

## Theme : Games – Locomotor Skills (1–6)

**Theme: Games - Locomotor Skills (1-6)****Grade 1****IN MOVEMENT**

1. Demonstrate the mechanics of various locomotor skills.  
(GCO 1, KSCO 1, 7, 8)

**ABOUT MOVEMENT**

2. Demonstrate an understanding of basic concepts of human locomotion. (GCO 2, KSCO 4)
3. Identify the effects of movement on the body.  
(GCO 3, KSCO 2)

**THROUGH MOVEMENT**

4. Demonstrate the ability to cooperate and work with others. (GCO 6, KSCO 2)
5. Demonstrate concern for the safety of self and others.  
(GCO 5, KSCO 1, 2, 3)

**Grade 2****IN MOVEMENT**

1. Demonstrate the mechanics of various locomotor skills.  
(GCO 1, KSCO 1, 7, 8)

**ABOUT MOVEMENT**

2. Demonstrate an understanding of basic concepts of human locomotion. (GCO 2, KSCO 4)
3. Identify the effects of movement on the body.  
(GCO 3, KSCO 2)

**THROUGH MOVEMENT**

4. Demonstrate the ability to cooperate and work with others. (GCO 6, KSCO 2)
5. Demonstrate concern for the safety of self and others.  
(GCO 5, KSCO 1, 2, 3)

**Grade 3****IN MOVEMENT**

1. Demonstrate the mechanics of various locomotor skills.  
(GCO 1, KSCO 1, 7, 8)

**ABOUT MOVEMENT**

2. Demonstrate an understanding of basic concepts of human locomotion. (GCO 2, KSCO 4)
3. Identify the effects of movement on the body.  
(GCO 3, KSCO 2)

**THROUGH MOVEMENT**

4. Demonstrate the ability to cooperate and work with others. (GCO 6, KSCO 2)
5. Demonstrate concern for the safety of self and others.  
(GCO 5, KSCO 1, 2, 3)

**Theme: Games - Locomotor Skills (1-6)****Grade 4****IN MOVEMENT**

1. Demonstrate the mechanics of various locomotor skills.  
(GCO 1, KSCO 1, 7, 8)

**ABOUT MOVEMENT**

2. Demonstrate an understanding of basic concepts of human locomotion. (GCO 2, KSCO 4)
3. Identify the effects of movement on the body.  
(GCO 3, KSCO 2)

**THROUGH MOVEMENT**

4. Demonstrate the ability to cooperate and work with others. (GCO 6, KSCO 2)
5. Demonstrate concern for the safety of self and others.  
(GCO 5, KSCO 1, 2, 3)

**Grade 5****IN MOVEMENT**

1. Demonstrate the mechanics of various locomotor skills.  
(GCO 1, KSCO 1, 7, 8)

**ABOUT MOVEMENT**

2. Demonstrate an understanding of basic concepts of human locomotion. (GCO 2, KSCO 4)
3. Identify the effects of movement on the body.  
(GCO 3, KSCO 2)

**THROUGH MOVEMENT**

4. Demonstrate the ability to cooperate and work with others. (GCO 6, KSCO 2)
5. Demonstrate concern for the safety of self and others.  
(GCO 5, KSCO 1, 2, 3)

**Grade 6****IN MOVEMENT**

1. Demonstrate the mechanics of various locomotor skills.  
(GCO 1, KSCO 1, 7, 8)

**ABOUT MOVEMENT**

2. Demonstrate an understanding of basic concepts of human locomotion. (GCO 2, KSCO 4)
3. Identify the effects of movement on the body.  
(GCO 3, KSCO 2)

**THROUGH MOVEMENT**

4. Demonstrate the ability to cooperate and work with others. (GCO 6, KSCO 2)
5. Demonstrate concern for the safety of self and others.  
(GCO 5, KSCO 1, 2, 3)

## Grade 1

### Theme: Games - Locomotor Skills (1-6)

#### Outcomes

It is expected that students will:

#### IN MOVEMENT

1. Demonstrate the mechanics of various locomotor skills.  
(GCO 1, KSCO 1, 7, 8)

#### ABOUT MOVEMENT

2. Demonstrate an understanding of basic concepts of human locomotion. (GCO 2, KSCO 4)
3. Identify the effects of movement on the body. (GCO 3, KSCO 2)

#### THROUGH MOVEMENT

4. Demonstrate the ability to cooperate and work with others.  
(GCO 6, KSCO 2)
5. Demonstrate concern for the safety of self and others. (GCO 5, KSCO 1, 2, 3)

#### Sample Learning and Teaching Strategies

Introduce each skill with discussion of the mechanics of the skill, such as weight transfer and arm-leg opposition. Efficient **walking technique** at various speeds, directions and qualities; efficient **running technique**; various **two-foot jumps**; **one-foot hopping** on each foot; **skipping technique** alone and with a partner; **sliding technique** in various directions and at varying speeds; and **galloping technique** alone and with a partner.

As students experiment with performing the skill, help any who are having particular problems with performance.

#### Activities:

Play games such as: tag games with movement restricted to particular locomotor skills; relay-type games using selected locomotor skills; games invented by students to incorporate locomotor skills; obstacle courses which require jumping and various locomotor skills; slide on gym floor lines; games where students are not allowed to leave lines, such as tag while restricted to lines; perform locomotor skills to music; and create and perform simple routines which combine all locomotor skills.

Play games in which students must share space and equipment, such as playing a tag game while sharing a hoop with a partner.

Immediately following vigorous activity, note change in body temperature and heart rate and discuss.

In games, such as “Touch and Go” or “Duck Duck Goose”, where students choose partners or contestants, promote cooperation by having them devise rules to ensure that no one gets left out and that all play safely.

Lead the class in activities, such as warm-ups, to allow them to follow directions.

## Theme: Games - Locomotor Skills (1-6)

### Student Assessment

*Teacher Observation:* Observe students' locomotor techniques as they play games and use a checklist to indicate competence for each student.

Use games which require students to observe the personal space of others and note how effectively they maintain adequate space.

*Student Performance:* Have students demonstrate each locomotor skill at slow and fast speeds while observing good technique.

Evaluate students moving over a set distance using two-foot jumps and jump over obstacles using two-foot jumps.

Evaluate students' ability to hop a set distance on one foot and return on the other. (**Note:** Give students an *I can hop* card to place in their Physical Education portfolio.)

Have students identify key concepts that contribute to efficient human locomotion.

*Self-Evaluation/Reflection:* Discuss the need for inclusion rules in games where people have a choice of partners with whom to participate. Solicit student views on the need for such rules.

Discuss what happens to heart rate and body temperature when engaging in vigorous activity.

*Peer Evaluation:* Evaluate a partner's locomotor technique.

### Resources and Notes

Effects of movement on the body include: increased energy, body feels warmer, face becomes flushed, aches and pains in muscles and joints, and feel better after an activity is finished.

Compliment students who consider others and cooperate so that all get equal opportunity to play.

Continue to emphasize the need to observe safety rules. This should be pointed out in each class in the early part of the school year.

When preparing for activities, ask students to arrange themselves in such a way that they will have adequate movement space and not interfere with others.

### Print Resources

*Movement with Meaning: Physical Education K-4*, pp. 13-24; 41-80.

*Ready-to-Use P.E. Activities for Grades K-2*, pp. 46-49; 53-60.

*Physical Education Methods for Classroom Teachers*, pp. 91-94.

**Equipment:** skipping ropes, hula hoops

## Grade 2

### Theme: Games - Locomotor Skills (1-6)

#### Outcomes

It is expected that students will:

#### IN MOVEMENT

1. Demonstrate the mechanics of various locomotor skills.  
(GCO 1, KSCO 1, 7, 8)

#### ABOUT MOVEMENT

2. Demonstrate an understanding of basic concepts of human locomotion. (GCO 2, KSCO 4)
3. Identify the effects of movement on the body. (GCO 3, KSCO 2)

#### THROUGH MOVEMENT

4. Demonstrate the ability to cooperate and work with others.  
(GCO 6, KSCO 2)
5. Demonstrate concern for the safety of self and others.  
(GCO 5, KSCO 1, 2, 3)

#### Sample Learning and Teaching Strategies

Introduce each skill with discussion of the mechanics of the skill, such as weight transfer and arm-leg opposition. Efficient **walking**: to a beat or to music, while swinging a skipping rope, rolling a hula-hoop, bouncing a large ball, and tossing and catching a ball; **climbing** a scramble net; efficient **running**: while jogging; while running around obstacles; while running in small and large groups; and while **accelerating and decelerating, and changing direction**.

As students experiment with performing the skill, help any who are having particular problems with performance.

#### Activities:

Tag games with movement restricted to particular locomotor skills.

Relay-type games using selected locomotor skills and apparatus.

Games invented by students to incorporate locomotor skills.

Obstacle courses requiring jumping and various locomotor skills.

Student-devised obstacle courses requiring combinations of locomotor and manipulative skills.

Imaginative games requiring leaping and jumping obstacles to gain safety from a pursuer.

Hopping games such as “Hop Scotch”.

Games requiring cooperation, such as “Chain Tag”, “Hunters and Animals”, “Follow the Leader” and “Simon Says” where each student has the opportunity to be the leader.

Discuss the use of body parts in locomotion and ask students to work in groups to plan and perform movements that best demonstrate specific locomotor skills.

Promote cooperation by playing group games in which students share space and equipment to solve set movement problems. For example, link hands to form a large circle and make it roll all the way around the walls of the gym without losing its shape.

Provide a limited supply of equipment to play with on a specific day and have students find ways to include everyone. Relate this to everyday activities at home and outside with friends and siblings.

## Theme: Games - Locomotor Skills (1-6)

### Student Assessment

*Teacher Observation:* Use games which require students to observe the personal space of others and note how effectively they maintain adequate space.

*Student Performance:* Have students demonstrate each locomotor skill at slow and fast speeds while maintaining good technique.

Have students create and perform routines which demonstrate all types of movement learned.

*Self-Evaluation/Reflection:* Ask students to keep a record of performance on specific tasks which require locomotor skills and track changes in performance over time. Place results in a portfolio.

Evaluate locomotor skills and record the results on a checklist. A video tape of individual performances could be used for observation and reflection purposes.

Identify two important points to remember in the performance of each learned locomotor skills.

Discuss the role of perspiration during vigorous physical activity.

*Peer Evaluation:* Evaluate a partner's locomotor skills and record the results on a checklist.

### Resources and Notes

Effects of movement on the body include: increased energy, body feels warmer, face becomes flushed, aches and pains in muscles and joints, and feel better after an activity is finished.

Example of a relay game: Groups of three, on opposite sides of the play space, run in relays to return bean bags from a pile half way between them to their home position in a given set of time.

To maintain and keep interest: Use small groups to minimize wait time while allowing enough stopped time to continue an activity for an extended time.

Use stations or challenges to maintain interest.

Play music while students create and combine movements.

Discuss the need for rules that insure: everyone gets a fair chance to participate in games, everyone shares space and equipment with others, and the feelings of others are respected. (Post a list for display)

### Print Resources

*Ready-to-Use P.E. Activities for Grades K-2*, pp. 46-49; 53-60.

*Movement with Meaning: Physical Education K-4*, pp. 13-24; 41-80.

*Physical Education Methods for Classroom Teachers*, pp. 91-94.

**Equipment:** skipping ropes, scramble net, hula hoops, balls and bean bags

## Grade 3

### Theme: Games - Locomotor Skills (1-6)

#### Outcomes

It is expected that students will:

#### IN MOVEMENT

1. Demonstrate the mechanics of various locomotor skills.  
(GCO 1, KSCO 1, 7, 8)

#### ABOUT MOVEMENT

2. Demonstrate an understanding of basic concepts of human locomotion. (GCO 2, KSCO 4)
3. Identify the effects of movement on the body. (GCO 3, KSCO 2)

#### THROUGH MOVEMENT

4. Demonstrate the ability to cooperate and work with others.  
(GCO 6, KSCO 2)
5. Demonstrate concern for the safety of self and others.  
(GCO 5, KSCO 1, 2, 3)

#### Sample Learning and Teaching Strategies

Introduce each skill with discussion of the mechanics of the skill, such as weight transfer and arm-leg opposition, as well as their role in fitness and warm-up routines. **Efficient walking:** at various speeds, directions and qualities to music, and in various games and dances; in a three-step approach while swinging a skipping rope; while projecting an object; while bouncing a large ball and a small ball; while tossing and catching a ball; and create and perform a group routine employing a range of walking skills. **Efficient running:** while jogging, dodging around obstacles, turning a skipping rope, moving into position to catch a bean bag or a ball, and jumping over obstacles; shuttle running technique; **running approaches** to projecting objects; and **create and perform running routines** in large groups. **Jumping one- and two-foot jumps** for distance, **continuous jumps** over obstacles, and **jump and reach** for a high object; **leaping:** for distance and height; **hopping** in various games; **skipping:** to music; **sliding** in a variety of games with a partner and large group.

As students experiment with performing a skill, help any who are having particular problems with performance.

#### Activities:

Tag games with movement restricted to particular locomotor skills, as in frozen tag with skipping only permitted.

Relay-type games using selected locomotor skills and apparatus.

Games invented by students to incorporate locomotor skills.

Obstacle courses requiring jumping and various locomotor skills.

Student-devised obstacle courses requiring combinations of locomotor and manipulative skills.

Imaginative games requiring leaping and jumping obstacles to gain safety from a pursuer.

Hopping games such as “Hop Scotch”.

Interception-type games, such as “Monkey in the Middle”, where the objective is to retrieve an object from opponents.

Students plan and perform: Movement sequences which are performed at a running pace in large groups; running routine as a fitness activity to be used over a period of time; warm-up routines that could be used with the class; and simple routines incorporating all learned locomotor skills.



## Theme: Games - Locomotor Skills (1-6)

### Student Assessment

*Teacher Observation:* Watch warm-up routines that groups have planned and note attempts to warm-up the whole body as well as attempts to include everyone. Keep an anecdotal record of students' efforts.

*Student Performance:* Have students demonstrate each locomotor skill at slow and fast speeds while maintaining good technique.

*Self-Evaluation/Reflection:* Ask students to keep a record of performance on specific tasks requiring locomotor skills and track performance changes over time. Place results in a portfolio.

Students keep records of their personal best jumping for height and distance.

Self-evaluate locomotor skills and record the results on a checklist. Video taping individual performances at the first teaching of the skill and at the end of the theme could be used for observation purposes.

Have students write plans for a running fitness routine in a journal.

Have students record all exercises used in warm-up routine. The teacher can check the list for evidence that all muscle groups in the body were targeted.

*Peer Evaluation:* Evaluate a partner's locomotor skills and record the results on a checklist.

### Resources and Notes

Effects of movement on the body include: increased energy, body feels warmer, face becomes flushed, aches and pains in muscles and joints, feel better after an activity is finished.

Play shuttle relay-type games in small groups to minimize waiting time.

Take students on a trip to a bowling alley for a class of bowling.

Students can lead the class in the created warm-up routines at the beginning of classes and provide explanations of various movements in their routines.

Discuss the need for rules that insure: everyone gets a fair chance to participate in games, everyone shares space and equipment with others, and feelings of others are respected. (Post a list for display.)

#### Print Resources

*Ready-to-Use P.E. Activities for Grades 3-4*, pp. 67-72.

*Movement with Meaning: Physical Education K-4*, pp. 13-24; 41-80.

*Physical Education Methods for Classroom Teachers*, pp. 91-94.

**Equipment:** balls, skipping ropes, bean bags, pylons, batons

## Grade 4

### Theme: Games - Locomotor Skills (1-6)

#### Outcomes

It is expected that students will:

#### IN MOVEMENT

1. Demonstrate the mechanics of various locomotor skills.  
(GCO 1, KSCO 1, 7, 8)

#### ABOUT MOVEMENT

2. Demonstrate an understanding of basic concepts of human locomotion. (GCO 2, KSCO 4)
3. Identify the effects of movement on the body. (GCO 3, KSCO 2)

#### THROUGH MOVEMENT

4. Demonstrate the ability to cooperate and work with others.  
(GCO 6, KSCO 2)
5. Demonstrate concern for the safety of self and others.  
(GCO 5, KSCO 1, 2, 3)

#### Sample Learning and Teaching Strategies

Review and discuss the mechanics of each skill; walking, running, jumping, skipping, hopping, and leaping. Present the skill using a variety of apparatus and manipulatives. Efficient **walking techniques: at various speeds, directions and qualities** to music, in games and dance, on a balance beam, to dodge objects and people, to project an object, to climb a scramble net, and to create and perform a group routine. **Jogging** and **running**: in games and dance and for distance, shuttle running technique, up hill and down hill, sprinting, trapping a ball, volleying a beach ball, hitting a shuttle, catching a frisbee, while holding a parachute in a group, dodging around objects, running a relay, for fitness using warm-up and planned routines; and running approaches to project objects. **Jumping**: the two-foot jump, in the standing and running long jump, double and single jump with skipping rope, jump with two feet on a beat/spring board, and a mini trampoline, a stride jump, a two-foot stride step, two-foot parallel step, continuous jumps over obstacles, while holding a parachute; and a jump and spike technique together. **Skipping**: with an individual skipping rope and a long skipping rope in groups, jump into and out of a turning skipping rope, on a balance beam, and in planned dance and fitness routines. **Hopping**: a one-foot hop on a balance beam. **Leaping**: while skipping with a rope on a balance beam, over hurdles, and for height. **Slide step**: on a balance beam, in games and dances, to get into position to catch a ball or a frisbee, and to volley a ball.

Any activity which has an element of risk for the level of competence of the students should be done at a station where the teacher is assisting.

When students are on a balance beam, the teacher should be present and adequate safety equipment must be in place.

#### Activities:

Simple games incorporating skills such as walking, running and jumping; tag games played a variety of ways; performing stop and start movements to develop footwork for games such as basketball and volleyball; combining skills in simple routines using music and popular dances; and games created by students.

## Theme: Games - Locomotor Skills (1-6)

### Student Assessment

*Teacher Observation.* Observe each student during performance for proper technique of locomotor skill and provide advice on where improvements can be made.

Note the willingness and preparedness of each student for participation in activity.

Observe students at stations. Ask them which skills they found most or least difficult and why.

*Student Performance.* Analyze student-created warm-up routines for proper use of skills and inclusion of whole group.

*Self-Evaluation/Reflection:* Have students critically report on their performance of a specific movement.

Relate skills learned to other activities and sports.

Discuss how improving jumping techniques will help in future activities.

*Peer Evaluation:* Critically report on a partner's performance of a specific movement.

### Resources and Notes

Effects of movement on the body include: increased energy, body feels warmer, face becomes flushed, aches and pains in muscles and joints, and feel better after an activity.

Ask students to verbalize the basic principles of mechanics as they relate to efficient locomotion.

Note the extent to which students show safety and concern for others and cooperation in planning and performing movement activities.

Remember to compliment students on performances and improvements.

Emphasize that activities and games should be planned so that everyone is included.

Jumps made with ropes, short and long, may require several class periods.

Many skills and techniques can be incorporated in other themes e.g., rhythmic activities, gymnastics, and sports.

Use small groups to minimize waiting time.

For motivation, show a video of a popular athlete performing a variety of skills. Discuss reasons for, and practicalities of, appropriate dress for activities.

### Print Resources

*Ready-to-Use P.E. Activities for Grades 3-4*, pp. 67-72.

*Physical Education Methods for Classroom Teachers*, pp. 91-94.

*The Biggest Little Games Book Ever!*, pp. 45-66.

**Equipment:** balls, scramble net, frisbees, skipping ropes, parachute, mats, balance beam, beat/spring board, mini trampoline

## Grade 5

### Theme: Games - Locomotor Skills (1-6)

#### Outcomes

It is expected that students will:

#### IN MOVEMENT

1. Demonstrate the mechanics of various locomotor skills.

(GCO 1, KSCO 1, 7, 8)

#### ABOUT MOVEMENT

2. Demonstrate an understanding of basic concepts of human locomotion. (GCO 2, KSCO 4)
3. Identify the effects of movement on the body. (GCO 3, KSCO 2)

#### THROUGH MOVEMENT

4. Demonstrate the ability to cooperate and work with others. (GCO 6, KSCO 2)
5. Demonstrate concern for the safety of self and others.

(GCO 5, KSCO 1, 2, 3)

#### Sample Learning and Teaching Strategies

Students refine previously learned locomotor skills to a point where they can be utilized efficiently in games, activities and dance.

**Efficient walking:** in games and dance, on a balance beam, in a fitness walk, while dodging around obstacles and people, while climbing a scramble net, in a group-created routine, and to project an object to be used in various games. **Jogging and running:** in games and dance, for distance, while shuttle running uphill and downhill, while sprinting for speed, into position to trap a ball, to volley a ball, to hit a shuttle, to catch a frisbee, to project objects, to dodge objects and people, to run a relay, and in creating warm-ups and fitness routines. **Jumping:** with a skipping rope; with two feet on a balance beam, beat/spring board or a mini-trampoline; a stride jump and a two-foot stride step; a two-foot parallel jump; over obstacles; while holding a parachute; a jump and spike technique together; a two-foot standing jump and a running long jump. **Skipping:** with an individual skipping rope, with a long skipping rope in groups, jumping into and out of a turning skipping rope, leaping techniques while skipping, on a low balance beam, and in planned dances and fitness routines. **Hopping:** a one-foot hop on a balance beam. **Leaping:** on a low balance beam, and over hurdles. **Slide step:** on a balance beam, in games and dances; to get into position to catch a ball or a frisbee, to volley a ball, and in performing offensive and defensive stances.

Any activity which has an element of risk for the level of competence of the students should be done at a station where the teacher is assisting.

When students are on a balance beam, the teacher should be present and adequate safety equipment must be in place.

#### Activities:

Display a poster band of locomotor activities and have students perform them in a sequence.

Play simple games with or without apparatus that incorporate walking, running, jogging, jumping, skipping, hopping, leaping, and slide step. Examples include non-elimination tag games, relay games and rope jumping games with rhymes.

Discuss the importance of jumping skills to a variety of sports, such as basketball, volleyball, and track. Also discuss the relationship between skipping and fitness.

## Theme: Games - Locomotor Skills (1-6)

### Student Assessment

*Teacher Observation:* Use a checklist of locomotor skills to assess students' performance of movement over time.

*Student Performance:* Evaluate student-created routines and circuits for proper techniques, variety of locomotor skills and creativity.

Students will identify and demonstrate locomotor movements and explain how they are used in specific sports

*Self-Evaluation/Reflection:* Assess personal attitude and effort throughout the theme.

*Peer Evaluation:* Critically analyze the performance of another classmate.

### Resources and Notes

Effects of movement on the body include: increased energy, body feels warmer, face becomes flushed, aches and pains in muscles and joints, and feel better after an activity.

Ask students to verbalize the basic principles of mechanics as they relate to efficient locomotion.

Note the extent to which students show safety and concern for others and cooperation in planning and performing movement activities.

Point out that there are different levels of exertion in performing various locomotor skills, for example sprinting versus running.

For safety, use mats with the low balance beam, beat/spring board or mini-trampoline.

Locomotor skills using gymnastic equipment, e.g., beat/spring board and balance beam, can be practiced when completing the Gymnastics theme.

### Print Resources

*Ready-to-Use P.E. Activities for Grades 5-6*, pp. 8-31.

*Physical Education Methods for Classroom Teachers*, pp. 91-94.

*The Biggest Little Games Book Ever!*, pp. 45-66.

**Equipment:** balls, scramble net, shuttles, frisbees, skipping ropes, hula hoops, parachute, mats, mini-trampoline, balance beam, beat/spring board

## Grade 6

### Theme: Games - Locomotor Skills (1-6)

#### Outcomes

It is expected that students will:

#### IN MOVEMENT

1. Demonstrate the mechanics of various locomotor skills.  
(GCO 1, KSCO 1, 7, 8)

#### ABOUT MOVEMENT

2. Demonstrate an understanding of basic concepts of human locomotion. (GCO 2, KSCO 4)
3. Identify the effects of movement on the body. (GCO 3, KSCO 2)

#### THROUGH MOVEMENT

4. Demonstrate the ability to cooperate and work with others.  
(GCO 6, KSCO 2)
5. Demonstrate concern for the safety of self and others.  
(GCO 5, KSCO 1, 2, 3)

#### Sample Learning and Teaching Strategies

Students are ready to apply the variety of previously introduced locomotor skills to specific games and activities. Further development of these skills as outlined below will prepare the students for their use in specific game situations. **Walking:** in games and dances; on a balance beam; in a fitness walk while dodging around obstacles; for approaches used in games, i.e., 3-step; and in a group-created routine. **Jogging and running:** in games and dances, for distance, in shuttle running, uphill and downhill, into position to trap a ball, to volley a beach or sponge ball, into position to hit a shuttle, to catch a frisbee, in approaches to projecting and receiving objects, in relay running, for warm-ups, and in routines. **Jumping:** standing and running long jump, single jump with a skipping rope, two-foot jump on a balance beam, two-foot jump on a beat/spring board and a mini-trampoline, a jump and spike action, jumping and leaping with individual and long skipping rope, into and out of a turning skipping rope, and a jump full turn. **Hopping:** one-foot hop on a low balance beam. **Leaping:** over a hurdle, for height, in student-created routines. **Skipping:** a skip (step hop), on a balance beam, and in fitness and dance routines. **Slide step:** backwards, in dances, to catch a ball or a frisbee, to volley a ball, and on a balance beam.

Any activity which has an element of risk for the level of competence of the students should be done at a station where the teacher is assisting. When students are on a balance beam, the teacher should be present and adequate safety equipment must be in place.

#### Activities:

Simple games incorporating walking, jogging, running, jumping, hopping, leaping, skipping and slide step.

Students develop routines, circuits and stations to demonstrate a variety of locomotor movements with or without simple apparatus.

Using a tape of students or others performing locomotor movements, analyze the performance. Concentrate on one or two skills and provide a suggestion for improving performance.

Students develop personal warm-up routines using a variety of locomotor movements, present it to classmates and have them participate.

**Theme: Games - Locomotor Skills (1-6)****Student Assessment**

*Teacher Observation:* Use checklist of skills or movements to provide feedback to students.

Observe students for their level of cooperation, leadership, and inclusion of all students when presenting and participating in the warm-up routines.

*Student Performance:* Evaluate student-designed routines, stations or circuits for appropriate use of locomotor skills, variety, and creativity.

*Self-Evaluation/Reflection:* At the beginning of the theme set a goal of improvement. At the end, comment on degree of success.

Write a short report on the analysis of a performance. Include a sketch of the performance diagramming the principle of mechanics being discussed in the report.

Discuss how locomotor skills can be combined to create a more complex movement used in game situations and the importance of this for success in a specific game.

**Resources and Notes**

Classes can be set up to deal with one locomotor skill at a time, e.g., running, jumping, leaping, skipping or sliding. All activities could then center around one theme with a game at the end of the class to utilize the skill.

Effects of movement on the body include: increased energy, body feels warmer, face becomes flushed, aches and pains in muscles and joints, and feel better after an activity.

Ask students to verbalize the basic principles of mechanics as they relate to efficient locomotion.

Note the extent to which students show safety and concern for others as well as cooperation in planning and performing movement activities.

Stations are a great way to achieve many of the outcomes at one time and keep the children moving. The use of music during activity can also be a great motivator.

Let students create posters of the principles of mechanics and display them.

**Print Resources**

*Ready-to-Use P.E. Activities for Grades 5-6*, pp. 8-31.

*Physical Education Methods for Classroom Teachers*, pp. 91-94.

*The Biggest Little Games Book Ever!*, pp. 45-66.

**Equipment:** balls, scramble net, shuttles, frisbees, skipping ropes, hula hoops, parachute, balance beam, beat/spring board

