

Learning Snapshots

STANDARD I

I.16 Jump a rope turned repeatedly.

The critical features for jumping a long rope are:

- Stand with both feet together by the center of the rope.
- Jump over the rope as it comes under the feet.
- Jump with both feet, landing on balls of feet.
- Keep feet, ankles, and knees together.
- Bend knees on landing to reduce impact force.
- Keep hands close to the body.

The critical features for turning a long rope are:

- Hold the rope in one hand.
- Keep the upper arm of the rope hand stationary.
- Lock the wrist of the rope hand.
- Turn the thumb of the rope hand up.
- Rotate the elbow of the rope hand keeping it close to the body.

The teacher starts the lesson with a demonstration and explanation of how to jump a long rope held by others and turn a long rope for others to jump.

The teacher then hands out one long jump rope to every three students. Some students will already be proficient at jumping a long rope, while other students may be beginners. The teacher allows students to progress at their own speed. If necessary, the teacher reteaches foundational skills from previous grade levels. Starting with the rope laying on the ground, the students jump back and forth over it. Then the teacher instructs the students to jump a long rope turned by their partners. The students jump one time, then two times, then three times, and so on until they can jump the rope continuously. As students are practicing, the teacher circulates through the class providing feedback.⁶

⁶Feedback is most effective when it is specific and positive or specific and corrective.

1.17 Demonstrate a smooth transition between even-beat locomotor skills and uneven-beat locomotor skills in response to music or an external beat.

The locomotor skills of walking, running, hopping, and jumping are even-beat skills while the locomotor skills of galloping, sliding, and skipping are uneven-beat skills. This standard requires students to demonstrate both types of locomotor skills using a smooth transition or change between the skills. The teacher must first assess whether students can correctly perform each of the locomotor skills (Standard 1.6). Then the teacher explains and demonstrates that changes from one locomotor skill to the next need to be smooth rather than jerky. Finally, the teacher plays music and asks the students to move rhythmically with the music using both types of locomotor skills as well as smooth transitions.

STANDARD 2

2.3 Explain the importance of a wide rather than a narrow base of support in balance activities.

Students are assigned to work in pairs. The teacher asks one student in each pair to find a position in which he or she is least likely to fall over (i.e., be balanced). The teacher asks the second student in each pair to use chalk to draw a circle around the body parts in contact with the ground. The teacher then asks the same students to find positions in which they are likely to fall over (i.e., be out of balance). The teacher asks the second student in each pair to use a different colored piece of chalk to draw a circle around the body parts in contact with the ground. The students then switch roles and repeat the activity. During closure, both students compare the circles drawn around each of them and observe that they are more likely to fall over when they have a narrow base of support compared with a wider base of support.

2.5 Compare and contrast locomotor movements conducted to even and uneven beats.

Four locomotor skills (e.g., run, walk, hop, and jump) are to be performed to an even beat. Three locomotor skills (e.g., skip, gallop, and slide) are to be performed to an uneven beat. The teacher starts the lesson with a demonstration to review the correct technique for each skill. Then the teacher plays music that alternates between an even and uneven beat. Students perform the appropriate locomotor skill that matches the beat. During closure, the teacher presents the students with a Venn diagram and asks students to list similarities and differences between those locomotor skills performed to an even beat and those performed to an uneven beat.

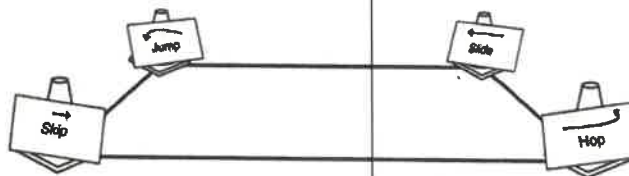
STANDARD 3

3.4 Traverse the overhead ladder one bar at a time.

Most schools have only one overhead ladder so this standard is often addressed using a station approach as described here. The teacher starts the lesson with a review of the safety rules and appropriate activities for the playground apparatus (e.g., horizontal bar, parallel bars, climbing apparatus, pull-up bars, low balance beams, climbing poles, overhead ladders). To add stations, the teacher places two jump ropes, for practicing jumping skills, between each piece of apparatus. Students, in pairs, are assigned to a starting station (piece of apparatus or jump rope station). After a few minutes at each station, the teacher signals the students to proceed to the next station. At the end of the lesson, the teacher reviews the safety rules. If applicable, the teacher reminds students that the apparatus is available to them during recess and lunch.

3.6 Engage in moderate to vigorous physical activity for increasing periods of time.

Moderate-intensity physical activity generally requires sustained rhythmic movements and refers to a level of effort a healthy individual might expend while, for example, walking briskly, dancing, swimming, or bicycling on level terrain. A person should feel some exertion but should be able to carry on a conversation comfortably during the activity. Vigorous-intensity physical activity generally requires sustained, rhythmic movements and refers to a level of effort a healthy individual might expend while, for example, jogging, participating in high-impact aerobic dancing, swimming continuous laps, or bicycling uphill. Vigorous-intensity physical activity may be intense enough to result in a significant increase in heart and respiration rate (<http://www.cdc.gov/nccdphp/dnpa/physical/terms/>). A popular aerobic activity for this age group is the performance of locomotor skills while moving in open space or around a circuit in which the locomotor skill is changed at each corner. This is known as the Four Corners activity. These moderate to vigorous physical activities should be conducted for increasing periods of time throughout the school year.



STANDARD 4

4.3 Identify ways to increase time for physical activity outside of school.

Students calculate the amount of time from when they arrive home from school until they go to bed. Students subtract the time they spend doing homework, performing chores, eating dinner, and getting ready for bed. Students explain what they do with the remaining time and how they can increase their amount of physical activity during this time. For example, students can go for walks with their parents and other family members,

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play video games that require physical activity, and perform physical chores (e.g., rake leaves, sweep floors).

This standard links with two of the math standards in measurement and geometry, providing an opportunity for interdisciplinary learning:

Grade 2 Measurement and Geometry Standard 1.4: Tell time to the nearest quarter hour and know the relationships of time (e.g., minutes in an hour, days in a month, weeks in a year).

Grade 2 Measurement and Geometry Standard 1.5: Determine the duration of intervals of time in hours (e.g., 11 a.m. to 4 p.m.).

4.13 Identify the muscles being stretched during the performance of particular physical activities.

Stretching (flexibility) exercises are performed during the closure of lessons that involve physical activity. All flexibility exercises should be performed as static stretches with no bouncing. At the beginning of the school year, the teacher announces the name of the muscle being stretched during each activity. As the school year progresses, the students name the muscle being stretched.

STANDARD 5

5.6 Demonstrate how to solve a problem with another person during physical activity.

Second-graders spend most of their practice time working in pairs. Sometimes conflicts or problems arise that the students need to solve. It is best to provide students with a strategy beforehand for handling these types of problems. An appropriate problem-solving strategy consists of the following steps:

1. Define the problem.
2. List possible solutions.
3. Select and try one of the solutions.
4. Determine if the solution worked—and if not, then try another solution.
5. Continue the process until both students feel that the solution provided a win-win solution.

The teacher instructs the students on this five-step approach to solving problems and then creates simulations (e.g., a ball goes out of bounds and it is unclear who touched it last, during a tag game it is unclear whether a person was actually tagged) for the students to practice the strategy. During the simulations, the teacher circulates through the class providing feedback. When “real-life” problems arise, the teacher should provide appropriate feedback to ensure that students use the problem-solving strategy to resolve their issues.