

Grade Level	
K-2	<p>Objectives: Skill: I will practice a variety of locomotor skills using the cues my teacher gives me in class. Cognitive: I will demonstrate at least 3 different pathways while I move throughout the activity area. Fitness: I will work to stay actively engaged during all of the scarf activities. Personal & Social Responsibility: I will demonstrate safe behaviors without being reminded by a teacher.</p> <p>Materials:</p> <p>1 juggling scarf per student Juggling Scarf Activity Card</p> <p>Activities:</p> <p>1. Today we're going to have fun exploring movement with juggling scarves. 2. I will show you a movement activity and then you can begin to move in the same way. 3. Teachers, use Part 1 of the Juggling Scarf Activity Card to follow this activity sequence: 1) Shapes & Directions; 2) Locomotor Moves; 3) Levels; 4) Pathways; 5) Letters & Numbers; 6) Tail Tag (2nd Grade). Grade Level Progression: K: Prompt students to hop, gallop, slide, and run. Focus on basic movement and pathways. 1st: Add a jog to the sequence. Focus on mature movement patterns as well as levels and relationships. 2nd: Focus on mature movements, including a skip. Students can combine shapes, levels, and pathways into simple travel sequences. Introduce Tail Tag, prompting students to skip during game play.</p> <p>Assessment: DOK 1: Can you demonstrate a zigzag pathway? Curved? Straight? DOK 2: When have you used (or seen) a zigzag pathway? Curved? Straight? DOK 3: In a game like tag, why is it important to use different pathways for movement? What other games/activities include movement in different pathways? DOK 1: What is a locomotor skill? What are the different locomotor skills that you've learned? DOK 2: How is walking different than galloping? How are they the same? DOK 2: How is hopping different than jumping? How are they the same?</p>

3-5

Objectives:

Skill: I will execute all exercises with proper form, balance, and control.

Cognitive: I will accurately demonstrate each aerobic pattern so my teammates can learn the routine that I studied.

Fitness: I will identify the component of health-related fitness enhanced through the exercises performed in class. Personal & Social

Responsibility: I will listen to as well as provide corrective feedback as a member of a learning team

Materials:

1 low profile cone per 4 students 4 cones 4 Aerobic Pattern Posters

Activities:

1. This activity is called Aerobic Pattern Perfection. At the end of the game, your team will perform a perfect Aerobic Exercise Pattern. 2. There are 4 numbered Aerobic Pattern Posters in the corners of our area. When I say, "GO!" student 1 will move to Poster 1 and learn the movement pattern on that poster. Student 2 will move to Poster 2, and so on. You'll each have 3 minutes (allow more time if needed) to learn the pattern on your poster. 3. After 3 minutes, you'll hear the stop signal. Return to your team's home base so that each teammate can teach the team the Aerobic Exercise Pattern she/he learned. Put each individual pattern together into one large Perfect Aerobic Pattern Routine. Grade Level Progression: 3rd – 5th: Play the activity as described above. Use increasingly complex patterns according to each group's developmental level.

Assessment:

DOK 1: How can you recognize corrective feedback? DOK 2: How can you apply feedback to help you improve your performance?
DOK 1: How can you recognize a physical activity that enhances fitness? DOK 2: Can you compare and contrast exercises that enhance aerobic fitness with exercises that enhance muscular strength? DOK 3: How is physical activity related to health-related fitness?

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