JUGGLING SCARF

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| **Activity Name** | **Description** | **Outcome Focus** |
| **PART 1** | | |
| Shapes & Directions | * Scarf in front of body, make giant clockwise circles. * Scarf over head, make small counterclockwise circles. * Scarf out to the right side, make a square. * Scarf out to the left side, make a triangle. * Switch hands and repeat all of the above. | Understands Directions and Relationships with Objects |
| Locomotor Moves | * Scarf like a horse’s tail, gallop in open space. * Scarf scrunched like a rabbit’s tail, jump in open space. * Fold in half like a deer’s short tail, leap in open space. * Scarf long like a cheetah’s tail, run in open space. | Performs Locomotor Skills |
| Levels | * Waive scarf at a high level, skip in open space. * Waive scarf at a medium level, side-slide in open space. * Waive scarf at a low level, walk in open space. | Travels Demonstrating Low, Middle, and High Levels |
| Pathways | * Hold scarf in front, draw a straight pathway in the air. * Draw a curved pathway like a rainbow. * Draw a zig-zag pathway. * Now use each of these pathways to march in open space. | Travels in 3 Different Pathways |
| Letters & Numbers | * The scarf is a pen. Write the letters of the alphabet in the air. * Write words from our word wall. * Write numbers. * Write the answers to math questions that I ask. | Academic Integration |
| Tail Tag | * Tuck scarf 2 or 3 inches into your belt loop or waistband. On the start signal, try to pull off others’ tails without your tail being pulled. If you pull a tail, hand it right back to the person you pulled it from. They will do 5 jumping jacks and then get right back in the game. Start at a speed walk pace (can progress to a run). | Demonstrates Locomotor Skills Using Mature Patterns |
| **PART 2** | | |
| Toss & Catch | * Experiment with different ways of tossing and catching 1 scarf (e.g., low/high, different body parts, spin and catch). Move to the rhythm of the music. | Moves in Self-Space in Response to a Rhythm |
| Toss Two | * Hold 1 scarf in each hand. Experiment with different ways of tossing and catching 2 scarves. Move to the rhythm. | Moves in Self-Space in Response to a Rhythm |
| Partner Mirror | * Face a partner. One partner is a performer, the other is a mirror. Emphasize slow and controlled movements. Move to the rhythm. | Differentiates Between Self and General Space |
| Partner Lead | * It’s a 2 person parade. Line up and then follow the leader in the activity area. Waive each scarf like a flag. Move to the rhythm. On signal, change locomotor skills. | Moves in General Space/Combines Locomotor Skills to a Rhythm |
| Partner Juggle | * Face each other. Start with 1 scarf each. Both partners toss across to each other at the same time. Progress to 2 scarves each. Move to the rhythm. | Moves in Self and General Space to a Rhythm |
| Group Juggle | * In groups of 3 to 5, each student with 1 scarf. On start signal, toss to the student on your right. Quickly catch the scarf coming from your left, then repeat. Move to the rhythm. | Moves in Self and General Space to a Rhythm |

BEAN BAG

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| **Activity Name** | **Description** | **Outcome Focus** |
| **PART 1** | | |
| Locomotor Moves | With bean bag on the floor in personal space:   * Walk around the activity area and count all of the bean bags. * Jog in the area. On signal, freeze and point to any beanbag. * Gallop in the area. Freeze, listen for a color, and then find a beanbag that color and touch it with your toe. * Leap over beanbags in area. * Slide (jump, hop, skip) in the area. When music stops, find a new bean bag and stand on it. | Travels in Relationship with Objects |
| Toss and Try | Toss bean bag straight up and then:   * Clap 1 time before it hits the floor. * Clap 1 time and then try to catch it. * Clap as many times as you can before it hits the floor. * Clap as many times as you can and then try to catch it. * Toss with right hand only (repeat tasks above) * Toss with left hand only (repeat tasks above) * Toss and turn 360 degrees before the bean bag hits the floor. * Start with the beanbag on top of your foot. Flip it into the air and try to catch it. | Catches a Soft Object |
| Super Moves | With bean bag on the floor:   * Stretch your body and log roll over it back and forth. * Start low like a frog, and then jump over it backward and forward; side-to-side. * Sit on the floor. Stretch and curl by picking the beanbag up with your feet, reaching and touching it with your hands, and then stretching and setting it back down. | Demonstrates Twisting, Bending, Stretching |
| **Part 2** | | |
| Balancing Act | With bean bag balancing on head, shoulders, or back:   * Balance on one foot. Shift to balance on the other foot. * Sit and then stand again. If the beanbag falls, try again. * In plank position, slowly slide your feet around in a circle. | Weight Transfer and Balance/Stability |
| Slow and Fast | * Use your foot to slowly slide the bean bag around the activity area. * Slide the bean bag on the ground, back and forth from hand to hand. How fast can you make the bean bag slide while keeping it under control? | Differentiates between fast and slow speeds and strong and light force. |
| Target Practice | Each student finds a spot on the wall as a target (e.g., a brick, piece of paper, etc.) Toss the bean bag underhand to:   * Hit the center of the target. * Hit the edges of the target. * Hit just above (below, to the sides) of the target. | Throws Underhand Using a Mature Pattern |
| Partner Fun | Using 1 beanbag per pair:   * Toss and catch the bean bag. * Slide it back and forth on the ground. * Pass it back and forth like a soccer ball, using your feet. * Try all of the above using 2 bean bags | Working With Others |

BALL AND BAT SKILLS

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| **Activity Name** | **Description** | **Outcome Focus** |
| **Part 1** | | |
| Toss and Try | With ball in personal space:   * Bounce the ball and catch it. * Toss the ball up and catch it. * Toss the ball up, clap and catch it. * Toss and catch with the right hand only. * Toss and catch with the left hand only. * Toss from hand to hand. | Catches a soft object/ball from a self-toss. |
| Sorta Sporty | * Dribble with hands and then feet, moving in different pathways. * Shoot like a basketball so it arcs and lands right in front of your feet. * Bowl (roll) the ball against the wall. * Toss against the wall and catch on a bounce off the floor; without a bounce. * Kick against the wall so it bounces straight back to you. | Travels Demonstrating Low, Middle, and High Levels, as well as a Variety of Relationships with Objects |
| Rolling Around | Standing, roll the ball around your body:   * In a circle, clockwise around both feet together; counterclockwise. * Back and forth in front of the body; behind the body. * In a circle around 1 leg and then the other.   On the floor:   * In plank position, back and forth from hand to hand. * In sit-up position, between feet and then up overhead. | Transfers Weight, Changes Directions and Understands Relationships with Objects |
| **Part 2** | | |
| Partner Passes | With a partner:   * Roll the ball back and forth. * Bounce the ball to each other. Try light & strong bounces. * Toss and catch with an underhand throw. * Toss the ball high and jump to make a catch. * Toss the ball low and bend to make a catch. | Throws Underhand Using a Mature Pattern, Catches a Well-Thrown Ball with Hands, Works with Others |
| Batter Up | * Toss and catch with an overhand throw. * Partner 1 hits a ball off a tee/cone to Partner 2, who retrieves the ball and throws overhand back to Partner 1. After Partner 1 has 3 attempts, switch roles. | Throws Overhand Using a Mature Pattern, Strikes a Ball off a Tee/Cone with a Bat |
| Double Trouble | With a partner, each partner with a ball:   * Roll the balls at the same time so they crash into one another. * Roll the balls at the same time so they pass each other and make it to the opposite side. * One partner bounce passes, the other tosses across. * Mirror: One partner moves the ball in personal space while the other mirrors the movements. * Follow the leader: With one partner in front and the other in back, the front partner will move through the activity area performing ball “tricks” while the other follows and copies the movements. | Differentiates Between Self and General Space, Works with Others |

HULA HOOP

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| **Activity Name** | **Description** | **Outcome Focus** |
| **Part 1** | | |
| Puddles | Lay the hoop flat on the ground.   * Jump in and out of the hoop with a balanced landing. * Hop in and out of the hoop. * Gallop, skip, jog around the hoop. | Demonstrates Locomotor Skills (Including Jumping) Using Mature Patterns in Relationship to Objects |
| Walk Around the World | Lay the hoop flat on the ground.   * Placing hands in the hoop with feet on the outside. * Transfer weight from hand to hand as you walk your feet around the outside of the hoop. | Transfers Weight from One Body Part to Another in Self-Space |
| Cliff Hanger | Lay the hoop flat on the ground.   * Slowly balance on the hoop and walk all the way around the edge. | Travels Demonstrating a Variety of Relationships with Objects |
| Blast Off | Hold the hoop over your head so you can look up and out of the hoop’s center.   * Count down from 5 to 0 and then drop the hoop while holding your hands and arms together in a rocket pose. It’s a successful launch if the hoop doesn’t touch any part of your body. | Forms Wide and Narrow Body Shapes |
| Musical Hoops | Everyone’s hoops are laying flat on the ground.   * When the music starts, gallop (hop, jump, skip) in open space without stepping on or in any hoops. When the music stops, walk to a hoop and step inside it. It’s okay to share hoops with your classmates. Teachers, play 8 rounds using all locomotor skills. Take away 1 hoop after each round to encourage students to share and cooperate. | Demonstrates Locomotor Skills (Including Jumping) Using Mature Patterns in Relationship to Objects, Shares and Works with Others |
| **Part 2­­** | | |
| Shuffle Around | Lay the hoop flat on the ground.   * With both feet inside the hoop, shuffle your hoop around the area. Move using different pathways. | Travels in Three Different Pathways |
| Bus Driver | Hold the hoop out in front of you like a steering wheel.   * Safely drive around the activity area at a walking speed. * Listen for “Navigation Instructions” from the teacher (e.g., forward, back, right, left, clockwise, zigzag, etc.). | Differentiates Between Movement in Personal and General Space, Travels in Different Pathways and Directions |
| Helicopter | Hold the hoop up over your head like the propellers on a helicopter.   * Safely fly around the activity area on your tip toes. * Slowly come in for a landing so that you’re sitting with your legs crisscrossed. * Take off again and listen for “Navigation Instructions” from the teacher. | Travels Demonstrating Low, Middle, and High Levels, as well as a Variety of Relationships with Objects |
| Lucky Coin | Spin the hoop like a coin in your own personal space. | Moves in Self Space |
| Balancing Act | Lay the hoop flat on the ground.   * Perform different balances inside the hoop (e.g., stand on 1 leg, switch legs, 1 foot inside and 2 hands outside, 1 hand inside and 2 feet outside, etc.) | Maintains Stillness/Balances on Different Bases of Support |

NOODLES

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| **Activity Name** | **Description** | **Outcome Focus** |
| **PART 1** | | |
| Tracks | * Be an elephant. The noodle is your trunk. Walk slowly staying in personal space – including your trunks! * Be a dinosaur. Noodle is a snout. Jog in open space. * Unicorns! The noodle is a horn. Use a fast-tempo gallop. | Space  Tempo |
| Move It, Move It | * Lay noodle down and skip around it. (Curved) * Hop along the side of the noodle. (Straight) * Leave noodle on floor. Jump to a new noodle. (Zig-zag) * Leap over your new noodle. (large & small extensions) * Side-slide far away from your noodle (near vs. far). | Locomotor Skills Pathways  Extensions |
| Balancing Act | * Balance the noodle horizontally on any body part at a low level; medium level; high level. * Balance the noodle on the ground horizontally to make a wide statue; balance it vertically to make a narrow statue. | Levels  Narrow/Wide |
| Motocross | * The noodles are handle-bars. Open space is your race course. Follow directions to score points. * Travel through mud (bound), and now on dry land (free). * Teacher says: forward/backward; right/left; up/down; clockwise/counterclockwise. | Flow (bound/free)  Directions |
| Gymnast | * With noodle laying down, transfer weight over the noodle. * Make plank position under the noodle. * Stretch and hold the noodle far away from your body. * Hold the noodle near the body and twist around it. | Relationships  Non-Manipulative |
| **PART 2** | | |
| Mirror This | * Teacher leads students through a fun “workout.” Students copy (mirror) the teacher’s movements. * Pick 2-3 students to lead. Students match student leaders. * Facing a partner, take turns leading and following a variety of stationary movements using the noodles. | Relationships |
| Falling Down | * Facing a partner. One partner balance the noodle (vertically) on palm of the left hand. The other partner counts down, “3,2,1,” and then tries to catch their partner’s noodle before it falls to the ground. | Relationships Cooperation |
| The Rocket | * Students hold noodle in a loose grip 6” from the bottom. Empty hand is open below the noodle with palm flat. * Count down 5,4,3,2,1 and strike the bottom of the noodle to underhand volley it in the air. Student try to catch it before it hits the ground. | Volley (underhand)  Catching |
| Hockey | * The long noodles are hockey sticks and the small noodles (or fluff balls) are pucks. Skate around the floor stick-dribbling the pucks with the noodle sticks. | Manipulative  (long handle) |
| Clean the Locker Room! | * Divide class in half. One team per side. * On “Go” each team uses hockey skills to clear all of the small noodles from their side. | Manipulative  (long handle) |
| Noodle Tag | * This is a 1v1 (no running) tagging game. * Facing a partner, students attempt to tag their partner’s foot with the noodle. The first partner to three points wins. | Responsibility |

JUMP ROPE SKILLS

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| **Activity Name** | **Description** | **Outcome Focus** |
| **PART 1: SINGLE ROPE** | | |
| Perfect Match | * Students select a rope that is the correct size for them. Steps: 1) hold the end of rope in each hand; 2) step on the middle of the rope with both feet; 3) bring the ends of rope straight up by side; 4) the ends of the rope should come near armpits. If not the right length, students choose a different rope. * Students lay jump rope flat on ground and jump over it. Try jumping over it forwards and backwards.   Students pick up rope and try the following challenges:   * Knuckle bump behind back then turn rope forward and trap it with feet. * Knuckle bump behind back, turn rope forward, trap it with feet and jump over once. * Knuckle bump behind back, turn rope forward, and jump over once. | Single Jump of a Self-turned Rope |
| Jump To It | Students try the following single rope challenges:   * Knuckle bump behind back, turn rope forward, jump over and then keep jumping. Try to jump 5 consecutive times. * Knuckle bump in front, turn rope backward, trap it with feet, and jump over once. * Knuckle bump in front, turn rope backward, jump over and then keep jumping. Try to jump 5 consecutive times. | Jump Forward or Backward Consecutively Using a Self-turned Rope |
| **PART 2: LONG ROPE** | | |
| Turn It Up | * Students work in groups of 3 to practice cooperative turning. Turners work together to communicate out loud and say “1, 2, 3, and Over” as they practice. * Teacher moves around to each group to assist students in cooperatively turning the rope and provides corrective feedback. * One student stands in center of rope, faces one turner, and attempts to jump over the long rope one time. Switch roles after 3 attempts. | Jump a Long Rope with Teacher-assisted Turning, Accepts Corrective Feedback from Teacher |
| Let’s Move It, Move It | * Students work in groups of 3. Teacher moves around to each group to assist students in cooperatively turning the rope and provides corrective feedback. * One student stands in center of rope, faces one turner, and attempts to jump over the long rope 5 consecutive times. Switch roles after 2 attempts. | Jump a Long Rope Consecutively with Teacher-assisted Turning, Responds Appropriately to Feedback from Teacher |
| Fun With Friends | * Students will now turn the rope for their friends. Students will alternate between role of turner and jumper. * One student stands in center of rope, faces one turner, and attempts to consecutively jump over the long rope. * Students work on entering and exiting the rope. A student will enter quickly, jump 1 time, and then exit. Students will continue to alternate between the role of turner/jumper. | Jump a Long Rope Consecutively with Student Turners |