

On the Move

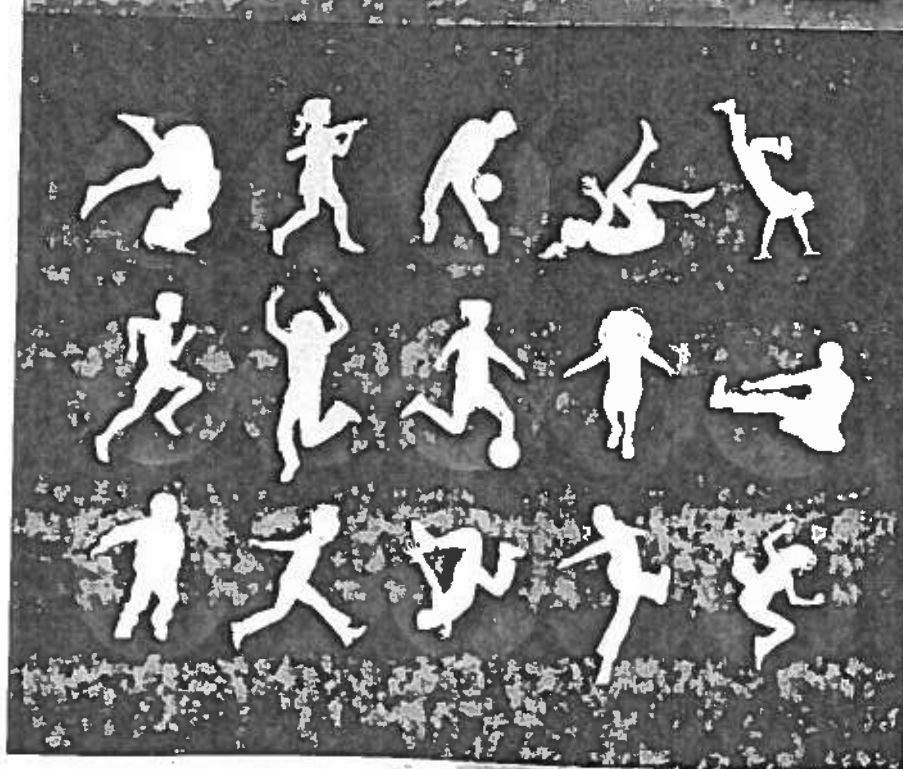
Lesson Plans to Accompany

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Children Moving

A Reflective Approach to Teaching Physical Education

7th Edition



Shirley Ann Holt/Hale

Relationships

Shapes

Focus: Body shapes

Subfocus: Spatial awareness
Stretching, curling actions

Objectives: At the end of this lesson the children will have learned to:

1. make the basic shapes (wide, narrow, round, twisted) with the body and body parts.
2. identify the basic shapes and body parts contributing to the shape.

**Materials/
Equipment:** Drum
Electronic music for "Transformers"

**Organization/
Management:** Children moving in self- and general space

Introduction:

What do a pretzel, a piece of spaghetti, a playground ball, and the opened mouth of an alligator have in common? They represent different shapes: a pretzel is twisted, spaghetti is narrow, a ball is round, and the open mouth of the alligator is very wide. These are the four basic body shapes we use in our themes of study. Let's say them together.

Content Development:

1.0 Make a very narrow shape, long and thin like a piece of spaghetti. Stretch your body so you are as narrow as possible.

T Make a different kind of narrow. If you were standing, now be at low level near the floor; if your feet and hands were touching the floor, now use different body parts as bases of support.

Remember, the position of your legs and arms makes the narrow shape; keep them close.

2.0 The opposite of narrow is _____. Show me a very wide shape with arms and legs extended far to the sides.

T Sit down in self-space and make a wide shape.

Remember, arms and legs create a wide shape.

3.0 Make a rounded shape like a playground ball, an apple, or an orange.

T Curl your spine to make a round shape.

T Stand on one foot and curl your body toward your knees. Tuck your chin and pull your arms close to your body.

4.0 Twist your body like a pretzel. Twisting is rotating a body part around a stationary axis, not crossing

over (model with arms and legs).

T Extend your arms outward; twist one forward, the other backward. Twist your legs inward. Twist your head. Twist your trunk. Hold that position. Now look at everyone else. Aren't we a silly lot?

5.0 I will name one of the body shapes. Show me the shape I name:

Wide

Remember, extend free body parts for a really wide shape.

Narrow

Keep body parts close together and s-t-r-e-t-c-h.

Round

The key body part for creating a round shape is your spine; curl it forward.

Twisted

Don't forget: arms, legs, head, and trunk.

Continue children's learning experiences with body shapes, levels, and bases of support



The tasks in 5.0 can easily serve as an informal assessment as children demonstrate the shape named by the teacher. They can also provide the verbal response to these questions: What body parts create narrow shapes? What creates wide? What body part creates a round shape? Twisted?

T Make your favorite shape - wide, narrow, round, or twisted. The shape should be so clear that I will be able to name it as I walk by you.

"Transformers"

We are going to combine body shapes and actions to do an activity called "Transformers." The word *transform* means to change from one thing to another, thus the name of the activity. You are going to be a transformer that changes shape four times. Your shapes may be wide, narrow, round, or twisted. You may also be a combination of shapes, such as wide legs and narrow arms. The movement of body parts will change you from one shape to the next.

Make the first shape of your transformer. On signal, move your arms, legs, trunk, and head to change to the second shape of your transformer. Move slowly as you change shapes; I will give eight counts of the drum to help you change slowly.

You have now changed into the second shape of this magical, wonderful transformer. Hold that shape.

Now slowly change into the third shape. Make your shape very clear.

Change to the fourth and final shape of the transformer.

Let's repeat the transformation; then we will give them names.

"Dance of Shapes"

Let's combine the shapes we learned today with travel in general space to create a "Dance of Shapes."

Create a wide shape. Hold 1-2-3-4-5-6-7-8.

Create a narrow shape. Hold eight counts.

Create a round shape. Hold eight counts.

Create a twisted shape. Hold eight counts.

Remember to make the shape very clear with the extension of free body parts.

Walk toward me. 1-2-3-4-5-6-7-8.

Pivot clockwise for a quarter turn and change the locomotor movement; continue your travel forward for eight counts.

Pivot clockwise for a quarter turn and travel forward eight counts.

Pivot clockwise for a quarter turn and travel eight counts.

In self-space, combine body shapes and actions for a sixteen-count dance.

Remember to make the shape very clear before each action.

Repeat the shapes from the beginning segment (eight counts each).

Repeat the shapes (four counts each).

Repeat the shapes (two counts each with quick changes).

Choose an ending shape from the four basic shapes. Hold four counts.

Closure:

We had fun today being transformers (doing our "Dance of Shapes"), but what were we studying? What was the objective of our lesson?

What are the four body shapes?

Which of the shapes does a defensive basketball player use in a guarding position?

Which shape does the gymnast use for forward and backward rolls?



Show the children pictures of the different body shapes in sports or physical activity contexts. (Watch for photos of local athletes in the newspaper.) Have the children identify the body shape of the "in action" photo.

Have the children match the body shape to the sport or physical activity action in Figure 6 (older students).

Reflection:

Can the children use their whole bodies and body parts to make each of the shapes?

Can they identify each of the shapes when demonstrated or when seen in photos of athletes in sports, gymnastics, or dance?

Name: _____

Homeroom: _____

Date: _____

Matching Shapes and Actions

Match the following sports or physical activities to the body shape used for the action:

- | | |
|--|---------|
| 1. Jumping for a rebound in basketball | wide |
| 2. Defensive guarding position in basketball | narrow |
| 3. Batter executing a power hit in baseball | curled |
| 4. Forward and backward rolls in gymnastics | twisted |

Figure 6 **Matching Shapes and Actions**

Actions

Focus: Stretching, curling, twisting actions

Subfocus: Body shapes

Objectives: At the end of this lesson the children will have learned to:

1. twist, curl, and stretch in self-space.
2. twist, curl, and stretch to move into the four shapes.

Materials/

Equipment: Drum
Chalkboard, chalk
Paper, pencil
Music: free flowing, 4/4 count as background for "Partner Statues"

Organization/

Management: Children moving in self- and general space

Introduction:

Stretching, curling, and twisting actions lead us into the four body shapes: wide, narrow, round, twisted. The ability to stretch that extra inch often determines which player in the game intercepts the pass, gets the rebound off the board, or successfully receives the pass. Curling into a tightly rounded shape is essential for good rolling in gymnastics. Twisting helps us fake the opponent or avoid being tagged in the game. Stretching, curling, and twisting actions convey messages in our creative dances.

Content Development:

1.0 From a standing position in your self-space, extend your arms as far from you as possible, stretching your entire body. Don't forget to stretch your fingers also.

T Stretch upward, in front, to the sides. Feel the stretching action in your trunk as well as in your arms and fingers.

T Sit down in your self-space and stretch arms and legs in the space surrounding you. Feel the stretching action in all free body parts, that is, in all parts not touching the floor.

T Repeat the stretching action while seated; point your toes like a dancer or gymnast as you stretch. Stretching actions can make both wide and narrow shapes. Explore both wide and narrow shapes as you stretch.

2.0 Seated in your self-space, curl your spine as you move slowly into a rounded shape. Concentrate on feeling each vertebra curl as you move slowly into the rounded shape.

T Slowly curl your spine to one side, creating a curled shape; return to an upright position and curl to the other side.

T Carefully curl your spine backward, creating an arch. This curling action is often seen in gymnastics when we do bridges (balances) and walkovers (weight transfers).

3.0 Standing in your self-space, twist your trunk to your right, to your left. Twist your legs by rotating them inward and outward. Twist your arms forward and backward. Remember, when you execute a twisting action, the body part rotates.

Let's name the body parts that can do the twisting action - legs, arms, trunk, head.

T Let's combine the body shapes we have learned with these three actions: Make a wide shape. Slowly pull your arms and legs toward your body as you curl your spine into a rounded shape. Hold the round shape with body parts close together. Slowly stretch your arms and legs into a narrow shape. Really stretch so you feel the muscles extend. Make a wide shape by stretching body parts away from the base of support. Slowly twist into a new shape.



Stretching actions create what shapes?
Curling actions create what shape?
Twisting actions lead to what shape?

"Partner Statues" (upper elementary)

Let's combine the body shapes of wide, narrow, round, and twisted with the three actions of stretching, curling, and twisting. You will need a partner for this activity.

Partner #1, make a statue that shows either a wide, narrow, round, or twisted shape; concentrate your focus on one body part. Be sure your statue has a secure base of support.

Partner #2, add to the statue by touching two body parts to Partner #1. Your statue should show a different body shape. If your partner chose a wide shape, you can be either narrow, round, or twisted. The statues do not support each other; you are touching the partner but can balance without his or her support.

After a four-second count, I will give the signal for the next action. On signal, Partner #1, use either twisting, curling, or stretching actions to move away from the statue created by Partner #2. Pause, focus on your partner. Travel around Partner #2; make another statue by touching two body parts to Partner #2. Again, hold the touching statue four counts.

Make either a narrow, round, twisted, or wide shape with your statue. On signal, Partner #2, use either twisting, curling, or stretching actions to move away from the statue created by Partner #1 (four counts). Pause, focus on your partner and his or her statue. Travel toward your partner; make another statue by touching two body parts to Partner #1. Hold the joint statue.

Continue changing by adding and taking away shapes. I will give you the four- and eight-count signals for holding the statues, and for moving away from and back to your partner. Remember, the statues will show shapes; the travel will begin with either stretching, curling, or twisting actions.

"Colors, Shapes, and Actions" (primary and upper elementary)

We have studied body shapes and actions. Quickly share with the person next to you: The four body shapes are The three actions are

I am going to name a color. When I say the color, think of the first thing that enters your mind. Think of it, but don't say it aloud. The color is red.

Do you have the image clearly in your mind? What shape is it? We have studied four shapes - wide, narrow, round, and twisted. Make the shape that best represents what you thought of when I said the color. I will move throughout the group to see if shapes are clear and to help if you have a difficult one.

The shapes are well defined. Now for the next question: How does it move? Does it stretch, curl, or twist? If it cannot move by itself, how do you think it would move? Would it roll, hop, bounce, or swing? Would it be heavy or light, fast or slow?

Make the shape of your "object" again. On signal, move as it would move. (Repeat two times. Divide the class into three groups to watch others.)

Move to the chalkboard with me. You have made shapes for the color red. You have moved like red. Now think of a word to describe the movement you just did - a descriptive word, a nonsense word. Let's record them, using the following guidelines:

Object
ball

Shape
round

Color: Red
Action
curl

Descriptive Word
roll, bounce

Johnny, tell us about your object. What was its shape? How does it move? What word would you use to describe it? (Select several examples, then ask children to record their colors, shapes, and actions on paper. Figure 7 shows one group's depiction of the color green.)

3-	Color: Green	Paige 1st Super Jennifer Daniela		
	Name of object	shape	action	word
	1. Green Dragon	long	crawl	scales/4
	2. Bridge (green)	curved (none)		curve
	3. Marshin ice skating	fat	Clumsy	fall
	4. Catipillar	long/Skinny	slow	squirmy

Figure 7

Children's Examples of Colors, Shapes, Actions

Young children usually recall concrete objects to represent a color. Red is a playground ball that bounces, a worm that wiggles, or red paint that splashes. Older children often describe emotions with colors. Red is anger that explodes. Its shape is twisted; it darts, pounces, and thrusts into space.

The lesson can be revisited using another color; the children can be assigned different colors for group representation or be permitted to choose their color. I have found this group interpretation to be an excellent interpretive dance experience.

An excellent resource for a movement study in colors is the classic Hailstones and Halibut Bones by Mary O'Neill and Leonard Weisgard.

Closure:

What was the focus of our lesson today?

How do the actions of stretching, curling, and twisting differ from the body shapes wide, narrow, round, and twisted?

Reflection:

Do the children understand the actions of stretching, curling, and twisting as movements, not stationary shapes?

Do they stretch free body parts for full extensions rather than just moving the body part away from the body?

Do they actually curl the spine when moving into round shape?

Do they rotate body parts for a twisting action rather than crossing them?