

LEVEL	UNIT	LESSON Number 3	EQUIPMENT
First Grade	Fitness	Locomotor Moves & Room Space	Hoops, Music, Stereo, Cones for boundaries, Bean Bags

### Objectives

1. Play safe
2. Have fun
3. Demonstrate the 8 locomotor moves
4. Work cooperatively with a group of three and a group of six.
5. Think of one locomotor move to add to the relay with their group.
6. Identify the locomotor moves verbally.

Activity	Time (Minutes)	Procedure	Comments/Set-up/Diagram
Part 1 Review Cooperative Activity	5	<p>a. Review safety rules. b. Play Frozen Bean Bag.</p> <p style="text-align: center;"><b><u>Frozen Bean Bag</u></b></p> <p>Begin with everyone having a bean bag on their head. The bean bag is the battery. Without it the students have no power to move around. They may not touch their own battery. As they move around the space, they will try not to let the bean bag fall off their heads. If it does fall off, they must remain frozen in place until someone who has their battery in tact, comes to save them. They must place the bean bag back on the frozen person=s head. If the bean bag falls off the head of the helper, they are frozen too, and must wait for someone to help them before they can continue to help the person they were helping! The students may not cause other people=s bean bags to fall off on purpose, since that is defeating the whole idea of the game.</p> <p>Have the students check their pulse during this game. it wont be very high, but you can discuss this with the students.</p> <p>Hint: Suggest to the class that they will either all win or not win as a team. If at the end of the activity, everyone has their bean bag on their head, the whole class wins. So try to help people as quickly as possible.</p> <p><u>Group Dynamics</u> 5.5 Identify and demonstrate the factors for being an effective partner in a physical activity setting. 5.6 Identify and demonstrate effective practices for working with a group without interfering with others.</p> <p><u>Self Responsibility</u> 5.1 Willingly participate in new physical activities. 5.2 Identify and demonstrate acceptable responses to challenges, successes, and failures in physical activity.</p> <p><u>Social Interaction</u> 5.3 Demonstrate the characteristics of sharing and cooperation in a physical activity setting.</p>	Have the bean bags spread out in hoops around the outside of our space.
Part 2 Review Locomotor Moves.	10	<p><i>The eight locomotor moves are; Walk, run, jump, hop, gallop, Leap, slide, and skip. You might not need to spend a lot of time reviewing each locomotor move. Just make sure the majority of the class can do the skill, and the whole class understands cognitively what the different moves are.</i></p> <ol style="list-style-type: none"> <li>1. Can someone show me how to walk? What makes this walking? How we are stepping. The back foot steps, and lands in front of your foot that is on the ground. Step, Step, Step....When I say go everyone walk until I say freeze. Can you walk a different way? Cool I see some people walking backwards, oh wow, sideways too!</li> <li>2. Can someone show me how to run? How is this different from walking? It is faster. Your back foot steps and lands in front of the other foot before it lands on the ground. When I say go, everyone run until I say freeze. Be sure to look where you are going.</li> <li>3. Can someone show me how to jump? Jump using two feet. Both feet should leave the ground at the same time, and land at the same time. When I say go, everybody jump! How can you change your jump, but still jump on two feet, landing on two feet?</li> </ol>	<p>Hints: Watch to see the children are trying all the different moves. If the student cannot do a move watch to see if they KNOW what the move is, if they still cannot do it make a note but don't make a big deal of it. It may be due to maturation, You may still choose to bring it to the attention of the</p>

		<p>4. Who knows how to hop? Show us. What is different about a hop compared to a jump? You only hop on one foot. Everyone, show me how to hop. Remember, only use one foot. Can you hop on the other foot?</p> <p>5. Who has seen a horse gallop? Who can show us how to gallop? That=s right, one foot stays in front and the back leg slides up to meet the front foot. Everyone try a gallop! Wow, you can gallop forward or backward. Step/Slide...Step/Slide.</p> <p>6. Oh wow, I see someone galloping sideways. That isn't called a gallop though. When you step/Slide sideways, it is called a slide. Everyone try sliding. Remember it is just like galloping only sideways. Can you slide to the other side?</p> <p>7. Leaping is like hopping from one foot to the other. Start on one foot, hop up into the air, and land on the other foot. Can you leap forward? How about sideways? Backward is pretty hard, but wow, I say someone do it!</p> <p>8. Skip is the last Locomotor Move. Who knows how to skip. It=s sort of like a gallop, but instead of a step/Slide, it=s a step/hop. Take a step forward, and then hop on the foot that is on the ground. Take another step forward, and then hop on the foot that is on the ground. Step/Hop, Step/Hop....</p> <p>9. When I say go everyone <u>(locomotor move)</u> until I say freeze. I will tell you how which locomotor move to use when you travel, your going to have to listen carefully, because I will keep saying different locomotor moves.</p> <p>During the locomotor moves, check their pulse after each one. See which locomotor moves make the heart rate go higher, which are lower. Why? (move slower, need less energy)</p> <p><u>Locomotor Movement</u> 2.4 Explain the difference between a jog and a run, a hop and a jump, and a gallop and a slide. 1.4 While walking, running, hopping, and jumping (locomotor skills), change direction from forward and back, and right and left, in response to tempos, rhythms, and signals.</p> <p><u>Body Composition</u> 3.7 Sustain continuous movement for increasing periods of time, while participating in moderate to vigorous physical activity.</p> <p><u>Fitness Concepts</u> 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.</p>	<p>class room teacher. Encourage the students to move around the entire space. It still would not be uncommon to have a few children who cannot skip or leap.</p>
<p>Part 3 Practice Locomotor Relay.</p>	<p>20</p>	<p><b><u>Cooperative Locomotor Traveling Relay</u></b> Don't let the name relay fool you! This is cooperation to the fullest. Begin with the students in groups of three. They must choose three of the locomotor moves. (Each student in the group can choose one.) They must decide which of the three moves to use first, second and then third. After they complete the relay a couple times, have them choose different moves. You can also mix things up by having them find a new group of three.</p> <p>Once they can work together in threes, have them combine with one more groups to make a group of six. Then they will have to choose six of the eight moves, and decide which order to do them in!</p> <p>The Relay: Once the group is ready, the three team members connect together (you can allow them to decide how to connect, or you can tell them the way you would like them to connect.) and travel from their first marker to the second marker using one of the three moves. When they get to the end, they must switch to the second move and travel back to the first marker. When they get back to the start, they will travel back to the opposite end using the last of the three moves.</p> <p>The Object: ❖ To travel together without disconnecting. ❖ To choose locomotor moves that they all can do, or help each other to understand and physically do them.</p>	

Card Suit  
Aerobics

### **Card Suit Aerobics**

**Purpose of Event:** To enhance aerobic fitness and help students understand different movements that can be used to keep fit and active.

**Prerequisites:** Students should be able to perform a variety of locomotor skills.

**Materials Needed:** Four cones or hula hoops, three to four decks of playing cards, white board or chalkboard.

#### **Description of Idea**

First discuss with students activities they perform that are good -- and not good -- for their heart (for example, "riding their bike" is helpful to keep the heart strong, while "watching TV" is not). Relate how the movements they will be performing today and the activity in general will be helpful to make and keep their heart strong.

On the whiteboard/chalkboard, draw the four card suits and write the locomotor skill each suit represents next to it. Review this with the students. Example: Heart=Run, Spade=Jump, Diamand=Gallop, Club=Slide. Note to students the cone or hoop at each corner of the gym and how different cards are scattered around the cone or in the hoop. Explain how they will be going to one station to begin, pick a card, and then move to the next station (show direction of movement) using the movement their card suit represents. (You may wish to have a child demonstrate how this is all done.) At the next station, they leave the first card (face down) and choose another one, then move on to the next station using that new movement.

Once the activity is explained, divide students equally between corners in order to begin. Periodically, you may choose to have students come back in and change the movements that will be done for each suit (this will give them a needed rest!). It is also a good idea at this time to discuss how their heart (should be) beating faster...if they are getting hot...etc., to show that they are being active.

#### **Variations:**

You may do this activity for a set time limit, or have the students keep all the cards they pick up and continue until all cards are gone.

You can remove the wild cards or leave them for students to perform the skill of their choice.

#### **Assessment Ideas:**

At the end of the lesson, question students about types of movements they perceived to raise their heart rate the most. A portfolio sheet showing different activities that are helpful (and not!) for being active can also be given to students; they circle the helpful activities and "x-out" the non-helpful activities.

Again, as a group, do a few stretches in own space. If you have time, do the stretches on the opposite side of the cardiovascular cards.

#### **Group Dynamics**

5.5 Identify and demonstrate the factors for being an effective partner in a physical activity setting.

5.6 Identify and demonstrate effective practices for working with a group without interfering with others.

#### **Body Composition**

3.7 Sustain continuous movement for increasing periods of time, while participating in moderate to vigorous physical activity.

#### **Fitness Concepts**

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.

#### **Locomotor Movement**

2.4 Explain the difference between a jog and a run, a hop and a jump, and a gallop and a slide.

1.4 While walking, running, hopping, and jumping (locomotor skills), change direction from forward and back, and right and left, in response to tempos,

Stretching

		rhythms, and signals. <u>Flexibility</u> 3.6 Stretch arms, shoulders, back, and legs without hyper-flexing or hyper-extending the joints.	
Closure	2	Review: Seated, verbally review the seven locomotor moves. Ask the students to describe how they traveled to the hoops, and what they chose to do in place or inside their hoop. Why do you need water when you exercise? How do you know you are stretching far enough?	