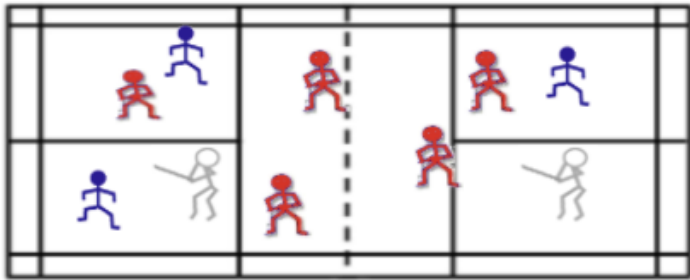


## Lesson 1 Introduction to Fundamental Movements

<p><b>Lesson #:</b> 1 of 3  <b>Unit:</b> Fundamental movements  <b>Topic:</b> General introduction to the fundamental movement skills both non-locomotor and locomotor (specific movements highlight in learning objectives), learning how to control the body  <b>Grade(s):</b> Kindergarten  <b>Materials/Resources:</b>  Pool noodles x2  Cones x10  Hula hoops x2  Task Analysis for Bear Crawl</p>	<p><b>Learning objectives: TSWBAT...</b></p> <ul style="list-style-type: none"> <li>- Cognitive: Follow instructions, copy movements from the teacher, listen for movements from the teacher, remember the required movements to complete a relay course</li> <li>- Affective: Properly tag and untag someone, be gentle and respectful to others bodies, work with a team, cheering team members, and help teammates through a relay course</li> <li>- Psychomotor: Non-locomotor skills such as balancing on one leg, stretching up high, lunging in one spot, trunk twists, and touch toes, Locomotor skills skipping, running, bear crawl, and jumping jacks</li> </ul>	
<p><b>Parts of the lesson</b></p> <p style="color: purple;">Set up for me before class:</p> <ul style="list-style-type: none"> <li>- Get pool noodles, cones, and hula hoops</li> </ul> <p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1) Warm-up</li> <li>2) Body</li> <li>3) Culminating activity</li> <li>4) Closure</li> </ol>	<p><b>Time</b></p>   <p>5 min 5 min 15 min 7 min</p>	<p><b>Teaching Points</b></p>   <p>Freeze Tag Simon Says Locomotor Relay Recap and Discussion Questions</p>
<p><b>Lesson Description</b></p> <p>Freeze tag</p> <ul style="list-style-type: none"> <li>- Two people are taggers and given pool noodles</li> <li>- Students run around the gym and try to avoid being tagged by the taggers</li> <li>- If tagged the student has to stand where they got tagged in a “T” shape pose and freeze.</li> <li>- The students who are not the taggers can unfreeze their classmates by running underneath the tagged persons arms.</li> <li>- How to tag: tagging will be done with a pool noodle, tap the person with the pool noodle not hitting the person, and you can not throw the pool noodle to tag someone, no stealing the pool noodle from the tagger.</li> <li>- Intended to help focus on body control and being aware of the space around them.</li> </ul>	<p>5 min</p>	<ul style="list-style-type: none"> <li>- Two students are “it”</li> <li>- No hitting with pool noodle, no throwing or stealing pool noodle</li> <li>- Run around and try to not get tagged</li> <li>- If tagged stand in a “T”</li> <li>- Untagged by someone running under arms</li> <li>- Watch where you are running</li> </ul>

- Safety concerns: Students need to watch where they are running and make sure they don't run into each other, the taggers need to make sure they do not hit classmates with the pool noodles
- Guiding questions: Do we hit people with the pool noodles? What happens when you get tagged? How do you get untagged?
- Modifications: To make it harder we can reduce the size of the playing area, have less taggers, or instead of running students have to do skipping or crab walk, etc. To make it easier we can have more taggers or have students run on a line instead of anywhere in the gym



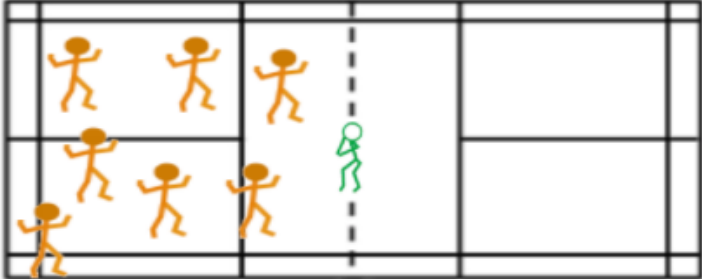
#### Simon Says

- Students spread out in one half of the gym, teacher stands on the middle line of the gym
- The teacher says "Simon says" and demonstrates a non-locomotor or static locomotor movement skill. Example: Simon says touch your toes
- The students are expected to follow the teacher's movements
- If the teacher does a skill without saying "Simon says" (Example: stand on one leg) the students that copy the action must sit down.
- The movements, speed, and difficulty of movement patterns can change based on the needs of the students (UDL 8.2)
- Safety concerns: Students need to be gentle with their bodies when doing the movements (i.e., don't fall over when standing on one leg)
- Guiding questions: What do you do if I say "Simon says touch your head"? Do you do the movement if I don't say Simon says?
- Modifications: If the student does a movement when you don't say "Simon Says" instead of

5-7 min

- Spread out students in half of gym
- DO the movement when I say "Simon says"
- If I DON'T say "Simon says", DON'T do the movement, if you do sit down
- Movement examples: touch toes, lunge in place, balance on one foot, trunk twists, reach the sky, touch your head, run in place, skip in place
- Make sure students are using proper technique with stretches

sitting down, they can do a locomotor movement such as 3 jumping jacks, run in spot for 5 seconds, 3 hops. Once they complete the movement they are back in the game.



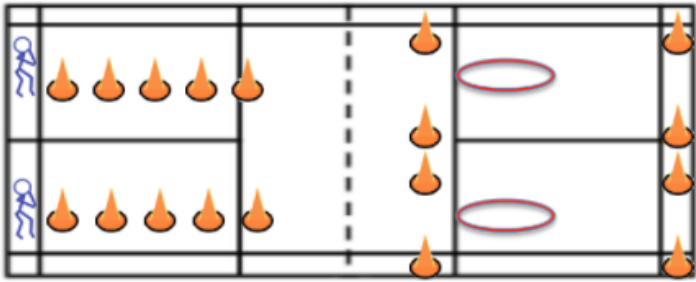
**Locomotor Relay:**

- Teacher will set up a relay race for two groups of students. The relay requires cones and hula hoops.
- Starting at one end of the gym space out 5 cones close enough that the students can jump with two feet over them. These will act as “hurdles” for the students.
- After the hurdles space another two cones in a vertical line about 10-15 steps in front of the hurdles. Students will skip from the hurdles to the stop line (the two cones you laid out).
- Once they reach the two cones, have a hula hoop on the ground in front of the cones. Students will have to hula hoop 10 times before proceeding.
- After the hula hoop, set up another two cones in a vertical line in front of the hula hoop and another two cones at the end of the gym (or wherever you want the finish line). Students will bear crawl from the hula hoop to the finish line. See task analysis at the bottom for how to teach a bear crawl.
- Once at the finish line they must run back to their team, give the next person a high five and sit down. Once they high five, the next student can go.
- It is most important that the students practice the movements and do them properly. Remind your students it is not a race and everyone will have to complete the course to finish the game.

20 min

- Relay order: “Hurdles”, skipping, hula hoop, bear crawl, run back, high five next person, and sit down
- Not about speed, complete each activity properly before moving on
- Be careful not to trip or run into a wall. High five the next person gently

- Students must work together and encourage every team member to finish the course before they can say that they have successfully completed the activity. Some teammates may need peer support in order to remember how to complete the course or successfully complete each movement (UDL 8.3).
- **Safety Concerns:** Most important that students do not go too fast. Injury can happen if the students rush the movements or are not paying attention to their space.
- **Guiding questions:** What do you do first in the course? What happens after hurdles? How many times do you hula hoop? What do you do when you finish the obstacles?
- **Modifications:** You can do the obstacle course multiple times and if the class is really catching on fast then you can add an element of competition and make it a race. To make students feel less nervous about doing it by themselves you may want to go through the course with them or have everyone do it at the same time first. Music can also help get the energy up and make students more excited to do the course.



**Closure (wrap-up)**

-In this lesson we learned how to participate in different games, including Freeze Tag, Simon Says, and Locomotor Relay.

-We practiced proper technique for fundamental movement skills including non-locomotor (balancing-stand on one foot, bending- touch your toes, twisting-trunk twists) and locomotor skills (running- in freeze tag, jumping- jumping jacks, galloping-skipping in relay, hopping- over the hurdles.)

-Questions (formative assessment)




In Freeze Tag:

7 min

- Recap the activities with the students
- Ask the students the questions within the closure to use as a formative assessment of the lesson

<p>Q1) Who are we running from and why? A) The taggers, to avoid being tagged</p> <p>Q2) Why do we have to be careful where we are running? A) To not run into someone or the walls</p> <p>In Simon Says:</p> <p>Q1) Why do we have to listen carefully to Simon? A) Because if Simon doesn't say "Simon Says" you do not have to do the action/movement. If you do the movement and Simon does not say "Simon Says" you are out (or with the modification you have to do 5 jumping jacks.)</p> <p>Q2) What movements did we do? A) Touch toes. Lunge in place. Reach the sky. Touch your head. Run in place. Skip in place.</p> <p>In Locomotor Relay:</p> <p>Q1) What is important to do when playing the locomotive relay? A) Take your time, it is not a race. Watch where you are going. Be careful so you do not fall or trip on a cone</p>		
---	--	--

Systematic task analysis for a bear crawl:

Step	Picture
<p>Step 1: Crouch down and place arms on the floor in front of you, keep feet on the ground, knees off the ground.</p>	 <p>Image via ClassPass</p>
<p>Step 2: Maintain a straight line from your neck all the way down your back, eyes looking forward, keep body low.</p>	<p>Same as above.</p>
<p>Step 3: Move your right arm forward as you pick up your left leg and move it forward. Place your hand and foot back on the ground.</p>	 <p>Image via ClassPass</p>
<p>Step 4: Pick the opposite hand and foot off the ground and move them forward. Place that hand and foot back on the ground.</p>	 <p>Image via ClassPass</p>

Step 5: Continue to alternate and move the crawling motion.

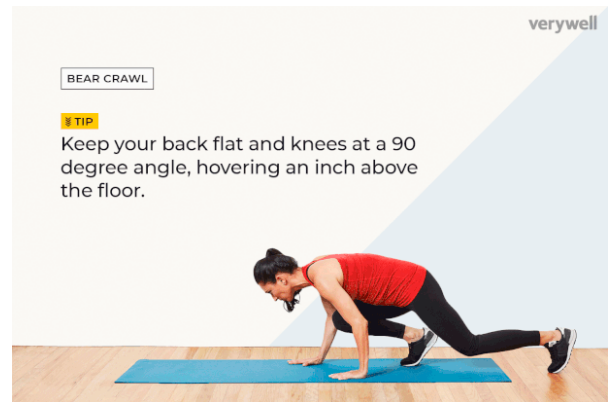


Image via Frey, M.

## References

ClassPass. (n.d.). *How to Bear Crawl*. <https://classpass.com/movements/bear-crawl>

Frey, M. (2021). *How to Do the Bear Crawl: Proper Form, Variations, and Common Mistakes*.

<https://www.verywellfit.com/how-to-do-the-bear-crawl-techniques-benefits-variations-478>

8337