

| LEVEL        | UNIT    | LESSON Number 6                       | EQUIPMENT   |
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| Second Grade | Fitness | Directions (Body Surfaces) And Levels | Long roped, Clips, Hoops, Control cones, Stretch Cards, Music |

Objectives

1. Travel using each of the three levels and directions.
2. Demonstrate at least three different ways to travel through the hoop.
3. Have fun.
4. Verbally describe the three levels and directions.
5. Travel safely.
6. Work cooperatively with their partner and other classmates as they hold the hoop.

| Activity  | Time<br>(Minutes) | Procedure   | Comments/Set- up/<br>Diagram  |
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| Part 1<br>Warm up<br>Cardiovascular<br>activity and<br>cooperation. | 10                | <p><u>SNEAKIN' THROUGH THE FRONT DOOR</u></p> <p>Activity: To move under a swinging rope while holding hands in as large a group as possible.</p> <p>Equipment: Several Long Ropes and carabineer clips. (Clip the end of the rope to a fence and then one person at a time will be able to turn the rope.) To begin the students will be in three's. When they begin working with groups of three two groups will join to create groups of six.</p> <p>Goals:</p> <ul style="list-style-type: none"> <li>Improve spatial awareness.</li> <li>Improve effort awareness.</li> <li>Increase understanding of timing.</li> <li>Use positive interactions to move collectively.</li> </ul> <p>Description:</p> <p>Beginning with students as individuals, students sneak (run) under a long jump rope that is being turned. After sufficient practice, change grouping pattern to paired and holding hands, then to three and then to four students holding hands and running under the rope. Continue practicing and increasing size of the groups. Students may need prompts to help them to know when to "sneak under". (With the rope turning toward the runner, just as the rope hits the ground and begins moving away from the student, they should begin running through.) As students' skill levels increase, use a variation by changing locomotor skill (hopping, galloping, sliding, etc.) used to travel under.</p> <p><b>BENCHMARKS</b></p> <p><u>Fitness Concepts</u></p> <p>3.1 Participate in physical activities for increasing amounts of time that are enjoyable and challenging.</p> <p><u>Aerobic Capacity</u></p> <p>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>To get the most participation, have the students begin in three's, with one person turning a long rope that is anchored to a fence or something stable, on the other end of the rope. Have the students change roles after a couple runs under.</p> <p>How can you make your activity more cardiovascular challenging?</p> |
| Part 2<br>Review<br>Directions and<br>Levels                        | 5                 | <p>Seated.</p> <p>Who can tell me what the three levels your body can be in while traveling or in your own space? (Low, Medium and High)</p> <ul style="list-style-type: none"> <li>❖ "When I say go, I want you to find an own space and make a shape with your body in a low level. Go."</li> <li>❖ "When I say go, I want you to find an own space and make a shape with your body in a high level. Go."</li> <li>❖ "When I say go, I want you to find an own space and make a shape with your body in a medium level. Go."</li> </ul> <p>Seated in own spaces.</p> <p>Who can tell me the three directions your body can travel or move through</p>   | <p>Have the class do each of the tasks at least two times or until you are satisfied that they remember the concept.</p> <p>As they are working, point out the students who are</p>   |

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|   |    | <p>space? (Forward, Backward and Sideways)</p> <ul style="list-style-type: none"> <li>❖ “When I say go, use forward traveling to go to a new own space, when you are there, choose a level to make a shape in.”</li> <li>❖ “When I say go, use backward traveling to go to a new own space, when you are there, choose a different level to make a shape in.”</li> <li>❖ “When I say go, use sideways traveling to go to a new own space, when you are there, choose a different level to make a shape in.”</li> </ul>   | <p>making cool and different shapes in the correct level.</p> <p>Don’t leave the students in their own spaces for more than 10 seconds or so.</p>  |
| <p>Part 3</p> <p>Creative Practice of Levels and Directions</p> | 10 | <p>When I say go, Get a partner and sit back to back. One partner stand and the other remain seated. The seated partner may go get a hoop and the standing partner should get the own space you will work in.</p> <p>“In your own space, one partner will hold the hoop for the other partner who will go through the hoop using one of the three directions. Let your partner know how high or low to hold the hoop so that you can travel through safely. After you finish going through, hold the hoop for your partner. Each time that you go through the hoop, choose a different direction. Go.”</p> <p>After a couple minutes I will change the task.</p> <p>“This time, one partner will hold the hoop while the other partner will travel around to all the hoops! You must choose a level to travel to each hoop. Each time you travel, you should use a different level and a different way of traveling in that level. When you get to a hoop, choose a direction to go through the hoop and then begin traveling to the next hoop. After a couple minutes, I will stop you and you will switch with your partner. Be sure to watch out for others, if a hoop is crowded, just travel to a different one. Remember if you are holding the hoop, it is your job to help keep the traveler safe by holding the hoop where they would like you to. Be sure not to move the hoop as they travel through!”</p> <p>Periodically, stop the group to check their pulse. If they are not in their training zone, ask them to find a way to do this task that causes their heart rate to beat in their training heart rate zone.</p> | <p>As the students are working, I will go around pointing out the cool ways they are traveling through the hoop.</p> <p>Again for the second activity, I will watch to see point out students who have a good grasp of the concept. If time allows, I will choose at least one student to demonstrate how they are traveling to and through the hoops.</p> |
| Stretching  | 5  | <p>Have the students go to the stretching stations so there are four or less at a station. Go through the six stations.</p> <p><b>BENCHMARKS</b></p> <p><u>Fitness Concepts</u></p> <p>3.1 Participate in physical activities for increasing amounts of time that are enjoyable and challenging.</p> <p><u>Aerobic Capacity</u></p> <p>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>Flexibility</u></p> <p>3.5 Demonstrate proper form for stretching the hamstrings, quadriceps, shoulders, biceps and triceps.</p> <p><u>Self Responsibility</u></p> <p>5.1 Participate in diverse group settings without interfering with others.</p> <p>5.2 Accept responsibility for one’s own behavior in a group activity.</p> <p><u>Social Interaction</u></p> <p>5.4 Encourage others using verbal and non-verbal communication.</p> <p>5.5 Demonstrate respect for self, others, and equipment during physical activities.</p> <p><u>Group Dynamics</u></p> <p>5.7 Participate positively in physical activities that rely on cooperation.</p> <p>5.4 Encourage others using verbal and non-verbal communication.</p> <p>5.5 Demonstrate respect for self, others, and equipment during physical activities.</p> <p>5.6 Demonstrate how to solve a problem with another during physical activity.</p>   |  |
| Closure   | 2  | What are the three levels? The three directions? What is the difference  |  |

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|  |  | <p>between resting and exercising in regards to your heart rate? Why? You did a stellar job today! See you next time.</p> <p><b>BENCHMARKS</b></p> <p><u>Aerobic Capacity</u></p> <p>4.8 Compare and contrast changes in heart rate before, during, and after physical activity.</p> |  |
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