (you can ask students to bring their own if you need more)
Bases (can be a substitute object, cone)
Cone

Set-Up: Gymnasium or field

Skills: Kicking, Math Facts, Locomotor Movements, Running, Decision Making

Lesson:

Warm-up: Hop the Answer – In this activity students will be active but also have a chance to work on their math skills. Give students a math problem that they have covered this year: $10-4=n$. Students would then hop six times to show they know the answer. Other locomotor movements can also be used such as leaping, skipping, galloping, push-ups, sit-ups, or laps around the gym.

Instruction: Have students spread out around the teacher in a sitting position. You may want an extra shoe to use to show students the different places on the foot they will make the two kicks with.

Inside-of-the-Foot Kick – When using the inside-foot kick they will want to use the middle of the inside of the foot. This is just in front of the prominent ankle bone on the inside of the foot (where the shoe makes a nice inward curve).

Instep Kick – For the instep kick, point to the shoelace area of the foot and let the students know that when using this kick, they want the ball to contact the tops of

the laces. Emphasize that they do not use the toes. Our five cue words will be: step, pull back, toe down, drive, and follow through. Students should start out with the ball a couple feet in front of them. First, with the non-kicking foot they should take a step toward the ball so that the non-kicking foot plants next to the ball. The kicking foot should have stayed back and should be pulled back just a bit. As they begin to swing the kicking foot forward, the toe should be pointed down at the ground so that when they contact the ball, the shoelaces are the first thing to touch the ball. After they contact the ball, the kicking leg should continue through the ball so that they land on the kicking leg.

Practice: Have students get with a partner and stand across from each other so that they form two parallel lines. Each pair of students should have a ball. First, have them practice the inside-of-the-foot kick by passing to each other. After five minutes of this, have them increase the distance between one another so they can practice kicking with the instep to their partners.

Activity: **One Base Kickball** – This game is similar to Cone Kickball, but there are important differences. Divide students into two separate groups. One team will be up to bat while the other team takes the field. Place a home base where the kickers will kick from and another base about 20 yards away (the normal second base area). Also place a cone right next to home plate. In this simple game the teacher should roll a playground ball to the plate where the student who is up will kick the ball. After kicking the ball, the student should try to run to the base and back before they are out to score a run. They cannot stop on the base in the field. They have to try to make it to the base and back home every time they kick it. There are three ways the team in the field can get the runner out: one, catch the ball in the air; two, tag the runner with the ball; and three, try to hit the cone with the ball before the runner touches home plate. If games become too lop-sided, you may have to make each person on each team be allowed only one kick every time their team comes up to kick. Encourage students to use the instep kick. You may play with or without foul lines.

2nd Lesson: Use the same warm-up from the first part. However, today students will only be instructed on and practice the instep kick. Point out the areas of the foot we use for the instep kick. Ask students why they may not want to use the toe to kick the ball. Have them practice kicking the ball with a partner. Allow students to spread out and try to kick the ball. Encourage them to get the ball up in the air when they use the instep kick. However, watch closely that they point the toe down and get it under the ball and don't kick the ball square in the middle with the toe.

Activity: Play One Base Kickball again. Not only does this game give students the opportunity to actually use the instep kick, but they are also able to practice catching and throwing. This is a good game to begin to build an understanding of softball and baseball. Make sure that students encourage one another and cheer on good work by both teams.

First Grade

Lesson 14: Kicking II

Objective: In this second lesson on kicking we want to continue to emphasize the skills that were learned last time. Students should continue to develop the coordination it takes to kick a ball. In the activities they have done this year, students' foot-eye coordination should be developed to an acceptable skill level. Kicking for power requires a bit more coordination, however. Using the inside of the foot to kick comes almost naturally to children, so we will use both days of this lesson to focus on the instep kick.

Materials: Cones
Scorecards
Soccer or Playground Balls (have students bring their own)
Activity cards

Set-Up: Outdoors
Set up a nine-hole golf course so that holes follow each other in succession.

Skills: Kicking, Adding, Locomotor Activities, Running

Lesson:

Warm-up: Have them run into the gym. Say, "Freeze," and have a student select one activity card from your hands. Tell them what they have to do and allow them to do it for 10-20 seconds. Try to have them do every card twice. If you want to do some math, have another student take two or three dice. Have this student roll the dice and use addition or subtraction to come up with an answer. This number can be used to determine the number of repetitions to do for the chosen activity card.

Instruction: Remind students of the five cue words for the instep kick: step, pull back, toe down, drive, and follow through. Also remind students to start out with the ball placed a little ways in front of them so that they can step up to the ball as they kick it. Focus today on the approach to the ball. Their timing and step can be important for a good kick. Students should start one step away from the ball. Next they should step next to the ball with their non-kicking foot. The rest of the kick should follow as practiced last lesson.

Practice: Have students get with a partner and stand across from them so that they form two parallel lines. Each pair of students should have a ball. More distance can

be put between the students today as they will only practice the instep kick. Allow 5-10 minutes for practice.

Activity: **Soccer Golf** – In this great game that combines golf and soccer, students will use both powerful and skillful kicks that help develop foot-eye coordination. Each student should have a ball. The teacher should set up a course around the grounds of the school. The number of “holes” you will have depends on how many students you have and the amount of time for PE. Each hole should have a definite starting point that is marked. This is easy to do with cones. A colorful sign of some type should also designate the object that will serve as the hole (a cone, tree, post, sign etc...)

Put students into groups of two, three, or four. Every group should start out at a hole and then play the holes in succession. This will prevent there being a log jam of students at the first hole. For example, if you have eight groups of students and eight holes, they should each start out at a different hole. If group six starts out at hole 6, the next hole they would play is 7. When they get to the eighth and final hole, their next hole is hole number 1, and they play the other holes in succession until they get back to hole 6.

Students start out by kicking the ball a long ways from the starting point. They should all take turns. The object isn't to see how fast one can get done. After every student has made their first kick, they all run to their ball and make their next kick toward their intended target for that hole. They continue to count their kicks until their ball finally makes contact with the target (“hole”). The number of kicks it took from start to finish should be recorded on their group score sheet.

This score sheet can then be used the next day if the teacher wants to add up the scores in math. The student with the lowest score wins.

Note: As you make the course, it is easiest for students if you put the starting point to the next hole very close the ending point of the previous hole. This prevents students from having to search all over for the next hole.

Note: If you do not have a ball for every student, make groups of two or three students. Student A makes the first kick toward the target. Student B then makes the second kick. They continue taking every other kick until they hit the final target. Partners will then have a combined score.

2nd Lesson: Use the same warm-up and review the instruction section of this lesson. Again ask students questions about how and with what part of the foot to kick the ball. Ask them why they should do this and what might happen if they don't.

Activity: Continue to play another game of Soccer Golf or finish the game if they did not have enough time to do so earlier this week. If you were able to finish, stress to students that they should try to improve their accuracy and lower their score. Encourage them to make an accurate first kick that will set them up for easier second, third, and fourth kicks.

First Grade

Lesson 15: Punting I

Objective: After learning how to kick a ball from the ground, we will introduce students to kicking a ball after it is dropped, but before it hits the ground. This is called a punt. When you punt the ball, it will generally go farther than any other kick. Punting is often used by both goalies in soccer and punters in football. Learning how to punt will help students develop foot-eye coordination. There are four stages in learning punting. We will take two days in this lesson to cover the first two stages, and the next lesson will cover the last two.

Materials: Playground Balls

Set-Up: Outdoors or gym (any season)
Soccer field or area with similar set up (large rectangle split in half)

Skills: Kicking, Adding, Locomotor Activities, Running

Lesson:

Warm-up: Tag – Before you leave for the gym, instruct students that they are going to play _____ tag upon arriving and _____ is (are) “It”. If you feel they are lethargic, don’t be afraid to have them switch to another tag game. Tag games to choose from for today are: freeze tag, partner tag, high-five tag, and tunnel tag. Look in your appendix to see how each is played. This portion of the class should last 2-5 minutes, depending on how much time you have.

Instruction: There are four stages to punting. Today we will learn the first two.

Stage One: The student extends the arms out in front while holding the ball at chest height. The kicking leg should bend back at the knee while the other foot supports the body’s weight. As the kicking leg comes forward, the ball should be dropped. The kicking foot should extend and kick the dropped ball.

Stage Two: In this stage the arms and legs should move together. The student should also begin to slightly toss the ball in the air to begin to work on timing. Instruct them that most of their power is going to come from the knee being flexed.

Common Faults: Tossing the ball rather than dropping at first.

Kicking with the toes rather than foot.
Pointing the toes up instead of at target.
Failing to move into the kick.

Key Points: Students should keep their eyes on the ball.
Hold the ball straight out.
Kick the ball with shoelaces.
Bring the kicking foot back.

Practice: Pair up students. Each pair should have a ball and be about 20 yards apart. This should form two lines of students (see diagram). Students will then be able to kick the ball back and forth between each other. Have the students practice Stage One kicking for 5 minutes and then follow with Stage Two for five more minutes. Remember to walk behind the lines of students so you can see each of them and instruct those who are having trouble.

Activity: **Punt and Catch:** Divide students into two teams. Each team should be on one half of a soccer field (or similar area). Students punt the ball over the half line into the other team's area. If the ball lands on the ground in the other team's area, the punting team is awarded one point. If someone catches the ball, the ball lands out of bounds, or it doesn't make it over the half line, the punting team receives no points. Start out this game with one ball, but quickly add some more. The amount of balls in play is determined by the number of students. Playing with only one ball will limit the opportunities a student will have to use the punting they learned today. Add more balls for more practice.

2nd Lesson: Use the same warm-up and review the instruction section of this lesson. Repeat the practice part.

Activity: **Punting 500:** This game is essentially 500 with a twist. Divide students into two groups. Make sure the two groups are far enough apart so that they don't interfere with each other. Choose one person from each group to be a punter. He should take the ball and be about 30 yards away from the rest of his group. The punter then punts the ball in the air towards the rest of their group, and the students try to catch the ball. If no one catches the ball, the ball is returned to the punter and they punt it again. When someone catches the ball, they become the new punter for their group. Here is the twist: the old punter doesn't join his old group, but rather runs to join the other group. This way the groups keep changing so children with different abilities are mixed. It is possible one group becomes very large and the other becomes very small. When this happens, start over with new groups. This activity is great in the snow in winter, too! (If you don't have enough students for this activity, just play plain old 500.)

First Grade

Lesson 16: Punting II

Objective: This lesson will cover stages three and four of punting. In this lesson students will add stepping and following through to their punt. These stages use everything they learned in the last lesson and add some finishing touches. Students should begin to learn the mechanics of punting in first grade. They will continue to practice and master the skill in the next few years.

Materials: Playground Balls; Bases (two or four)

Set-Up: Outdoors or gym (any season)

Soccer field or area with similar set up (large rectangle split in half)

Skills: Kicking, Locomotor Activities, Running, Catching, Throwing

Lesson:

Warm-up: Imitation – Instruct students that when they arrive at the gym, they should run around the gym like they are _____. Every 15 seconds after that, you should shout out something new for them to imitate. Use the following ideas: drive a racecar, fly an airplane, wrestle an alligator, paddle a canoe, catch a giant fish while fishing, etc... (Use your own ideas!) Change the level of actions while they are doing it. If paddling a canoe, all of sudden yell out something like, "Watch out! Rapids ahead, rock to your left, tree to your right!" This way they will not just paddle a boring old canoe. (2-5 mins.)

Instruction: Today we will add stages three and four of punting. It would be a good idea to review the key teaching points from last lesson in the introduction to this instruction.

Stage Three: The student holds the ball near the chest and begins to move forward by taking a step with the non-kicking foot. They should drop the ball, not toss it, as they plant the non-kicking foot. The kicking foot should be slightly bent. As the ball falls, the kicking foot is brought forward and contacts the ball before it hits the ground.

Stage Four: In this stage a few things are added to help make a more effective punt. The ball should be held toward the side of the body of the kicking leg. The trunk of the student should bend slightly forward at the time of the drop and

extend slightly backward at the time of the kick. The kicking leg should follow through. The toes should be extended away from the ankle. (5 mins.)

Common Faults: Tossing the ball rather than dropping it at first.
Kicking with the toes rather than the foot.
Pointing the toes up instead of at the target.
Bending over during the whole kick.

Key Points: Students should keep their eyes on the ball.
Take a step into the kick.
Kick the ball with the shoelaces.
Take the time to follow through with the leg.

Practice: Pair up students. Each pair should have a ball and be about 20 yards apart. This should form two lines of students (see diagram). Students will then be able to kick the ball back and forth between each other. Students receiving the ball should practice catching it. Have the students practice Stage Three kicking for 5 minutes and then follow with Stage Four for five more minutes. Remember to walk behind the lines of students so you can see each of them and instruct those who are having trouble. (10 mins.)

Activity: **Punt Ball:** This fun game is a variation of kickball. Rules are exactly the same except that students don't have the ball rolled to them by a pitcher. Rather they hold the ball and punt it from home plate. Play that the punter is out after two foul balls. You can play this as a two-base or four-base game. If your students have a problem making outs, or if not everyone is getting an opportunity to bat, just play that every player on a team gets to kick when their team is "up."

2nd Lesson: Use the same warm-up and review the instruction section of this lesson. Repeat the practice part.

Activity: **Punting 500:** This game is essentially 500 with a twist. Divide students into two groups. Make sure the two groups are far enough apart so that they don't interfere with each other. Choose one person from each group to be a punter. She should take the ball and be about 30 yards away from the rest of her group. The punter then punts the ball in the air towards the rest of their group, and the students try to catch the ball. If no one catches the ball, the ball is returned to the punter and they punt it again. When someone catches the ball, they become the new punter for their group. Here is the twist: the old punter doesn't join her old group but rather runs to join the other group. This way the groups keep changing so children with different abilities are mixed. It is possible one group becomes very large and the other becomes very small. When this happens, start over with new groups. This activity is great in the snow in winter, too! (If you don't have enough students for this activity, just play plain old 500.)

and/or

Punt and Catch: Divide students into two teams. Each team should be on one half of a soccer field (or similar area). Students punt the ball over the half line into the other team's area. If the ball lands on the ground in the other team's area, the punting team is awarded one point. If someone catches the ball, the ball lands out of bounds, or it doesn't make it over the half line, the punting team receives no points. Start out this game with one ball but quickly add some more. The amount of balls in play is determined by the number of students. Playing with only one ball will limit the opportunities a student will have to use the punting they learned today. Add more balls for more practice.

First Grade

Lesson 17: Sidearm Strike (Hitting) I

Objective: There are many different ways someone can strike an object. Most commonly we think of baseball and swinging a bat. Striking is also used in tennis, golf, hockey, badminton, and ping-pong. In all of these activities we swing something in order to cause an object to move. Striking is also used when our hand or arm hits an object and causes it to move. This is most commonly found in volleyball. At this age we are going to first focus on the sidearm strike. In the sidearm strike, students hold the paddle with only one hand and are able to focus on one arm rather than two. Two-handed hitting will be introduced later this year.

Materials: Paddles or Racquets (tennis, badminton racquets, ping-pong paddles, etc...)
Tennis Balls

Set-Up: Outdoors (warm season) or gym
Blacktop is preferred, but a field will work just fine if outdoors.

Skills: Sidearm Strike, Gripping, Balance, Locomotor Movements

Lesson:

Warm-up: Activity Cards – Instruct students that when they get to the gym they should jog around the room. Once all students are in the gym, say, “Freeze,” and have a student select one activity card from your hand. (Instructions for making activity cards are in the appendix.) Tell them what activity the card says to do. Have them do this activity for 10-20 seconds. Try to have them do every activity card twice if time permits. This is an great way to review important locomotor skills and help students master them. Work with students who may need help with coordination of these skills. (See appendix for how to do each locomotor movement.) This part of the class should last 2-5 minutes, depending on how much time you have.

Instruction: Students should form rows and columns while they all face you so that they can imitate you as you demonstrate each part of this skill. Students will learn both how to grip a paddle and the proper mechanics of a sidearm swing commonly used in tennis, ping-pong, or badminton.

1. First demonstrate the grip. Have a students put out their hands to receive the handle of the paddle as if they were going to shake someone’s hand. Then have them grip the handle in a handshake manner. This is called the handshake grip

(or 'V' grip because the thumb and pointer finger form a V over the top of the handle).

2. Students should stand sideways to their target with feet spread shoulder-width apart to give them a good base. (Right-handers should have their left shoulder towards the teacher. Opposite for lefties.)

3. The arm holding the paddle should be held out at the side so that the arm and body form a 90-degree angle.

4. The motion of the arm should be a down and up motion. The arm should move downward until it is directly in front of the body when it will begin to make a slight upward motion on the follow through.

(10 mins.)

Common Errors: Scooping the ball.

Body is parallel to target.

Bent elbow.

Choking the paddle (too tight of a grip).

Practice: Pair up students. One student will hit while the other will "shag" (retrieve) the ball. Each student should get 10 hits before switching and becoming the ball shagger. Have the hitters line up and face the same direction, or they can form a circle and hit out. Just warn the shaggers to beware of balls that are hit, and the hitters should be courteous to someone returning the ball to a hitter. If preferable, start out by hitting the balls off cones or tees. Another option is to pass a string through a wiffle ball and suspend it by tying it to a tree, hoop, rafter, etc. You can also use PVC pushed into the dirt for tees. If none of these are possible, go on to the next step. The hitter should assume the ready pose for striking while holding the ball in the free hand. The ball should be held at chest height before it is released. When the ball bounces from the ground, the swing should begin so that the ball is waist high when it is struck. (10-15 mins.)

Key Points: The ball should be dropped, not tossed.

Students should keep their eyes on the ball.

Follow through.

Activity: Much of this lesson can be spent practicing this new skill. So the activity for today will be simple.

Alaska Baseball: The players are organized into two teams, one of which is at bat while the other is in the field. A straight line provides the only out-of-bounds line, and the team at bat is behind this line. The other team is scattered around the fair territory. One player propels the ball, by batting it off a tee or by bouncing the ball and hitting it. The hitter's teammates are in a line behind him. As soon as the batter sends the ball into the playing area, the hitter starts to run around his own team. Each time the runner passes the head of the line, the team gives a loud count.

There are no outs. The first fielder to get the ball stands still. All of the fielder's teammates run over to her to form a line, and the fielder starts to pass the ball back overhead to the nearest teammate, who does the same. The ball is passed back overhead with each player handling the ball. When the last field player in line has a firm grip on it, they shout, "Stop." At this signal, a count is made of the number of times the batter ran around his own team.

Five batters or half of the team should bat; then the teams should change places. This is better than allowing an entire team to bat before changing to the field, because players in the field tire from many consecutive runs.

2nd Lesson: Use the same warm-up and review the instruction section of this lesson. Spend a heavy amount of time on the practice portion of the lesson. Observe students as they practice and help those who may need some correction of mechanics.

Activity: **Alaska Baseball** – repeat this fun activity. It is great for exercise, keeps everyone involved and paying attention, and really builds good teamwork.

Note: This is a great lesson to review if you can some time this year. If all the lessons don't cover all of your PE slots, repeat this lesson. It is a very important lesson with some difficult skills.

First Grade

Lesson 18: Sidearm Strike (Hitting) II

Objective: Today we will review the sidearm swing we learned last class. Students should begin to show a comfort level with this swing, and it should be a smoother movement by the end of this class. Our goal in this two-day lesson is that by first introducing the sidearm swing, students will have an easier time later with the two-handed swing commonly used in baseball batting.

Materials: Paddles or Racquets (tennis, badminton racquets, ping-pong paddles, etc...)
Tennis Balls or Racquetballs
Scooters or Beach Balls

Set-Up: Outdoors (warm season) or gym
Blacktop (40 yds x 30yds) is preferred, but a field will be OK.
Tennis courts with rebound walls work great if you are near one.

Skills: Sidearm Strike, Gripping, Balance, Locomotor Movements

Lesson:

Warm-up: Various Body Movements – Instruct students that when they get to the gym they should _____. Once all students are in the gym, change the movement they are doing every 15-30 seconds. As they do these movements, instruct them to vary how they do them. Use ideas such as: speed up, slow down, forwards, backwards, sideways, etc... Movement should include: crawl, bear walk, seal crawl, crab walk, make snow angels, rolling log, mad cat, wounded dog, spin like a top, airplane, monkey, bear walk, rabbit jump, inchworm, etc... This part of the class should last 2-5 minutes, depending on how much time you have.

Instruction: Again have students start out in rows and columns so that you can observe them while they can practice the swing without a ball. This lesson, move more quickly through points 1-4, as they learned these points last time. Add points 5-8 and spend a few minutes going over these important additions to the sidearm strike.

1. First demonstrate the grip. Have students put out their hands to receive the handle of the paddle as if they were going to shake someone's hand. Then have them grip the handle in a handshake manner. This is called the handshake grip (or 'V' grip because the thumb and pointer finger form a V over the top of the handle).

2. Students should stand sideways to their target with feet spread shoulder-width apart to give them a good base. (Right-handers should have their left shoulder towards the teacher. Opposite for lefties.)
 3. The arm holding the paddle should be held out at the side so that the arm and body form a 90-degree angle.
 4. The motion of the arm should be a down and up motion. The arm should move downward until it is directly in front of the body when it will begin to make a slight upward motion on the follow through.
 5. After they practice the swing motion a few times, instruct them that they should take a step with the front foot toward their target as they begin their swing.
 6. They should imagine a ball coming to them, and practice hitting it.
 7. Keep the wrist firm so that the face of the paddle is pointing at the target.
 8. Most students will naturally rotate the trunk slightly as they swing. Instruct all students about this point, but watch and work with those who have trouble with it.
- (10 mins.)

Key Points: Keep the hand below the ball so that the ball will go up and not down.
 The Racquet face is flat toward target.
 Stand on the toes of their feet.
 Step into the swing.

Practice: Pair up students. One student will hit while the other will “shag” (retrieve) the ball. Each student should get 10 hits and then switch and become the ball shagger. Have the hitters line up and face the same direction, or they can form a circle and hit out. Just warn the shaggers to beware of balls that are hit, and the hitters should be courteous to someone returning the ball to a hitter. If preferable, start out by hitting the balls off cones or tees. Another option is to pass a string through a wiffle ball and suspend it by tying it to a tree, hoop, rafter, etc. You can also use PVC pushed into the dirt for tees. If none of these are possible, go on to the next step. The hitter should assume the ready pose for striking while holding the ball in the free hand. The ball should be held at chest height, and slightly forward in the stance today because we are adding a forward movement to the sidearm strike. When the ball bounces from the ground, the swing should begin so that the ball is waist high when it is struck. (10 mins.)

Activity: A fun game that students love to play is Scooter Hockey. This would be a first choice of an activity to review the sidearm strike. Because all schools may not have access to scooters, today’s activity includes a second game that reviews the sidearm strike without the paddle. If you would like to see how to make your own scooters, please look in the appendix.

Scooter Hockey: Split students into two different groups. All the students in each group will need a partner. One of the partners will be sitting on the scooter

while the other partner pushes them. Pushing should be done with two hands on the shoulder blades of the seated student. The seated student should sit “Indian style” on the scooter. Each seated student has a paddle so that they can hit the ball. Put a goal on both ends of the area. Seated students try to hit the ball with the paddle while their partners push them. They score a point for a goal. If you have an odd number of students on a team, the goalie doesn’t need a pushing partner. Start out the game with one ball. Soon after starting, depending on the number of students you have, add more tennis balls. This way students don’t form a large mob, and more students get practice hitting the ball.

Safety: Students who are pushing should not give their seated partner a big push and let them go; watch out for collisions between scooters; fingers can be pinched between scooters. Any rough play should be penalized accordingly.

Note: 1. If you have a large class and a large gym, split the gym in two and play the short way. This way you can play two games at once and more students are involved. 2. If you do not have enough scooters, have one group of students play, while the others practice more sidearm strikes.

Beach Ball Batting: Set up an area of 15 yds x 15 yds (or a similarly marked area on a gym floor). A midline and both end lines should be marked. Divide students into two groups. You will need 4-6 beach balls for this activity. Both groups start out with the same number of beach balls on opposite sides of the midline. Students will have to toss the beach balls up and hit the balls with sidearm strikes as the balls fall. Teams are awarded points for hitting the ball over the opposition’s end line. When a ball passes over the end line it is dead until all balls finally pass over an end line. If a ball falls short of the end line, the team should pick up the ball and try to hit it back over the other team’s end line. Students must hit the ball from where they pick it up or catch it. Regularly switch teams.

Variation: If you can’t get beach balls, have students try to hit wiffle balls with a paddle over the end line. This may require a larger area, however, as wiffle balls travel further.

2nd Lesson: Use the same warm-up, and review the instruction and practice section of this lesson. For an activity, you should either repeat the one you used last time or try the other one.

First Grade

Lesson 19: Ball Handling I

Objective: Remind students that they learned about dribbling earlier this year. What part of the body did they use to dribble the ball with? Our next two lessons (four days) will introduce them to dribbling with a ball using their hands. Students will begin to learn the simple aspects of dribbling this year and will continue to work on it each successive year. Dribbling is a great skill to help develop hand-eye coordination and the fine motor skills of the hands. Students will also learn about clockwise and counterclockwise directions. Since this is the first year we introduce dribbling, we will focus on the dominant hand.

Materials: Balls (playground balls, volleyballs, or basketballs)
Hula hoops or something you can form a circle with (i.e., jump rope or sidewalk chalk to draw a circle)

Set-Up: Outdoors or gym

Skills: Dribbling, Handling an Object, Passing, Locomotor Movements

Lesson:

Warm-up: Tag II - Before you leave for the gym, instruct students that they are going to play _____ tag upon arriving and _____ is (are) "It." If you feel they are lethargic, don't be afraid to have them switch to another tag game. Tag games to choose from for today are: leap-frog tag, crab walk tag, stork tag, turtle tag. Look in your appendix to see how each is played. This portion of the class should last 2-5 minutes, depending on how much time you have.

Instruction: Have students get into rows and columns. Students will begin by copying your movements. Start out without balls; we'll add dribbling with balls later. We want students to focus on their form first.

1. Students should face the instructor in crouch position, feet shoulder width apart. Both hands should be at waist height, palms down.
2. We'll focus on the hand next. The fingers of the dribbling hand should be spread out and flexed, so that there is a slight cup with the palm.
3. Eyes should be up facing the teacher.
4. Students should make a dribbling motion with their hand. Both the elbow and the wrist should be part of the movement. More of the motion should be in the wrist than the elbow. Practice this for 30 seconds without the ball.

5. Have students pretend to dribble while they randomly move about the room (1 minute).
6. Have them return to their original position. Have students get a ball in an organized manner. If possible, each student should have a ball. Many different types of balls can be used (volleyball, basketball, playground ball). If you don't have enough, students can take turns with a partner.
7. Students should dribble in place. Remind them of the three cues for dribbling that they worked on (crouch, fingers spread, eyes up).

Common Mistake: Watch that students do not dribble with the palm of the hand; they should be using the fingertips.

Practice: If possible, every student should have a ball. Otherwise have students pair up and share a ball. Now that they have tried to dribble in place (instruction section) we will introduce them to some fun dribbling drills in addition to some ball-handling drills.

1. Dribble the ball while walking.
2. Using both hands, pass the ball around the waist of the body clockwise then counterclockwise.
3. Dribble the ball while jogging.
4. Pass the ball around the head.
5. Dribble around objects in the room.
6. Hold the ball in between the legs, with one hand in front and the other hand in back. Drop the ball and let it bounce. Try to catch the ball after it bounces, but have the hands switch places so the front hand is in the back and the back hand is in the front.
7. Dribble the ball in a hula hoop while walking around the outside. (Or use something else that will make a circle, i.e. a jump rope laid in the shape of a circle.)
8. Zigzag dribble through cones. Have the students make lines and dribble through the course of cones.

Activity: **Hot Potatoes** – This fun, traditional game will help students develop ball-handling skills. Students should be seated in small circles (no more than 10 per circle). Each circle will have a ball to pass. One student (or the teacher) will yell, “Go!” and the students will begin to pass the ball. While facing away from the circles, the same person yells, “Stop!” Whoever has the ball then moves on to the next circle. Each circle should begin with one ball and the teacher should gradually add balls if the class is capable. Emphasize that students should make quality passes to their neighbor, not just toss the ball to them.

Note: Instruct students that we often talk about passing things in a circle *clockwise* and *counterclockwise*. Show and explain to them how to do this and how it is related to the hands of a clock. At various times tells students to reverse

the direction the ball is moving so that it is going either clockwise or counterclockwise.

2nd Lesson: Review the instruction portion of this lesson again focusing on using the fingertips, not the palm to dribble the ball. You may repeat the practice section or edit some of it and add more line dribbling. Have students get into lines and dribble out and back. Have races between the lines.

Activity: **Squirrel in the Tree** - A number of trees are formed by two students facing each other and holding hands or putting hands on each other's shoulders. A squirrel stands in the center of each tree, and one or two extra squirrels are outside without a tree. A signal to change is given by the teacher. All squirrels move out of their tree and try to get into another tree before they are all filled. The extra squirrels also try to find a tree. Only one squirrel is allowed in a tree, and you cannot go back to the tree you were just in. This game is very similar to musical chairs in that students have to find a "tree" to be in and don't want to be left out.

Suggestions: As a system of rotation, when a squirrel moves into a tree, they can change places with one of the players forming the tree. The rotation is important, because it ensures that all children are eventually active and run around. Stress that this game takes some strategy. Students have to have more than one plan to find a tree. Often they will pick a tree, and if someone is already there they don't know what to do. Teach them to have a couple strategies to find a tree.

First Grade

Lesson 20: Ball Handling II

Objective: We will continue to work on different ball handling skills. Presenting students with various ways to hold and control a ball gives them many different learning opportunities. This lesson will build on the dribbling and ball-handling skills they learned in the last lesson, but will be experienced in an exploratory format. This way they get to investigate ways to move and control the ball.

Materials: Large Balls (playground, volley, or basketballs)
Small Balls (tennis balls, racquetballs, wiffle balls)
Beanbags

Set-Up: Outdoors or gym
A 15yd x 15yd square

Skills: Dribbling, Handling an Object, Following Directions, Locomotor Movements

Lesson:

Warm-up: Imitation II - Instruct students that when they arrive in the gym, they should run around the gym like they are _____. Every 15 seconds after that, you should shout out something new for them to imitate. Use the following ideas: sway like a tree, be an _____ (animal), inchworm, frog, monkey, march like a soldier, swim, imitate an Olympic sport, etc... (Use your own ideas!) Change the level of actions while they are doing it. If paddling a canoe, all of sudden yell out something like, "Watch out! Rapids ahead, rock to your left, tree to your right!" This way they will not just paddle a boring old canoe. This part of the class should last 2-5 minutes, depending on how much time you have.

Instruction: For today's exploratory lesson, the instruction and practice times will be combined. Instruction should not be ignored. During brief pauses during the practice, remind students of the important skills they learned in the last lesson about how to handle and dribble a ball. As students are doing the lesson, if you notice that certain students need some encouragement about how to do something, please give them the needed one-on-one instruction.

Practice: If possible, each student should once again have a ball. You may include smaller balls in this lesson as well (tennis balls, racquetballs, wiffle balls, etc...). Other objects that can be handled can be used as well, such as bean bags. Begin by

having students spread out. Remember to ask questions to try to get them to do these things. If a student is doing something neat or really well, point them out to others. Have students attempt to interpret and do the following instructions:

1. Can you roll the ball?
2. Can you roll it under your hand?
3. Can you make the ball bounce?
4. Hold the ball while being a statue.
5. Can you hold the ball with two parts of your body?
6. Make the ball be under your body.
7. Make the ball be above your body.
8. Pass the ball around your body.
9. Can you dribble while moving?
10. Can you balance the ball on a body part?
11. Can you balance the ball on a body part while moving?
12. Can you bounce the ball off a body part?
13. How many times in a row can you tap the ball up in the air with your hand?
14. Move the ball using only your fingertips.
15. Pass the ball from hand to hand.

Many of these activities can be done two or three times. Just tell students they have to do the same thing but with a different part of the body or in a different way.

Activity: **Rolley Pollee** - Half of the children form a circle; the other half are in the center. Balls are given to the circle players. The circle players roll the balls at the feet and shoes of the center players, trying to hit them. The center players move around to avoid the balls. A center player who is hit leaves the center and joins the circle. After a set period of time, or when all of the children have been hit, the teams trade places. If a specified time limit is used, the team having the fewer players hit wins, or the team that puts out all of the opponents in the shorter time wins. Children should try to use the fingertips of the hands to roll the balls. Using the fingertips provides students with more ball control.

Teaching Suggestions: The instructor can have the children practice rolling a ball first. Balls that stop in the center are dead and must be taken back to the circle before being put into play again.

2nd Lesson: You can review the instruction and practice section from either Lesson 19 or Lesson 20 to begin this lesson.

Activity: **Tommy Tucker's Land** - One child, Tommy Tucker (or Tammi Tucker, if a girl) stands in the center of a 15-foot square, within which the balls (or beanbags) are scattered. Tommy is guarding his land and the treasure. The other children start outside the square and chant,

"I'm on Tommy Tucker's land,

Picking up gold and silver.”

Children then attempt to pick up as much of the treasure as they can while avoiding being tagged by Tommy. Any child who is tagged must return the treasure and retire from the game. The game is over when only one child is left or when all of the beanbags have been successfully filched. The teacher may wish to call a halt to the game earlier if a stalemate is reached. In this case, the child with the most treasure becomes the new Tommy.

Variation: This game can be played with a restraining line instead of a square, but there must be boundaries that limit movement.

First Grade

Lesson 21: Trapping I

Objective: Trapping is learning to use various parts of the body besides the hands to control the ball and stop an object. Trapping helps students learn body awareness and various ways to control their bodies. This skill is commonly used in soccer, but there are many other times when we can use all the parts of our body to do something. Students will begin to develop an awareness of different muscle groups and how they move. Trapping will help students to develop balance and tracking.

Materials: Harder Balls (playground balls, older volleyballs, or soccer balls)
Softer Balls (beach, Nerf, soft volleyballs or under-inflated playground balls)
Two Dice
Parachute (second lesson – optional)

Set-Up: Outdoors or gym

Skills: Trapping, Balance, Tracking, Rolling, Follow Instructions

Lesson:

Warm-up: Math Facts – For this activity you will need two dice. You can use dice with dots on them (1-6) or the dice with various numbers (1-20) on them. Instruct students that when they arrive in the gym, they should gallop around. When all students are in the gym, have them freeze. Roll the two dice and add/subtract/multiply/divide the two numbers. They then have to do the movement you tell them to do for that number of seconds, or that many times. (*example: $5+6=11$ so they skip for eleven seconds or do eleven jumping jacks*) Movements include: skip, leap, hop, gallop, roll, fall, hop, jump, jumping-jacks, push-ups, sit-ups, wall push, jump and turns, etc... If you want to make the dice so that all students can see them, you might try using a large cardboard box. Paint it or cover it in paper, and number the sides with a large marker. This part of the class should last 2-5 minutes, depending on how much time you have.

Instruction: There will be three sections in today's instruction. You should introduce and practice each section by itself before doing the next section. To try to teach three skills at one time and have the students remember it all may be too much. Listed below are the three sections, and in each section is the instruction as well as the practice.

1. **Bottom-of-Foot Trap** – Have students spread out. To trap the ball with the bottom of the foot, students should lift up the foot under which they intend to trap the ball. Teach students what the **sole** of the foot is. They should balance on one leg. When the ball comes to them, they want to trap the ball under the front part of the foot, “sandwiching” the ball between the floor and their foot so it stops rolling. Tell them that this skill will really work on their balance. Putting too much weight on the foot with the ball under it can be dangerous: the ball may slip out, and they may fall.
Practice: Have students in groups of two or three. Use playground balls, soccer balls, or old volleyballs for this. One student should roll the ball smoothly to her partner who will try to trap it under the foot. The student then rolls it back or on to the next partner. Repeat. (5 mins.)
2. **Side-of-Foot Trap** – Students again should spread out. They will use the inside (inward curve side) of one foot to trap the ball. This foot should be slightly raised off the floor (2-4 inches) just before the ball arrives. The students will want to **absorb** the ball by slightly moving the ball back as if cushioning (cue word) it so the ball comes to rest at their foot and doesn’t bounce off it.
Practice: Have students get into groups of two or three again. Use playground balls, soccer balls, or old volleyballs. One student should roll the ball smoothly to her partner who will try to trap it with the side of his foot. The student who received the ball then rolls it back or on to the next partner. Repeat. (5 mins.)
3. **Stomach Trap** – Students should spread out. Tell students that this skill is used when an object is flying through the air and they want to stop it but mayn’t use their hands. What body part can they stop it with? Today we will try the stomach. To properly do this, have students first flex their stomach muscles so that they are really hard! This is how they need to make their stomach before they trap a ball. As the ball comes to them, they track it with their eyes and move to where they think they can trap it with their stomach. To trap it they want to “cushion” the ball just below their ribs and **absorb** the ball by kind of “sucking” the stomach in and moving the shoulders forward.
Practice: To practice this skill students will again need to be in groups of two or three. Balls should be light, soft, and absorb well (soft volleyballs, beach balls, under-inflated playground balls, Nerf balls, foam balls, etc...). Students should toss the ball underhand to their partner so that when it arrives at their partner the ball will be about stomach height. Students should be about 8-10 yards (steps) apart. Remind the trapping students that not every toss will be perfect and they might have to move around to trap a ball with the stomach. The ball should be tossed so that at its highest point it is just above the head. This way students can try to trap the ball on the way down. After a student traps the ball, she passes it back or on to the next partner. (5 mins.)

Activity: **Circle Kickball** - Players are in circle formation (diameter should be about 30 feet depending on amount of students and their general ability). The circle players should be just out of reach of both neighbors when they put their hands out. The closer they are, the less difficult the game will be; the further apart, the more difficult. Two to four other players should be in the middle of the circle

with a ball (a foam or Nerf ball is best). Using the side of the foot, players in the middle kick the ball back and forth inside the circle. The object is to kick a ball out of the circle beneath the shoulder level of the circle players. A point is scored against the circle players when a ball leaves the circle. Any player who kicks a ball higher than the shoulders of the circle players has a point scored against them. Circle players try to use all parts of the body, except for the hands, to stop the ball. As play progresses, the teacher can add more balls and more players to the middle. A player cannot be penalized if he leaves the circle to recover a ball and a second ball goes through the vacated spot.

2nd Lesson: Review each of the three skills and have the students practice them as instructed above (15 mins.) For the activity you can repeat Circle Kickball if it was a hit, or try the following activity.

Activity: Mousetrap - Half of the children form a circle with hands joined and face the center. This is the trap. The other children are on the outside of the circle and are the mice. Three signals are given for the game. These can be word cues or other signals. On the first signal, the mice skip (vary the locomotor movements) around outside the circle, playing happily. On the second signal, the trap is opened. (The circle players raise their joined hands to form arches.) The mice run in and out of the trap. On the third signal, the trap snaps shut. (The arms come down.) All mice caught inside join the circle.

The game is repeated until all or most of the mice are caught. The players then exchange places, and the game begins anew. A child should not run in and out of the trap through adjacent openings. They should run across the circle.

Variation: This game is excellent with a parachute. The chute drops down and traps the mice.

First Grade

Lesson 22: Trapping II

Objective: This two-day lesson is a continuation of the previous lesson on trapping a ball. Trapping is stopping a moving ball with any part of the body except the hands. The previous lesson introduced stopping the ball in the most common manner—with the feet. We will review that in this lesson and also go over stopping the ball with the thighs, chest, stomach, and head. This gives students the opportunity to learn to use body parts other than the hands. This lesson will also help students develop both agility in movement and control over the whole body.

Materials: Harder Balls (playground balls, older volleyballs, or soccer balls)
Softer Balls (beach, Nerf, soft volleyballs or under-inflated playground balls)
Hula Hoops
Bench
Beanbags
Scooters
Cones
Rubber bases (or other objects – see Stepping Stones Relay)

Set-Up: Outdoors or gym

Skills: Trapping, Balance, Tracking, Rolling, Following Instructions

Lesson:

Warm-up: Tag – Before you leave for the gym, instruct students that they are going to play _____ tag upon arriving and _____ is (are) “It.” If you feel they are lethargic, don’t be afraid to have them switch to another tag game. Tag games to choose from today are: freeze tag, partner tag, high-five tag, and tunnel tag. Look in your appendix to see how each is played. This portion of the class should last 2-5 minutes, depending on how much time you have.

Instruction: Before you get started on any new traps, review the three traps the students learned in the previous lesson. Review the bottom-of-foot trap, side-of-foot trap, and stomach trap. After reviewing these traps for 5 minutes, begin the instruction for the three new traps.

- 1. Thigh Trap** - This trap is used to control a ball coming out of the air. It works on balance and body control. Students will toss a ball up in the air to

themselves. As the ball comes back down, the students should raise one leg up so that their thigh is parallel to the floor (they will be standing in a stork pose). Students then use their thigh to try and catch the ball. To practice this skill, students should partner up and toss a ball back and forth to each other.

2. **Head Trap** – For this skill, only soft (Nerf or foam) balls should be used. Students will develop ball tracking skills and neck strength. The ball should be tossed into the air above the student. The student should move under the ball so that the ball will hit his head. The best and safest part of the head to contact the ball is the hairline of the forehead. Other factors to tell the students about are to keep their teeth clenched (so they don't bite their tongue) and to keep their eyes open to track the ball. A fun way to practice is to have students toss the ball up and see how many times they can head the ball in a row.
3. **Chest Trap** – Students will try to control a ball with their chest. First a ball should be lightly tossed to the chest area. The student should lean back slightly to "receive" the ball with the chest, and the ball should fall to the ground in front of them. To practice this skill, students should partner up and toss a ball back and forth to the chest.

Practice: This is a fun way for students to practice all the different traps they have learned during the past few days. Have students get into a single-file line. The teacher should be positioned about 15 yards away and just off to the side of the running lane. The first student will run forward, and the teacher will toss them a ball to try to trap. Because each toss will be different students may have to use their foot, thigh, chest, or head to trap the ball. A way to make this practice really fun is to have a goal for the students to shoot at after trapping the ball. The students should return the ball to the teacher so that the teacher doesn't run out of balls.

Activity: Today students will play some relay games. Listed below are relay games that you can play today and during the next lesson.

Scooter Relay – Students should be broken into different groups. Each group has a scooter. Some suggestions for individual scooter races:

1. Sit on the scooter and propel with the hands or feet.
2. Kneel and propel with the hands.
3. Lie face down and move in alligator or swimming fashion.

Another way to do scooter relays is with a partner. Some partner actions are:

1. The rider kneels, and the partner pushes or pulls.
2. The rider sits in Seat Balance, and the partner pushes or pulls the rider's feet.
3. The rider does a Tummy Balance, and the partner pushes on their feet.

Kangaroo Relay – Divide students into groups. The first player in line holds a ball between his legs. He then jumps forward, keeping the ball between his legs out to the turning point. After he rounds the turning point he jumps back to the

head of the line and hands the ball to the next person in line. If the ball comes out from between the legs the student should retrieve the ball and start back where the ball came out. Using slightly deflated balls will help.

Dribbling Relay – You can use soccer balls if you are outside or basketballs if you are inside. Divide students into different groups. Set up five cones or objects in a line about 10 feet apart from each other. The students will dribble the balls through the cones. Dribble basketballs with hands or soccer balls with feet.

Stepping Stone Relay – You will need some type of flat object that you can put on the floor for students to step on. These will be the stepping stones. You can use rubber bases or any other type of object you can come up with. Students should be divided into groups. Each group should have the same number of spots to step on. If a student steps off or falls off a stepping stone he has to start over.

Variation: If you don't have many "stepping stones," have one student move the stones to follow the path of the relay.

Hop-the-Fence Relay – Divide the students into groups. Each group should have an object that they can jump over. A chair or bench works well. Here are some ways to run the race:

1. Run forward, jump over the bench, jump back again, return to the start, and tag off.
2. Run to the bench, pass a beanbag under it, run around the bench, pick up the beanbag, return to the team, and give the beanbag to the next player.
3. Place a beanbag about 3 feet in front of the bench. The first player runs forward, picks up the beanbag, and jumps over the bench while carrying the beanbag. The child drops the beanbag on the far side of the bench, returns to the line, and tags off. The next runner jumps over the bench, picks up the bag, jumps back over the bench with it, and places it on the floor near its original position. The pattern is continued until the last person is done.

Hula-Hoop Relay – Divide students into teams. Each team has all their players hold hands. The leader in front of the line holds a hula-hoop. The object is for the leader to hold the hula-hoop and to pass it down the line so that all bodies go through the hoop until the last person holds the hoop. Then the last person in line takes the hula-hoop from the leader, goes the beginning of the line, and holds the hula-hoop as all the students again pass through it. This continues until all students have held the hula-hoop.

Variation: You can also have the students form a circle and hold hands and they have to make the hula-hoop pass all the way around with no one person holding

the hula-hoop. The relay is done when the hula-hoop goes a set number of times around the circle.

First Grade

Lesson 23: Tumbling

Objective: Tumbling is a great way for students to learn how to control their bodies. Tumbling also helps students to develop strength, flexibility, and muscle awareness. In one tumbling move called a controlled fall, students will also learn to protect themselves. Tumbling can be intimidating for teachers and some students. Spotting is very important, and teachers can learn to do it very easily. Ask for students who know how to and can do a successful somersault. This way they can provide an example to the other students. Some students have a difficult time with somersaults because of flexibility. Have students stretch before they do this activity.

Materials: Mats for tumbling

Set-Up: Outdoors or gym

Skills: Rolling, Body Control, and Strength

Lesson:

Warm-up: Imitation – Instruct students that when they arrive at the gym, they should run around the gym like they are _____. Every 15 seconds after that, you should shout out something new for them to imitate. Use the following ideas: drive a racecar, fly an airplane, wrestle an alligator, paddle a canoe, catch a giant fish while fishing, etc... (Use your own ideas!) Change the level of actions while they are doing it. If paddling a canoe, all of sudden yell out something like, “Watch out! Rapids ahead, rock to your left, tree to your right!” This way they will not just paddle a boring old canoe. This part of the class should last 2-5 minutes, depending on how much time you have.

Instruction: The activities today will be part of the instruction and practice. Students will start out with some basic rolling and tumbling activities.

Wiggle Worm – Lie on the stomach. Move forward by bending and twisting the body.

Crab Walk – Hold the body up with arms and legs, with the back to the floor. Move in different directions.

Seal Crawl – Get into the push-up position. Walk forward with the hands and drag the feet.

Lame Dog – Get down on all fours. Lift one hand or leg and move forward.

Gorilla Walk – Bend the knees and carry the trunk forward. Let the arms hang at the sides. Touch the fingers to the ground while walking. Stop and beat the chest like a gorilla and bounce up and down on all fours.

Kangaroo Hop – Place hands in front like a kangaroo's paws and hop forward from a squat position.

Log Roll – Lie across the end of a mat, arms extended overhead. Roll along an imaginary straight line to the opposite end of the mat.

Some of these next skills may need a spotter. The spotter should be alongside the student that is doing the skill. The spotter may need to physically help the child do some of the skills by helping him roll or hold himself up. The spotter should protect the student's neck and head as he does these stunts.

Forward Roll – Stand facing forward, with the feet apart. Squat and place the hands on the mat, shoulder-width apart, with elbows against the insides of the thighs. Tuck the chin to the chest and make a rounded back. A push-off with the hands and feet provides the force for the roll. Carry the weight on the hands, with the elbows bearing the weight of the thighs. If the elbows are kept against the thighs and weight is assumed there, the force of the roll is transferred easily to the rounded back. Try to roll forward to the feet. Later, try with the knees together and no weight on the elbows.

Back Roller – Begin in a crouched position with the knees together and hands resting lightly on the floor. Roll backward, securing momentum by bringing the knees to the chest and clasping them with the arms. Roll back and forth rhythmically. On the backward movement, roll all the way back on the neck and then try to roll forward to the original position. If you have difficulty rolling back to the original position, cross the legs (Indian style) and roll to a cross-leg position.

Backward Curl – Approach this activity in three stages. For the first stage, begin in a sitting position, with the knees drawn up to the chest and the chin tucked. The hands are clasped and placed behind the head with the elbows held out as far as possible. Gently roll backward until the weight is on the elbows. Roll back to the starting position.

Backward Roll – Clasp the fingers behind the neck, with elbows held out to the sides. From a crouched position, sit down rapidly, bringing the knees to the chest for a tuck to secure momentum. Roll completely over backward, taking much of the weight on the forearms. With this method, the neck is protected.

2nd Lesson:

Repeat the same instruction that is used above. If possible, spend more time on the last five rolls that are more difficult for students to master so that they can be able to do these skills on their own.

First Grade

Lesson 24: Parachute Activities

Objective: Students always enjoy working with parachutes. They are a great way for students to work on coordination, strength, and teamwork. Using a parachute is a good way for a teacher to work on social skills with children, having them work together to accomplish their task. Encourage students to watch each other and to take cues from how others are moving, how fast they move, and when they move. This is very important when using a parachute.

Materials: Parachute
Balls
Activity Cards
Objects to put on the parachute

Set-Up: Outdoors or gym

Skills: Arm Strength, Timing, Coordination, and Listening Skills

Lesson:

Warm-up: Activity Cards – Instruct students that when they get to the gym they should jog around the room. Once all students are in the gym, say, “Freeze,” and have a student select one activity card from your hand (instructions for making activity cards are in the appendix). Tell them what activity the card says to do. Have them do this activity for 10-20 seconds. Try to have them do every activity card twice if time permits. This is a great way to review important locomotor skills and help students master them. Work with students who may need help with coordination of these skills. (See appendix for how to do each locomotor movement.) This part of the class should last 2-5 minutes, depending on how much time you have.

Instruction: The activities today will be part of the instruction and practice. Explain each new parachute activity to the children and then let them have fun!

Walking on Waves – Some of the children get on top of the chute. The rest of the children make waves for the children to walk, run, or crawl across. Have the children grasping the chute make bigger or smaller waves when the teacher calls out different kinds of weather (hurricane, tornado, windy, calm).

Chute Sit-Ups – Students sit on the ground around the chute with their legs under the chute. With their arms they all pull the chute taut and lean back. Then, with everyone pulling at the same time, they pull themselves up.

Silk House – Students raise the chute high in the air. They all take a step or two forward so that they are all under the chute but still holding onto it. Then they pull the chute down behind their backs and sit down. They should tuck the chute under themselves from behind. You can now play games inside the chute.

Rhyme Games – You can have all students stand outside the chute with one hand holding onto it. Everyone moves in the same direction so that the chute spins. As the students move they can sing a song like “Ring around the Rosy.”

Air Conditioning – Some of the student lie under the chute while others move it up and down or give the chute small waves. This causes a small breeze and will cool the children.

Popcorn – Fill the chute with small objects (shoes, socks, small balls, beanbags, etc...) Tell the children that the popcorn pan is beginning to get hot, and they should start to make the “kernels” pop. Allow some of the children to retrieve the objects and throw them back on. It can be fun to challenge the students to get all the objects off. For a really fun day, put pieces of candy on the chute and they can make them jump off. At the end of class, each student can have a piece.

Parachute Trade – Students are assigned a partner. When the chute is full of air and at its highest point, the students let go of the chute and trade places with their assigned partner, hopefully before the chute can come back down. It may work better to limit the number of students who trade each time.

Hot Dog, Mustard, Relish – Divide the students up into three different groups. Each is given the names “Hot Dog,” “Mustard,” and “Relish.” When the teacher yells out a name, (“Relish”) all those students let go and run around the outside to get to their original position. The other students raise the parachute. When all those assigned the name “Relish” get back to their original position, they run under the chute, put their hands in the middle, and yell “Relish!” Then it is another group’s turn.

Ball Roll – In this game students have to synchronize their movements to try and roll the ball around the parachute smoothly in a direction specified by the teacher. If they do this well, they can really get the ball moving. Also a smaller ball that barely fits through the center hole can be used, and students can try to get the ball to fall through the hole.

2nd Lesson:

Repeat the same warm-up and activities from above. If you have some of your own parachute games, don’t be afraid to try them.

First Grade

Lesson 25: Olympic Activities

Objective: Students have been working hard all year long and are now going to have an opportunity to measure themselves. You can build up to this lesson by having students make awards, Olympic rings, medal podiums, and all kinds of other Olympic ideas. This will add a special touch to these lessons and get the students engaged and really pumped up about what they are doing. Make sure that as they cheer students on, they don't cheer against others. For a fun event like this you can encourage some parents to help you run some of the events. You can use the Presidential Fitness program with many of these activities as well. Go on-line to order an information packet on Presidential Fitness. The next lesson will have more events. You can present some awards after this lesson or all of them after the next lesson.

Materials: Softball
Playground Ball
Tape
Blocks
Stopwatch
Line Markers

Set-Up: Outdoors or gym

Skills: Arm Strength, Timing, Coordination, and Listening Skills

Lesson:

Warm-up: Various Body Movements – Instruct students that when they get to the gym they should_____. Once all students are in the gym, change the movement they are doing every 15-30 seconds. As they do these movements, instruct students to vary how they do them. Use ideas such as: speed up, slow down, forwards, backwards, sideways, etc... Movements should include: crawl, bear walk, seal crawl, crab walk, make snow angels, rolling log, mad cat, wounded dog, spin like a top, airplane, monkey, bear walk, rabbit jump, inchworm, etc... This part of the class should last 2-5 minutes, depending on how much time you have.

Activity: This lesson will be done Olympic Style. For the sake of time, there will be no instruction or practice period. Most of the activities are self-explanatory. You may have to demonstrate some of the activities before doing them.

30 M Dash - Mark off two lines 30 meters apart. Time the students as they run. It is very beneficial if you can have more than one student run at a time.

2- to 4-Minute Jog – Set an amount of time for students to run. The object of this event is to see how many laps a student can do. If you are in a gym, have them run around the outside of the gym. If you are outside, set up four cones to run around.

Shuttle Run – Mark two lines about 9 meters apart. Place two blocks behind one of the lines. The student starts behind the other line. On your signal, the student runs to the other line, picks up a block and brings it back to the starting line. They then run back to pick up the other block and race back to the finish line.

Standing Broad Jump – Squat with both feet together from a starting line. Swing the arms forward while jumping. The length of jump is scored to the heel of the foot.

Vertical Jump – Put a piece of tape on the wall and mark off inches on it. Have students squat next to the piece of tape. They should swing their arms upward, jump up, and raise one arm as high as they can. The teacher should mark their highest jump and record it.

Softball Throw – See how far students can throw a softball and measure the distance.

Throw Catch – Mark a line 1 meter from a wall. Using a playground ball, have a student throw the ball up against the wall. The student then has to catch the ball off the rebound before the ball can hit the floor. Time the student for 30 seconds and record the number of catches they make.

2nd Lesson – If you haven't finished all of the events above, finish them during this lesson. If you get done early, you can allow students to try the events a second time, although you shouldn't record a better measurement unless all students get an opportunity to better their time. Otherwise you can add your own events or play another game. Another option would be to take out the next lesson (26) and do it week ahead, using the free week to play some of your own games.

First Grade

Lesson 26: Olympic Activities II

Objective: This lesson is a continuation of the previous lesson. All of the Olympic Events are different from those in the lesson before. Again, it may be easier to run some of these events if you have a parent to help. Remind the students to cheer on those who are competing.

Materials: Playground Ball
Paddle and Ball
Batting Tee
Balance Beam or Rail
Bat and Softball

Set-Up: Outdoors or gym

Skills: Arm Strength, Catching, Striking, Hitting, Coordination, and Listening Skills

Lesson:

Warm-up: Tag II - Before you leave for the gym, instruct students that they are going to play _____ tag upon arriving and _____ is (are) "It." If you feel they are lethargic, don't be afraid to have them switch to another tag game. Tag games to choose from for today are: leap-frog tag, crab walk tag, stork tag, turtle tag. Look in your appendix to see how each is played. This portion of the class should last 2-5 minutes, depending on how much time you have.

Activity: This lesson will be done Olympic Style. For the sake of time, there will be no instruction or practice period. Most of the activities are self-explanatory. You may have to demonstrate some of the activities before doing them.

Punt– Using the same rules as the softball throw, students will have to kick the ball as far as they can. Measure the distance that the ball covered.

Sidearm Strike – In this skill the student will use a paddle to hit a ball. The student should stand about 3 meters away from the wall. They are to hit the ball to the wall repeatedly. Count the number of hits they can make in 30 seconds. Have an extra ball in case a ball bounces too far away.

Batting Tee – Hit 5 balls from a tee. Score the distance of the longest ball hit from the tee.

Softball Hit – Students will hit an underhand pitch. They will get a total of 10 pitches from the tosser. You can count two ways: the number of pitches hit, or the distance of the farthest hit ball.

Balance – Have students balance on a rail for as long as possible on one leg. Record the number of seconds the students can balance.

Instep Kick – Have students pair up. They will share their score this time. Have the students stand about 5 meters apart. They will have 30 seconds to pass the ball (soccer or playground ball) back and forth. Count the number of passes that are made in that time.

Partner Pass and Catch – Students again will need to have a partner. Before they had to catch their own pass, but this time they have to work together. They will have 30 seconds to do this activity. Give students a playground ball or similar ball. They will count the number of catches they both make without letting the ball hit the ground.

2nd Lesson – If you haven't finished all of the events above, finish them during this lesson. If you do have a second lesson, this may be a good time to hand out awards or medals. If you still have time, you can repeat some of these events or play a game of your choice.

Station 2: Equipment: mats

Possible Activities: animal stunts
tumbling
non-locomotor skills
locomotor skills (galloping, skipping, rolling, jumping)

Station 3: Equipment: balance beam
ropes
vaulting bar

Activity Possibilities: jumping
locomotor balance skills
space awareness stunts
swinging
climbing

Station 4: Equipment: small balls
batting tee or cone
rebound wall
paddles

Activity Possibilities: throwing
catching
striking

Activity: Loose Caboose – One child is designated as the loose caboose and tries to hook onto a train. Trains are formed by three or four children standing in column formation with each child placing the hands on the waist of the child immediately in front. The trains, by twisting and turning, try to keep the caboose from hooking onto the back. Should the caboose manage to hook on, the front child in the train becomes the new caboose. Each train should attempt to keep together. If the number of children is 20 or more, there should be three or more cabooses.

2nd Lesson – Repeat the stations above. Students have been introduced to them and know how to do each station. Because of this, you can tell students before you go to the gym that you are going to do stations again. You can split them into groups in the classroom and tell them at which stations each group will start. This way, if possible, you can have them get out the equipment they will need for their first station. After the station work is done, you can have them put the equipment back.

Activity: Steal the Treasure – A playing area 20 feet square is outlined, with a small circle in the center. A cone or bowling pin placed in the circle is the treasure. A guard is set to protect the treasure. Players then enter the square and try to steal the treasure without getting caught. The guard tries to tag them. Anyone tagged must

retire and wait for the next game. The player who gets the treasure is the next guard.

Suggestions: If getting the treasure seems too easy, the child can be required to carry the treasure to the boundary of the square without being tagged. Also, two guards can be used to protect the treasure.

Variation: *Bear and Keeper*: Instead of a treasure, a bear (seated cross-legged on the ground) is protected by a keeper. Anyone who touches the bear without being tagged becomes the new keeper, with the old keeper becoming the bear.

First Grade

Lesson 28: I'm Growing

Objective: The object of the next three lessons is to teach students about their own bodies and health fitness. These lessons are great to use in coordination with your science lessons about the body. Teach students that our bodies are a beautiful creation fearfully and wonderfully made by our Lord (Psalm 139:14). Therefore we should spend some time learning about those bodies and what God has given us the ability to do. This lesson will focus on how students are growing. Students will learn that over the next few years their bodies will be changing and going through some of the largest amounts of growth they will have during their lives.

Materials: Box or crate that holds four balls
Chalk for marking walls
Mats for tumbling
Balls (4)
Horizontal Bar (jungle gym bars can be used)
Measuring tape
Scale

Set-Up: Outdoors or gym

Skills: Staying on Task, Hitting, Kicking, Catching, Agility, Coordination

Lesson:

Warm-up: Imitation II - Instruct students that when they arrive at the gym, they should run around the gym like they are _____. Every 15 seconds after that, you should shout out something new for them to imitate. Use the following ideas: sway like a tree, be a _____ (animal), inchworm, frog, monkey, march like a soldier, swim, imitate an Olympic sport, etc... (Use your own ideas!) Change the level of actions while they are doing it. If paddling a canoe, all of sudden yell out something like, "Watch out! Rapids ahead, rock to your left, tree to your right!" This way they will not just paddle a boring old canoe. This part of the class should last 2-5 minutes, depending on how much time you have.

Instruction: First have students measure their weight and height. Only the students themselves should be told their height and weight. Tell students that it isn't socially proper to ask others about weight because some people are self-conscious about their weight. Ask students questions about the difference they

see between themselves (1st Graders) and older students in school. Ask them how their bodies are different and what different abilities they see between themselves and those older students. Below are some activities that will teach students about their growing bodies. If you have time, you can talk to students after each activity about what they learned about their growing bodies.

Instruction Note: The instruction will be split between this lesson and the 2nd lesson. An activity is included for both lessons. However, if you have only one PE lesson per week, you may want to ignore the activities and use the *I'm Growing* instruction from both instead.

I'm Small – Great!

Inchworm – Assume the push-up position. Keep legs straight and walk legs forward (keep hands in place). When the feet are close to the hands, walk the hands forward (keeping feet in place). Repeat a few times. Decide if it is easier to be an inchworm with short or long legs.

Hang – Jump up to a horizontal bar with palms facing away from the face when gripping the bar. Hang with the feet off the ground. (The teacher should add their hands to the students' shoulders to add a light pressure and weight.)

Decide if it is easier to hang with one's weight or with more than one's weight.

Over and Under – Crawl over a box and then roll under a 1-foot-high bench. Decide if it is easier to get over the obstacle and under the bench if one is small or big.

I'm Big – Great!

Stretch – While standing against a wall, extend arms and reach as high as possible. Decide if shorter or taller students can reach higher.

Run and Leap – Run to a line and leap as far as possible. Decide if taller or shorter students can leap farther.

Activity: **Box Ball** – The class is divided into four even teams, with 6 to 10 players per team. Each team occupies one side of a large square that is marked on the ground. Players face inward and number off consecutively from left to right for each team.

A box containing four balls is put in the center. The instructor calls a number, and the player from each team who has that number runs forward to the box, takes a ball, and runs to the head of their line taking the space of player number 1. In the meantime, the players in the line have moved to the left just enough to fill in the space left by the player who is getting the ball. On reaching the head of the line, the player with the ball hands it to the next person in line on their team. The ball continues to be passed down the line until the last person in the line has the ball. That person then runs with the ball and puts it back in the box. The first team to return the ball to the box receives a point.

If you do not have enough students for four sides, you can make a triangle for three groups or divide the group into only two groups for this activity.

2nd Lesson – Use the same warm-up from the lesson above. Next instruct students about other ways that they can see how they are growing. Then you can complete the lesson with another activity.

Instruction:

I'm Big – Great!

Leap Frog – Squat down in a line. Others leap over the squatters by placing hands on the squatters' backs, spreading their legs, and vaulting over them. Decide if it is easier to get over bigger or smaller people.

I'm Small – You're Big. I'm Big – You're Small. What's the Difference?

Jumping Height – Stand facing the wall with arms stretched above head. Place a mark on the wall with a piece of chalk held in fingertips. Turn sideways to the wall and jump as high as possible. While jumping, swing hand upward and make another chalk mark on the wall. Measure the differences between reach height and jump height. (Concept: Both big and small students can jump high.)

Rolling Log – Roll sideways the length of the mat. Decide if it makes any difference whether one is small or big.

Slow Run – Jog (run slowly) around a course several times. Decide if it makes any difference whether one is small or big.

Now discuss with students the difference between being small and big. Discuss the good and bad things about being short or tall. Discuss that this isn't the only way God has made us different, but that He has a plan for all of us and has made each of us unique.

Activity: **Midnight** – A safety line is established about 40 feet from a den in which one player, the fox, is standing. The others stand behind the safety line and move forward toward the fox asking, "Please, Mr. Fox, what time is it?" The fox answers in various fashions, such as "Bedtime," "Pretty late," "Three-thirty." The fox continues to draw the players toward him. At some point, the fox answers the question by saying, "Midnight," and then chases the others back to the safety line. Any player who is caught joins the fox in the den and helps to catch others. No player in the den may leave, however, until the fox calls, "Midnight."

Variation: *Lame Wolf*. The wolf is lame and advances in a series of three running steps and a hop. Other children may taunt, "Lame Wolf, can't catch me!" The wolf may give chase at any time. Children who are caught join the wolf and must also move as if lame.

First Grade

Lesson 29: I Have Muscles!

Objective: The object of this lesson is to teach students about the muscles that they have in their bodies. They will learn how to use their muscles, how they work, and what work they can do with them. Students will also learn that muscles need to be used in order for them to grow and to keep them strong.

Materials: Challenge Course objects (see diagram below)
Climbing Rope (tie a thick rope to a raised object such as a tall swingset)
Playground Balls and other soft balls that bounce (a dozen)
Scooters
Horizontal Bar (jungle gym bars can be used)

Set-Up: Outdoors or gym

Skills: Muscle Location, Kicking, Arm-Leg Coordination, Throwing, Running

Lesson:

Warm-up: Math Facts – For this activity you will need two dice. You can use dice with dots on them (1-6) or the dice with various numbers (1-20) on them. Instruct students that when they arrive in the gym, they should gallop around. When all students are in the gym, have them freeze. Roll the two dice and add/subtract/multiply/divide the two numbers. They then have to do the movement you tell them to do for that number of seconds, or that many times. (*example: $5+6=11$ so they skip for eleven seconds or do eleven jumping jacks*) Movements include: skip, leap, hop, gallop, roll, fall, hop, jump, jumping-jacks, push-ups, sit-ups, wall push, jump and turns, etc... If you want to make the dice so that all students can see them, you might try using a large cardboard box, painting it or covering it in paper, and numbering the sides with a large marker. This part of the class should last 2-5 minutes, depending on how much time you have.

Instruction: After the warm-up, have students sit around you and discuss muscles. Talk about the job of our muscles. Ask them which muscle we don't even think about that is constantly working (heart!) Who created us in this wonderful way? We want to learn about our muscles and what they do. There are hundreds of muscles in our body, and it is a good thing to learn which ones do certain jobs.

Instruction Note: The activities will be split between this lesson and the 2nd lesson. An activity is also included for both lessons. However, if you have only one PE lesson per week you may want to ignore the activities and use the *I Have Muscles* instruction from both instead. If you are comfortable doing stations, you can set these six muscle workouts up in a station-type surrounding. It may help to put up a sign by each station showing and explaining what to do. The teacher also may have to show how to do each station.

I Have Muscles

Hand Rest – Squat with weight supported on hands and toes. Walk feet backward until body is a straight line from head to toe. Hold this position for a count of 10. Decide what muscles do.

Hang – Jump up to a horizontal bar with palms away from face. Hang with feet off the ground. Decide which muscles help one hang.

Walking Astronauts – Hang on a bar. “Walk in space” while hanging.

Crab Walk – Lie on back and lift body up until it is supported with hands and feet. Move in different ways using different muscles.

Curl – Lie on back with knees straight, arms at sides, and heels on the floor. Raise head slowly and sit up without using arms. Decide which muscles pulled.

Scooter – Lie on stomach on a scooter board. Go fast, first pulling with arms, then pushing with arms, then pushing with feet. Decide which muscles worked.

Activity: **Bounce Ball** – The court is divided into halves. Children form two teams. Each team occupies one half of the court and is given a number of balls. One or two players from each team should be assigned to retrieve balls behind their own end lines. The object of the game is to bounce or roll the ball over the opponents’ end line. A ball thrown across the line in the air does not count. Two scorers, one at each end line, will be needed to count the number of times a ball crosses the endline. Players can move wherever they wish in their own area but cannot cross the centerline. After the starting signal, the balls are thrown back and forth at will.

Variation: A row of benches is placed across the centerline. Throws must go over the benches and bounce in the other team’s area to score.

2nd Lesson – Use the same warm-up from the lesson above. Next we will give the rest of the ways that students can see how they are growing. Then you can complete the lesson with another activity.

Instruction:

I Have Muscles!

Jet Start – Lie on stomach on the floor. Get up quickly and zoom to the end of a runway. Decide which muscles helped the takeoff.

Twister – Lie on back with knees raised to chest, arms out to the side. Roll hips and knees from side to side. Decide which muscles worked.

Rope Climb – Climb a rope using arms and legs. Decide which muscles worked and how strong they had to be.

Muscle Finder – Have students tense up various muscles and then let them relax to show them how they can control their muscles.

Challenge Course – Run through each area of the obstacle course show below. After running through the course, discuss which muscles might have been used at each part of the course.

Activity: **Alaska Baseball:** The players are organized into two teams, one of which is at bat while the other is in the field. A straight line provides the only out-of-bounds line, and the team at bat is behind this line. The other team is scattered around the fair territory. One player kicks the ball, either a stationary ball or a rolled ball. The kicker's teammates are in a line behind her. As soon as the kicker kicks the ball into the playing area, the kicker starts to run around her own team. Each time the runner passes the head of the line, the team gives a loud count (one, two, three,...)

There are no outs. The first fielder to get the ball stands still. All of the fielder's teammates run over to him to form a line behind him, and the fielder starts to pass the ball back to the teammate behind him, who does the same. The ball is passed back with each player handling the ball. When the last field player in line has a firm grip on the ball, they shout, "Stop." At this signal, a count is made of the number of times the kicker has run around her own team.

Five batters or half of the team should bat; then the teams should change places. This is better than allowing an entire team to bat before changing to the field, because players in the field tire from many consecutive runs.

First Grade

Lesson 30: I Have Air!

Objective: In this lesson, students will learn about their lungs and discover that they need air as they play games. The activities that they participate in today will make them breathe hard. If you have students with asthma or those that need an inhaler, take special precautions. It may be helpful to have a diagram of lungs and to show students what they look like.

Materials: Playground Balls
Bowling Pin (or similar object that stands tall but can be knocked over)
Bean Bag

Set-Up: Outdoors or gym

Skills: Running, Throwing, Guarding, Agility

Lesson:

Warm-up: Tag – Before you leave for the gym, instruct students that they are going to play _____ tag upon arriving and _____ is (are) “It.” If you feel they are lethargic, don’t be afraid to have them switch to another tag game. Tag games to choose from for today are: freeze tag, partner tag, high-five tag, and tunnel tag. Look in your appendix to see how each is played. This portion of the class should last 2-5 minutes, depending on how much time you have.

Instruction: After the warm-up, have students find spots around you so that you can discuss lungs and air. Ask students about what happens when they run around for while. How can they tell if someone has been running hard? Why do you breathe hard? What can you do to be able to run longer and harder?

I Have Air

Run Slowly – Jog (run slowly) on a course so as not to run out of breath. (Concept: one can keep from getting too tired or breathing too heavily by jogging slowly.)

Run Fast – Run fast 20 meters and back to the starting point. Note what happened to the breathing. (Concept: one loses air quickly when running really fast.)

Go-Stop-Go – Run one side of the course very fast. Stop. Run two sides very fast. Stop. Jog three sides. Stop. Jog four sides. Stop. Run two sides fast

then walk two sides. (Concept: walking or light jogging after a hard run can allow you to get your air back and keep moving.)

Building up Air – Instruct students to jog a route at home each night. After a few weeks, ask if they will be able to jog farther than when they began and if so, why.

Far Place Journey – Determine a distance such as a $\frac{1}{4}$ mile or $\frac{1}{2}$ mile. Have students jog a certain part of that distance each physical education class. Keep a record of the distance covered by them. When they repeat this run from year to year they can see their improvement. (Note: if you do this early enough in the year, you can run it a few times and see if they improve.)

- Activity: **Competitive Circle Contests** – Divide the students into two groups. Each group forms a circle that should be the same size. It may be beneficial to mark circles on the floor or ground to keep them the same size. The players in each circle are numbered. When the teacher calls a number, the student with that number goes to the center of the opposite circle. They will compete for their team against the other team's circle in the following two activities:
1. *Circle Club Guard.* The center player guards a bowling pin or similar object. The rest of the students that form the circle have a ball and try to knock the pin down. Students must roll the ball at the pin. They can also pass the ball around the circle to try to get the center player off balance.
 2. *Touch Ball.* The circle players pass the ball from one to another while the center player tries to touch it. The center player who touches the ball first wins a point for her respective team. In case neither player is able to touch the ball in a reasonable period of time, the action should be cut off without awarding a point.

2nd Lesson – You can use the same warm-up from the lesson above and set up the stations used in the previous lesson, or you can make your own. You can also review the *I Have Air!* section from above. If you do, you may want to let the students know that to improve their ability to run and to improve the ability for their lungs to use air, they need to practice. You can do some or all of the activities.

Activity: **Galloping Lizzie** – For this activity students will need to use a lot of air. They will have to keep running around, and they will want to use their energy wisely. One player is “It” and has a beanbag or fleece ball. The other players are scattered around the playing area. The player with the bag or ball runs after the others and attempts to hit another player below the shoulders with the ball. The person hit becomes “It,” and the game continues. The tagger must throw the bag or ball, not merely touch another person with it.
Variation: A pair (or more) of children can be “It” to make the game more active. A specific kind of toss can be called for as well (overhand throw, underhand throw, throwing with the hand they don't normally use).

1st Grade Warm-Up Activities

Tag – Before you leave for the gym, instruct students that they are going to play _____ tag upon arriving and _____ is (are) “It.” If you feel they are lethargic, don’t be afraid to have them switch to another tag game. Tag games to choose from for today are: freeze tag, partner tag, high-five tag, and tunnel tag. Otherwise, choose from leap-frog tag, crab walk tag, stork tag, or turtle tag. Look in your appendix to see how each is played. This portion of the class should last 2-5 minutes, depending on how much time you have.

Imitation – Instruct students that when they arrive in the gym, they should run around the gym like they are _____. Every 15 seconds after that, you should shout out something new for them to imitate. Use the following ideas: driving a racecar, flying an airplane, wrestling an alligator, paddling a canoe, catching a giant fish while fishing, etc... On other days, use the following ideas: sway like a tree, be an _____ (animal—inchworm, frog, monkey), march like a soldier, swim, imitate an Olympic sport, etc... (Use your own ideas.) Change the level of actions while they are doing it. If paddling a canoe, all of sudden yell out something like, “Watch out! Rapids ahead, rock to your left, tree to your right!” This way they will not just paddle a boring old canoe. This part of the class should last 2-5 minutes, depending on how much time you have.

Activity Cards – Instruct student that when they get to the gym, they should jog all over. Once all students are in the gym, say, “Freeze,” and have a student select one activity card from your hand (instructions for making activity cards are in the appendix). Tell them what activity the card says to do. Have them do this activity for 10-20 seconds. Try to have them do every activity card twice if time permits. This is a great way to review important locomotor skills and to help students master them. Work with students who may need help with coordination of these skills. (See appendix for how to do each locomotor movement.) This part of the class should last 2-5 minutes, depending on how much time you have.

Various Body Movements – Instruct students that when they get to the gym they should _____. Once all students are in the gym, change the movement they are doing every 15-30 seconds. As they do these movements, instruct them to vary how they do them. Use ideas such as: speed up, slow down, forwards, backwards, sideways, etc... Movement should include: crawl, bear walk, seal crawl, crab walk, make snow angels, rolling log, mad cat, wounded dog, spin like a top, airplane, monkey, bear walk, rabbit jump, inchworm, etc... This part of the class should last 2-5 minutes, depending on how much time you have.

Math Facts – For this activity you will need two dice. You can use dice with dots on them (1-6) or the dice with various numbers (1-20) on them. Instruct students that when they arrive at the gym, they should gallop around. When all students are in the gym, have them freeze. Roll the two dice and add/subtract/multiply/divide the two numbers. They then have to do the movement you tell them to do for that number of seconds, or that many times. (*example: $5+6=11$ so they skip for eleven seconds or do eleven jumping jacks*) Movements include: skip, leap, hop, gallop, roll, fall, hop, jump, jumping-jacks, push-ups, sit-ups, wall push, jump and turns, etc... If you want to make the dice so that all students can see them, you might try using a large cardboard box, paint it or cover it in paper, and number the sides with a large marker. This part of the class should last 2-5 minutes, depending on how much time you have.

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#	Lesson Title	Warm-up	Activities	Skills
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#	Lesson Title	Warm-up	Activities	Skills
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Second Grade

Lesson 1: Intro to PE

Objective: We want to get the year off to a great start. One way to make sure this happens is to review some of the classroom management techniques to make sure students remember them. After two years most students should have these techniques down, but we should brush up on them anyway. As you review some of the skills such as “Freeze,” make sure the students know you are serious about it even though it is a time of review. Control over the classroom from the first day is key to classroom management in PE. Over the years, some students may have developed ways to beat these cues so keep an eye on them.

Materials: A Dozen Balls (volleyball or playground) or beanbags
Activity Cards
Colored Construction Paper cut into squares (four colors)
Tape (and cones if outside)

Set-Up: Gymnasium or field

Skills: Following Directions, Listening, Locomotor Movements

Lesson:

Warm-up: Before students go to the gym, review with them what it means when the teacher yells, “Freeze.” Have students run into the gym. After they have been running in the gym for 15 seconds, yell out, “Freeze,” to see how many students remember what it means. Tell them to run again and then have them freeze after a few seconds. Direct to them to do toe-to-toe. Then have one partner take a knee. Remind them that this is great way to make two teams. Review how to do this if anyone has problems. Instruct them to run again, and after a few seconds have them freeze. This time they will make a group any size you decide. Hold up your fingers and yell the number to designate the number of students you want in a group. Remind them to sit down once they have a group of the designated number, and no one can join or leave. Always encourage them to use the people closest to them, not just friends. Continue to practice these three things with the students for a few more minutes.

Practice: We want to spend some time reviewing many locomotor movements (run, skip, hop, leap, and gallop). Use your set of activity cards so that you review each of the movements. Instructions for making activity cards are in the appendix. A fun way to review these movements is to do them while playing Simon Says.

Review each of the movements at least twice. Remind students that they will have to remember these movements throughout the year.

Activity: Below are some common tag games that can be used throughout the year in PE or at recess. The number of students you have in your class will determine the number of students who should be "It." The more students you have, the more students you will want to be "It" to make the game more competitive. You don't have to wait for a game to finish to end the game. If a game is going too long or is losing its luster, you can start another one or change who is "It."

High-Five Tag – In high-five tag, when students are tagged, they should raise one hand in the air so that someone who has not been tagged can run past and give them a high-five to set them free. Designate one or two students to be "It."
Tunnel Tag – Students who are tagged "It" in this game must make the shape of a tunnel. When they do so, someone will crawl through the tunnel so that they are free to join the game again.

Germ Tag – In this game, players are tagged when they are hit by the ball. The ball is like a germ (simile). No one wants to have a germ for long. So students must hurry and get someone else "It." You can have one or two students start out with the "germs." Instruct students that they must hit below the waist when they throw the ball.

Animal Tag – In this tag game students will take the pose of an animal when they are tagged, and make that animal's sounds. They can only be freed when another free student taps them.

2nd Lesson:

Warm-up: Have students run into the gym and play freeze tag for their warm-up.

Practice: **Color Scramble** – The purpose of this activity is to review locomotor movements that are an important base to PE. Each student should be given a small piece of construction paper (the size of a playing card). Use four different colors. On four opposite walls in the gym (or on four cones outside) there should be large pieces of construction paper that match each of the four colors. When students come into the gym they should match the color of their card with the construction paper on the wall and run to the color. Once everyone is by their color you should say, "Go." Students should then run to the middle of the area (gym). When they all reach the middle, they should randomly trade cards with the other students until you say, "Find your color by _____ (say a locomotor movement) to it." Then students will go to that color. Repeat this for 3-4 minutes.

Activity: We will once again have students play tag games. These games are different than the tag games played earlier in the week. These games will be used throughout the year, so instruct students to remember the rules for later this year.

Stork Tag – Several students should be nominated to be “It.” Limit the area students can run in because all students will have to eventually be tagged. When a student is tagged by a student who is “It,” he must assume the stance of a stork on one leg with the arms in the shape of wings. This helps the student to develop balance. In this tag game, once you are tagged, there is no way to become “untagged.” Once all students have been caught you can start a new game.

Ball Tag – Limit the area students are allowed to run in. Depending on the number of students you have, nominate some to be “It.” They will use a ball such as a playground ball to throw at other students to make them “It.”

Partner Tag – Two students start out as “It,” but they are not connected to each other. As the student who is “It” tags other students, the tagged students join them by holding hands. The most a group can have holding hands is three students. When they tag a fourth person, the group should split up into two groups of two. Limit the area students who are not “It” can run because they have a decided advantage over the groups of taggers. Play until almost all students are tagged.

Crabwalk Tag – Students will assume the crabwalk position. Not only does it make the game a bit more challenging, but tell students that it will help them develop some upper body fitness. Nominate a few students to be “It.” In this game of tag you may want to have more students who are “It” because students won’t be able to move as quickly in this game.

Second Grade

Lesson 2: Catching

Objective: Students will review the skills needed to properly catch an object. They will review what they have learned in the past and continue to build on those skills. In Second Grade students should begin to progress into the more mature form of catching the ball. Students will begin to control the ball as they catch it with just their hands rather than with their whole body. Many students may already be able to do this. Use them as an example for those students who struggle to catch this way. Students will have the opportunity to practice this catching with a partner and in an activity.

Materials: Balls (volleyballs, tennis balls, wiffle balls, playground balls)
Volleyball or Badminton Net (or rope across an area at the height of a net)

Set-Up: Outdoors or gym

Skills: Catching, Throwing, Running, Tracking, Communication

Lesson:

Warm-up: Tag – Before you leave for the gym, instruct students that they are going to play _____ tag upon arriving and _____ is (are) “It.” If you feel they are lethargic, don’t be afraid to have them switch to another tag game. Tag games to choose from today are: freeze tag, partner tag, high-five tag, and tunnel tag. Look in your appendix to see how each is played. This portion of the class should last 2-5 minutes, depending on how much time you have.

Instruction: Students will review the skill of catching that they began to learn about in Kindergarten (Lessons 17 and 18) and 1st Grade (Lessons 4-6). Students will also begin to focus on catching the ball using only their hands and not the rest of the body. Listed below are some of the key points to teach the students when they catch. Have them copy these skills as you explain them to the students without the ball.

- Tracking – the most important aspect to catching is tracking the ball with the eyes. The eyes send the messages to the brain about where and when to move.
- The hands should be out in front of the body with the elbows slightly flexed.
- The hands should not be flat, but relaxed so that they are slightly curved.
- The tips of the thumbs and pointer fingers should be about 1 inch apart from each other (it will make a diamond shape between the hands). Use the cue word “diamond.”

- The hands and arms should absorb the ball as it contacts the hands.
- Squeeze the ball with the fingers and the palms.

Practice: Have students partner up with one other person. Have students stand about 5m apart from each other. Students should form two lines across from their partners so that you can walk behind the students and observe their catching. The balls that you choose for second graders to catch should not be too large that they cannot handle them with just the hands. Remind them to track, diamond, absorb, and squeeze. A fun way to practice this in the warmer weather may be with water balloons that are slightly filled. Students won't want to catch the ball against the tummy because they might get wet, so they should use just the hands to catch it.

Activity: **Newcomb** – This fun game is a simplified game of volleyball. It slows the game down and allows students to work on catching in a pressure situation. Split the class into two groups. You can use a traditional volleyball court if you have one. If not, use ropes or line paint in a field to mark the area, or use chalk on the blacktop. The net can be a traditional net or it can be a string stretched across the area. The game is started when a player from one team throws the ball over the net. The other team tries to catch the ball after it flies over the net. If it is caught, it is then thrown back over the net. The throw can be hard or soft, low or high, as long as it makes it onto the other side of the court. The person who catches the ball must throw it back over the net. The “volley” ends when one team misses the ball, fails to get it over the net, or throws it out of bounds. If the serving team commits the error, the opposing team gets to serve. If the non-serving team commits the error, the serving team gets to serve again. Every time there is a mistake made by a team, the other team gets a point. This is called rally scoring. The first team to 21 points wins.

2nd Lesson: Repeat the warm-up and instruction that is shown above. Focus on the cues and on students' ability to catch and control the ball using only their hands. Try to spend more time with those students whom you observed having difficulties during the first lesson. If students are doing well with the catching, you can use different-sized objects and have students switch them every so often. One other option is to have students stand farther apart, as long as they can throw the ball that far.

Activity: **Catch the Ball** – Students should form a circle (if you have a larger class you may want to form two circles). One player must be in the middle. This game is great to play with a limited area, and it is still action-packed. It is best to start out this game with a large, soft ball so it is easy to handle. The players that make up the circle pass the ball to any other person in the circle at any speed. The player in the middle tries to intercept or block the ball and is also allowed to hit the ball out of the hands of the player with the ball. So the players in the circle will want to get rid of the ball as soon as possible. If the player in the middle is successful

in disrupting the ball movement, he trades places with the player to have last touched the ball.

Second Grade

Lesson 3: Throwing

Objective: Students will begin to work on a more mature form of throwing. Students will review the skills that they have learned in the past and begin to build on them. The teacher should look back over the first grade materials (Lessons 7-9) to understand what students already should know. We will add a few elements this year to the skill of throwing. In third grade we will want students to begin to master the skill, so it is very important that students understand and show that they can put all the elements of the throw together.

Materials: Balls (tennis balls, wiffle balls, small balls) – enough for one for every two students
Activity Cards
Bowling Pin or Cone
Bean Bag or Fleece Ball
Volleyball or Badminton Net (or rope across an area at the height of a net)

Set-Up: Outdoors or gym

Skills: Throwing, Catching

Lesson:

Warm-up: Activity Cards – Instruct students that when they get to the gym, they should jog around the gym. Once all students are in the gym, say, “Freeze,” and have a student select one activity card from your hand (instructions for making activity cards are in the appendix). Tell them what activity the card says to do. Have them do this activity for 10-20 seconds. Try to have them do every activity card twice if time permits. This is a great way to review important locomotor skills and help students master them. Work with students who may need help with the coordination of these skills. (See the appendix for how to do each locomotor movement.) This part of the class should last 2-5 minutes, depending on how much time you have.

Instruction: First have students spread out the area so that they can mimic the new skills you are going to add to throwing. Review these elements from last year: T-position, throwing arm forming an L, focusing on the target, stepping to the target, and throwing. After reviewing those elements for a minute, tell the students that they are going to add a few elements to the skill of throwing to help them throw better. The elements to add and practice are:

- The wind-up phase: students will move the throwing in a downward, backward, and then upward arc as the front foot begins the forward stride. The difference between this year and last year is that the students are expected to put the throw and step together to make it a more smooth movement.
- The students should be standing sideways to their target (they already have learned this). As the throwing arm comes over the top, their hips and upper body will rotate so that their shoulders end up squaring to the target.
- They should follow through and end up with the throwing arm pointing to the target. As the body falls forward, the back leg (or leg on the same side as the throwing arm) should come forward.

Practice: Have students partner up with one other person. Students should stand about 5m apart from each other. Have students form two lines, each line being across from each other so that you can walk behind the students and observe their throwing. The balls that you choose for second graders to throw should be small enough to control with one hand (tennis ball, wiffle ball, etc...). Remind students to form a T, step and throw together, and follow through.

Activity: **One Step** – The purpose of this game is to focus on throwing and catching. Students start by facing a partner about 5 feet apart. Students will throw the ball back and forth once. After they each throw and catch it, they both take one step back. It is advisable to do this together as a class so that no one gets too far ahead or behind. The ball may not fall to the ground. If it does, a group is eliminated. In this game though, allow students to continue even if they are eliminated so that they get practice. Replay this game multiple times for many winners.

Club Guard – A circle about 15 feet in diameter is drawn. Inside the circle at the center an 18-inch circle is drawn. A club or cone is put in the middle of the circle. One child is called upon to guard the club. The other children stand outside the circle with a few balls. The players with balls throw them and try to knock over the club in the middle of the circle. The player in the middle tries to guard the ball. After a time, switch the club guard player. Depending on your students' abilities, vary elements of the game. You can limit the number of balls or extend the circle so that it is farther out.

2nd Lesson: Repeat the warm-up and instruction that is shown above. Focus on the individual skills of the throw. Try to spend more time with those students whom you observed having difficulties during the first lesson. To add some fun to the practice, you may want to include the game of One Step in your practice.

Activity: **Gallop Lizzie** – One player is "It" and has a beanbag or fleece ball. The other players are scattered around the playing area. The player with the bag or ball runs after the others and attempts to hit another player below the shoulders

with the ball. The person hit becomes "It," and the game continues. The tagger must throw the bag or ball, not merely touch another person with it.

Variation: A pair (or more) of children can be "It" to make the game more active. A specific kind of toss can be called for as well (overhand, underhand, opposite-handed).

Second Grade

Lesson 4: Kicking

Objective: There are various kinds of kicks that students can learn. In the past, students have learned to use the inside of the foot and the top of the foot to kick the ball. The inside of the foot is an easy skill and not difficult to master. We want to focus on what is called the instep kick. This is a powerful kick used to drive the ball. It is different than a punt, which we will focus on in the next lesson. This kick drives the ball when it is stationary and on the ground. It is used in kickball and soccer. It is important for eye-foot coordination. At this age we want students to learn how to properly do the skill, rather than to have a lot of power. This means the teacher should encourage proper mechanics over power and distance.

Materials: Balls that can be kicked (soccer ball, playground balls)
Cones or Bases
A Dozen 2-L Pop Bottles (1/2 filled with water)
Cageball (or other larger ball)

Set-Up: Outdoors or gym

Skills: Kicking, Catching, Throwing, Running

Lesson:

Warm-up: Size Differences – Have students run into the gym. After they are spread about the room, have them freeze. The following activities stress size differences they can make with their bodies. They are intended to help them warm up and loosen up. 1) Have them imagine being a balloon. Suck in air and make the body bigger. Then imagine being popped with a pin. 2) Have them find a partner. One becomes a giant towering over the other who becomes a dwarf. Have them switch places. 3) Pretend they are chicks in eggs. Feel around the inside of the egg until they find a weak spot and are able to slowly break out. When out, they should flap their “wings.” 4) Start out as a small darting fish trying to get away from other fish. Become a large, slow-moving whale. 5) Starting with a spark on the hand, become a spark which grows into a large fire. Then slowly die out until the fire is gone and the individual is just a pile of ashes. Repeat any activity if you have more time.

Instruction: Remind students that they learned about the instep kick last year. (See 1st Grade Lesson 13 for more details.) Students should spread out in the area that you are using. Review these cues from the instep kick that they learned last year: step (with non-shooting foot), laces (the toe should be down), and follow through. Spend a minute or two reviewing these simple skills. Then instruct students that we are going to add four elements to the kick. They may already do many of these skills, but all students need to see them done. Add these skills:

- Students should run up to the ball. Rather than starting a step or two away from the ball, students should start 4 or 5 steps away so that they can work on timing.
- Make sure that the kicking leg is slightly flexed at the knee and hip.
- Make sure that the ankle is rigid. The toe should be pointed down so that the ball is struck with the laces of the foot. A rigid ankle will help with accuracy and power.
- The last element to add is the rotation of the hips. As the ball is driven, students should slightly rotate at the hips so that a right-footed student will rotate counterclockwise and a left-footed student clockwise.

Practice: Students should partner up. Partners should be 12m apart. The students should form two lines so that partners are across from each other. Have one partner set the ball at her feet. She should take 4 or 5 steps back, locate her target (her partner), run up on the ball, and strike it to her partner. The partner should stop or collect the ball, set the ball back near his spot and kick it back to his partner. The teacher should walk behind both lines observing and instructing students as they kick the ball.

Activity: **Cone Kickball** – This fun and simple game introduces students to some of the rules of softball. Split the class into two separate teams. One team takes the field, the other is up to “bat.” You will need a playground ball for this game. If you have a gym you may use the wall opposite the batter for the base. If you are outside or if your gym is too big you may use a cone for a base. A ball is rolled by the teacher or another student to the batter for them to kick. (If a student is having trouble kicking the ball, you can set the ball near home plate so they can kick a stationary ball). The batter’s objective is to make it safely to the far base, where they can either choose to stop and wait for the next batter to hit them home or run back to home without stopping. A run is awarded each time a player runs to the far base and back home. A batter is out if a player catches the ball on the fly or if they are tagged out with the ball. If a runner is tagged, he too is out, and he goes back to the kicking line. Add as many elements of a real baseball or softball game as you want in order to help students understand the game (rules such as foul balls or strikes and balls).

2nd Lesson: Repeat the warm-up and practice portion of this lesson. Re-emphasize the cues that were taught above. If there were students who struggled during the last lesson with the instep kick, try to spend a little extra time with them encouraging them. You can play Cone Kickball again or the game below.

Activity: **Bottle Kick Ball** – Draw a large circle with a diameter of 15m. Spread a dozen 2-L pop bottles throughout the circle. Students should spread out around the outside of the circle with a dozen or so balls. They will kick the balls through the circle and try to knock the bottles over. As the ball goes to the other side, students should try to trap the ball, then set up so that they can try to knock the bottles over. Play goes on until all bottles are knocked over. You can repeat this as many times as you wish.

Cageball Kick Over – Players are divided into two teams and sit facing each other so that their feet are about 3-6 feet apart. While maintaining the sitting position, each player supports their weight on their hands, which are placed slightly to the rear. The teacher rolls the cageball (or other ball) between the two lines of teams. The object of the game is to kick the ball over the other team, thereby scoring a point. After a point is scored, the teacher rolls the ball again. A good system of rotation is to have the player on the end where you first throw the ball go to the opposite end of their line and have all the other students move up a spot.

Variation: Allow students to use their hands to keep the ball from going over so that it goes back in the middle of the two rows.

Second Grade

Lesson 5: Punting

Objective: Now that students have reviewed kicking a ball from the ground, we will move on to punting a ball. A punted ball is one that is dropped and then kicked with the foot before it hits the ground. Punting helps students to develop timing and foot-eye coordination. Punting is a great way to kick the ball high in the air and send it a great distance. This year students will continue to develop their ability to punt the ball. First you will review the basics of the punt and then add more aspects to the punt to help develop the students' abilities. Many parts of this skill may not be easy for all students to perform properly. Mastery isn't needed, as long as they know what they are trying to achieve. Be encouraging to and work with the students who will struggle with this skill.

Materials: Balls that can be kicked (soccer balls, playground balls)
Cones or Bases

Set-Up: Outdoors or gym

Skills: Punting, Kicking, Catching, Throwing, Running

Lesson:

Warm-up: Direction and Level – Have students run into the gym and allow them to move about until they are spread out. Have them freeze. 1) Have them pretend they are about to paint a wall. Have them paint all the way up to the ceiling and down to the floor. Have them go far left and far right with long, even strokes of the roller or brush. 2) For the next activity the students should follow the teacher's arm movements as they move. They should move forward or backward, jump up, crouch down, or move sideways depending on the position of the teacher's arms. 3) Use your voice, instruments, or objects to make high and low sounds. Students move accordingly with the sounds. 4) Lie down as flat as possible; jump up quickly to make yourself as high as possible. 5) Swing legs and arms forward in an exaggerated movement. Do the same backwards and then sideways. Repeat any activity if you have more time.

Instruction: Have students spread out so you can instruct them and they can practice. Before moving on to a few new aspects of the punt, review these main aspects which they learned last year (1st Grade Lessons 15 and 16). 1) **Extend** the arms and hold ball in them. 2) **Step** with non-kicking foot. 3) **Drop** the ball. 4) Kick the ball with the **laces**.

Now instruct them that they will add three small elements to the kick that will help them kick the ball farther:

- 1) As they hold the ball in front of them and take a step forward, tell them they should be **bend** slightly forward at the waist.
- 2) As they kick they should keep their head over the ball.
- 3) As they kick the ball and follow through, tell them that they should then **lean backward** to help kick the ball further.

Review these three additions to the punt with them. Have students practice this for a minute without the ball.

Practice: Students should partner up. Partners should be 12m apart. The students should form two lines so that partners are across from each other. One of the partners should have a ball. The student with the ball should try to punt the ball to his partner. The partner receiving the ball should stop or collect the ball and punt it back to her partner. The teacher should walk behind both lines observing and instructing students as they punt the ball and helping any students who have questions or trouble.

Activity: **Punting 500:** This game is essentially 500 with a twist. Divide students into two groups. Make sure the two groups are far enough apart so that they don't interfere with each other. Choose one person from each group to be a punter. She should take the ball and be about 30 yards away from the rest of her group. The punter then punts the ball in the air towards the rest of her group, and the students try to catch the ball. If no one catches the ball, the ball is returned to the punter and she punts it again. When someone catches the ball, he becomes the new punter for his group. Here is the twist. The old punter doesn't join her old group, but rather she runs to join the other group. This way the groups keep changing so children with different abilities are mixed. It is possible that one group becomes very large and the other becomes very small. When this happens, start over with new groups. (If you don't have enough students for this activity, just play plain 500.) This activity is great in the snow in the winter, too!

2nd Lesson: Repeat the warm-up and practice portion of this lesson. Re-emphasize the cues that were taught above. If there were students who struggled during the last lesson with the instep kick, try to spend a little extra time with them encouraging them. You can play Cone Kickball again, or use the game below.

Activity: **Punt Ball:** This fun game is a variation of kickball. Rules are exactly the same except that students don't have the ball rolled to them by a pitcher. Rather, they hold the ball and punt it from home plate. Play that the punter is out after two foul balls. You can play this as a two-base or four-base game. If your students have a problem making outs, or if not everyone is getting a chance to bat, just play that every player on a team gets to kick when their team is "up," thereby scoring a point. After a point is scored, the next student punts

Second Grade

Lesson 6: Striking (Hitting)

Objective: This year students will begin to work on hitting with a bat. Last year students began to work on the sidearm strike using paddles and racquets. The object of the lessons that deal with striking is to help each student begin to develop hand-eye coordination that can be used in all of these activities. This skill can be very difficult for some and can come naturally to others. How you teach this lesson will depend on the number of students you have.

Materials: Bats
Tees (a regular tee, or cut off PVC pipes in 3 ft. sections to stick in the ground)
Balls (tennis or wiffle balls)
Larger Ball (volley, playground, or beach ball)
Cones or Bases

Set-Up: Outdoors or gym

Skills: Striking

Lesson:

Warm-up: Stretches and Muscle Control – Have students run into the gym, and once they are spread out have them freeze. Have them take a seat on the floor. Explain that they are going to learn how to loosen up their muscles and joints. Work on relaxing a muscle by first tensing the muscles around that joint, then allowing the muscle to relax, and then loosening that joint. 1) Have them move their toes in their shoes. 2) Have them bend, extend, and rotate the ankles. 3) Have the students stand up and extend and swing their knees. 4) Next have them swing their leg from the hip. It may be beneficial to have them lean on a neighbor while they do this. Have them rotate the hip as well. 5) To loosen up the spine, they should bend forward at the hips and roll the body around. Have them tilt forward, backward, and from side to side. Have them twist at the hips. 6) To loosen up the shoulders, have students roll the shoulders forward and backward. 7) Have them put their arms out to the sides and rotate them forward and backward like windmills. 8) Have students rotate their wrists and flex them forward and backward. 9) Curl, extend, and spread apart the fingers. 10) Roll the neck around and around. 11) If you still have time you can use a pipe cleaner made in the shape of a person. Have students mirror the positions you make with the pipe cleaner.

Instruction: If possible, have students partner up. Each group of two should have a bat (or similar object) and a tee. For this first part students won't need a ball because it would slow down the learning process. Students should hold the bat. A left-handed grip has the left hand on top and a right-handed grip has the right hand on top. The other hand fits just under the top hand. The hands should touch. After students are properly gripping the bat go over these batting cues with them. The first four cues focus on the stance, and no movement is needed. The last three cues deal with the actual swing.

- 1) Hold the hands slightly away from the body.
- 2) The back elbow should be up and away from the body.
- 3) Bend slightly forward at the waist.
- 4) The hands should be back in the stance.
- 5) The front foot should stride forward as they begin to swing.
- 6) The hips should rotate.
- 7) The wrists should roll over as the student swings the bat.

Practice: Students should take practice swings, pretending that the tee has a ball on it. Have them move following your directions to keep control over the room. The first student should have the bat while his partner waits behind him and out of the way of the swing. Say, "Stance." With this direction, all students should assume the stance of the first four directions above. Once all students have a proper stance, say, "Swing." Students should swing as though hitting a ball. Continue to repeat saying, "Stance," and "Swing," until the first group has swung ten times. Then have them switch with their partners. Repeat the directions above with the second group. Switch once again back to the original group and have them take 10 more swings. Repeat with the second group.

Now that students have worked on the form, they will get to hit balls. You can use tennis or wiffle balls to make sure students are safe. With a large class, you may want to do this outside because a gym won't have enough room. With a smaller class, you may be able to safely do this activity in the gym. The students who are hitting should form a line and all be hitting in the same direction. Make sure there is enough space between each student so that they can't hit each other. Have students put balls on their tees. When you give the direction, "Hit," they can swing and hit the ball. Have their partners then put the next ball on the tee, and you can tell the first students to hit again. Have them repeat this until all the balls are hit. Then have both partners run out and get the balls back. Now the second partner will take her turn hitting. Repeat this activity as long as you deem necessary. Walk behind students to view their swings and to help and correct those who need it.

Activity: **One Base:** Divide the students into two even teams. This game begins to build the skills and knowledge needed to play softball or baseball. The batter hits the ball off a tee and then races to the base. The students on the fielding team need to get the ball and throw it to a student near the base or run with the ball to the base. If the batter gets to the base first, the batting team gets a point. If the fielding team gets to the base first with the ball, the batter is out. Everyone on the batting team bats once, and then teams trade sides.

2nd Lesson: Repeat the warm-up and practice portion of this lesson. If possible, spend a longer amount of time practicing hitting the ball. The more this skill is practiced, the better all students will become at hitting and at improving their hand-eye coordination.

Activity: **Bat Ball:** This game will work well for small classes, especially if they have a hard time playing One Base, which often requires more students. Divide the students into two teams. With larger classes you may want to divide into two games because you will want between four and eight students per team. The batter holds a larger ball (volleyball, playground ball, or beach ball) in the palm of her hand. She then hits the ball with her other hand. The batter then attempts to run to the base (10m from home base) and back home. A fielder recovers the ball and tries to get the runner out by hitting the runner with the ball below the shoulders. To work on teamwork, the fielding team cannot run with the ball or hold the ball for more than three seconds. They have to pass the ball around to an area where they can get the runner out. After three outs, teams switch sides.

Second Grade

Lesson 7: Dribbling (Hand Control)

Objective: This lesson will focus on dribbling a basketball. This skill will help students to continue to develop hand-eye coordination in a different manner than hitting a ball. As students grow stronger, larger, and faster, we want their skills to continue developing along with them. Another important skill for students to learn is to track a ball and to be able to pay attention to angles and spin. Although the technical terms used here may be difficult, students can learn the ideas. This lesson will be done in an exploratory manner that allows the students to experiment with the ball.

Materials: Pennies
Small Balls (tennis, wiffle, or other small balls)
Basketballs (or other balls that can be dribbled)
Cones or other obstacles

Set-Up: Outdoors or gym

Skills: Dribbling, Running, Dodging, Catching, Ball Manipulation

Lesson:

Warm-up: Classroom Connections – Have students run into the gym, spread themselves out, and freeze. 1) First have students form letters of the alphabet with their body as you name the letters. 2) Tell students to pretend the area where they are warming up, the gym floor, is a page on a book, and they are little ants. Have them run across the floor like they are reading the page. They start at the top, run across the first line and then run back but a little further “down the page.” 3) Have students spell words while they jump, skip, or hop. You give them the words (their weekly spelling words), and they jump on each letter. 4) For another spelling game, each student should have a ball. They toss the ball as high as they can in the air and try to spell the word before they catch the ball again. 5) Have students pretend they are an animal moving stealthily through the forest, sneaking up on their prey. Think about how the animal would move and look.

Instruction: Students should be spread out in the gym or area you are using. They will not need a ball for this section. We will review the positions and skills learned last year that are used in dribbling. Go over these with the students:

- 1) Students should crouch a little closer to the floor.
- 2) Stay on the balls of their feet.

- 3) Hold the dribbling hand out as if it were dribbling a ball.
- 4) Flex the wrists as though they are dribbling and pretend to dribble.

Practice: This part of the lesson will be done in an exploratory manner. Students will be given general directions by the teacher, and they will act in an appropriate manner. Generally exploratory lessons are directed by the teacher asking questions. There will be times when you want students to perform specific actions. In this instance you can point out a student who is doing what you want them to, or you can give them more specific directions if needed. Here are some questions you can start with. Feel free to come up with more of your own.

- Can you dribble while moving?
- Can you dribble high?
- Can you dribble low?
- Can you dribble under something?
- Can you dribble around something?
- Can you dribble slowly?
- Can you dribble fast?
- Can you dribble with different hands?
- Can you dribble with different parts of your body?
- Can you make the ball spin as you dribble?
- Can you dribble the ball from one side of the body to the other?

Activity: The exploratory portion of this lesson will take up most of the time. If you have time left over, here are some activities you can do with the students.

Dribble Knock-Out: Students are put into a small area with a ball they can dribble. If you don't have enough balls, you may have to split up the class and have them take turns. Students in the area dribble the ball around and try to knock the ball away from the other students while still dribbling their ball. If a ball is knocked out of the area, the student is knocked out and should dribble while walking around the outside until the game is over. The game is over when only one student is left. When there are only a few students left, you may have to make the area even smaller to restrict movement.

Dribble Races: Set up obstacle courses or cones, or just have students dribble in a straight line. Divide students into small teams. Students compete in a relay race to see which group can get done first. If a group doesn't have enough people, someone from the group may have to go twice. Vary how students dribble. Have them dribble with their right hand, left hand, every other hand, while running backwards, or while running sideways.

2nd Lesson: Repeat the warm-up from above. If students had difficulty with dribbling, it would be best to repeat the exploratory part of the lesson above. If students were able to dribble well, you may want to practice some of the dribbling skills from the lesson above before moving on to the activities.

Activity: **Basketball Tag:** There are two ways to play this game. The first way is to make three to five students "It." They should wear pinnies to be distinguished as "It." They try to not be tagged by the other students with the ball. The rest of the students in the class try to tag an "It" player with the ball by throwing it at them or tagging them with the ball. They can move the ball around the room only by passing it to each other or dribbling the ball. With more students, more than one ball can be used.

The second way to play the game is to split the class into two groups. Each group nominates one of their players to be "It," and he wears a pinnie. The object of the game is to tag the others team's target player with the ball. Players can only move the ball by dribbling or passing the ball.

Second Grade

Lesson 8: Dribbling (Foot Control)

Objective: Dribbling with the feet helps to develop foot-eye coordination, foot agility, and ball control. Students should get better at these skills as they begin to master dribbling. The teacher should review the notes from the past years to see what parts of this skill students have already developed. (See First Grade Lessons 10-12.) Students will show more control over the ball, be able to dribble the ball closer to the body, and use both feet. We aren't adding any new elements this year. Students will begin to show mastery of this skill so that it can be utilized in the next few years as more skills are developed.

Materials: Pennies
Soccer Balls (or other balls that can be kicked)
Objects to dribble around (cones will work great)
Cones or other obstacles

Set-Up: Outdoors or gym

Skills: Dribbling, Running, Dodging, Following Directions

Lesson:

Warm-up: Classroom Connections II – Have students come into the gym, spread themselves out, and freeze. 1) For the first activity you will tell the students a number between 1 and 100. Have them count up to that number by hopping tens and doing jumping jacks for ones (for example: 46 – four hops and six jumping jacks). 2) Next have students make shapes. Have students get together in groups, the number of which you will determine. Then they should lie on the ground and form a shape (circle, rectangle, triangle, etc.). 3) Have them use their sense of smell. They should pretend that they smell something and act and move appropriately (skunk, flowers, dirty garbage, perfume, etc.). 4) Have them find a partner and pretend they are riding a seesaw. 5) Next have them pretend their hand is a plug, and they are plugged into an electrical outlet and are full of electrical current. 6) Have them move as though they are astronauts moving weightlessly through space (using smooth movements). 7) Finally, have students pretend they are workers at a job doing the task they would be doing (carpenter, nurse, teacher, traffic cop, cook, fireman, etc.).

Instruction: Remind students of these important parts of foot dribbling:

- 1) Use the inside or middle portion of the foot to kick the ball (turn the toe of the foot outward to do this).
- 2) When dribbling use a small series of taps to keep the ball close, rather than hard kicks.
- 3) Try to keep their heads up to watch where they are going.

There is one part of dribbling that we want students to work on this year. We want students to continue to use their skills and to develop them. Often students will just move in a straight line. Instruct students that while dribbling, they should change directions every 4 or 5 seconds. Instruct them that they should work on using both feet and keeping the ball under control. How close they can keep the ball to the body while moving in all directions is key.

Practice: Give students an area to dribble that takes into consideration the number of students, but allows some freedom for movement. Have students dribble following your directions. You can have them dribble while running, jogging, or walking. You can also say, "Change direction," and instruct them with which foot to dribble. Students should dribble and avoid bumping into one another while keeping the ball under control. After a bit, set up obstacles in the area. If you don't have enough balls for each child, students without balls can be the obstacles. Have them trade with other students on your command.

Activity: Depending on the amount of time you have, there are two activities below that you can use. They played these games last year, so they should remember them. If you are short on time, you can choose one game to play.

Hunters and Rabbits – This is a fast-paced game that provides a lot of cardiovascular exercise for the students. It will also help to develop wonderful dribbling skills in addition to some passing. Basically, Hunters and Rabbits is a tag game played with soccer balls. Mark an area according to the number of students you have (20 students – 30 yd by 30 yd area). In this game, about 1/3 of the students should have a soccer ball at their feet; these are called the hunters. The rest of the students are rabbits, and their goal is to keep from being tagged by the hunters. Hunters start out by dribbling the ball inside the area. When they get close enough to a rabbit, they attempt to tag the rabbit with the ball by kicking it at him. If a rabbit is hit with the ball he becomes the hunter, and the hunter becomes a rabbit. If the hunter misses, she should quickly find the ball and dribble around until she can get another rabbit. When the ball is kicked at another student it must hit the student below the knees. If the ball hits a student above the knees he remains a rabbit, and the hunter must remain a hunter. If a rabbit is trying to avoid being tagged by another hunter and steps on or is hit by a "stray" ball, that rabbit must switch places with the hunter whose ball he touched.

Soccer Pirate – Have students run into the gym. Once they get into the gym they should get a ball and put it under their foot. Every student should have a

ball for this game (any type is fine). This game will allow students to develop the skill of dribbling along with building up cardiovascular fitness. Set up an area that is appropriate for the number of students you have. Designate one student to start out as the pirate (do this before you go to the gym). On your signal students should begin dribbling the ball around the area. The pirate tries to steal the ball from one of the dribblers using her feet. If successful, the pirate becomes a dribbler and the player who had the ball stolen becomes the new pirate. With a larger class you may want two pirates.

2nd Lesson: Repeat the warm-up and practice portions from above. You can repeat some of the games above or play Small-Sided Soccer. Playing soccer with a large class gives little practice, especially for the students who need it. Playing with smaller groups allows more ball contact for all students.

Activity: Small-Sided Soccer – Put students into groups of four. Each group of four will make up a team. Use cones to make goals. Each goal should be about 15 feet wide. There will be no goalies in these games, so the goals don't have to be too big. Opposing goals should be about 30-50 yards apart for second-graders, depending on the amount of room you have. With a lot of students, you will need to set up multiple fields. It would be best to do this side-by-side. At the second-grade level don't worry about having distinct out-of-bounds lines. If you have lines use them, but they aren't necessary. General boundaries will suffice. If a ball does go out of bounds just have students kick the ball back into play. Throw-ins will come later on. Encourage dribbling and passing. Often students will want to kick the ball. Challenge students to dribble the ball away from other students and to try to dribble for 2 or 3 seconds.

Second Grade

Lesson 9: Trapping

Objective: Last year students learned five different parts of the body which they could use to trap a soccer ball. Although this skill is most often used in soccer, our goals with children at this young age are to teach them control over the body, to give them the knowledge that they can use parts of the body other than the hands and feet, and to calm fears about a ball hitting them. This skill really works on students timing and coordination. There will be no new traps for students to learn this year. They will begin to master the skill of trapping. The main aspect to focus on this year is to “give” as the ball makes contact with them.

Materials: Soccer Balls (or other balls that can be kicked)
Cones or other obstacles
Playground Balls
2-Foot sticks or dowel with 24-inch string tied to the middle. A weighted object should be on the free end of the string. (You may drill a hole in each end of the stick and put a string through each to tie to the waists of the students.)

Set-Up: Outdoors or gym

Skills: Trapping, Tracking, Dodging, Following Directions, Cooperation

Lesson:

Warm-up: Tag – Before you leave for the gym, instruct students that they are going to play _____ tag upon arriving and _____ is (are) “It.” If you feel they are lethargic, don’t be afraid to have them switch to another tag game. Tag games to choose from today are: freeze tag, partner tag, high-five tag, and tunnel tag. Look in your appendix to see how each is played. This portion of the class should last 2-5 minutes, depending on how much time you have.

Instruction: Remind students of these six traps that they learned last year (see First Grade Lessons 21 and 22). You can demonstrate them to the students if possible to help refresh their memories. The six are: Bottom-of-foot, Side-of-foot, Stomach, Chest, Thigh, and Head Trap (remind students to keep the mouth clenched and to trap the ball with the hairline area of the forehead for a safe Head Trap). The main aspect that we want students to work on this year is to “absorb” the ball as it hits them, also called “giving.” Just before or as the ball hits their bodies they

want to slightly move so that their bodies “catch” the ball. Instruct students that the purpose for this is to keep the ball from bouncing too far away after it hits their body. This way the ball stays close to them so that other students can’t steal the ball in a game.

Practice: Depending on the number of soccer balls you have, divide students into groups of two to four players (two is preferable). The partners should be 6m from each other so that they can toss the ball to each other to trap. The partner with the ball will lightly toss the ball into the air to the other partner. That student should then use one of the five parts of the body to trap the ball as they have learned. Have students toss or pass the ball back and forth to each other to practice the skill of trapping. Students should be encouraged to ask their partner to toss the ball to a specific part of the body to work on if they want.

Activity: **Cone Kickball** – This fun and simple game introduces students to some of the rules of softball. Split the class into two separate teams. One team takes the field; the other is up to “bat.” You will need a playground ball for this game. If you have a gym you may use the wall opposite the batter for the base. If you are outside, or if your gym is too big, you may use a cone for a base. The batter’s objective is to make it safely to the far base, where they can choose to stop and wait for the next batter to hit them home, or run back to home without stopping. A run is awarded each time a player runs to the far base and back home. A batter is out if a player catches the ball on the fly or if the runner is tagged. A batter is also out if the fielding team tags the far base with the ball before that player arrives there. A runner may also be tagged out by the fielding team with a ball. A ball is rolled by the teacher or another student to the batter to start play.

2nd Lesson: Repeat the warm-up and practice portion from above. If there are certain traps that you saw very few of during the last lesson, you may want to instruct students to only practice that trap for a while. Work with students who may be afraid of the Head Trap to give them the confidence they need. You may want to use a softer or lighter type of ball (beach ball) for these students.

Activity: **Cooperative Activities** – Many of these activities will require students to have partners. These activities require students to work together to achieve a goal and to have fun doing it. As a teacher, watch students who are more competitive as they can be tough on their partners if they are not successful. Remind all students that this is a class, not a competition. Christians treat one another with kindness. After doing each activity non-competitively once, you can make the next try a race.

Partner Ball Carry – Two students put a ball between their foreheads and have a goal in mind. The teacher should instruct students where they have to go with the ball. If the ball falls out, they should put it back and continue toward the end line.

Jiggle and Swiggle – Students suspend a stick about 2 feet long placed in the area of both of their belly buttons. A string about 2 feet long with a weighted object hangs from the middle of the stick. Students need to move together to get the rope to swing around stick until it is wound all the way around it. (If students struggle to keep the stick between them, you can drill holes in the ends of the stick and put strings through them to tie around the students' waists.

Hug and Roll – Students find a partner and have to hug them. They then try to do some type of roll over on the ground. For a real challenge, see if there are students who want to make a “hugging” group of three or four and all try to roll together.

Aura Encore – Students face each other with their arms out in front of them, and their palms up and pressed together. After holding for a few seconds, they are told to back up two steps, turn around three times, and then try to get back together with the partner silently so that their palms again touch. It may be fun to only have half the class do it at a time so that the others can enjoy themselves watching.

Second Grade

Lesson 10: Balance Beam

Objective: The next few lessons will focus on individual abilities, body control, and education about the abilities each student has. This lesson will focus on balance. Balance is an important skill for students to master, experience, and have control over. Students will work on this skill mainly by using a balance beam. Not only does balance play an important part in safety, but many enjoyable, lifelong activities such as biking, canoeing, hiking, and others require balance. Balance helps to develop the motor neurons in the muscles as they contract to help keep balance. Balance requires both sides of the brain to function together. Having both sides of the brain function together is very important to children as they learn in the classroom as well.

Materials: Balance Beam
Mats for under the beam
Beanbags
Hula-Hoops
Activity Cards

Set-Up: Outdoors or gym

Skills: Balance, Locomotor Skills, Throwing, Jumping, Creative Movement

Lesson:

Warm-up: Activity Cards – Instruct student that when they get to the gym, they should jog around the gym. Once all students are in the gym, say, “Freeze,” and have a student select one activity card from your hand. (Instructions for making activity cards are in the appendix.) Tell them what activity the card says to do. Have them do this activity for 10-20 seconds. Try to have them do every activity card twice if time permits. This is a great way to review important locomotor skills and help students master them. Work with students who may need help with the coordination of these skills. (See the appendix for how to do each locomotor movement.) This part of the class should last 2-5 minutes, depending on how much time you have.

Instruction: Instruction for this lesson only requires that the teacher first demonstrate each of the skills before the students try them. You should have a mat under the balance beam and an adult spotter by every balance beam (if you have more than one).

Practice: The practice part of this lesson will also be the activity portion.

Activity: Following is a list of activities that can be done on the balance beam. If you do not have enough time to finish all of the activities, you can finish them during the second lesson if possible. The teacher should spot the children as they do work on the beam. For some of the activities, the teacher may want to take the beam off the stand and put it on the floor if the height worries you. Once students are successful on the ground, put the beam back up on the stand.

1. Travel in a straddle position (one leg on each side of the beam).
2. Travel sideways across the beam in a sitting position.
3. Walk forward and backward.
4. Walk forward and backward on heels.
5. Monkey-walk forward on all fours.
6. Squat-walk forward and backward.
7. Walk sideways, stepping behind the lead foot.
8. Walk sideways, stepping over the lead foot.
9. Slide the feet sideways.
10. Stand, sit on beam, then stand again.
11. Gallop, run, hop, and skip across beam.
12. Jump down from beam and back onto beam, remembering to bend the knees and absorb the jump.
13. Walk to the middle of the beam, do a right side support (right hand and foot on beam, left leg and arm in air), rise, and do the same with the left side support.
14. Walk out to an eraser on the middle of the beam, kneel on one knee, pick up the eraser, place it behind the body, rise and continue to the end.
15. Balance an eraser on the head and walk forward, stepping over a wand held 40 cm above the beam.
16. Move forward with hands on hips, and pass under a wand held 1m above the beam.
17. Walk to a paper held at a right angle to the beam, kneel, pick the paper up with teeth, rise, and walk to the end.
18. Hop to the middle of the beam on the left foot. Make a half-turn on same foot and hop backward to the end of the beam.
19. Partners start at opposite ends, walk to the middle, pass, and continue to the opposite ends.

2nd Lesson: If you didn't have time to complete all the activities above, finish them during this part of the lesson. Otherwise, below is a fun activity the children should enjoy.

Activity: The following two activities require hula-hoops.

Hoop and Pole – This fun game was a favorite of Native American children. It is a game that works on timing and throwing. You will need four hula-hoops. The teacher (or another student) will roll the hula-hoops so that they pass in front

of the thrower. The thrower has four bean bags. As the hula-hoop passes in front of the thrower, she attempts to throw the beanbag through the hoop. The first hula-hoop should be rolled 5m in front of the thrower, the second 7m, the third 9m, and the fourth 11m.

Machines – This activity uses hula-hoops or rings. Divide the students into groups and divide the hula-hoops evenly among them. The groups are asked to create a machine with a few stipulations. The machine must use all the players and all the hoops. It must also have moving parts that include the players and the equipment. The machine must serve a purpose. Together the group should brainstorm some ideas. Some examples include a washing machine washing clothes, a milking machine milking cows. The groups can also create imaginary or future machines, construct the machines, and then demonstrate to everyone else how it operates.

Second Grade

Lesson 11: Individual Balance

Objective: In the previous lesson students had to balance on a beam. This lesson focuses on positions that students assume while on the ground. Students will challenge themselves and their sense of balance as they try different positions. Some positions are more challenging than others, but all will help students to learn about body control.

Materials: Cageball
Small Balls to throw (volleyballs, soccer balls, or playground balls)

Set-Up: Outdoors or gym

Skills: Balance, Locomotor Skills, Throwing, Jumping, Creative Movement

Lesson:

Warm-up: Size Differences – Have students run into the gym. After they are spread about the room, have them freeze. The following activities stress size differences they can make with their bodies. They are intended to help them warm up and loosen up. 1) Have them imagine being a balloon. Suck in air and make the body bigger. Then imagine being popped with a pin. 2) Have them find a partner. One becomes a giant towering over the other who becomes a dwarf. Have them switch places. 3) Pretend they are chicks in eggs. Feel around the inside of the egg until they find a weak spot and are able to slowly break out. When out, they should flap their “wings.” 4) Start out as a small darting fish trying to get away from other fish. Become a large, slow-moving whale. 5) Starting with a spark on the hand, become a spark which grows into a large fire. Then slowly die out until the fire is gone and the individual is just a pile of ashes. Repeat any activity if you have more time.

Instruction: The instruction, practice, and activity portions of this lesson will all be combined. The balance stunts listed below should first be demonstrated by the teacher. Then students should attempt to mimic those actions. They may have questions about how certain body positions work. Demonstrate the positions to all students to answer these questions. Here are a few key elements for students to understand when trying to keep balance:

- Using their arms out at the sides will help them to keep balance.
- A low center of gravity will help to keep from tipping.
- Many positions must be held for a period of time. When this happens muscles can become tired and balance becomes more difficult.

Activity:

1. Stork Stand – Standing, lift one leg off the floor, placing the lifted foot on the knee of the other leg. Use the hands out at the sides to keep balance. Hold this position for 10, 20, or 30 seconds. Repeat with the other foot.
2. Diver's Balance – Standing, hold the arms straight in front of body and shift weight to the toes. Hold this balance for 10, 20, or 30 seconds. Students should try this with the eyes opened and then closed.
3. One-Leg Swan Stand – Standing, lean forward at the hips and lift one leg over the ground behind the body as high as possible. Use the hands to keep balance. Then try it with the other leg.
4. Toe to Head – Standing, lift one foot to touch the head. Bend the body at the waist if necessary. Then hold the position. Although students may not be flexible enough, have them get the foot as close as possible. As they lift the foot it doesn't have to be kept straight, but it can be bent inward so that they can try to touch the heel to their head.
5. Tip-up – Students should squat on the mat with their hands placed about shoulder-width apart and fingers spread out and pointed forward. Press the elbows against the inside of the lower thighs. Lean forward, slowly transferring the body weight to their bent elbows and hands until the forehead touches the mat. Balance on the head and two arms. The tip-up is a three-point balance. The movement can be made into a two-point balance by removing the forehead from the mat.
6. Building Bridges – Make a "bridge" with body over a line on the floor. Have students explore and experiment with different ways that they can do balances from this position. Make a high or a low bridge.
7. Exploring Balance Movements – Balance on three parts of the body, then on three other parts. Try different balances on two parts of the body, and then try two other parts.
8. Grinder – Students should support their body weight on their legs and one extended arm. Move the feet around in a circle while supporting the weight with the arm in the middle. Keep the other arm up in the air to help keep balance. Have them switch arms and also try to move backward.
9. Heel Click – Standing, students should jump up into the air and click their heels together before landing. After trying this, have students get a slight running start before jumping and clicking the heels. Another variation is to try to click the heels off to the side. Have students try to click their heels more than once.
10. Heel Slap – While standing, have students kick their feet and heels up behind themselves and touch their heels with their hands before landing.
11. Mule Kick – After bending down, students should place both hands on the ground, rock forward, and kick both feet at the same time into the air. They should return to having both feet and hands on the floor when they land.
12. Ankle Grasp Walk – Students should squat down and grab their ankles and walk forward. Have them then try grabbing the insides of the ankles of each foot and walking. Have them try to move backward or run.

If you run out of stunts to try, you can play some of the tag games from below.

2nd Lesson: Repeat the warm-up from above. You can specifically review each stunt or review only some of them. Otherwise, go on to the tag games below, as they can be a fun way to practice and review the Balance Stunts from above.

Activity: Tag Games. Use the Individual Balance Stunts from above as students play tag games. With balance stunts that can be done while moving, have all students move in that way while playing tag. With the stunts that don't allow for movement, have students play freeze tag. When a student is tagged, he has to do that stunt, i.e. mule kicks, until he is unfrozen.

Cageball: If you have a lot of time, the tag games may become old. Here is a fun game to play if you do have more time. Divide the students into two teams. Put them on either side of the area or gym. There should be an area 20 feet wide between the two teams into which they cannot move. In this area should be a cageball or the largest ball you can find. Divide up smaller balls (volleyballs, soccer balls, playground balls) evenly between the two teams. Once you say, "Go," the object is for students to throw the balls they have at the large cageball in the middle area. By hitting the cageball in the middle they try to get it to roll over the line in front of the other group's area. No one is allowed to touch the cageball at any time. If the cageball moves too easily, slightly deflate the ball. Students are only allowed to go into the middle area to retrieve balls that are stuck there. They may not touch the cageball.

Second Grade

Lesson 12: Partner Balance

Objective: Partner Balance is a fun way for students to work together and work on balance. These activities are very challenging, and students will have to try them more than once. In these activities, you will want to match up students of the same size and weight. However, sometimes a stronger student may have to be paired with a smaller, lighter student. Many of these activities include supporting the weight of another student. We try these activities in second grade because students are smaller, and thus the balances are safer. In a few years students may be too big to try these balances. The teacher may need to provide spotting for some of these balances. Students may need a vote of confidence to try some of these balances. This is a very good lesson to emphasize working together and being a good partner. Students must also learn to be patient as they try new things and to be conscious of the needs of other students. Be very encouraging. If you as the teacher are not comfortable with some of these activities, ask for help or do not try them.

Materials: Mats

Set-Up: Outdoors or gym

Skills: Balance, Trust, Strength, Grip, Creative Movement

Lesson:

Warm-up: Direction and Level – Have students run into the gym and allow them to move about until they are spread out. Have them freeze. 1) Have them pretend they are about to paint a wall. Have them paint all the way up to the ceiling and down to the floor. Have them go far left and far right with long, even strokes of the roller or brush. 2) For the next activity the students should follow the teacher's arm movements as they move. They should move forward or backward, jump up, crouch down, or move sideways depending on the position of the teacher's arms. 3) Use your voice, instruments, or objects to make high and low sounds. Students move accordingly with the sounds. 4) Lie down as flat as possible; jump up quickly to make yourself as high as possible. 5) Swing legs and arms forward in an exaggerated movement. Do the same backwards and then sideways. Repeat any activity if you have more time.

Instruction: The instruction, practice, and activity portions of this lesson will all be combined. You may want to have two competent students help you to demonstrate the balance stunts they will do. Then partners should attempt to

copy those actions. They may have questions about how certain body positions work. Here are a few key elements for students to understand when trying to keep balance:

- Using their arms out at the sides will help them to keep balance.
- Trusting your partner is very important. You both need to hold on, but also to trust each other.
- The partner who is supporting much of the weight may become tired. When that happens they should warn their partner that they are becoming tired and want to stop doing the balance.
- To accomplish many of these stunts, both students will need to use their weight to hold the other one up. Not keeping the body straight or standing up too much can make it difficult.

Activity:

1. Row Boat – Face their partner. Sit cross-legged on the mat and grasp the partner's hands. Lean back, pulling partner forward and vice versa.
2. Shoulder Wrestle – Stand on one leg facing their partner, arms folded across the chest. On the command, "Go," try to push (not hit) the partner off balance. As soon as one partner's free foot touches the ground, the other is the winner. Alternate legs and try again.
3. Hand Wrestle – Face the partner. Join right hands. Raise one foot behind the body. On signal, attempt to make the partner's free hand or foot touch the floor.
4. Back Layout – The under, or support, partner lies on her back, with her arms outstretched and palms down for support. The legs are raised, and the feet are positioned as if pushing up the ceiling. The support bends the knees and the partner lies back, resting the small of the back on the support's soles. The top partner balances in a layout position with arms to the sides for balance and body in a slight curve. The bottom partner reaches up and gives support to the top child's arms to provide stability. (A spotter can help position the top partner.)
5. Front Sit – The support gets down in the same position as for the Back Layout. The top partner straddles the support so that the support and the top partner are looking at each other. The top partner backs up to sit on the support's feet. As the support raises the top partner into a seated position, the top partner extends the legs forward so that the support can reach up and grasp them to stabilize the seated position. (Spotting should be done from behind.)
6. Flying Dutchman – The support takes a position as for the Back Layout. The top child takes a position facing the support, grasping the support's hands and at the same time bending over the support's feet. The support then raises the top partner from the floor by extending the knees. The top child arches the back and can then release the grip and put the arms out level to the sides in a flying position. A little experimentation determines the best place for the foot support. (Spotting should be available for getting into position and for safety.)

7. Press – The bottom partner lies on the back, with knees bent and feet flat on the floor. The top partner takes a straddle position over the bottom partner, facing the support's feet. Performers then join hands with each other. The top partner sits on the joined hands, supported by the bottom partner, and rests the legs across the bottom partner's knees. Both performers should keep the elbows quite straight. Hold for a specified time.
8. All-Fours Support – The bottom partner lies on the back with legs apart and knees up. The hands are positioned close to the shoulders with palms up. The top performer stands on the partner's palms and leans forward, placing the hands on the support performer's knees. The support raises the top performer by lifting with the arms. The top performer is then in an all-fours position, with feet supported by the bottom performer's extended arms and hands supported by the bottom performer's knees.
9. Pyramids – Making pyramids is pleasurable activity for children and uses skills learned in gymnastics. Emphasis is on smaller pyramids. Pyramids provide an opportunity for creativity, since a variety of figures can be made. Stunts using only one performer or a pair should be practiced as a preliminary to pyramid-building with three students. That is why the other activities are done first in this lesson. Groups larger than three are not recommended as they increase the potential for accidents.

2nd Lesson: Repeat the warm-up from above. The Partner Balances above will take a lot of time. More than likely you will not get through all of them, and even if you do, most students will only get one or two chances to try them. It would be preferable if you used the second lesson to give students an opportunity to try each balance once again. If you do want to do another activity, you can use one of your own, or use an activity from earlier this year that the students enjoyed.

Second Grade

Lesson 13: Quickness Activities

Objective: The next three lessons focus on different aspects of physical ability: quickness, power, and coordination. These three elements are valuable and useful in all activities. Quickness is often measured in a timed race. However many of the activities used today teach students to focus on their own speed rather than comparing themselves to others. The teacher should take into consideration students' differences in quickness. Students should also be told that they can improve their quickness with practice. Many of the activities to day will demonstrate how quickness can be useful.

Materials: Stopwatch
Blocks (or other small objects to grab)
Beanbags

Set-Up: Outdoors or gym

Skills: Running, Agility, Catching, Throwing

Lesson:

Warm-up: Stretches and Muscle Control – Have students run into the gym, and once they are spread out have them freeze. Have them take a seat on the floor. Explain that they are going to learn how to loosen up their muscles and joints. Work on relaxing a muscle by first tensing the muscles around that joint, then allowing the muscle to relax, and then loosening that joint. 1) Have them move their toes in their shoes. 2) Have them bend, extend, and rotate the ankles. 3) Have the students stand up and extend and swing their knees. 4) Next have them swing their leg from the hip. It may be beneficial to have them lean on a neighbor while they do this. Have them rotate the hip as well. 5) To loosen up the spine, they should bend forward at the hips and roll the body around. Have them tilt forward, backward, and from side to side. Have them twist at the hips. 6) To loosen up the shoulders, have students roll the shoulders forward and backward. 7) Have them put their arms out to the sides and rotate them forward and backward like windmills. 8) Have students rotate their wrists and flex them forward and backward. 9) Curl, extend, and spread apart the fingers. 10) Roll the neck around and around. 11) If you still have time you can use a pipe cleaner made in the shape of a person. Have students mirror the positions you make with the pipe cleaner.

Instruction: Students will learn about starting and good form that will improve their quickness. First we will work on starting. Have students spread out and give them these instructions:

- **Standing Start.** Stand with one foot forward on the line. The other foot should be slightly behind. Put most of the weight on the front foot and bend the knee. When someone says, "Go," push off with the front foot.
- **Squat Start.** Stand about 10 cm behind the line. Squat down and lean forward and place the thumb and first finger of each hand just behind the line. The knee of the back leg should be next to the ankle of the front leg as it rests on the ground. When the instructor says, "Get set," the student should raise the rear so that it is slightly higher than the shoulders, and the knee should rise off the ground and lean slightly forward. On the "Go" signal, push sharply off with both feet and move forward.
- **Practice these two positions.** They are mostly used when running a race. Instruct students that these positions are used to help them get off the line quickly so that they can have a better chance to run a race in a good time.

Activity: The following activities can be used as a fun way to emphasize speed and its importance in certain situations. Not all stress running speed; they also stress moving quickly. Many activities can be timed in two ways. In the first place, you can limit the time and see how many repetitions can be done. Secondly, you can give them a number of repetitions to accomplish and see how long it takes.

1. **Jumping Forward and Backward** – Jump back and forth over a line as fast as possible. Try to stay on the balls of the feet and keep the knees bent. The teacher should set a time limit. See how many jumps a student can complete.
2. **Jumping Jacks** – Stand with the legs together and arms by the sides. Jump slightly up and extend the arms out and over the head while at the same time extending the legs out. Return to the starting position. Increase speed by rapidly extending arms and legs. Try to stay on the balls of the feet.
3. **Squat-Thrust** – Squat with hands on the floor, thrust legs out to push-up position, return to squat, and stand up. Increase quickness by increasing speed with which each part is done.
4. **Fast Run Form** – Practice running 30- to 45-m dashes. Lean forward, with arms swinging in opposition to legs. Forceful arm action aids fast running: bend arms at elbows and swing arms from shoulders in a forward and backward plane, not across the body. Lift knees sharply forward and upward, then bring them down, pushing off forcefully with toes.
5. **Step and Slide** – Step sideways with one foot and slide other foot to it. Slide back to the other side. Bend knees together to go faster. Practice between two lines.
6. **Backward Run** – Run backward as fast as possible. Run on the balls of the feet and not on the heels. Keep the body low and weight slightly forward rather than backward.

7. Locomotor Activities – Dodge and dart using a fast run, skip, gallop, hop, slide, or leap. Maybe play a tag game. Explain to students the importance of quickness especially while playing tag games.
8. Tunnel Crawl – Crawl quickly through the tunnel made by other students' spread legs. To make it continuous, have the last student forming the tunnel be the next crawler. You can split the class into two groups and have them race through a course.
9. Obstacle Dodge Run – Place four chairs about 3m apart. Run to the left of the first chair, to the right of the second, and so on. Try the run again, but have them go to the right of the first chair.
10. Hop the Tires – Run through a maze of tires, letting one foot hit the ground in the center of each tire. Turn the tires at random or in a set course.
11. Shuttle Run – Place two blocks of wood (or other objects students can easily grab) behind a line. Start at a line about 9m from the blocks, run and pick up one block, return, and set it behind the starting line. Do the same with the second block. Place the blocks on the floor; do not toss or throw them. Time the students.
12. Catch and Move – Select a partner. Students should throw a large ball so that the partner has to move sideways to catch it (throw the ball to the side). The partner catches the ball and returns it to the thrower. This time the thrower throws the ball to the opposite side of the catcher. Increase the speed of the throw as the skill increases.
13. Challenge Course – The teacher can set up a type of obstacle course. Time students as they run through it. Run it a few times and try to decrease the amount of time needed to run.

2nd Lesson: Repeat the warm-up from above. If you didn't have enough time to complete all the above activities, please try to finish them during this lesson. If you complete or have completed all the activities, introduce the following beanbag game. It is a game that uses quickness and agility while playing tag. It also works on catching and throwing.

Wolfe's Beanbag Exchange – Adjust the number of taggers for the number of students you have in your class. Five or six students should be identified as taggers. The rest of the children are scattered throughout the area, each with a beanbag in hand. The taggers chase the players with beanbags. When a tag is applied, the tagged player freezes, keeping their feet still and beanbag in hand. To unfreeze a player, a nonfrozen player can exchange their beanbag with the beanbag of the frozen player. If two frozen players are within tossing distance, they can thaw each other by exchanging their beanbags through the air using a toss and catch. Both tosses have to be caught or the beanbags must be retrieved and the throw tried again.

Variation: After students have learned the game, tell the taggers that they may interfere with the tossing of beanbags between two frozen players by batting

them to the floor. This forces the toss to be tried again, and the players remain frozen until successful catches are made by both players.

Second Grade

Lesson 14: Power Activities

Objective: This lesson will focus on power, which is explosive strength. Our goal is not to develop power by becoming stronger. The students are to learn how power is created and used. They will learn what parts of their body help them produce power and how they can use it for certain activities. By experimenting in many of these activities, students will learn what they can do to produce more power. Students will also learn that power can be transferred from themselves to another object. Students should be instructed that most of the power for many things comes from their legs.

Materials: Jump Ropes
Medicine Ball (or heavy ball; a basketball can also be used)
Basketballs
Soccer balls or Playground Balls
Softballs
Bats and Tees
Frisbees
Blindfold and Broom

Set-Up: Outdoors or gym

Skills: Running, Agility, Catching, Throwing

Lesson:

Warm-up: Classroom Connections – Have students run into the gym, spread themselves out, and freeze. 1) First have students form letters of the alphabet with their body as you name the letters. 2) Tell students to pretend the area where they are warming up, the gym floor, is a page on a book, and they are little ants. Have them run across the floor like they are reading the page. They start at the top, run across the first line and then run back but a little further “down the page.” 3) Have students spell words while they jump, skip, or hop. You give them the words (their weekly spelling words), and they jump on each letter. 4) For another spelling game, each student should have a ball. They toss the ball as high as they can in the air and try to spell the word before they catch the ball again. 5) Have students pretend they are an animal moving stealthily through the forest sneaking up on their prey. Think about how the animal would move and look.

Instruction: Students will first learn about the vertical jump and standing broad jump to learn about power. Have students spread throughout the area so that they can see you and so you can give them the following instructions about the two jumps. Remember to emphasize power. It may take a few tries to achieve the results they want.

- Vertical Jump - students should first squat down and stand on the balls of the feet. The elbows should be bent at 90 degrees and should be at the sides of the body. Right before the jump the arms should swing back a little and then make a violent move forward and upward to help them get momentum. At the same time they should push up with the legs.
- Standing Broad Jump – Squat and stand with the toes against a line. With the knees bent, the students should swing the arms back. Bring the arms forward and push off with the feet forward. While in the air, reach the legs forward and attempt to land on the balls of the feet. As the students land, they should thrust the arms forward and upward so that they don't fall backwards and can maintain a good jump distance.

Activity: The following activities show the various ways that power can be used and learned about. Students should enjoy these activities. They should try each activity more than once. You can do this part of the lesson in two different ways: either you can set up many of the activities in a station form and have students rotate every time you blow a whistle, or you can have all students do them all together at the same time.

1. Over the Rope – Have one student hold a rope (or jump rope) and stand in the middle of a group of students. The student with the rope begins to spin so that the rope is out to the side. Students should jump over the rope as it comes around.
2. Triple Jump – Students should run forward. When they get to the line, they should jump off of one foot and land on both feet. Jump again off both feet and land on both feet. Finally the student should make one more jump off both feet and land on both. Although this isn't the official way a triple jump is taken, students are getting the main idea. The actual mechanics of the jump will be learned when students are older.
3. Knee Jump – Kneel with the buttocks touching the heels and the toes pointed backward with the shoelaces against the ground. Students are going to attempt to jump up so that they are standing on their feet. While kneeling, students should swing the arms forward and try to get their weight moving upward so that they can get their feet under them. Not all students will be able to do this. It is an activity that requires a lot of power, coordination, and timing.
4. Leap the Brook – Place a rope diagonal to a marked line so that the rope is gradually getting further away from the line. Students have to see how far down the line they can jump over the “brook.”
5. 35m Dash – Run as fast as possible out of a squat start to help to develop powerful legs that push off forward with force.

6. Softball Throw for Distance – Throw a softball as far as possible from standstill. Next try to throw it from after getting a moving start up to the line. Decide which position allowed the further throw and how. The release point will vary because of the timing needed for a moving start. Have students also focus on when and where they release the ball. Emphasize that power is no good if a student doesn't have control over his throw.
7. Medicine Ball Put – Hold a medicine ball (or heavy ball or basketball) under the chin with both hands on the sides of the ball. Push it forward with both arms as far as possible. Hold the ball in the same way again but this time take a few steps forward to get some forward momentum to help them push the ball farther.
8. Two-Arm Push Pass – This throw is done in the same manner as the medicine ball put. This time it is done with a basketball. Each student should have a partner. To demonstrate the amount of power they have, after each push pass the partners should take a step back until they are as far apart as possible without allowing the ball to hit the ground.
9. Power Hitting – Hit a ball set on a tee first with a short swing of the bat. Next try the same hit but with a full, powerful swing. Why is it that the ball goes farther with a bigger swing? (The greater distance the bat travels, the more force can be behind it, so the ball travels farther.)
10. Power Kicking – Students should partner up and stand across from each other. One of the partners should place a soccer ball or a playground ball in front of them. She should stand and kick with the instep (shoelace). Next have students try to run straight at the ball and then kick with the instep. Next have them run at an angle at the ball and then kick with the instep. Decide which kick went the longest and why. Which kick produced the most power?

2nd Lesson: You can repeat the activities from the above lesson. If you have had an opportunity to try each one, you may want to set it up in a station manner and have students rotate every few minutes. Otherwise the following activities can be used.

Frisbee Fitness – This wonderful activity cause students to forget they are even supposed to be running. Many children do not like the idea of running, but when you make it part of a game they don't ever realize they are doing it. Running also will help gain a measure of fitness in a nontraditional way. Each player must have a Frisbee. Lay out a long route across a field. On the start signal each player tosses his Frisbee as far as he can, runs to pick it up, and throws it again. This continues until the student is able get to the ending point. You can also make a loop for them to complete.

Blindfolded Duck – One child is designated the duck (Donald if a boy, Daisy if a girl). If the class is larger, you may need two circles since this will include more children. The duck should stand blindfolded in the center of the students with a broomstick. The duck then taps the floor and commands the students to move around the circle doing a locomotor skill (hop, skip, leap, jump, or gallop).

Then the duck taps the stick twice on the ground and says, "Freeze." The duck moves forward with the stick and when the duck finally touches someone he asks, "Who are you?" The child must respond by saying, "Quack, quack." The duck must then try to identify the student by her voice. If the guess is correct, the identified child becomes the duck. If the child is wrongly identified, the duck remains in the middle. If after two turns the same duck has been in the middle, the teacher should appoint another student to be the duck.

Second Grade

Lesson 15: Coordination Activities

Objective: Almost every activity that is done in PE requires some amount of coordination. Many things that we do daily in our lives require coordination. Coordination can be developed by students when they are young. Coordination happens when both sides of the brain are working together. As children's brains and motor neurons are still developing, coordination can be learned and developed. As they practice these skills, the brain's connections will be strengthened, and students will become more coordinated. We want to focus on hand-eye, foot-eye, and side-to-side coordination.

Materials: Jump Ropes
Soccer Balls or Playground Balls
Softballs, Tennis Balls, or Wiffle Balls
Chalk or Tape

Set-Up: Outdoors or gym

Skills: Coordination, Catching, Throwing, Running, Punting, Hitting

Lesson:

Warm-up: Classroom Connections II – Have students come into the gym, spread themselves out, and then freeze. 1) For the first activity you will tell the students a number between 1 and 100. Have them count up to that number by hopping tens and doing jumping jacks for ones (for example: 46 – four hops and six jumping jacks). 2) Next have students make shapes. Have students get together in groups, the number of which you determine. Then they should lie on the ground and form a shape (circle, rectangle, triangle, etc.). 3) Have them use their sense of smell. They should pretend that they smell something and act and move appropriately (skunk, flowers, dirty garbage, perfume, etc.). 4) Have them find a partner and pretend they are riding a seesaw. 5) Next have them pretend their hand is a plug, and they are plugged into an electrical outlet and are full of electrical current. 6) Have them move as though they are astronauts moving weightlessly through space (using smooth movements). 7) Finally, have students pretend they are workers at a job doing the task they would be doing (carpenter, nurse, teacher, traffic cop, cook, fireman, etc.).

Activity: During this lesson there won't be a specific instruction or practice time since most of the activities are varied. The teacher should first demonstrate how to do these activities and then allow the students to try them.

1. **Bounce and Catch** – Use two hands to bounce and then catch the ball. The teacher can give a number of times students should set as a goal. The teacher can make a certain height a goal as well. Try bouncing the ball with only one hand. Have students bounce the ball, spin, and try to catch it. Next instruct students to bounce the ball, close their eyes, and try to catch the ball. Have students run while bouncing the ball.
2. **Toss and Catch** – Toss a ball up to different heights and try to catch it. Add variations to tossing and catching the ball: clap the hands, catch behind the back, spin around, toss while running, etc.
3. **Kick and Trap** – Practice different ways to kick a ball against a wall with the inside of the foot. When the ball rebounds off the wall, the student should try to trap the ball with the foot so that it stops at the feet. Have students vary distances from the wall and the how hard they kick the ball against the wall.
4. **Wall Pass** – With a two-arm chest pass, students should bounce a playground ball off the wall and try to catch it. Again the teacher can call out different ways for students to make the throw and catch more difficult, thus requiring more coordination and timing. Have students vary the distance from the wall and the force they use to throw the ball.
5. **Jumping Rope** – Use a jump rope for each student to complete the following jump rope activities:
 - Jump rope forward with two feet.
 - Jump rope backward with two feet.
 - Jump rope forward with one foot.
 - Jump rope backward with one foot.
 - Jump rope forward. Hop on the right foot, then on the left.
 - Jump rope backward. Hop on the right foot, then on the left.
 - Jump rope forward, pepper (fast).
 - Jump rope backward, pepper.
 - Jump rope sideways.
 - Jump rope with a criss-cross.
6. **Punting a Soccer Ball** – Practice punting the ball. Students should use the technique that was worked on earlier this year (Lesson 5). Set up various targets for students to aim for so that they have to vary the amount of force (last lesson) used to kick the ball. Next have students try to punt the ball straight up into the air, move to the ball, and try to catch it.

2nd Lesson: Many of the activities from the previous lesson use a ball because catching helps to develop coordination. You may repeat many of the above activities during the second lesson. You may also introduce the following game. Four square is a traditional game that is fun to play in PE and also at recess. This game may take a bit to explain. It will be used in other lessons throughout the curriculum, and this is a good time to introduce it.

Four Square – Four squares are drawn. Each square is 5ft. 8in. across. The squares should be numbered 1 through 4. You can use tape on the floor or chalk on the concrete unless you have a permanent four-square area. A line is drawn diagonally across the far corner of square 1. The player in this square always serves and must stay behind the line when serving.

The ball is served by dropping it and then hitting it underhand after it bounces. If the serve hits a line, the server is out. The server hits the ball towards any of the other squares. The receiver in the square to which the ball is hit to tries direct it underhanded to another square. Play continues until one player fails to return the ball or commits a fault. Any of the following institute a fault:

1. hitting the ball overhand
2. stepping into another square to play the ball
3. catching or carrying the ball
4. allowing the ball to touch any part of the body except for the hands
5. hitting the ball outside the squares
6. landing a ball on one of the inside lines (This rule may make it hard for very young players, and it may be ignored as long as the ball is directed toward a student.)

When a player misses or commits a fault, he goes to the end of the line, and all players move up. The player at the head of the waiting line moves into square four. The players in the squares move up if required.

Variations: Cooperative scoring can be used. A group of four students can see how many hits they can get in a row. Then a new group of four students takes their place. Vary who the partners are when they get a second turn.

Second Grade

Lesson 16: Olympics – Self Testing

Objective: The purpose of this lesson is to test students on some of their physical abilities that they have been working on this year. This lesson is also at the halfway point of our lessons. If you have two lessons you can spread the activities out over both lessons. If you are limited by time you may want to choose which activities you are able to do. If you can have help, you may split the students up into two groups to get more done. Otherwise you can accomplish one activity at a time. Some activities can be done with the whole class at once. Others require that you do one student at a time. Although this isn't the way we like to do PE, with only one teacher, it sometimes is the only way to accurately gather information for every student. Encourage students to relax and try to do their best. Depending on the amount of time, the teacher can determine if students get a second trial.

Materials: Jump Ropes
Soccer Balls or Playground Balls
Softballs, Tennis Balls, or Wiffle Balls
Chalk or Tape

Set-Up: Outdoors or gym

Skills: Coordination, Catching, Throwing, Running, Punting, Hitting

Lesson:

Warm-up: Activity Cards – Instruct students that when they get to the gym, they should jog all around the gym. Once all students are in the gym, say, “Freeze,” and have a student select one activity card from your hand. (Instructions for making activity cards are in the appendix.) Tell them what activity the card says to do. Have them do this activity for 10-20 seconds. Try to have them do every activity card twice if time permits. This is a great way to review important locomotor skills and help students master them. Work with students who may need help with the coordination of these skills. (See the appendix for how to do each locomotor movement.) This part of the class should last 2-5 minutes, depending on how much time you have.

Activity: Following are 12 tests that can be performed by each student and recorded.

- Stork Stand – Stand with weight on the ball of one foot and lift the other foot. Hold this position as long as possible. Record the time.

- Balance Beam Routines – Walk forward, backward, and sideways across the beam. You may either time it, or record whether or not they can do it.
- 30m Dash – Run as fast as possible. Use your best starting position to get the best possible time.
- Squat-Thrust – Do squat-thrusts for 30 seconds. Count the number of thrusts they can complete.
- Obstacle Dodge Run – Run between a straight line of chairs or cones 3m apart; then run back through to the starting line. Record the time.
- Shuttle Run – Mark two lines 10m apart. One line is the starting line that the student stands behind. Behind the other line is two blocks. Students must cover the shuttle run course as fast as possible, picking up one block at a time and placing it down behind the starting line. Record the time.
- Vertical Jump – Stand sideways to the wall and reach as high as possible. Place a chalk mark here. Then jump as high as possible, making another chalk mark at the highest reach point. Jump three times to achieve the best jump. Then measure the difference between reach and best jump height.
- Standing Broad Jump – Record the best jump of three trials. Take off from both feet and measure where the heels land.
- Softball Throw for Distance – Throw the ball three times. Record the best distance.
- Soccer Ball Punt – Record the distance of the best of three punts.
- Two-Handed Throw and Catch – Stand 1m away from a wall. Throw a playground ball at the wall and catch it. Repeat. Count how many successful throw and catches can be completed in 30 seconds.
- Kicking Repeat Volley – Stand behind a line 5m from a wall. Kick the ball to the wall; then kick it again when it rebounds. Count the number of times the ball hits the wall in 30 seconds.

2nd Lesson: If you have time to play a game during the second lesson, repeat four square. This way students get another chance to master some of the skills needed to play the game. They will also be able to master the rules so that they can play at recess without supervision.

Four Square – Four squares are drawn. Each square is 5ft. 8in. across. The squares should be numbered 1 through 4. You can use tape on the floor or chalk on the concrete unless you have a permanent four-square area. A line is drawn diagonally across the far corner of square 1. The player in this square always serves and must stay behind the line when serving.

The ball is served by dropping it and then hitting it underhand after it bounces. If the serve hits a line, the server is out. The server hits the ball towards any of the other squares. The receiver in the square to which the ball is hit tries to direct it underhanded to another square. Play continues until one player fails to return the ball or commits a fault. Any of the following constitute a fault:

1. hitting the ball overhand
2. stepping into another square to play the ball

3. catching or carrying the ball
4. allowing the ball to touch any part of the body except for the hands
5. hitting the ball outside the squares
6. landing a ball on one of the inside lines (This rule may make it hard for very young players, and it may be ignored as long as the ball is directed toward a student.)

When a player misses or commits a fault, she goes to the end of the line, and all players move up. The player at the head of the waiting line moves into square four. The players in the squares move up if required.

Variations: Cooperative scoring can be used. A group of four students can see how many hits they can get in a row. Then a new group of four students takes their place. Vary who the partners are when they get a second turn.

Second Grade

Lesson 17: Gymnastics

Objective: This lesson and the next will focus on gymnastic activities. Gymnastics, probably more than any other activity, uses the whole body and requires much muscle control. This lesson will focus on gymnastic activities that do not use any apparatuses. These activities all require coordination, and timing and focus on balance. Many of the activities also require flexibility. Encourage students to increase their flexibility by stretching.

Materials: Large Canvas Blanket
Playground Balls
Mat
Clubs

Set-Up: Outdoors or gym

Skills: Coordination, Hopping, Flexibility, Jumping, Hopping

Lesson:

Warm-up: Tag – Before you leave for the gym, instruct students that they are going to play _____ tag upon arriving and _____ is (are) “It.” If you feel they are lethargic, don’t be afraid to have them switch to another tag game. Tag games to choose from for today are: freeze tag, partner tag, high-five tag, and tunnel tag. Look in your appendix to see how each is played. This portion of the class should last 2-5 minutes, depending on how much time you have.

Instruction: There is no one single skill that will be focused on. Rather, students will be shown a variety of activities. The teacher (or knowledgeable student) should demonstrate each activity before the rest of the class attempts it. After students are shown the activity, they should practice it for a bit before the teacher calls students together to work on the next skill.

Activity: Try these activities:

- Heel Click – Jump with both feet into the air and click the heels together before landing. If a student can’t jump high enough, have the student jump off an object that is a foot or less off the ground.

- **Jump Frog** – Jump over a partner who is in a squat position. Place hands on the partner's back to help jump. Have students spread throughout the area. Half the students should squat, and the other half should be the jumpers.
- **Rooster Hop** – Stand, placing the left foot behind the right knee, then grasp the left foot with the right hand. Hop forward, backward, and sideways. Repeat the activity with the other foot. The teacher can have students hop a course if possible.
- **Kangaroo Jump** – Students should place a playground ball between the knees. They should jump forward without dropping the ball. Teachers can make this into a relay race or set up a course for students to hop through.
- **Mule Kick** – Start with weight on the hands and the feet (all fours). Tuck the head and kick both legs into the air. Make sure there is sufficient space between students to avoid collisions.
- **Knee Walk** – Kneel on a mat, reach back with the hands and grab the ankles. Students should walk on their knees on the mat.
- **Head Stand** – Form a triangle with the hands and forehead on a mat. Push off the mat with the toes of both feet and raise the body to at least a halfway position. A partner can help raise and hold the feet. Students should tuck their head if they begin to lose balance. This can also be done next to a wall so that students can use the wall to stabilize themselves.

2nd Lesson: You can repeat many of the above activities if you want to help students master them. The following fun activities can also be done. They are cooperative activities that are meant to be used to help teach students to work together.

Inuit Blanket Toss – First you must find a safe blanket to use for tossing. You will need a strong canvas blanket that will not tear. Drop cloths or other heavy rugs or blankets can be used. The blanket should be roughly circular and about 10-12 feet in diameter. Smaller blankets can be used for smaller children as long as they are tossed in a gentle fashion. It is important that the tossers have a good grip on the blanket. For this reason you may even want to sew handles around the edge. When first learning to toss it may be a good idea to use an object. Tossers must also learn to move together with the blanket to try to catch the object (person) in the middle of the blanket in case the object is tossed off at an angle. The person being tossed should be in the middle of the blanket. The first time they may kneel and after a while if they are comfortable enough, they may stand. Begin with a few gentle tosses. When the object (person) lands on the blanket, the catchers should give with the blanket to ease the landing.

Competitive Circle Contests – Divide the students into two groups. Each group forms a circle that should be the same size. It may be beneficial to mark circles on the floor or ground to keep them the same size. The players in each circle are numbered. When the teacher calls a number, the student with that number goes to the center of the opposite circle. They will compete for their team against the other team's circle in the following two activities:

1. *Circle Club Guard.* The center player guards a bowling pin or similar object. The rest of the students that form the circle have a ball and try to knock the pin down. Students must roll the ball at the pin. They can also pass the ball around the circle to try to get the center player off balance.
2. *Touch Ball.* The circle players pass the ball from one to another while the center player tries to touch it. The center player who touches the ball first wins a point for his respective team. In case neither player is able to touch the ball in a reasonable period of time, the action should be cut off without awarding a point.

Second Grade

Lesson 18: Apparatus Gymnastics

Objective: Many gymnastic activities use apparatus during their events. We will focus on some of the simpler and easier apparatuses that are used. Learning on an apparatus gives students a different feel and makes balance a bit more difficult. The balance beam forces students to walk foot over foot in a straight line. Students will also use other small objects that give variety to the class. Finally students will begin to learn how to use hand vaults over objects. Many gymnastics activities require a good grip and upper body strength. Remind students that we worked on developing strength earlier this year. They will need to continue to work on it during this lesson.

Materials: Balance Beam
Bars set at 5ft. and 2ft. high
Hula Hoop, Beanbag, Jump Rope
Foot-High Stationary Object to vault over
Playground Balls
Mat
Goals

Set-Up: Outdoors or gym

Skills: Upper-Body Strength, Hopping, Jumping, Grips, Balance, Kicking

Lesson:

Warm-up: Size Differences – Have students run into the gym. After they are spread about the room, have them freeze. The following activities stress size differences they can make with their bodies. They are intended to help them warm up and loosen up. 1) Have them imagine being a balloon. Suck in air and make the body bigger. Then imagine being popped with a pin. 2) Have them find a partner. One becomes a giant towering over the other who becomes a dwarf. Have them switch places. 3) Pretend they are chicks in eggs. Feel around the inside of the egg until they find a weak spot and are able to slowly break out. When out, they should flap their “wings.” 4) Start out as a small darting fish trying to get away from other fish. Become a large, slow-moving whale. 5) Starting with a spark on the hand, become a spark which grows into a large fire. Then slowly die out until the fire is gone and the individual is just a pile of ashes. Repeat any activity if you have more time.

Instruction: Many of the balance beam activities have been done before. The instruction in this lesson will focus on vaulting. The basic and beginning vault is essentially a bunny hop over an object with the hands resting on that object. The hand vault is the building block leading up to the handspring and the cartwheel. You will need objects no more than a foot high. The objects should not slide easily on the ground. Students should follow these notes to complete the vault:

- Face the object.
- Place both hands on the object, perpendicular to the body, and keep the feet in place (a twist at the waist will be needed).
- Hop with both feet (mule kick) over the object while keeping the hands on the object.
- Keeping the hands in place, hop back over to the starting position.
- With more trials, students should be encouraged to kick the feet higher in the air above the body.

Activity: These activities focus on many aspects of gymnastics. You can set them up as Stations, or you can have the whole class work on one activity at a time. The teacher should be spotting near objects like the balance beam.

Balance Beam Activities

1. Walk forward on heels, backward on tiptoes.
2. Crawl forward, then backward.
3. Walk to the middle of the beam, balance on one foot for a count of 5, then walk back to the starting place.
4. Walk to the middle of the beam, kneel on one knee, rise and walk backward to the starting place.
5. Walk to the middle of the beam, squat for a count of 5, rise and walk sideways to the starting place.
6. Make up stunts on the beam. For example: hop on one foot, jump, stork stand, skip, or gallop several steps.

Small Apparatus

1. Balance a hoop on different parts of the body.
2. Jump through a hoop.
3. Crawl through a hoop.
4. Balance on a beanbag.
5. Jump rope.
6. Jump over wands or bars.
7. Mount and dismount a bench.

Bar Work – Set up two bars, one at 5 ft., the second at 2 ft.

High Bar – Put a mat under the bar and spot the student.

1. Do a chin-up.
2. Do a pull-up.
3. Swing on the bar.

4. Grip the bar, lift the feet up to it, and slip through the hands for a backward somersault.
5. Switch grips while holding onto the bar.

Low Bar

1. Climb over the bar.
2. Grip the bar, hop up momentarily onto it, and hop down.
3. Jump over the bar.
4. Grip the bar and swing underneath it.

2nd Lesson: Repeat the above warm-up, instruction, and activities, especially if you didn't complete the activities. If you have more time you can play the following game. Crab soccer is a great game for developing the upper body strength used in gymnastics.

Crab Soccer – Students should be split into two different teams. In this activity you won't have to have too large an area, as students are prone to become tired quickly. Set up goals using cones at either end of the playing area. Use four to five soccer balls (or more) for this game so that students can have as much time with the ball as possible. Players should start out in the crab walk position. The ball is moved around by using the feet, just like in regular soccer. This game can be a bit slow-paced, but is fun and helps to build upper body strength. Designate an area in front of the goal where only the goalie can play. Often as the ball nears the goal, the goal mouth can get quite crowded. In crab soccer, however, the goalie is not allowed to use his hands. He is essentially a field player whose job is to watch the goal. All other soccer rules apply. Balls may accidentally hit hands, and you will have to let that go, but an intentional striking of the ball with the hand should be penalized. If the ball does go out of bounds, a player from the opposing team may stand up to go retrieve the ball, set it back on the line, and kick it back into play from the crab-walk position.

Second Grade

Lesson 19: Parachutes

Objective: Parachutes can be enjoyed by all students. The size of the parachute you have will determine the number of students who can participate. If you do not have a parachute, a large sheet may suffice (you may need a small hole in the middle to allow the air to escape). Parachutes allow for a wide range of fitness objectives to be achieved: strength, coordination, timing, endurance, and cooperation. Parachutes focus specifically on upper body strength and grip. Many movements and rhythms can be developed through the use of the parachute. Students usually love playing with parachutes because it allows all the students to play and to be successful. It is an activity that they don't always get a chance to do since parachutes are usually only used in PE.

Materials: Parachute
Jump Ropes
Bean Bags
Balls, Small Balls, and a Cageball
Goals

Set-Up: Outdoors or gym

Skills: Upper-Body Strength, Grips, Cooperation, Arm Endurance, Listening

Lesson:

Warm-up: Direction and Level – Have students run into the gym and allow them to move about until they are spread out. Have them freeze. 1) Have them pretend they are about to paint a wall. Have them paint all the way up to the ceiling and down to the floor. Have them go far left and far right with long, even strokes of the roller or brush. 2) For the next activity the students should follow the teacher's arm movements as they move. They should move forward or backward, jump up, crouch down, or move sideways depending on the position of the teacher's arms. 3) Use your voice, instruments, or objects to make high and low sounds. Students move accordingly with the sounds. 4) Lie down as flat as possible; jump up quickly to make yourself as high as possible. 5) Swing legs and arms forward in an exaggerated movement. Do the same backwards and then sideways. Repeat any activity if you have more time.

Instruction: Instruction during this lesson will focus on reviewing the basic skills needed to handle a parachute. Go over the following ideas with the students as they use the chute:

- Overhand Grip – Slightly roll up the chute and grip with the hands on top of the chute.
- Underhand Grip – Slightly roll up the chute and grip with the hands under the chute.
- Sidearm Grip – Stand sideways to the chute; use one hand to grip it.
- Raise the chute up together and slowly bring it down to allow air out.
- Hold the chute with a sidearm grip, and all students walk in a clockwise rotation together.
- Introduce these terms:
 - Inflate: Have all students lift up on the parachute and fill it with air.
 - Deflate: After filling the parachute, bring the hands down and let the air slowly come out until the parachute empties and is flat.
 - Dome: Students lift their hands over their heads, raising the parachute to create the illusion of a dome.
 - Float: Students lift the parachute into a dome position. When it is at its highest point, gently let go of the parachute and let it fall to the ground.
 - Mushroom: Students inflate the parachute and lift their hands over their heads. Keeping their arms overhead, each walks three or four steps toward the center. The arms are held overhead until the parachute is deflated.

Activity: These fun activities are a great way to teach students to work together and be patient with one another. Following directions is also very important when using a chute since everyone has an important job. Students should wait until all directions are given before doing any of the activities.

Exercise Activities

Toe Toucher – Sit with the feet under the parachute and hold the chute taut with a two-hand grip, drawing it up to the chin. Bend forward and touch the grip to the toes. Return the parachute to the stretched position.

Curl-Up – Extend the body under the parachute in curl-up position, so that the chute comes up to the chin when held taut. Do curl-ups, returning each time to the stretched chute position.

Dorsal Lift – Lie on stomach, with head toward the parachute and feet pointed back, away from it. Grip the chute and slide toward the feet until there is some tension on it. Raise the chute off the ground with a vigorous lift of the arms, until head and chest rise slightly and momentarily off the ground.

V-Sit – Lie on back, with head toward the chute. Do V-Sits by raising the upper and lower parts of the body simultaneously into a V-shaped position. The knees should be kept straight.

Backward Pull – Face the parachute and pull back, away from its center. Pulls can be made from a sitting, kneeling, or standing position.

Dome Activities

Students under the Chute – Tasks for under the chute can be specified, such as turning a certain number of turns with a jump rope, throwing and catching a

beanbag, or bouncing a ball a number of times. The needed objects should be under the chute before the dome is done.

Number Exchange – Children are numbered from one to four. The teacher calls a number as the dome is made, and those with the number called must exchange positions by going under the dome before the chute comes down. Locomotor movements can be varied.

Punching Bag – Children make a dome and stand on the edges. They then punch at the chute while slowly and gently walking the edges of the chute toward the center.

Activities with Equipment

Popcorn – Place a number of beanbags or small balls (six to ten) on the chute. Shake the chute to make them rise like corn popping.

Cageball Elevator – A 2-foot cageball is placed on the chute. On signal, the class elevates the chute and allows it to make a mushroom. Just before the chute with the ball on it reaches its apex, youngsters snap the chute to the floor. Done correctly, the cageball should be elevated to the ceiling.

Team Ball – Divide the class in half; each team defends half the chute. Using from two to six balls of any variety, try to bounce the balls off the opponents' side, scoring 1 point for each ball.

Other Activities

Merry-Go-Round Movements – Merry-go-round movements, in which children rotate the chute while keeping the center hole over the same spot, offer many opportunities for locomotor movements. Many can be done freely or rhythmically to the beat of a tom-tom. Use many locomotor movements such as: walking, running, hopping, skipping, galloping, sliding, grapevine. The chute can be held at different levels while doing these activities. Holds can be varied between one-hand and two-hand grips.

Shaking the Rug and Making Waves – Shaking the Rug involves rapid movements of the parachute, either light or heavy. Making Waves involves large movements to send billows of cloth up and down. Waves can be low, medium, or high. Different types of waves can be made by having children alternate their up-and-down motions, or by having the class work in small groups around the chute. These small groups take turns showing what they can do. For a more demanding activity, children can perform locomotor movements while they shake the rug.

Chute Crawl – Half the class, either standing or kneeling, stretches the chute at waist level parallel to the ground. The remaining children crawl under the chute to the opposite side from their starting position.

2nd Lesson: Repeat the warm-up from above or use the exercises with the parachute for your warm-up. Students usually love parachute activities because they aren't something students can do at recess or at home. If you have a second lesson, it would be recommended to repeat many of the activities above, repeat activities from previous years (see First Grade Lesson 24 and Kindergarten Lessons 27 and

28), or have students develop their own games. If you do not use a parachute for the second lesson, use a game students enjoyed earlier this year, or play one of your own.

Second Grade

Lesson 20: Throwing Games

Objective: The next few lessons (20-24) will focus on one skill at a time and will demonstrate fun ways for students to work on those skills. Students have had a chance to practice these skills earlier this year. They will now begin to develop these skills while playing games. This will require students to focus on the skill while using decision-making skills. The next few lessons will also use stations for the warm-up. Follow the directions in the warm-up for this lesson and continue them in each lesson that follows. This lesson will focus on throwing.

Materials: Playground Balls
Tennis Balls
Jump Ropes
Beanbags
Timer
Goals

Set-Up: Outdoors or gym

Skills: Throwing, Running, Catching, Tracking

Lesson:

Warm-up: Stations – The first time you do stations, you may have to take some time to explain them. After that, students should know where to go and what to do if you keep things the same. The number of stations you have will be determined by the number of students you have. Also, the number of students that start at a station will vary because each class will have a different amount of students. It is up to the teacher to make these decisions about which stations to keep. Before you get to the gym, you should instruct students how many of them will be at a station. When you get to the warm-up area, the students should go to a station, and once the number of students is there, other students should find a different station at which to start. You can determine how much time students spend at each station. You can determine a signal (whistle; saying, “Switch;” music that pauses every time) that lets students know when to switch stations. Also determine if students should rotate stations clockwise or counter-clockwise. The stations have two purposes: to warm the students up and to allow them to practice. Choose from the following ideas for your stations:

- Jumping Ropes - stay in the area

- Run Laps – Students at this station should run around the outside of all the stations.
- Push-Ups – as many as they can do
- Sit-Ups – as many as they can do
- Sport Skill – Depending on your skill for the day or unit you are doing, have students work on this (for example, dribbling a basketball or shooting while doing a basketball unit).
- Shooting Baskets
- Throwing a Ball
- Jumping Jacks
- Squat-Thrusts
- Stretching

Instruction: Review these cues and aspects of the throw with students that were practiced earlier this year (Lesson 3):

1. Set up in a T-position standing sideways to the target.
2. The wind-up phase: Students will move the throwing arm in a backward and then over-the-top arc as the front foot begins the forward stride.
3. As the throwing arm comes over the top, their hips and upper body will rotate so that their shoulders end up squaring to the target.
4. They should follow through and end up with the throwing arm pointing to the target. As the body falls forward, the back leg (or the leg on the same side as the throwing arm) should come forward.

Practice: Have students find a partner. Practice throwing with each other for 3-5 minutes.

Activity: Listed below are activities that stress throwing accuracy while students have to make decisions. You can play as many of them as you like. If you don't use some activities, you can save them for other times during the year.

Long Shot – Divide the students into two teams. Each team should start with 3 or 4 balls. Each team must stay on its half of the gym. The object for players is to throw the ball and hit the back wall of the opposing side in the air. A point is scored every time the wall is hit. Players without balls attempt to block the ball from hitting the wall. A scorekeeper should be placed by each wall to help keep score. The first team to 10 points wins. After a win have both teams switch sides. If you play outside and do not have a gym, you can have the soccer goals moved closer, and students have to throw the ball into the goal. You can also use fences if they are close enough.

Variation: If the gym has a basketball backboard, put it into play. When a player hits the backboard, they yell out, "Bingo," and the scorekeeper subtracts a point from the other teams total. This is a way to keep the scores close.

Bullet Ball – Divide into two even teams. Place 5 or more basketballs on beanbags on the centerline. Have each team throw tennis balls (or similar balls) at the basketballs from behind a restraining line in an attempt to knock the balls

off the bags. The team knocking the most balls off the bags wins. Use many (20 or more) tennis balls so that everyone has plenty of chances to throw the balls. Make sure players throw the ball rather than toss or roll them.

Beanbag Ball – The number of students you have will determine if you need to have one or more of these games going at once. A team should consist of 5-8 students. Two teams will play each other. The object is for the team to advance the beanbag across the endline by throwing and catching it. The other team may try to block or intercept the beanbag once it is thrown. Once a catcher catches the beanbag, they may not be interfered with. Any beanbag that is not either caught, or is blocked, is awarded to the other team. Once players catch the beanbag, they cannot move. Passing the beanbag to a partner across the endline results in one point being earned. To encourage participation by everyone, do not allow players to throw the beanbag back to the player they just got it from.

Bombardment – Divide players and the playing area into two even sides. Players may go anywhere on their side but may not cross the middle line. The object for students is to eliminate the other team's players by hitting them with balls below the shoulders. Play with soft or semi-deflated balls. Players can also be eliminated when they throw a ball and a member of the other team catches it out of the air. Play continues until one team is eliminated. Give each team several balls at the beginning of the game to keep it moving.
Variation: If a player catches a ball, a player can call back a member of their team who has been eliminated. Players should come back in the order they were eliminated.

2nd Lesson: Repeat the warm-up and practice from above with your students. You probably didn't have enough time to do all the activities. You can try a new one or play the same one you used during the previous lesson. Make sure to stress throwing with proper form.

Second Grade

Lesson 21: Catching Games

Objective: This lesson will focus on catching. Catching is often associated with throwing since one usually throws a ball in order for it to be caught. This lesson will focus on the aspects of a proper and mature catch form. Students should be reminded to use the proper throwing form, but the teacher should concentrate on the students' attempts to catch the ball. Students should begin to master catching the ball with just the hands and being able to control the ball. Larger playground balls may still present problems when trying to catch with just the hands, but encourage students to do so. Smaller balls should be caught with the hands only.

Materials: Playground Balls
Tennis, Wiffle, or Foam Balls
Jump Ropes
Bases
Timer

Set-Up: Outdoors or gym

Skills: Catching, Throwing, Jumping, Running

Lesson:

Warm-up: Stations – Use your rotation of stations that you set up before. Keeping the same rotation will help students learn to properly use stations. Use the same amount of time for each station. It is up to the teacher whether to keep students in the same groups for stations or to make new groups each time.

Instruction: Review these cues and aspects of the catch with students that were practiced earlier this year (Lesson 2):

- Tracking – The most important aspect to catching is tracking the ball with the eyes. The eyes send the messages to the brain about where and when to move.
- The hands should be out in front of the body with the elbows slightly flexed.
- The hands should not be flat, but relaxed so that they are slightly curved.
- The tips of the thumbs and pointer fingers should be about 1 inch apart from each other (it will make a diamond shape between the hands). Use the cue word 'diamond.'
- The hands and arms should absorb the ball as it contacts the hands.

Practice: Have students find a partner. Use smaller balls such as tennis, wiffle, or small foam balls. Practice catching with each other for 3-5 minutes. The teacher should observe students as they are practicing.

Activity: Below are some activities that make catching an important aspect of the activity. Often when playing competitive games, students become so caught up in the game that they forget to focus on making a good catch. Often they want to hurry up and throw the ball to the next point, so they fail to make the catch. Stress to students that they should first make sure they have a good catch and then pass the object on.

Complete the Circuit – Divide your class into two groups. One group will be the throwers and the others will be the runners. The throwers form a circle, and the runners make a line to the right of the circle. When the teacher says, “Go,” the throwers throw the ball around the circle while the runners run around the outside of the circle of throwers. The ball must go around the circle of throwers the same number of times as there are runners (for eight runners, the ball must be thrown around the circle eight times). During this time, each runner takes a turn running around the circle. The team that finishes first wins. Then teams should exchange positions. Adjust the amount of space between the throwers so that both groups will finish at about the same time.

Beat the Ball – This game is best played on a baseball diamond, but you can set up your own bases. Play this game with two teams and a playground ball. The “batter” throws the ball out into the field of players and then begins to run around the bases until he reaches home. The fielding players retrieve the ball and throw it to first, then to second, then to third, and finally to home. If the runner reaches home before the ball does, a run scores; if not, it is an out. All players on a team should “bat” before they change sides. Remind students that they can pass the ball faster than a person can run. So even though it will seem like the “batting” team is behind, they shouldn’t give up but keep trying.

End Ball – Divide the students into two teams. Each team then will be split into three groups. One-third will be catchers, one-third will be throwers, and one-third will be blockers. A line of throwers of Team A try to throw the ball to the catchers of Team A. The blockers from Team B try to block the ball being thrown by Team A. If the catchers catch the ball, they earn a point for their team. Play continues to 15 points. Stress jumping and catching. Different types and numbers of balls can be used.

2nd Lesson: Repeat the warm-up and practice from above with your students. You probably didn’t have enough time to do all the activities. You can try a new one or play the same one you used during the previous lesson. Continue to stress proper catching form with the students as they play their games.

Second Grade

Lesson 22: Kicking Activities

Objective: This lesson will focus on kicking. The type of kick that we will focus on is the instep kick that is often used in football and kickball, and for shooting in soccer. During this lesson students will have an opportunity to review and practice the proper form of the kick. Students will then use this kick in a variety of activities that will test their abilities to kick the ball accurately as well as for distance. Remind students that when trying to kick the ball, trying too hard often can lead to mis-kicks. Students have to find the happy medium between strength and control.

Materials: Playground Balls
Soccer Balls
Jump Ropes
Hula Hoops
Bowling Pins (or 2-liter bottles slightly filled)

Set-Up: Outdoors or gym

Skills: Kicking, Trapping, Throwing, Catching

Lesson:

Warm-up: Stations – Use your rotation of stations that you set up before. Keeping the same rotation will help students learn to properly use stations. Use the same amount of time for each station. It is up to the teacher whether to keep students in the same groups for stations or to make new groups each time.

Instruction: Review these cues and aspects of the kick with students that were practiced earlier this year (Lesson 4):

- Students should run up to the ball. Rather than starting a step or two away from the ball, students should start 4 or 5 steps away so that they can work on timing.
- Make sure that the kicking leg is slightly flexed at the knee and hip.
- Make sure that the ankle is rigid. The toe should be pointed down so that the ball is struck with the laces of the foot. A rigid ankle will help with accuracy and power.
- The last element to add is the rotation of the hips. As the ball is driven, students should slightly rotate at the hips so that a right-footed student will rotate counterclockwise and a left-footed student clockwise.

Practice: Have students find a partner. Use playground balls or soccer balls. Students should kick the ball back and forth between their partners. Practice this skill for 5-8 minutes, observing the students and helping those who need help with their kick. Encourage students to try to kick the ball in the air. Another element you can add is to challenge the kicker to get the ball right to their partner without them having to move.

Activity: Use the following activities to work on kicking with students:

Kick and Toss – This game is played like a relay game. Divide the class into two groups. Each group should line up single-file behind a starting line. The first student in the line (the fielding player) walks forward to a marked spot 10m away. The next player in line has a ball, sets it on the ground, and kicks it to the fielding player. The fielding player traps, catches, or picks up the ball, runs with the ball, and hands it to the person at the front of the line. He then continues to the end of the line. The kicker, as soon she kicked the ball, has run to the spot where the fielder was. The students repeat this action until all students have kicked the ball. The first team to complete the kicking wins. Mix up the teams and repeat.

Kickball - Divide the students into two teams. This game is played the way that softball and baseball are played. Players are allowed to tag players out with the ball while running. You can have a whole team bat, or you can play three outs, whichever provides the most opportunities for players.

Kick Bowling – Divide students into teams. Set up pins as in bowling (you can also use 2-liter bottles slightly filled with water). Players kick a ball down the “alley” as in bowling. It is up to the teacher how to score the game. Bowling scoring can be taught, but it can be difficult. Otherwise the teacher can just have students work on math skills by adding up the totals from each time they bowl.

Hoop Kick – If you have a larger class, you may want to set up several of these play areas. Set several hula-hoops around the play area. Determine the number of kicks each student will get. Students are to kick the ball from a set place and try to get the balls to hit inside a hula-hoop. The scoring can be determined by the teacher. Giving a score for stopping the ball in the hoop can be considered. The other option is to give a point for landing the ball out of the air into the hoop before it continues on. Both are important for working on accuracy.

2nd Lesson: Repeat the warm-up and practice from above with your students. You probably didn't have enough time to do all the activities. You can try a new one or play the same one you used during the previous lesson. Continue to stress proper kicking form with the students as they play their games.

Second Grade

Lesson 23: Trapping Activities

Objective: This lesson will focus on trapping, which is most often used in soccer. It will teach students to control the ball with their feet rather than with their hands. Trapping also teaches students how to control and absorb an object as it comes to their body. Trapping is a way in which students will learn how to use various parts of the body other than the hands to control an object. This will help students to work on getting over some fears of an object coming toward them. The more tools they have to control an object also gives them more protection. Encourage students during this lesson to use all parts of the body. Trapping will also help students to develop coordination with all parts of their bodies.

Materials: Playground Balls
Soccer Balls
Jump Ropes

Set-Up: . Outdoors or gym

Skills: Kicking, Trapping, Throwing, Balance, Agility, Strategy

Lesson:

Warm-up: Stations – Use your rotation of stations that you set up before. Keeping the same rotation will help students learn to properly use stations. Use the same amount of time for each station. It is up to the teacher whether to keep students in the same groups for stations or to make new groups each time.

Instruction: Remind students of six important traps learned in First Grade (Lessons 21 and 22) and Second Grade (Lesson 9). The six are: Bottom-of-foot, Side-of-foot, Stomach, Chest, Thigh, and Head Trap (remind students to keep the mouth clenched and to trap the ball with the hairline area of the forehead for a safe Head Trap).

- Remind students that the main aspect of the trap they learned this year was to “absorb” the ball.
- Just before or as the ball hits their bodies they want to slightly move so that their bodies “catch” the ball.
- Students want to keep the ball from bouncing too far away after it hits their bodies. This way the ball stays close to them so that other students can’t steal the ball in a game.

Practice: Have students find a partner. Use playground balls or soccer balls. Students should stand about 2m from their partner. Have them toss the ball to each other so that they can trap the ball with different parts of the body. Have students do this for 5-8 minutes. Challenge students to trap the ball so that after a trap the ball is right under the foot.

Activity: Use the following activities to work on trapping with students:

Kickaway – Have players form a circle. One player should have a playground ball in the middle of the circle. The student kicks the ball using the inside of the foot to any other player in the circle and then joins the circle. The player to whom the ball goes should trap the ball and then kick it to another. The circle players continue to kick the ball around the circle until it goes outside the circle. Count the number of kicks that are made. You can make this more challenging by dividing students into other circles and challenging groups to improve or to beat other scores. Mix up the students every once in a while to keep things different.

Line Soccer – Divide the students into two teams. Draw two goal lines at opposite ends of the field and station a team behind each line. One or more players from each team go to the center of the field. Drop the ball between them. They then play against each other and try to kick the ball past or over the opponent's goal line. The rest of the students on the line try to block the ball using any part of the body except for the arms and hands. A violation of this rule scores a point for the other team. A point is scored when the ball crosses the line. The kick cannot be over the head of the players. Some strategy must be used by the players kicking the ball. Change center players every 30 seconds, or whatever time the teacher sees fit.

Tunnel Ball – One player stands in the center of a circle formed by other players each standing with feet apart, touching the feet of those on either side of them, thus forming a circle of tunnels. The center player rolls a ball, aiming so that the ball will go out through a tunnel. The center player must use some deception and strategy when attempting this throw. The center player may also kick the ball. Each player in the circle attempts to prevent the ball from leaving the circle by blocking it with parts of the body. The teacher nominates new students to be in the middle if the ball goes out of the circle or if the center player has been in too long.

2nd Lesson: Repeat the warm-up and practice from above with your students. You probably didn't have enough time to do all the activities. You can try a new one or play the same one you used during the previous lesson. Continue to stress proper kicking form with the students as they play their games.

Second Grade

Lesson 24: Striking Activities

Objective: Striking the ball with an object is a very important skill that is often used. Tennis, ping-pong, baseball, badminton, golf, and many other activities all make use of an object being held in the hands to propel a ball. Striking can be a difficult skill for some students to master. Students who are exposed to and are allowed to practice this skill at a young age will have more success as they get older and use this skill in many activities.

Materials: Playground Balls
Bats (or similar objects such as a stick)
Cones
Tees
Tennis or Wiffle Balls
Bases
Jump Ropes

Set-Up: Outdoors or gym

Skills: Striking, Jumping, Dodging, Running, Blocking, Catching

Lesson:

Warm-up: Stations – Use your rotation of stations that you set up before. Keeping the same rotation will help students learn to properly use stations. Use the same amount of time for each station. It is up to the teacher whether to keep students in the same groups for stations or to make new groups each time.

Instruction: Students should have a bat, stick, or similar object. Students will pretend the stick is a bat, tennis racquet, and golf club. Have students practice the grips used when holding each of these types of objects. After reviewing these grips, instruct students to hold it like a bat, and they will work on the swing used in batting, which was taught in Lesson 6. Review the following cues:

- 1) Hold the hands slightly away from the body.
- 2) The back elbow should be up and away from the body.
- 3) Bend slightly forward at the waist.
- 4) The hands should be back in the stance.
- 5) The front foot should stride forward as they begin to swing.
- 6) The hips should rotate.
- 7) The wrists should roll over as the student swings the bat.

Practice: Students should be given partners. Have students practice hitting a ball off a tee. One partner should retrieve the ball and bring it back to be put on the tee. Emphasize to students to use the proper form when hitting the ball. Practice this skill for 5-8 minutes. If you do not have bats and tees, you can use playground balls, and students can swing their arm as though it was a bat hitting a ball.

Activity: Use the following activities to work on striking with students:

Two Squares – Divide students into two teams. Each team should have no more than 4 players. Each team lines up single file behind its endline. A large square is drawn that is 5m on each side. A line is drawn across the middle of the square. The first player on each team then stands just over their endline. The object of the game is to continue playing longer than the other team. The first player on one team tosses the ball over the centerline causing it to bounce within the opponent's area. The opponent must strike the ball back before it bounces twice, or he is out. A player goes to the end of the line when out; all others in the line move up one place. The team that puts out all the members of the opposing team wins the game. A player makes an out by failing to strike the ball before it bounces twice, striking the ball and causing it to land outside the opponent's boundary, or striking the ball and having it hit in his or her own court before it goes over the center line.

Goalie – This game has a bit of its roots in cricket. One player tries to roll the ball between 2 cones from up to 6m away. Another player attempts to strike the ball so it doesn't go through the cones. Roll five times, allowing 1 point for each successful strike, 1 point for a successful roll. Then players change places. You can set up as many of these games as you like. This game has a bit of its roots in cricket. The teacher determines the size of the ball and what parts of the body can be used to block it. If the teacher decides, students can use a smaller ball to roll (such as a tennis or wiffle ball), and the striker can hold a bat to try to strike the ball with.

One Base: Divide the students into two even teams. This game begins to build the skills and knowledge needed to play softball or baseball. The batter hits the ball off a tee and then races to the base. The students on the fielding team need to get the ball and throw it to a student near the base, or they may run with the ball to the base. If the batter gets to the base first, the batting team gets a point. If the fielding team gets to the base first with the ball, the batter is out. Everyone on the batting team bats once, and then teams trade sides.

Bat Ball: This game will work well for small classes, especially if they have a hard time playing one base, which often requires more students. Divide the students into two teams (with larger classes you may want to divide into two games because you will want between four and eight students per team). The batter holds a larger ball (volleyball, playground ball, or beach ball) in the palm of her hand. She then hits the ball with her other hand. The batter then attempts

to run to the base (10m from home base) and back home. A fielder recovers the ball and tries to get the runner out by hitting the runner with the ball below the shoulders. To work on teamwork, the fielding team cannot run with the ball or hold the ball for more than three seconds. The fielding team then has to pass the ball around to an area where they can get the runner out. After three outs, teams switch sides.

Tunnel Ball – One player stands in the center of a circle formed by other players each standing with feet apart, touching the feet of those on either side of them, thus forming a circle of tunnels. The center player rolls a ball, aiming so that the ball will go out through a tunnel. The center player must use some deception and strategy when attempting this throw. The center player may also kick the ball. Each player in the circle attempts to prevent the ball from leaving the circle by blocking it with parts of the body. The teacher nominates new students to be in the middle if the ball goes out of the circle or if the center player has been in too long.

2nd Lesson: Repeat the warm-up and practice from above with your students. You probably didn't have enough time to do all the activities. You can try a new one or play the same one you used during the previous lesson. Continue to stress proper swinging (striking) form with the students as they play their games.

Second Grade

Lesson 25: Dodging Activities

Objective: Dodging is a skill that students use in many of their activities. It is often used to avoid being tagged or hit by a ball and in trying to get away from others. Working on dodging will help students develop quickness in their movement. Students also will work on and improve starting and stopping. Both skills are important not only in PE, but in many aspects of life. Another aspect of agility is the ability of the students to change quickly when reacting to instructions and directions given by the teacher.

Materials: Chalk
Whistle
Bowling Pin (or object that is tall and skinny)
Bandanas (or rope to tie legs together)
Hula Hoops

Set-Up: Outdoors or gym

Skills: Dodging, Running, Jumping, Tagging, Math Facts

Lesson:

Warm-up: Stations – Use your rotation of stations that you set up before. Keeping the same rotation will help students learn to properly use stations. Use the same amount of time for each station. It is up to the teacher whether to keep students in the same groups for stations or to make new groups each time.

Instruction: Instruct students that dodging is an important skill. It is needed to avoid things coming towards us that might hit us. It is also useful when we are running, walking, or to trying to go around something. To begin, students should assume a ready stance of:

- arms out to help balance
- legs shoulder-width apart
- knees bent
- weight evenly distributed on the balls of both feet
- body low to the ground

Practice: Have students get into neat rows and columns with at least an arms-length space in all directions. Give them four directions to move: forward (arms up), backwards (arms down), left (arms point to their left), and right (arms point to their right). The directions in parenthesis tell the teacher what to do with her

arms to help give visual directions to the students. You should also use verbal directions with the visual directions. Have students get into the ready position. Then have them move in the four directions following your commands.

Activity: Use the following activities to work on dodging with students.

Pin Snatch – Stand a bowling pin or similar object (cone or 2-liter bottle) midway between two parallel lines. (If there are enough objects, have one for every two players so that everyone participates each time; add scores for the two teams.) At the starting signal players run from opposite lines to the pin, where each of them has a choice: to try to win by picking up the pin and returning with it to his or her own goal line without being tagged by the other player, or to allow the other player to pick up the pin and then to try to tag him or her before returning to the goal line. The game is nearly always played with two equal teams, the players of each team running in succession until all have run, and each winner scoring a point for the team.

Plus-and-Minus Pin Snatch – This game is the same as the pin snatch except for the mental mathematics involved in determining which players should run. Number the players of each team consecutively starting with 1. Designate one team the plus team, the other team the minus team. Have a neutral leader call out two suitable numbers. The plus team adds these two numbers; their sum is the number of the runner. The minus team subtracts the smaller of the two numbers from the larger; the difference is the number of the runner. For example, if the leader calls out “6 and 2,” player 8 of the plus team runs against player 4 of the minus team.

Crows and Cranes – Mark the playing field with two parallel lines 6-9m apart. Mark two lines in the center to make a zone 1m wide. Two equal teams line up on the center lines facing each other, each with its goal line to the rear. Designate one team as crows, the other as cranes. The leader calls either crows or cranes. The team called flees to its goal line with the other team pursuing and tagging as many players as possible. Each player tagged counts one for the tagging team. Decide in advance the equal number of chases that constitute a game.

Variations: Instead of standing face to face, the teams stand back to back. Instead of standing, the players sit, kneel, or lie supine on the ground. A tagged player must give the tagger a ride back to the latter’s goal line. A player tagged on one chase becomes a member of the opposite team for the next chase. The game can continue until all players are on one team.

Three-Legged Race – Partners stand side by side and grasp each other around the waist with inside arms. Tie a bandana or a small rope around the legs. Have a goal in mind for the students to target. Have students race one another or play tag games.

Triple Change – Players form a circle and face the center. Each sits down within a hoop or chalk circle. Give each circle a number or name (apple, orange, peach). A leader stands in the center and calls a number or name. All players with that number (name) must change places. The leader tries to get a place or tag a moving player. The player who is left without a place or is tagged becomes the new leader.

2nd Lesson: Repeat the warm-up and practice from above with your students. You probably didn't have enough time to do all the activities. You can try a new one or play the same ones you used during the previous lesson. Instruct students to work on changing directions quickly. Have them try to improve their starting and stopping.

Second Grade

Lesson 26: Scooters

Objective: Probably more than any of the lessons this year, students will enjoy using scooters the most. Scooters are used by students as a means to move around so that they can be active doing something else. Students learn to work with partners as they push each other around. Steering a scooter also teaches students how to control and to anticipate what might happen in order to try to prevent crashes. Students must also be aware that when they push a scooter, they have to be responsible for the other students and be concerned with their safety.

Materials: Scooters
Whistle
Playground Balls
Cones
Bowling Pins (or objects that are tall and skinny)

Set-Up: Outdoors or gym

Skills: Scooting, Pushing, Stopping, Starting, Object Control

Lesson:

Warm-up: Stations – Use your rotation of stations that you set up before. Keeping the same rotation will help students learn to properly use stations. Use the same amount of time for each station. It is up to the teacher whether to keep students in the same groups for stations or to make new groups each time. You can also incorporate scooters into this warm-up.

Instruction: Have students find a partner and a scooter they can share with their partner. Students will take turns pushing each other around the gym, moving themselves, and trying different positions to use while on the scooter. Some positions students can try are: kneeling on the scooter, sitting Indian style on the scooter, sitting on the scooter with knees to chest, or lying on the belly on the scooter.

Here are some pointers for pushing others on the scooters:

- Put the hands in the middle of the back of the student being pushed. Pushing on top of the shoulders can cause a student to tip over.
- The student on the board should be careful of putting the hands on the side of the scooter, as hands can get caught between two scooters.

Practice: Set up cones around the area. Have students take turns pushing their partners through the course. This way they get to practice turning and directing while moving. Next have students race from one end to another. When they get to one end, have them switch partners. This way they practice starting and stopping. Repeat both of these practice exercises a few times. Have students try them while sitting in different positions. Lastly, have each set of partners pick up a playground ball. They should try to knock the ball around with a free hand.

Activity: These fun activities can be used as students begin to learn to be on a scooter. Spend no more than 2-3 minutes on each activity.

Russian Slide – Sit on the scooter; push themselves across the room keeping their hands across their chest after pushing.

Airplane – While sitting on the scooter, push off and then put the hands out at the sides like an airplane.

Rowing – Sit on the scooter with feet together and off one side like sitting on the seat of a rowboat. Using the arms and legs together, push off with the feet and move the hands together like rowing a boat.

Caterpillar Crawl – Kneel on the board and pull self along using both arms at the same time.

Cat Sneaking Up On Mouse – Kneel on the scooter. Slowly stretching out one hand at a time, pull self along.

Reverse Gear – Kneeling on the scooter, push with the hands backwards.

Swimming – Lie face down on the scooter and pull self along using both arms together, then alternately.

Floating – Lie face up on the scooter and propel self ipsi-laterally (right arm and right leg together, left arm and left leg together), contra-laterally (opposite arm and leg moving together), and bilaterally (both arms and legs together). After pushing off, roll across the room.

The following activity can be used if you get done with the previous activities and have more time during your class.

Scooter Ball – Divide the students into two teams. This game can be played two different ways depending on how many scooters you have. If you have enough scooters for all, then all students can play at the same time. If you don't have enough scooters for all people, have students on the same team pair up; one will be the pusher, the other the rider.

Set up two goals on either end of the area. Use playground balls; the number of students will determine the number of balls you need. Only students on the scooters are allowed to hit the ball. They must use their hands to propel the ball to try to score a goal. A goalie on a scooter may be used.

2nd Lesson: Repeat the warm-up. You can use the first set of activities from the above lesson as your warm-up. When done with this, you can play the following game or play Scooter Ball again.

Scooter Bowling – You will need bowling pins (or 2-liters partially filled with water) set up just as in a bowling alley. You will need various bowling lanes set up so that as many students as possible can play. One student sits on the scooter while another pushes them down the lane. About 5m before the pins is a line that the pushing player cannot cross. Once they get to this line, they have to let the student they are pushing go. Students on the scooter cannot put out their hands as they go through the pins. They have to keep them folded or holding onto the scooter. If possible, have students write down how many pins they knock down each turn. They can add these when they get back to class.

Second Grade

Lesson 27: I'm Growing

Objective: The last four lessons this year will focus on students and their own knowledge of their bodies and what they can do. This lesson will focus on the fact that students' bodies are growing. They are becoming taller, stronger, and gaining some weight. As changes happen, students will discover that their abilities also change. Students also have to adjust to those changes. All students adjust at a different rate. This lesson will teach students to be aware that their bodies are changing. Many of these activities were done in 1st Grade. Now they will get a chance to observe if there were any changes in their bodies since last year.

Materials: Box
Bench
Horizontal Bar
Beanbags
Hoops (or chalk or tape to draw or make circles)

Set-Up: Outdoors or gym

Skills: Strength, Balance, Running, Push-ups

Lesson:

Warm-up: Tag – Before you leave for the gym, instruct students that they are going to play _____ tag upon arriving and _____ is (are) “It.” If you feel they are lethargic, don't be afraid to have them switch to another tag game. Tag games to choose from for today are: freeze tag, partner tag, high-five tag, and tunnel tag. Look in your appendix to see how each is played. This portion of the class should last 2-5 minutes, depending on how much time you have.

Instruction: Instruct students about their growing bodies and how the changes that are happening affect their ability to do things. They may now be able to do things that they were unable to accomplish before. Other activities may be harder for them to accomplish. Ask questions about these observations and have students tell about some of the changes they have seen. Measure students' changes this year and record them on their Growth Chart.

Practice: There is no specific practice this lesson.

Activity: These activities can be used to help students' awareness about some of the growing that has taken place over the past year. As they do these activities, they should be aware of whether or not they are better able to do some of these skills.

Inchworm – Assume the push-up position. Keep the legs straight and walk the legs forward (keeping the hands in place). When the feet are close to the hands, walk the hands forward (keeping the feet in place). Repeat a few times. Decide if it is easier to be an inchworm with short or long legs.

Hang – Jump up to a horizontal bar with palms facing away from the face when gripping the bar. Hang with the feet off the ground. (The teacher should add their hands to the students' shoulders to add a light pressure and weight.) Decide if it is easier to hang with one's weight or with more than one's weight.

Over and Under – Crawl over a box and then roll under a 1-foot high bench. Decide if it is easier to get over the obstacle or under the bench if one is small or big.

Stretch – While standing against a wall, extend the arms and reach as high as possible.

Run and Leap – Run to a line and leap as far as possible. Decide if taller or shorter students can leap farther.

The following activities are not only fun games, but they also encourage students to improve their fitness.

Push-up Hockey – Two players begin by facing each other about 3 to 5 feet apart in the position of a push-up. One player is given a beanbag, and he starts the game by trying to quickly slide the beanbag on the ground through the opponent's arms. The opponent can block the beanbag with a hand or arm. Players alternate attempting. A point is awarded each time the player successfully slides the beanbag through the arms. Because of the need to slide beanbags, it's best to play this game on a tile or wood surface (hallway or gym).

Sitting Steal the Beans – Although this game isn't full of activity, it is a great "breather" in between other games. Two or three players sit cross-legged facing each other. A beanbag is placed on the floor directly in the middle of the partners. The game leader begins by calling out, "Ready," which informs students to place their hands on their legs. At any time, the leader will call out, "Right," or, "Left." The players react quickly by reaching for the beanbag with the hand that was called. A point is awarded to the player who grabs the beanbag.

Steal the Bean (push-up) – This game develops upper-body fitness, endurance, body control, listening, and reaction skills. The game is played exactly like Sitting Steal the Beans with one exception—players are now in the up position of a push-up. Scoring is the same as in Sitting Steal the Beans.

Over-the-Back Relay – One player begins in the up position of a push-up, holding a beanbag. The partner stands behind them. On a starting signal, the player in the push-up position tosses the beanbag over his shoulders high into the air so his partner can catch it. If the receiver catches it, she runs around the

thrower and immediately goes to a push-up position. The push-up player stands up and now becomes the next receiver. The players continue this alternating pattern until they reach the finishing line. The teacher can have students race as in a relay.

Beanbag Foot Tag – This game can be played with just a partner, or as a group activity. Each player starts with a beanbag. The object of the game is to tag the partner (or others) by throwing the beanbag underhand at the feet of the opponent, and at the same time, to avoid being tagged. A player is awarded a point for each successful tag. Play continues until one player has reached a predetermined number of points.

2nd Lesson: Since you have already discussed with students the aspects of the growth and changes of their bodies, there is no need to repeat the instruction portion of the lesson. Start out with the warm-up from above. You can repeat some of the activities used above. The game below can be used as well.

Clean Up Your Trash – This game provides a lot of cardiovascular fun! Arrange hoops (or you can mark or draw some circles on the ground) in four corners to form a square, each side being about 20 feet long. One player is to stand inside his hoop, or “house.” Two beanbags, the “trash,” are placed on the ground inside each hoop. Each player’s goal is to get rid of both their beanbags, one at a time, by depositing them into other’s hoops. On the start signal, each player grabs one beanbag, runs to an opponent’s hoop and places it on the ground inside that hoop. They then run back to their hoop and repeat the same process. They keep doing this until one player has no trash in his house and is standing in his house. A player cannot defend his hoop by preventing a player from placing a beanbag inside his hoop. However, he can strategically place one of his beanbags into an opponent’s hoop if he notices that the player is close to winning. Consider adding a beanbag to each hoop, so that each student starts with three, if the game is too easy.

Second Grade

Lesson 28: I Have Muscles

Objective: This lesson will focus on students' growing muscles and their awareness of them. As students age, their muscles will become stronger and larger. This will give the ability be faster, throw farther, and do many activities with more power. In this lesson students will measure their strength by doing some activities that will wear them out.

Materials: Cones
Playground Balls (or similar balls)
Horizontal Bar
Activity Cards

Set-Up: Outdoors or gym

Skills: Strength, Balance, Running, Push-ups

Lesson:

Warm-up: Activity Cards – Instruct students that when they get to the gym, they should jog all around the gym. Once all students are in the gym, say, “Freeze,” and have a student select one activity card from your hand. (Instructions for making activity cards are in the appendix.) Tell them what activity the card says to do. Have them do this activity for 10-20 seconds. Try to have them do every activity card twice if time permits. This is a great way to review important locomotor skills and help students master them. Work with students who may need help with the coordination of these skills. (See the appendix for how to do each locomotor movement) This part of the class should last 2-5 minutes, depending on how much time you have.

Instruction: Have students sit down for a minute and teach them about how their muscles are growing. Ask them questions about how muscles are used when they are active. What makes strength? What happens to muscles when they are being used? When they are used too long? Instruct students that they can improve muscle strength and endurance. Lead them in a conversation about how they can do this as they get older. Tell them that their muscles are still growing. What does this mean for the future? How do growing muscles affect them right now? Review these muscles and what parts of the body they are in: biceps, triceps, pectoral, diaphragm, abdominal, quadriceps, and hamstring.

Practice: There is no specific practice for this lesson.

Activity: These following activities are intended to tire out students' muscles to see how long they can do these activities.

Arm Muscles - Students should jump up to a horizontal bar with palms toward the body. Hang as long as possible.

Grip Muscles – Hold onto a round object and squeeze it for as long as possible.

Sit-Up Muscles – Students should lie on their back with knees bent and feet flat on the ground by the buttocks. Place hands behind the head and sit up halfway in a sit-up position. Hold that position for as long as possible.

Leg Squeeze – Students must lie on their backs. Students should place a ball between the legs, near the ankles and squeeze the ball. After they have the ball in place, they should slightly lift the legs off the ground and keep them in the air as long as possible.

Upper Back Lift – Lying on the stomach with a partner holding the feet down on the ground, the student should raise the chest, head, and shoulders off the floor and hold for 10 seconds.

Lower Back Lift – This is the same as the upper back lift, except students raise their feet up off the ground.

After completing the above muscle tests, use the rest of the classtime to play some of these fun partner challenges. These games can be very challenging. Because students will be using force and pushing hard against each other, they need to be careful not to push too much and hurt the other individual. Godly students should be conscientious of others in such a way that they treat others better than themselves.

King of the Mountain – Mark a circle that is about 9-10 feet in diameter. Partners stand back-to-back in the middle. On a starting signal, the players push backwards using only their feet. The objective is to push the opponent of the circle. After each turn, players return to the middle and play again. Remind the players to not use their elbows and to keep their backs in contact with each other throughout the contest.

Crab Grab – The players begin in a “crab” position. On signal, the players use their feet and hands to force the opponent's bottom to touch the floor. If successful, a player is awarded a point. After each turn, the players return to their starting position and resume play. Players are not allowed to kick or punch. Instead, players are to use only grabbing and pulling movements.

Fake and Push – In Fake and Push, the objective is for a student to make her opponent lose balance without moving her own feet. Players begin by facing each other, about 2 to 3 feet apart, with the palms of both hands against each other. Players must stand with their feet together. Each player attempts to make her partner lose his balance by pushing, dodging, or feinting. Moving a foot, no matter how slightly, signifies a loss of balance. A point is awarded to the player that is successful at causing the loss of balance. After each turn, players return to their starting positions and resume play. Once the game starts the palms do not have to stay together. Moving the hands out of the way when the other player is

pushing may result in the pusher's momentum carrying him off balance. This strategy of feinting is often the key to winning.

2nd Lesson: Do the warm-up from the lesson above. Move then to the first set of muscle activities from the above lesson to see if students can improve their times from before. When you are done with these muscle activities, you can play some of the partner challenges from above or the game below.

Outside Billiards – With a line, mark off an area that is approximately 20 feet by 30 feet in size. Two cones are set two feet apart in the spots designated as “pockets.” Set up as many playground (or similar) balls in a tight formation at one end of the playing area, with the cue ball at the other end. The strategy used in this game is much like regular billiards. The goal is to pocket more shots than the opponent. The first player begins by kicking the cue ball toward the playground balls, trying to knock one of them into a pocket (through the cones). Any player that successfully makes a shot is allowed to keep kicking until he misses. After a missed shot, the next player begins her turn. Occasionally a playground ball may travel outside the boundary lines during the course of the game. When this happens, take the ball and place it at the spot on the “table” where it went out of bounds. If playing with two players to a team, each player alternates kicking chances. Scoring would remain the same as described above.

Second Grade

Lesson 29: I Have Air

Objective: Students should be taught that in PE and in many other instances in life the activities that they find themselves participating in will tire them out. The ability of a person to be able to last longer than others, is called anaerobic endurance. This is something that can be improved. People are able to improve their anaerobic endurance by exercising. God created each of us with lungs. We need to take care of them. It is the lungs that help us get oxygen into our blood. This oxygen then is taken in the blood to our muscles to help us be active. Students will learn in this lesson about their lungs, endurance, and how it affects their play.

Materials: Tennis Balls (or other small balls)
Playground Balls (or similar)
Timer
Frisbees
Cones
Handkerchief (or small flag that fits into a pocket)

Set-Up: Outdoors or gym

Skills: Strength, Balance, Running, Push-ups

Lesson:

Warm-up: Size Differences – Have students run into the gym. After they are spread about the room, have them freeze. The following activities stress size differences they can make with their bodies. They are intended to help them warm up and loosen up. 1) Have them imagine being a balloon. Suck in air and make the body bigger. Then imagine being popped with a pin. 2) Have them find a partner. One becomes a giant towering over the other who becomes a dwarf. Have them switch places. 3) Pretend they are chicks in eggs. Feel around the inside of the egg until they find a weak spot and are able to slowly break out. When out, they should flap their “wings.” 4) Start out as a small darting fish trying to get away from other fish. Become a large, slow-moving whale. 5) Starting with a spark on the hand, become a spark which grows into a large fire. Then slowly die out until the fire is gone and the individual is just a pile of ashes. Repeat any activity if you have more time.

Instruction: Instruct students to find a seat around you so that they can learn about the lungs,

air, and endurance. Teach students about the lungs: what they do, where they are located, and how students can harm them. Direct students in a conversation about how to improve endurance, what causes them to become tired, and how going slow or fast changes how quickly they get tired. Guide them in a conversation about how hard they breathe and how it affects tiredness. Instruct them that as they are being active, they should pay attention to how much air they are using.

Practice: There is no specific practice for this lesson.

Activity: These following activities are intended to tire students out so that they realize how much air they use. Many of them are running activities. If you have other fun activities or games students can play that will tire them out, feel free to add them to this lesson.

Be A Deer – Run 25m as fast as possible.

Be A Turtle – Jog slowly 25m and back.

Be A Rabbit – Set up a course of four cones for students to run around in slalom style. Students have to run to one end and back.

Kick and Run – Have a student kick a playground ball as far as she can; her partner will run out and return with it. Upon returning, the person with the ball kicks it as far as he can, and the other student should run out and get the ball. The teacher can determine how many rounds they should do.

Throw, Run, and Catch – Students should have a smaller ball (tennis). They need to toss the ball up in the air a little in front of themselves, run to get under the ball, and catch it. They should continue to do this for a set amount of time.

Timed Run – Set up two lines 25m apart. Tell students they will have two minutes. During that time, they need to see how many times they can run back and forth between those two lines.

After doing the above activities, students may need a minute to catch their breath and get a drink. When students return, you can have them sit down for 1 or 2 minutes and discuss with them what they learned about air. If you have time left in your lesson, the following Partner Challenges are fun activities for the students.

Knee Boxing – Partners begin by facing each other in a crouching position. On a signal, each player attempts to touch the opponent's knee with an open hand. Each time a knee is touched, the player earns one point. Play continues until one player has received 10 points. Players are not allowed to tackle, trip, or hang on to an opponent—touching the knee is the only kind of touch allowed. One variation to keep students from running, is to have them have to hold left or right hands. If you do this, this is the only other touch allowed.

Bear Tag – Mark off a circle that is about 8 to 10 feet in diameter. The two players start by facing each other in a “bear” position (on all fours) with a flag hanging from the back of their belt or back pocket. The objective is to “tag” the opponent by pulling his flag. The game begins with the two players circling and

making a variety of quick movements to position themselves for a pull of the opponent's flag. Players are to stay inside the circle, and they have to stay in a bear position as much as possible. Also, no wrestling, kicking, or any other form of rough play is allowed. A player who is successful at pulling the opponent's flag is awarded one point. After each turn, players return to their starting positions and resume play.

Push-Up Tag – Two players start by facing each other in the up position of a push-up. The objective is to make more touches on the opponent's hands than they make on yours. The game begins with the players attempting to tag either hand of the opponent, and at the same time, avoiding getting tagged. Players can use a variety of circling and feinting movements before going for a quick touch. A successful tag counts as one point. Play continues until one player reaches a predetermined number of points. Players must remain in a push-up position throughout the game.

Toe Boxing – Players face each other with their hands placed on the shoulders of their partner. Using their feet, each player tries to touch the toes of the other player. Each successful touch counts as a point. The first player to receive 10 points wins the contest. Players can circle and make feinting movements in order to make a quick touch. However, players must keep their hands on the opponent's shoulders at all times.

2nd Lesson: Do the warm-up from the lesson above. Move then to the first set of endurance activities to see if students can improve their endurance from before. When you are done with these activities, you can play some of the partner challenges from above or the game below.

Fitness Frisbee – This cross-country running/Frisbee throwing activity can be played in a variety of ways, but the overall objective for each player is the same—to finish the course with the least amount of throws. First, lay out a cross-country course. For younger children, the distance can be across a field or playground and back. For older players, it may be a mile loop or longer. On a starting signal, each player tosses his frisbee, runs to pick it up, throws it again, etc., until he has covered a certain distance and returned to the starting line. The objective is to cover the distance in as few throws as possible.

Variation – Consider having a series of targets that a player must hit with his frisbee while running the course. The objective of finishing the course in the least amount of throws remains the same as above. Another variation is to conduct the game as a race with an objective of being the first player back to the finish line regardless of the number of throws. If using this variation, implement a rule in which the players cannot run with their Frisbee in hand.

Second Grade

Lesson 30: I Exercise Regularly

Objective: Our last lesson this year will focus on how good, daily exercise is important to a healthy lifestyle. By exposing students to a variety of activities, they will have more choices of how to exercise. Emphasize to students that when we talk in second grade about exercise, we aren't talking about going jogging or lifting weights. We are talking about things that students can do each day that they enjoy and that will give them some exercise. A good way to measure exercise is through our breathing or heart rate. When they both increase during the day, we know that we are getting exercise through our activity.

Materials: Beanbags
Playground Balls (or similar)
Timer
Bowling Pin (or two-liter bottle slightly filled with water)
Frisbees
Cones or Hula Hoops
Number Cards
Jump Ropes

Set-Up: Outdoors or gym

Skills: Strength, Balance, Running, Push-ups

Lesson:

Warm-up: Direction and Level – Have students run into the gym and allow them to move about until they are spread out. Have them freeze. 1) Have them pretend they are about to paint a wall. Have them paint all the way up to the ceiling and down to the floor. Have them go far left and far right with long, even strokes of the roller or brush. 2) For the next activity the students should follow the teacher's arm movements as they move. They should move forward or backward, jump up, crouch down, or move sideways depending on the position of the teacher's arms. 3) Use your voice, instruments, or objects to make high and low sounds. Students move accordingly with the sounds. 4) Lie down as flat as possible; jump up quickly to make yourself as high as possible. 5) Swing legs and arms forward in an exaggerated movement. Do the same backwards and then sideways. Repeat any activity if you have more time.

Instruction: After the warm-up, have students take a seat and discuss exercise. Ask them

why exercise is important. What can they do each day during the summer to have fun and to get some exercise? What does exercise help prevent? Discuss these topics and more with students as you have a discussion about exercise.

Practice: Students will practice running for 3 minutes. Set up a course for them to run through. Emphasize that speed is not important; rather students just want to keep running or jogging for the full three minutes. After the run, ask students if this is the kind of exercise they would like to do each day? Stress that playing games outside or being active (fishing, hunting, doing yard work, etc.) can be ways to get the same exercise.

Activity: The activities that we use today will stress the idea of exercise through fun games. We want to use games that require a bit of aerobic exercise.

Frisbee Golf – Set up a golf course by placing hula hoops or cones about 30-50 feet apart in a scattered formation. The distance can vary depending on the age and ability of the players. Place numbered card in each hoop or on each cone to indicate the hole number. Have students each start at a different hole. This way all students are being active rather than waiting by hole number 1. The players throw toward the hole, trying to land the Frisbee in the hoop or hit the cone. They continue throwing toward the hole until they land the Frisbee in the hoop or hit the cone. The player with the fewest throws wins.

Variation: Instead of using cones or hoops, use natural objects such as rocks, trees, or poles. Almost anything found at home or in the schoolyard can be used. In fact, students will enjoy designing their own course.

Aerobic Bowling – Have students find a partner. Place a bowling pin (or 2-liter bottle) about 30 feet away from the spot where the roller is to stand. One player starts as the roller while the other stands behind the pin. The roller begins the game by rolling the ball toward the pin. The goal is to gain a “strike” by knocking down the pin. After releasing the ball, the roller runs toward the pin and switches places with the player standing behind the pin (who sets up the pin if knocked down). The players switch positions after each roll. If keeping score, the first player to reach a predetermined number of strikes wins the contest.

Beanbag Bocce – In this game the area to use is almost limitless. The first player throws an object a ways out there. Each player after that has two beanbags. In turn, the players each throw one beanbag at a time trying to land the beanbag as close as they can to the object. The player with the closest bag gets 3 points, the next closest gets 2 points, and the third closest gets 1 point. Because each player has two throws, it is possible for a student to score twice. The closest person gets to throw out the object the next time. The game continues until 15 points are scored. It is a good, legal strategy to knock another player’s beanbag away from the object.

2nd Lesson: Repeat the warm-up from above. Then go on to the practice portion and have students run according to the instructions. After that, you can repeat an activity from above or try some of these jump rope activities below.

Jumping rope is a great way to get some exercise, and it helps with more than just endurance. Jumping rope works on timing and jumping. Before getting started with the jump rope, some pointers are listed below.

Instruction:

1. The body should be in good alignment. An erect body works best.
2. The rope should be held by the index finger and thumb on each side, with elbows held near the sides of the body.
3. While turning, keep the arms at the sides of the body. Many children mistakenly lift the arms trying to move the rope overhead. This makes it impossible to jump over the elevated rope.
4. Turn the rope by making small circles with the wrists.
5. The landing should be made on the balls of the feet, with the knees slightly bent to cushion the force of the jump.
6. Introduce the terms 'Slow Time' and 'Fast Time' when the children are ready to jump with a turn of the rope. In slow rhythm, the player jumps over the rope, rebounds, and then executes the second jump. The rebound is simply a hop in place as the rope passes over the head. The result is two jumps for each turn. In fast-time rhythm, the player jumps one time for each turn of the rope.

Activity: **Two-Foot Jump** – This is often the first step children learn when introduced to the individual rope. Using either fast-time or slow-time rhythm, the player jumps over the rope with both feet together.

Alternate Foot Step – In the alternate-foot step, the jumper alternately shifts his feet as the rope passes under the feet, resembling a running-in-place pattern.

Double Side Swing Jump – Swing the rope once on each side of the body. Follow the second swing with a jump over the rope. Repeat the pattern of swing, swing, jump pattern.

Bird Jumps – This is similar to the two-foot jump, except the player alternately jumps with the toes pointed in (as in a pigeon walk) and with the toes pointed out (as in a duck walk). Repeat the toes in, toes out pattern.

Rocker Step – In performing this step, one leg is always forward in a walking-stride position. As the rope passes under the front foot, the weight is shifted from the back foot to the forward foot. Shift the weight from the front foot to the back foot after the rope passes underneath. The motion resembles that of a rocking chair going back and forth.

Straddle Jump – The jumper alternates a regular jump with a straddle jump. The straddle jump is performed with the feet spread shoulder-width apart. After the straddle jump, the performer moves their feet back together. The motion resembles a jumping jack exercise.

Mountain Climber – Start in a stride position (as in the Rocker) with one leg in front of the other. The weight should be equally distributed on both feet. As the rope passes under the feet, jump into the air and reverse the position of the feet.

Mountain Skier – The performer jumps sideways, off both feet, over a line on the floor. The sideways motion resembles that of a skier moving down a mountain slope. Children should try it in a forward and backward direction also.