LEVEL	UNIT	LESSON Number 1	EQUIPMENT
First Grade	Fitness	Travel/Stop & Own Space Review	Stereo, Music, Control Cones, Safety Rules Cards

Objectives

- 1. Move safely among other students as they travel through space.
- 2. Stop when given verbal, audio or visual command.
- 3. When prompted, choose at least three different ways of traveling.
- 4. Find own spaces not near anyone or anything.
- 5. Put a sequence of traveling and finding own spaces together.
- 6. Have fun.

Activity	Time (Minutes)	Procedure	Comments/Set- up/ Diagram
Part 1 Introduction and Review of Safety Rules	10	Since this is your first lesson with these students, begin by having the class sitting in the space you will meet them at each lesson. After introducing yourself, tell the students the safety rules. The safety rules are: 1. Do your best. 2. Be safe so that you don't hurt yourself or anyone else. 3. Be respectful of each other, the equipment and the play area. If you break one of the safety rules, you will sit out of the activity. Once you are ready to be safe you will be able to come back into the activity. If you break a second rule you will have to sit out for the rest of the physical education class. (At this time you should ask your students if they have any questions. You might also want to review the rules with them by asking them what the four rules are, letting them tell you what the rules are and the consequences for breaking those rules.) Once you are sure your students understand the rules, you can move onto part 2. Self Responsibility 5.1 Willingly participate in new physical activities. 5.2 Identify and demonstrate acceptable responses to challenges, successes, and failures in physical activity. Group Dynamics 5.6 Identify and demonstrate effective practices for working with a group without interfering with others.	I will have the safety rules posted on a control cone. When a student breaks a rule, I will ask them to sit by the cone that has the safety rule they have broken.
Part 2 Review Travel/Stop	5	"Today you're going to start by traveling around our space. You will get to try all sorts of ways to move. The important thing to remember today is safety. When you are traveling around the space it is important to look where you are going so that you do not touch or hurt anyone or yourself. When I say go you will start moving around the space, when I say stop you should stop where ever you are and look at me. Ready go". After they have been moving for 30 seconds or so, yell freeze. Look to see that everyone has frozen on your command. Praise the students that have stopped immediately. Remind the other students that they must stop as soon as you yell freeze or stop. "Remember as you travel to look for the open spaces, and listen for me to give you the command to stop. This time if you do not stop when I yell freeze, you will have to sit out for not listening. Ready go" (It is important that you do sit out the students who do not stop when you yell freeze this time. Practice traveling and stopping giving voice cues for a couple more minutes.) Begin telling the students some different ways to travel as they move around the space. Examples are; walk crawl, jump, slide on their bottom, travel on hands and feet, etc. Once you are satisfied with the way your students stop when you say stop, you can move on to the own space review.	As your students move around the space, watch to see that they are traveling safely staying away from each other. Encourage them by pointing out the students that are looking where they are going. Remind them as they travel to look for open spaces to move toward.
Review Own Space	5	"When I say go, find an own space inside our boundaries. Ready, go." Look to see how well the class is spread out, and if necessary, practice a couple more times finding own spaces. Remind them to look for a space not near anyone or anything. Get to an own space quickly. If you count to three or	

Part 3 Practice Travel/Stop and Own Space	10	five, this will encourage them to get to a space quickly. Emphasize that they should be in an own space before you get to five, and praise the students who do so. Example: Wow, Julie got to her own space before I even counted to three! Once you are satisfied that your students have a good grasp of own space, move on to part three. Before this switch, let your students get drinks of water. This is a good time to discuss the importance of water for the body and why we drink it when exercising. Fitness Concepts 3.1 Participate in physical activities that are enjoyable and challenging. 3.2 Participate 3-4 times per week, for increasing amounts of time, in moderate to vigorous physical activities that increase breathing and heart rate. 4.2 Explain the importance of drinking water during and after physical activity. Movement Concepts 1.1 Demonstrate an awareness of personal space, general space, and boundaries while moving in different directions and with the body at high, medium and low levels in space. 2.2 Identify people/objects that are within personal space and within boundaries. Body Composition 3.7 Sustain continuous movement for increasing periods of time, while participating in moderate to vigorous physical activity. Part three should contain some cognitive choice. There should be no choice regarding stopping and starting. Choices can be; how to travel, what shape to freeze in, or which own space to choose. Example: 1. When the music plays you should travel around the space. When the music stops you should freeze. Each time the music plays you must pick a new way to travel. 2. When you hear the music play, you should travel, and when the music stops, freeze. I will start counting to five after you are frozen. While I am counting you should go to a new own space and freeze. Once you are all in a new own space, I will start the music again. 3. This time, when you get to your new own space; show me a big shape with your body. (I will point out the cool shapes as I see them). 4. When you hear the music	
		4. When you hear the music, you should travel. When the music stops freeze. Then you will hear the special own space music, (play it for them to hear) that is your signal to find a new own space. You should try to get to your new own space before the special own space music stops. When the traveling music plays, start traveling again until the music stops. (you can use the whole dance 4 times through, from Rhythms and Pathways, there isn't a long pause but the difference is obvious for traveling and for finding a new own space.	
Stretching		End the lesson with stretching. You can do these stretches in own space with the students.	
		Flexibility 3.6 Stretch arms, shoulders, back, and legs without hyper-flexing or hyperextending the joints.	
Closure	2	Why is it important to drink water when you exercise? What was one of the ways you traveled today? Describe one of the shapes you made today.	