

Lesson 2 of 6

Leg Landings

EQUIPMENT

obstacle free area » 6 rows of 2 mats » 4-7 hula hoops » 3 benches » music player » 'Kung-Fu Fighting' song by Carl Douglas

RELATED RESOURCES

Ready-to-Use P.E. Activities for Grades K-2 & Grades 3-4, J. Landy & M. Landy, 1992, www.amazon.ca
Physical Education Online website, www.education.alberta.ca/physicaleducationonline

ABCD's of Physical Education



Do it Daily...For Life!

Do it Daily...For Life!

Effort	
Safety	
Goal Setting/ Personal Challenge	D(1-3)-7
Active Living in Community	

Warm It Up

ROUND UP

Choose four to seven students to be cowboys/ cowgirls. These students

will run throughout the activity area holding a hoop and using it as a lasso to try and catch a horse. All other students are horses and must travel by galloping throughout the activity area. If a horse is encircled by a hoop and is captured, the cowboy/girl brings them to the corral, a designated corner of the activity area. A horse that is captured must perform a special exercise, e.g., 5 tuck jumps and a leap or have the class choose, before being free to leave the corral and join the other horses on the open range. Play western music during the game and stop often to have cowboys/girls switch roles by giving their hoop to a student who has not yet had a turn being a cowboy/girl.



Safety First!

For safety, equipment, and supervision considerations when planning tag-type activities, see "Safety Guidelines for Physical Activity in Alberta Schools", Alberta Centre for Injury Control and Research (ACICR) 2013, www.acicr.ca.

Clues that students are achieving the outcome...

"Students will identify ways to change an activity to make it a challenge based on personal abilities." *Physical Education Program of Studies, Alberta Learning, 2000.*

- Students can jump and land on their feet softly and quietly
- Students can try jumps they have not done before by varying the height, distance and/or type of landing



Whoop It Up

FEET LANDINGS

Be sure to take into account the abilities of all students when planning learning opportunities and incorporate variations as needed to ensure learning and success for all. Have the students find a personal space in the activity area and jump up and land as softly and as quietly as possible on the floor. Explain the importance of landing softly and quietly by bending the ankle, knee and hip joints to absorb the weight of the body so as not to get injured. Instruct students to form lines of 3-4 behind a row of benches with gym mats placed in front of them. One student from each row will step onto the bench and jump off, landing softly and quietly on the mat. As soon as students land, they travel to the end of the mat and walk around the benches to return to the end of their line. When a student clears the mat, the next student in line steps onto the bench. Challenge students to perform a variety of jumps; e.g., high, far, pencil, star, half turn, full turn, touch heels, straddle, martial arts kick, rock star, improvise, and copycat. Continually reinforce the importance of soft and quiet landings. Have the students challenge their personal abilities when determining the length, height, and type of jump.

MARTIAL ARTS KICKS: Explain to students that you want to see their best martial arts kick with a safe soft and quiet landing. Play the song 'Kung-Fu Fighting' by Carl Douglas to help motivate the class. Instruct students to move into open spaces throughout the activity area and demonstrate their kicks with a safe soft and quiet landing. Stop the music frequently and invite the students on each half of the activity area to demonstrate a kick while the other half watches to get new kick ideas and observe soft and quiet landings.



Safety First!

For safety, equipment, and supervision considerations when planning gymnastics activities, see "Safety Guidelines for Physical Activity in Alberta Schools", Alberta Centre for Injury Control and Research (ACICR) 2013, www.acicr.ca.



Wrap It Up

Invite students to walk and perform two more slow motion kicks as the class gathers in the centre of the activity area. Review the two key words for all landings: soft and quiet. Ask students to identify other activities where soft and quiet landings are important.