



TOOLS FOR LEARNING LOCOMOTOR & MANIPULATIVE SKILLS

PRIMARY (K-2)

The Virginia Standards of Learning Project

THE AMP LAB  SUNY Cortland

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TOOLS FOR LEARNING **LOCOMOTOR & MANIPULATIVE SKILLS**

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In partnership with the SUNY Cortland AMP Lab.
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MODULE OVERVIEW

ABOUT THIS MODULE

This module includes activities that are designed to develop and reinforce several locomotor and manipulative skills. All of the basic locomotor skills, static and dynamic balancing, as well as underhand tossing, rolling, and catching are addressed. Other learning outcomes are also addressed within the module's activities.

- **Standard 1 [K.a,b,c,e,g,h,i]** Demonstrate and differentiate between walking, running, hopping, galloping, and jumping (a); Demonstrate bending, pushing, pulling, turning, and balancing on one foot (b); Demonstrate approaching-mature form (at least two critical elements: which are small, isolated parts of the whole skill or movement) used in stationary manipulative skills for tossing and throwing underhand to targets, bounce and catch, toss and catch, kicking stationary ball to target, striking stationary object with paddle, dribbling, rolling ball underhand to target, trapping and volleying with hand (c); Demonstrate moving to a beat and to rhythmic patterns using basic locomotor and nonlocomotor rhythmic patterns (e); Demonstrate moving at low, medium, and high levels (g); Demonstrate traveling in straight, curving, and zigzagging pathways (h); Demonstrate fast, slow, and moderate speeds (i).
- **Standard 1 [1.a,b,c,f,i,j,k]** Demonstrate critical elements used and distinguish between galloping, leaping, skipping, and sliding (a); Demonstrate non locomotor skills of twisting, curling, bending, stretching, and balancing on different body parts (b); Demonstrate approaching mature forms (at least two critical elements) for use in manipulative skills (e.g., rolling ball underhand to target, underhand throw to targets, underhand toss and catch to self and with a partner, dribbling with hand in general space, dribbling with foot, kicking stationary ball to target, striking stationary object with hand or with short-handled implement, throwing underhand, volleying object upward with various body parts) (c); Demonstrate moving to a beat or rhythmic pattern in personal (self-space) and general space (f); Demonstrate low, medium, and high levels (i); Demonstrate straight, curving, and zigzagging pathways (j); Demonstrate fast, slow, and moderate speed movements (k).
- **Standard 1 [2.a,c,d,e,f]** Demonstrate individually and with a partner the mature forms of manipulative skills for underhand throwing, catching underhand tossed or thrown ball, kicking/passing stationary ball to a partner or to a target, foot dribble with control while walking, striking, consecutive upward volleying with hand(s), and stationary hand dribbling (a); Demonstrate moving to a rhythm by performing basic dance sequences (teacher- or student-led dances) (c); Demonstrate mature form for hop, jump, leap, skip, run, jog, gallop, and slide (d); Demonstrate and differentiate between jogging and running (e); Demonstrate manipulative skills using increased force (hard) and decreased force (soft) with control (f).
- **Standard 2 [K.d]** Demonstrate the concept of personal space (d).
- **Standard 2 [1.e]** Demonstrate appropriate use of personal and general space (e).
- **Standard 2 [2.a,b]** Describe the concept of relationships (e.g., over, under, around, in front of, behind, through) in dynamic movement situations (a); Explain the importance of spatial awareness (personal and general space) in static and dynamic movement situations (b).
- **Standard 4 [K.a,b,c]** Demonstrate cooperative and safe play (a); Demonstrate general and personal space (b); Identify three classroom (procedural) rules (c).
- **Standard 4 [1.a,b,c,d]** Work cooperatively, and demonstrate safe equipment use with peers (a); Demonstrate safety rules for activity (b); Demonstrate safe use of space (c); Identify classroom (procedural) rules (d).
- **Standard 4 [2.c,d,e]** Demonstrate cooperative skills, to include taking turns and sharing equipment (c); Demonstrate safe participation individually and with others (d); Identify two class safety rules (e).

MODULE OVERVIEW

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NOTE: Additional standards and outcomes addressed are specified on each activity plan.

PLANNING COMPLETE LESSONS

Each skill-building activity in this module is meant to be one part of a complete lesson. The authors recommend the following formula for creating a 30 to 45 minute lesson:

- Instant Activity (not on block plan) 5-10 minutes
- + Skill Activity with Debrief 10-15 minutes
- + Skill Activity with Debrief 10-15 minutes
- + Check for Understanding 5 minutes

Important: Suggestions are what they say they are – *suggestions*. All OPEN materials are offered in MS Word format so that you can easily modify our suggestions to meet the needs of your students.

ASSESSMENT

Two assessments are provided as a part of this module. However, there are many different ways for teachers and students to assess and evaluate student learning and skill development.

MODULE OVERVIEW

SELF ASSESSMENT WORKSHEET

There are 3 pages of simple self-assessments provided with this module, giving each student a structure for reflecting on current skill level, setting a goal for growth and development, and then reassessing progress toward that goal.

The authors recommend that students complete these forms as a pre-assessment on the day that skills are first introduced. For example, during the module's first lesson, students explore movements using juggling scarves. At the end of this activity, students would complete the Pre and Goal columns for any or all of the basic locomotor skills. Pre-assessments for other skills would not be completed until a future lesson. A post-assessment for all skills would then be completed during the Module's Station Day lesson.

Introduce the self-assessment tool and process to K-1 students by completing the worksheet as a class, rating the entire group's performance. Next, set a group goal for improvement and complete the post-assessment together. Young students will most likely need too much guidance to complete this type of assessment independently. We recommend attempting an independent self-assessment at the end of grade 1 and then throughout grade 2.

USING THE SELF ASSESSMENT FOR EVALUATION (GRADING)

When evaluating a student's performance in using the Self-Assessment Worksheet, the student's score should be based on the process and quality of self-reflection, not the student's ability to score a full column of smiles or stars. Here is a sample rating scale for self-assessment evaluation:

- Well Below Competence (1): Was present, but refused to complete Self-Assessment.
- Lacks Competence (2): Completed each assessment with little effort. Student pre- and post-assessments do not match teacher-observed skill performance.
- Competent (3): Most skill assessments match the student's skill level with a goal for improvement and an accurate post-assessment. Evidence of reflection is present.
- Proficient (4): All skill assessments match the student's skill level with a goal for improvement and an accurate post-assessment. Evidence of reflection and a regard for quality of work is present.

NOTE: The evaluation scale suggested for the Self-Assessment Worksheet is consistent with the scale used for the Holistic Rubrics discussed below. This consistency allows teachers to average several scores for the sake of a final evaluation or grade.

HOLISTIC RUBRIC FOR PERFORMANCE

The Holistic Rubric can be used as both a formative and summative assessment within the module. Providing students with the rubric's criteria early in the module will allow for discussion and formative evaluation throughout activities and lessons.

This rubric can be completed in full on the Module's Station Day, providing a final holistic evaluation of each student's performance.

MODULE OVERVIEW

SUGGESTED BLOCK PLAN

Lesson	Skill Activity	Suggested Academic Language
1	Juggling Scarf Exploration 1	Actively Engage, Clockwise, Counter-Clockwise, General Space, Locomotor Skill, Gallop, Hop, Jog, Jump, Leap, Run, Side-Slide, Skip, Walk, Pathways, Safe, Self-Space
2	Review Juggling Scarf Exploration 1 + Scarf Exploration 2	Control, General Space, Manipulative Skill, Rhythm, Self-Space
3	Juggling Scarf Review + Bean Bag Exploration 1	Control, Demonstrate, Locomotor Skill, Gallop, Hop, Jog, Jump, Leap, Run, Side-Slide, Skip, Walk
4	Review Bean Bag Exploration 1 + Bean Bag Exploration 2	Balance, Effort, Mature, Movement Concepts, Relationship, Transfer of Weight
5	Bean Bag Review + Ball Skills 1	Clockwise, Counter-Clockwise, Control, Demonstrate, Direction, Manipulative Skill
6	Review Ball Skills 1 + Ball Skills 2	Control, Demonstrate, Direction, Effort, Manipulative Skill, Mature, Relationship
7	Ball Skills Review + Hula Hoop 1	Balance, Horizontal, Jump, Level, Locomotor Skill, Pathways, Safety, Transfer of Weight, Vertical
8	Review Hula Hoop 1 + Hula Hoop 2	Balance, Control, Direction, Level, General Space, Self-Space
9	Station Day (Post Assessments)	Academic Language Review

MATERIALS LIST

QTY	NAME	CODE	 USGAMES.COM
1	<i>Basic OPEN Activity Pack [Includes all items below]</i>		Link to e-Store
72	Juggling Scarves		Link to e-Store
24	Bean Bags		Link to e-Store
24	Foam Balls		Link to e-Store
24	Hula Hoops		Link to e-Store
			OPENPhysEd.org
31	Academic Language Cards		OPENPhysEd.org
6	Station Cards		OPENPhysEd.org
2	Skill Cue Teach Sheets		OPENPhysEd.org
12	Skill Cue Posters		OPENPhysEd.org
1	Holistic Rubric		OPENPhysEd.org
1	Self Check Assessment		OPENPhysEd.org

Juggling Scarf Exploration 1

STUDENT TARGETS

- ✔ **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.

TEACHING CUES

- ✔ Work Safely
- ✔ Respect Self-Space
- ✔ Actively Engage
- ✔ See *Skill Cue Teach Sheets for Skill-Specific Cues*

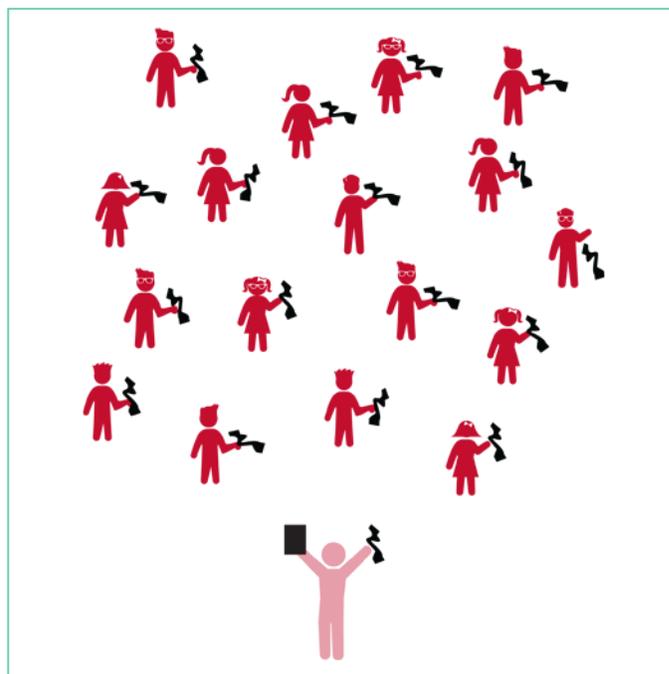
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✔ 1 juggling scarf per student
- ✔ Juggling Scarf Activity Card

Set-Up:

1. Students scattered in activity area, each with a juggling scarf.
2. Juggling Scarf Activity Card ready on clipboard or tablet.



Activity Procedures:

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.

Juggling Scarf Exploration 1

CHALLENGE PROGRESSIONS

- Give students a second scarf. Prompt them to complete each challenge with 1 scarf in each hand.
- Prompt students to create their own movements and challenges to share with the class.

MODIFICATIONS

- Demonstrate basic movements while holding 1 scarf. Allow students to explore the ways that the scarf moves during these movements with few specific expectations.

ACADEMIC LANGUAGE

Actively Engage, Clockwise, Counter-Clockwise, General Space, Locomotor Skill, Gallop, Hop, Jog, Jump, Leap, Run, Side-Slide, Skip, Walk, Pathways, Safe, Self Space

STANDARDS & OUTCOMES ADDRESSED

- Standard 1 [K.a,g,h]** Demonstrate and differentiate between walking, running, hopping, galloping, and jumping (a); Demonstrate moving at low, medium, and high levels (g); Demonstrate traveling in straight, curving, and zigzagging pathways (h).
- Standard 1 [1.a,i,j]** Demonstrate critical elements used and distinguish between galloping, leaping, skipping, and sliding (a); Demonstrate low, medium, and high levels (i); Demonstrate straight, curving, and zigzagging pathways (j).
- Standard 1 [2.d,e]** Demonstrate mature form for hop, jump, leap, skip, run, jog, gallop, and slide (d); Demonstrate and differentiate between jogging and running (e).
- Standard 2 [K.d]** Demonstrate the concept of personal space (d).
- Standard 2 [1.e]** Demonstrate appropriate use of personal and general space (e).
- Standard 2 [2.a,b]** Describe the concept of relationships (e.g., over, under, around, in front of, behind, through) in dynamic movement situations (a); Explain the importance of spatial awareness (personal and general space) in static and dynamic movement situations (b).
- Standard 4 [K.b,c]** Demonstrate general and personal space (b); Identify three classroom (procedural) rules (c).
- Standard 4 [1.b,c,d]** Demonstrate safety rules for activity (b); Demonstrate safe use of space (c); Identify classroom (procedural) rules (d).
- Standard 4 [2.c,d,e]** Demonstrate safe participation individually and with others (d); Identify two class safety rules (e).

DEBRIEF QUESTIONS

- 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?

TEACHING STRATEGY FOCUS

Identify Critical Content: As you begin to teach locomotor skills it's important to take the time to define the elements of each one. This will help students connect concepts with their performance. Start slowly and add different skills over time, when it's developmentally appropriate for your students. Likewise, helping students examine the differences and similarities between the skills will allow them to understand how and why each skill can be applied.

Juggling Scarf Exploration 2

STUDENT TARGETS

- ✔ **Skill:** I will experiment with different ways of tossing and then catching a scarf.
- ✔ **Cognitive:** I will explain the difference between self space and general space.
- ✔ **Fitness:** I will give at least one example of how I can be physically active outside of school.
- ✔ **Personal & Social Responsibility:** I will follow all directions.

TEACHING CUES

- ✔ Work Safely
- ✔ Respect Self-Space
- ✔ Actively Engage
- ✔ See *Skill Cue Teach Sheets for Skill-Specific Cues*

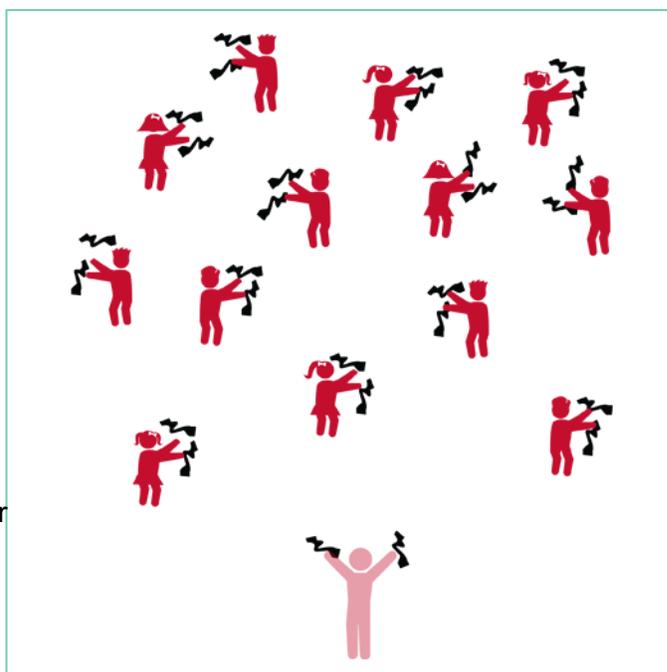
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✔ 2 juggling scarves per student
- ✔ Juggling Scarf Activity Card
- ✔ Up-tempo music

Set-Up:

1. Students scattered in activity area, each with 2 juggling scarves.
2. Juggling Scarf Activity Card ready on clipboard or tablet.



Activity Procedures:

1. Today we're going to have more fun exploring movement with juggling scarves.
2. I will show you a movement activity and then you'll repeat after me.
3. Teachers, use Part 2 of the Juggling Scarf Activity Card to follow this activity sequence: 1) Toss & Catch; 2) Toss Two 3) Partner Mirror; 4) Partner Lead; 5) Partner Juggle; 6) Group Juggle (2nd Grade).

Grade Level Progression:

K: Perform all activities with 1 scarf only. Introduce music and prompt students to move to the rhythm.
1st: Introduce the second scarf in Toss Two and continue with 2 scarves during partner activities.
2nd: Extend the Partner Lead activity to include various locomotor activities performed to the rhythm of music.

Juggling Scarf Exploration 2

CHALLENGE PROGRESSIONS

- Use different music with a variety of rhythms and tempos.
- Prompt students to create movement routines they can practice and then perform.

MODIFICATIONS

- Use music with basic rhythms and slow to medium tempos.
- Focusing on tossing the scarves, allowing them to fall to the floor without a catch.

ACADEMIC LANGUAGE

Control, General Space, Manipulative Skill, Rhythm, Self Space

STANDARDS & OUTCOMES ADDRESSED

- Standard 1 [K.c,e]** Demonstrate approaching-mature form (at least two critical elements: which are small, isolated parts of the whole skill or movement) used in stationary manipulative skills for tossing and throwing underhand to targets, bounce and catch, toss and catch, kicking stationary ball to target, striking stationary object with paddle, dribbling, rolling ball underhand to target, trapping and volleying with hand (c); Demonstrate moving to a beat and to rhythmic patterns using basic locomotor and nonlocomotor rhythmic patterns (e).
- Standard 1 [1.c,f]** Demonstrate approaching mature forms (at least two critical elements) for use in manipulative skills (e.g., rolling ball underhand to target, underhand throw to targets, underhand toss and catch to self and with a partner, dribbling with hand in general space, dribbling with foot, kicking stationary ball to target, striking stationary object with hand or with short-handled implement, throwing underhand, volleying object upward with various body parts) (c); Demonstrate moving to a beat or rhythmic pattern in personal (self-space) and general space (f).
- Standard 1 [2.a,c]** Demonstrate individually and with a partner the mature forms of manipulative skills for underhand throwing, catching underhand tossed or thrown ball, kicking/passing stationary ball to a partner or to a target, foot dribble with control while walking, striking, consecutive upward volleying with hand(s), and stationary hand dribbling (a); Demonstrate moving to a rhythm by performing basic dance sequences (teacher- or student-led dances) (c).

DEBRIEF QUESTIONS

- DOK 1:** What does self-space mean? What does general space mean?
- DOK 2:** How are self-space and general space alike? How are they different?
- DOK 3:** How does it make you feel if someone moves into your personal space? Why?
- DOK 3:** If general space was crowded, describe some of the things you'd have to think about as you moved through the space.

TEACHING STRATEGY FOCUS

Help students elaborate on content: Helping students elaborate and expand on their original thinking can be as simple as asking the question, “why?” As student process and make specific inferences prompt them to think even deeper and provide evidence to support their answers.

Bean Bag Exploration 1

STUDENT TARGETS

- ✔ **Skill:** I will keep the beanbag under control as I toss it in the air.
- ✔ **Cognitive:** I will discuss the different locomotor skills that I used in class.
- ✔ **Fitness:** I will work to stay actively engaged during all of the beanbag activities.
- ✔ **Personal & Social Responsibility:** I will use the equipment and activity space appropriately.

TEACHING CUES

- ✔ Work Safely
- ✔ Respect Self-Space
- ✔ Actively Engage
- ✔ See *Skill Cue Teach Sheets for Skill-Specific Cues*

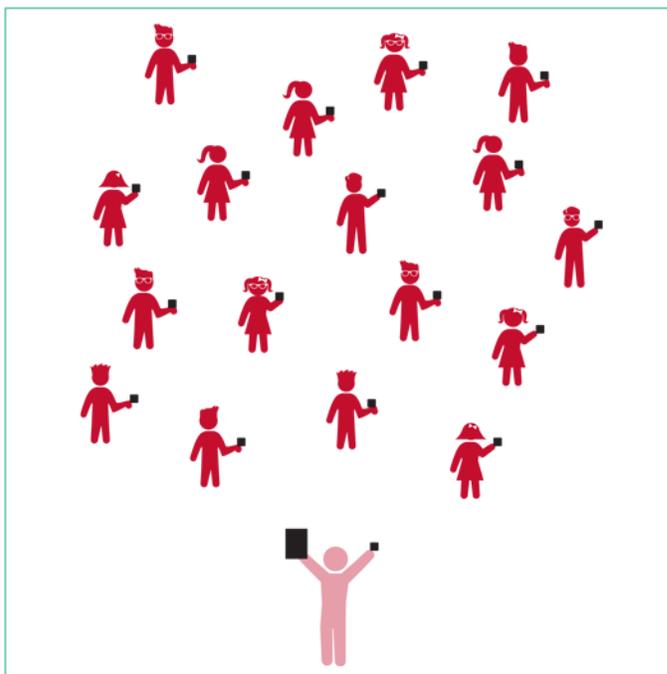
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✔ 1 bean bag per student
- ✔ Bean Bag Activity Card
- ✔ Up-tempo Music

Set-Up:

1. Students scattered in activity area, each with a bean bag.
2. Bean Bag Activity Card ready on clipboard or tablet.



Activity Procedures:

1. Today we're going to have fun exploring movement with bean bags.
2. I will show you a movement activity and then you'll repeat after me.
3. Teachers, use the following activity sequence: 1) Locomotor Moves; 2) Toss and Try; 3) Super Moves (Grades 1 & 2).

Grade Level Progression:

K: Prompt students to perform locomotor skills and movements safely with balance.

1st: Students perform with developing maturity, control, and increasing complexity. Introduce Super Moves.

2nd: Students demonstrate mature movements and successful tosses with catches and can also stay on task during practice with minimal reminders.



Bean Bag Exploration 1

CHALLENGE PROGRESSIONS

- Prompt students to create their own movements and challenges to share with the class.
- Move more quickly through the series of challenges with a focus on mastery performances.

MODIFICATIONS

- Provide a variety of small manipulatives for students to choose from with variations in weight, texture, and size.

ACADEMIC LANGUAGE

Control, Demonstrate, Locomotor Skill, Gallop, Hop, Jog, Jump, Leap, Run, Side-Slide, Skip, Walk

STANDARDS & OUTCOMES ADDRESSED

- **Standard 1 [K.a,b,c,g,h]** Demonstrate and differentiate between walking, running, hopping, galloping, and jumping (a); Demonstrate bending, pushing, pulling, turning, and balancing on one foot (b); Demonstrate approaching-mature form (at least two critical elements: which are small, isolated parts of the whole skill or movement) used in stationary manipulative skills for tossing and throwing underhand to targets, bounce and catch, toss and catch, kicking stationary ball to target, striking stationary object with paddle, dribbling, rolling ball underhand to target, trapping and volleying with hand (c); Demonstrate moving at low, medium, and high levels (g); Demonstrate traveling in straight, curving, and zigzagging pathways (h).
- **Standard 1 [1.a,b,c,i,j]** Demonstrate critical elements used and distinguish between galloping, leaping, skipping, and sliding (a); Demonstrate non locomotor skills of twisting, curling, bending, stretching, and balancing on different body parts (b); Demonstrate approaching mature forms (at least two critical elements) for use in manipulative skills (e.g., rolling ball underhand to target, underhand throw to targets, underhand toss and catch to self and with a partner, dribbling with hand in general space, dribbling with foot, kicking stationary ball to target, striking stationary object with hand or with short-handled implement, throwing underhand, volleying object upward with various body parts) (c); Demonstrate low, medium, and high levels (i); Demonstrate straight, curving, and zigzagging pathways (j).
- **Standard 1 [2.a,d,e]** Demonstrate individually and with a partner the mature forms of manipulative skills for underhand throwing, catching underhand tossed or thrown ball, kicking/passing stationary ball to a partner or to a target, foot dribble with control while walking, striking, consecutive upward volleying with hand(s), and stationary hand dribbling (a); Demonstrate mature form for hop, jump, leap, skip, run, jog, gallop, and slide (d); Demonstrate and differentiate between jogging and running (e).

DEBRIEF QUESTIONS

- **DOK 1:** What is a locomotor skill? What are examples of locomotor skills?
- **DOK 2:** When do you perform locomotor skills?
- **DOK 2:** What are the differences between a skip and a gallop? Walk and run?
- **DOK 1:** What does demonstrate mean?
- **DOK 2:** How do you demonstrate appropriate behavior in physical education class?
- **DOK 3:** How is appropriate behavior related to physical education equipment?

TEACHING STRATEGY FOCUS

Review content: Now that students have worked with and explored several different locomotor skills it's important to review what they've learned in order to highlight the idea that they are building their "movement vocabularies." Provide activity time in which all students choose their favorite movement and share the ways they've discovered their new skills can be used.

Bean Bag Exploration 2

STUDENT TARGETS

- ✔ **Skill:** I will use the cues for underhand tossing in order to hit a target with the beanbag.
- ✔ **Cognitive:** I will be able to repeat the cues for underhand tossing.
- ✔ **Fitness:** I will work to stay actively engaged during all of the beanbag activities.
- ✔ **Personal & Social Responsibility:** I will share my beanbag with a partner with no reminders from the teacher.

TEACHING CUES

- ✔ Work Safely
- ✔ Respect Self-Space
- ✔ Actively Engage
- ✔ See *Skill Cue Teach Sheets for Skill-Specific Cues*

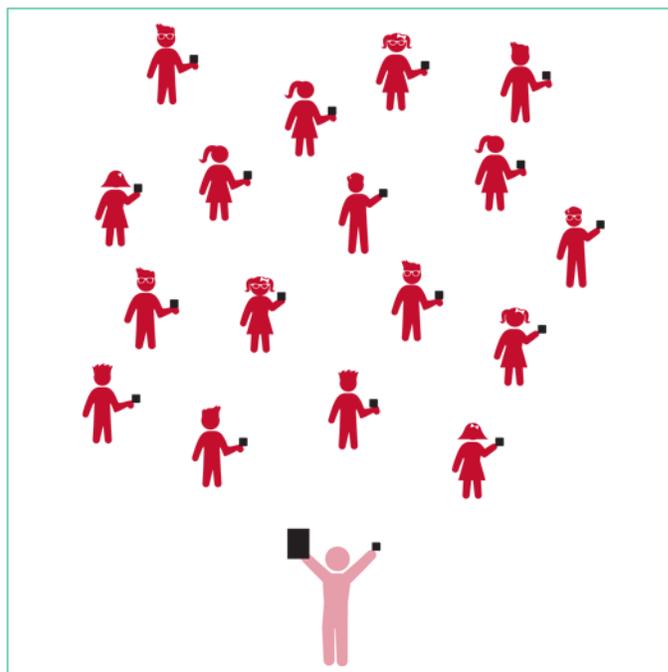
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✔ 1 bean bag per student
- ✔ Bean Bag Activity Card
- ✔ Up-tempo music

Set-Up:

1. Students scattered in activity area, each with a bean bag.
2. Bean Bag Activity Card ready on clipboard or tablet.



Activity Procedures:

1. Today we're going to have more fun exploring movement with Bean Bags.
2. I will show you a movement activity, and then you'll repeat after me.
3. Teachers, use the following activity sequence: 1) Balancing Act; 2) Slow and Fast; 3) Push Passes; 4) Target Practice; 5) Partner Fun (Grades 1 & 2).

Grade Level Progression:

K: Focus on safe movement and travel at different speeds. During Target Practice focus on stepping toward the target with the opposite foot.

1st: Introduce strong and light force during push passes. Emphasize the critical elements of an underhand throw.

2nd: Prompt students to focus on a mature underhand throwing pattern along with gradual variations in both speed and force.

Bean Bag Exploration 2

CHALLENGE PROGRESSIONS

- Allow skilled students to act as peer coaches.

MODIFICATIONS

- Provide a towel or net to students during catching activities. Students hold the towel out in front of them and use it to catch gently tossed beanbags.

ACADEMIC LANGUAGE

Balance, Effort, Mature, Movement Concepts, Relationship, Transfer of Weight

STANDARDS & OUTCOMES ADDRESSED

- **Standard 1 [K.c,i]** Demonstrate approaching-mature form (at least two critical elements: which are small, isolated parts of the whole skill or movement) used in stationary manipulative skills for tossing and throwing underhand to targets, bounce and catch, toss and catch, kicking stationary ball to target, striking stationary object with paddle, dribbling, rolling ball underhand to target, trapping and volleying with hand (c); Demonstrate fast, slow, and moderate speeds (i).
- **Standard 1 [1.c,k]** Demonstrate approaching mature forms (at least two critical elements) for use in manipulative skills (e.g., rolling ball underhand to target, underhand throw to targets, underhand toss and catch to self and with a partner, dribbling with hand in general space, dribbling with foot, kicking stationary ball to target, striking stationary object with hand or with short-handled implement, throwing underhand, volleying object upward with various body parts) (c); Demonstrate fast, slow, and moderate speed movements (k).
- **Standard 1 [2.a,e,f]** Demonstrate individually and with a partner the mature forms of manipulative skills for underhand throwing, catching underhand tossed or thrown ball, kicking/passing stationary ball to a partner or to a target, foot dribble with control while walking, striking, consecutive upward volleying with hand(s), and stationary hand dribbling (a); Demonstrate and differentiate between jogging and running (e); Demonstrate manipulative skills using increased force (hard) and decreased force (soft) with control (f).

DEBRIEF QUESTIONS

- **DOK 1:** What are the cues for underhand tossing?
- **DOK 2:** What do you know about the word mature?
- **DOK 3:** How are skill cues related to mature skill performance?
- **DOK 1:** How do you recognize when people are sharing equipment in physical education?
- **DOK 2:** How does sharing equipment affect our ability to learn new skills in physical education class?

TEACHING STRATEGY FOCUS

Help students practice skills: In order to develop mature skill patterns students need time to practice and develop their abilities. Although you may feel like you need to cover a certain amount of content in a short timeframe, sometimes it pays to be patient, practice and review skills and cues in order to help students to progress toward desired outcomes. Underhand tossing is a good example of a skill that might be covered quickly with few students truly reaching set targets and outcomes. However, if students are provided an ample amount of deliberate practice time, skill and concept transfer will strengthen future development down the road.

Ball Skills 1

STUDENT TARGETS

- ✔ **Skill:** I will keep my ball under control as I work to toss and catch it.
- ✔ **Cognitive:** I will demonstrate the difference between clockwise and counter clockwise using the ball.
- ✔ **Fitness:** I will work to stay active during all activities.
- ✔ **Personal & Social Responsibility:** I will listen to feedback from my teacher and work to make my performance better based on suggestions.

TEACHING CUES

- ✔ Work Safely
- ✔ Respect Self-Space
- ✔ Actively Engage
- ✔ See *Skill Cue Teach Sheets for Skill-Specific Cues*

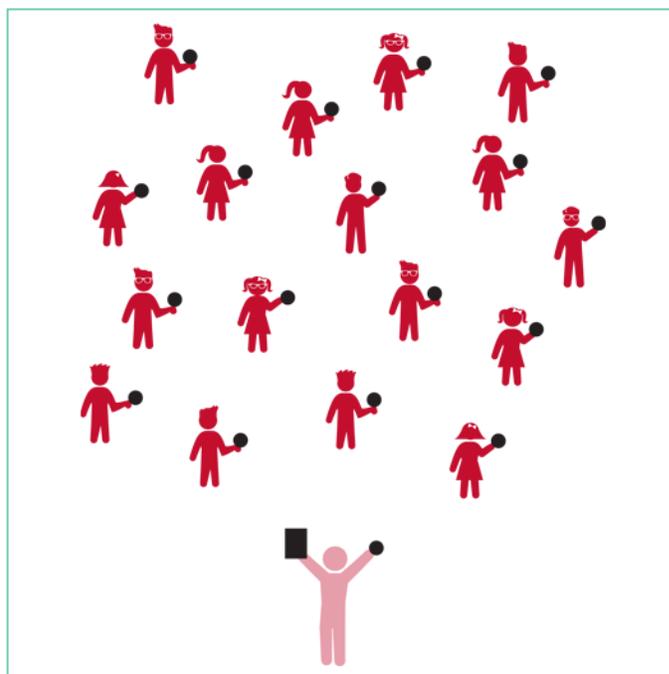
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✔ 1 foam ball per student
- ✔ Ball Skills Activity Card
- ✔ Up-tempo music

Set-Up:

1. Students scattered in activity area, each with a foam ball.
2. Ball Skills Activity Card ready on clipboard or tablet.



Activity Procedures:

1. Today we're going to have fun exploring movement with foam balls.
2. I will show you a movement activity, and then you'll repeat after me.
3. Teachers, use the following activity sequence: 1) Toss and Try; 2) Sorta Sporty; 3) Cool It Down.

Grade Level Progression:

K: As students complete Toss and Try activities, move to each student and toss them a ball for catching with both hands and arms against the body.

1st: Prompts students to catch a self-tossed ball before it bounces.

2nd: Prompt students to catch with their hands out in front of their bodies (rather than cradling against their bodies).

Ball Skills 1

CHALLENGE PROGRESSIONS

- Play up-tempo music and progress through each challenge to a rhythm. As students master each challenge, increase the tempo of the music and try again.

MODIFICATIONS

- Remove challenges that involve catching. Allow tosses to fall to the ground.

ACADEMIC LANGUAGE

Clockwise, Counter-Clockwise, Control, Demonstrate, Direction, Manipulative Skill

STANDARDS & OUTCOMES ADDRESSED

- **Standard 1 [2.a]** Demonstrate individually and with a partner the mature forms of manipulative skills for underhand throwing, catching underhand tossed or thrown ball, kicking/passing stationary ball to a partner or to a target, foot dribble with control while walking, striking, consecutive upward volleying with hand(s), and stationary hand dribbling (a).
- **Standard 2 [K.d]** Demonstrate the concept of personal space (d).
- **Standard 2 [1.e]** Demonstrate appropriate use of personal and general space (e).
- **Standard 2 [2.b]** Explain the importance of spatial awareness (personal and general space) in static and dynamic movement situations (b).
- **Standard 4 [K.b,c]** Demonstrate general and personal space (b); Identify three classroom (procedural) rules (c).
- **Standard 4 [1.b,c,d]** Demonstrate safety rules for activity (b); Demonstrate safe use of space (c); Identify classroom (procedural) rules (d).
- **Standard 4 [2.d,e]** Demonstrate safe participation individually and with others (d); Identify two class safety rules (e).

DEBRIEF QUESTIONS

- **DOK 1:** What does clockwise mean? Counter-clockwise?
- **DOK 2:** Why is it important to know the difference between the two directions?
- **DOK 3:** What might happen if everyone in our class were trying to move around the activity area and we didn't know the difference between clockwise and counter-clockwise?
- **DOK 1:** What does control mean?
- **DOK 2:** What are the different things that we control during physical education class? What things do we control during the school day?

TEACHING STRATEGY FOCUS

Help students examine their reasoning: The word control can mean different things in different contexts. Prompt students to explore those various meanings and listen attentively to their responses. As you listen, carefully question the logic that students use within their answers and prompt them to examine their overall logic. This requires careful interaction between teacher and student, but is essential to applying rigor in a developmentally appropriate way.

Ball Skills 2

STUDENT TARGETS

- ✔ **Skill:** I will use the cues for underhand tossing during partner activities.
- ✔ **Cognitive:** I will be able to repeat the cues for tossing.
- ✔ **Fitness:** I will work to stay actively engaged during all activities.
- ✔ **Personal & Social Responsibility:** I will work with my partner independently without reminders from the teacher.

TEACHING CUES

- ✔ Work Safely
- ✔ Respect Self-Space
- ✔ Actively Engage
- ✔ See *Skill Cue Teach Sheets for Skill-Specific Cues*

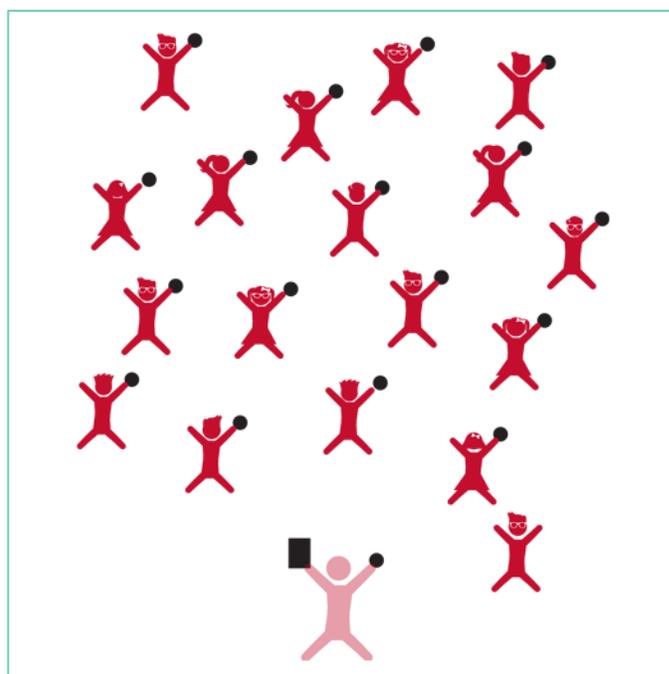
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✔ 1 foam ball per student
- ✔ Ball Skills Activity Card
- ✔ Up-tempo music

Set-Up:

1. Students scattered in activity area, each with a foam ball.
2. Ball Skills Activity Card ready on clipboard or tablet.



Activity Procedures:

1. Today we're going to have more fun exploring movement with foam balls.
2. I will show you a movement activity, and then you'll repeat after me. As we move through space, we'll work to move our bodies to the rhythm of the music.
3. Teachers, use the following activity sequence: 1) Rolling Around; 2) Partner Passes; 3) Double Trouble (Grade 2).

Grade Level Progression:

K: Focus on underhand tossing with opposition as well as safe and controlled travel in general space.

1st: Introduce strong and light force during rolling and tossing activities. Emphasize critical elements of underhand throw.

2nd: Prompt students to focus on a mature underhand throwing pattern along with gradual variations in both speed and force.

Ball Skills 2

CHALLENGE PROGRESSIONS

- Progressively increase the distance between students as they toss and catch the ball.

MODIFICATIONS

- Allow all students to choose whether to work with a ball or a scarf during toss and catch activities.

ACADEMIC LANGUAGE

Control, Demonstrate, Direction, Effort, Manipulative Skill, Mature, Relationship

STANDARDS & OUTCOMES ADDRESSED

- Standard 1 [2.a]** Demonstrate individually and with a partner the mature forms of manipulative skills for underhand throwing, catching underhand tossed or thrown ball, kicking/passing stationary ball to a partner or to a target, foot dribble with control while walking, striking, consecutive upward volleying with hand(s), and stationary hand dribbling (a).
- Standard 2 [K.d]** Demonstrate the concept of personal space (d).
- Standard 2 [1.e]** Demonstrate appropriate use of personal and general space (e).
- Standard 2 [2.b]** Explain the importance of spatial awareness (personal and general space) in static and dynamic movement situations (b).
- Standard 4 [K.b,c]** Demonstrate general and personal space (b); Identify three classroom (procedural) rules (c).
- Standard 4 [1.b,c,d]** Demonstrate safety rules for activity (b); Demonstrate safe use of space (c); Identify classroom (procedural) rules (d).
- Standard 4 [2.d,e]** Demonstrate safe participation individually and with others (d); Identify two class safety rules (e).

DEBRIEF QUESTIONS

- DOK 1:** What are the cues for underhand tossing?
- DOK 1:** What is a manipulative skill?
- DOK 2:** How does using the cues affect how well you toss a ball?
- DOK 2:** How is underhand tossing similar to/different from other manipulative skills?
- DOK 3:** How is effort related to skill cues when tossing a ball?

TEACHING STRATEGY FOCUS

Help students revise knowledge: Most students have had some sort of interaction/play experience with a ball. Oftentimes this interaction is generally positive. However, most students will come to physical education with bad habits with respect to tossing, throwing, and catching. Helping them identify and correct errors and bad habits is critical to developing mature skills. While you're correcting these errors try to infuse new content into your interaction. Work to help students view each skill from an alternative perspective in order to overcome resistance to change.

Hula Hoop 1

STUDENT TARGETS

- ✔ **Skill:** I will work to maintain my balance during all movement activities.
- ✔ **Cognitive:** I will define and discuss balance.
- ✔ **Fitness:** I will work to increase my heart rate during movement activities.
- ✔ **Personal & Social Responsibility:** I will work safely by following all instructions.

TEACHING CUES

- ✔ Work Safely
- ✔ Respect Self-Space
- ✔ Actively Engage
- ✔ See *Skill Cue Teach Sheets for Skill-Specific Cues*

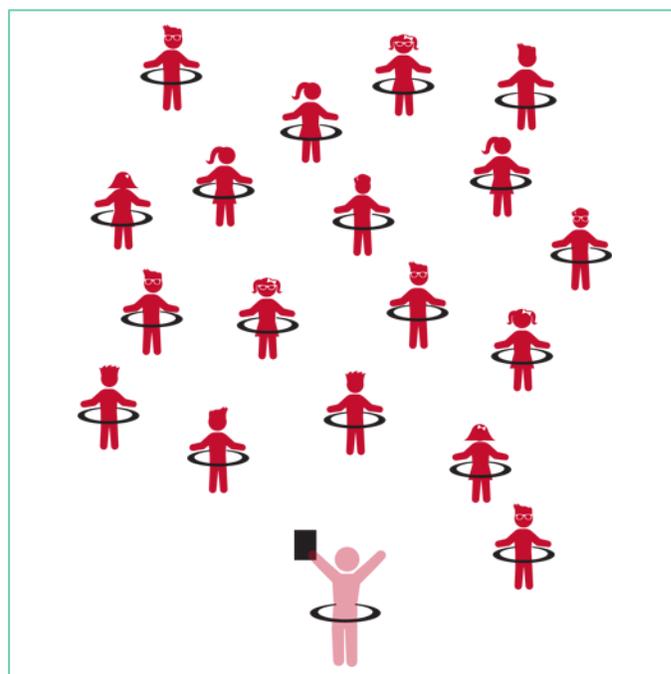
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✔ 1 Hula Hoop per student
- ✔ Hula Hoop Activity Card
- ✔ Up-tempo music

Set-Up:

1. Students scattered in activity area, each with a Hula Hoop.
2. Hula Hoop Activity Card ready on clipboard or tablet.



Activity Procedures:

1. Today we're going to have fun exploring movement with Hula Hoops.
2. I will show you a movement activity, and then you'll repeat after me.
3. Teachers, use the following activity sequence: 1) Puddles; 2) Walk Around the World; 3) Cliff Hanger; 4) Blast Off; 5) Musical Hoops.

Grade Level Progression:

K: Focus on jumping and landing actions while maintaining balance.

1st: Prompt students to perform jumping and landing with developing maturity, focusing on critical elements.

2nd: Prompt students to focus on mature patterns for all locomotor skills used.

Hula Hoop 1

CHALLENGE PROGRESSIONS

- Prompt students to create their own movements and challenges to share with the class.

MODIFICATIONS

- Many of the hoop challenges can be done with a flat poly spot.

ACADEMIC LANGUAGE

Balance, Horizontal, Jump, Level, Locomotor Skill, Pathways, Safety, Transfer of Weight, Vertical

STANDARDS & OUTCOMES ADDRESSED

- **Standard 1 [K.a,g,h]** Demonstrate and differentiate between walking, running, hopping, galloping, and jumping (a); Demonstrate moving at low, medium, and high levels (g); Demonstrate traveling in straight, curving, and zigzagging pathways (h).
- **Standard 1 [1.a,i,j]** Demonstrate critical elements used and distinguish between galloping, leaping, skipping, and sliding (a); Demonstrate low, medium, and high levels (i); Demonstrate straight, curving, and zigzagging pathways (j).
- **Standard 1 [2.d]** Demonstrate mature form for hop, jump, leap, skip, run, jog, gallop, and slide (d).
- **Standard 2 [2.a]** Describe the concept of relationships (e.g., over, under, around, in front of, behind, through) in dynamic movement situations (a).
- **Standard 4 [K.c]** Identify three classroom (procedural) rules (c).
- **Standard 4 [1.b,d]** Demonstrate safety rules for activity (b); Identify classroom (procedural) rules (d).
- **Standard 4 [2.d,e]** Demonstrate safe participation individually and with others (d); Identify two class safety rules (e).

DEBRIEF QUESTIONS

- **DOK 1:** How would you describe balance?
- **DOK 2:** How does balance affect the way you move?
- **DOK 3:** How can you change the way you move or stand still in order to improve (or keep) your balance?

TEACHING STRATEGY FOCUS

Help students engage in cognitively complex tasks: As students progress and experience a variety of movement experiences it's helpful to ask them to verbally and physically respond to discussion questions. "How does balance affect the way you move?" leads to, "Show me how you can change the way that you move (or stand still) in order to improve (or lose) your balance."

Hula Hoop 2

STUDENT TARGETS

- ✔ **Skill:** I will keep my body balanced and still during the Balancing Act activity.
- ✔ **Cognitive:** I will discuss why a strong base of support is important to balance.
- ✔ **Fitness:** I will work to stay actively engaged.
- ✔ **Personal & Social Responsibility:** I will use equipment appropriately.

TEACHING CUES

- ✔ Work Safely
- ✔ Respect Self-Space
- ✔ Actively Engage
- ✔ See *Skill Cue Teach Sheets for Skill-Specific Cues*

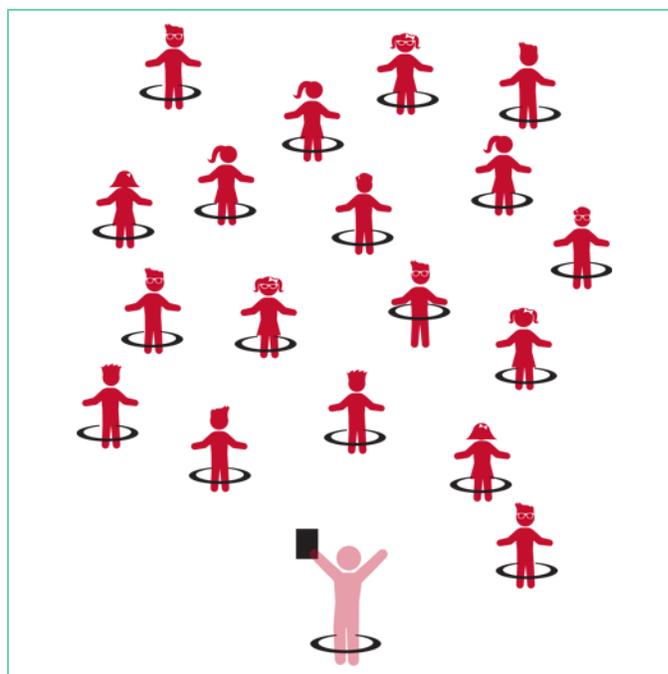
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✔ 1 Hula Hoop per student
- ✔ Hula Hoop Activity Card
- ✔ Up-tempo music

Set-Up:

1. Students scattered in activity area, each with a Hula Hoop.
2. Hula Hoop Activity Card ready on clipboard or tablet.



Activity Procedures:

1. Today we're going to have fun exploring movement with Hula Hoops.
2. I will show you a movement activity, and then you'll repeat after me.
3. Teachers, use the following activity sequence: 1) Shuffle Around; 2) Bus Driver; 3) Helicopter; 4) Lucky Coin; 5) Balancing Act; 6) Bumper Hoops (Grades 1 & 2).

Grade Level Progression:

K: Focus on safe travel using a variety of pathways, shapes, and levels.

1st: Prompt students to demonstrate and verbally discuss how they are applying levels and relationships.

2nd: Prompt students to demonstrate and verbally discuss the application of balance, levels, pathways, and weight transfer.



Hula Hoop 2

CHALLENGE PROGRESSIONS

- Prompt students to create challenges that combine hoops with another object from this module, such as a ball or a beanbag.

MODIFICATIONS

- Perform challenges with no equipment.

ACADEMIC LANGUAGE

Balance, Control, Direction, Level, General Space, Self Space

STANDARDS & OUTCOMES ADDRESSED

- **Standard 1 [K.g,h]** Demonstrate moving at low, medium, and high levels (g); Demonstrate traveling in straight, curving, and zigzagging pathways (h).
- **Standard 1 [1.i,j]** Demonstrate low, medium, and high levels (i); Demonstrate straight, curving, and zigzagging pathways (j).
- **Standard 2 [K.d]** Demonstrate the concept of personal space (d).
- **Standard 2 [1.e]** Demonstrate appropriate use of personal and general space (e).
- **Standard 2 [2.a,b]** Describe the concept of relationships (e.g., over, under, around, in front of, behind, through) in dynamic movement situations (a); Explain the importance of spatial awareness (personal and general space) in static and dynamic movement situations (b).
- **Standard 4 [K.b,c]** Demonstrate general and personal space (b); Identify three classroom (procedural) rules (c).
- **Standard 4 [1.b,c,d]** Demonstrate safety rules for activity (b); Demonstrate safe use of space (c); Identify classroom (procedural) rules (d).
- **Standard 4 [2.d,e]** Demonstrate safe participation individually and with others (d); Identify two class safety rules (e).

DEBRIEF QUESTIONS

- **DOK 1:** What is a base of support? What are all of the things you can tell me about a base of support?
- **DOK 2:** How does a base of support affect balance?
- **DOK 3:** (Demonstrate different bases of support) Do you think this balance pose is a good base of support? Why or why not? How could we improve it?

TEACHING STRATEGY FOCUS

Manage response rate with tiered questioning techniques: Each set of debrief questions in this module works to move students from Depth of Knowledge (DOK) Level 1 to Level 3. This type of purposeful scaffold helps deepen student thinking about the content that is presented. Engage the students with your own active listening so that they can see and hear your participation. Young students often crave that level of engagement, and their cognitive and skill development will benefit from this type of interaction.

Station Day

STUDENT TARGETS

- **Skill:** I will perform skill assessments to the best of my ability.
- **Cognitive:** I will follow the instructions on each station card in order to stay actively engaged with my team.
- **Fitness:** I will find my pulse/heart rate after each station to see if it is beating faster than when I'm sitting or resting.
- **Personal & Social Responsibility:** I will follow the rules and parameters of the Station Day learning environment.

TEACHING CUES

- Start Activity With Music
- When Music Stops: Clean the Area and Rotate

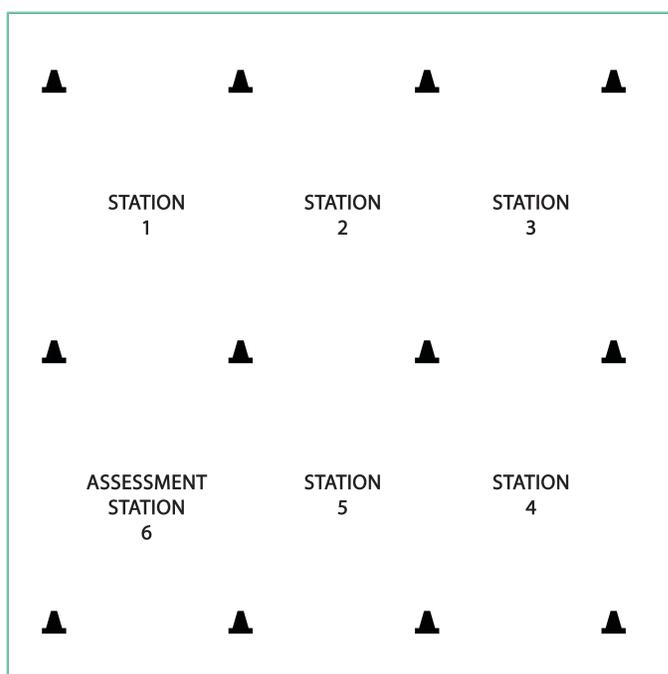
ACTIVITY SET-UP & PROCEDURE

Equipment:

- Station music and music player
- See station cards for equipment needs

Set-Up:

1. Create 6-10 grids (depending on size of class and activity area).
2. Set up station cards in each grid.
3. Set up each station according to its station card.
4. Designate one station as an assessment station.
5. Create groups of 2-4 students, each group at a different station.



Activity Procedures:

1. Today is a Station Day. We'll complete each station for 2 (or 3) minutes. One station is an assessment station, where you'll be given feedback based on your skill performance.
2. *Teacher: Talk through and/or demonstrate each station. Emphasize expectations at the assessment station.*
3. When the music starts, begin working at your station. When it stops, you'll have 1 minute to clean up the station equipment and rotate to the next station. Wait until the music begins again before you start the activity at the new station.
4. While we're learning this station format, I'll pause the music for a longer period of time so that every team is able to clean up their area and rotate.



Station Day

CHALLENGE PROGRESSIONS

- Challenge older students (stronger readers) to complete the task written on each card without an explanation or demonstration.

MODIFICATIONS

- Some students may need step-by-step assistance during cleaning-up and rotation. Pause the music and don't restart until every group has safely

ACADEMIC LANGUAGE

Select words from the module that you're teaching.

STANDARDS & OUTCOMES ADDRESSED

- Standard 1, 2, 3, 4** [Select outcomes from the module that you're teaching.]

DEBRIEF QUESTIONS

- Select questions from the module that you're teaching or the assessment that you're using*

TEACHING STRATEGY FOCUS

Organizing students to interact with content: The use of grids to organize students into learning stations is an effective way to manage activity, assessment, and cooperative learning opportunities. Practice using this format several times, especially with young children, before attempting to facilitate an assessment experience. Students need time to master the management aspects of station work. However, once this routine is learned, it often becomes an essential management tool in physical education.

SAMPLE LESSON PLAN

FOCUS
OUTCOMES

- ✔ **Standard 2 [K.d]** Demonstrate the concept of personal space (d).
- ✔ **Standard 2 [1.e]** Demonstrate appropriate use of personal and general space (e).
- ✔ **Standard 2 [2.a,b]** Describe the concept of relationships (e.g., over, under, around, in front of, behind, through) in dynamic movement situations (a); Explain the importance of spatial awareness (personal and general space) in static and dynamic movement situations (b).

FOCUS
TARGETS

- ✔ **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.

ACADEMIC
LANGUAGE

- ✔ Self-Space
- ✔ General Space
- ✔ Locomotor Skill (Along with cards for individual skills)
- ✔ Pathways

SELECTED
ASSESSMENT

- ✔ Student Self Assessment (Locomotor Skills)

SAMPLE LESSON PLAN

	TRANSITION NOTES	ACTIVITY	DEBRIEF
<p>1 INSTANT ACTIVITY</p>	<p>Scarves are set out inside 4 large hoops that are scattered around the perimeter. Music is playing as students enter. They collect 1 or 2 scarves and begin to experiment with scarves while scattered self-space.</p>	<p>Juggling Scarf Free Play</p>	<p>What does self-space mean? How is that different from general space?</p>
<p>2 LEARNING TASK</p>	<p>While in self-space, "Freeze" to stop student movement and focus attention on teacher. Begin activities listed on Activity Card starting with Shapes and Directions. "Freeze" to stop and debrief after Shapes and Directions.</p>	<p>Shapes and Directions</p>	<p>Point to your right. Point to your left. Use your scarf to draw a circle using a clockwise motion.</p> <p>Why is it important to know and understand directions like right and left, clockwise and counter clockwise?</p>
<p>3 LEARNING TASK</p>	<p>K & 1: Begin by reviewing locomotor skills (see cue posters and teach sheets) 2: Review Scarf Activities, add skipping to the progression, and then progress to Tail Tag.</p>	<p>Locomotor Moves, Levels, Pathways</p>	<p>What is a locomotor skill? What are the different locomotor skills that you've learned?</p> <p>How is walking different than galloping? How are they the same?</p>
<p>4 EXIT ASSESSMENT</p>	<p>Complete the Student Self Assessment (Locomotor Skills) as a class. Project the assessment document via the LCD projector.</p>		

ACTIVELY ENGAGE

(verb)

To participate in an activity while showing genuine interest and a desire for excellence.

*Caroline **actively engages** in physical education class in order to get as much physical activity as possible.*



BALANCE

(noun)

An even distribution of weight which allows someone or something to stay upright and steady.

*Lauren jumped and then landed on two feet in order to keep her **balance** and not fall down.*



CLOCKWISE

(adverb)

Movement in the same direction as the way the hands of a clock move around.

*Together, the group moved **clockwise** around the perimeter of the activity area.*



COUNTER-CLOCKWISE

(adverb)

Movement in the direction opposite from the way the hands of a clock move around.

*The class moved the parachute **counter-clockwise** by walking around to their right.*



CONTROL

(verb)

To manage or regulate the movement or actions of something.

*Kira was able to **control** the scarf by throwing it carefully into the air.*



DEMONSTRATE

(verb)

**To show or perform an action
for others to see.**

*Phillip was about to **demonstrate** an accurate throw and a catch while the class watched.*



DIRECTION

(noun)

One of the ways the body can move in space (e.g. forward, backward, right, left, up, down, clockwise, counterclockwise).

*Jamie's favorite game at the arcade is the Claw Machine because she likes to move the handle in different **directions**, attempting to grab one of the stuffed animals.*



EFFORT

(noun)

In movement concepts, this refers to how the body moves and applies the concepts of time (fast, slow), force (strong, light), and flow (bound, free) to specific movement situations.

*Henry knows the **effort** he applies when pitching a baseball directly affects how the ball moves.*



GENERAL SPACE

(noun)

The area within a boundary in which a person can move using different types of locomotion.

*In physical education class, we share **general space** so that everyone can move safely within the activity boundaries.*



HORIZONTAL

(adjective)

Parallel to the level ground.

*When Superman flies through the air, he is in a **horizontal** position.*



LEVEL

(noun)

Position of the body or its parts in relation to the floor, a person, or a piece of equipment.

*Sophia knew that the three **levels** include low, medium, and high.*



LOCOMOTOR SKILL

(noun)

A type of movement used to get from place to place.

*Dane's favorite **locomotor skill** is a skip, but Betsy prefers to run.*



GALLOP

(verb)

A sliding movement performed in a forward direction.

*During physical education, students were asked to move like a horse, so they **galloped**.*



HOP

(verb)

A locomotor movement in which the performer takes off on one foot and lands on the same foot.

*During a game of hopscotch, Sarah **hopped** three times before picking up the beanbag.*



JOG

(verb)

**A run performed at a steady,
gentle pace.**

*Melissa **jogged** around the block on a regular basis as a form of physical activity.*



JUMP

(verb)

A locomotor movement in which the performer takes off on one or both feet and lands on two feet.

*Kevin **jumps** into the air when taking a shot with the basketball.*



LEAP

(verb)

A locomotor skill in which the performer takes off from one foot and lands on the opposite foot.

*While taking a hike, Olivia **leaped** over a puddle that was obstructing the trail.*



RUN

(verb)

A transfer of weight from one foot to the other that involves momentary loss of contact with the floor or ground by both feet; similar to walking, but with a longer stride.

*During the game of tag, Michael needed to **run** fast to avoid being tagged.*



SIDE-SLIDE

(verb)

A step sideways with one foot, then a pull or drag of the other foot beside it (step-close, step-close).

*When playing goalie, Cameron used a **side-slide** to quickly get into position and make a save.*



SKIP

(verb)

A step-hop combination executed in an uneven rhythm, alternating the lead foot.

*Lillie liked to **skip** along the sidewalk on her way to school each morning.*



WALK

(verb)

A transfer of weight from one foot to the other that involves alternately losing balance and recovering it while moving forward or backward.

*Mrs. Parker expects the students in her class to **walk** when they are in the hallway.*



MANIPULATIVE SKILL

(noun)

A movement done to or with objects such as throwing, striking, and catching.

*Preston was performing the **manipulative skills** of both throwing and catching while playing with the Frisbee.*



MATURE

(adjective)

Fully developed.

*Izzi demonstrated a **mature** throw, using all of the skill cues that we learned in class.*



MOVEMENT CONCEPTS

(noun)

The elements important in the study of human movement: body awareness, space, and qualities of movement (force, balance, time, and flow).

*At the end of the school year, Lucas was able to recall a number of **movement concepts** he learned in physical education.*



PATHWAYS

(noun)

**Routes of movement in space:
straight, curved, zigzag, or
combinations of the three.**

*As a football player, Marcus knows that he must vary the **pathways** he uses to travel in order to evade the defenders.*



RELATIONSHIP

(noun)

In physical education, this refers to how two objects or people are associated with one another (e.g. above/below, leading/following).

*Leah realized that she had two different **relationships** when practicing basketball with the team. The first was that she was friends with her group, and the second was that they were practicing next to the hoop.*



RHYTHM

(noun)

A strong, repeated pattern of movement or sound.

*Jeff was skipping to the **rhythm** of his favorite song.*



SAFE

(noun)

The condition of being protected against physical, social, and emotional harm.

*Rahim stays **safe** by following all safety rules in physical education class in order to protect himself and his classmates from injury.*



SELF-SPACE

(noun)

The area around a person in which they feel comfortable but would become uncomfortable if someone or something enters.

*It's important to respect everyone's **self-space** in physical education class so that we can all learn without feeling uncomfortable.*



TRANSFER OF WEIGHT

(verb)

A change in the center of gravity beyond its base of support in order to create movement or generate force.

Kristen transferred her weight by performing a cartwheel.



VERTICAL

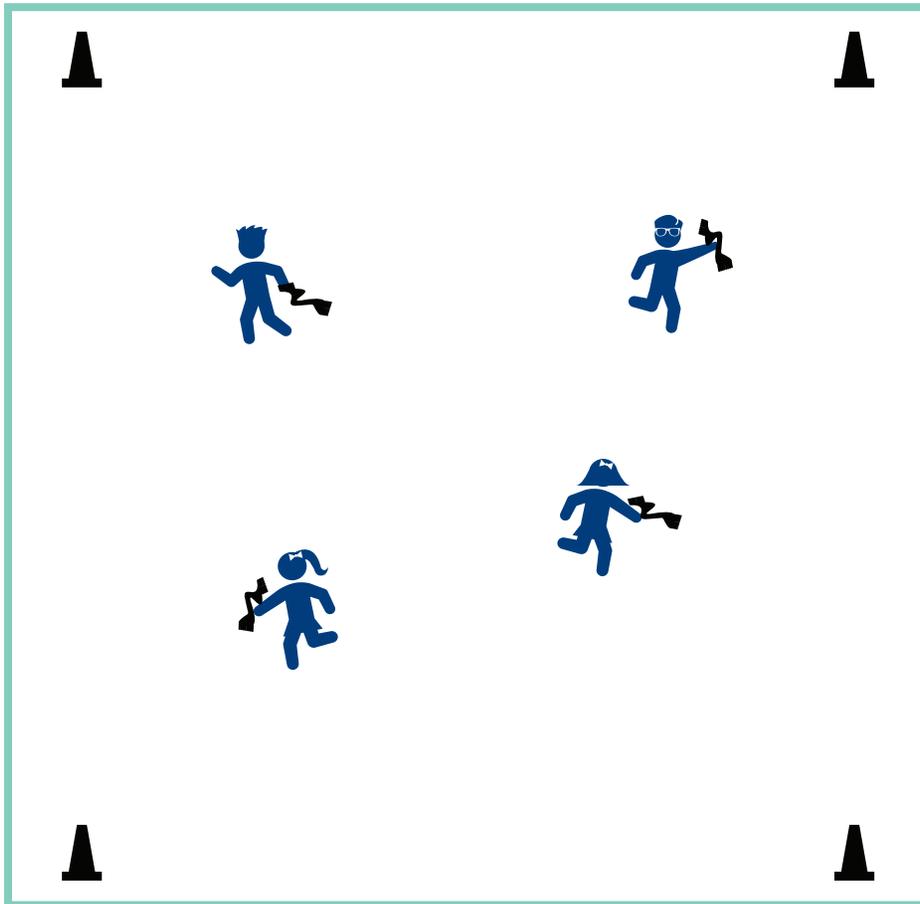
(adjective)

Perpendicular to the level ground.

*Alyssa noted that tree trunks, telephone poles, and the chains for swings are all in **vertical** positions.*



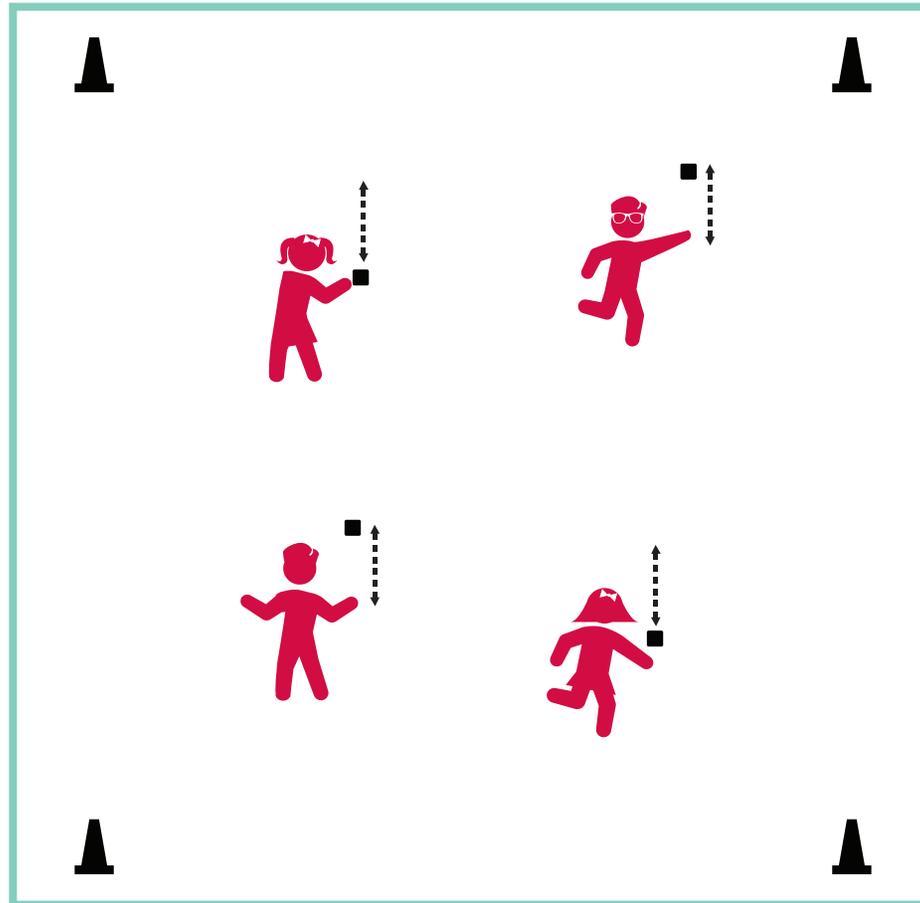
LOCOMOTOR MOVES WITH A SCARF



- 1.** Use a scarf to pretend you're a fun animal.
- 2.** Safely gallop, jump, leap, march, hop, slide, and skip in the station area.



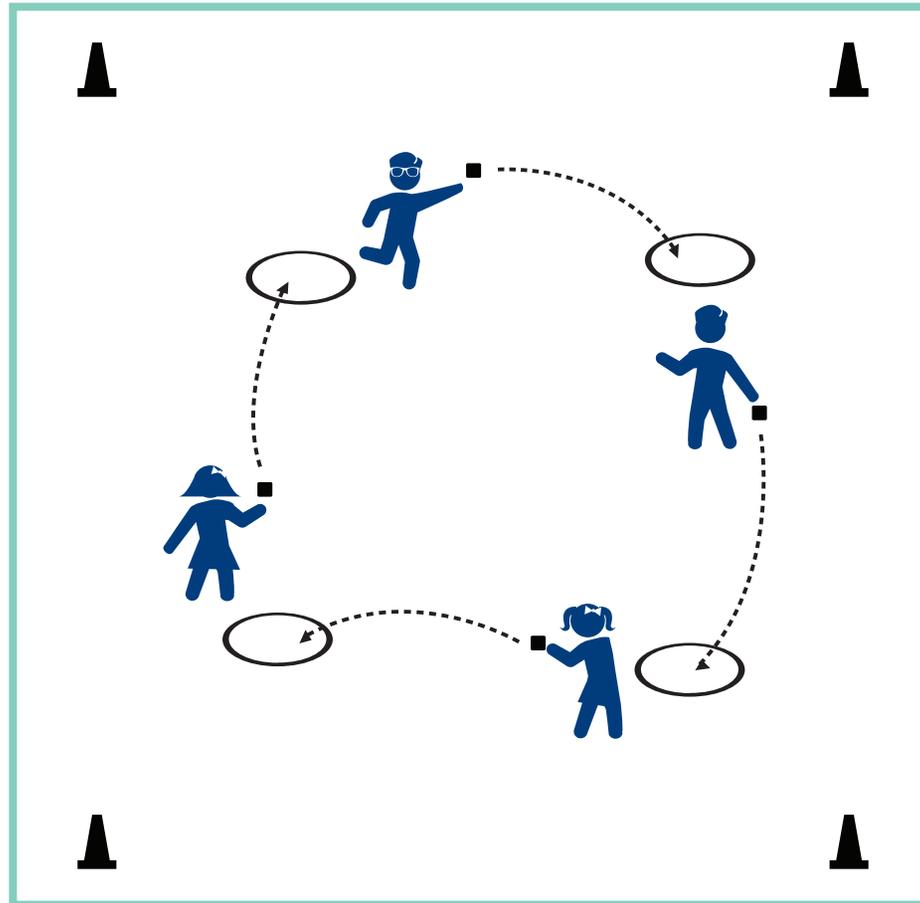
TOSS AND TRY



How many different ways can you safely toss and catch a bean bag?



TARGET PRACTICE

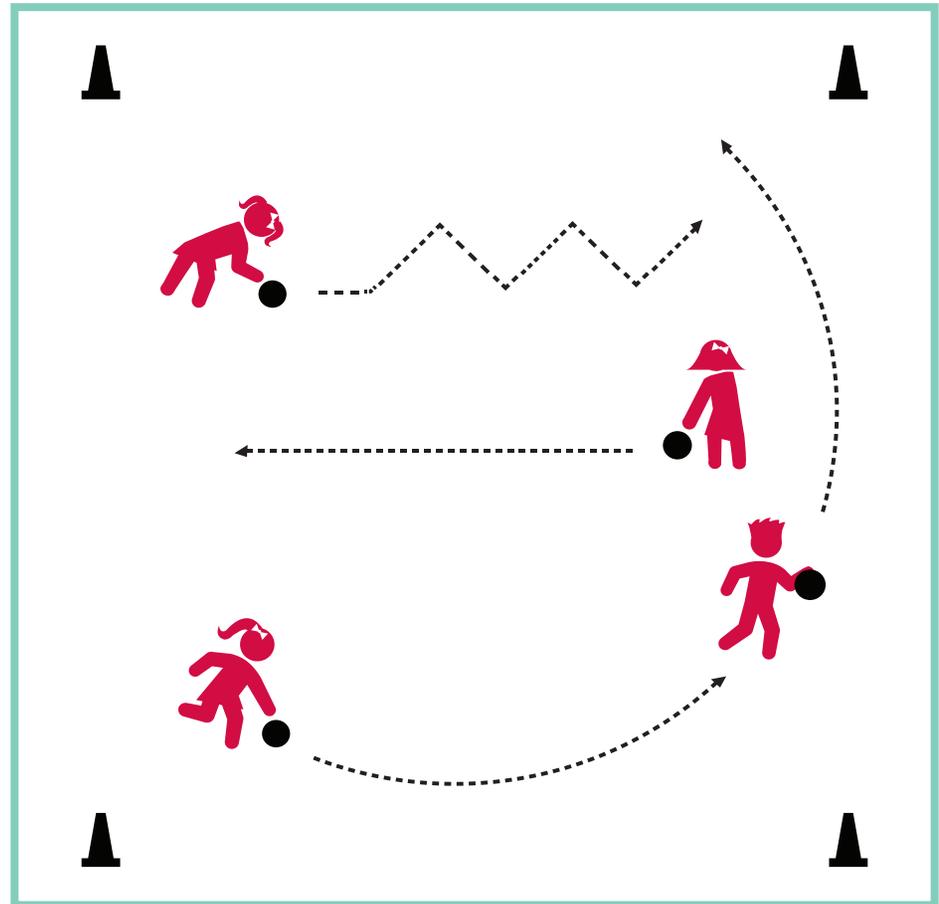


Use your best underhand toss to toss the bean bag from one hoop to another.

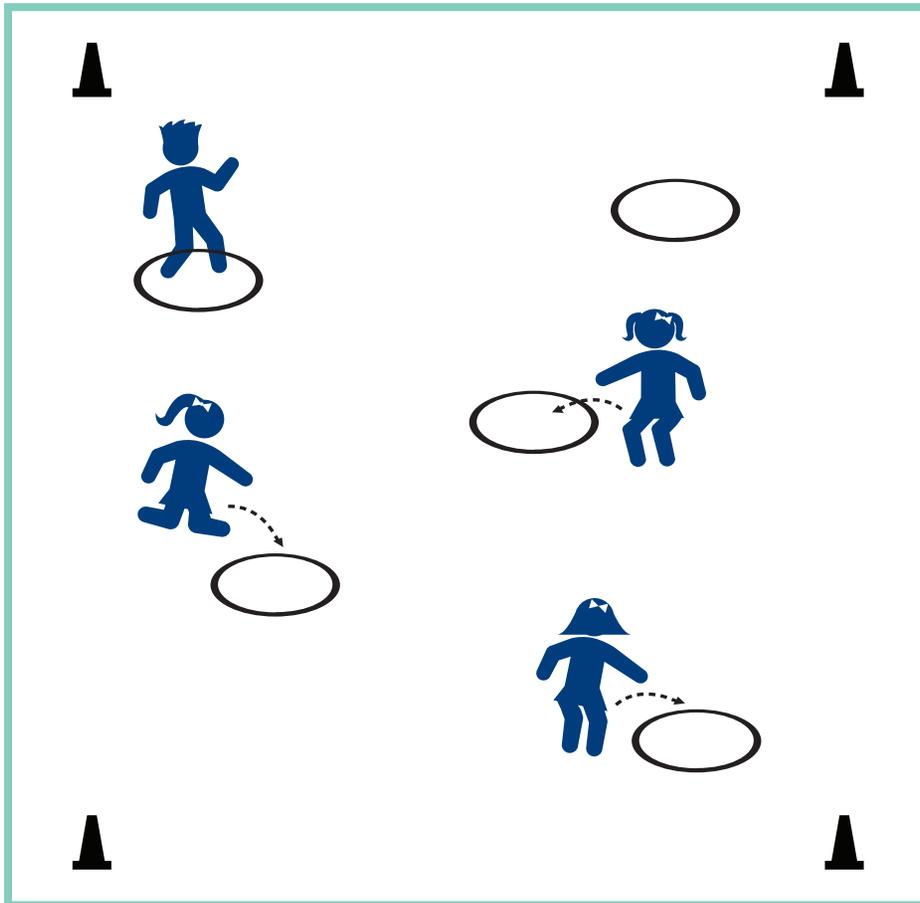


ROLLING AROUND

- 1.** Use your hands to roll the ball around the inside of the station area.
- 2.** Use straight, curved, and zigzag pathways.



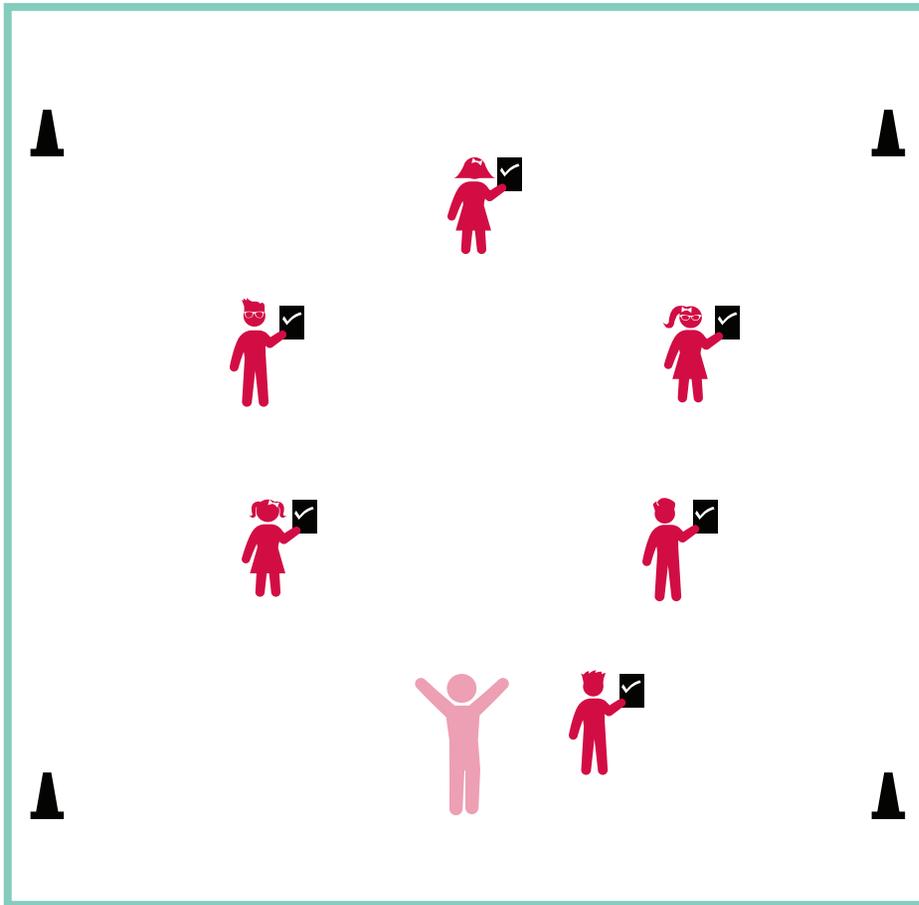
PUDDLES



- 1.** Jump in and out of the hoops.
- 2.** Make a splashing sound when you land.



SELF-ASSESSMENT



- 1.** Complete the Assessment for Locomotor and Manipulative Skills.
- 2.** When you're finished, perform as many invisible hula hoop tricks as you can until the music stops.



SELF-ASSESSMENT

NAME: _____ **GRADE:** _____ **CLASS:** _____

Draw faces in the circles to show how you feel about your balancing and manipulative cues. If this is your pre-assessment, draw another face in the “goal” column to show how you think you could feel about your skills after some practice and hard work.

Look at these faces to help you decide what to draw.



This is new. I wish I could do better, and so I will keep trying my best to improve.



I’m getting better. Practice is helping and I will keep trying my best to improve.



I can do this well. Practice worked and now I want to keep learning more!

SKILL	PRE	GOAL	POST
Static Balancing			
Dynamic Balancing			
Underhand Rolling			
Underhand Toss			
Catching			

SELF-ASSESSMENT

Look at these faces to help you decide what to draw.



This is new. I wish I could do better, and so I will keep trying my best to improve.

I'm getting better. Practice is helping and I will keep trying my best to improve.

I can do this well. Practice worked and now I want to keep learning more!

SKILL	PRE	GOAL	POST
Running			
Leaping			
Galloping			
Side-Sliding			
Hopping			
Jumping			
Skipping			

HOLISTIC PERFORMANCE RUBRIC

GRADE: _____ **CLASS:** _____

Proficient 4	Consistently performs all balancing, locomotor and manipulative skills with control, using critical cues. Executes each skill when appropriate. Conducts herself/himself safely and with consideration for others.
Competent 3	Performs skills with occasional errors using most critical cues. Is able to maintain static and dynamic balance, performs most locomotor skill with control and balance, and tosses, rolls, and catches an object follow most critical cues. Conducts herself/himself safely without disrupting the learning environment.
Lacks Competence 2	Performs most skills with frequent errors, losing control and balance regularly. Occasionally creates unsafe situations.
Well Below Competence 1	Displays unsatisfactory effort. Often breaks safety rules and disrupts the learning environment.

Student Name	Score	Comments
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
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24.		

HOLISTIC DUAL PERFORMANCE RUBRIC

GRADE: _____ CLASS: _____

	Skill	Personal & Social Responsibility (PSR)
Proficient 4	Consistently performs all balancing, locomotor and manipulative skills with control, using critical cues. Executes each skill when appropriate.	Conducts herself/himself safely and with consideration for others.
Competent 3	Performs skills with occasional errors using most critical cues. Is able to maintain static and dynamic balance, performs most locomotor skill with control and balance, and tosses, rolls, and catches an object follow most critical cues.	Conducts herself/himself safely without disrupting the learning environment.
Lacks Competence 2	Performs most skills with frequent errors, losing control and balance regularly.	Occasionally creates unsafe situations
Well Below Competence 1	Displays unsatisfactory effort toward skill development.	Often breaks safety rules and disrupts the learning environment.

Student Name	Skill	PSR	Comments
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
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10.			
11.			
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24.			

Teaching Dates of Module:		School Year:	
General Comments / Notes for Planning Next Year's Module			
<ul style="list-style-type: none"> ✓ Comment 1 ✓ Comment 2 ✓ Comment 3... 			
Self-Reflection Across Danielson's Four Domains of Teaching			
Domain 1: Planning & Preparation			
1a: Demonstrating Knowledge of Content/ Pedagogy		1d: Demonstrating Knowledge of Resources	
1b: Demonstrating Knowledge of Students		1e: Designing Coherent Instruction	
1c: Selecting Instructional Outcomes		1f: Designing Student Assessments	
<ul style="list-style-type: none"> ✓ Reflection 1 ✓ Reflection 2 ✓ Reflection 3... 			
Domain 2: Classroom Environment			
2a: Evidence of Respect and Rapport		2d: Managing Student Behavior	
2b: Establishing a Culture for Learning		2e: Organizing Physical Space	
2c: Managing Classroom Procedures			
<ul style="list-style-type: none"> ✓ Reflection 1 ✓ Reflection 2 ✓ Reflection 3... 			
Domain 3: Instruction			
3a: Communicating with Students		3d: Using Assessment in Instruction	
3b: Using Questioning and Discussion Techniques		3e: Demonstrating Flexibility and Responsiveness	
3c: Engaging Students in Learning			
<ul style="list-style-type: none"> ✓ Reflection 1 ✓ Reflection 2 ✓ Reflection 3... 			
Domain 4: Professional Responsibilities			
4a: Reflecting on Teaching		4d: Participating in a Professional Community	
4b: Maintaining Accurate Records		4e: Growing and Developing Professionally	
4c: Communicating with Families		4f: Showing Professionalism	
<ul style="list-style-type: none"> ✓ Reflection 1 ✓ Reflection 2 ✓ Reflection 3... 			
Self-Rating with Rationale			
Choose One:			
Innovative (4); Proficient (3); Basic (2); Unsatisfactory (1)			
Provide rationale:			
<ul style="list-style-type: none"> ✓ Evidence 1 ✓ Evidence 2 ✓ Evidence 3 			

ACTIVITY CARD

JUGGLING SCARF

Activity Name	Description	Outcome Focus
PART 1		
Shapes & Directions	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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

ACTIVITY CARD

BEAN BAG

Activity Name	Description	Outcome Focus
PART 1		
Locomotor Moves	With bean bag on the floor in personal space: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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

ACTIVITY CARD

HAND SKILLS

Activity Name	Description	Outcome Focus
PART 1		
Toss and Try	With ball in personal space: <ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> Roll the ball back and forth. Bounce the ball to each other. Try light and 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
Double Trouble	With a partner, each partner with a ball: <ul style="list-style-type: none"> 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

ACTIVITY CARD

HULA HOOP

Activity Name	Description	Outcome Focus
PART 1		
Puddles	Lay the hoop flat on the ground. <ul style="list-style-type: none"> 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. <ul style="list-style-type: none"> 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. <ul style="list-style-type: none"> 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. <ul style="list-style-type: none"> 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. <ul style="list-style-type: none"> 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. <ul style="list-style-type: none"> 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. <ul style="list-style-type: none"> 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. <ul style="list-style-type: none"> 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. <ul style="list-style-type: none"> 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

SKILL CUE TEACH SHEETS

BALANCING CUES

Skill Name	Description
Static Balancing	
Control	Maintains a steady balance
Correct	Adjusts body to maintain balance
Focus Forward	Focuses eyes forward
Dynamic Balancing	
Move	Maintains balance while using alternate stepping action
Good Posture	Maintains an upright posture
Control	Maintains balance using arms as needed
Focus Forward	Focuses eyes forward

LOCOMOTOR CUES

Skill Name	Description
Running	
Look Ahead	Focuses eyes ahead throughout the run
Bend Knees	Keeps knees bent at right angles during the recovery phase
Pump Arms	Keeps arms bent at elbows and moving in opposition to legs
Lean Forward	Leans body slightly forward
Light Feet	Front part of foot contacts ground
Leaping – One Foot to the Other	
Look Ahead	Focuses eyes ahead
Forward in the Air	Creates forward “flight” from one foot to the other
Opposite Feet	Takes off from one foot, lands on opposite foot
Straighten Legs	Straightens legs in flight, arms in opposition
Control	Controlled landing, keeping balance
Galloping – Step-Together, Step-Together	
Lead Leg	Establishes either leg as the lead
Trail Leg	Trail leg stays behind lead leg
Arms Move to a Beat	Displays rhythmic arm movements
Twist to Turn	Turns hips, shoulders, and eyes to the direction of movement
Side-Sliding – Apart-Together, Apart-Together	
Lead & Trail Legs	Establishes a lead leg with trailing leg staying behind
Apart-Together	Legs open and close
Arms Move to a Beat	Displays rhythmic arm movements
Stay Sideways	Keeps body sideways, looking in direction of movement
Hopping – 1-Foot Hop, Hop, Hop	
One Foot	Takes off on one foot, lands on the same foot
Make an L Shape	Holds opposite knee at 90 degree angle with foot behind body
Lifting Arms	Uses arms for lift
Hop to a Beat	Displays rhythmic hopping
Control	Maintains balance

SKILL CUE TEACH SHEETS

LOCOMOTOR CUES

Skill Name	Description
Horizontal Jump – 2 Feet Up, 2 Feet Down	
Look Ahead	Focuses eyes ahead
Body Bend	Bends knees and bends body at waist to prep for jump
Arm Swing	Swings arms in full backward-forward motion
Explode & Expand	Explodes up and forward, extends body in flight
Soft Landing	Takes off on two feet and lands on two feet with soft/bending knees
Skipping – Step-Hop, Step-Hop, Step-Hop	
Look Ahead	Focuses eyes ahead
Step-Hop, Right then Left	Moves with an alternating step-hop pattern
Arm Swing	Swings arms in opposition to feet
Skip to a beat	Displays rhythmic movements
Control	Maintains balance

MANIPULATIVE CUES

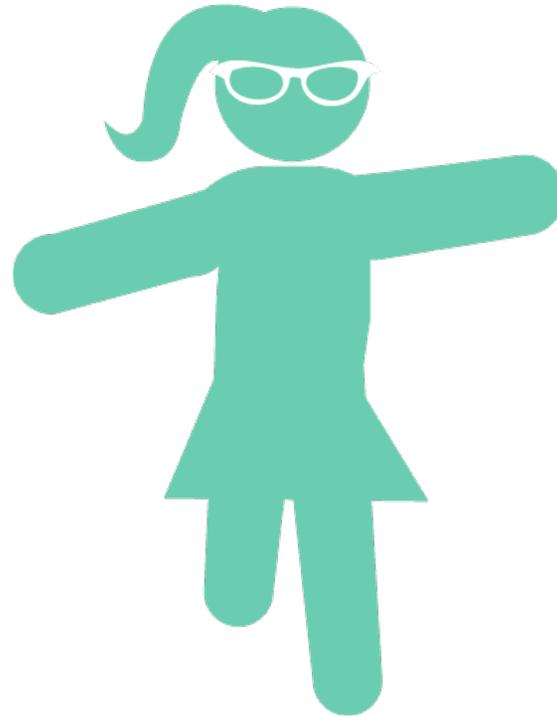
Skill Name	Description
Catching	
Watch	Focuses eyes on object throughout catch
Get Behind	Places body in the path of the object (midline catch)
Stand Ready	One foot slightly ahead of the other, body is balanced
Pinkies or Thumbs	Hands are ready for a low catch – “Pinkies together” For a high catch - “Thumbs together”
Soft Hands	Relaxes and absorbs the force of the object
Underhand Rolling	
Eyes on Target	Focuses eyes on target
Tick-Tock Swing	Rolls the ball with a backward-forward arm swing
Step to Target	Steps with opposite foot from ball as rolling arm moves forward
Bend & Release Low	Bends knees and releases ball low, during forward swing
Follow Through	Follows through with hand pointing at target
Underhand Toss	
Eyes on Target	Focuses body and eyes on target
Tick-Tock Swing	Uses a backward-forward arm swing
Step to Target	Steps with opposite foot from object as throwing arm moves forward
Release to Target	Releases object between knee and waist during upward swing
Follow Through	Follows through with hand pointing at target

Sources:

PHE Canada (2011). *Fundamental movement skills: An educator’s guide to teaching fundamental movement skills*. Ottawa, ON: PHE Canada.

Society of Health and Physical Educators. (2014). *National standards & grade-level outcomes for K-12 physical education*. Champaign, IL: Human Kinetics.

Static Balancing



(Standing on 1 foot)



Control

Maintains a steady balance



Correct

Adjusts body to maintain balance



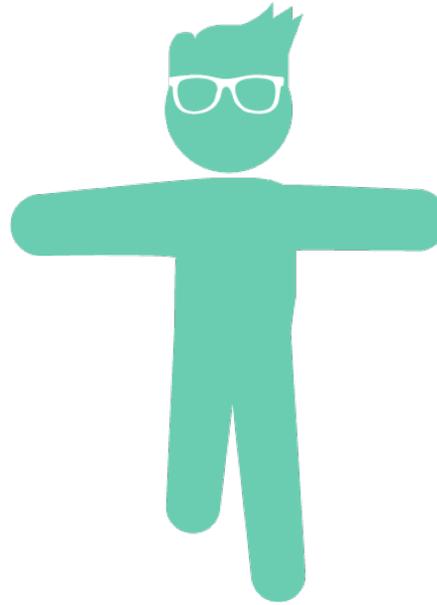
Focus Forward

Focuses eyes forward

Cues adapted from: PHE Canada (2011). *Fundamental movement skills: An educator's guide to teaching fundamental movement skills*. Ottawa, ON: PHE Canada. Society of Health and Physical Educators. (2014). *National standards & grade-level outcomes for K-12 physical education*. Champaign, IL: Human Kinetics.



Dynamic Balancing



(Walking forward on a line)

- ✓ **Move** Maintains balance while using alternate stepping action
- ✓ **Good Posture** Maintains an upright posture
- ✓ **Control** Maintains balance using arms as needed
- ✓ **Focus Forward** Focuses eyes forward

Cues adapted from: PHE Canada (2011). *Fundamental movement skills: An educator's guide to teaching fundamental movement skills*. Ottawa, ON: PHE Canada.
Society of Health and Physical Educators. (2014). *National standards & grade-level outcomes for K-12 physical education*. Champaign, IL: Human Kinetics.



Running



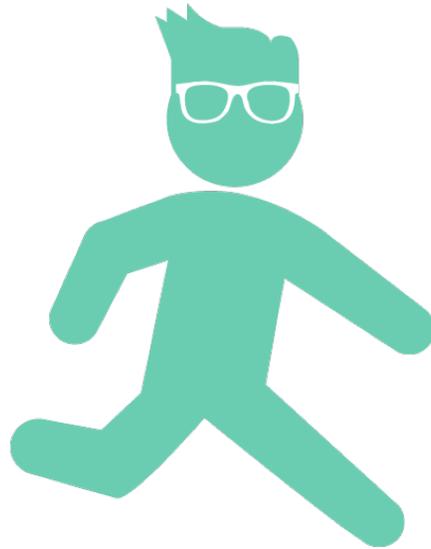
- ✔ **Look Ahead** Eyes focused ahead throughout the run
- ✔ **High Knees** Knees bend at right angles during the recovery phase
- ✔ **Pump Arms** Arms bend at elbows and move in opposition of legs
- ✔ **Lean Forward** Body leans slightly forward
- ✔ **Light Feet** Front part of foot contacts ground

Cues adapted from: PHE Canada (2011). *Fundamental movement skills: An educator's guide to teaching fundamental movement skills*. Ottawa, ON: PHE Canada. Society of Health and Physical Educators. (2014). *National standards & grade-level outcomes for K-12 physical education*. Champaign, IL: Human Kinetics.



Leaping

(One Foot to the Other)



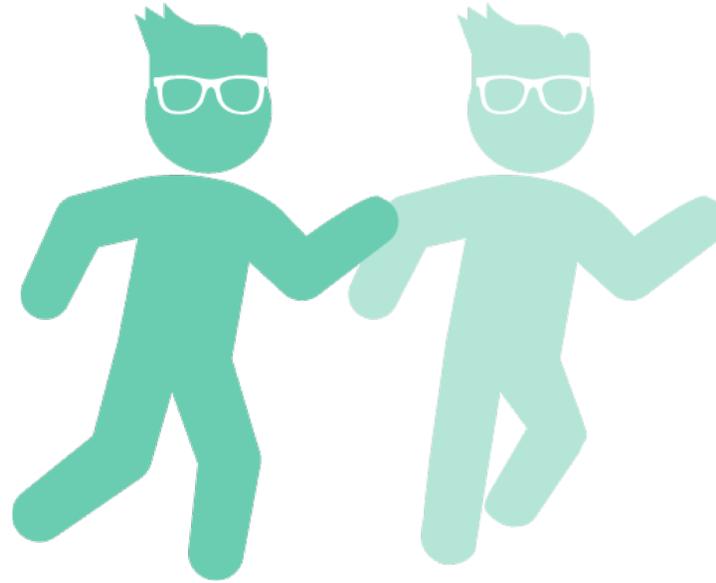
- ✓ **Look Ahead** Eyes focused ahead
- ✓ **Move Forward** Forward movement sustained throughout the leap
- ✓ **Pump Arms** Take off from one foot, land on opposite foot
- ✓ **Lean Forward** Straighten legs in flight, arms in opposition
- ✓ **Light Feet** Controlled landing, keeping balance

Cues adapted from: PHE Canada (2011). *Fundamental movement skills: An educator's guide to teaching fundamental movement skills*. Ottawa, ON: PHE Canada. Society of Health and Physical Educators. (2014). *National standards & grade-level outcomes for K-12 physical education*. Champaign, IL: Human Kinetics.



Galloping

(Step-Together, Step-Together)



Lead Leg

Establishes either leg as the lead



Trail Leg

Trail leg stays behind lead leg



Move to a Beat

Displays rhythmic movements



Twist to Turn

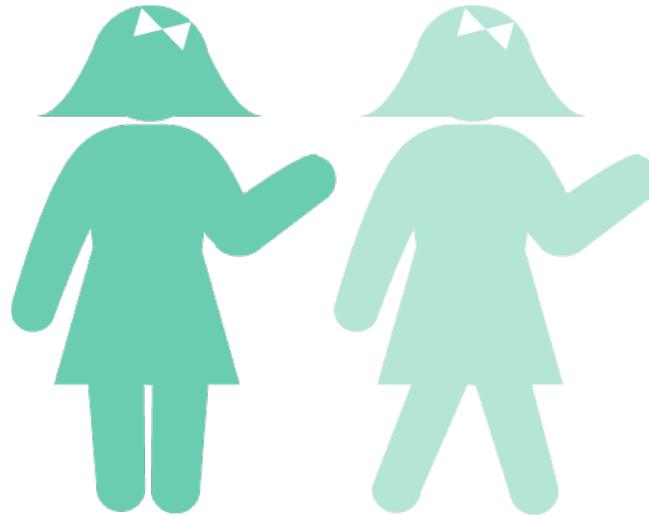
Turns hips, shoulders, and eyes to the direction of movement

Cues adapted from: PHE Canada (2011). *Fundamental movement skills: An educator's guide to teaching fundamental movement skills*. Ottawa, ON: PHE Canada. Society of Health and Physical Educators. (2014). *National standards & grade-level outcomes for K-12 physical education*. Champaign, IL: Human Kinetics.



Side-Sliding

(Apart-Together, Apart-Together)



Lead & Trail Legs

Establishes a lead leg with training leg staying behind



Apart-Together

Legs open and close



Move to a Beat

Displays rhythmic movements



Stay Sideways

Keeps body sideways, looking in direction of movement

Cues adapted from: PHE Canada (2011). *Fundamental movement skills: An educator's guide to teaching fundamental movement skills*. Ottawa, ON: PHE Canada. Society of Health and Physical Educators. (2014). *National standards & grade-level outcomes for K-12 physical education*. Champaign, IL: Human Kinetics.



Hopping

(1-Foot Hop, Hop, Hop)



One Foot

Takes off on one foot, lands on the same foot



Make an L Shape

Holds opposite knee at 90 degree angle with foot behind body



Lifting Arms

Uses arms for lift



Hop to a Beat

Displays rhythmic hopping



Control

Maintains balance

Cues adapted from: PHE Canada (2011). *Fundamental movement skills: An educator's guide to teaching fundamental movement skills*. Ottawa, ON: PHE Canada. Society of Health and Physical Educators. (2014). *National standards & grade-level outcomes for K-12 physical education*. Champaign, IL: Human Kinetics.



Horizontal Jump

(2 Feet Up, 2 Feet Down)



Look Ahead

Eyes focused ahead



Body Bend

Bend knees and bend body at waist to prep for jump



Arm Swing

Swings arms in a full backward-forward motion



Explode & Expand

Explodes up and forward, extend body in flight



Soft Landing

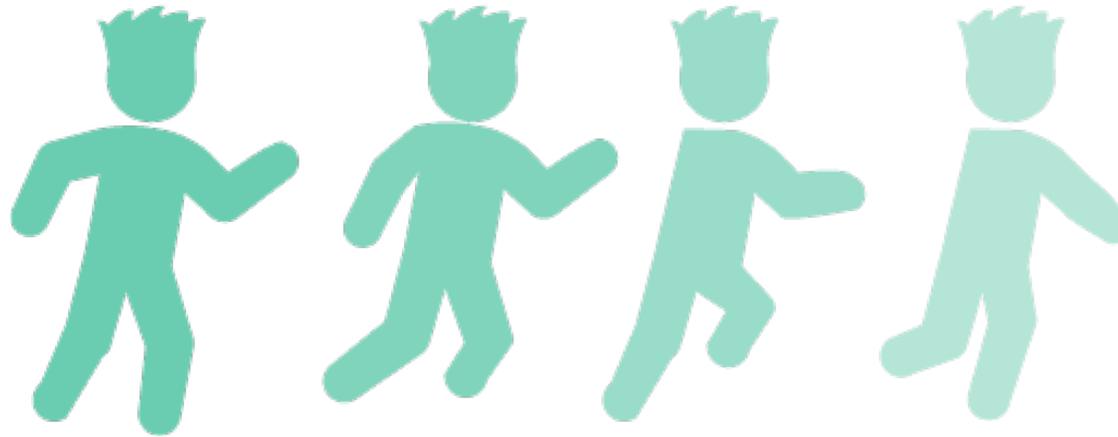
Takes off on two feet and lands on two feet with soft/bending knees

Cues adapted from: PHE Canada (2011). *Fundamental movement skills: An educator's guide to teaching fundamental movement skills*. Ottawa, ON: PHE Canada. Society of Health and Physical Educators. (2014). *National standards & grade-level outcomes for K-12 physical education*. Champaign, IL: Human Kinetics.



Skipping

(Step-Hop, Step-Hop, Step-Hop)



✓ **Look Ahead**

Eyes focused ahead

✓ **Step-Hop, R then L**

Moves with an alternating step-hop pattern

✓ **Arm Swing**

Swings arms in opposition to feet

✓ **Look Ahead**

Eyes focused ahead

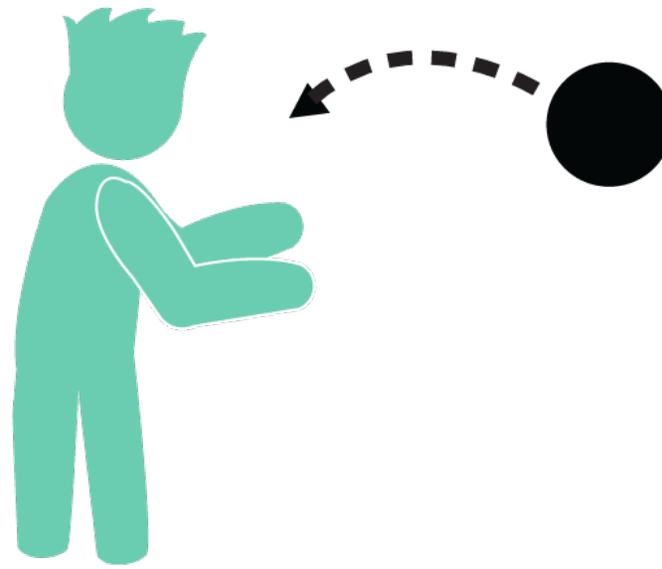
✓ **Skip to a Beat**

Takes off on two feet and lands on two feet with soft/bending knees

Cues adapted from: PHE Canada (2011). *Fundamental movement skills: An educator's guide to teaching fundamental movement skills*. Ottawa, ON: PHE Canada. Society of Health and Physical Educators. (2014). *National standards & grade-level outcomes for K-12 physical education*. Champaign, IL: Human Kinetics.



Catching

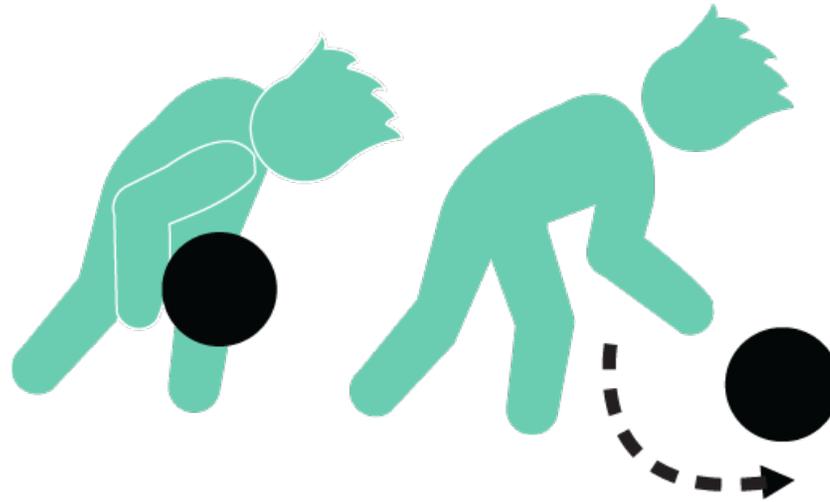


- ✓ **Watch** Eyes focused on object throughout catch
- ✓ **Get Behind** Body in the path of the object (midline catch)
- ✓ **Stand Ready** One foot slightly ahead of the other, body is balanced
- ✓ **Pinkies or Thumbs** Hands are ready for a low catch – “Pinkies Together” or for a high catch – “Thumbs Together”
- ✓ **Soft Hands** Relax and absorb the force of the object

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Underhand Rolling



✓ **Eyes on Target**

Eyes focused on target

✓ **Tick-Tock Swing**

Roll with a backward-forward arm swing

✓ **Step to Target**

Step with opposite foot as ball as rolling arm moves forward

✓ **Bend & Release Low**

Bend knees and release ball low, during forward swing

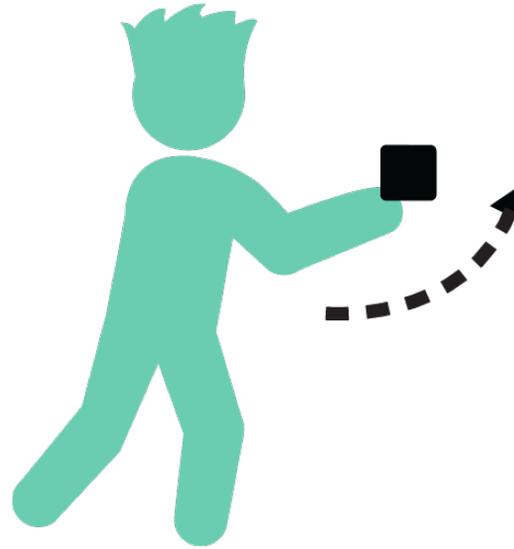
✓ **Follow Through**

Follows through with hand pointing at target

Cues adapted from: PHE Canada (2011). *Fundamental movement skills: An educator's guide to teaching fundamental movement skills*. Ottawa, ON: PHE Canada. Society of Health and Physical Educators. (2014). *National standards & grade-level outcomes for K-12 physical education*. Champaign, IL: Human Kinetics.



Underhand Toss



✓ **Eyes on Target**

Body and eyes focused on target

✓ **Tick-Tock Swing**

Use a backward-forward arm swing

✓ **Step to Target**

Step with opposite foot as object as throwing arm moves forward

✓ **Release to Target**

Release ball between knee and waist, during upward wing

✓ **Follow Through**

Follows through with hand pointing at target

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