

LEVEL	UNIT	LESSON Number 7	EQUIPMENT
First Grade	Fitness	Direction Review	Flags, Hoops

### Objectives

1. Play the warm up game safely
2. Demonstrate at least two different ways to travel in each of the three directions.
3. Demonstrate at least two different ways to travel through the hoops in each of the three directions.
4. Work cooperatively with their partner and other students while holding the hoop and traveling through the hoop.
5. Have fun.

Activity	Time (Minutes)	Procedure	Comments/ Set-up/ Diagram
Part 1: Push-Up Flag Bridge Tag	10	<p>Warm up the class with Push- Up Flag Bridge Tag. If you did not get to teach this game, go ahead and teach it now. If you change taggers every couple minutes, you will be able to have everyone be it during this game. When the flag is pulled off, do 5 modified push ups in your own space, and then hold the position for a bridge. When anyone crawls under your bridge, that saves you, and you can safely put on your flag and begin moving again.</p> <p>As usual, when it's appropriate, have the students count their pulse.</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><u>Body Composition</u> 3.7 Sustain continuous movement for increasing periods of time, while participating in moderate to vigorous physical activity.</p>	
Part 2: Directions Review	5	<p>The concept of directions were taught in kindergarten of this unit. Have your class seated for a quick review of the three directions, and then have them travel using the different directions as a physical review. "When I say go, I want you to find an own space. Ready, go. When I say go, show me one way to travel in a forward direction. Ready, go." After 30 seconds ask the class to continue traveling in a forward direction, but change the way they are traveling. "What is another way to travel in a forward direction?" After 30 seconds, ask the class to freeze. "Freeze. This time when you begin traveling, show me one way to travel in a backwards direction. Be sure to look where you are going and lead with the back side of your body. Ready, go." As the class is traveling backwards, you can point out unique ways students are moving. You can also praise the students who are traveling safely. After 30 seconds, ask the class to choose another way of traveling backwards. Once the class has traveled two different ways backwards, ask them to freeze. "Freeze. This time when you travel, show me a way to travel sideways. Ready, go." Again, continue moving through the class, pointing out ways of traveling, and after 30 seconds, ask them to try a different way of traveling sideways. Once you are sure your class remembers how to travel in the different directions, you are ready to move on to part 3. This whole part two should last 5 to 10 minutes.</p>	
Part 3: Problem Solving: Directions	15	<p>"When I say go, you will have five seconds to find a partner, and sit back to back with them. Ready, go." Begin counting to five, when you have finished, if anyone is still without a partner, pick a partner for them. "Decide who will stand up, and who will remain seated." Again, you can count to five to limit how much time is spent deciding who will do what. "The partner who is seated will get a hoop, and the partner who is standing will find a good spacious spot to work in. Ready, go." As soon as all the partners have hoops and a place to work, give the class the first problem. Remind the students as they work together to solve these problems, they must cooperate holding the hoop, so the partner traveling can go through the hoop safely.</p> <ol style="list-style-type: none"> <li>1. The partner holding the hoop, choose the direction the other partner must use to travel through the hoop. After the person goes through the hoop, switch roles. Let the other person hold the hoop and decide which direction must be used. Each time you travel through the hoop, you must use a different direction.</li> <li>2. One person holds the hoop while their partner travels in any direction through the hoop. Once they get to the other side, they must travel back through the hoop, using a</li> </ol>	

Stretch		<p>different direction. After one partner goes, switch roles. Each time you take turns going through the hoop, try to think of different combinations of directions.</p> <ol style="list-style-type: none"> <li>3. One person holds the hoop while their partner goes through a total of three times, using a different direction each time. Since there are three directions, you will use all three of them this time. After the first partner goes, the second partner should take a turn. You can continue taking turns, each time trying new ways of traveling in the different directions through the hoop.</li> <li>4. One partner holds the hoop. All the partners not holding the hoop will begin traveling through all the hoops. Each time they go through a hoop, they must change the direction they are traveling in. Use that same direction to go through the next hoop, and then change directions to travel to the next hoop. Try to travel through all the hoops before the time signals to switch. After a minute or so, ask the students to go back to their partner and switch roles.</li> </ol> <p>With their partner, have the students think of three stretches that use the three directions. For example, hamstring stretch is forward or a triceps stretch could represent backward.</p> <p><u>Flexibility</u> 3.6 Stretch arms, shoulders, back, and legs without hyper-flexing or hyper-extending the joints.</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. 5.4 Invite others to use equipment and/or apparatus before repeating a turn.</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>	
Closure	2	Discuss the different stretches they used and why they felt they represented the direction they chose.	