

## Learning Snapshots

### STANDARD 1

- 1.1 Travel within a large group, without bumping into others or falling, while using locomotor skills.**

Instruction on this standard comes after students have learned the locomotor skills (e.g., walk, run, hop, skip, jump, leap, gallop, slide), general space, and personal space. The teacher sets up four cones to define the boundaries of the general space in which this activity will occur. Posters of each locomotor movement decorate the walls to reinforce movement vocabulary and the eight locomotor skills. During the activity, the teacher calls out and demonstrates a locomotor skill and students respond by performing the skill. Safety is important when one is traveling in a confined space. The teacher emphasizes that students should focus on the activity, so that they do not bump into other students.

- 1.8 Demonstrate the relationship of under, over, behind, next to, through, right, left, up, down, forward, backward, and in front of by using the body and an object.**

The teacher writes each of the relationship words on 8-inch by 5-inch cards: *under, over, behind, next to, through, right, left, up, down, forward, back, and in front of*. Several posters illustrating the various relationships decorate the walls. Each student is handed an object, such as a beanbag. The teacher calls out one of the relationships appropriate to the object used and holds up the word. Each student demonstrates the relationship using the object. During closure, the students are assigned to work in pairs. The teacher again calls out one of the relationships and holds up the word. This time, the students discuss what the word means and which word is its opposite (Standard 2.1). For example, the teacher holds up the word *over* and students state that the body would be above the object and that the opposite word would be *under*. After this lesson, the teacher reinforces the terms by using them in practical daily situations. For example, the teacher may ask students to stand next to another student or put the ball under the bench.

- 1.16 Perform locomotor and nonlocomotor movements to a steady beat.**

Four locomotor skills are to be performed to a steady or even beat: walking, running, jumping, and hopping. All nonlocomotor movements can be performed to a steady or even beat, including turning, twisting, bending, and curling. The teacher starts the lesson with a review of the correct technique, demonstrating each skill. The teacher either plays music that has a steady beat or creates a steady beat by striking a drum or other musical instrument while asking the students to clap with the beat. Then, the teacher asks all the students to perform nonlocomotor and locomotor movements to a steady beat as the name of the movement is called out.

## STANDARD 2

### 2.4 Explain base of support.

“Base of support” refers to the body parts in contact with the ground and the distance between them during any given activity. This concept is best learned over time. During the initial lesson, the teacher defines “base of support” and provides several examples (e.g., the base of support for a bicycle is its two wheels and the distance between them; the base of support for a person standing is her or his two feet and the distance between them). The students are then instructed to find an open space on mats or the grass. The teacher calls out directions: “Show me how you can balance on two body parts,” “show me how you can balance on four body parts,” “show me how you balance at a high level,” and “show me how you balance at a low level.” The teacher asks students to stand with feet close together and then with feet apart. Finally, the teacher asks, “In which position did you have a more stable base of support?” During follow-up lessons, the teacher continually refers to the student’s base of support when discussing the body parts in contact with the ground.

## STANDARD 3

### 3.5 Stretch shoulders, legs, arms, and back without bouncing.

Lesson closure is the appropriate time for students to perform stretching exercises. Students need to learn safe stretching exercises and the importance of performing static stretches without bouncing. There are four safe stretches.<sup>2</sup>



#### ACROSS-ARM STRETCH

Reach right arm across the chest with upper arm parallel to the ground.  
Place left hand on right upper arm.  
Gently push on right arm toward chest.  
Repeat with the other arm.



#### SHOULDER SHRUGS

Stand.  
Raise right shoulder toward earlobe.  
Lower shoulder.  
Raise left shoulder toward earlobe.  
Lower shoulder.

#### ILLUSTRATION CREDITS

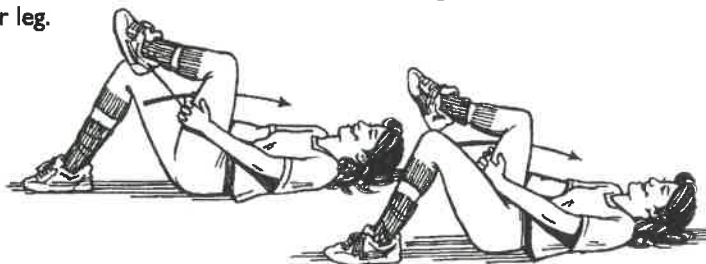
**ACROSS-ARM STRETCH**  
Illustration reprinted with permission from B. S. Mahnsen, *Teaching Middle School Physical Education* (Champaign, IL: Human Kinetics), 317. ©1997.

**SHOULDER SHRUGS**  
Illustration reprinted with permission from ©Bonnie's Fitware, Inc.

<sup>2</sup> Because there are few safe stretches, the same stretches are listed for both kindergarten and grade one students. These stretches are appropriate for young students.

### LOWER BACK STRETCH

Lie on back with both knees bent and both feet on the ground.  
Grab with both hands the thigh of one bent leg.  
Pull thigh toward chest, keeping the knee at a 90-degree angle.  
Repeat with other leg.



### REVERSE HURDLE STRETCH

Sit with one leg extended and the other leg bent so that the sole of the foot is alongside the extended knee.  
Bend the extended knee slightly.  
Reach both hands toward toes of the extended leg.  
Repeat with other leg.



The purpose of this activity is to instruct students on the correct stretching technique. A static stretch is a slow, sustained stretch that is held for 10 to 30 seconds. The student “stretches the muscle-tendon unit to the point where mild discomfort is felt and then backs off slightly, holding the stretch at a point just prior to discomfort. This is generally considered a safe stretch . . . especially at the elementary level, this type of stretching is preferred” (*Physical Education for Lifelong Fitness* 2005, 107). Posters and other visual aids can provide students with a picture of the correct technique. During the stretching exercises, students can also be asked to touch the muscle that is being stretched and chorally repeat the name aloud to support learning Standard 4.9.

## STANDARD 4

### 4.6 Identify the location of the lungs and explain the role of the lungs in the collection of oxygen.

The teacher starts the lesson with an explanation that the lungs move oxygen in and air out of the body. The teacher then instructs students to place their hands on their chests and to take a deep breath to determine the location of their lungs. During an aerobic exercise or physical activity, the teacher again asks students to place their hands on their chests in the area of their lungs. Students are then asked about the differences in their breathing before and during exercise. Students answer that they were breathing more frequently when they were exercising to get more oxygen into their bodies.

#### ILLUSTRATION CREDITS

**LOWER BACK STRETCH**  
Illustration reprinted with permission from B. S. Mohnsen, *Teaching Middle School Physical Education* (Champaign, IL: Human Kinetics), 317. ©1997.

**REVERSE HURDLE STRETCH**  
Illustration reprinted with permission from B. S. Mohnsen, *Teaching Middle School Physical Education* (Champaign, IL: Human Kinetics), 318. ©1997.

**STANDARD 5**

**5.3 Demonstrate the characteristics of sharing in a physical activity.**

Students must first understand the characteristics of sharing to demonstrate sharing during physical activities. The teacher starts the lesson by creating a chart for sharing. The left side of the chart is labeled “Sounds Like” and the right side of the chart is labeled “Looks Like.” The teacher asks the students to brainstorm what sharing sounds like. The teacher writes or draws the responses in the left-hand column. The teacher then asks the students to brainstorm what sharing looks like. The teacher writes or draws the responses in the right-hand column. Then, the teacher reviews the students’ responses making sure they are correct. The teacher asks students to demonstrate the characteristics of sharing listed on the chart during the motor skill practice part of the lesson. While the students are practicing locomotor and nonlocomotor movements, the teacher provides feedback to the students on their demonstrations of sharing.<sup>3</sup>

**Chapter 2**  
Standards-Based  
Physical Education:  
Kindergarten  
Through  
Grade Five

**Kindergarten**

<sup>3</sup> Feedback is most effective when it is specific and positive or specific and corrective.