

**Theme : Games - Space, Directions and
Body Awareness (1-6)**

Theme: Games - Space, Directions, and Body Awareness (1-6)**Grade 1****IN MOVEMENT**

1. Identify, maintain, and use space adequately.
(GCO 1, KSCO 2, 4, 9)

ABOUT MOVEMENT

2. Demonstrate an understanding of orientation.
(GCO 2, KSCO 1, 2)
3. Demonstrate an understanding of paths of motion. (GCO 2, KSCO 1, 2, 4)

THROUGH MOVEMENT

4. Demonstrate respect for the personal space of others.
(GCO 5, KSCO 1, 2)

Grade 2**IN MOVEMENT**

1. Identify, maintain, and use space adequately.
(GCO 1, KSCO 2, 4, 9)

ABOUT MOVEMENT

2. Demonstrate an understanding of orientation.
(GCO 2, KSCO 1, 2)
3. Demonstrate an understanding of paths of motion. (GCO 2, KSCO 1, 2, 4)

THROUGH MOVEMENT

4. Demonstrate respect for the personal space of others.
(GCO 5, KSCO 1, 2)

Grade 3**IN MOVEMENT**

1. Identify, maintain, and use space adequately.
(GCO 1, KSCO 2, 4, 9)

ABOUT MOVEMENT

2. Demonstrate an understanding of orientation.
(GCO 2, KSCO 1, 2)
3. Demonstrate an understanding of paths of motion. (GCO 2, KSCO 1, 2, 4)

THROUGH MOVEMENT

4. Demonstrate respect for the personal space of others.
(GCO 5, KSCO 1, 2)

Theme: Games - Space, Directions, and Body Awareness (1-6)**Grade 4****IN MOVEMENT**

1. Identify, maintain, and use space adequately.
(GCO 1, KSCO 2, 4, 9)

ABOUT MOVEMENT

2. Demonstrate an understanding of orientation.
(GCO 2, KSCO 1, 2)

THROUGH MOVEMENT

3. Demonstrate respect for the personal space of others.
(GCO 5, KSCO 2, 3)

Grade 5**IN MOVEMENT**

1. Identify, maintain, and use space adequately.
(GCO 1, KSCO 2, 4, 9)

ABOUT MOVEMENT

2. Demonstrate an understanding of paths of motion. (GCO 2, KSCO 1, 2)

THROUGH MOVEMENT

3. Demonstrate respect for the personal differences of others. (GCO 5, KSCO 3)

Grade 6**IN MOVEMENT**

1. Identify, maintain, and use space adequately.
(GCO 1, KSCO 2, 4, 9)

ABOUT MOVEMENT

2. Demonstrate an understanding of paths of motion. (GCO 2, KSCO 1, 2)

THROUGH MOVEMENT

3. Demonstrate respect for others through cooperation and leadership. (GCO 5, KSCO 3)

Grade 1

Theme: Games - Space, Directions, and Body Awareness (1-6)

Outcomes

It is expected that students will:

IN MOVEMENT

1. Identify, maintain, and use space adequately. (GCO 1, KSCO 2, 4, 9)

ABOUT MOVEMENT

2. Demonstrate an understanding of orientation.
(GCO 2, KSCO 1, 2)
3. Demonstrate an understanding of paths of motion.
(GCO 2, KSCO 1, 2, 4)

THROUGH MOVEMENT

4. Demonstrate respect for the personal space of others.
(GCO 5, KSCO 1, 2)

Sample Learning and Teaching Strategies

Discuss the concept of adequate personal space:

- space on the floor
- wall space for an activity.

Practice stopping and going on command while walking around the gym. Look around after each stop to see how much space is available.

Discuss the different kinds of pathways that can be followed in:

moving around open pathways to avoid interfering with others; and **moving diagonally, left, right, and in curved and zig-zag paths.**

Activities:

Tag games with a personal space representing *home* which is safe.

Walking and running games such as tag, in which the object is to avoid others.

In groups, create and perform precision drills that use different kinds of pathways.

Explain a method of identifying adequate space and encourage students to devise and use their own method of determining adequate space.

Describe diagonal, curved and zig-zag paths. Ask students to articulate a description of each type of path. This could be accomplished in a very brief discussion to end the class.

Using a washable marker, place a mark on one hand of each student. This will serve to help students to distinguish between right and left hands. While students are moving around in various types of paths, command them to move left or right and to raise the hand to match the direction in which the movement is performed.

Emphasize the value of not interfering with the play of others or invading their personal space while playing a game. Encourage students by praising those who are seen showing respect for others' space.

Theme: Games - Space, Directions, and Body Awareness (1-6)**Student Assessment**

Teacher Observation: Note students who are keeping adequate space between themselves and others in the game and as they determine whether they have adequate space. Compliment students on avoiding collisions and on maintaining adequate space for the speed at which they are moving. Suggest to those who are not providing adequate space that they change directions whenever they see others coming close to them.

Student Performance: Demonstrate the ability to raise either their right or left hands on command. (Note students who are having problems).

Demonstrate the ability to avoid collisions while playing games.

Self-Evaluation/Reflection: Use a few minutes at the end of the class to think about the amount of space needed for safety. Discuss how difficult it would be to play in crowded space.

Peer Evaluation: Comment on each group's composition and performance. Discuss whether each group included all types of pathways and comment on the quality of their execution.

Resources and Notes

In addition to achieving the movement outcomes during activities, students are provided with the opportunity to practice and enhance listening skills as directions are given for activities.

Encourage students to demonstrate an awareness of safety and cooperation during play.

Verbally recognize students who demonstrate cooperation and display leadership qualities when participating in activities.

With reduced competition, some students may exhibit a stronger willingness to participate in activities and to perform in a more relaxed manner.

Print Resources

Movement with Meaning: Physical Education K-4, pp. 46-66; 181-192.

Teaching Responsibility Through Physical Activity, pp. 23-24; 34.

Ready-to-Use P.E. Activities for Grades K-2, pp. 46-49.

Equipment: washable markers

Grade 2

Theme: Games - Space, Directions, and Body Awareness (1-6)

Outcomes

It is expected that students will:

IN MOVEMENT

1. Identify, maintain, and use space adequately. (GCO 1, KSCO 2, 4, 9)

ABOUT MOVEMENT

2. Demonstrate an understanding of orientation. (GCO 2, KSCO 1, 2)
3. Demonstrate an understanding of paths of motion. (GCO 2, KSCO 1, 2, 4)

THROUGH MOVEMENT

4. Demonstrate respect for the personal space of others. (GCO 5, KSCO 1, 2)

Sample Learning and Teaching Strategies

Discuss the concept of adequate personal space:

- space on the floor
- wall space for an activity

Practice stopping and going on command while walking around the gym. Look around after each stop to see how much space is available.

Discuss the different kinds of pathways that can be followed in:

moving around open pathways to avoid interfering with others, **moving diagonally, left, right, and in curved and zig-zag paths**, and **differentiating between the right and left side of the body**.

Activities:

Walking and running games such as tag in which the object is to avoid others.

In groups, create and perform precision drills that use different kinds of pathways.

In groups, improvise games that require effective use of varying pathways and try them with the whole class.

Explain a method of identifying adequate space and encourage students to devise and use their own method of determining adequate space.

Discuss uses of diagonal, curved and zig-zag paths in movement and ask students to articulate a use for each type of pathway in selected games. Identify the right and left hands with prompts and play games which require sudden movement to left and right on cue.

In all classes, emphasize the value of not interfering with the play of others or invading personal space while playing a game.

Encourage students by praising those who are seen showing respect for others' space. A no-contact game such as "Bubble Game" can reinforce this concept.

Theme: Games - Space, Directions, and Body Awareness (1-6)**Student Assessment**

Teacher Observation. Note students who are keeping adequate space between themselves and others in the game and as they determine whether they have adequate space. Compliment students on avoiding collisions and on their demonstrations of respect for others and their personal space. Note instances when students make special efforts to demonstrate respect for others.

Student Performance. Distinguish between right and left hands. (Note those who are having difficulty discriminating between them.)

Self-Evaluation/Reflection. Use a video tape of each group's composition and performance. Self-evaluate whether all types of pathways were used and comment on the quality of the execution. Write suggestions for improvement.

For a few minutes at the end of the class, think about the amount of space needed for safety. Discuss how difficult it would be to play in crowded space.

Resources and Notes

In addition to achieving the movement outcomes during activities, students are provided with the opportunity to practice and enhance listening skills as directions are given for activities.

Encourage students to demonstrate an awareness of safety and cooperation during play.

Verbally recognize students who demonstrate cooperation and display leadership qualities when participating in activities.

With reduced competition, some students may exhibit a stronger willingness to participate in activities and to perform in a more relaxed manner.

Print Resources

Movement with Meaning: Physical Education K-4, pp. 46-66; 181-192.

Teaching Responsibility Through Physical Activity, pp. 23-24; 34.

Ready-to-Use P.E. Activities for Grades K-2, pp. 46-49.

Grade 3

Theme: Games - Space, Directions, and Body Awareness (1-6)

Outcomes

It is expected that students will:

IN MOVEMENT

1. Identify, maintain, and use space adequately. (GCO 1, KSCO 2, 4, 9)

ABOUT MOVEMENT

2. Demonstrate an understanding of orientation. (GCO 2, KSCO 1, 2)
3. Demonstrate an understanding of paths of motion. (GCO 2, KSCO 1, 2, 4)

THROUGH MOVEMENT

4. Demonstrate respect for the personal space of others. (GCO 5, KSCO 1, 2)

Sample Learning and Teaching Strategies

Discuss and demonstrate the concept of adequate personal space: **moving to open spaces** in playing games; **zig-zag to avoid other people or obstacles**; and **triangulation in playing group ball games**.

Activities:

Students can practice stopping and going on command while walking around the gym. Have them look around after each stop to see how much space is available and identify and point to open spaces on each stop. Discuss how different pathways can be used to advantage in activities.

Play walking and running games, such as tag, in which the object is to avoid others.

Engage in large group games, such as frisbee tag, ball tag and dodge ball using soft foam-type or sponge balls. These should be modified to allow participants to rejoin the game so that participants are not eliminated totally. NOTE: bean bags may be more suitable for some students at this level.

In groups, students can improvise games which require effective use of varying pathways and try them with the whole class.

Play two-against-one game, such as “Monkey in the Middle”, or “Circle Keep Away”. (*Ready-to-Use P.E. Activities for Grades 3-4.*)

In all classes, emphasize the value of not interfering with the play of others or invading personal space while playing a game. Encourage students by praising those who are seen showing respect for others’ space.

Discuss factors that affect a person’s movement ability, such as, height, weight, strength, and body shape. Brainstorm the advantages of each factor in particular activities, e.g., height in basketball, weight in wrestling. Point out the positive aspects of each factor and that each person’s uniqueness contributes to a stronger whole.

Theme: Games - Space, Directions, and Body Awareness (1-6)**Student Assessment**

Teacher Observation: Note students who are keeping adequate space between themselves and others in the game and as they determine whether they have adequate space. Compliment students on avoiding collisions and on their demonstrations of respect for others and their personal space. Note instances when students make special efforts to demonstrate respect for others.

Observe student use of strategies that profile individual strengths to best advantage during group games. Examples include: placing the fastest runner as the last runner in a relay game.

Student Performance: Demonstrate adequate use of space and of various pathways in games.

Self-Evaluation/Reflection: In a journal, students record two strategies which can be used to avoid, or elude, an opponent in a game.

Resources and Notes

In addition to achieving the movement outcomes during activities, students are provided with the opportunity to practice and enhance listening skills as directions are given for activities.

A basic concept in game situations is triangulation. Two members of a team should strive to form a triangle with the opponent while the opponent strives to disrupt it and form a straight line by placing himself/herself between the two players. See *Ready-to-Use P.E. Activities for Grades 3-4*, pp. 254-255.

Encourage students to demonstrate an awareness of safety and cooperation during play.

Verbally recognize students who demonstrate cooperation and display leadership qualities when participating in activities.

With reduced competition, some students may exhibit a stronger willingness to participate in activities and to perform in a more relaxed manner.

Print Resources

The Biggest Little Games Book Ever!, pp. 24-44.

Ready-to-Use P.E. Activities for Grades 3-4, pp. 61-64.

Teaching Responsibility Through Physical Activity, pp. 23-24; 34.

Movement with Meaning: Physical Education K-4, pp. 46-66; 181-192.

Equipment: balls (soft foam type or sponge), frisbees, bean bags

Grade 4

Theme: Games - Space, Directions, and Body Awareness (1-6)

Outcomes

It is expected that students will:

IN MOVEMENT

1. Identify, maintain, and use space adequately.
(GCO 1, KSCO 2, 4, 9)

ABOUT MOVEMENT

2. Demonstrate an understanding of orientation. (GCO 2, KSCO 1, 2)

THROUGH MOVEMENT

3. Demonstrate respect for the personal space of others.
(GCO 5, KSCO 2, 3)

Sample Learning and Teaching Strategies

Discuss and demonstrate the concept of adequate personal space. With practice, students will be able to demonstrate **strategies for moving around obstacles and people; and move in a variety of ways: right, left, under, over, high, low, zig-zag and circular pathways.**

Activities:

At the beginning of class, play tag games to reinforce the concept of adequate personal space and avoiding others.

Play modified games such as, “Keep Away” and “3-on-3 Passing” in a confined area. One team keeps ball away from the others by moving to open spaces. These games reinforce the concept of triangulation.

Devise drills emphasizing moving to open spaces. Examples include: follow your pass, replace your partner, and work in a triangle.

Play a game, then discuss whether moving to open spaces improved play. Did it increase the chance of success? Did it reduce the risk of injury? Identify a variety of games in which this strategy is advantageous.

In small groups, have students use critical and creative thinking to create a game or activity to demonstrate body and spatial awareness, and/or create new games based on games already played.

Theme: Games - Space, Directions, and Body Awareness (1-6)**Student Assessment**

Teacher Observation: Observe students at play to determine if they are making adequate use of space.

Inquire as to how long each team kept the ball away from the other team, suggest reasons why.

Student Performance: Students respond to questions about the importance of space and spreading out in playing games.

Evaluate students' ability to use creative thinking and problem-solving skills in using and maintaining space adequately in game and play situations.

Evaluate students' ability to move right, left, in a zig-zag path as fast as possible.

Develop a class set of guidelines for a good game or activity.

Self-Evaluation/Reflection: Assess performance in games or activities as being good or not.

Resources and Notes

In addition to achieving the movement outcomes during activities, students are provided with the opportunity to practice and enhance listening skills as directions are given for activities.

Encourage students to demonstrate an awareness of safety and cooperation during play.

Verbally recognize students who demonstrate cooperation and display leadership qualities when participating in activities.

With reduced competition, some students may exhibit a stronger willingness to participate in activities and to perform in a more relaxed manner.

Print Resources

Ready-to-Use P.E. Activities for Grades 3-4, pp. 61-64.

Teaching Responsibility Through Physical Activity, pp. 23-24; 34.

Equipment: cones, benches, mats, chairs, hoops, balls

Grade 5

Theme: Games - Space, Directions, and Body Awareness (1-6)

Outcomes

It is expected that students will:

IN MOVEMENT

1. Identify, maintain, and use space adequately. (GCO 1, KSCO 2, 4, 9)

ABOUT MOVEMENT

2. Demonstrate an understanding of paths of motion. (GCO 2, KSCO 1, 2)

THROUGH MOVEMENT

3. Demonstrate respect for personal differences. (GCO 5, KSCO 3)

Sample Learning and Teaching Strategies

With practice, students will be able to: demonstrate **adequate use of space and body awareness** while performing games and activities to avoid collision and possible injury as well as to provide advantage in terms of the goals of the game, **quickly change direction**; and identify and **demonstrate ways of moving around an obstacle course**, e.g., travel using a variety of pathways, directions, and levels. Each student must try the demonstrated way.

Note: Obstacle courses should have a variety of challenges and obstacles.

Activities:

Set up and/or allow students to develop and set up obstacle courses for completion.

Discuss how moving through space at different levels helps in completing an obstacle course.

Demonstrate how quickly changing direction is important in a variety of games. To emphasize this, 1) use soft sponge balls to play a game of “Dodge Ball” with students continuously trying to avoid being hit as they run around the gym or play area, 2) participate in a variety of tag games, individually or in pairs. **Note:** To allow full participation, tag games and dodge ball should be non-elimination games.

After playing a variety of games, discuss with students the use of space in each game. Encourage students to recognize that people move differently through space and one must be aware of others at all times when moving.

Have students create a game or activity to demonstrate adequate use of space.

Theme: Games - Space, Directions, and Body Awareness (1-6)**Student Assessment**

Teacher Observation: Note student use of space and of body awareness as they play simple games. Discuss observations with students and relate to more complex games.

Student Performance: Students demonstrate how the use of space can be used in games such as hockey and soccer. The demonstration can be through physical movement or in a written report with diagrams.

Demonstrate student-created games for inclusion of all students and a range of movement abilities.

Evaluate students' ability to use creative thinking and problem-solving skills in using and maintaining space adequately in game and play situations.

Students demonstrate various pathways and direction of travel.

Self-Evaluation/Reflection: Discuss how tag games can help with adequate use of space in a variety of other games.

Resources and Notes

In addition to achieving the movement outcomes during activities, students are provided with the opportunity to practice and enhance listening skills as directions are given for activities.

Encourage students to demonstrate an awareness of safety and cooperation during play.

Verbally recognize students who demonstrate cooperation and display leadership qualities when participating in activities.

With reduced competition, some students may exhibit a stronger willingness to participate in activities and to perform in a more relaxed manner.

Print Resources

Ready-to-Use P.E. Activities for Grades 5-6, pp. 2-6.

Teaching Responsibility Through Physical Activity, pp. 23-24; 34.

Equipment: cones, benches, mats, chairs, hoops, balls (soft foam-type or sponge)

Grade 6

Theme: Games - Space, Directions, and Body Awareness (1-6)

Outcomes

It is expected that students will:

IN MOVEMENT

1. Identify, maintain, and use space adequately. (GCO 1, KSCO 2, 4, 9)

ABOUT MOVEMENT

2. Demonstrate an understanding of paths of motion.
(GCO 2, KSCO 1, 2)

THROUGH MOVEMENT

3. Demonstrate respect for others through cooperation and leadership. (GCO 5, KSCO 3)

Sample Learning and Teaching Strategies

Continued development of space, direction, and body awareness allows students to apply these concepts to more complex games and activities. Introduce students to specific plays used in games and discuss how space, direction, and body awareness are used in developing the plays. Skills include: demonstrating the **use of space to gain an advantage; using pathways to develop plays** (such as “Give and Go”); and demonstrating the ability to **move around an obstacle course using a variety of directions and movements such as, zig-zag, curved, left, right, diagonal, up, and down.**

Activities:

Play simple games such as tag and dodge ball to review concepts. Use soft sponge balls for dodge balls.

Give students the opportunity to develop *plays* in specific games. Have them diagram and present a play that makes adequate use of space. Encourage discussion among students during this activity.

Set up complex obstacle courses to be completed by students. Allow them to create their own obstacle courses. Discuss to what extent space, direction, and body awareness were considered in the development of the course.

Develop a list of rules to be followed when participating in physical education activities.

Provide opportunities for students to demonstrate leadership roles in helping others acquire skills.

Theme: Games - Space, Directions, and Body Awareness (1-6)**Student Assessment**

Teacher Observation: At this point students should be aware of the importance of space, direction and body awareness in games and activities. Teachers should look for an understanding of the concepts through the ability to use space adequately when playing games, use of direction changes to avoid players or obstacles and an awareness of the body and objects in space.

Student Performance: Evaluate student-created plays for their usefulness in the specific game and their understanding of the concepts mentioned above. This can also be done with the obstacle courses created by students. Discuss with students ways of improving the courses to include: direction changes; a greater use of space; high, medium and low levels.

Self-Evaluation/Reflection: Discuss the safety rules developed by the class. Consider whether the rules are being followed and discuss why safety rules are important.

Resources and Notes

In addition to achieving the movement outcomes during activities, students are provided with the opportunity to practice and enhance listening skills as directions are given for activities.

Encourage students to demonstrate an awareness of safety and cooperation during play.

Verbally recognize students who demonstrate cooperation and display leadership qualities when participating in activities.

With reduced competition, some students may exhibit a stronger willingness to participate in activities and to perform in a more relaxed manner.

Print Resources

Ready-to-Use P.E. Activities for Grades 5-6, pp. 2-6.

Teaching Responsibility Through Physical Activity, pp. 23-24; 34.

Equipment: cones, benches, mats, chairs, hoops, balls (soft foam type or sponge)

