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ABSTRACT The self-contained sections within the document (one for grades K-3, the other for grades 4-6) present objectives, activities, monitoring procedures and resources for the elementary physical education curriculum for Washington small school districts. Identical introductory materials describe the organization of Small Schools materials, relationship to Washington's Student Learning Objectives (SLO) Law, format of the curriculum guide, definitions of format terms, Goals for the Washington Common Schools, and Physical Education Program Goals. The scope of the grades K-3 curriculum includes basic movement skills (locomotor, non-locomotor), locomotor-wheeling/sliding apparatus, manipulative small apparatus and gymnastic large apparatus, rhythmic skills and low organized games (circle, cooperative, court, inventing, relays and tag). The grades 4-6 curriculum includes objectives and activities that build on each of the grades K-3 scope areas with the addition of stunts and tumbling in the movement skills category and combative types of low organized games. New grades 4-6 scope areas emphasize sport skills (basketball, football, hockey, soccer, softball, track and field and volleyball) and physical fitness (aerobics, agility, evaluation, flexibility, muscular endurance, power, speed and strength). Separate bibliographies list grade-appropriate references. (NEC)
SMALL SCHOOLS
CURRICULUM

PHYSICAL EDUCATION
K-6

Dr. Frank B. Brouillet, State Superintendent of Public Instruction,
Tumwater, WA 98504
SMALL SCHOOLS

PHYSICAL EDUCATION CURRICULUM

Grades K-3

MAY 1931
This is a publication of the Instructional and Professional Services Division of the State Superintendent of Public Instruction, Olympia, Washington.

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INTRODUCTION

The Small Schools Project Objectives and Curriculum for Physical Education were developed during the 1980-81 school year through the cooperative efforts of three levels of educational organization; six King and Pierce County school districts, Educational Service District 189 and the State Superintendent of Public Instruction. Funds were provided through Title IV-C with ESD 189 providing in-kind services.

Process Procedure. ESD 189 personnel and selected curriculum specialists first identified objectives in Physical Education to serve as a basis for a goal-based curriculum. A cadre of teachers from the six consortium schools (Carbonado, Eatonville, Lower Snoqualmie, Orting, Steilacoom Historical, and White River) then proceeded to use the objectives list as a base for curriculum development. The objectives listed in this document represent the final product of the curriculum specialists and classroom teachers. The third phase involved the classroom teachers writing activities to accompany the objectives. This curriculum will be published in separate curriculum guides, i.e., K-3, 4-6, 7-8, 9-12.

ORGANIZATION OF THE SMALL SCHOOLS MATERIALS

Book covers and objective pages for all Small Schools materials have been color-coded for each subject: Reading—green, Language Arts—yellow, Mathematics—blue, Social Studies—buff, Science—pink, and Physical Education—orange. Following each colored objective page there are several pages which identify activities, resources and monitoring procedures which may be used when teaching to the objectives. See pages vii and viii of this book for a more detailed explanation of the format. On that objective page all objectives for an area of the scope are identified. Within each curriculum book the objectives have been correlated to the goals for the Washington Common Schools and to the Small Schools Program Goals for that subject area.
RELATIONSHIP TO THE SLO LAW

The purpose of this book and all other Small Schools materials is to assist teachers with the improvement of curriculum and instruction. In addition, it is expected that many smaller districts lacking curriculum personnel will find this book helpful in complying with the SLO Law. (This law requires districts to identify student learning objectives grades nine through twelve in the area of language arts, reading and mathematics and initiate implementation of such a program on or before September 1, 1981. School districts are required by 1986 to have developed student learning objectives for all other courses of study. *The Superintendent of Public Instruction developed a timeline for the orderly development and implementation of Student Learning Objectives to carry out the law. The timeline shows that physical education and social studies are to be implemented by 1983.

The approach of the Small Schools Project Consortium was first to develop a curriculum, K-12 Physical Education and 4-12 in Social Studies, using a goal base model. Thus, the objectives contained in this book, although they may be helpful in meeting the intent of the law, were really designed as instructional objectives and not specifically for the SLO Law. The consortium also made a decision to develop a taxonomy of objectives for each discipline. Contained within this book are many more objectives than any district would choose to identify as their SLO objectives.

PHYSICAL EDUCATION CURRICULUM ACTIVITIES
Grades K-12

Users of the Small Schools Physical Education Curriculum guides grades K-12 should note that the activities are written by teachers representing small school districts. The activities are written with the idea of not duplicating a text but rather to present a game, simulation or an activity to carry out the objective. This is done with the premise that schools normally have a basic text and the activities are merely to supplement or extend the text.

Only a few activities were written with the hope they would stimulate teachers to create additional activities. Also, the activities were written over a space of only a few months in order to meet a state deadline reprinting purposes.

One unique feature of the Small Schools Curriculum is the format or arrangement of information on the page. The format was developed in order to assist districts in personalizing the curriculum to meet their own educational program needs.

The format pages contained within this book list the sequence of Student Learning Objectives in the specific curriculum area of social studies. On each page broad grade placements have been recommended indicating where the objectives should be taught, i.e., 4-6, 7-8, and 9-12. Grade recommendations are made with the understanding that they apply to most students and that there will always be some students who require either a longer or shorter time than recommended to master the knowledge, skills, and values indicated by the objectives.

Columns at the right of the page have been provided so district personnel can indicate the grade placement of objectives to coincide with the local district curriculum. The columns may also be used to indicate where an objective is introduced (I), practiced (P), reinforced (R), or mastered (M) within a district curriculum. An objective may be deleted by striking it from the list or another objective may be added by writing it directly on the sequenced objective page.

| SUBJECT: | Physical Education |
| SPECIFIC AREA: | Sport Skills |
| Football |

<table>
<thead>
<tr>
<th>The student knows:</th>
</tr>
</thead>
<tbody>
<tr>
<td>that football is a team sport that involves the skills of passing, catching, kicking, centering and carrying the football.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The student is able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>pass a football overhand accurately to a stationary or moving partner.</td>
</tr>
<tr>
<td>center a football between the legs.</td>
</tr>
<tr>
<td>catch a football while standing or running.</td>
</tr>
<tr>
<td>place kick a football.</td>
</tr>
<tr>
<td>change a football from hand to hand while running.</td>
</tr>
<tr>
<td>punt a football.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The student values:</th>
</tr>
</thead>
<tbody>
<tr>
<td>the skills learned to play the game of football.</td>
</tr>
<tr>
<td>football as a leisure activity.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>District Placement</td>
</tr>
<tr>
<td>4-6</td>
</tr>
</tbody>
</table>
SMALL SCHOOL PROJECT

On the second format page, one or more objectives from the first format page are rewritten and suggested activities, monitoring procedures and resources used in teaching to the objective(s) are identified. The objectives are correlated to the State Goals for Washington Common Schools and to broad K-12 program goals. The suggested grade placement of the objectives and the activities is indicated and, wherever applicable, the relatedness of an objective to other curriculum areas have been shown. Particular effort has been given to correlating the materials with the areas of Environmental Education, Career Education and the use of the newspaper in the classroom.

Below is an example of a completed second format page. Teachers and principals in local districts may personalize this page by listing their own resources and by correlating their district goals to the student learning objectives.

<table>
<thead>
<tr>
<th>Suggested Objective Placement</th>
<th>4-6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Learning Objective(s)</td>
<td></td>
</tr>
<tr>
<td>A. The student knows that football is a team sport that involves the skills of passing, catching, kicking, centering and carrying the football. B. The student is able to center a football between the legs. C. The student is able to catch a football while standing or running.</td>
<td></td>
</tr>
<tr>
<td>Related Area(s)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Title:</th>
<th>Football Centering</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group size:</td>
<td>class</td>
</tr>
<tr>
<td>Materials:</td>
<td>10 footballs</td>
</tr>
</tbody>
</table>

Procedure(s):  
- The teacher demonstrates the proper technique of centering the ball i.e., the center takes a position with feet spread wide knee bent. The right hand reaches down and grasps the ball as for passing. The left hand rests lightly on the opposite side of the ball to serve as guide. The ball is centered through the legs with the arm and a wrist snap.  
- Drill: Combination drill 4-6 persons, 4 positions.  
  - Center - centers the ball to passer.  
  - Passer - passes ball to end.  
  - End - receives the ball.  
  - Ball chaser - retrieves the ball if missed. The rotation system follows path of the ball. Move from center, to passer, to end, to ball chaser, to center.

<table>
<thead>
<tr>
<th>Suggested Monitoring Procedures</th>
<th>Observe students center the ball and make corrections as needed.</th>
</tr>
</thead>
<tbody>
<tr>
<td>District Resources</td>
<td>District Resources</td>
</tr>
</tbody>
</table>
DEFINITION OF FORMAT TERMS

Subject indicates a broad course of study. The subject classifies the learning into one of the general areas of the curriculum, i.e., reading, mathematics, social studies.

Specific Area indicates a particular learning category contained within the subject. Within the subject of reading there exist several specific areas, i.e., comprehension, study skills, work attack skills.

State Goal indicates a broad term policy statement relating to the education of all students within the State of Washington. In 1972, the State Board of Education adopted 10 State Goals for the Washington Common Schools.

District Goal generally reflects the expectations of the community regarding the kinds of learning that should result from school experience. These goals are employed mainly to inform the citizenry of the broad aims of the school. When district goals are correlated to student learning objectives, community members are able to see how their expectations for schools are translated daily into the teaching/learning process of the classroom.

Program Goals are K-12 goals which do not specify grade placement. These goals provide the basis for generating subgoals or objectives for courses or units of study within a subject area. Program goals are used as a basis for defining the outcome of an entire area of instruction as mathematics, language arts or social studies.

Student Learning Objectives

The three major types of learning objectives which have been identified are knowledge, process and value objectives.

Knowledge Student Learning Objectives identify something that is to be known and begins with the words, "The student knows..." Knowledge objectives specify the knowledge a student is expected to learn. These objectives include categories of learning such as specific facts, principals and laws, simple generalizations, similarities and differences, etc.

An example of a Knowledge Student Learning Objective is "The student knows guide words in a dictionary indicate the first and last words on the page."
Process Student Learning Objectives identify something the student is able to do and begins with the words, "The student is able to..." These objectives are associated with the rational thinking processes of communication, inquiry, problem solving, production service and human relationships.

An example of a Process Student Learning Objective is: "The student is able to associate a consonant sound with the letter name."

Value Student Learning Objectives identify only the type of values which foster the context of the discipline. These objectives are thought to be most uniformly and consistently approved by society as supporting the major aims of the discipline.

An example of a Value Student Learning Objective is: "The student values reading as a worthwhile leisure time activity."
GOALS FOR THE WASHINGTON COMMON SCHOOLS

1. As a result of the process of education, all students should have the basic skills and knowledge necessary to seek information, to present ideas, to listen to and interact with others, and to use judgement and imagination in perceiving and resolving problems.

2. As a result of the process of education, all students should understand the elements of their physical and emotional well-being.

3. As a result of the process of education, all students should know the basic principles of the American democratic heritage.

4. As a result of the process of education, all students should appreciate the wonders of the natural world, human achievements and failures, dreams and capabilities.

5. As a result of the process of education, all students should clarify their basic values and develop a commitment to act upon these values within the framework of their rights and responsibilities as participants in the democratic process.

6. As a result of the process of education, all students should interact with people of different cultures, races, generations, and life styles with significant rapport.

7. As a result of the process of education, all students should participate in social, political, economic, and family activities with the confidence that their actions make a difference.

8. As a result of the process of education, all students should be prepared for their next career steps.

9. As a result of the process of education, all students should use leisure time in positive and satisfying ways.

10. As a result of the process of education, all students should be committed to life-long learning and personal growth.
PHYSICAL EDUCATION PROGRAM GOALS

1. The student has an appreciation of the need to participate in regular physical activity and to apply desirable health knowledge to maintain fitness for everyday living throughout life.

2. The student develops knowledge and understanding of factors necessary to analyze and perform functional and expressive movement.

3. The student will acquire safety skills, habits, and develop awareness regarding safety for themselves and for others.

4. The student will be stimulated through physical education to seek participation in and derive enjoyment from wholesome recreation during leisure time.

5. The student values the personal qualities of self control, self confidence, good sportsmanship and respect for others that enable him/her to work and play with others for common goals.

6. The student knows rules and is able to apply strategies in a variety of physical education activities and sports.

7. The student is able to exhibit neuromuscular coordination techniques, agility, balance, and flexibility in a variety of physical education activities and sports.
## PHYSICAL EDUCATION SCOPE

**SCOPE**

(K-3)

<table>
<thead>
<tr>
<th>Grades K-3</th>
<th>BASIC MOVEMENT SKILLS</th>
<th>LOW ORGANIZED GAMES</th>
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<td></td>
<td>Locomotor</td>
<td>Circle</td>
<td>1 - 31</td>
</tr>
<tr>
<td></td>
<td>Non-Locomotor</td>
<td>Cooperative</td>
<td>1 - 6</td>
</tr>
<tr>
<td></td>
<td>Locomotor-Wheeling/Sliding Apparatus</td>
<td>Court</td>
<td>7 - 13</td>
</tr>
<tr>
<td></td>
<td>Manipulative-Small Apparatus</td>
<td>Inventing</td>
<td>14 - 17</td>
</tr>
<tr>
<td></td>
<td>Gymnastic Large Apparatus</td>
<td>Relays</td>
<td>18 - 27</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Tag</td>
<td>28 - 31</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>32 - 39</td>
</tr>
<tr>
<td></td>
<td>Rhythms</td>
<td></td>
<td>32 - 39</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>40 - 46</td>
</tr>
</tbody>
</table>

**RHYTHMIC SKILLS**

| Rhythms | 32 - 39 |

**LOW ORGANIZED GAMES**

<table>
<thead>
<tr>
<th>Circle</th>
<th>40</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cooperative</td>
<td>40</td>
</tr>
<tr>
<td>Court</td>
<td>40</td>
</tr>
<tr>
<td>Inventing</td>
<td>40</td>
</tr>
<tr>
<td>Relays</td>
<td>40</td>
</tr>
<tr>
<td>Tag</td>
<td>40</td>
</tr>
</tbody>
</table>
The student knows:

- The characteristics of the following skills.
  - walk
  - run
  - hop
  - jump
  - slide
  - skip
  - gallop
  - leap
  - roll

The student is able to:

- walk with body erect.
- run with arms and legs in opposition.
- jump with both feet together.
- hop by beginning and ending on the same foot.
- slide in a sideways pattern with the same foot leading.
- skip with a long step and a short leap with the same foot forward.
- leap transferring from one foot to the other in flight.
- differentiate between these movements.

The student values:

- being able to move in a variety of ways.
Student Learning Objective(s): A. The student knows the characteristics of walking, hopping and skipping. B. The student values being able to move in a variety of ways.

Related Area(s):

### Suggested Activities: Grade(s) K-3

<table>
<thead>
<tr>
<th>Title:</th>
<th>Big A - Little A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Size:</td>
<td>Class</td>
</tr>
<tr>
<td>Materials:</td>
<td>A large space is needed—a classroom with desks moved aside.</td>
</tr>
</tbody>
</table>

**Procedure(s):**

- One person is selected as "cat". This person is in the front of the rest of the group. The balance of the group line up at back of room. "Cat" has his back turned away from them. At signal, group moves toward "Cat". As group moves across the room they walk on "tip toes", arms reaching, saying the words: "BIG A". Then they go into a "duck walk position" saying "little a" walking forward.
- In squat position they hop on both feet saying "bouncing B".
- They come to their feet, and skip toward the cat saying "Cat's in the corner and can't catch me!"
- As they finish saying "me", cat turns and tries to catch one of the group before they return to "safe" area.
- Person caught becomes cat.
- The chant they do with the actions establishes a rhythmic pattern.
Suggested Objective Placement

A. The student knows the characteristics of the following skills, sliding and skipping.
B. The student is able to slide in a sideways pattern with the same foot leading.
C. The student is able to skip with a long step and a short leap with the same foot forward.
D. The student is able to move in a variety of these movements.

Related Area(s)

Suggested Activities: Grade(s) K-3

Title: Skip Tag
Group size: class
Materials:

Procedure(s):
- Teacher demonstrates basic skip step.
- Entire class, in side by side line, walks slowly to "step, hop" beat, increasing rapidity gradually from one area to another.
- Turn and go back.
- Practice skipping directionally.
(May also be used for sliding or other locomotor skills. Well to practice before any skipping game to reinforce skill.)

Variation:
- Formation circle.
- Players: any number.
- One child skips around outside of circle.
- Rest of class has right hand outstretched.
- "It" taps one child's hand and that child skips around circle in opposite direction.
- First one to return to space is "it".

Teacher observation.

Possible Resources

District Resources

Student Learning Objective(s)

A. The student knows the characteristics of the galloping and leaping.

B. The student is able to leap transferring from one foot to another in flight.

C. The student is able to combine step and leap performed as a short leap and a long step, not changing sides.

Related Area(s)

Suggested Activities: Grade(s) K-3

Title: Introductory Lesson

Group size: class

Materials: none

Procedure(s):

- Teacher demonstrates basic movements.
- Students practice activity under direction.

Leaping:

Variations

a. lifting arms high.

b. moving different parts of body while leaping.

c. leap over imaginary obstacles.

d. leap and balance like a bird.

e. 'be a paratrooper, leaping from a plane, sinking slowly to the ground.'

Galloping:

Variations

a. gallop fast, slow, high, low.

b. use a drum. Be galloping horses changing rhythm for other skills.

c. try galloping forwards; sideways.

d. emphasize same foot leading at all times.

- After skills have been mastered, they may be incorporated into various games.
Student Learning Objective(s)

A. The student knows the characteristics of rolling.

B. The student values being able to move in a variety of ways.

Related Area(s)

Suggested Activities: Grade(s): K-3

Title: Rolling Log

Group size: any class size

Materials: mats

Procedure(s):
- Teacher demonstrates: lie on back with arms stretched overhead. Roll sideways the length of the mat. The next time roll with the hands pointed toward the other side of the mat.
- To roll in a straight line, keep the feet slightly apart.

Variations:
- Alternately curl and stretch while rolling.
- Students practice.
- As skill level progresses, teacher can introduce other rolls e.g. forward, backward curl, egg, and combinations of the above.

Suggested Monitoring Procedures:

Teacher observation

Possible Resources:

Elementary Physical Education Guide School District #267
Pullman, Washington
Robert Pangrazi
August, 1970.
### Student Learning Objective(s)

- **A.** The student knows the characteristics of walking and running.
- **B.** The student is able to walk with body erect and run with arms and legs in opposition.
- **C.** The student values being able to move in a variety of ways.

### Related Area(s)

- District Resources

### Suggested Activities: Grade(s) K-3

<table>
<thead>
<tr>
<th>Title: Move to the Beat</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group size: class</td>
</tr>
<tr>
<td>Materials: hand drum</td>
</tr>
</tbody>
</table>

**Procedure(s):**
- Teacher demonstrates correct standing, walking and running techniques.
- Entire group moves to two basic drum beats. Try slow motion and exaggerated movement to emphasize opposition of arms and legs.
- As students progress, try variations:
  - a. walking quietly, quickly.
  - b. changing directions.
  - c. hands high, low.
  - d. walking on a rainy day, cold day, windy day.
  - e. walk on a tight rope.
  - f. run in place, in a circle.
  - g. how long can you run.
  - h. how high can you raise your feet.
  - i. run in a pattern.
  - j. run with a partner following.
- Other lessons might include apparatus (instruments), twirlers, or obstacle course additions.

### Suggested Monitoring Procedures

- Teacher observation.
SPECIFIC AREA: Basic Movement Skills

Non - Locomotor

The student knows:

the characteristics of the following non-locomotor skills:

- bending - stretching
- swinging - swaying
- push - pull
- twisting - turning

The student is able to:

- bend by flexing and contracting one or more parts of the body.
- stretch by extending and expanding one or more parts.
- swing or sway with pendular movements with particular parts of the body. (Swinging movements include trunk, head, arms, legs, in varying techniques.)
- push by shoving away from the body.
- pull by drawing toward body.
- twist with a rotation of the body or part of the body while maintaining a stable base of support.
- turn with a particular or total rotation of the body while shifting the base of support.
- move in a variety of ways.

The student values:
**Student Learning Objective(s)**

A. The student knows the characteristics of the following non-locomotor skills: bending and stretching.

B. The student is able to bend by flexing and contracting one or more parts of the body.

C. The student is able to stretch by extending and expanding one or more parts. The student is able to move in a variety of ways.

**Related Area(s)**

**Suggested Activities:**

<table>
<thead>
<tr>
<th>Grade(s)</th>
<th>K-3</th>
</tr>
</thead>
</table>

**Title:** Potato Pickers  
**Group size:**  
**Materials:** none  
**Procedure(s):**

- The student will look and reach toward their toes, bending as far as comfortable. Hold for 10 seconds.
- The student will then rise up and place hands on hips and slowly bend backward looking at ceiling. Hold for 10 seconds.
- Repeat three times.
- During exercise, have students repeat body parts being stretched, e.g. thigh, muscle, calf, achilles.

**Suggested Monitoring Procedures**

- Teacher observation.

**Possible Resources**

**District Resources**
Student Learning Objective(s)  
A. The student knows the characteristics of the following non-locomotor skills: swinging and swaying.  
B. The student is able to bend by flexing and contracting one or more parts of the body.  
C. The student is able to swing or sway with pendular movements including, trunk, head, arms, legs in varying positions.

<table>
<thead>
<tr>
<th>Related Area(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suggested Objective Placement</td>
</tr>
<tr>
<td>K-3</td>
</tr>
<tr>
<td>State Goal</td>
</tr>
<tr>
<td>1,2</td>
</tr>
<tr>
<td>District Goal</td>
</tr>
<tr>
<td>Program Goal</td>
</tr>
<tr>
<td>1,2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Suggested Activities: Grade(s)</th>
<th>K-3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title:</strong> Olympic Speed Skater</td>
<td></td>
</tr>
<tr>
<td><strong>Group size:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Materials:</strong> none</td>
<td></td>
</tr>
<tr>
<td><strong>Procedure(s):</strong></td>
<td></td>
</tr>
<tr>
<td>Students imitate speed skating indoors, emphasizing feet sliding and exaggerated arm movement.</td>
<td></td>
</tr>
</tbody>
</table>

| Suggested Monitoring Procedures |
| Teacher observation. |

| Possible Resources |

<table>
<thead>
<tr>
<th>Suggested Activities: Grade(s)</th>
<th>K-3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title:</strong> Swaying To Music</td>
<td></td>
</tr>
<tr>
<td><strong>Group size:</strong> any class size, individual participation</td>
<td></td>
</tr>
<tr>
<td><strong>Materials:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Procedure(s):</strong></td>
<td></td>
</tr>
<tr>
<td>Student is directed to sway like a tree.</td>
<td></td>
</tr>
<tr>
<td>Also, students can think of other swaying objects themselves and move accordingly.</td>
<td></td>
</tr>
<tr>
<td>See resources for other activities.</td>
<td></td>
</tr>
</tbody>
</table>

| Possible Resources |
| District Resources |
SMALL SCHOOLS PROJECT – Working Copy

Student Learning Objective(s)

A. The student knows the characteristics of the following non-
locomotor skills: bending and stretching, swinging and swaying, pushing and pulling and twisting
and turning. B. The student is able to move in a variety of ways.

Related Area(s)

Suggested Objective Placement

K-3

Suggested Monitoring Procedures

Teacher observation.

Possible Resources

Elementary P.E. Program Guide, Spokane Public Schools

District Resources

Suggested Activities: Grade(s) K-3

<table>
<thead>
<tr>
<th>Title</th>
<th>Group size: any size, individual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Animal-Mechanical</td>
<td></td>
</tr>
<tr>
<td>Materials: none</td>
<td></td>
</tr>
</tbody>
</table>

Procedure(s):

- The student will perform the following movement upon teacher suggestion:
  - Bear—heavy, slow walk, running, climbing.
  - Camel—slow, bouncy walk, carrying object.
  - Elephant—heavy, slow, rocking walk, lifting object.
  - Frog—hopping, jumping, bouncing.
  - Worm—curling, bending, stretching.
  - Monkey—fast crawl, bent knee jumps, runs.
  - Soldier—crawling, running, marching.
  - Tall man—bending and stretching, bent knees walk, tip-toe walk.
  - Raggedy Ann and Andy—loose, floppy walk, swinging, bending.
  - Giant—slow, choppy walk, exaggerated movement.
  - Butterflies—light sustained movements, use of arms, soft runs, skips.

Mechanical Movements:
  - Bulldozer—pushing, bending, walking, show effort.
  - Dump truck—bending, stretching, lifting.
  - Washing machine—twisting, rolling, bouncing.
  - Lawn sprinkler—twisting, turning, bending.
  - Pop-up toaster—hopping, jumping.
Student Learning Objective(s)  
A. The student knows the characteristics of the following non-locomotor skills: twisting and turning.  
B. The student is able to twist with a rotation of the body or part of the body while maintaining a stable base of support.  
C. The student is able to move in a variety of ways.

Related Area(s)

Suggested Objective Placement  
K-3

State Goal  
1,2

District Goal  

Program Goal  
1,2

Suggested Activities: Grade(s)  
K-3

<table>
<thead>
<tr>
<th>Title</th>
<th>Twist and Turn Together</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group size:</td>
<td>any size, individual</td>
</tr>
<tr>
<td>Materials:</td>
<td>a record with music appropriate to do the dance known in the late 1950's as &quot;The Twist&quot;</td>
</tr>
</tbody>
</table>

Procedure(s):  
- The teacher demonstrates "The Twist" (with music). Students model teacher.  
- Later, students are encouraged to try to "twist" at various "levels" e.g. high, low, mid.  
- The teacher may vary the music to suggest a very slow twist, etc.  
- See resources.

Suggested Monitoring Procedures  
Teacher observation.

Possible Resources  
Congdon, Paul, Fun Dances for Children.  
Student Learning Objective(s)

A. The student knows the characteristics of the following non-locomotor skills: pushing and pulling.
B. The student is able to push by shoving away from the body.
C. The student is able to pull by drawing toward the body.

Suggested Activities: Grade(s) K-3

| Title: Parachute Pull | Group size: any size class | Materials: | Procedure(s):
|-----------------------|-----------------------------|------------|------------------------
| Students are positioned equally around the parachute. | They grip the parachute and one half pulls the parachute toward them while the other half pulls the other direction. |

<table>
<thead>
<tr>
<th>Title: Tug of War</th>
<th>Group size:</th>
<th>Materials: tug of war ropes</th>
</tr>
</thead>
</table>
| Procedure(s):
| Students are positioned equally around the parachute. | They grip the parachute and one half pulls the parachute toward them while the other half pulls the other direction. |
| Divide class equally into teams and pull in opposite directions. | Teacher observation. |
Suggested Objective Placement

K-3

State Goal 1,2
District Goal
Program Goal 1,2

Student Learning Objective(s)
A. The student knows the characteristics of the following non-locomotor skills: pushing and pulling.
B. The student is able to push by shoving away from the body.
C. The student is able to pull by drawing toward the body.

Related Area(s)

Suggested Activities: Grade(s) K-3

Title: Partner Push and Pull
Group size: any size class, equally divided into pairs
Materials: none

Procedure(s):
- Student facing partner, in a standing position, holds his/her partner's hand and sees if s/he can push or pull him/her off balance.
- Can student and partner think of different positions at which they can push and pull their partner off balance.

Suggested Monitoring Procedures
Teacher observation.

Possible Resources

District Resources
SMALL SCHOOLS PROJECT

SUBJECT: Physical Education

SPECIFIC AREA: Basic Movement Skills

Locomotor—Wheeling and Sliding Apparatus

The student knows:
- that skates, scooters, cycles, skis, wagon and sleds require balance and coordination.
- that wheeling and sliding apparatus can be safely propelled forward and backwards.

The student is able to:
- propel wheeling and sliding apparatus forward, backward and can stop safely.
- change level, speed and direction under control.
- propel wheeling and sliding apparatus safely among other students.

The student values:
- wheeling and sliding as fun leisure activity.
- the use of wheeling and sliding apparatus as a means of transportation.
Student Learning Objective(s)  

A. The student is able to propel wheeling apparatus forward and backward while stopping safely.  

B. The student is able to change level, speed and direction under control.

<table>
<thead>
<tr>
<th>Suggested Activities:</th>
<th>Grade(s)</th>
<th>K-3</th>
</tr>
</thead>
</table>

**Title:** Car and Driver  
**Group size:**  
**Materials:** Scooters

**Procedure:**  
- Partner one is sitting on the scooter with his legs crossed. Partner two is standing behind as "driver." Partner two "drives" partner one anywhere in the given space safely and without touching others.  
- Additional activity: Indy 500 Race. The teacher sets up a race course in a given space using four cones and giving plenty of room in between each.  
- Have them go about two or three laps.

**Suggested Monitoring Procedures:**  
Teacher observation.

**Possible Resources:**  

**District Resources:**
## Suggested Objective Placement

<table>
<thead>
<tr>
<th>Grade(s)</th>
<th>K-3</th>
</tr>
</thead>
</table>

### State Goal

1, 2

### District Goal

7, 4, 5

### Program Goal

7, 4, 5

---

### Student Learning Objective(s)

A. The student is able to propel wheeling and sliding apparatus safely among other students.

B. The student values wheeling and sliding as fun, leisure activity.

C. The student values the use of wheeling and sliding apparatus as a means of transportation.

### Related Area(s)

7, 4, 5

---

### Suggested Activities:

<table>
<thead>
<tr>
<th>Grade(s)</th>
<th>K-3</th>
</tr>
</thead>
</table>

#### Title:
Mat Mobiles

#### Group size:

#### Materials:
scooters, 4'x8' folding tumbling mats (folded)

#### Procedure(s):
- The teacher demonstrates construction of mat mobiles: two scooters with a folded mat on top.
- Students are divided into groups with a given number of riders and drivers. The drivers push riders around a given area safely and without touching others.
- "Drag" races is another activity which may follow.

#### Suggested Monitoring Procedures
Teacher observation.

#### Possible Resources

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### District Resources
**Student Learning Objective(s)**

A. The student knows that skates, scooters, cycles, skis, wagons and sleds require balance and coordination. B. The student knows that wheeling and sliding apparatus can be safely propelled forward and backward. C. The student values wheeling and sliding as fun, leisure activity.

**Related Area(s)**

<table>
<thead>
<tr>
<th>Suggested Activities: Grade(s)</th>
<th>K-3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title:</strong></td>
<td>Scooter Positions</td>
</tr>
<tr>
<td><strong>Group size:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Materials:</strong></td>
<td>scooters</td>
</tr>
</tbody>
</table>
| **Procedure(s):** | *Demonstrate correct seating and propelling procedures using feet, hands and both feet and hands.*  
Students participate by sitting in the center of the scooter and practicing above mentioned modes of movement.  
*Students participate by kneeling on both knees in the center of the scooter and propelling by using both arms.*  
*Students balance on stomach using both arms.* |

**Suggested Monitoring Procedures**

Teacher observation.

**Possible Resources**

"Safety Tips for Scooters".  
Physical Education, Guide K-3, Tacoma, Tacoma Public Schools, 1978,

**District Resources**
SMALL SCHOOLS PROJECT

SUBJECT: Physical Education

SPECIFIC AREA: Basic Movement Skills

Manipulative - Small Apparatus

The student knows:

- variety of manipulative skills e.g. throw, kick, strike, catch, trap, balance, twirling, turning.
- these skills are useful in various games and sports.

The student is able to:

- throw a variety of small apparatus e.g., ball, hoop, beanbag.
- use a variety of throwing techniques, underhand, overhand, and sidearm.
- strike or kick a variety of small apparatus with specific body parts e.g., arm, leg and with other implements e.g., bat and racket.
- catch or trap a variety of small apparatus with various body parts e.g., foot, chest and hand.
- catch or trap a variety of small apparatus with various implements e.g., glove, scoop, can, net.
- twirl a baton, hoop, jump rope, wand.
- turn a jump rope, baton, club.
- control an object between catching and throwing.

The student values:
**Student Learning Objective(s)**

A. The student knows a variety of manipulative skills, e.g., throwing and catching.
B. The student knows these skills are useful in various games and sports.
C. The student is able to throw a variety of small apparatus e.g., bean bag.
D. The student is able to control an object between catching and throwing.

**Related Area(s)**

1,2,3,4

**Suggested Objective Placement**

State Goal: 1.2
District Goal: 
Program Goal: 2,5,7

**Suggested Activities: Grade(s)** K-3

<table>
<thead>
<tr>
<th>Title:</th>
<th>Bean Bag Challenges</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Size:</td>
<td>entire class</td>
</tr>
<tr>
<td>Materials:</td>
<td>bean bags, approximately 4”x4” of good quality brightly colored muslin or denim, one each student.</td>
</tr>
</tbody>
</table>

**Procedure(s):**

1. Teacher will direct students to do the following challenges:
   - Toss upward and catch with one hand, with both hands, with back of hands, (attempt from a sitting and standing position).
   - Toss overhead, turn and catch.
   - Toss upward, turn completely around and catch.
   - Toss upward, touch floor, and catch.
   - Toss upward, clap hands, and catch.
   - Toss upward, clap hands behind back, catch.
   - Toss forward, run and catch.
   - Toss from hands behind back over head to front.

**Suggested Monitoring Procedures**

Teacher observation of students to determine skill in throwing and catching.

**Possible Resources**

Beanbag Ideas, developed by the Office of the Superintendent of Public Instruction, Curriculum and Instructional Division in cooperation with Tacoma Public Schools and Federal Way Public Schools.

- **District Resources**
**Student Learning Objective(s)**

A. The student knows a variety of manipulative skills involves throwing and catching.  
B. The student is able to throw and catch a beanbag.

---

**Suggested Activities:**

<table>
<thead>
<tr>
<th>Grade(s)</th>
<th>K-3</th>
</tr>
</thead>
</table>

**Title:** Bean Bag Challenges  
**Group size:** entire class  
**Materials:** bean bags, approximately 4"x4" of good quality, brightly colored muslin or denim, one each student.

**Procedure(s):**

**Partner Activities:**
- Toss back and forth using different types of throws: right hand, left hand, under hand, around the back, etc.  
- Toss to partner with feet, toe, both feet.  
- Toss with bean bag balanced on elbow, head, knee.  
- Use two bean bags at a time. Each with bag, throw back and forth at the same time.

**Suggested Monitoring Procedures:**  
Teacher observation.

---

**Possible Resources**
SMALL SCHOOLS PROJECT - Working Copy

Suggested Objective Placement

<table>
<thead>
<tr>
<th>Student Learning Objective(s)</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. The student is able to perform basic movement challenges with hula hoops.</td>
<td>Teacher observation.</td>
<td>Hoop Ideas, Office of Superintendent of Public Instruction in cooperation with Tacoma Public Schools.</td>
</tr>
<tr>
<td>B. The student knows a variety of manipulative skills e.g. twirling, turning.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. The student is able to twirl a hoop.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Related Area(s)

Suggested Activities: Grade(s) K-3

<table>
<thead>
<tr>
<th>Title: Using Hoops for Fun!</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group size: entire class</td>
</tr>
<tr>
<td>Materials: a hoop for each child</td>
</tr>
</tbody>
</table>

Procedure(s):

- Scatter formation, hoops arranged to outline each person's personal space. Children sit inside their hoop.
- Teacher gives directives:
  - How many ways can you go 
    - around your hoop?
    - over your hoop?
    - in and out?
    - through?
  - Twirl hoop on as many different body parts as you can.
  - Jump rope movement with the hoop.
  - Roll the hoop and run along side.
  - Roll the hoop with a reverse spin.
  - Work with a partner
    - Move through hoop in different ways, with hoop held by partner.
    - Move in and out of hoop held horizontally to floor.
    - Play catch with partner, using your hoop (try two hoops)
    - Find four ways to get on the other side of a moving hoop.
- Note: These skills may be divided into several lessons.
**SMALL SCHOOLS PROJECT - Working Copy**

**Student Learning Objective(s)**

- **State Goal**
  - K-3
  - 1-2
  - A. The student knows a variety of manipulative skills (throwing).
  - B. The student is able to throw a variety of small apparatus (ball)
  - C. The student is able to use a variety of throwing techniques: underhand, overhand and sidearm.

**Related Area(s)**

- **District Goal**
- **Program Goal**

**Suggested Objectives Placement**

<table>
<thead>
<tr>
<th>Title:</th>
<th>Throwing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group size:</td>
<td>entire class</td>
</tr>
<tr>
<td>Materials:</td>
<td>one tennis ball, sponge rubber ball, or softball for each student.</td>
</tr>
</tbody>
</table>

**Procedure(s):**

- The teacher demonstrates proper throwing technique with fingers spread comfortably but tightly across seams.
- The weight transfer begins on the rear foot and follows through to the front foot as the ball is released.
- Demonstrate deliveries, e.g. overhand, underhand, sidearm.
- Have students practice throwing.
- Teacher places "targets" on wall.
- Have students choose a spot and take “ten” steps back. How close do tosses come to the target?
- What delivery was chosen?

**Suggested Activities/Grade(s)** 1-3

**Suggested Monitoring Procedures**

- Teacher observation of the proper throwing techniques.

**Possible Resources**

Student Learning Objective(s)

A. The student knows a variety of manipulative skills (throwing).

B. The student knows these skills are useful in various games and sports.

Related Area(s)

Suggested Activities: Grade(s) K-3

Title: Tosser (addition)

Group size: 


Example:

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5</td>
<td>6</td>
<td></td>
<td>+</td>
</tr>
<tr>
<td>7</td>
<td>8</td>
<td>9</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

Procedure(s):

- Tosser number one throws the ball and the first score becomes the first addend. The second ball tossed is the second addend. The object is to see who can reach a total of 50 first.

Suggested Monitoring Procedures

Teacher observation

Possible Resources

**Student Learning Objective(s)**

A. The student knows a variety of manipulative skills (trapping).

B. The student is able to catch or trap a variety of small apparatus with various body parts, e.g., foot, chest, and hand.

**State Goal**

1.2

**District Goal**

**Program Goal**

6.7

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**Suggested Objective Placement**

K-3

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**Related Area(s)**

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**Suggested Activities: Grade(s)**

K-3

**Title:** Trapping Tasks

**Group size:**

**Materials:** one soccer, volleyball or rubber playground ball for each child.

**Procedure(s):**

- Teacher demonstrates trapping by placing ball on top of his/her head, dropping it, and quickly getting his/her toe or sole of foot on top of it.
- Have students practice.
- Teacher demonstrates by taking a sitting position and kicking the ball from this position; running and seeing how quickly he/she can trap it.
- Have students practice this activity.

**Suggested Monitoring Procedures**

Teacher observation of the proper technique by students as they trap the ball.

**Possible Resources**

Turner, Lowell (Bud) F.; Turner, Susan L., Creative Experiences Through Sport, Palo Alto, CA, Peck Publications.

Ma and Susan, Lillian Turner, Peck Publishing, Box 11065, Palo Alto, CA

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**District Resources**

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Student Learning Objective(s):  
A. The student knows a variety of manipulative skills (trapping),  
B. The student is able to catch or trap a variety of small apparatus with various body parts, e.g., foot, chest and hand.

Suggested Activities: Grade(s): K-3  

<table>
<thead>
<tr>
<th>Title</th>
<th>Group size</th>
<th>Materials: one balloon and a 24-inch piece of string for each student.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Procedure(s):</td>
<td></td>
<td>Attach a piece of string to the end of an inflated balloon and loop the free end around an ankle.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>On the go signal, have each student run and &quot;trap&quot; (pop) as many balloons as they can.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Each popped balloon is one point.</td>
</tr>
</tbody>
</table>

Suggested Monitoring Procedures:  
Teacher observation of the proper technique of trapping.

Possible Resources:  
### Student Learning Objective(s)

A. The student knows a variety of manipulative skills, e.g. kicking.  
B. The student is able to strike or kick a variety of small apparatus with specific body parts, e.g. leg, arm, e.g. bat and racquet.

### Related Area(s)

### Suggested Activities: Grade(s) K-3

<table>
<thead>
<tr>
<th>Title:</th>
<th>Balloon Kick Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group size:</td>
<td>average class size: individual participation</td>
</tr>
<tr>
<td>Materials:</td>
<td>a balloon for each student</td>
</tr>
</tbody>
</table>

### Procedure(s):

- Teacher instructs students to find their spot or space.
- Teacher will demonstrate the specific kicking skill using the balloon (e.g. toe kick, inside kick, outside kick, or using other specific body parts).
- At a given signal students practice various skills.
- Later, classes may include partner activities and simple inventive games using balloons.
- Can add music.

### Suggested Monitoring Procedures

Teacher observation.

### Possible Resources

#### District Resources
Student Learning Objective(s)  A. The student knows a variety of manipulative skills e.g. kicking.  B. The student is able to strike or kick a variety of small apparatus with specific body parts e.g. leg, arm.

Related Area(s)

Suggested Activities: Grade(s) K-3

<table>
<thead>
<tr>
<th>Title: Kicking/Fielding Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group size: entire class</td>
</tr>
<tr>
<td>Materials: carpet square and ball for each group of three</td>
</tr>
</tbody>
</table>

Procedure(s):
- Divided group into three's. One person stands on carpet square. He is the "fielder" (F).
- Kicker (K) waits for teacher's signal, and then kicks ball toward carpet square as far as he can and runs to base.
- Fielder takes ball back "home".
- Third person then kicks on signal and "fielder" falls in behind to wait for turn.

Distance between kicker and fielder depends upon skill level.

Note: This moves very quickly and you should not have students standing around.

Variations:
- Cones and bats may be used or simple games invented.

Suggested Monitoring Procedures

Teacher observation.

Possible Resources

Cones may be purchased through district P.E. catalog.

Plastic bats and balls or tennis balls can be used according to skills.

District Resources
SMALL SCHOOLS PROJECT

SUBJECT: Physical Education

SPECIFIC AREA: Basic Movement Skills

Gymnastics - Large Apparatus

K-3 K 1 2 2

The student knows:

- that the following are large pieces of apparatus:
  - climbing ropes
  - climbing frame
  - beam
  - bars
  - vaulting box (Swedish box)
- the safety procedures for each piece of apparatus which includes setting up, using and taking down.

The student is able to:

- mount and dismount safely on beam, bars and vaulting box in a variety of ways.
- move safely over, under, around and through beam, bars, vaulting box.
- support weight or climb and descend the rope safely.

The student values:

- proper and safe use of apparatus.
Student Learning Objective(s)  
A. The student knows the following are large pieces of apparatus: climbing ropes, beams and bars. 
B. The student knows the safety procedures for each piece of apparatus which includes setting up, use of equipment, and taking turns. 
C. The student values the proper and safe use of apparatus.

Related Area(s)

Suggested Activities: Grade(s)  K-3

<table>
<thead>
<tr>
<th>Title</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
</table>

| Group size: entire class | Materials: climbing ropes, beam, bars |

Procedure(s):
- The teacher will explain, discuss, and demonstrate the proper procedures for using the above-mentioned apparatus. (Mat should be used at all times. Students should not slide on the rope!)
  - Climbing Rope Demonstration. Reach as high as you can and support your own weight for as long as you can.
  - Support self on the knot.
  - Support self with "leg scissors" and "leg around" grip.
  - Combine hand over hand grip with leg grip. See resources.
- Beam Demonstration. Teacher will discuss and demonstrate the proper procedures for using the low beam. Teacher places one foot on the beam and proceeds to walk the length of the beam, placing one foot in front of the other.
- Bar Demonstration. Teacher will discuss and demonstrate the proper procedure for using the bar.
- Discuss safety procedures. Have a mat under the bar or sawdust (if outdoors). Basic grips: forward grip, reversed grip, mixed.
- Refer to Daur.
- Important: *Note - For full participation, while 1/3 of class works with teacher on above demonstration, 2 additional groups work at stations such as: rope jumping or an exercise station.
Student Learning Objective(s)  
A. The student is able to mount and dismount safely on bars.
B. The student is able to move safely over and around the bar.  
C. The student values proper and safe use of apparatus.

Related Area(s)

Suggested Activities:  Grade(s)  K-2

<table>
<thead>
<tr>
<th>Title:</th>
<th>Bouncin' and Behavin' on the Bars</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group size:</td>
<td>entire class</td>
</tr>
<tr>
<td>Materials:</td>
<td>chinning bars</td>
</tr>
</tbody>
</table>

Procedure(s):
- Jump and mount with forward grip and swing back and forth.
- Swing with different grips.
- Skin the Cat:With forward grip, bring knees up over head, go back over and come through.
- Raise body weight as high as possible emphasizing practice and ultimate strength to chin on the bar.
- Vault stiff-armed upper bar. Turn body and dismount.

Suggested Monitoring Procedures
Observe students and assist them in developing proper procedure.

Possible Resources
Physical Education Guide, K-3  
Tacoma, Tacoma Public Schools, 1978, pp 133-34.
Suggested Objective Placement | K-2
---|---

**Suggested Objective Placement**

**Student Learning Objective(s)**

A. The student is able to mount and dismount safely on balance beam.

B. The student is able to move safely over and off of the beam.

C. The student values proper and safe use of apparatus.

**Related Area(s)**

---

### Suggested Activities: Grade(s) K-2

<table>
<thead>
<tr>
<th>Title: Bouncin' and Behavin' on the Beams</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group size: entire class</td>
</tr>
<tr>
<td>Materials: low balance beam</td>
</tr>
</tbody>
</table>

**Procedure(s):**

- Have students do a step mount, then travel forward, travel sideways, travel backward, walk-kneel-walk and do a front dismount or half or full turn. (See resource guide.)

- Suggestion: In order to achieve full participation, class could be divided into three groups. One third would be given time on the beam while other two groups might participate in other stations throughout the gym, e.g. rope jumping, hoops, or exercise.

---

**Suggested Monitoring Procedures**

Observe students and assist them in developing proper procedure.

**Possible Resources**


---

**District Resources**
SMALL SCHOOLS PROJECT

SUBJECT: Physical Education

SPECIFIC AREA: Rhythmic Skills

<table>
<thead>
<tr>
<th>Rhythm</th>
<th>K-3</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
</table>

The student knows:
- that rhythms consist of creative, and square dances.
- that rhythms may include the use of sticks, wands, balls, ropes, and other small instruments.
- that a variety of movements can be done in rhythm.
- that time, force, space and flow are elements of movements.

The student is able to:
- perform locomotor skills to music.
- perform movements in response to teacher directed music, e.g., light, heavy.
- perform interpretative movements both animate and inanimate.
- demonstrate that time, force, space and flow are elements of movements.

The student values:
- the role of rhythm in movement.
- that rhythms can enhance social development.
### Student Learning Objective(s)

**A.** The student is able to demonstrate that time is an element of movement.

**B.** The student knows that a variety of movements can be done in rhythm.

**C.** The student values the role of rhythm in movement.

### Related Area(s)

### Suggested Activities

<table>
<thead>
<tr>
<th>Title</th>
<th>Group size</th>
<th>Materials</th>
<th>Procedure(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Copy Cat</td>
<td>entire class</td>
<td>record or tape (see resources)</td>
<td>Teacher performs four distinct and different movements and when completed, students copy.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The teacher may later vary the &quot;time&quot; (beat).</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Individual students may become &quot;leader&quot; and other students (and teacher) copy.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Title</th>
<th>Group size</th>
<th>Materials</th>
<th>Procedure(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lummi Stick</td>
<td></td>
<td></td>
<td>See resources.</td>
</tr>
</tbody>
</table>

### Possible Resources

- "Movin" by Hap Palmer, AR/AC 546. Health, PE and Dance Catalog
- Educational Activities, Inc. P.O. Box 392 Treeport, N.Y. 11520
- Selection: Jamaican Holiday

### District Resources

- Simplified Lummi Sticks Albums and Activities by Laura Johnson
  See catalog—same as above.
Student Learning Objective(s)  

A. The student knows that a variety of movements can be done in rhythm.  
B. The student knows that flow is an element of movement.  
C. The student is able to demonstrate flow is an element of movement.  
D. The student values the role of rhythm in movement.

Related Area(s)

Suggested Objective Placement  
K-3

State Goal  
1,2

District Goal

Program Goal  
1,2,7

Suggested Activities: Grade(s)  
K-3

<table>
<thead>
<tr>
<th>Title:</th>
<th>Mirroring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Size:</td>
<td>One class divided into two groups</td>
</tr>
<tr>
<td>Materials:</td>
<td>Record player, record &quot;Movin&quot; by Hap Palmer (see references)</td>
</tr>
</tbody>
</table>

Procedure(s):

- Divide large group into two sections, or use two classes for this. One group is the "audience" (A) while the other is "performers" (P).
- Arrange students in the following manner:

  T (teacher)
  
  A A A A A A
  A A A A A A
  A A A A A A
  A A A A A A
  A A A A A A
  d d d d d d
  d d d d d d
  d d d d d d
  d d d d d d

  The teacher plays selection of slow, flowing instrumental music and moves arms and hands in various flowing combinations which the students are "mirroring" along with the teacher. They follow her/his movements in unison.
- Teacher varies level of movement and emphasizes flow. Reverse so A becomes P.

Suggested Monitoring Procedures  
Teacher observation.

Possible Resources

"Movin" by Hap Palmer, AR/AC 546. Health, PE and Dance Catalog
Educational Activities, Inc.
P.O. Box 392
Treeport, N.Y. 11520
Selection: Gentle Sea
**Student Learning Objective(s):**

A. The student knows that they may include the use of sticks, yards, balls, ropes and other small instruments.

B. The student is able to perform movements in response to music.

C. The student values the role of rhythm in movement.

D. The student knows that a variety of movements can be done to rhythm.

**Related Area(s):**

**Suggested Activities:**

<table>
<thead>
<tr>
<th>Grade(s)</th>
<th>K-3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title:</td>
<td>Sergeant Pepper's Lonely Heart's Club Band</td>
</tr>
<tr>
<td>Group size</td>
<td>entire class</td>
</tr>
<tr>
<td>Materials:</td>
<td>rhythm instruments, one per child. (If enough, start with the same instrument for each child, i.e., all practice sticks or drums or triangles prior to band time.)</td>
</tr>
</tbody>
</table>

**Procedure(s):**

- Teacher demonstrates proper way to hold instrument while waiting for director to begin.
- Teacher demonstrates signal for stopping play.
- With teacher playing drum for strong beat, accompany known song with rhythm instruments. Director may be selected for each song. Baton may also be used if desired.
- While half of group play instrument, other half may move to the music and vice versa. Band may relate music to desired activity.
- Culminating activity may be a grand parade. (Hats help.)

**Suggested Monitoring Procedures:**

Teacher observation.

**Possible Resources:**

- "Homemade Band Record" by Hap Palmer
- "Tinikling Record" by Carmen Kazan
- "Lummi Stick Fun Record" by Laura Johnson

**District Resources:**
SMALL SCHOOLS PROJECT - Working Copy

Student Learning Objective(s) A. The student knows that rhythms may include the use of sticks, hands, balls, ropes and other small instruments. B. The student is able to perform locomotor skills to music. C. The student values the role of rhythm in movement.

State Goal 1, 2

District Goal

Program Goal 1, 2, 7

Related Area(s)

Suggested Objective Placement K-3

Suggested Activities: Grade(s) K-3

Title: Basic Rope Rhythms

Group size: entire class

Materials: jump rope for each child

Procedure(s):
- Teacher demonstrates basic fast time rhythm. Rope rotates in time to music. "Pop Goes the Weasel", polkas, fast marches or fox trots provide suitable rhythm.
- Teacher demonstrates slow time. Performer jumps over the rope, rebounds (jumps in place) as the rope passes over the head. Execute second step.
- Teacher demonstrates double time. Rope is turned at same speed, but rather than executing a rebound, performer takes extra step while rope is passing over the head. Slow rope with fast feet.
- Children try each rhythm without music. Practice changing rhythms.
- Add music, remembering to give adequate rest periods.
- After some skill is achieved, balls may be added, with children working in partners. Children can exchange, with ball skills adding a change to lesser activity.

Possible Resources

**Suggested Objective Placement**

<table>
<thead>
<tr>
<th>State Goal</th>
<th>District Goal</th>
<th>Program Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>1,2</td>
<td></td>
<td>1,2,7</td>
</tr>
</tbody>
</table>

**Student Learning Objective(s)**

A. The student knows that rhythms consist of square dance.
B. The student is able to perform locomotor skills to music.
C. The student values that rhythms can enhance social development.

**Related Area(s)**

<table>
<thead>
<tr>
<th>Suggested Activities: Grade(s)</th>
<th>K-3</th>
</tr>
</thead>
</table>

**Suggested Activities: Grade(s) K-3**

<table>
<thead>
<tr>
<th>Title: Hunting We Go</th>
</tr>
</thead>
</table>

| Group size: class divided into groups of not over 6 boys and 6 girls in each group. |

| Materials: record player, record, space: classroom, all purpose room |

<table>
<thead>
<tr>
<th>Procedure(s):</th>
</tr>
</thead>
</table>

- Formation—set of two parallel lines not more than 6 players. Partners face each other, boys on one side, girls on other.
- Lines 1: "O”, a-hunting we will go,
  2. A-hunting we will go.
  3. We'll catch a fox and put him in a box,
  4. And then we'll let him go."
- Lines 1-2: The first couple (head) join hands and skip down between the lines. The others stand in place and clap in rhythm. May sing words.
- Lines 2-4: The head couple turn inward without losing group and return to the head of their set.
- Chorus: Partners in each set join hands, skip to the left in a circle, following head couple. When the head couple reach the place previously occupied by last or end couple, they form an arch under which the others skip. Proceed, 2nd couple becomes head couple.
- Activity continues until all couples have been head couple.

| Suggested Monitoring Procedures |

| Possible Resources |

| Music: Victor Record #22759 "Hunting" |

**District Resources**
Student Learning Objective(s):  
A. The student knows that rhythms consist of creative dance.  
B. The student is able to perform locomotor skills to music.

Suggested Activities: Grade(s) K-3

Title: The Snail
Group size: class
Materials:

Procedure(s):
- Form a single circle, all facing left. Each one reaches backward with left hand and takes the right hand of person behind him. One person is the leader.
- The group may walk or skip.
- The leader walks around and around in an ever-decreasing circle, so that at the end of the verse s/he is at the center of a spiral of players.
- After spiral is complete, the children face about and march in the opposite direction until spiral is unwound.

Verse:
"Hand in hand you see us, we'll creep like a snail into his shell,  
Ever nearer, ever nearer,  
Ever closer, ever closer,  
Very snug, indeed, you dwell,  
Snail within your tiny shell."

District Resources
Student Learning Objective(s) A. The student knows that a variety of movements can be done in rhythm. B. The student is able to perform locomotor skills to music. C. The student values that rhythms can enhance social development.

Related Area(s)

Suggested Activities: Grade(s) K-3

**Title:** Around the May Pole

**Group size:** class into groups

**Materials:** portable tetherball poles, volleyball pole or pole on some upright object, crepe paper streamers, record player and record.

**Procedure(s):**

1. Attach streamers to the top of the poles. Each child takes hold of a streamer and moves outward until a circle is formed around the pole. Start the music. On signal, to the music, the students move around pole. As they move around, the streamers will wrap around the pole. Keep on until streamers are wrapped completely around the pole.

2. Two circles, one inside the other, each child takes streamer. Music starts, on signal, the inside circle moves clockwise, outer circle moves counter-clockwise—as they move around the pole, the two circles go around.

3. The individuals make a weaving pattern around the pole. As they move around, each child goes under then over the other child’s streamer. They continue until streamers are wrapped completely around the pole.

Possible Resources

District Resources

Record, "May Pole Dance"
SMALL SCHOOLS PROJECT

SUBJECT: Physical Education

SPECIFIC AREA: Low Organized Games

The student knows:
- what constitutes good sportsmanship,
- the rules, strategies and safety of a variety of low organized games.

The student is able to:
- successfully participate in court games: e.g.
  4-square
  hopscotch
  tetherball
  handball
  jacks
- successfully participate in all-active relays: e.g.
  hoop pass
  rock, bridge, tree
  over and under
  jump the stick
  around and through
- successfully participate in tag circles: e.g.
  flag tag
  hip tunnel tag
  gluteus maximus
  blob
  tennis shoe tag
- successfully participate in cooperative games: e.g.
  collective balloon hoop
  musical hoops
  mat carry
  parachute
- successfully participate in inventing games.

The student values:
- the joy of games, the fun of participating and skills learned that allow them to participate.
- good sportsmanship.
SMALL SCHOOLS, PROJECT - Working Copy

Student Learning Objective(s)

A. The student knows the rules, strategies and safety of a variety of low organized games.
B. The student is able to successfully participate in cooperative games.
C. The student values the joy of games, the fun of participating and skills learned that allow them to participate.

Related Area(s)

Suggested Objective Placement

State Goal

1, 2

District Goal


Program Goal

1, 5, 6

Suggested Activities: Grade(s) K-3

Title: Hoops

Group size: entire class

Materials: hula hoops for each, record player, set of partners.

Procedure(s):

- Discuss working together.
- Divide group into pairs, each set standing within their hoop.
- Each child, within hoop, holds up his/her portion of the hoop at waist level.
- Music plays while children skip around room, staying within their hoop.
- When music stops, partners from a different hoop team up, stacking their hoops together and getting inside.
- Process continues until as many children as possible are all together inside (and holding up) as many stacked hoops as possible.
- Game generally ends with about eight children in one hoop.

Suggested Monitoring Procedures

Teacher observation.

Group evaluation of game.

Possible Resources


District Resources

-ERIC-
## Suggested Objective Placement

<table>
<thead>
<tr>
<th>K-3</th>
<th>State Goal</th>
<th>District Goal</th>
<th>Program Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1,2</td>
<td></td>
<td>1,5,6</td>
</tr>
</tbody>
</table>

### Learning Objective(s)

A. The student is able to successfully participate in inventing games.

B. The student knows what constitutes good sportsmanship.

C. The student values the joy of games, the fun of participating and skills learned that allows him/her to participate.

### Related Area(s)

### Suggested Activity(s)

<table>
<thead>
<tr>
<th>Grade(s)</th>
<th>Title: Inventing Games</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-3</td>
<td>Group size: entire class</td>
</tr>
<tr>
<td></td>
<td>Materials: variety of hoops, balls, cones, scooters, etc.</td>
</tr>
</tbody>
</table>

### Procedure(s):

- Explain and demonstrate to students how a game can be invented using a variety of apparatus.
- Divide students into groups of six and give each group four pieces of apparatus and ask them to invent a game and explain the rules to you.
- Have each group share their game with others in the class.

### Suggested Monitoring Procedures

Teacher observation.

### Possible Resources

The New Games Book

### District Resources
### Suggested Objective Placement

<table>
<thead>
<tr>
<th>State Goal</th>
<th>1.2</th>
</tr>
</thead>
<tbody>
<tr>
<td>District Goal</td>
<td>1.5, 6</td>
</tr>
<tr>
<td>Program Goal</td>
<td>1.5, 6</td>
</tr>
</tbody>
</table>

### Student Learning Objective(s)

A. The student knows the rules and is successfully able to participate in court games.  
B. The student knows the rules, strategies and safety of a variety of low organized games, e.g. handball.  
C. The student values good sportsmanship.

### Related Area(s)

### Suggested Activities: Grade(s) K-3

<table>
<thead>
<tr>
<th>Title: Handball</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group size: entire class</td>
</tr>
<tr>
<td>Materials: 8' playground, ball</td>
</tr>
</tbody>
</table>

### Procedure(s):

- Partners stand facing wall each with a ball.  
- Partners bounce ball off of ground against wall and catch ball repeatedly.  
- Partners bounce ball off of ground against wall and continue hitting it without catching.  
- With one ball, partners alternate hitting ball off wall on one bounce as many times as possible.  
- Use cones for boundaries, approximately 6'x10'.  
- Play regular game by having one player serve ball on bounce against wall and continue alternating hits until someone misses or hits ball out of bounds.  
- Play to 15 points and switch partners.

### Suggested Monitoring Procedures

- Teacher observation.

### Possible Resources

### Student Learning Objective(s)

<table>
<thead>
<tr>
<th>Objective</th>
<th>Grade(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. The student knows what constitutes good sportsmanship</td>
<td>K-3</td>
</tr>
<tr>
<td>B. The student values good sportsmanship</td>
<td>K-3</td>
</tr>
</tbody>
</table>

### Related Area(s)

<table>
<thead>
<tr>
<th>Objective</th>
<th>Grade(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Goal</td>
<td></td>
</tr>
<tr>
<td>District Goal</td>
<td></td>
</tr>
<tr>
<td>Program Goal</td>
<td>1, 5, 6</td>
</tr>
</tbody>
</table>

### Suggested Activities: Grade(s) K-3

- **Title:** Super Sports
- **Group size:** class
- **Materials:** 1 "teacher type" puppet, 3 or 4 "student type" puppets.

#### Procedure(s):

1. The teacher will present a variety of play situations using the "teacher puppet" and one "student puppet".
2. Two or three other students will control "student puppets" and improvise in the dramatization. For example, the following situations could be used:
   1. Waiting in line and taking turns.
   2. Trying new things.
   3. Winning and losing.
   4. Helping each other.
   5. Sharing.

### Suggested Monitoring Procedures

- Teacher observes.

### Possible Resources

- DUSO Kit for ideas on sportsmanship and getting along.
- PLAYING FAIR #01301 Values Series
- ESD 121 Film Library

---

**Note:**

- 95
- 96

---
Student Learning Objective(s)

A. The student is able to successfully participate in all-active relays.
B. The student knows the rules, strategies and safety of a variety of low organized games.
C. The student values the joy of games, the fun of participation and skills learned that allow them to participate.

Related Area(s)

Suggested Activities: Grade(s) 1-3

<table>
<thead>
<tr>
<th>Title</th>
<th>Over and Under</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group size:</td>
<td>class</td>
</tr>
<tr>
<td>Materials:</td>
<td>ball or bean bag</td>
</tr>
</tbody>
</table>

Procedure(s):
- The teacher defines and demonstrates the term "face about".
- Class organized into single file groups.
- Signal "go" and first player holds ball over head with both heads.
- The player behind him/her takes the ball in both hands and reaches down with it between his/her hands.
- The next player takes the ball and lifts it over his/her head.
- Repeat over until the ball reaches the last player.
- S/he calls out "face about" and then the team faces about. The ball is then started back in the same manner as before.
- When the ball reaches the first player, s/he calls "face about" and "all face about".
- The first team to complete this procedure and sitting down is declared the winner.

Suggested Monitoring Procedures

Teacher observation.

Possible Resources


District Resources
Suggested Objective Placement

K-3

**Student Learning Objective(s):**

A. The student is able to successfully participate in cooperative tag circles.

B. The student knows the rules, strategies and safety of a variety of low organized games.

C. The student values good sportsmanship.

**Related Area(s):**

**Suggested Activities:**

<table>
<thead>
<tr>
<th>Grade(s)</th>
<th>Title: The Blob</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-3</td>
<td>Group size: entire class</td>
</tr>
<tr>
<td></td>
<td>Materials: none</td>
</tr>
</tbody>
</table>

**Procedure(s):**

1. One person begins the game, by attempting to catch free-running classmates within agreed upon boundaries.

2. As soon as a classmate is caught, they join hands with the "Blob" and become part of it.

3. When four persons have become part of the "Blob", they may break apart into partners, if desired, and 'hunt' on their own. No less than two.

4. The last person enveloped may begin the new game.

**Suggested Monitoring Procedures:**

Teacher observation.

**Possible Resources:**

1, 2, 5, 6
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Aquatics Guide
Archery - Golf
Basketball
Bowling - Fencing
Field Hockey - La Crosse
Gymnastics Guide

Soccer - Speedball - Flag Football
Softball
Tennis - Badminton
Squash Guide
Track & Field
Volleyball

Outing Activities & Water Sports

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Exercise Physiology
Kinesiology
Motor Learning
Psycho - Social Aspects of PE
Humanities in PE
Motor Development

Series 2 - Learning Experience Booklet

Early Childhood
Childhood
Adolescent

SMALL SCHOOLS

PHYSICAL EDUCATION CURRICULUM

Grades 4-6

PHYSICAL EDUCATION

Aug 1981
This is a publication of the Instructional and Professional Services Division of the State Superintendent of Public Instruction, Olympia, Washington.

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<td>xiii</td>
</tr>
<tr>
<td>Physical Education Objectives, Activities, Monitoring Procedures and Resources (See Physical Education Scope)</td>
<td>1-85</td>
</tr>
<tr>
<td>Bibliography</td>
<td>86-87</td>
</tr>
</tbody>
</table>
INTRODUCTION

The Small Schools Project Objectives and Curriculum for Physical Education were developed during the 1980-81 school year through the cooperative efforts of three levels of educational organization: six King and Pierce County school districts, Educational Service District 189 and the State Superintendent of Public Instruction. Funds were provided through Title IV C with ESD 189 providing in-kind services.

Process Procedure. ESD 189 personnel and selected curriculum specialists first identified objectives in Physical Education to serve as a basis for a goal based curriculum. A cadre of teachers from the six consortium schools (Carbonado, Eatonville, Lower Snoqualmie, Orting, Steilacoom Historical, and White River) then proceeded to use the objectives list as a base for curriculum development. The objectives listed in this document represent the final product of the curriculum specialists and classroom teachers. The third phase involved the classroom teachers writing activities to accompany the objectives. This curriculum will be published in separate curriculum guides, i.e., K-3, 4-6, 7-8, 9-12.

ORGANIZATION OF THE SMALL SCHOOLS MATERIALS

Book covers and objective pages for all Small Schools materials have been color-coded for each subject: Reading—green, Language Arts—yellow, Mathematics—blue, Social Studies—buff, Science—pink, and Physical Education—orange. Following each colored objective page there are several pages which identify activities, resources and monitoring procedures which may be used when teaching to the objectives. See pages vii and viii of this book for a more detailed explanation of the format. On that objective page all objectives for an area of the scope are identified. Within each curriculum book the objectives have been correlated to the goals for the Washington Common Schools and to the Small Schools Program Goals for that subject area.
RELATIONSHIP TO THE SLO LAW

The purpose of this book and all other Small Schools materials is to assist teachers with the improvement of curriculum and instruction. In addition, it is expected that many smaller districts lacking curriculum personnel will find this book helpful in complying with the SLO Law. (This law requires districts to identify student learning objectives grades nine through twelve in the area of language arts, reading and mathematics and initiate implementation of such a program on or before September 1, 1981. School districts are required by 1986 to have developed student learning objectives for all other courses of study. *The Superintendent of Public Instruction developed a timeline for the orderly development and implementation of student learning objectives to carry out the law. The timeline shows that physical education and social studies are to be implemented by 1983.

The approach of the Small Schools Project Consortium was first to develop a curriculum, K-12 Physical Education and 4-12 in Social Studies, using a goal base model. Thus, the objectives contained in this book, although they may be helpful in meeting the intent of the law, were really designed as instructional objectives and not specifically for the SLO Law. The consortium also made a decision to develop a taxonomy of objectives for each discipline. Contained within this book are many more objectives than any district would choose to identify as their SLO objectives.

PHYSICAL EDUCATION CURRICULUM ACTIVITIES
Grades K-12

Users of the Small Schools Physical Education Curriculum guides grades K-12 should note that the activities are written by teachers representing small school districts. The activities are written with the idea of not duplicating a text but rather to present a game, simulation or an activity to carry out the objective. This is done with the premise that schools normally have a basic text and the activities are merely to supplement or extend the text.

Only a few activities were written with the hope they would stimulate teachers to create additional activities. Also, the activities were written over a space of only a few months in order to meet a state deadline for printing purposes.

One unique feature of the Small Schools Curriculum is the format or arrangement of information on the page. The format was developed in order to assist districts in personalizing the curriculum to meet their own educational program needs.

The format pages contained within this book list the sequence of student learning objectives in the specific curriculum area of social studies. On each page broad grade placements have been recommended indicating where the objectives should be taught, i.e., 4-6, 7-8, and 9-12. Grade recommendations are made with the understanding that they apply to most students and that there will always be some students who require either a longer or shorter time than recommended to master the knowledge, skills and values indicated by the objectives.

Columns at the right of the page have been provided so district personnel can indicate the grade placement of objectives to coincide with the local district curriculum. The columns may also be used to indicate where an objective is introduced (I), practiced (P), reinforced (R), or mastered (M) within a district curriculum. An objective may be deleted by striking it from the list or another objective may be added by writing it directly on the sequenced objective page.

<table>
<thead>
<tr>
<th>SUBJECT: Physical Education</th>
<th>Grade Level</th>
<th>District Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPECIFIC AREA: Basic Movement Skills</td>
<td>4-6</td>
<td>4 5 6</td>
</tr>
<tr>
<td>Manipulative (Small Apparatus)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The student knows:
- a variety of manipulative skills e.g., throw, kick, strike, catch, trap, balance, twirl and turn.
- which manipulative skills are used in specific games and sports.
- throw with proper technique a variety of small apparatus e.g., ball, hoop, beanbag.
- use the appropriate throwing techniques in various games and sports e.g., underhand, overhand and sidearm.
- kick or pass with proper technique a variety of small apparatus while standing or moving.
- strike or volley with proper technique a variety of small apparatus with appropriate implements e.g., glove, scoop, can, net.
- twirl a hoop, jump rope, wand (with proper technique).
- control an object between the catching and throwing stage.

The student values:
- the application of manipulative skills to specific sports and games.
SMALL SCHOOL PROJECT

On the second format page, one or more objectives from the first format page are rewritten and suggested activities, monitoring procedures and resources used in teaching to the objective(s) are identified. The objectives are correlated to the State Goals for Washington Common Schools and to broad K-12 program goals. The suggested grade placement of the objectives and the activities is indicated and, wherever applicable, the relatedness of an objective to other curriculum areas have been shown. Particular effort has been given to correlating the materials with the areas of Environmental Education, Career Education and the use of the newspaper in the classroom.

Below is an example of a completed second format page. Teachers and principals in local districts may personalize this page by listing their own resources and by correlating their district goals to the student learning objectives.

---

### Suggested Objectives Placement

<table>
<thead>
<tr>
<th>Student Learning Objective</th>
<th>Suggested Objective Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student knows a variety of manipulative skills for throwing</td>
<td>State Goal 1.3</td>
</tr>
<tr>
<td>The student knows a variety of manipulative skills</td>
<td>District Goal</td>
</tr>
</tbody>
</table>

### Related Areas

- Environmental Education
- Career Education
- Use of the newspaper in the classroom

### Suggested Activities and Grade Placement

#### Title: Rope Jumping - Rear Jumpers

**Group Size:** Four per rope

**Materials:** Ropes

**Procedure:**
- Have a student hold one end of a rope and turn it quickly in a circle. All students then jump the moving rope.
- Do imaginary jumping without a rope. Emphasize the hands and feet bringing the proper rhythm.

#### Title: Long Rope Jumping

**Group Size:** Class, four per rope

**Materials:** Long ropes

**Procedure:**
- Discuss and show some activities.
- Hold the rope six inches from the ground. Students jump over, back and forth. (Note the rope's little movements.)
- "Ocean Wave" (a stationary jumping activity where the students move along by the rope by waving the rope up and down. The students try to time it so as to jump over each part of the "wave").
- Run through the moving rope without jumping. Shrieking the rope in a pendulum fashion with students jumping the rope as it passes under them.

---

### Suggested Monitoring Procedures

- Observation of skills ability of individual students, giving assistance when needed.

### Possible Resources

- Bethel Municipal Education Council 1978, pp. 35-36

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DEFINITION OF FORMAT TERMS

Subject indicates a broad course of study. The subject classifies the learning into one of the general areas of the curriculum, i.e., reading, mathematics, social studies.

Specific Area indicates a particular learning category contained within the subject. Within the subject of reading there exist several specific areas, i.e., comprehension, study skills, work attack skills.

State Goal indicates a broad term policy statement relating to the education of all students within the State of Washington. In 1972, the State Board of Education adopted 10 State Goals for the Washington Common Schools.

District Goal generally reflects the expectations of the community regarding the kinds of learning that should result from school experience. These goals are employed mainly to inform the citizenry of the broad aims of the school. When district goals are correlated to student learning objectives, community members are able to see how their expectations for schools are translated daily into the teaching/learning process of the classroom.

Program Goals are K-12 goals which do not specify grade placement. These goals provide the basis for generating subgoals or objectives for courses or units of study within a subject area. Program goals are used as a basis for defining the outcome of an entire area of instruction as mathematics, language arts or social studies.

Student Learning Objectives

The three major types of learning objectives which have been identified are knowledge, process and value objectives.

Knowledge Student Learning Objectives identify something that is to be known and begins with the words, "The student knows..." Knowledge objectives specify the knowledge a student is expected to learn. These objectives include categories of learning such as specific facts, principals and laws, simple generalizations, similarities and differences, etc.

An example of a Knowledge Student Learning Objective is: "The student knows guide words in a dictionary indicate the first and last words on the page."
Process Student Learning Objectives identify something the student is able to do and begins with the words, "The student is able to..." These objectives are associated with the rational thinking processes of communication, inquiry, problem solving, production service and human relationships.

An example of a Process Student Learning Objective is: "The student is able to associate a consonant sound with the letter name."

Value Student Learning Objectives identify only the type of values which foster the context of the discipline. These objectives are thought to be most uniformly and consistently approved by society as supporting the major aims of the discipline.

An example of a Value Student Learning Objective is: "The student values reading as a worthwhile leisure time activity."
GOALS FOR THE WASHINGTON COMMON SCHOOLS

1. As a result of the process of education, all students should have the basic skills and knowledge necessary to seek information, to present ideas, to listen to and interact with others, and to use judgement and imagination in perceiving and resolving problems.

2. As a result of the process of education, all students should understand the elements of their physical and emotional well-being.

3. As a result of the process of education, all students should know the basic principles of the American democratic heritage.

4. As a result of the process of education, all students should appreciate the wonders of the natural world, human achievements and failures, dreams and capabilities.

5. As a result of the process of education, all students should clarify their basic values and develop a commitment to act upon these values within the framework of their rights and responsibilities as participants in the democratic process.

6. As a result of the process of education, all students should interact with people of different cultures, races, generations, and life styles with significant rapport.

7. As a result of the process of education, all students should participate in social, political, economic, and family activities with the confidence that their actions make a difference.

8. As a result of the process of education, all students should be prepared for their next career steps.

9. As a result of the process of education, all students should use leisure time in positive and satisfying ways.

10. As a result of the process of education, all students should be committed to life-long learning and personal growth.
PHYSICAL EDUCATION PROGRAM GOALS

1. The student has an appreciation of the need to participate in regular physical activity and to apply desirable health knowledge to maintain fitness for everyday living throughout life.

2. The student develops knowledge and understanding of factors necessary to analyze and perform functional and expressive movement.

3. The student will acquire safety skills, habits, and develop awareness regarding safety for themselves and for others.

4. The student will be stimulated through physical education to seek participation in and derive enjoyment from wholesome recreation during leisure time.

5. The student values the personal qualities of self control, self confidence, good sportsmanship and respect for others that enable him/her to work and play with others for common goals.

6. The student knows rules and is able to apply strategies in a variety of physical education activities and sports.

7. The student is able to exhibit neuromuscular coordination techniques, agility, balance, and flexibility in a variety of physical education activities and sports.
# Physical Education Scope

**Grades 4-6**

**Movement Skills**

<table>
<thead>
<tr>
<th>Category</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gymnastic Large Apparatus</td>
<td>1 - 8</td>
</tr>
<tr>
<td>Locomotor</td>
<td>7 - 8</td>
</tr>
<tr>
<td>Locomotor-Wheeling/Sliding Apparatus</td>
<td>9 - 10</td>
</tr>
<tr>
<td>Manipulative Small Apparatus</td>
<td>11 - 18</td>
</tr>
<tr>
<td>Stunts and Tumbling</td>
<td>19 - 26</td>
</tr>
</tbody>
</table>

**Rhythmic Skills**

<table>
<thead>
<tr>
<th>Category</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rhythms</td>
<td>27</td>
</tr>
</tbody>
</table>

**Low Organized Games**

<table>
<thead>
<tr>
<th>Category</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Circle</td>
<td>33</td>
</tr>
<tr>
<td>Combative</td>
<td>33</td>
</tr>
<tr>
<td>Cooperative</td>
<td>33</td>
</tr>
<tr>
<td>Court</td>
<td>33</td>
</tr>
<tr>
<td>Inventing</td>
<td>33</td>
</tr>
<tr>
<td>Relays</td>
<td>34</td>
</tr>
<tr>
<td>Tag</td>
<td>34</td>
</tr>
</tbody>
</table>

**Sport Skills**

<table>
<thead>
<tr>
<th>Category</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basketball</td>
<td>42 - 46</td>
</tr>
<tr>
<td>Football</td>
<td>47 - 52</td>
</tr>
<tr>
<td>Hockey</td>
<td>53 - 55</td>
</tr>
<tr>
<td>Soccer</td>
<td>56 - 60</td>
</tr>
<tr>
<td>Softball</td>
<td>61 - 65</td>
</tr>
<tr>
<td>Track and Field</td>
<td>66 - 70</td>
</tr>
<tr>
<td>Volleyball</td>
<td>71 - 78</td>
</tr>
</tbody>
</table>

**Physical Fitness**

<table>
<thead>
<tr>
<th>Category</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aerobics</td>
<td>79</td>
</tr>
<tr>
<td>Agility</td>
<td>79</td>
</tr>
<tr>
<td>Evaluation</td>
<td>79</td>
</tr>
<tr>
<td>Flexibility</td>
<td>79</td>
</tr>
<tr>
<td>Muscular Endurance</td>
<td>79</td>
</tr>
<tr>
<td>Power</td>
<td>79</td>
</tr>
<tr>
<td>Speed</td>
<td>79</td>
</tr>
<tr>
<td>Strength</td>
<td>79</td>
</tr>
</tbody>
</table>
**SUBJECT:** Physical Education

**SPECIFIC AREA:** Basic Movement Skills

<table>
<thead>
<tr>
<th>GYMNASTIC - LARGE APPARATUS</th>
<th>Suggested Grade Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-6</td>
<td></td>
</tr>
</tbody>
</table>

The student knows:

- that the following are large pieces of apparatus:
  - climbing ropes
  - beam
  - bar
  - vaulting box (Swedish box)
- the safety procedures for each piece of apparatus which includes setting up, using and taking down.
- that skills and stunts can be combined to form routines.

The student is able to:

- mount and dismount safely on beam, bars and vaulting box in a variety of ways.
- perform stunts and skills safely over, under, around, and through beams, bars, and vaulting box.
- use specific hand, feet and leg techniques to ascend and descend a rope safely e.g. scissors, grapevine and stirrup.

The student values:

- proper and safe use of apparatus.
A. The student knows that skills and stunts can be combined to form routines.

B. The student is able to perform stunts and skills safely on balance beam.

**Related Area(s):**

**Suggested Activities: Grade(s):**

**Title:** Step Turn on Toes

**Group size:** large group

**Materials:** balance beams

**Procedure(s):**

- From a walk on the beam, have the student step forward on the ball of the left foot and perform a half turn to the right.
- Have the student rotate on the balls of both feet by turning the head, shoulders, arms and hips toward the direction of the turn.

**Suggested Monitoring Procedures:**

- Teacher observation.
- Assist students who have difficulty in performing this activity.

**Possible Resources:**


**District Resources**
Student Learning Objective(s)

A. The student knows that the following are large pieces of apparatus: climbing ropes, beam, bar, vaulting box. 

B. The student knows the safety procedures for each piece of apparatus which includes setting up, using and taking down. 

C. The student values proper and safe use of apparatus.

Related Area(s)

<table>
<thead>
<tr>
<th>Suggested Activities: Grade(s)</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title:</strong> Gymnastic equipment</td>
<td>Teacher observation.</td>
<td>Bethel Physical Education Guide, 4-6, Spanaway, Bethel School District, 1978.</td>
</tr>
<tr>
<td><strong>Group size:</strong> large group</td>
<td>Quiz on paper, the students knowledge of the various equipment used in gymnastics.</td>
<td></td>
</tr>
<tr>
<td><strong>Materials:</strong> climbing ropes, beams, bars, vaulting box</td>
<td>Quiz on equipment including the name, use and safe procedures in using the equipment.</td>
<td></td>
</tr>
</tbody>
</table>
Student Learning Objective(s)

A. The student knows the safety procedure for climbing ropes.

B. The student is able to use specific hand, feet, and leg techniques to ascend and descend a rope safely.

Suggested Activities: Grade(s)

Title: Ropes
Group size: large or small
Materials: climbing ropes, mats

Procedure(s):
- To climb using leg around grip, it is necessary to reach as high as possible and hang. Then allow the rope to slide between the legs and raise the knees as high as possible. Grip the rope with the legs and straighten the knees. Then reach as high as possible and repeat the process.
- Ascending technique - leg around grip. Put the rope between the thighs. Wrap the rope around the outside of the right leg and across the top of the instep. Stand on the rope with the left foot. This will apply pressure to the rope and prevent slipping.

Suggested Monitoring Procedures

Teacher observation.

Possible Resources

**Student Learning Objective(s)**

A. The student knows the safety procedure for using the jumping box.

B. The student is able to demonstrate a safe mount and dismount off the box.

**Related Area(s)**

**Suggested Activities: Grade(s)** 4-5

<table>
<thead>
<tr>
<th>Title: Gymnastics (Large Apparatus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group size: entire class</td>
</tr>
<tr>
<td>Materials: one or more jumping boxes</td>
</tr>
</tbody>
</table>

**Procedure(s):**

- **Dismount:** Have students stand on box and jump, landing on their feet and bending at the knees, to absorb shock.
- Have students repeat the activity but add a forward roll at the end of the jump.
- **Mounting:** Have students run toward the box and jump upward and outward toward the box. The first part of the body to contact the box is the hands. The students may either continue and straddle over the box or land, in a squat position, on top of the box before continuing to the dismount.
- Have students demonstrate a complete vault which should include a safe mount and dismount.

**Suggested Monitoring Procedures**

Watch for the student that tries to jump head first.

**Possible Resources**

SMALL SCHOOLS PROJECT - Working Copy

Student Learning Objective(s)  A. The student knows the safety procedure for using the jumping box. B. The student is able to demonstrate a safe mount and dismount off the box.

Suggested Monitoring Procedures

<table>
<thead>
<tr>
<th>Procedure(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have students sit on floor around the jumping box.</td>
</tr>
<tr>
<td>The teacher identifies the equipment, uses and safety procedures.</td>
</tr>
<tr>
<td>Stress bare feet or tennis shoes, never stocking feet.</td>
</tr>
<tr>
<td>Vaulting head first over box is not recommended.</td>
</tr>
<tr>
<td>Show students how to come off of the box and absorb the shock of jumping by bending legs at knees.</td>
</tr>
</tbody>
</table>

Possible Resources

**SMALL SCHOOLS PROJECT**

**SUBJECT:** Physical Education

**SPECIFIC AREA:** Basic Movement Skills

<table>
<thead>
<tr>
<th>Locomotor</th>
<th>4-6</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student knows:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>walk</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>run</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>hop</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>jump</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>slide</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>skip</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>gallop</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>leap</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>roll</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The student is able to:

- perform locomotor skills in a variety of directions e.g. walk, run, hop, jump, slide, skip, gallop, leap and roll.
- combine locomotor and non-locomotor skills in a variety of directions.
- combine and differentiate between these movements.

The student values:

- being able to move in a variety of ways.
**Student Learning Objective(s):**

A. The student is able to perform locomotor skills in a variety of directions e.g. walk, run, hop, jump, slide, skip, gallop, leap and roll.  
B. The student is able to combine locomotor and non-locomotor skills in a variety of directions.  
C. The student is able to combine and differentiate between these movements.  
D. The student values being able to move in a variety of ways.

**Related Area(s):**

---

**Suggested Objective Placement**

<table>
<thead>
<tr>
<th>State Goal</th>
<th>District Goal</th>
<th>Program Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>1,2,9</td>
<td></td>
<td>1,2,7</td>
</tr>
</tbody>
</table>

---

**Suggested Activities: Grade(s)**

<table>
<thead>
<tr>
<th>Title</th>
<th>Group size:</th>
<th>Materials:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Locomotor Skills</td>
<td>large group</td>
<td>open space, outdoor or indoor</td>
</tr>
</tbody>
</table>

**Procedure(s):**

- Review the skills taught in grades K-3.  
- Student will be able to perform, walk, run, hop, jump, slide, skip, gallop, leap, roll on command.

**Suggested Monitoring Procedures**

Teacher observation. Assist students who have difficulty with locomotor skills.

**Possible Resources**

The student knows:
- that skates, scooters, cycles, skis, wagons and sleds require balance and coordination.
- that wheeling and sliding apparatus can be safely propelled forward and backwards.

The student is able to:
- propel wheeling and sliding apparatus forward, backward and can stop safely.
- change level, speed and direction in control.
- propel wheeling and sliding apparatus safely among other students.

The student values:
- wheeling and sliding as fun leisure activity.
- the use of wheeling and sliding apparatus as a means of transportation.
CHOOLS PROJECT - Working Copy

Suggested Objective Placement: 4-6

Learning Objective(s)

A. The student knows that scooters can be used a variety of ways that wheeling apparatus can be safely propelled forward and backward.

B. The student wheeling (scooters) as a fun activity.

<table>
<thead>
<tr>
<th>Area(s)</th>
<th>Grade(s)</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Stop class and point out the different ideas that students come up with.</td>
<td>Physical Education Guide: 4-6, Tacoma, Tacoma School District, 1978.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Title:</th>
<th>Locomotor, Scooter Board</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group size:</td>
<td>entire class</td>
</tr>
<tr>
<td>Materials:</td>
<td>scooters for entire class</td>
</tr>
</tbody>
</table>

Possible Resources:


- District Resources
### SMALL SCHOOLS PROJECT

**SUBJECT:** Physical Education  
**SPECIFIC AREA:** Basic Movement Skills

#### Manipulative (Small Apparatus)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Suggested Placement</th>
<th>District Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>4-6</td>
<td>4</td>
<td>5, 6</td>
</tr>
</tbody>
</table>

The student knows:

- a variety of manipulative skills e.g. throw, kick, strike, catch, trap, balance, twirl and turn.
- which manipulative skills are used in specific games and sports.
- throw with proper technique a variety of small apparatus e.g. ball, hoop, beanbag.
- use the appropriate throwing techniques in various games and sports e.g. underhand, overhand and sidearm.
- kick or pass with proper technique a variety of small apparatus while standing or moving.
- strike or volley with proper technique a variety of small apparatus with appropriate implements e.g. glove, scoop, can, net.
- twirl a hoop, jump rope, wand (with proper technique).
- turn a jump rope, club (with proper technique).
- control an object between the catching and throwing stage.

The student values:

- the application of manipulative skills to specific sports and games.
Student Learning Objective(s)

A. The student knows a variety of manipulative skills e.g. throw, kick, strike, catch, trap, balance, twirl and turn.

B. The student is able to control an object between the catching and throwing stage.

C. The student is able to use the appropriate throwing techniques in various games and sports.

Related Area(s)

Suggested Activities: Grade(s) 4-6

Title: Manipulative Skills (Juggling)

Group size: entire class
Materials: three bean bags or tennis balls

Procedure(s):

Part one:
- Start with one ball, throwing underhand from one hand to next letting the ball crest about eye level.
- After 20 times without dropping ball, then student is ready for Part two.

Part two:
- With a ball in each hand, throw first with the right hand and, when ball starts to crest, throw with left hand. Catch left then right. (Stop after each time.)
- After 10 times without dropping ball, then student is ready for Part three.

Part three:
- Two balls in right hand and one in left.
- Throw right, left, right and then stop.
- Student is juggling when he or she can do three balls five times without dropping ball.
**Student Learning Objective(s)**

A. The student knows a variety of manipulative skills using small apparatus e.g. throw, catch, strike, kick, balance, twirl and turn.  

B. The student values the application of manipulative skills to specific sports and games.

---

**Suggested Activities:**  

<table>
<thead>
<tr>
<th>Title:</th>
<th>Throwing and Catching</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group size:</td>
<td>any number</td>
</tr>
<tr>
<td>Materials:</td>
<td>balls, gymnasium or building walls</td>
</tr>
</tbody>
</table>

**Procedure(s):**

- Have the students throw the ball into the air, let it bounce and catch it.  
- Have the students clap their hands while the ball is in the air and catch it. (Ask, how many times can you clap your hands?)  
- Have the students toss the ball against a wall. (Ask, how far away can you toss and catch the ball?)  
- Pair up the students. Have the students toss the ball to a partner four steps away. Increase the distance to six, eight and ten steps.  
- Have the students do the same thing using two hands, or right and left hands.

**Suggested Monitoring Procedures:**

- Observe students ability to clasp the ball when catching.  
- Observe student eye and hand coordination at the moment of contact with the thrown object.

**Possible Resources:**

### Suggested Objective Placement

<table>
<thead>
<tr>
<th>Objective Placement</th>
<th>State Goal</th>
<th>District Goal</th>
<th>Program Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>4-6</td>
<td>1,9</td>
<td></td>
<td>1,2,7</td>
</tr>
</tbody>
</table>

### Student Learning Objective(s)

A. The student knows a variety of manipulative skills e.g. throw, catch, strike, trap, balance, twirl and turn.

B. The student knows which manipulative skills are used in specific games and sports.

### Related Area(s)

### Suggested Activities: Grade(s)

<table>
<thead>
<tr>
<th>Title</th>
<th>Group size:</th>
<th>Materials:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rope Jumping - Non-jumpers</td>
<td>four per rope</td>
<td>ropes</td>
</tr>
<tr>
<td>Long Rope Jumping</td>
<td>class, four per rope</td>
<td>long ropes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Procedure(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have a student hold one end of a jump rope, and turn it quickly in a circle. The students then jump the moving rope. This activity is called &quot;jump the shot&quot;. Do imaginary jumping without a rope. Emphasize the hands and feet keeping the proper rhythm.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Title: Long Rope Jumping</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group size: class, four per rope</td>
</tr>
<tr>
<td>Materials: long ropes</td>
</tr>
</tbody>
</table>

### Procedure(s):

- Discuss and show some activities.
- Hold the rope six inches from the ground. Students jump over, back and forth. (Raise the rope a little each time.)
- "Ocean Wave" is a stationary jumping activity where the turners make waves in the rope by moving the arms up and down. The students try to time it so as to jump over a low part of the "wave".
- Run through the turning rope without jumping.
- Swing the rope in a pendulum fashion with students jumping the rope as it passes under them.

### Suggested Monitoring Procedures

Observation of skills ability of individual students, giving assistance when needed.

### Possible Resources

<table>
<thead>
<tr>
<th>Suggested Activities: Grade(s)</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title: Rope Jumping Individual</td>
<td>Record the students ability for the basic jumping steps.</td>
<td>Bethel Physical Education Guide, 4-6, Spanaway, Bethel School District, 1978. pp. 84-85</td>
</tr>
<tr>
<td>Group size: class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Materials: ropes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Procedure(s):</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Discuss with students that all steps can be done in the three different rhythms—slow time, fast time and double time, with the rope moving in a forward or backward direction.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Demonstrate basic jumping steps.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Basic jump.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Alternate foot basic jump.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Forward step.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Swing step sideward.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Forward cross arms</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Backward cross arms.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Double turn jump.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Alternate feet.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Rocking jump.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Have students work on these basic jumping steps.</td>
<td></td>
</tr>
</tbody>
</table>
**Student Learning Objective(s)**

A. The student knows a variety of manipulative skills, e.g., state goal 1,9

B. The student is able to strike or volley with proper techniques a variety of small apparatus with appropriate implements.

**Related Area(s)**

**Suggested Activities: Grade(s)**

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Procedure(s):</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Have students bat the ball with their fist and catch it before it touches the ground.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Ask students how many times they can hit the ball in the air before it touches the ground.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Coaching hint: Have students watch the ball at all times.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Suggested Objective Placement 4-5

Student Learning Objective(s)  A. The student knows how to hula hoop three or more ways using three different body parts.  B. The student is able to twirl a hoop.  C. The student values the ability to control a hoop using different body parts.

State Goal: 1,9
District Goal: 1,2,7

Related Area(s)

Suggested Activities: Grade(s) 4

Title: Manipulative Skills (Hula Hoops)

Group size: entire class
Materials: one hula hoop per student

Procedure(s):
- Teacher explains different parts of body which can be used for hula hoops. Example neck, hips, arm, wrist, ankle, knees, etc.
- Let students work on their own to develop three different ways to hula hoop.
- Have students demonstrate different ways to hula hoop for the class.
- Additional activity:
  - Combine hula hoop activity to music (e.g. Sweet Georgia Brown).

Possible Resources

District Resources
Title: Bean Bags  
Group size: any size  
Materials: bean bags

Procedure(s):
- Have students balance a bean bag on the instep and walk and then hop.
- Have students toss a bean bag from their toe, from their knee, from their heel.
- Have students place a bean bag on both feet and toss it in the air and catch it.
- Ask students if they can swing their leg forward and backward with the bean bag on the foot.
- Ask students if they can swing the bean bag up and catch it.

Suggested Monitoring Procedures: Teacher observation of student ability to perform manipulative skills using a bean bag.

Possible Resources:  
The student knows:

- a variety of individual stunts.
- a variety of dual stunts.
- a variety of tumbling skills e.g. rolling, balancing, flexibility, and springing movements.
- that stunts and skills can be combined to make routine.

The student is able to:

- perform a variety of individual stunts e.g. toe, jump, head sit, knee dip.
- perform a variety of dual stunts e.g. rocker, knee-shoulder balance, angle balance, thigh stand and double cartwheel.
- perform a variety of rolls e.g. front and back straddles, dive, back extension.
- perform balancing skills e.g. tripod, tip-up, headstand, handstands, cartwheels, scales and forearm balance.
- perform a variety of flexibility skills e.g. front and back limbers, walkovers, bridges and splits.
- perform a springing movement e.g. roundoffs.
- combine a variety of stunts and skills to form a routine.

The student values:

- body management.
- physical fitness and how it relates to overall body management.
- how strength relates to movement in this area.
Student Learning Objective(s)  
A. The student knows a variety of individual stunts.  
B. The student is able to perform a variety of individual stunts, e.g. toe, jump, head sit, knee dip.  
C. The student values body management.

<table>
<thead>
<tr>
<th>Suggested Activities: Grade(s)</th>
<th>4-6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title:</td>
<td>V Seat:</td>
</tr>
<tr>
<td>Group size:</td>
<td>large or small</td>
</tr>
<tr>
<td>Materials:</td>
<td>tumbling mats</td>
</tr>
<tr>
<td>Procedure(s):</td>
<td>Have students sit on tumbling mat. Begin from a sitting position; legs straight. Raise legs as high as possible, tilting upper body back slightly for balance. Keep the toes pointed and the head erect throughout.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher observation.</td>
<td>Film:</td>
</tr>
</tbody>
</table>

- **Film:**
  - BASIC TUMBLING SKILLS - 2nd Edition
  - ESD 121 Film Library

**District Resources**
Student Learning Objective(s)  
A. The student knows a variety of tumbling skills.  
B. The student is able to perform balancing skills e.g. forearm balance.  
C. The student values physical fitness and how it relates to overall body management.

Related Area(s)

Suggested Activities: Grade(s)

<table>
<thead>
<tr>
<th>Title</th>
<th>Forearm Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group size:</td>
<td>large or small</td>
</tr>
<tr>
<td>Materials:</td>
<td>tumbling mats</td>
</tr>
</tbody>
</table>

Procedure(s):
- Begin from a four point support on the hands and the knees. Lower the elbows to the mat, shift the weight onto the forearms and elevate the hips and legs. The head must be "forced up" during the balance.
- The spotter stands beside the performer helping to lift the hips and supporting the legs during extension.

Note: A flexible back is essential to the execution of this stunt.

Suggested Monitoring Procedures: Teacher observation.

**Student Learning Objective(s)**

A. The student knows a variety of tumbling skills e.g. rolling, balancing, flexibility and springing movements.

B. The student is able to perform a variety of rolls e.g. front and back straddle, dive back extension.

**Related Area(s)**

State Goal 1, 2, 9

District Goal 1, 2, 7

**Suggested Objective Placement** 4-6

**Related Area(s)**

**Suggested Activities:**

<table>
<thead>
<tr>
<th>Grade(s)</th>
<th>Suggested Monitoring Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Teacher observation.</td>
</tr>
</tbody>
</table>

**Title:** Forward Roll Walk Out

**Group size:** large or small

**Materials:** tumbling mats

**Procedure(s):**

- Performed like a regular forward roll except that the participant initiates the move from a run or stand to insure greater turning speed. As a roll is completed, the non-preferred leg is extended out of the tuck. The head and chest are elevated and the arms are extended to shift the weight over the supporting leg. A simultaneous extension of the supporting leg will result in the walk out action.

- The spotter stands beside the performer, grasps the upper arm, and pulls forward and upward to facilitate body extension.

**Possible Resources**

Student Learning Objective(s) A. The student knows a variety of dual stunts. B. The student is able to perform a variety of dual stunts e.g. rocker, knee-shoulder balance, angle balance, thigh stand and double cartwheel.

<table>
<thead>
<tr>
<th>Related Area(s)</th>
<th>State Goal</th>
<th>District Goal</th>
<th>Program Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1,2,9</td>
<td></td>
<td>1,2,7</td>
</tr>
</tbody>
</table>

**Suggested Activities: Grade(s) 4-6**

<table>
<thead>
<tr>
<th>Title:</th>
<th>Sitting Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group size:</td>
<td>large or small</td>
</tr>
<tr>
<td>Materials:</td>
<td>tumbling mats</td>
</tr>
</tbody>
</table>

**Procedure(s):**
- The under or support person lies on his/her back with arms out to the side for support. The feet are kept in a position as if pushing up the ceiling. The knees are bent and the partner sits on the soles of the feet.
- The partner is balanced in a sitting position with arms out for balance and feet extended forward with toes pointed.
- Note: Spotter should be stationed behind the pair so the top person does not go over backwards.

**Suggested Monitoring Procedures**
- Teacher observation

**Possible Resources**

**District Resources**
Student Learning Objective(s)  
A. The student knows a variety of tumbling skills.  
B. The student is able to perform springing movements.  
C. The student values how strength relates to movement in this area.

Related Area(s)

<table>
<thead>
<tr>
<th>Suggested Activities: Grade(s)</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group size: Large or small</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Materials: Tumbling mats</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Procedure(s):
- The round off is performed like the cartwheel except that, as the performer assumes the handstand position, both feet are brought together.
- This is followed immediately by a half turn which places the back toward the direction of movement.
- Snap the legs down forcefully, push with the arms, and the top of the body will come up as the bottom goes down.
- The performer lands on both feet simultaneously facing the direction from which the stunt was initiated.
| Group size: large or small | | |
| Materials: tumbling mats | | |
| Procedure(s): | | |
| 1. Begin from a sit-up position e.g. back flat, heels tucked against the buttocks. | | |
| 2. Shift the weight to the feet and the head and push upward with the abdomen. | | |
| 3. Note: A spotter can assist by kneeling beside the performer, slipping a hand beneath the back and lifting. | | |

District Goals: 1, 2, 7

State Goal: 1, 2, 9

Program Goal: 1, 2, 7

Related Area(s):
**Student Learning Objective(s)**

A. The student knows that stunts and skills can be combined to make a routine.  
B. The student is able to combine a variety of stunts and skills to form a routine.

**Related Area(s)**

**Suggested Activities:**

<table>
<thead>
<tr>
<th>Title:</th>
<th>Tumbling Routine</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group size:</td>
<td>large or small</td>
</tr>
<tr>
<td>Materials:</td>
<td>tumbling mats</td>
</tr>
</tbody>
</table>

**Procedure(s):**

- Have each student combine a dive forward roll, forward roll walkout, and cartwheel into tumbling routines.  
- Have the students eliminate extra steps between stunts.

**Suggested Monitoring Procedures:**

Teacher observation of basic tumbling routines.

**Possible Resources:**

SUBJECT: Physical Education

SPECIFIC AREA: Rhythmic Skills

Rhythms

The student knows:

- that rhythms consist of creative, square, folk and social dances.
- that rhythms may include the use of sticks, wands, bells, ropes, and other small instruments.
- that all movements can be done to rhythm.

The student is able to:

- combine various locomotor and non-locomotor skills to music.
- perform movements in response to teacher directed music. e.g. light, heavy.
- perform interpretative movements incorporating the elements of time, force, space and flow in response to music.
- perform square, folk, and social dances.

The student values:

- the role of rhythm in movement.
- that rhythms can enhance social development.
SMALL-SCHOOLS PROJECT - Working Copy

Student Learning Objective(s) A. The student knows that rhythms consist of creative, square, folk and social dances. B. The student is able to perform square, folk, and social dances. C. The student values the role of rhythm in movement.

Related Area(s)

Suggested Activities: Grade(s)

<table>
<thead>
<tr>
<th>Title:</th>
<th>Creative Rhythms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group size:</td>
<td>large</td>
</tr>
<tr>
<td>Materials:</td>
<td>Rhythmic instrument, such as a tom tom, for the teacher.</td>
</tr>
</tbody>
</table>

Procedure(s):
- Teacher preferably uses a tom to pound out a beat, varying the tempo and to signal movement changes.
- Phase one, (eight slow counts) the students move forward in a straight line.
- Use one loud beat to signal: 1/4 turn to the right (jump, pivot, or walking turn).
- Phase two, (eight medium counts) the students move forward with their hands and feet on the floor.
- Use two loud beats to signal a 360° turn to the right (jump, pivot, or walking turns).
- Phase three, (eight fast counts) the students use a sideward motion (slide steps, cross-over steps, sideward jumps).
- One loud beat (1/4 turn to right).
- Eight medium counts—the students use a jumping, hopping, leaping motion straight forward.
- Loud, soft, loud beat to signal the children to stop.
- (Eight fast counts)—the students use only their arms to keep the beat.
- The activity continues with the teacher setting up various problem solving activities involving the student's use of various locomotor movements, changes in direction and changes to other types of activity to varying rhythms.

Suggested Monitoring Procedures

Teacher observation of:
- The student's ability to keep time with the rhythm.
- The student's ability to follow directions.
- The student's spatial awareness.
- The student's ability to stay in their own space without interfering with their peer's areas.

Possible Resources

Dauer, Victor P., Pangrazi, Robert, Dynamic Physical Education for Elementary School Children, Minneapolis, Burgess Publishing Co. 1979

District Resources
B. The student is able to demonstrate the grand right and left.

Suggested Objective Placement 4-6

State Goal 1,9,10

District Goal

Program Goal 1,2,4

Related Area(s)

Suggested Activities: Grade(s) 3,4

Title: Teaching the Grand Right and Left

Group size: two circles of 12 students (6 boys and 6 girls)

Materials: dance record requiring (Grand Right and Left)

Procedure(s):

Step one: With boy on left and girl on right, have all students face center of circle.

Step two: With boys standing and girls sitting, have boys pass partner on the inside of circle going counter clockwise and weaving to the outside of circle. Stop at next girl. The boy is now on the outside and girl on inside of circle. Continue weaving in and out between girls until he reaches original partner.

Step three: Girls do the same going clockwise while boys remain sitting.

Step four: Partners face each other and weave in and out until they reach original partner. When passing on inside of circle students grab right hand and when passing on outside use left hand.

Teacher may stop the activity at anytime to work with individual students.

Teacher may walk a student through the activity.

Possible Resources

Student Learning Objective(s)

A. The student knows that rhythms consist of creative, square, folk, and social dances.

B. The student is able to perform square, folk, and social dances.

C. The student knows that rhythms can enhance social development.

Related Area(s)

Suggested Objective Placement

State Goal 1, 9, 10
District Goal
Program Goal 1, 2, 4

Suggested Activities: Grade(s) 4-6

Title: Schottishe Mixer
Group size: large
Materials: Schottishe music and tape or record player

Procedure(s):

Formation: Double circle by partners, all facing counterclockwise. Boys are on the left of the girls. Inside hands are joined.

Action: Two full patterns of the schottishe step are done with the exchange of partners.

Part 1—4 measures: (Starting with the outside foot) all run forward 3 steps and hop. (Starting with the inside foot) all run forward 3 steps and hop.

Part 2—4 measures: (Starting with the outside foot). All do 4 step hops moving forward.

Part 1—4 measures: Repeat part 1 above.

Part 2—4 measures: Boys turn in a small circle to the inside on the 4 step-hops. To circle to the girl immediately behind him. This is his new partner.

Girls turn to the outside (right) in a small circle in place on the 4 step-hops and look for the boy circling to them from the couple ahead.

Suggested Monitoring Procedures

Teacher observation of:

- The student's ability to move with the rhythm of the music.
- The student's spatial awareness.
- The student's motor abilities to perform the skills necessary to participate in the dance (i.e. the step-hops and the step-hop turns).

Possible Resources

Dauver, Victor P., Pangrazi, Robert, Dynamic Physical Education for Elementary School Children, Minneapolis, Burgess Publishing Co. 1979

Harris, Pittman, Waller, Dance a While (4th Edition), Minneapolis, Burgess Publishing Co. 1968.
### Student Learning Objective(s)

A. The student knows that rhythms consist of creative, square, folk, and social dances.

B. The student knows that rhythms may include the use of sticks, wands, bells, ropes, and parachutes.

C. The student values the role of rhythms in movement and that rhythms can enhance social development.

### Related Areas:

- District Goal
- Program Goal

### Suggested Objective Placement: 4-6

<table>
<thead>
<tr>
<th>State Goal</th>
<th>District Goal</th>
<th>Program Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>1, 2, 10</td>
<td>1, 2, 4</td>
<td></td>
</tr>
</tbody>
</table>

### Suggested Activities: Grade(s)

<table>
<thead>
<tr>
<th>Title: Parachute: Ocean Waves</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group size: large group (25-40)</td>
</tr>
<tr>
<td>Materials: school size parachute</td>
</tr>
</tbody>
</table>

**Procedure(s):**

- Students will immediately learn to make ocean waves by shaking parachute up and down.
- Begin slowly and gradually increase the tempo.
- While making "waves", students will pull back as they shake the chute.
- Note: Control is an important factor in making slow rolling ocean waves.

**Suggested Monitoring Procedures:**

- Teacher observation.
- Make sure all students have firm grip with both hands.
- Some youngsters may have to kneel because of the tendency to jump up and down in the excitement of the activity.

**Possible Resources:**

- Parachute Ideas, Supt. of Public Instruction, Curriculum and Instruction Division.

### District Resources
Student Learning Objective(s)  
A. The student knows that rhythms may include the use of sticks, wands, bells, ropes and other small instruments and can be done to music.  
B. The student is able to perform movements in response to teacher directed music.  
C. The student values the role of rhythm in movement.

Related Area(s)

Suggested Objective Placement  
State Goal 1,9,10  
District Goal  
Program Goal 1,2,4

Suggested Activities:  Grade(s)

Title: Lumi Stick Chant  
Group size: any number, but in sets of two  
Materials: sticks approximately 12”-18” in length.

Procedure(s):
- Partners sit cross-legged on the floor facing each other. Each student holds two sticks, placing the hand in the center of the stick.
- The patterns include the basic movements of tapping down, tap front, together, side and cross. Also included are movements of toss right, left and the flip.
- The patterns are made up of several actions done consecutively and repeated as many times as necessary to use up all 24 beats of the chant.
- *Basic Pattern:  
  - Tap down-tap together-toss right.  
  - Tap down-tap together-toss left.  
  (repeat 4 times)

Suggested Monitoring Procedures

Observe the rhythmic movement of each student and their ability to coordinate the basic pattern with the musical chant.

Possible Resources

X00-EE,  
The Lumi Stick Chant

District Resources
**SMALL SCHOOLS PROJECT**

**SUBJECT:** Physical Education

**SPECIFIC AREA:** Low Organized Games

<table>
<thead>
<tr>
<th></th>
<th>4-6</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The student knows:</strong></td>
<td></td>
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<tr>
<td>the rules, strategies and safety of a variety of low organized games e.g. court, active relays, circle, tag cooperative, inventing.</td>
<td></td>
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<tr>
<td>what constitutes good sportsmanship.</td>
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</tbody>
</table>

<table>
<thead>
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<th>4-6</th>
<th>4</th>
<th>5</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>The student is able to:</strong></td>
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</tr>
<tr>
<td>successfully participate in circle games:</td>
<td></td>
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</tr>
<tr>
<td>jump the shot</td>
<td>spiral</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>target ball</td>
<td>overtake</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>human pinball</td>
<td>knots</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>circle sit down</td>
<td></td>
<td></td>
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<tr>
<td>successfully participate in combative games:</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>poison rope</td>
<td>badge pull</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>bug tug</td>
<td>slaughter</td>
<td></td>
<td></td>
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<tr>
<td>rooster fight</td>
<td>tug-of-war</td>
<td></td>
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<tr>
<td>honker hawser</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>successfully participate in new and cooperative games:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>collective balloon hoop</td>
<td>bring me</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>musical hoops</td>
<td>battleship</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>mat carry</td>
<td>blob-blob-up-up</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>parachute</td>
<td>shipwreck</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>successfully participate in court games:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4-square</td>
<td>serpentine hope</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>marbles</td>
<td>tetherball</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>handball</td>
<td>jacks</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>successfully participate in inventing games.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The student is able to:

- successfully participate in all - active relay:
  - hoop pass
  - rock, bridge tree
  - jump the stick
  - around and through
  - caterpillar
  - skin the snake
  - snowball

- successfully participate in tag games:
  - flag tag
  - hip tag
  - gluteus maximus
  - balloou stomp
  - helper's tag
  - frozen tag
  - block tag
  - tennis shoe tag

The student values:

- the joy of games, the fun of participating and skills learned that allow participation.
- good sportsmanship.
Student Learning Objective(s):  
A. The student knows the rules, strategies and safety of a variety of low organized games e.g. court, active relays, circle, tag cooperative, inventing.

<table>
<thead>
<tr>
<th>Suggested Activities: Grade(s) 4-6</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title:</strong> 4-Square</td>
<td>Teacher observation.</td>
<td>Bethel Physical Education Guide, 4-6, Spanaway, Bethel School District, 1978.</td>
</tr>
<tr>
<td><strong>Group size:</strong> 4 people play on each court</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Materials:</strong> playground balls, courts</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Procedure(s):**

- Discuss rules and note that the squares are numbered 1, 2, 3, and 4.
- The player in square number 1 serves the ball to any other player. The ball is served by dropping it and serving it underhanded from the "bounce."
- If the serve hits a line, the server is out.
- The player receiving the ball must keep it in play by striking the ball after it has bounced once in his square. He/she directs it to any other square with an underhand hit. Play continues until one player fails to return the ball or commits a fault.
- The following are faults:
  - Hitting the ball sidearm or overhand.
  - Ball landing on a line between the squares. (Ball landing on an outer boundary is considered good.)
  - Stepping in another square to play the ball.
  - Catching or carrying a return volley.
  - Allowing ball to touch any part of the body except the hands.
  - When a player misses or commits a fault, he goes to the end of the line and all players move up.
- The player at the head of the line moves into square four.
Suggested Objective Placement | 4-6
---|---

**Student Learning Objective(s)**

A. The student is able to successfully participate in new and cooperative games.

**Related Area(s)**

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**Suggested Activities: Grade(s)** 4-6

<table>
<thead>
<tr>
<th>Title: Mat Gliders</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Materials: tumbling mats</td>
<td></td>
<td>District Resources</td>
</tr>
</tbody>
</table>

**Procedure(s):**

1. Assign four students per mat.
2. Have students lift the mats over their heads and hold them there.
3. On a set signal have them glide their mat around the gym without bumping into others.
**Student Learning Objective(s)**

A. The student knows the rules, strategies, and skills of competing in low organized games.
B. The student is able to successfully participate in tag games.
C. The student knows what constitutes good sportsmanship.
D. The student values the joy of games that allow participation.

**Related Area(s)**
1, 7

**State Goal**

1, 7

**District Goal**

5, 6

**Program Goal**

5, 6

**Suggested Objective Placement**

4-6

**Suggested Activities: Grade(s) 4-6**

- **Title:** Addition Tag
- **Group size:** entire class (unlimited)
- **Materials:** none

**Procedure(s):**

1. The object is to catch all the children by tagging.
2. Two couples are it and each stands with inside hands joined. These are the taggers.
3. The children run freely about and the taggers try tagging with their free hand. Anyone tagged joins the couple making a trio.
4. When the fourth person is caught, they split into two couples.
5. This continues until all the children are tagged.

**Suggested Monitoring Procedures**

Teacher observation.

Limit the size of area, especially if the game is not played in a confined area, such as gym or covered area.

**Possible Resources**


Bethel Physical Education Guide, 4-6, Spanaway, Bethel School District, 1978
Student Learning Objective(s)

A. The student knows the rules, strategies, and safety of a variety of low organized games such as court, active relays, circle, tag, cooperative and inventing.  
B. The student values what constitutes good sportsmanship.

Related Area(s)

Suggested Objective Placement

<table>
<thead>
<tr>
<th>Grade(s)</th>
<th>4-6</th>
</tr>
</thead>
</table>

Suggested Activities: Grade(s) 4-6

Title: Cageball Throw

Group size: large (5-15 per side)

Materials: 24"-30" cageball, 12-1 rubber balls.

Procedure(s):

- Lay out 20 foot area with a line on each side of a cageball placed in the center. See below.

  The object of the game is to throw small rubber balls against the cageball, forcing it across the line in front of the other team.

  Players may not throw in the cageball area. However, a player may enter the area to retrieve a ball.

  Note: If the cageball seems to roll too easily, deflate it slightly.

Suggested Monitoring Procedures

Teacher observation.

Watch to see when the cageball crosses the line.

Make sure the throws are directed only at the ball.

Possible Resources

Dauer, Victor P., Pargrazi, Robert, Dynamic Physical Education for Elementary School Children, Minneapolis, Burgess Publishing Co. 1979
Student Learning Objective(s): A. The student knows the rules, strategies, and safety of a variety of low organized games such as court, active relays, circle, and inventing. B. The student values the joy of games and the fun of participating in inventing games.

Related Area(s):

Suggested Activities: Grade(s):

<table>
<thead>
<tr>
<th>Title:</th>
<th>Invented Games</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group size:</td>
<td>small groups (2-6) from entire class</td>
</tr>
<tr>
<td>Materials:</td>
<td>small rubber ball, 2 hoops, large ball</td>
</tr>
</tbody>
</table>

Procedure(s):
- Divide the class into small groups (4-6), and give them various physical education equipment.
- Have the small groups go off in a corner and invent a game of their own with rules.
- After a short time (5 minutes or so) have them come back to the large group and demonstrate the created game.

Suggested Monitoring Procedures:
- Teacher observation.
- Make sure the students involve everyone in the invented game.

Possible Resources:
- Dauer, Victor P., Pangrazi, Robert, Dynamic Physical Education for Elementary School Children, Minneapolis, Burgess Publishing Co. 1979
## Student Learning Objective(s)

**A.** The student knows the rules, strategies, and safety of a variety of low organized games such as court, active relays, circle, tag cooperative, inventing.

**B.** The student knows what constitutes good sportsmanship.

## Related Area(s)

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## Suggested Activities; Grade(s)

<table>
<thead>
<tr>
<th>Title:</th>
<th>Circle Team Dodgeball</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group size:</td>
<td>large group (20-40)</td>
</tr>
<tr>
<td>Materials:</td>
<td>volleyballs or rubber playground balls</td>
</tr>
</tbody>
</table>

### Procedure(s):

- The children are divided into teams of 5 students, with one team forming a large circle. Another team is grouped together in the center of the circle.
- When the starting signal is given, the circle players try to hit the center players with the ball. Any center player hit below the waist is eliminated and leaves the circle.
- After all players are eliminated, reverse the positions of the teams and start again.

## Suggested Monitoring Procedures

- Teacher observation.
- When some students tend to hog the action, a rule that no player may throw more than three times in any one action can be used to spread the throws among the children.
- Make sure all throws are directed below the child's waist to avoid injury.

## Possible Resources

- Bethel Physical Education Guide, 4-6, Spanaway, Bethel School District, 1978

## District Resources
Student Learning Objective(s)

A. The student knows the rules and strategies of how to compete in a team relay.
B. The student is able to successfully participate in all-active relays.
C. The student knows what constitutes good sportsmanship.

Related Area(s)

Suggested Activities: Grade(s)

<table>
<thead>
<tr>
<th>Title:</th>
<th>Around the Base Relay</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group size:</td>
<td>any size</td>
</tr>
<tr>
<td>Materials:</td>
<td>boxes or cones</td>
</tr>
</tbody>
</table>

Procedure(s):

- Have 4 teams of 4 with each team behind a base or cone.
- On a given command, the first person from each team runs around 4 bases and returns to the end of the line.
- As the first person crosses the fourth base, the second person starts.
- Game continues until everyone finishes.

Suggested Monitoring Procedures: Possible Resources

Teacher observation. Stress the importance of touching the bases.

District Resources
SMALL SCHOOLS PROJECT

SUBJECT: Physical Education

SPECIFIC AREA: Sport Skills

Basketball

<table>
<thead>
<tr>
<th></th>
<th>4-6</th>
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<th>7</th>
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</thead>
</table>

The student knows:

- that basketball is a team sport that involves the skills of dribbling, passing, shooting, and guarding.

The student is able to:

- dribble the basketball with either hand while stationary and when moving.
- pass the basketball in a variety of ways; e.g. bounce pass, chest pass.
- shoot the basketball in a variety of ways using one or both hands; e.g. set shot, lay-up.
- perform proper guarding techniques.

The student values:

- the skills learned to play the game of basketball.
- basketball as a leisure activity.
Student Learning Objective(s)

A. The student knows basketball is a team sport that involves the skills of dribbling, passing, shooting, and guarding.
B. The student is able to use either hand when dribbling.
C. The student values the skills learned to play basketball.

State Goal 1, 6, 7
District Goal
Program Goal 1, 4, 5

Related Area(s)

Suggested Activities: Grade(s)

<table>
<thead>
<tr>
<th>Title:</th>
<th>Group size:</th>
<th>Materials:</th>
<th>Procedure(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dribbling Tasks</td>
<td>class</td>
<td>one basketball, soccer ball,</td>
<td>• Have each student begin from a space on the floor where they have room to</td>
</tr>
<tr>
<td></td>
<td></td>
<td>volleyball, or rubber playground</td>
<td>bounce the ball without interfering with another classmate. Begin dribbling</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ball per student.</td>
<td>about the room and listen for the signal (clap). Upon hearing the signal</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>change direction of dribble.</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>• See how quickly you can stop as the signal is given. See if you can stop</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>as quickly when you are dribbling with the opposite hand.</td>
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<tr>
<td></td>
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<td></td>
<td>• Practice cross-over dribbling (right to left) moving from low (below the</td>
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<td></td>
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<td></td>
<td>knees) bounces to high (waist level) bounces.</td>
</tr>
</tbody>
</table>

Suggested Monitoring Procedures

Teacher observation of ball control.

Possible Resources


Film: PLAYING BASKETBALL

ESD 121 Film Library
Student Learning Objective(s)  
A. The student knows basketball is a team sport that involves the skills of dribbling, passing, shooting, and guarding.  
B. The student is able to shoot the basketball in a variety of ways e.g. set, hook, jump.

**Suggested Objective Placement**  
State Goal 1, 6, 7  
District Goal  
Program Goal 1, 4, 5

**Related Area(s)**

<table>
<thead>
<tr>
<th>Suggested Activities: Grade(s)</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title:</strong> Shooting Tasks</td>
<td><strong>Teacher observation.</strong></td>
<td>Turner, Lowell (Bud) F., Turner, Susan L., Creative Experiences through Sports, Palo Alto, CA, Peek Publications, 1979.</td>
</tr>
<tr>
<td><strong>Group size:</strong> class</td>
<td><strong>Count baskets made.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Materials:</strong> one ball per student</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Procedure(s):</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have the students bounce a ball on a nearby wall. Choose an imaginary spot and practice the one-hand set or, push shot against this target.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Using the same imaginary spot, take 10 steps back from the wall. Begin dribbling toward this spot you have selected and deliver it, using the one-hand set shot. As you shoot, take off from the foot opposite the shooting hand, i.e., right handed take off from the left foot.</td>
<td></td>
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<tr>
<td>Repeat five times before using opposite hand.</td>
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</tr>
</tbody>
</table>

**District Resources**
Student Learning Objective(s)

A. The student is able to perform proper guarding techniques.
B. The student values the skills learned to play basketball.

Related Area(s)

Suggested Activities: Grade(s)

<table>
<thead>
<tr>
<th>Title</th>
<th>Guarding Maneuverability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group size:</td>
<td>any number</td>
</tr>
<tr>
<td>Materials:</td>
<td>none</td>
</tr>
</tbody>
</table>

Procedure(s):
- Get students into correct defensive stance.*
  (Hand signals will be used by the teacher to point out directions.)
- Have the group move forward, sideward, backward and stop in good defensive position.

*Defensive stance:
Weight evenly distributed on balls of feet, head up, knees flexed, seat low, never cross the feet in shifting position.

Suggested Monitoring Procedures

Teacher observation of defensive stance and movement.

Possible Resources

Student Learning Objective(s) 
A. The student knows basketball is a team sport that involves the skills of dribbling, passing, shooting and guarding. 
B. The student values the skills learned to play basketball.

Related Area(s) 

Suggested Activities: Grade(s) 
Title: Passing
Group size: class
Materials: one basketball for every two students

Procedure(s):
1. Have two students face each other about ten yards apart. On command they are to pass the ball to their partner.
2. Have the students alternate bounce pass and chest pass.

Suggested Monitoring Procedures 
Teacher observation.

Possible Resources 

District Resources
SMALL SCHOOLS PROJECT

SUBJECT: Physical Education

SPECIFIC AREA: Sport Skills

Football

The student knows:

- that football is a team sport that involves the skills of passing, catching, kicking, centering and carrying the football.

The student is able to:

- pass a football overhand accurately to a stationary or moving partner.
- center a football between the legs.
- catch a football while standing or running.
- place kick a football.
- change a football from hand to hand while running.
- punt a football.

The student values:

- the skills learned to play the game of football.
- football as a leisure activity.
Student Learning Objective(s)  
A. The student knows that football is a team sport that involves the skills of passing, catching, kicking, centering and carrying the football.  
B. The student is able to pass a football overhead accurately to a stationary or moving partner.

<table>
<thead>
<tr>
<th>State Goal</th>
<th>District Goal</th>
<th>Program Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>1,6,9</td>
<td>1,4,5</td>
<td></td>
</tr>
</tbody>
</table>

Related Area(s)

<table>
<thead>
<tr>
<th>Suggested Activities: Grade(s)</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title: Football Passing</td>
<td>Observe students to see that they grip the ball properly when passing.</td>
<td>Physical Education Guide, 4-6, Tacoma, Tacoma School District, 1978.</td>
</tr>
<tr>
<td>Group size: class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Materials: 10 footballs, 10 cones (to prevent collisions)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Procedure(s):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher demonstrates the proper passing of the football i.e., the ball is gripped with fingers on the laces. The left foot should be placed so it points in the direction of the pass.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have the groups pass the ball to fellow member without the ball hitting the ground.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have students face each other 10 yards apart between two cones.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have one student pass the ball to another student who catches the ball.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title: Combination Drill</td>
<td>Check on position of left foot.</td>
<td>Bethel Physical Education Guide, 4-6, Spanaway, Bethel School District, 1978.</td>
</tr>
<tr>
<td>Group size: 4-8 persons per ball</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Materials: footballs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Procedure(s):</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Center - centers the ball to passer.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Passer - passes the ball to the end.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>end - receives the ball.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ball chaser - retrieves the ball if missed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The rotation system follows path of the ball. Move from center, to passer, to end, to ball chaser to center until all students have a change at all positions.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Student Learning Objective(s): A. The student knows that football is a team sport that involves the skills of passing, catching, kicking, centering and carrying the football. B. The student is able to center a football between the legs. C. The student is able to catch a football while standing or running.

<table>
<thead>
<tr>
<th>Suggested Objective Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Goal</td>
</tr>
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<td>District Goal</td>
</tr>
<tr>
<td>Program Goal</td>
</tr>
</tbody>
</table>

Related Area(s):

<table>
<thead>
<tr>
<th>Suggested Activities: Grade(s)</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Group size:</strong> class</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Materials:</strong> 10 footballs</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Procedure(s):
- The teacher demonstrates the proper technique of centering the ball i.e. the center takes a position with feet spread wide, knees bent. The right hand reaches down and grasps the ball as for passing. The left hand rests lightly on the opposite side of the ball to serve as guide. The ball is centered through the legs with the arm and a wrist snap.
- Drill: Combination drill 4-6 persons, 4 positions.
  - Center - centers the ball to passer.
  - Passer - passes ball to end.
  - end - receives the ball.
  - ball chaser - retrieves the ball if missed. The rotation system follows path of the ball. Move from center, to passer, to end, to ball chaser, to center.
A. The student knows that football is a team sport that involves the skills of passing, catching, kicking, centering and carrying the football.
B. The student is able to catch a football while standing or running.
C. The student values football as a leisure activity.

<table>
<thead>
<tr>
<th>Suggested Activities: Grade(s)</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group size: class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Materials: 10 footballs</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Procedure(s):
- Teacher demonstrates the proper procedure in catching a football i.e. most passes are caught with little fingers together. The ball should be caught with the fingers and brought into the body.
- Divide the class into groups of two. Have students pass the ball to a person across from them without the ball hitting the ground.
- Activity: Kick goal or pass over two equal teams of four players each.
- One team kicks off from midfield.
- The receiving player punts from the point at which the ball is touched or rolls dead.
- Each team attempts to punt the football over the opponent's goal line without the ball being caught in the air.
- When the ball is caught in the air, the player catching it may take three steps before kicking the ball. (A team scores one point for each successful punt in the air over the goal line.
- After the point is scored, the opposing team kicks off from midfield.
- Variation: Players may pass the ball instead of kicking it. The game is called pass over. (May combine passing and kicking into one game.)
## Suggested Objective Placement

<table>
<thead>
<tr>
<th>Student Learning Objective(s)</th>
<th>Suggested Objective Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. The student knows that football is a team sport that involves the skills of passing, catching, kicking, centering and carrying the football. B. The student is able to place kick a football.</td>
<td>4-6</td>
</tr>
</tbody>
</table>

### State Goal

| 1,6,9 |

### District Goal

| Program Goal |

### Related Area(s)

| 1,4,5 |

## Suggested Activities: Grade(s)

<table>
<thead>
<tr>
<th>Title: Football Kicking</th>
<th>Grade(s)</th>
</tr>
</thead>
</table>

| Group size: class, groups of two |
| Materials: 10 kicking tees |

### Procedure(s):

- Teacher demonstrates kicking with tee. i.e. body is bent slightly forward with weight evenly distributed on both feet. The ball is out in front of the kicker. The kicker approaches the ball from behind and kicks with right foot, the toe is kept up at right angles with the leg.
- Students pair up into groups of two. One student kicks ball from tee to partner then both switch position.

<table>
<thead>
<tr>
<th>Title: Punting</th>
<th>Grade(s)</th>
</tr>
</thead>
</table>

| Group size: entire class |
| Materials: footballs |

### Procedure(s):

- Demonstrate the proper procedures in punting a football i.e.
  - place hands on opposite sides of the ball.
  - drop the ball and make contact off the shoelaces (instep) about knee level.
  - the foot should follow through upward.
- Have students find space near a wall and see how far up the wall they can stretch their foot.
- Have students choose a partner and take turns dropping the football to the floor. Have them observe if it bounces straight up.
- Have one student punt to the other and vice versa.
- Have students attempt to spiral the ball.
- Check to see if students are holding the ball correctly.
- Observe whether ball is hitting the laces (instep) of the shoe.

### Suggested Monitoring Procedures

- Observe students as they kick off, using a tee, to see if proper procedure is being utilized.

### Possible Resources

Student Learning Objective(s): A. The student knows that football is a team sport that involves the skills of passing, catching, kicking, centering and carrying the football. B. The student is able to change a football from hand to hand while running.

Related Area(s):

Suggested Activities: Grade(s)  
Title: Carrying the Football  
Group size: class  
Materials: 10 footballs  
Procedure(s):
- Teacher demonstrates the proper way of carrying the ball i.e. the ball is carried near the body. The hand is put under and around the end of the ball. The other end is placed in the bend of the forearm and elbow.
- Have a passer throw the ball to a receiver about 10 yards away.
- The receiver catches the ball and carries it for ten or more yards. Then the two reverse positions.
- As students gain skill, have them change the football from one hand to another hand while running.

Suggested Monitoring Procedures:  
Observe students as they carry the ball, giving assistance as needed.

Possible Resources:  

District Resources
SMALL SCHOOLS PROJECT

<table>
<thead>
<tr>
<th>SUBJECT:</th>
<th>Physical Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPECIFIC AREA:</td>
<td>Sport Skills</td>
</tr>
<tr>
<td></td>
<td>Hockey</td>
</tr>
</tbody>
</table>

The student knows:

- that hockey is a team sport that involves the skills of stick-handling, passing and goal-tending.

The student is able to:

- handle the hockey stick correctly while passing or receiving.
- pass the puck to a stationary or moving partner.
- receive a puck from a partner while stationary or moving.
- perform basic goal-keeping skills.

The student values:

- skills learned that are necessary to play hockey effectively.
- hockey is a leisure activity.
Learning Objective(s)

A. The student knows that hockey is a team sport that involves skills of stick handling, passing and goal-tending.
B. The student is able to pass the puck to a stationary or moving partner and receive a puck from a partner while stationary or moving.
C. The student is able to handle the hockey stick correctly while passing or receiving.

Area(s)

State Goal
1, 6, 9

District Goal

Program Goal
1, 4, 5

Suggested Objective Placement
4-6

<table>
<thead>
<tr>
<th>Title: Dribble Shuttle Drill</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Materials: hockey sticks and pucks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Procedure:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate proper grip of stick (place hands about one foot apart and shake hands with stick). Control puck by placing stick on either side of puck as needed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Divide the class into double shuttle formations. Two player's move forward toward the other two dribbling and passing. The next two players take the puck back.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
A. The student knows that hockey is a team sport that involves skills of stick-handling, passing and goal-tending.  
B. The student is able to perform goal-keeping skills.  
C. The student values skills learned that are necessary to play effectively.

<table>
<thead>
<tr>
<th>Activities: Grade(s)</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group size: any number</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Materials: goal net, sticks, pucks, cones, gym mats.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Procedure(s): Divide class into groups of three, one goalkeeper and two forwards.  
  The forwards dribble and pass the puck towards the goalkeeper.  
  The goalkeeper, in ready position, stays between net and puck and intercepts puck when a shot is taken by either forward.  
  Notes: Using goal markers, this drill can be done at all corners of the floor to increase volume of activity. | |
SMALL SCHOOLS PROJECT

SUBJECT: Physical Education

SPECIFIC AREA: Sport Skills

Soccer

The student knows:
- that soccer is a team sport that involves the skills of dribbling, passing, trapping, goal-keeping, heading, and throwing-in.

The student is able to:
- dribble a soccer ball under control at various speeds.
- trap a soccer ball with different body parts.
- pass a soccer ball accurately to a stationary or moving partner using various parts of the foot.
- perform a legal two hand throw-in.
- perform basic goal-keeping skills.

The student values:
- the uniqueness of soccer skills.
- soccer as a leisure activity.
SMALL SCHOOLS PROJECT - Working Copy

Student Learning Objective(s): A. The student knows that soccer is a team sport that involves the skills of dribbling, passing, trapping, goal-keeping, heading and throwing-in. B. The student is able to dribble a soccer ball under control at various speeds.

Related Area(s):

<table>
<thead>
<tr>
<th>Suggested Activities: Grade(s)</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Group size:</strong> any size</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Materials:</strong> soccer balls or anything similar.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Procedure(s):
- Each student will have one ball.
- On the command, go, they will dribble anywhere.
- On the whistle, they stop the ball with a trap.
- Have the students change speeds and direction.

District Resources
**Student Learning Objective(s)**

A. The student knows that soccer is a team sport that involves the skills of dribbling, passing, trapping, goal-keeping, heading and throwing-in.

B. The student is able to trap a soccer ball with different body parts.

C. The student is able to pass a soccer ball accurately to a stationary partner using various parts of the foot.

**Related Area(s)**

1, 6, 9

**Suggested Objective Placement**

- **State Goal**: 1, 6, 9
- **District Goal**: 1, 4, 5
- **Program Goal**: 1, 4, 5

**Suggested Activities: Grade(s)______**

**Title:** Pass and Trap

**Group size:** any size

**Materials:** soccer balls or anything similar.

**Procedure(s):**

- Students will work in pairs.
- Have one person pass ball to partner; he will trap ball and pass back.
- Partners will be stationary on first pass and moving on every other pass.
- Have students experiment with different ways of passing and trapping using feet only.

**Suggested Monitoring Procedures**: Teacher observation.

**Possible Resources**

SMALL SCHOOLS PROJECT - Working Copy

Student Learning Objective(s): A. The student knows that soccer is a team sport that involves the skills of dribbling, passing, trapping, goalkeeping, heading and throwing-in. B. The student is able to trap a soccer ball with different body parts. C. The student is able to perform a legal two-hand throw-in.

Related Area(s)

Suggested Objective Placement 4-6

State Goal 1, 6, 9

District Goal

Program Goal 1, 4, 5

Suggested Activities: Grade(s)

<table>
<thead>
<tr>
<th>Title</th>
<th>Group size</th>
<th>Materials</th>
<th>Procedure(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Throw In</td>
<td>any size</td>
<td>soccer balls or anything</td>
<td>Students will work in pairs.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>similar</td>
<td>Have one person throw ball to partner, he will trap ball and throw back.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Ball must be thrown with two hands over the head.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Trap ball with any part of body except arms and hands.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Practice passing to your partner while one of you is moving. Can it be</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>accomplished while both of you are moving?</td>
</tr>
</tbody>
</table>

Suggested Monitoring Procedures

Teacher observation.

Possible Resources

Student Learning Objective(s): A. The student knows that soccer is a team sport that involves the skills of dribbling, passing, trapping, goal-keeping, heading, and throwing-in. B. The student is able to trap a soccer ball with different body parts. C. The student values the uniqueness of soccer skills.

<table>
<thead>
<tr>
<th>Related Area(s)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Suggested Activities: Grade(s)</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
</table>

**Title:** Big Save

**Group size:** any size

**Materials:** soccer balls or anything similar.

**Procedure(s):**
- Students will work in pairs.
  - Partners will stand 12-15 yards apart. The pair will take turns taking firm shots (soccer kicks) at each other. The receiver of the kick will catch the ball or knock it down.
  - As the kicks become more accurate, have them kick the ball two yards to the right or left of their partner.
<table>
<thead>
<tr>
<th>Subject: Physical Education</th>
<th>Specific Area: Sport Skills</th>
<th>Softball</th>
</tr>
</thead>
</table>

**The student knows:**
- that baseball is a team sport that involves the skills of throwing, catching, batting, fielding, and base running.

**The student is able to:**
- throw a softball (nerf, wiffle, fleece-type) accurately to a partner at distances commensurate with their age level.
- successfully bat a softball off a tee or one that is pitched.
- catch a softball thrown by a partner.
- field a softball with appropriate technique.
- run the bases in proper order and at the proper time.

**The student values:**
- the skills learned to play the game of softball.
- baseball as a leisure activity.
Student Learning Objective(s)

A. The student knows that softball is a team sport that involves the skills of throwing, catching, batting, fielding and base running.

B. The student knows the procedure for throwing and catching a softball.

C. The student values the skills of the game and that softball is a leisure activity.

Related Area(s)

Suggested Activities:

Title: Underhand Throw and Catch

Group size: large group (12-25)

Materials: open field and softball (nerf, wiffle, fleece-type. One for every two students)

Procedure(s):

- The group is divided into pairs, each with a ball, standing ten feet apart.
- Each student in turn, steps forward and throws underhand with the opposite hand.
- In catching the ball, the student gets in line with ball, strides feet apart, curves fingers and pulls the ball to the body.

Suggested Monitoring Procedures:

Teacher observation of:

- Throwing off the opposite foot.
- Making sure fingers are curved when catching the ball.

Possible Resources:


Film: PLAYING SOFTBALL

ESD 121 Film Library

District Resources
**Suggested Objective Placement**

<table>
<thead>
<tr>
<th>Student Learning Objective(s)</th>
<th>State Goal</th>
<th>District Goal</th>
<th>Program Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. The student knows that softball is a team sport that involves the skills of throwing, catching, batting, fielding and base running.</td>
<td>1,6,9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. The student knows the procedure for hitting the softball.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. The student values the skills of the game and that softball is a leisure activity.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Related Area(s)**

**Suggested Activities:**

<table>
<thead>
<tr>
<th>Grade(s)</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Title:</th>
<th>Batting the Softball</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group size:</td>
<td>large group (10-25)</td>
</tr>
<tr>
<td>Materials:</td>
<td>bat, large field and a type of softball (nerf, wiffle, fleece-type)</td>
</tr>
</tbody>
</table>

**Procedure(s):**

- Hold the bat firmly, but with a relaxed grip. Stand facing the plate with the left side of the body toward the pitcher. Feet should be apart.
- Hold the bat at shoulder level, keep elbows away from the body.
- Start the swing with a hip roll and shift weight from left to right foot. Follow through in an arc.

**Activity:**

- Divide into groups of three. One person is a pitcher, one a batter and one a ball chaser.
- Switch positions.
**Student Learning Objective(s)**

A. The student knows that softball is a team sport that involves the skills of throwing, catching, batting, fielding and base running.

B. The student knows the procedure for fielding the softball.

C. The student values the skills of the game and that softball is a leisure activity.

### Related Area(s)

<table>
<thead>
<tr>
<th>Suggested Activities: Grade(s)</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title:</strong> Fielding the Softball</td>
<td><strong>Procedure(s):</strong></td>
<td>Bethel Physical Education Guide, 4-6, Spanaway, WA, Bethel School District, 1978.</td>
</tr>
<tr>
<td><strong>Group size:</strong> large group (12-25)</td>
<td><strong>Procedure(s):</strong></td>
<td>District Resources</td>
</tr>
<tr>
<td><strong>Materials:</strong> large open field and softball (nerf, wiffle, fleece-type, bat)</td>
<td><strong>Procedure(s):</strong></td>
<td>District Resources</td>
</tr>
</tbody>
</table>

**Teacher observation for:**
- Keeping the glove close to the ground and approaching the hit ball.
- Throwing in one motion.
- Keeping eyes on the ball at all times.

**Activity:** Play Pepper.
**Student Learning Objective(s)**

A. The student knows that softball is a team sport that involves the skills of throwing, catching, batting, fielding, and base running.

B. The student knows the procedure for running the bases.

C. The student values the skills of the game and that softball is a leisure activity.

**Related Area(s)**

1, 6, 9

1, 4, 5

---

<table>
<thead>
<tr>
<th>Suggested Activities: Grade(s)</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Group size:</strong> large group (12-25)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Materials:</strong> large open field, bases, bat and softball (nerf, wiffle, fleece-type, bat)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Procedure(s):**

- Divide into groups of three.
- Play pickle: two players try and tag a runner who starts in the middle and tries to advance to the base without being touched.
- Switch positions.
The student knows:

- track and field involves the skills of sprinting, running, jumping and throwing.

The student is able to:

- sprint for short distances.
- run for long distances while pacing themselves.
- jump over objects and land safely.
- stand and jump starting and landing on two feet.
- run and jump taking off of one foot and landing on two feet.
- throw objects for distances using proper techniques.

The student values:

- the ability to perform track and field activities.
Student Learning Objective(s)

A. The student knows track and field involves skills of sprinting, running, jumping and throwing.

B. The student is able to sprint short distances.

C. The student values the ability to perform track and field activities.

Related Area(s)

Suggested Activities: Grade(s)

<table>
<thead>
<tr>
<th>Title:</th>
<th>Sprint Start Relay</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group size:</td>
<td>groups of (2-4) any number</td>
</tr>
<tr>
<td>Materials:</td>
<td>gymnasium, grass field</td>
</tr>
</tbody>
</table>

Procedure(s):

- Place half of each group behind parallel lines which are 25-30 yards apart.
- The first member of each team acts as the lead-off runner. Each successive runner assumes a *start position, sprinting forward the instant the incoming teammate touches the runner on the shoulder.
- The relay is finished when the lead runner is back in his starting position.

*The hands are placed behind the line with the thumbs toward the inside, fingers toward the outside. The preferred foot is in the back starting position with the weight on the knee and toe. The other foot is 12 inches behind the line. At the command, "Get set!" the runner raises his hips and shifts the weight forward where most of the weight is borne by the hands. On "go!" he drives forward vigorously.

Suggested Monitoring Procedures

Teacher observation of sprint start and movement.

Possible Resources


District Resources
Student Learning Objective(s)

A. The student knows that track and field involves the skills of sprinting, running, jumping and throwing.

B. The student is able to run for long distances while pacing himself/herself.

State Goal 1, 5, 9

District Goal

Program Goal 1, 4, 5

Related Area(s)

Suggested Activities: Grade(s)

<table>
<thead>
<tr>
<th>Title:</th>
<th>Pace Running</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group size:</td>
<td>any size</td>
</tr>
</tbody>
</table>

Materials: 

Procedure(s):

- The running should be loose and relaxed.
- Distances up to 600 yards may be part of the run as this prepares the student for the 600-yard part of the national physical fitness test.
- Allow the runners to estimate their times and see how close they can come to it.
- On a circular track give the target time and see how close the runner can come to it.

Suggested Monitoring Procedures

- Time each runner over a set distance at their comfortable running pace.
- See if the student can run a distance four times the measured distance and still come within a time limit equal to four times their timed run.

Possible Resources

- Dauer, Victor P., Pangrazi, Robert, Dynamic Physical Education for Elementary School Children, Minneapolis, Burgess Publishing Co. 1979
- Film: EVERYONE'S A WINNER: Heart-Lung Endurance
- ESD 121 Film Library
## Learning Objective(s)

A. The student knows track and field involves the skills of running, jumping, and throwing.

B. The student is able to perform the skills in the standing and running jumps.

### Suggested Objective Placement

<table>
<thead>
<tr>
<th>State Goal</th>
<th>District Goal</th>
<th>Program Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>1,6,9</td>
<td>1,4,5</td>
<td></td>
</tr>
</tbody>
</table>

### Activities: Grade(s)

<table>
<thead>
<tr>
<th>Title: Jumps</th>
<th>Group size: any number</th>
<th>Materials: gymnasium, playfield</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>a rope or chalk line to form an area from five feet wide. The student begins at the narrow end and moves toward the wider end, continuing to jump until he/she can no longer jump the distance. End and widen the &quot;brook&quot; by placing &quot;stones&quot; in appropriate places so that the students can jump from the bank to one or more stones, and back to the other bank. (This also teaches the fundamentals of the hop-step-and-jump.) The student take off on one foot and either bring down on same foot or the opposite foot depending on the instruction.</td>
</tr>
</tbody>
</table>

### Suggested Monitoring Procedures

Check students on single or double foot take-off.

### Possible Resources

Learning Objective(s)  A. The student knows track and field involves the skills of
running, jumping, and throwing.  B. The student is able to throw objects for distance
proper technique.

Activities: Grade(s:  Title: Ball Toss  Group size: any number
Materials: softballs, playfield

Have a field in five-foot intervals. Have students pair up so one can throw while the other
marks the distance. Each student will make his toss by twisting the body to the right so the
ball is brought to a position behind the ear at shoulder height, and the arm at the elbow;
extend the arm forward, shift weight to the left foot and release the ball with a "downward
snap." Complete the movement with a good follow-through.

Suggested Objective Placement  4-6
State Goal  1, 5, 9
District Goal
Program Goal  1, 4, 5

Suggested Monitoring Procedures  Possible Resources
Keep a chart that records the individual distances. Extend this chart to include more than one
year.

District Resources
The student knows:

- that volleyball is a team sport that involves the skills of serving, setting, bumping, digging, and spiking.

The student is able to:

- serve a volleyball, balloon, beachball, nerfball, over a lowered net.
- set a ball with proper form.
- bump a ball with proper form.

The student values:

- that volleyball can be played in modified spaces.
- volleyball as a leisure activity.
**Student Learning Objective(s)**

A. The student knows that volleyball is a team sport that involves the skills of serving, setting, bumping, digging and spiking.

B. The student is able to serve a volleyball, balloon, beachball, foamball over a lowered net.

C. The student values that volleyball can be played in modified spaces.

**Related Area(s)**

State Goal 1,6,9

District Goal

Program Goal 1,4,5

**Suggested Objective Placement** 4-6

---

<table>
<thead>
<tr>
<th>Suggested Activities: Grade(s)</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title:</strong> Underhand-Serve</td>
<td><strong>Teacher will watch for (right hand example):</strong></td>
<td><strong>Turner, Lowell (Bud) F., Turner, Susan L., Creative Experiences Through Sports, Palo Alto, Ca., Peck Publications, 1979.</strong></td>
</tr>
<tr>
<td><strong>Group size:</strong> 20-36</td>
<td><strong>Stage 1:</strong></td>
<td><strong>Bethel Physical Education Guide, 4-6, Spanaway, WA Bethel School District, 1978.</strong></td>
</tr>
<tr>
<td><strong>Materials:</strong> one volleyball, balloon, beachball, foam, plastic, soccer, or rubber playground ball per student.</td>
<td>- Ball is held in the left hand below the waist.</td>
<td></td>
</tr>
<tr>
<td><strong>Procedure(s):</strong></td>
<td>- Feet are together.</td>
<td></td>
</tr>
<tr>
<td>- Have students use their strongest hand to strike the ball against the floor in a dribbling fashion. (Hand-eye coordination).</td>
<td>- Right hand is held under the ball.</td>
<td></td>
</tr>
<tr>
<td>- Have students serve underhand against the wall and catch the rebound.</td>
<td><strong>Stage 2</strong></td>
<td></td>
</tr>
<tr>
<td>- Choose a partner and put one ball away. Place one partner on each side of the divider close together.</td>
<td>- Right arm swings straight back from the ball.</td>
<td></td>
</tr>
<tr>
<td>- Serve the ball across the divider to the partner.</td>
<td><strong>Stage 3</strong></td>
<td></td>
</tr>
<tr>
<td>- As the student achieves success close to the divider have him or her take a couple of steps backwards and serve.</td>
<td>- Right arm swings forward as the student steps forward on his left leg.</td>
<td></td>
</tr>
<tr>
<td>- Repeat until the student can serve from the 30 foot mark.</td>
<td><strong>Stage 4</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Volleyball is contacted below the waist with the heel of the right hand.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Right arm follows through in a straight line (towards the nose).</td>
<td></td>
</tr>
</tbody>
</table>
SUGGESTED OBJECTIVE PLACEMENT

<table>
<thead>
<tr>
<th>State Goal</th>
<th>District Goal</th>
<th>Program Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>1,6,9</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Student Learning Objective(s)

A. The student knows that volleyball is a team sport that involves the skills of serving, setting, bumping, digging and spiking.

B. The student is able to bump and dig the ball with proper form.

Related Area(s)

Suggested Activities: Grade(s)

<table>
<thead>
<tr>
<th>Title:</th>
<th>Bump (used when the ball is below the waist)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group size:</td>
<td>20-36</td>
</tr>
<tr>
<td>Materials:</td>
<td>one volleyball, balloon, beachball, foam, plastic, soccer, or rubber playground ball per student, play area with walls</td>
</tr>
</tbody>
</table>

Procedure(s):

- Have student bump the ball against the wall. How many times in a row without stopping?
- Have students get into partners and put one ball away. Bump the ball between partners. How many times in a row without stopping?
- Get into groups of six. Form a circle.
- Bump the ball around the circle. Be sure to call "Mine" when moving for the ball.

Suggested Monitoring Procedures

- The teacher should be watching for:
  - Bump
    - Position the body in front of the ball.
    - Bent knees and the body bent forward, arms are extended downward and forward and hands are connected.
    - Feet may be parallel or one foot forward and one back.
    - As ball drops, begin to raise trunk and arms upward to meet the ball.
    - Keep eyes on the ball.
    - Contact the ball with straight, firm arms and shrug the shoulders.

Possible Resources

Student Learning Objective(s)  
A. The student knows that volleyball is a team sport that involves the skills of serving, setting, bumping, digging and spiking.  
B. The student is able to bump and dig the ball with proper form.

Related Area(s)

<table>
<thead>
<tr>
<th>Suggested Activities:</th>
<th>Grade(s)</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title:</strong> Dig</td>
<td></td>
<td>Teacher observation of:</td>
<td></td>
</tr>
<tr>
<td><strong>Group size:</strong> 20-36</td>
<td></td>
<td>- Use the arm on the side of the body that the ball approaches.</td>
<td></td>
</tr>
<tr>
<td><strong>Materials:</strong> one volleyball, balloon, beachball, foam, plastic, soccer, or rubber playground ball per student, play area with walls</td>
<td></td>
<td>- Make a fist and tighten the arm as much as possible.</td>
<td></td>
</tr>
<tr>
<td><strong>Procedure(s):</strong></td>
<td></td>
<td>- Contact the ball keeping the elbow straight.</td>
<td></td>
</tr>
<tr>
<td>- Explain that a dig is used only when there is not time to set up for a bump.</td>
<td></td>
<td>- Keep eyes on the ball.</td>
<td></td>
</tr>
<tr>
<td>- Toss the ball to self and dig it against the wall.</td>
<td></td>
<td><strong>District Resources</strong></td>
<td></td>
</tr>
<tr>
<td>- Toss the ball against wall to self and dig the rebound back to the wall.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Select a partner and put one ball away.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Partner A tosses the ball to the side of partner B who digs the ball back to partner A. Switch and repeat a set number of times.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Partner A bumps the ball to the side of partner B who digs the ball back to partner A. Switch and repeat.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Get into groups of six and form a circle. Bump and dig the ball around and across the circle.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Be sure to call &quot;mine&quot; when moving for the ball.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
A. The student knows that volleyball is a team sport that involves the skills of serving, setting, bumping, digging and spiking.

B. The student is able to set a ball with proper form.

C. The student values volleyball as a team sport that can be participated in for leisure and/or competition.

Suggested Objective Placement

<table>
<thead>
<tr>
<th>State Goal</th>
<th>District Goal</th>
<th>Program Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>1, 6, 9</td>
<td></td>
<td>1, 4, 5</td>
</tr>
</tbody>
</table>

Related Area(s)

Suggested Activities: Grade(s)

| Title: Setting | Group size: 6-36 | Materials: one volleyball, balloon, beachball, foam, plastic, soccer, or rubber playground ball per student, play area with walls |

Procedure(s):

1. Have student throw the ball into the air above his/her head to self. Catch the ball with arms extended above the head and bent knees, then bring the ball down to nose. Extend knees and arms upward and retoss the ball to self. Repeat for a set period of time.

2. Have student throw ball to self and instead of catching the ball, let it rebound off of the fingers. Continue to set the ball to self. How many times in a row can each person set to self consecutively?

3. Get a partner and put one ball away. Set the ball to your partner. Can you set the ball twice to yourself before setting the ball to your partner on the third?

4. Get into groups of six. Circle formation. Set the ball around and across the circle. Be sure to call "mine" before moving towards the ball.

Suggested Monitoring Procedures

The teacher should be watching for:

(Setter)

1. Bend knees while preparing for the set.
2. Place feet shoulder width apart.
3. Place thumbs together and index fingers together to form a triangle. (This gives proper hand and elbow position).
4. Position body under the ball. (If the ball were not contacted, it would land on the nose.)
5. Send elbows at the initial point of contact.
6. Extend elbows and knees to lift the ball.
7. Keep eyes on the ball.

Possible Resources


District Resources

250
Student Learning Objective(s)  
A. The student knows that volleyball is a team sport that involves the skills of serving, setting, bumping, digging and spiking. 
B. The student knows the hand, arm and foot movements for the spike in volleyball.

<table>
<thead>
<tr>
<th>Suggested Objective Placement</th>
<th>State Goal</th>
<th>District Goal</th>
<th>Program Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>4-6</td>
<td>1,6,9</td>
<td></td>
<td>1,4,5</td>
</tr>
</tbody>
</table>

Related Area(s)

<table>
<thead>
<tr>
<th>Suggested Activities:</th>
<th>Grade(s)</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group size: 2-36</td>
<td></td>
<td>Two foot take-off.</td>
<td></td>
</tr>
<tr>
<td>Materials: one volleyball, balloon, beachball, foam, plastic, soccer, or rubber playground ball per student, play area with walls</td>
<td>Hit with the heel of the hand.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Procedure(s):
- Have students jump over a rope with a two foot take-off without touching it.
- Have students jump across the rope while pretending to forcefully punch a ball.
- Select a ball and practice punching it downward in your space. Can you accomplish this by just using the heel of your hand? Can you do this with your other hand? Can you jump in the air and punch the ball down with the heel of your hand?
- Toss the ball to self, jump, and spike the ball downward towards a wall. Catch the rebound. Spike with the other hand.
- Toss the ball to self, jump and spike the ball downward towards the wall. Spike the rebound.

example:

How many times can you spike the ball in a row.

- Select a partner and put one ball away.
- Have student and partner create a game which they exchange hits over a net or line while in the air. The action may be initiated by a toss.
### Suggested Objective Placement

<table>
<thead>
<tr>
<th>Grade(s)</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
</table>

### Suggested Activities: Grade(s)

<table>
<thead>
<tr>
<th>Title: Three-Pass Volleyball</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group size: 6-24 students per court</td>
</tr>
<tr>
<td>Materials: Volleyball net, two standards and one volleyball per court</td>
</tr>
</tbody>
</table>

### Procedure(s):
- Objective: To instill in players the idea of using a pass and a set-up for a spike instead of hitting the ball back over the net the first time.
- Regulation volleyball rules are used with the exception that a team loses the point or serve if the first or second player returns the ball over the net.
- Each team must take its full three plays on the ball each time. If the ball goes over the net on the first or second impetus, play is immediately stopped, and the point or serve is awarded to the opponent.
- Regulation scoring is used with the previously mentioned exception.
Student Learning Objective(s)

A. The student knows that volleyball is a team sport that involves the skills of serving, bumping, digging and spiking. B. The student values that volleyball can be played in modified spaces. C. The student values volleyball as a leisure sport.

Related Area(s)

Suggested Activities: Grade(s)

Title: Fabric Volleyball
Group size: large group divided into two teams
Materials: volleyball net, two standards and a light material shaped into the size and shape of a regulation volleyball.

Procedure(s):
- Divide players into two equal teams.
- Volleyball rules are used.
- The ball is put into play at the back right hand corner.
- A player may not play the ball twice in succession.
- The scoring is the same as in volleyball.
- Variations:
  - Substitute a beach ball or a cageball for the fabric ball.

Suggested Monitoring Procedures

Teacher observation of the serve, bump, dig, and spike.

Possible Resources

**SMALL SCHOOLS, PROJECT**

**SUBJECT:** Physical Education

**SPECIFIC AREA:** Physical Fitness

### Evaluation

The student knows:

- that the basic components of fitness are flexibility, strength, agility, power, endurance and speed.
- the meaning of the term aerobics as prolonged total body activity.

The student is able to:

- complete the Washington State Elementary 1-6 Physical Fitness Test or any related fitness instrument e.g. AAHPERD.
- increase aerobic capacity through running, jogging, rope jumping, swimming.
- increase level of flexibility, strength, agility, power, endurance and speed.

The student values:

- a level of physical fitness that allows for vigorous participation without undue fatigue.
Student Learning Objective(s)

A. The student knows that basic components of fitness are flexibility, strength, agility, power, endurance and speed.

B. The student is able to increase level of strength and power.

Related Area(s)

Suggested Activities: Grade(s) 5-6

Title: Pull-Up

Group size: any size teams

Materials: chinning bar

Procedure(s):

- Have the student grasp the bar with palms facing forward; hand with arms fully extended. (Partner stands slightly to one side to count and keep the body from swinging.)
- Have the student pull up the body until the chin is over the bar and lower the body back to a fully extended arm position. (One count is given for each completed pull-up.)

Suggested Monitoring Procedures

Teacher observation.

Only a pull-up is required, it should be done in reasonable form.

Possible Resources

Film:

EVERYONE'S A WINNER" Muscular Strength and Endurance

ESD 121 Film Library

District Resources
**Suggested Objective Placement**

<table>
<thead>
<tr>
<th>Student Learning Objective(s)</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. The student knows that the basic components of fitness include flexibility, strength, agility, power, endurance and speed. B. The student is able to increase the level of flexibility in order to participate without undue fatigue.</td>
<td>Observe the movement to be sure student remains erect and brings the knee to the chest, and not the chest down to the knee.</td>
<td>Dauer, Victor P., Pangrazi, Robert, Dynamic Physical Education for Elementary School Children, Minneapolis, Burgess Publishing Co., 1979. p.106</td>
</tr>
</tbody>
</table>

**Related Area(s)**

- 1, 9, 10

**Program Goal**

- 1, 4, 7

**District Goal**

- 1

**State Goal**

- 1, 9, 10

**Suggested Activities: Grade(s)**

<table>
<thead>
<tr>
<th>Title: Stretching and Flexibility</th>
<th>Group size: any size</th>
<th>Materials: none</th>
</tr>
</thead>
</table>

**Procedure(s):**

- Student sits on floor with one leg extended forward and the other leg flexed backward with the knee forward.
- Have the student reach forward toward extended foot, bending forward at the waist, touch toe and return to a standing position.
- After a few repetitions, change legs and repeat.
- Have student stand erect, hands at the side, slowly raising the left knee up to the chest with the left hand on the knee and the right hand just above the ankle.
- Return to starting position and repeat, lifting the right knee.

**Possible Resources**

SMALL SCHOOLS PROJECT - Working Copy

Student Learning Objective(s)

- The student knows that the basic components of fitness are flexibility, strength, agility, endurance and aerobics.
- The student is able to increase level of flexibility, strength, agility, power, endurance and speed.

Related Area(s)

Title: Endurance (The Wheelbarrow)

Materials: none

Procedure(s):
- Have students pair up.
- The exercising student assumes a push-up position with the legs spread wider than shoulder width.
- A second student lifts the legs so that the feet are parallel with his hips and moves forward as the wheelbarrow progresses by walking with his supporting arms.
- Could have races.

Suggested Objective Placement: 4-6

State Goal: 1.9, 10

District Goal

Program Goal: 1.4, 7

Suggested Activities: Grade(s)

Suggested Monitoring Procedures

Possible Resources


District Resources
**Student Learning Objective(s)**

A. The student is able to complete the AAHPER Fitness Test.

B. The student knows the meaning of the term aerobics as prolonged total body activity.

C. The student values a level of physical fitness that allows for vigorous participation without undue fatigue.

**Related Area(s)**

**Suggested Activities: Grade(s)**

<table>
<thead>
<tr>
<th>Title: Running (interval distances)</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Materials: stop watch, running course</td>
<td>Follow the standards of the AAHPER Fitness guide and encourage the student's best effort.</td>
<td></td>
</tr>
</tbody>
</table>

**Procedure(s):**

- Alternate activities between a fast sprint and a slower sustained jogging.
- Have students run four fifty run sprints at their best effort with short rests between. This can be coupled with other body development activities.
- During the next session they will run 1/2 mile at a sustained pace they feel comfortable with.

See guide for more detailed procedure.
Student Learning Objective(s)

A. The student knows that the basic components of fitness are flexibility, strength, agility, aerobics, and endurance.
B. The student is able to increase aerobic capacity through running, jogging, jumping, rope jumping, swimming.
C. The student values a level of physical fitness that allows for vigorous participation without undue fatigue.

Related Area(s)

Suggested Objective Placement

State Goal

District Goal

Program Goal

Table:

<table>
<thead>
<tr>
<th>Suggested Activities: Grade(s)</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title: Obstacle Course</td>
<td>Teacher observation.</td>
<td>Elementary Physical Education Guides, 2nd draft, Kirkland, Lake Washington School District, 1980</td>
</tr>
<tr>
<td>Group size: large group (20-25)</td>
<td>Make sure the students move as quickly as possible without touching the mats.</td>
<td>District Resources</td>
</tr>
<tr>
<td>Materials: 8-10 mats</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Procedure(s):

- Have students set up 8-10 mats in the gym and then line up at the end of the gym.
- On the signal, have students run from one end of the gym to the other without touching a mat.

See guide for more detailed procedure.
**Student Learning Objective(s):**
A. The student is able to complete the AAHPER Fitness Test.

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<table>
<thead>
<tr>
<th>Suggested Activities: Grade(s)</th>
<th>Suggested Monitoring Procedures</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>AAHPER Fitness Test</td>
<td>Teacher observation.</td>
<td>Film:</td>
</tr>
<tr>
<td>Group size: any size teams</td>
<td></td>
<td>EVERYONE'S A WINNER: Muscular Strength and Endurance ESD 121 Film Library.</td>
</tr>
<tr>
<td>Procedure(s):</td>
<td></td>
<td>District Resources</td>
</tr>
<tr>
<td>Administer the AAHPER Physical Fitness Test; i.e.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pull-ups - boys.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Flexed arm hang - girls.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sit-ups.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shuttle run.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standing long jump.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>50 yard dash.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>600 yard run.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>See guide for more detailed procedure (resources).</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Bibliography


Advanced ERCAPEP: Physical Education Programmed Activities, Secondary Level, Columbus, Ohio, Charles E. Merrill Publishing Co.

ERCAPEP: Physical Education Programmed Activities for Grades 4-6, Columbus, Ohio, Charles E. Merrill Publishing Co.


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Devenzio, Dick and Green, Ross, Home Court Advantage From Backyard to College - How to Practice Alone and Become a Star.

National Association for Girls & Women in Sports
American Alliance for Health, PE & Recreation
1201 16th Street N.W., Washington DC 20036

Guides
Aquatics Guide
Archery - Golf
Basketball
Bowling - Fencing
Field Hockey - La Crosse
Gymnastics Guide

Soccer-Speedball - Flag Football
Softball
Tennis-Badminton
Squash Guide
Track & Field
Volleyball

Outing Activities & Water Sports

Riggs, Modia; Dadds, Pat; Zuccato, David, "Basic Stuff" Series. #1 and #2, National Association for Sport and Physical Education, AAHPERD, 1974.

Series 1 - Informational Booklets
Exercise Physiology
Kinesiology
Motor Learning
Psycho - Social Aspects of PE
Humanities in PE
Motor Development

Series 2 - Learning Experience Booklet
Early Childhood
Childhood
Adolescent