

Lesson 1 of 6

Locomotions

EQUIPMENT

accordion mats » hoops » climber with ladder » trestle » benches, box horses and other surfaces » incline mat » whistle

Warm It Up

MUSTARD, RELISH, KETCHUP

Create a wheel by standing in the centre of the playing

area and having students in lines of three create the spokes extended out from the centre. In groups of three, ask students to take a few steps away from the centre to create a space to place the hoop down. Have students decide who will be mustard, relish and ketchup. Call out a type of locomotion; e.g., run, hop, skip, a number (2-10), and one of the names (mustard, relish, or ketchup). The student whose name is called will move clockwise around the outside of the circle until they get back to their own group of three. The two remaining students will balance collectively on the number of body parts called and extend their arms to make a bridge under which their group member will pass, (e.g., if the number 4 is called, each partner may balance on one foot and one hand while extending their other arms to make a bridge). The student who moved around the outside of the circle will travel under the bridge and balance on the number of body parts called in their team's hoop for five seconds. Repeat. Lead students through stretches of major muscles.

ABCD's of Physical Education



Activity	
Basic Skills	A(4-6)-2
Application of Basic Skills	

RELATED RESOURCES

- Up, Down All Around Gymnastics Lesson Plans Series A (LRC# 395881) B (LRC# 395899), or C (LRC# 395906), K. Russell, Schembri & Kinsman, 1994, www.lrc.education.gov.ab.ca



Safety First!

For safety, equipment, and supervision considerations when planning indoor physical activities, see page 19-20 in "Safety Guidelines for Physical Activity in Alberta Schools", Alberta Centre for Injury Control and Research (ACICR), 2008.

Clues that students are achieving the outcome...

"Students will consistently and confidently perform locomotor skills and combination of skills by using elements of body and space awareness, effort and relationships to a variety of stimuli to improve personal performance." *Physical Education Program of Studies, Alberta Learning, 2000.*

- Students can demonstrate locomotor movements on their feet and on other parts of the body
- Students can move through space with control, rhythm and fluidity
- Students can understand that locomotion occurs in other activities/sports



Whoop It Up

LOCOMOTIONS

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. Ask students to skip to the other side of the activity area and then talk with a partner about which 2 basic locomotions are combined together to make a skip. (Answer=step and hop). Gallop the length of the gym. Which 2 basic locomotions combine to make up a gallop? (Answer=step and leap). Challenge students to travel one length of the activity area using different types of locomotor movements other than running, and to change locomotions every time they hear the whistle. Blow the whistle at least 4 times or more. Repeat the same activity challenging students to move in ways that require more than just feet to be in contact with the floor; e.g., crabwalk, slither, crawl, seal walk. Students should demonstrate a repertoire of locomotions learned in previous grades.

APPARATUS LOCOMOTION: Set up a variety of apparatus and invite students to explore different ways of traveling safely by varying directions, pathways and levels; e.g., across the bench, beam or box horse using a variety of body parts, or high, low, backwards, or sideways on a climber, trestles, ladders or inclines. Ensure maximum participation by instructing students to move continuously from one piece of apparatus to another without waiting in line. Circulate on the perimeter of the activity area to ensure all students can be supervised. Offer descriptive feedback and challenge students to explore creative movements.

OBSTACLE COURSE LOCOMOTION: Groups of 3-4 students follow a leader throughout the activity area from apparatus to apparatus, on mats, through hoops or on the floor. Instruct each group to start in a different location and travel using creative, varied and challenging locomotor movements. Every 2-3 minutes, signal for the leader to move to the back of the line and the next student to lead the group. Music can be added for increased motivation.



Safety First!

For safety, equipment, and supervision considerations when planning gymnastics activities, see pages 21 and 57 in "Safety Guidelines for Physical Activity in Alberta Schools", Alberta Centre for Injury Control and Research (ACICR), 2008.



Activity

Wrap It Up

STRETCH & DISCUSS

Gather in a corner of the activity area away from the apparatus and lead students through stretches while asking them to identify other activities that require locomotor movements; e.g., jump in volleyball, skip and gallop in folk dance, run in soccer, leap in figure skating. Ask for volunteers to lead a stretch.