



Body Management/Gymnastics/Non-locomotor Unit Plan

Elementary Physical Education

Level 1: Kindergarten – 2nd Grade

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SECTION A: Overview

Background Information:

Number of Classes: 4 sessions

Length of Lesson: 40 minutes

Number of Students: 20 students

Grade Level: Kindergarten – 2nd Grade

Entry Level of Assessment

Age: Students will range between the ages of five and eight.

Interests: At this level students are interested in rules, fairness, peer relationships, and pleasing the teacher.

General and Specific abilities: Students' abilities will range from beginner to intermediate. Students will work on skills with and without apparatus (tumbling and balancing). The skills being performed will work on students' hand-eye coordination and foot-eye coordination. Students will participate in a variety of activities that develop body coordination, strength, and endurance. Through activities students will develop a sense of fair play and cooperation with others.

Social and Emotional Level: At this level students are still willing to work with the opposite sex. Students are not aware of the skill abilities of their classmates, yet. Friendships are beginning to form. Students believe that working with "best friends" is really important. At this level students also want attention from both their peers and teachers. Students want to please the teacher at this level.

Previous Experience in this type of Activity: Students' experience varies in gymnastics, body management, and non-locomotor movements. Some students may have some exposure to gymnastics outside of physical education.

Rationale

This Physical Education unit is designed to introduce students to a wide variety of experiences and exposure to many body management, gymnastics, and non-locomotor activities. The unit will focus on a high level of participation, development of skills, and enjoyment. This will allow students to become successful in cooperative learning and achieving goals.

This unit will focus on students developing coordination, balance, spatial awareness, and agility. Basic development activities will enable students to focus on more complex activities in the future. These activities will help develop the health of students to enable them to function more effectively and/or efficiently in all activities.

References

- <http://users.rowan.edu/~rattigan/TeamSports/UnitPlan.html/UnitplanSampleKarrie.html>
Pangrazi, Robert P. Dynamic Physical Education for Elementary School Children. 14th Ed. New York: Benjamin Cummings, 2004.
Pangrazi, Robert P. Dynamic Physical Education for Elementary School Children: Lesson Plans. 14th Ed. New York: Benjamin Cummings, 2004.

Schmottlach, N. and McManama, J. Physical Education Handbook. 10th Ed. San Francisco: Benjamin Cummings, 2002.

Resources/Equipment/Materials

- Gymnasium
- RULES Poster
- Gymnastics Mats
- Activity Cards
- CD player
- Music
- Cones
- Polyspots
- Cheese Mats
- Steppers
- Jump Ropes

Anticipated Difficulties:

- Students may not follow rules and safety procedures.
- Students may want to horseplay.
- Students may be unwilling to take turns.
- Some students may not be able to comprehend some of the activities that are being performed.

SECTION B: Standards and Objectives

Standards

Standard 2.5: All students will utilize safe, efficient, and effective movement to maintain a healthy, active lifestyle.

Objectives:

Cognitive

Students will draw themselves performing within personal and general space.

(2.5.B.4)

Students will explain how to perform various animal walks. (2.5.A.1)

Students will use basic movement vocabulary to describe different animal walks.

(2.5.B.6)

Psychomotor

Students will perform non-locomotor movements. (2.5.A.1)

Students will perform various tumbling activities. (2.5.A.1)

Students will perform various animal walks. (2.5.A.1)

Affective

Students will demonstrate fair play and support classmates while participating.

(2.5.D.1)

Students will encourage their peers when performing new skills in gymnastics. (2.5.D.1)
Students will follow safety rules. (2.5.D.2)

Objectives

Lesson One

Students will perform animal movements.
Students will support and control body weight in a variety of activities.

Lesson Two

Students will participate in group activities.
Students will work cooperatively with others.

Lesson Three

Students will support and control body weight in a variety of balance activities.
Students will work cooperatively with a partner.

Lesson Four

Students will put together a combination of movements in a smooth and flowing transition.
Students will work cooperatively with a partner and/or group.

SECTION C: Learning Experiences

Opening Activity: Relay Fun

Students will be placed in groups of two. Each group will go to their designated polyspot. Have the class do relay races involving these movements. The first race will involve the students acting like a seesaw. Have the partners join hands. Students will move the “seesaw” up and down; one student will be stooping while the other rises. Have students continue this to the other end. The next race will be “wring the dishrag”. Have the students face their partner and join hands. Students will raise one pair of arms (right for one and left for the other) and turn under, continuing a full turn until back to original position. They will continue this to the other end. In the next race have the partners on opposite ends of the gym. Designate which side will go first. This final race will consist of students performing the duck walk. (Only one student from each pair should be going at a time.) For the next race, keep the partners on opposite ends of the gym. In this race have students perform the bear walk. (Only one student from each pair should be going at a time.)

Lesson One

Introduction to Unit (5 minutes)

Introduction will consist of a lecture to the students about safety rules and procedures. The teacher will also discuss the topics of the lessons included in this unit.

Rules Poster:

- R – Respect classmates, teacher, and equipment
- U – Understand directions, ask questions
- L – Listen at all times

E – Enjoy and have fun
S – Safety First!!!

Opening Activity: Relay Fun (5 minutes)

Fitness Activity: Circuit Training (5 minutes)

Students will perform activities included in the circuit. The class will be divided into groups of four. Each group will start at a different station. The circuit will consist of five different stations.

Station 1: Step - Students will step up and down on the step platform.

Station 2: Jump Rope – Students will jump rope.

Station 3: Crunches – Students will do crunches.

Station 4: Hop Scotch – Students will do hopscotch.

Station 5: Four cones – Students will jog around the four cones.

Each station will last about one minute. Stop and go cues will be given by the signal of the music and a whistle.

Skill Drills

Skill Drills will consist of body management, balance, and non-locomotor skills. These skills will be practiced in the culminating activity.

Culminating Activity: Animal Madness (20 minutes)

The class will be split in half. One half of the class will stand at one end of the gym, while the other half stands at the other end of the gym. Students will perform the various animal movements called out by the teacher. Students will perform the movement to the middle of the gym and back to their side. The following animal movements will be performed.

Alligator Crawl: Lie facedown on the floor with elbows bent. Move along the floor in alligator fashion, keeping the hands close to the body and the feet pointed out. First, use unilateral movements – that is, right arm and leg moving together – then change to cross-lateral movements.

Kangaroo Jump: Carry the arms close to the chest with the palms facing forward. Place a beanbag or ball between the knees. Move in different directions by taking small jumps without dropping the object.

Rabbit Jump: Crouch with knees apart and hands placed on the floor. Move forward by reaching out with both hands and then bringing both feet up to the hands. The eyes look ahead. Emphasize that this is a jump rather than a hop because both feet move at once.

Gorilla Walk: Bend the knees and carry the trunk forward. Let the arms hang at the sides. Touch the fingers to the ground while walking.

Crab Walk: Squat down and reach back, putting both hands on the floor without sitting down. With head, neck, and body level, walk forward, backward, and sideward.

Emphasize that the body should be kept in a straight line.

After participating in the culminating activity the teacher will lead students into the closure.

Closure (5 minutes)

The closure will be a review of skills covered in class. Students will go over the many animal movements performed throughout the class. The teacher will announce what the next class will consist of.

Lesson Two

Introduction: (5 minutes)

The introduction will consist of a review of the previous lesson. The schedule of the day's lesson will be announced.)

Opening Activity: Relay Fun (5 minutes)

Fitness Activity: Four Corners (5 minutes)

Four cones will be placed around the center of the gymnasium in the shape of a rectangle. Students will perform the various locomotor movements called out by the teacher, while moving around the cones. Music will be played in the background.

Skill Drills

Skill drills will consist of body management, gymnastics, and balance. These skills will be practiced in the culminating activity.

Culminating Activity: Rolling Fun (20 minutes)

Students will be placed in groups of four. Groups should be made based on similar physical attributes (weight and height). Each group will go to a gymnastics mat.

Students will perform various rolls. Students will do the following rolls:

Rolling log: Lie on the back with arms stretched overhead. Roll sideways the length of the mat. The next time, roll with the hands pointed toward the other side of the mat. To roll in a straight line, keep the feet slightly apart.

Side roll: Start on the hands and knees, with one side toward the direction of the roll.

Drop the shoulder, tuck both the elbow and the knee under, and roll over completely, returning to the hands-and-knees position. Momentum is needed to return to the original position. Practice rolling back and forth from one hand-and-knee position to another.

Forward roll: Stand facing forward, with the feet apart. Squat and place the hands on the mat, shoulder width apart, with elbows against the insides of the thighs. Tuck the chin to the chest and make a rounded back. A push-off with the hands and feet provides the force for the roll. Carry the weight on the hands, with the elbows bearing the weight of the thighs. If the elbows are kept against the thighs and the weight is assumed there, the force of the roll is transferred easily to the rounded back. Try to roll forward to the feet. Later, try with the knees together and no weight on the elbows.

Forward straddle roll: Follow the same steps as the forward roll, but spread the legs about double shoulder width apart.

Closure: (5 minutes)

The closure will be a review of skills covered in class. Students will go over the many animal movements performed throughout the class. The teacher will announce what the next class will consist of.

Lesson Three

Introduction: (5 minutes)

The introduction will consist of a review of the previous lesson. The schedule of the day's lesson will be announced

Opening Activity: Relay Fun (5 minutes)

Fitness Activity: Link Tag (5 minutes)

Two students will be chosen to be "it". The students will hold hands and tag other students. Students will perform the different locomotor (called out by the teacher) movements around the gymnasium trying not to be tagged. As students are tagged they will join hands with the taggers forming a longer link.

Skill Drills:

Skill drills will consist of body management and balance. These skills will be practiced in the culminating activity.

Culminating Activity: (20 minutes)

Students will be placed in groups of four. Each group will go to a gymnastics mat.

Students will perform various balance activities. The balance activities include:

One-leg Balance: Lift on leg from the floor. Later, bring the knee up. The arms should be free at first and then assume specified positions: folded across the chest, on the hips, on the head, or behind the back.

Double-Knee Balance: Kneel on both knees, with feet pointed to the rear. Lift the feet from the ground and balance on the knees. Vary the position of the arms. Experiment with different arm positions.

Head Touch: On a mat, kneel on both knees, with feet pointed backward and arms outstretched backward for balance. Lean forward slowly and touch the forehead to the mat. Recover to position. Vary the arm position.

Head Balance: Place a beanbag, block, or book on the head. Walk, stoop, turn around, sit down, get up, and so on. The object should be balanced so that the upper body is in good posture. Keep the hands out to the sides for balance. Later, vary the position of the arms – folded across the chest or placed behind the back or down the sides. Link together a series of movements.

Closure: (5 minutes)

The closure will be a review of skills covered in class. Students will go over the many animal movements performed throughout the class. The teacher will announce what the next class will consist of.

Lesson Four

Introduction: (5 minutes)

The introduction will consist of a review of the previous lesson. The schedule of the day's lesson will be announced

Opening Activity: Relay Fun (5 minutes)

Fitness Activity: Circuit Training (5 minutes)

Students will perform activities included in the circuit. The class will be divided into groups of four. Each group will start at a different station. The circuit will consist of five different stations.

Station 1: Step - Students will step up and down on the step platform.

Station 2: Jump Rope – Students will jump rope.

Station 3: Crunches – Students will do crunches.

Station 4: Hop Scotch – Students will do hopscotch.

Station 5: Four cones – Students will jog around the four cones.

Each station will last about one minute. Stop and go cues will be given by the signal of the music and a whistle.

Skill Drills:

Skill drills will consist of body management and balance. These skills will be practiced in the culminating activity.

Culminating Activity: (20 minutes)

Students will be placed in groups of four. Groups should be made based on similar physical attributes (weight and height). Each group will go to a designated area in the gymnasium with their group number. Students will perform various stunt activities. The stunt activities will include:

Directional Walk: From a left movement, begin in standing position. Do all of the following simultaneously: Take a step to the left, raise the left arm and point left, turn the head to the left, and state crisply “LEFT”. Close with the right foot back to standing position. Take several steps left and then reverse.

Line Walking: Use a line on the floor, chalked line, or a board. Walk forward and backward on the line as follows. First, take regular steps. Next, try the following steps, the front foot moving forward and the back foot moving up. The same foot always leads. Then do heel-and-toe steps, bringing the back toe up against the front heel on each step. Finally, hop along the line on one foot. Change to the other foot. The eyes should be focused ahead.

Fluttering Leaf: Keeping the feet in place and the body relaxed, flutter to the ground slowly, just as a leaf would do in autumn. Swing the arms back and forth loosely to accentuate the fluttering.

Seesaw: Face and join hands with a partner. Move the seesaw up and down, one child stooping while the other rises.

Roly Poly: Review the rolling log. Three students lie facedown on the mat, side by side. The last student does a rolling log over the others and then takes a place at the end.

Continue until all have rolled twice.

Closure: (5 minutes)

The closure will be a review of skills covered in class. Students will go over the many animal movements performed throughout the class. The teacher will announce what the next class will consist of.

Teaching Methodology

The following styles will be used throughout the unit.

Command Style: The teacher lectures and instructs the class.

Practice Style: Skills are taught by the teacher and then practiced by students individually and in groups.

Written Test: Students will need to draw themselves in general and self space. Students will need to know different movements of animals.

Discussion: The teacher and students participate in discussing the topics of the unit learned in class.

Methods and Procedures

There will be posters with the safety rules posted around the gymnasium. There will be activity cards presented at each station for every lesson. The poster cards will have pictures and “cue” words.

SECTION D: Assessment/Evaluation

Student Assessment:

Students will be observed throughout the class periods. They will be observed and measured based on their participation, behavior, effort, and improvement. Rating scales will be used to assess students’ performance and accomplishments.

Teacher Assessment:

Throughout the unit I will observe whether or not the instructions and procedures were simple and clear for all students to understand. I will assess whether or not students demonstrated an understanding of the material. At the end of the unit I will assess the good and the bad of the unit and make improvements based on these observations.

Evaluation:

When the unit is completed I will reflect on time management. I will ask myself whether there was enough time allotted for the students to complete tasks. Based on my observations and assessments throughout the unit I will decide if the objectives were achievable and measurable. After making these reflections I will make any improvements and changes necessary to make the unit more enjoyable and effective.

NAME: _____

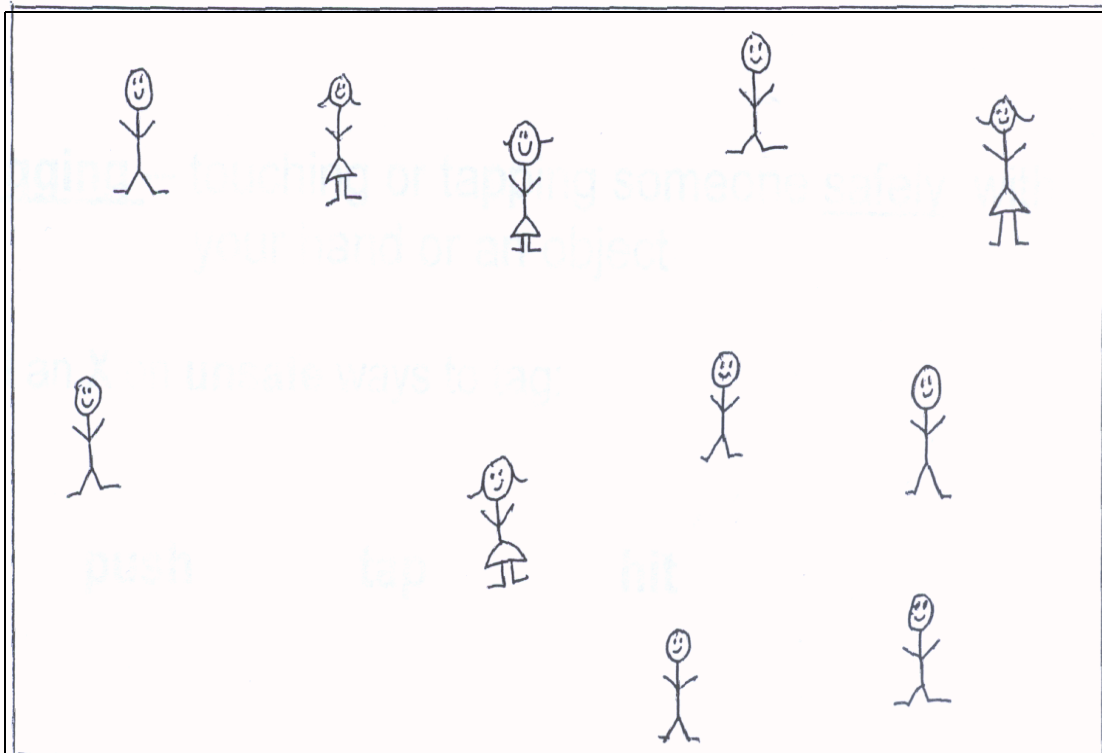
SPACE ASSESSMENT:

***This will be read aloud to the students.**

Self Space – a place all by myself where I cannot touch anyone or anything

General Space – all of the space in the whole room

Here is a picture of the class. Draw a picture of yourself in your self-space.

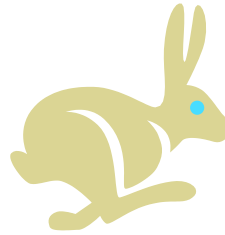
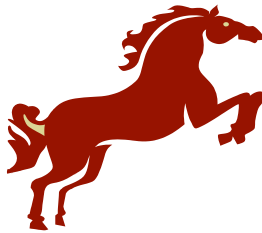
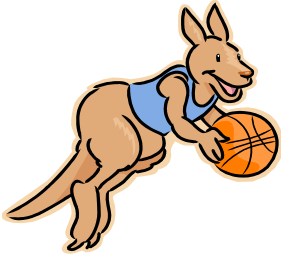


NAME: _____

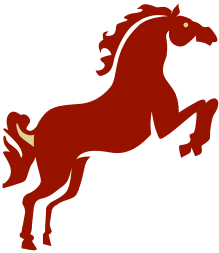
ANIMAL MOVEMENTS

QUESTIONS WILL BE READ ALOUD.
CIRCLE THE CORRECT ANSWER(S).

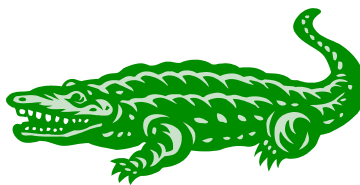
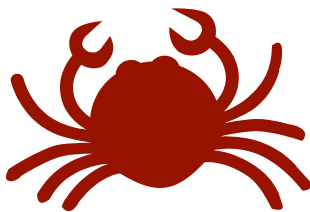
WHAT ANIMALS JUMP AND HOP?



WHAT ANIMAL WALKS ON TWO LEGS?



WHAT ANIMALS CRAWL?



NAME: _____

Students will be assessed based on the following rating scale. This is done by the teacher throughout the various lessons.

- 0 – Student does not attempt skill/activity.
- 1- Student attempts skill/activity with little success.
- 2 – Student attempts skill/activity with some success.
- 3 – Student attempts and completes skill/activity successfully.

Skills:

Animal Movements:

- Alligator Crawl _____
- Kangaroo Jump _____
- Rabbit Jump _____
- Gorilla Walk _____
- Crab Walk _____

Rolls:

- Log Roll _____
- Side Roll _____
- Forward Roll _____
- Forward Straddle Roll _____

Balance:

- One-Leg Balance _____
- Double-Knee Balance _____
- Head Touch _____
- Head Balance _____

Individual/Group Stunts

- Directional Walk _____
- Line Walking _____
- Fluttering Leaf _____
- Seesaw _____
- Roly Poly _____