

Grades PreK - 2

MOVEMENT EXPLORATION

Student expectations, performance outcomes, standards, and benchmarks by the end of grade two.

Overarching Standards

(all Tandalay Focus Standards follow this format):

1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
2. Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
3. Exhibits responsible personal and social behavior that respects self and others in physical activity settings.
4. Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.
5. Participates regularly in physical activity and achieves and maintains a health-enhancing level of physical fitness (a.), and demonstrates understanding of fitness principles and concepts (b).

General Rubric Scoring: (see each standard for more specific criteria)

- 0 = Student refuses to participate (blank score = student absence).
- 1 = Student is unable to perform/complete the standard.
- 2 = Practice time is recommended.
- 3 = Student is progressing.
- 4 = Student has mastered the standard.
- 5 = Student is performing beyond mastery of stated standard.

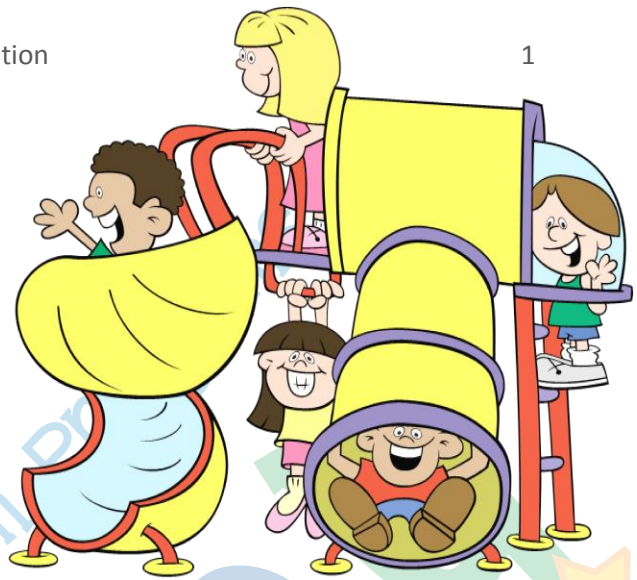
FOCUS STANDARDS FOR MOVEMENT EXPLORATION

Grades PreK - 2 "Unpacked" Focus Standards with Activities

Motor Skills and Movement Patterns:

STANDARD 1a. Travel within a large group, without bumping into others or falling, while using locomotor skills (CA K-1.1).

1. Unpack:
 - What is the verb: Travel without falling.
 - What is the skill or content: Locomotor skills
2. Evidence of learning:
 - The student can travel within a large group, without bumping into others or falling, while using locomotor skills.



3. Assessment tool/task:
 - Structured observation: The student will travel within a large group, without bumping into others or falling, while using locomotor skills.
4. Criteria for competence:
 - Discuss and gently demonstrate bumping and falling. "We don't want to bump into others or fall because someone might get hurt and because today we want to practice our movement skills."
 - Locomotor skills: Basic locomotor skills involving a change of position of the feet and/or a change of direction of the body. Examples include walking, running, leaping, jumping (two feet), hopping (one foot), skipping, sliding, stopping, and dodging.

Recommended Activity: Driving Debut

The Instructor is a Traffic Cop and the students are in their own cars, driving around town.

When the Traffic Cop calls out a prompt, the students move accordingly.

Example:

- Bumpy road=skipping
- Speed limit 30 mph= walking
- Narrow Road= galloping
- School Crossing= walk really slow
- Flat Tire= hopping
- Highway Driving= running
- Emergency= freeze
- Stuck in the Mud= jog in place
- It's Raining= put on windshield wipers by doing jumping jacks

STANDARD 1a: Travel within a large group, without bumping into others or falling, while using locomotor skills.

0 points	Student refused attempt. Student absence = BLANK score.
1 point	Student demonstrates random attempts to travel within a large group, without bumping into others or falling, while using locomotor skills.
2 points	Student demonstrates the initial stage for traveling within a large group, without bumping into others or falling, while using locomotor skills.
3 points	Student demonstrates the elementary stage for traveling within a large group, without bumping into others or falling, while using locomotor skills.
4 points	Student demonstrates the mature stage for traveling within a large group, without bumping into others or falling, while using locomotor skills.
5 points	Student demonstrates the mature stage for traveling within a large group, without bumping into others or falling, while using locomotor skills in an open setting.

STANDARD 1b. Demonstrate an awareness of personal space, general space, and boundaries while moving in different directions and at high, medium, and low levels in space. (CA 1-1.1).

1. Unpack:
 - What is the verb: Demonstrate
 - What is the skill or content: Personal space, general space, and boundaries
2. Evidence of learning:
 - The student can demonstrate an awareness of personal space, general space, and boundaries while moving in different directions and at high, medium, and low levels in space.
3. Assessment tool/task:
 - Structured observation: The student will demonstrate an awareness of personal space, general space, and boundaries while moving in different directions and at high, medium, and low levels in space.
4. Criteria for competence:
 - Describe, demonstrate, and explore personal space: The area around an individual that can be used while one part of the body remains in a fixed position on the floor or apparatus.
 - Describe, demonstrate, and explore general space: The physical area in which a movement takes place.
 - Describe, demonstrate, and explore levels: The relative position of the body or any of its parts to the floor or apparatus. Level may be applied to positions or movements. A high position would be with arms extended overhead reaching high while standing or walking on the tiptoes; a low position would be with hands and feet on the ground, belly or back low to the ground.

Recommended Activities:

Exploring Personal Space: use poly spots or hula hoops to represent each student's personal space.

- Step forward off your personal space (P. S.) and stand in FRONT of it...
- Step backward onto your P. S...step backward off your P. S. and stand BEHIND it...
- Step sideways off your P. S...step sideways onto your P. S...step sideways off your P. S...
- Jump sideways off your P. S...jump sideways onto your P. S...jump sideways off your P. S...
- Step forward off your P. S...balance on one foot...close your eyes and balance on your other foot...close your eyes, use your arms to balance, and step backward onto your P. S...
- Jump forward off your P. S...jump forward all the way around your P. S... now hop all the way around your P. S...hop all the way around on your other foot...jump backward all the way around your P. S...
- Hold your P. S. behind you...
- Stand under your P. S...
- Cover your P. S. with your body...
- Kneel on your P. S. with one knee...
- Stand behind your P. S...
- Jump forward over your P. S...
- Jump backward over your P. S...
- Lame dog walk around your P. S...
- Walk forward around your P. S. on your toes...
- Walk backward around your P. S. on your toes...

- Jump into your hoop and land on one foot.... Jump out of your hoop and land on the other foot... (repeat)
- Jump into your hoop starting on one foot and land on both feet... Jump out of your hoop starting on one foot and land on both feet... (repeat)
- Skip quickly around the outside of your hoop.
- Tiptoe slowly around your hoop in the opposite direction.
- Gallop at a medium speed around your hoop.
- Hop quickly into and out of your hoop as fast as you can.
- Hop slowly around the outside of your hoop.

Moving in Open Space

- Walk around and keep time to the beat of the drum...
- Watch out for everyone...Do not touch or bump anyone...
- Walk around, hands on hips...hands on head...hands on knees...forward... backward (look over your shoulder)...
- Fast walk forward...walk in slow motion...walk sideways...walk in slow motion backward...
- Walk tall and straight...now on your toes...put your hands in the air...
- Walk as wide as you can...hold your stomach in as you walk...push your stomach out as you wide walk...wide walk backward...
- Walk around with the tip of your body in a twisted shape...walk backward... twist a different way...
- Silly walk around...cross your feet in front of your body and say, "I'm silly!" as you walk around...
- Walk low to the ground... walk on your hands and feet like an animal... slither on the ground...
- Measure very short steps while walking...take very long steps...now take very short steps backward...
- Walk forward toward me...walk backward away from me...walk backward toward me...walk forward away from me...
- Walk backward in slow motion...walk as if you are barefoot on hot sand...
- Walk along beside someone...keep the same steps they do...listen for a drum beat...now, one get in front of the other...keep the same steps as your partner...
- Walk forward and change speeds with the drum beat...run...slow...slow motion...fast...etc...
- Walk three steps...run three...walk three...run three...
- Walk as if you are walking on peanut butter...hot coals...nails...etc...
- Walk on your tiptoes...heels...sides of your feet...
- Walk around and sandpaper the floor with your feet...pretend that the floor is slippery...
- Walk around fast and begin shuffling your feet...try high step jogging or power walking...etc...

STANDARD 1b: Demonstrate an awareness of personal space, general space, and boundaries while moving in different directions and at high, medium, and low levels in space. (CA 1-1.1).

0 points	Student refused attempt. Student absence = BLANK score.
1 point	Student is unsuccessful when showing an awareness of personal space, general space, and boundaries while moving in different directions and at high, medium, and low levels in space.
2 points	Student is rarely successful when showing awareness of personal space, general space, and boundaries while moving in different directions and at high, medium, and low levels in space.

3 points	Student is successful most of the time when showing awareness of personal space, general space, and boundaries while moving in different directions and at high, medium, and low levels in space.
4 points	Student demonstrates an awareness of personal space, general space, and boundaries while moving in different directions and at high, medium, and low levels in space.
5 points	Student demonstrates an awareness of personal space, general space, and boundaries while moving in different directions and at high, medium, and low levels in space, in open settings.

STANDARD 1c. Travel in a backward direction and change direction quickly, and safely, without falling (NASPE Benchmark G2).

1. Unpack:
 - What is the verb: Travel
 - What is the skill or content: Changing directions
2. Evidence of learning:
 - The student can travel in a backward direction and change direction quickly, and safely, without falling.
3. Assessment tool/task:
 - Structured observation: The student will travel in a backward direction and change direction quickly, and safely, without falling.
4. Criteria for competence:
 - While traveling backward it is very important to make sure that you are not going to bump into anyone. Always look first!
 - When traveling backward begin with a slow pace, then go faster when you feel ready. It is very easy to get going too fast and fall down. Try your best to stay on your feet!

Recommended Activity: Driving Debut REVERSE Challenge!

- The instructor is a traffic cop and the students are in their own cars, driving around town.
- When the traffic cop calls out a prompt, the students move accordingly. On special REVERSE signal, players perform the same movement, but attempt it IN REVERSE!!!
- Warn them to perform the movement SLOWLY while using their rear-view mirrors!!
- Examples:
 - Bumpy road=skipping
 - Speed limit 30 mph= walking
 - Narrow Road= galloping
 - School Crossing= walk really slow
 - Flat Tire= hopping
 - Highway Driving= running
 - Emergency= freeze
 - Stuck in the Mud= jog in place
 - It's Raining= put on windshield wipers by doing jumping jacks

STANDARD 1c: Travel in a backward direction and change direction quickly, and safely, without falling (NASPE Benchmark G2).

0 points	Student refused attempt. Student absence = BLANK score.
1 point	Student demonstrates random attempts to travel in a backward direction and change direction quickly, and safely, without falling.
2 points	Student demonstrates the initial stage for traveling in a backward direction and changing direction quickly, and safely, without falling.
3 points	Student demonstrates the elementary stage for traveling in a backward direction and changing direction quickly, and safely, without falling.
4 points	Student demonstrates the mature stage for traveling in a backward direction and changing direction quickly, and safely, without falling.
5 points	Student demonstrates the mature stage for traveling in a backward direction and changing direction quickly, and safely, without falling in an open setting.

STANDARD 1d. Move to open spaces within boundaries while traveling at higher rates of speed (CA 2-1.1).

1. Unpack:
 - What is the verb: Move
 - What is the skill or content: Open spaces, boundaries, and traveling
2. Evidence of learning:
 - The student can move to open spaces within boundaries while traveling at higher rates of speed.
3. Assessment tool/task:
 - Structured observation: The student will move to open spaces within boundaries while traveling at higher rates of speed.
4. Criteria for competence:
 - When you play tag, what are you really trying to do? (Move to an open space away from the tagger!) Are you usually traveling fast or slow? (fast!)
 - Why are boundaries important when you play tag? (Because otherwise you'd run too far away and it would ruin the game.)
 - Who can stay inside the boundaries while moving quickly away from the tagger? What are you going to look for? (open space!)

Recommended Activity: Seven-Spin Partner Tag

- Explain what a safety tag is. This is tagging with just the pinky finger. **Determine boundaries and review safety rules.**
- Students partner up back to back in general space. One partner is "IT". (Ro-sham-bo, or "not-it" to determine first "it")
- All "Its" spin around 7 times with eyes closed.
- Partners are moving in scrambled eggs style in general space. Partners can skip, hop, jump, or crawl as determined by the Instructor. Start out with slower movements to keep things under control.
- After spinning, the "Its" open their eyes, find their partners, and safety tag them.
- When tagged, stop on the spot and begin spinning as the other partner takes off.
- Trade "Its" and repeat as many times as desired.

STANDARD 1d: Move to open spaces within boundaries while traveling at higher rates of speed (CA 2-1.1).

0 points	Student refused attempt. Student absence = BLANK score.
1 point	Student demonstrates random attempts to move to open spaces within boundaries while traveling at higher rates of speed.
2 points	Student demonstrates the initial stage for moving to open spaces within boundaries while traveling at higher rates of speed.
3 points	Student demonstrates the elementary stage for moving to open spaces within boundaries while traveling at higher rates of speed.
4 points	Student demonstrates the mature stage for moving to open spaces within boundaries while traveling at higher rates of speed.
5 points	Student demonstrates the mature stage for moving to open spaces within boundaries while traveling at higher rates of speed in an open setting.

STANDARD 2: Identify correctly various body parts (e.g., knee, foot, arm, palm) (NASPE Standard 2).

1. Unpack:
 - What is the verb: Identify
 - What is the skill or content: Body parts
2. Evidence of learning:
 - The student can identify various body parts correctly.
3. Assessment tool/task:
 - Structured observation: The student will identify various body parts correctly.
4. Criteria for competence:
 - "Head, shoulders, knees, and toes" song will work perfectly for identifying body parts!

Recommended Activity: Head, Shoulders, Knees, and Toes Song with a Variation!

- Sing the tune and do the movements for "Head, Shoulders, Knees, and Toes"
- Now let's learn some other body parts...
- Sing and do movements for "**Knee, Foot, Arm, and Palm!**"
- Try additional body parts and movements! Invite the students to make suggestions such as "tummy, elbow, back, and ankles!"

STANDARD 2: Identify correctly various body parts; e.g., knee, foot, arm, palm. (NASPE Standard 2).

0 points	Student refused attempt. Student absence = BLANK score.
1 point	Student is unsuccessful at correctly identifying various body parts.
2 points	Student is rarely successful at identifying various body parts.
3 points	Student is moderately successful at identifying various body parts.

4 points	Student correctly identifies various body parts.
5 points	Student correctly identifies and explains all body parts.

STANDARD 3. Display consideration of others while participating in activities (NASPE Standard 5).

1. Unpack:
 - What is the verb: Displays
 - What is the skill or content: Consideration
2. Evidence of learning:
 - The student can display consideration of others while participating in activities.
3. Assessment tool/task:
 - Structured observation: The student will display consideration of others while participating in activities.
4. Criteria for competence:
 - According to the US Army, " 'Consideration of Others is those actions that indicate a sensitivity to and regard for the feelings and needs of others and an awareness of the impact of one's own behavior on them...' This definition emphasizes that ultimately Consideration of Others involves the awareness, the actions, and the responsibility of the individual soldier. The capability of each of your soldiers [students] to recognize that their attitudes, actions, and words affect others in the unit [classroom]; and their willingness to take responsibility for those attitudes, actions, and words - to the point of changing them when necessary - is what Consideration of Others is all about." <http://www.scribd.com/doc/1822873/US-Army-Consideration-of-Others-Handbook>.

Recommended Activities:

Being Considerate – Questions for Discussion

- Does it make you feel good when people are nice to you?
- How do you feel when someone is mean?
- What are some mean things that might happen during PE or free time? (name-calling, taking a ball or item away from someone without asking, pushing, etc.)
- How does that make you feel when that happens?
- Do you think about how it makes other people feel when YOU do something that is not very nice?
- What is something that YOU can do to be nice to someone else?
- How can you make someone smile?
- Do you think that being nice to someone can help them to have a better day?
- Do you think that being mean to someone can make the other person feel sad?
- Which kind of person do YOU want to be? Someone who makes people feel good and happy? Or someone who makes other people feel sad and unhappy?

Lift ‘em UP!

- Students are in two groups. Name the groups GRUMPY and HAPPY.
- Talk about the kinds of things grumpy people say. It is the grumpy group’s name to be as grumpy as they can be throughout the game. When someone helps them up, they grumble and complain.
- Talk about the kinds of things happy people say. Happy players try to be as happy as they can throughout the game. When someone helps them up, they say nice things and try to make the other person smile too.
- Rules: to play the game, players move randomly about the designated playing area performing a locomotor movement, such as walking, leaping, skipping, hopping, etc.
- Every 15-20 seconds the instructor blows the whistle and designates a group by calling out “GRUMPY!” or “HAPPY.”
- Whichever group is called instantly sits down in character. Grumpy people sit and pout, happy people sit and smile.
- It is the job of the other group to help them back up. Grumpy people try to stay grumpy while they are being helped, and the happy people try to cheer them up, and vice versa.
- At the end of the game, revisit the discussion. How did it feel when people grumped at you? How did it feel when they were nice and happy?
- Do you think that the way YOU treat other people makes a difference in how THEY feel?
- How do YOU want to treat people? Do you want them to be happier after they talk to you?

STANDARD 3: Display consideration of others while participating in activities (NASPE Standard 5).

0 points	Student refused attempt. Student absence = BLANK score.
1 point	Student demonstrates random attempts to display consideration of others while participating in activities.
2 points	Student demonstrates the initial stage for displaying consideration of others while participating in activities.
3 points	Student demonstrates the elementary stage for displaying consideration of others while participating in activities.
4 points	Student demonstrates the mature stage for displaying consideration of others while participating in activities.
5 points	Student demonstrates the mature stage for displaying consideration of others while participating in activities in an open setting.

STANDARD 4. Exhibit both verbal and nonverbal indicators of enjoyment during activities (NASPE Standard 6).

1. Unpack:
 - What is the verb: Exhibit
 - What is the skill or content: Verbal and nonverbal indicators
2. Evidence of learning:
 - The student can exhibit both verbal and nonverbal indicators of enjoyment.
3. Assessment tool/task:
 - Structured observation: The student will exhibit both verbal and nonverbal indicators of enjoyment.

4. Criteria for competence:

- Students display enjoyment through participation, attitude, action, smiles, laughter, and enthusiasm.
- Verbal indicators of enjoyment include requests for increased physical education time, expressions of fun and excitement while engaged in play, positive comments following games and activities.

Discussion/Observation: Joy of PLAY!

- Ask, "What do you say when you enjoy something?" (I like it!, This is fun!, etc.)
- Ask, "How do you look when you are enjoying something?" (Smiling, thumbs up, etc.)
- Choose an activity such as Sammy Snake or Clean Your Room and watch the players throughout the game, OR watch the players throughout the unit and evaluate and assess after a few days of observation.

STANDARD 4. Exhibit both verbal and nonverbal indicators of enjoyment during activities (NASPE Standard 6).

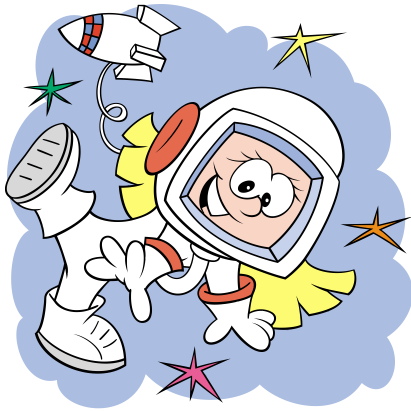
0 points	Student refused attempt. Student absence = BLANK score.
1 point	Student rarely exhibits both verbal and nonverbal indicators of enjoyment during activities.
2 points	Student exhibits both verbal and nonverbal indicators of enjoyment during activities some of the time.
3 points	Student exhibits both verbal and nonverbal indicators of enjoyment during activities most of the time.
4 points	Student exhibits both verbal and nonverbal indicators of enjoyment during activities.
5 points	Student exhibits both verbal and nonverbal indicators of enjoyment during activities and in open settings.

STANDARD 5: Newsletter topic/written assessment: Flexibility Explain that proper body position while stretching and strengthening will help prevent injury (CA 1-4.10). Explain why it is safer to stretch a warm muscle than a cold muscle (CA 2-4.14). See unit newsletter.

STANDARD 5: Flexibility Explain that proper body position while stretching and strengthening will help prevent injury (CA 1-4.10). Explain why it is safer to stretch a warm muscle than a cold muscle (CA 2-4.14).

0 points	Student refused attempt. Student absence = BLANK score.
1 point	Student is unable to explain the relationship between body position and safety, and does not perform stretches with proper form. Student is unable to explain why it is important to warm the muscle before stretching.
2 points	Student can perform proper stretches, but is unable to explain why good form and warm-ups are important.
3 points	Student understands that proper body position and warm muscles help to prevent injury, but the student is unable to explain why.

4 points	Student can explain that proper body position while stretching and strengthening will help prevent injury. Student can explain why it is safer to stretch a warm muscle than a cold muscle.
5 points	Student can <i>demonstrate</i> and explain that proper body position while stretching and strengthening will help prevent injury. Student can explain why it is safer to stretch a warm muscle than a cold muscle.



Additional Movement Exploration Unit Standards (CA)

STANDARD K-2.2: Identify and independently use personal space, general space, and boundaries and discuss why they are important.

1. Unpack:

- What is the verb: Identify
- What is the skill or content: Personal space, general space, and boundaries

2. Evidence of learning:

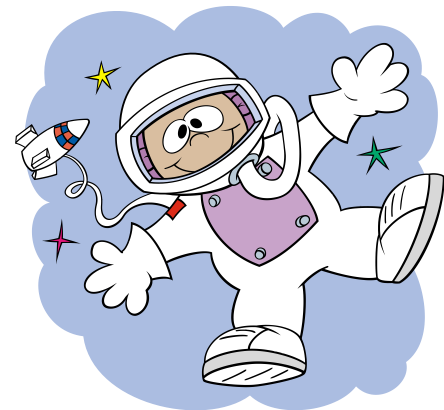
- The student can identify and independently use personal space, general space, and boundaries and discuss why they are important.

3. Assessment tool/task:

- Structured observation: The student will identify and independently use personal space, general space, and boundaries and discuss why they are important.

4. Criteria for competence:

- Describe, demonstrate, and explore personal space: The area around an individual that can be used while one part of the body remains in a fixed position on the floor or apparatus. Why is personal space important? (This is YOUR area - the area in which you should be able to move without anyone else interrupting your space. Be sure that when you play, you RESPECT other people's personal space by staying out of it.)
- Describe, demonstrate, and explore general space: The physical area in which a movement takes place. Why is general space important? (We need to have general space so that we can explore movements and play games!)
- Describe, demonstrate, and explore boundaries: The designated area in which the game or activity must take place. A penalty may be incurred for crossing outside the boundary lines. Why are boundaries important? (Without boundaries we would not be able to play games. Everyone would be running around all willy-nilly with no direction. It would be complete CHAOS! Would that be fun? NO! Could it be dangerous? YES! Do rules help to keep us safe? YES! Do boundaries help to keep us safe? YES!)



Recommended Activities:

Exploring Personal Space: use poly spots or hula hoops to represent each student's personal space.

- Step forward off your personal space (P. S.) and stand in FRONT of it...
- Step backward onto your P. S...step backward off your P. S. and stand BEHIND it...
- Step sideways off your P. S...step sideways onto your P. S...step sideways off your P. S...
- Jump sideways off your P. S...jump sideways onto your P. S...jump sideways off your P. S...
- Step forward off your P. S...balance on one foot...close your eyes and balance on your other foot...close your eyes, use your arms to balance, and step backward onto your P. S...
- Jump forward off your P. S...jump forward all the way around your P. S... now hop all the way around your P. S...hop all the way around on your other foot...jump backward all the way around your P. S...
- Hold your P. S. behind you...
- Stand under your P. S...
- Cover your P. S. with your body...
- Kneel on your P. S. with one knee...
- Stand behind your P. S...
- Jump forward over your P. S...
- Jump backward over your P. S...
- Lame dog walk around your P. S...
- Walk forward around your P. S. on your toes...
- Walk backward around your P. S. on your toes...
- Jump into your hoop and land on one foot.... Jump out of your hoop and land on the other foot... (repeat)
- Jump into your hoop starting on one foot and land on both feet... Jump out of your hoop starting on one foot and land on both feet... (repeat)
- Skip quickly around the outside of your hoop.
- Tiptoe slowly around your hoop in the opposite direction.
- Gallop at a medium speed around your hoop.
- Hop quickly into and out of your hoop as fast as you can.
- Hop slowly around the outside of your hoop.

Moving in Open Space

- Walk around and keep time to the beat of the drum...
- Watch out for everyone...Do not touch or bump anyone...
- Walk around, hands on hips...hands on head...hands on knees...forward... backward (look over your shoulder)...
- Fast walk forward...walk in slow motion...walk sideways...walk in slow motion backward...
- Walk tall and straight...now on your toes...put your hands in the air...
- Walk as wide as you can...hold your stomach in as you walk...push your stomach out as you wide walk...wide walk backward...
- Walk around with the tip of your body in a twisted shape...walk backward... twist a different way...
- Silly walk around...cross your feet in front of your body and say, "I'm silly!" as you walk around...
- Walk low to the ground... walk on your hands and feet like an animal... slither on the ground...
- Measure very short steps while walking...take very long steps...now take very short steps backward...
- Walk forward toward me...walk backward away from me...walk backward toward me...walk forward away from me...
- Walk backward in slow motion...walk as if you are barefoot on hot sand...

- Walk along beside someone...keep the same steps they do...listen for a drum beat...now, one get in front of the other...keep the same steps as your partner...
- Walk forward and change speeds with the drum beat...run...slow...slow motion...fast...etc...
- Walk three steps...run three...walk three...run three...
- Walk as if you are walking on peanut butter...hot coals...nails...etc...
- Walk on your tiptoes...heels...sides of your feet...
- Walk around and sandpaper the floor with your feet...pretend that the floor is slippery...
- Walk around fast and begin shuffling your feet...try high step jogging or power walking...etc...

STANDARD: Explain that proper body position while stretching and strengthening will help prevent injury (CA 1-4.10). Explain why it is safer to stretch a warm muscle than a cold muscle (CA 2-4.14).

0 points	Student refused attempt. Student absence = BLANK score.
1 point	Student is unable to identify or use personal space, general space, or boundaries with skill. He/she is unable to discuss the importance.
2 points	Student identifies but is rarely success when using personal space, general space, or boundaries. Student is unsuccessful discussing why they are important.
3 points	Student identifies and uses personal space and uses either general space or boundaries. He/she puts effort into discussing why they are important.
4 points	Student identifies and uses personal space, general space, and boundaries. He/she fully discusses why they are important.
5 points	Student identifies and uses personal space, general space, and boundaries. He/she fully discusses why they are important. He/she uses these skills in game and activity settings.

STANDARD K-2.3: Identify and describe parts of the body: the head, shoulders, neck, back, chest, waist, hips, arms, elbows, wrists, hands, fingers, legs, knees, ankles, feet, and toes.

1. Unpack:
 - What is the verb: Identify and describe
 - What is the skill or content: Body parts
2. Evidence of learning:
 - The student can identify and describe various body parts.
3. Assessment tool/task:
 - Structured observation: The student will identify and describe a list of body parts.
4. Criteria for competence:
 - Head: the upper part of the human body or the front part of the body in animals; contains the face and brains; "he stuck his head out the window"
wordnet.princeton.edu/perl/webwn - [Definition in context](#)
 - Shoulders: In human anatomy, the shoulder comprises the part of the body where the arm attaches to the torso. It is made up of three bones: the clavicle ...
en.wikipedia.org/wiki/Shoulders - [Definition in context](#)
 - Neck: the part of an organism that connects the head to the rest of the body; "he admired her long graceful neck"
wordnet.princeton.edu/perl/webwn - [Definition in context](#)

- **Back:** the posterior part of a human (or animal) body from the neck to the end of the spine; "his back was nicely tanned"
- **Chest:** thorax: the part of the human torso between the neck and the diaphragm or the corresponding part in other vertebrates
wordnet.princeton.edu/perl/webwn - [Definition in context](#); The front portion of the body between the forelegs and neck.
islandgems.net/terms.html
- **Waist:** the narrowing of the body between the ribs and hips
wordnet.princeton.edu/perl/webwn - [Definition in context](#)
- **Hips:** either side of the body below the waist and above the thigh
- **Arms:** Arms are the upper limbs of the body.
- **Elbows:** The elbow-joint is a ginglymus or hinge joint. Three bones form the elbow joint: the humerus of the upper arm, and the paired radius and ulna of ...
en.wikipedia.org/wiki/Elbows
- **Wrists:** In human anatomy, the wrist is the flexible and narrower connection between the forearm and the hand. ...
en.wikipedia.org/wiki/Wrists
- **Hands:** The hands (med./lat.: manus, pl. manūs) are the two intricate, prehensile, multi-fingered body parts normally located at the end of each arm (medically: "terminating each anterior limb/appendage") of a human or other primate. ...
en.wikipedia.org/wiki/Hands
- **Fingers:** A finger is a type of digit, an organ of manipulation and sensation found in the hands of humans and other primates.
en.wikipedia.org/wiki/Finger
- **Legs:** A leg is the part of an animal's body that supports the rest of the animal above the ground and is used for locomotion. ...
en.wikipedia.org/wiki/Legs
- **Knees:** In human anatomy, the knee is the lower extremity joint connecting the femur and the tibia. Since in humans the knee supports nearly the entire ...
en.wikipedia.org/wiki/Knees
- **Ankles:** In human anatomy, the ankle joint is formed where the foot and the leg meet. The ankle, or talocrural joint, is a synovial hinge joint that ...
en.wikipedia.org/wiki/Ankles
- **Feet:** The foot is a biological structure found in many animals that is used for locomotion.
en.wikipedia.org/wiki/Feet
- **Toes:** Toes are the digits of the foot of an animal. Many animal species walk on their toes, such as cats, and are called digitigrade. Humans, and other animals that walk on the soles of their feet, are plantigrade; hoofed animals are unguligrade. The human toes are normally very sensitive to tickling.
en.wikipedia.org/wiki/Toe

Recommended Activity: Simon Says

- Play Simon says by instructing the students to point out different **body parts**.
- "Simon says... stick out your **elbows!**" "Simon says... wiggle your **fingers!**" "Simon says... pat your **back!**"
- Also, mix it up by using the definition of the body part.
- "Simon says... Point to the body part that helps you think!" (Head). "Simon says... point to the joint where the foot and leg meet!" (Ankle)

STANDARD K-2.3: Identify and describe parts of the body: the head, shoulders, neck, back, chest, waist, hips, arms, elbows, wrists, hands, fingers, legs, knees, ankles, feet, and toes. Identify correctly various body parts; e.g., knee, foot, arm, palm. (NASPE Standard 2).

0 points	Student refused attempt. Student absence = BLANK score.
1 point	Student is unable to identify or describe parts of the body.
2 points	Student is rarely successful identifying or describing parts of the body.
3 points	Student is moderately successful identifying and describing parts of the body.
4 points	Student identifies and describes parts of the body.
5 points	Student identifies and describes parts of the body and what sports he/she might play with those body parts.

STANDARD 1-2.2: Identify people/objects that are within personal space and within boundaries.

1. Unpack:
 - What is the verb: Identify
 - What is the skill or content: Personal space and boundaries
2. Evidence of learning:
 - The student can identify people/objects that are within personal space and within boundaries.
3. Assessment tool/task:
 - Structured observation: The student will identify people/objects that are within personal space and within boundaries.
4. Criteria for competence:
 - Personal space: The area around an individual that can be used while one part of the body remains in a fixed position on the floor or apparatus. "Who is in your personal space?" (Players should answer "ME!")
 - Boundaries: Identify boundaries. Ask students to identify the people/objects they can find within the boundaries you have established. What about outside the boundaries?

Recommended Activities:

Boundary Walk

- One way to make sure the students know the **boundaries** is to do a quick walk or jog around them.
- Throw in some different locomotor movements (skipping, hopping, jumping, sliding...) and make it a full body exercise activity!
- Lead the class around the boundaries in a straight line. Change the speed and movements to mix it up!

My Space

- Have hula hoops on the ground in a circle formation within the designated boundary lines. Have the hoops spread out far enough so that students cannot touch each other when arms are spread out.
- After traveling the boundary lines, have the players hustle to a hoop - any hoop - as fast as they can! (or before you count to 5).
- Explain that the hoop represents your "personal space." Your personal space is the area around you when you spread out your arms and turn in a circle.
- Objective: to practice moving within boundaries and within personal space.
- Round one: On cue of "boundary" or cue of "personal space" players respond by moving to that area. Practice with a few short, quick call-outs.
- Round two: Add a movement. Call out "jog within the boundary" or "wiggle in your personal space" (they would get into a hoop - any hoop - and wiggle). Continue with various cues.
- Round three: Take away the hoops and challenge players to find their own "personal space" on cue. What does that mean? How can they do that? Ask them and encourage them to show you how.

STANDARD 1-2.2: Identify people/objects that are within personal space and within boundaries.

0 points	Student refused attempt. Student absence = BLANK score.
1 point	Student is unable to identify people/objects that are within personal space and within boundaries.
2 points	Student has difficulty differentiating between personal space and boundaries, and can identify people/objects within these spaces only some of the time.
3 points	Student identifies the general area of personal space and shows a general understanding of boundaries.
4 points	Student identifies people/objects that are within their personal space and within the boundaries.
5 points	Student identifies and differentiates between people/objects that are within their personal space and within the boundaries in game and activity settings. Student successfully demonstrates personal space, within boundaries, and open space.

STANDARD 1-5.6: Identify and demonstrate effective practices for working with a group without interfering with others.

1. Unpack:
 - What is the verb: Identify and demonstrate
 - What is the skill or content: Effective practices for working with a group
2. Evidence of learning:
 - The student can identify effective practices for working with a group without interfering with others and can demonstrate this in practice/game settings.
3. Assessment tool/task:
 - Structured observation: The student will work with a group without interfering with others.
 - Verbal assignment: "Identify at least 3 things that make a group work well together."

4. Criteria for competence:

- For a group to work well together they need to cooperate and share. They must listen to other group members without interrupting. Good group members give ideas without being bossy or demanding their own way. A good group encourages one another and never leaves a teammate behind. When working in a group, members work together and stay together without interrupting or bothering other groups.

Discussion: Effective Practices

- Students will verbally respond to the following prompt: "Identify at least 3 things that help a group work well together."
- When finished, brainstorm with the class to think of as many effective practices as possible! Write them on a poster board and refer to them often.

Recommended Activity: Hoop Groups

- Groups of 4, in partners.
- Two players from each group get a hoop and stand inside of it. The other two players hold onto the outside of the hoop.
- When music begins (or on Instructor's signal), the students walk around the playing area without interfering with others.
- When the music stops (or on Instructor's signal), the players on the OUTSIDE of the hoop LET GO of the hoop and get INSIDE of the SAME HOOP.
- The two players who WERE on the INSIDE go find a NEW hoop with two *different* players inside it and hold onto the OUTSIDE of it as quickly and safely as possible - before the music starts (or before the Instructor's signal).
- When the music begins again, the new foursome travels around the playing area.
- REPEAT.
- VARIATION: Change the locomotor skills to skipping or jogging.
- Remind students that the first players to arrive at their hoop hold on. Encourage them to form new groups with every round. Students are not allowed to exclude anyone. "We don't do that in this class."
- Encourage students to work together and cooperate, showing that they know how to work in groups without interfering with others.

STANDARD 1-5.6: Identify and demonstrate effective practices for working with a group without interfering with others.

0 points	Student refused attempt. Student absence = BLANK score.
1 point	Student is unable to identify or demonstrate effective practices for working with a group without interfering with others.
2 points	Student is rarely successful identifying and demonstrating effective practices for working with a group. Student needs frequent reminders about interfering with others.
3 points	Student identifies and demonstrates effective practices for working with a group without interfering with others, but needs reminding sometimes.
4 points	Student identifies and demonstrates effective practices for working with a group without interfering with others.
5 points	Student identifies and demonstrates effective practices for working with a group without interfering with others. Student is self-disciplined and rarely or never needs to be reminded.

STANDARD 2-2.1: Define open space.

1. Unpack:
 - What is the verb: Define
 - What is the skill or content: Open space
2. Evidence of learning:
 - The student can define open space.
3. Assessment tool/task:
 - Structured observation: The student will define open space.
4. Criteria for competence:
 - For the purpose of physical education, open space shall be referred to as a playing area in which there are no other immediate players, especially defenders. Players will look for open space when traveling freely, or when attempting to receive a pass in various sporting activities and games.

Recommended Activity: Search for Space! Partner Evade Game

- Partner up and set up boundaries.
- The goal is to find open space while attempting to get away from your partner.
- The other player's goal is to "shadow" his/her partner closely so that he/she cannot get to OPEN SPACE.
- On "go" signal, player ONE will run to open space within the playing area while attempting to "lose" his/her partner by traveling AWAY from them and getting them OUT of their OPEN SPACE.
- Play for a short time (watch students for signs of fatigue), then after a quick rest, switch roles and play again!

STANDARD 2-2.1: Define open space.

0 points	Student refused attempt. Student absence = BLANK score.
1 point	Student is unable to define open space.
2 points	Student begins to define open space, but provides an inaccurate definition.
3 points	Student briefly defines open space.
4 points	Student accurately defines open space.
5 points	Student defines open space and applies this knowledge to move away from defenders to "get open" in game settings.

STANDARD 2-5.1 Participate in a variety of group settings (e.g., partners, small groups, large groups) without interfering with others.

1. Unpack:
 - What is the verb: Participate
 - What is the skill or content: Working in a group setting
2. Evidence of learning:
 - The student can participate in a variety of group settings without interfering with others.

3. Assessment tool/task:

- Structured observation: The student will participate in at least two group activities without interfering with others.

4. Criteria for competence:

- For a group to work well together they need to cooperate and share. They must listen and give advice without being bossy. A good group encourages one another and never leaves a teammate behind.

Recommended Activities:

Hoop Groups

- Groups of 4, in partners.
- Two players from each group get a hoop and stand inside of it. The other two players hold onto the outside of the hoop.
- When music begins (or on Instructor's signal), the students walk around the playing area without interfering with others.
- When the music stops (or on Instructor's signal), the players on the OUTSIDE of the hoop LET GO of the hoop and get INSIDE of the SAME HOOP.
- The two players who WERE on the INSIDE go find a NEW hoop with two *different* players inside it and hold onto the OUTSIDE of it as quickly and safely as possible - before the music starts (or before the Instructor's signal).
- When the music begins again, the new foursome travels around the playing area.
- REPEAT.
- VARIATION: Change the locomotor skills to skipping or jogging.
- Remind students that the first players to arrive at their hoop hold on. Encourage them to form new groups with every round. Students are not allowed to exclude anyone. "We don't do that in this class."
- Encourage students to work together and cooperate, showing that they know how to work in groups without interfering with others.

Sammy Snake

- Groups of 5-6 players.
- Scatter as many hoops as possible around the designated playing area.
- Groups link hands, forming a snake.
- All groups begin behind the starting line.
- On "Go" signal, each snake travels to a different hoop. The head of the snake picks up the hoop, steps through it. Although the snake "head" has a free hand, he/she is NOT allowed to help get the hoop over any other players!
- Continue the hoop through the rest of the snake, without any players letting go of hands.
- Once the tail gets the hoop, he/she holds onto it (gathering rattles for their tail) and the group can move onto the next available hoop.
- Snakes may only pick up one hoop at a time, and may not travel to the next hoop until the hoop has reached the tail. Snakes caught traveling before the hoop reaches the tail, or picking up two hoops at a time, get caught in a snake trap, and must slither back to the starting line to get free! Once "free" they may resume play.

STANDARD 2-5.1: Participate in a variety of group settings (e.g., partners, small groups, large groups) without interfering with others.

0 points	Student refused attempt. Student absence = BLANK score.
1 point	Student is unable to participate in a variety of group settings without interfering with others.
2 points	Student rarely participates in a variety of group settings without successfully interfering with others.
3 points	Student participates in a variety of group settings without interfering with others most of the time.
4 points	Student participates in a variety of group settings (e.g., partners, small groups, large groups) without interfering with others.
5 points	Student participates in a variety of group settings (e.g., partners, small groups, large groups) without interfering with others. He/she identifies and demonstrates effective practices for working with a group.

