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ABSTRACT

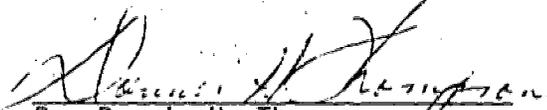
In physical education at the elementary level, students are taught to move with efficiency in all situations, to have knowledge about movement, and to value movement as an essential part of life. Teachers stress problem solving, discovery, and concept learning in teaching physical education to young children. To assist teachers and students, kindergarten-grade 2, in developing a firm foundation in movement, the television series "Leaps and Bounds" was developed along with this accompanying teacher's guide. There is a total of 16 programs, each 15 minutes long and covering a specific skill area, in this television series. Skill areas are arranged sequentially from basic body awareness and control concepts to the more complex skills of kicking and striking. This guide for "Leaps and Bounds" has been designed to take the teacher through the 16-program television series step-by-step. Each program has been divided into two major areas in the guide: program and lessons. The heading "program" and its subheadings (movement concepts, objectives, focus for the teacher, focus for the child, follow-up, and references) refer specifically to the television presentation. "Lessons" and its subheadings (lesson concepts, lesson focus, learning activities, culminating activities, and follow-up) refer to the three follow-up lessons designed for each program in the "Leaps and Bounds" series. (JMK)

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FOREWORD

The purpose of this teacher's guide is to assist elementary teachers and administrators in the implementation of "Leaps and Bounds," a sequentially organized ETV movement program for kindergarten to grade two students.

It is hoped that this guide will help in continued development and improvement of the physical education program.


Dr. Donnis H. Thompson
Superintendent

children just prior to viewing the program. When the program has been viewed read the FOLLOW-UP questions out loud and have the class respond to them and any other appropriate question or comments. REFERENCES lists further information on the specific skill area or to related activities to expand on what has been presented.

The next major heading is LESSONS. LESSONS and its subheadings (LESSON CONCEPTS; LESSON FOCUS, LEARNING ACTIVITIES, CULMINATING ACTIVITIES and FOLLOW-UP) refer to the three follow-up lessons designed for each program in the LEAPS AND BOUNDS series. LESSON CONCEPTS contains all of the concepts (new or review) that will be presented with each lesson. LESSON FOCUS gives an overview of the lesson's objectives. Under the subheading LEARNING ACTIVITIES is the actual class activities. This section is written in dialogue format so that the teacher can read it directly from the guide to students as they go through each activity. Here, clarifying notes to the teacher are written (parenthetically). CULMINATING ACTIVITIES draws together the skills learned in this lesson and skills previously taught to make certain the students are able to integrate the newly learned skill or skills. In FOLLOW-UP students are asked questions about the activities to evaluate their knowledge of the concepts covered.

Culminating Activities

(Form a circle to play "Snap the Trap." Two children are selected to make the trap by holding both hands. The rest of the children follow a leader through the trap while you clap various rhythms. For example, begin with the run and say, "Run, run, run..." etc. while you clap a fast, even beat. After saying the skill several times, while clapping, continue to clap only to set the rhythm. After about 10-15 seconds stop clapping. At that point the trap doors are to come down. Anyone caught in the trap quickly becomes a part of the trap and you continue. "Skip-ty, skip-ty..." To keep the game moving quickly, alternate all the other locomotor skills with the run each time.)

(An alternate or additional skipping activity is a simple dance to the tune of "Shoo Fly." All the children form a circle with hands joined. For the verse, "Sho Fly, don't bother me," the group skips toward the center using four skips. For the next line, "Shoo fly, don't bother me," they skip out again backwards. The line is repeated and they skip in using four skips and back out to the words, "For I belong to somebody." For the chorus, they drop hands and join right hands (or elbows) with their partner and skip in a little circle four times. The words are, "I feel, I feel, I feel like a morning star," and then they stop and change hands and skip in the other direction to "I feel, I feel, I feel like a morning star." The total group joins hands in a circle again and skips forward four steps as in the beginning. The dance is simple to learn especially if the children have learned the song previously.)

Follow-Up

1. How many locomotor skills can you name? (walk, run, leap, hop, jump, slide, gallop, skip)
2. Which one uses just one foot? (hop)
3. Which one uses two feet for the landing? (jump)
4. Can you name a skill that uses high knees? (skip, gallop, leap)
5. Can you name one that takes you high in the air? (jump, leap, skip)

3. What shape were you when you did the cartwheel?
4. What did you like best about tumbling?

(Divide the class into 4 groups. When everyone is "settled" in their group at their first station, allow them to begin. Try to keep them calm as they work to avoid actions which are not well thought through. Divide your remaining time into five segments and rotate them so that everyone gets to every station today. Use your last segment to "Follow-Up" and to take care of the apparatus.)

Follow-Up

1. Which station did you like the most? Why?
2. Is it harder to jump lightly from a higher place? Did you change anything about your jumps and landings?
3. Why is it harder to balance at a higher level? What did you learn about balancing today that you didn't know before?

a balanced shape and hold it, then continue to the end of the beam. This is like our warm-up when you traveled, balanced and traveled again. You may use any of the small equipment that you want to make your balance or travel in a more interesting way.

The second station is the box. What do you think you will be asked to do? That's right! Travel, balance, and travel. How can you do that on the box? You could jump up onto the box, balance any way that you want, and then jump off and maybe even roll on the mat. *(if you think they are likely to try upside down balances, you should say that they can do those only when you are there to "spot!")*

At the third station, the climber, we're going to use the same theme or idea. Can you find a way to travel using one, two or three beams, then balance, and finish traveling to the end? Jump lightly onto the mat *(which could be placed on one side today)*, then curl up, roll and stand up in a balanced shape.

Let's all say what the same theme *(idea)* is for today on every piece. "Travel ... balance ... travel." *(Divide group into three stations and divide your remaining time into four segments. Use your last segment to "Follow-Up" and to take care of the apparatus.)*

Follow-Up

1. What was our theme for today?
2. Which station was the hardest for you to use the theme? Why was it harder there?
3. At which station do you think you did the best job? Could you repeat what you did?

So when you come to our first station, the balance beams, see if you can go back and forth over the beam while you travel from one end to the other. You will need to experiment to discover the best way to place your hands on top of the beam. (Watch for splinters!) This movement is just like traveling over the rope except that you will be up a little higher. Try different ways to position your legs, but make sure you land lightly each time.

The climber is the next station. Today you will come up from one side, climb up onto the first beam, place your hands on the next one (*which is at a medium setting*), and push off hard with your feet so they spring over the beam and then land lightly on the mat. Be sure you leave your hands in place on the beam as you kick over! Three or four people could be working at one time because the beam is so long. When it's your turn just step right up and find your own personal space on the beam.

Our third station is (a low box, bench, stool, etc.). See if you can take a step and then place your hands on top of the equipment and kick your legs over to the mat. (*Legs should go out to the side and body will rotate so that feet land on the mat ahead.*)

It is very important at every station to use your hands as your bases of support on top of the equipment. Then you spring off with your feet and land lightly on the mat (*floor at the low beams.*). It will help if you will keep your chin up today. That will help to make your body stretched and strong as you vault.

(Divide group into three stations. Divide time into four segments.)

Follow-Up

1. Where do you think you did your best vault? Why do you think it was better at that place? (*higher, better grip, etc.*)
2. How did your body feel while you were vaulting? How do you think it looked?

Follow-Up

1. What are some things you should try to do if you are the turner?
2. What are the words that help you run into the turning rope?
3. Where should you stop inside the rope?
4. Where do you look? (*Face a turner and look at the rope in the hand as it turns.*)

is called the Pig. Your job is to keep the pig inside the pigpen. The problem is that you can't use your hands or your feet or any body part to stop the pig. The only thing you can do is to roll one of these small balls to stop the pig from leaving the pen. (*Distribute three playground 6 balls to each team.*) Do not go into the pigpen to get a ball, because only the pig and the teacher can go in there. (*Avoids congestion and interference with the rolling balls.*) When the pig gets out, the game stops, each side gets three balls, and then the game starts over with the pig in the center of the pen. Ready? Roll.

Follow-Up

1. What can you do to help the ball roll smoothly at a low level?
2. During the game, what happened if the ball was too bouncy? (*Often the small balls bounce right over.*)
3. Can you explain where you aimed in order to hit the pig as it rolled around the pen? Where did you aim when it was sitting still?
4. Show with your hands how you get ready to catch a rolling ball. (*Together, pointing down, hands open and palms facing the ball.*)

Program XIV

Projecting the Ball



Movement Concepts

Striking with body parts, application of force, relationship of impact to desired direction, parts of the ball, facing of the striking surface, stabilization of a body part, pushing, dribbling with the hand in various directions, levels, and pathways

Objectives

After three lessons related to the concepts covered in Program XIV, the children will show evidence of understanding:

1. Their own body by their ability to:
 - feel the difference between a push and a hit,
 - stabilize a body part at time of contact.
2. Ways the body moves by their ability to:
 - strike a ball with various body parts,
 - strike a ball in a specific direction, with a certain amount of force, to a specified level,
 - strike a stationary or a moving ball,
 - push a ball, as in dribbling, in the desired direction, at the proper tempo, to varying levels, and with differing amounts of force,
 - push pass the ball into a hoop and to a partner.
3. Ways to control their body by their ability to:
 - maintain a curved hand position while extending the arm,
 - dribble through space avoiding and going over, under, and around equipment.
4. Ways to cooperate with other people by their ability to:
 - strike the ball back and forth trying to get as many hits as possible,
 - work as a team to keep the ball up off the floor and over the net,
 - push a ball to a partner that is easy to get.

- kick the ball in the desired direction by facing the striking surface toward the target,
- apply force to a specific portion of the ball which is in line with the desired path.

Focus for the Teacher

This program shows the use of agile feet as they foot dribble, place kick, kick a pitched ball, and punt. For each one of the kicking skills, the basic principles are the same. Although children generally enjoy kicking, they are often not as proficient with their feet as with their hands. This is understandable since the hand skills emerge first as the child matures.

Focus for the Children

This is a program that gives you all the information on kicking to help you get better. Have you ever tried to walk and take a ball along with you? Sounds easy doesn't it? But I guess I forgot to say that only your feet can touch the ball! This is called dribbling the ball. You will also see the boys and girls kicking as far and as high as they can. Watch for safe ways to use the space when kicking.

Follow-Up

1. Can you name or describe some of the different ways you saw people kicking the ball today? (*dribble, place kick, kicking a rolling ball, punt*)
2. What would you do to make the ball go hard and fast?
3. Do you think you could kick the ball high into the air? What are some things you would do with your leg or foot to do that? (*follow through with leg toward the sky, point toes up, try to kick the bottom of the ball, have the striking surface facing up*).

References

1. Hanson, Sue K., and Curtis, Delores M. Educating Children for Movement. Honolulu, Hawaii: Edu-Keiki, 1977.
2. Rockett, Susan & Owens, Martha. Every Child a Winner, Lesson Plans I. Ocilla, Georgia: ECAW.

Culminating Activity

(Divide the children into two teams by splitting the partners. Stretch out the ropes end to end to form the center dividing line between the two teams.)

Today we're going to try "Clean out the Back Yard" using only your feet! What if the ball is way far in the back of the playing area, what will you do? (dribble it up closer) How will you get the ball up and over the rope? (contact the bottom rear of the ball) If the ball is coming toward your body, do you think you could stop it without using your hands? Let's try it out, ready? Begin. and Freeze! Did you remember to find a way to stop the ball with just your foot? Let's all try it again, etc.

Follow-Up

1. What is this special kind of kicking called when you travel and take the ball with you? (dribbling)
2. What parts of your foot can you use to dribble? (all parts)
3. How did you use your foot to get the ball off the ground? (put it under the ball and hit with the top of the foot)

Follow-Up

1. What is it called when you drop the ball and kick it before it hits the ground? (*punting*)
2. What are some things that you did today that made the ball go very high? ... very far?
3. Where should you look when you're trying to kick a rolling ball? (*at the ball*)

