

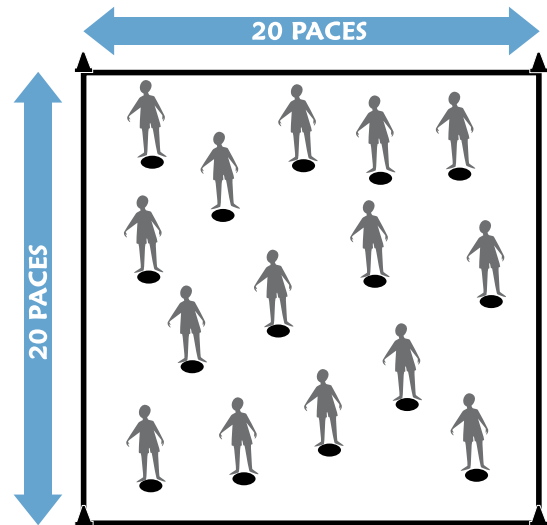


## Ready

- 4 cones (for boundaries)
- 1 spot marker per student
- Music and player
- 1 hoop per student (optional)
- 2 beanbags per student (optional)

## Set

- Create medium (20X20 paces) activity area.
- Scatter spot markers within boundaries.
- Send students to stand on a spot marker.



## GO!

### 1. Personal Space Review

- What is the area on and around your spot called? (*Home base*) What can you do to make sure you have enough personal space to move safely? (*The Helicopter*) Show me your helicopter; twist and turn with your arms at shoulder height.
- **Challenges** – Can you...
  - Jump side-to-side over your home?
  - Jump to the R, back on your home; to the L, back on your home; Forward, back on your home; and finally Backward, then back on your home.
  - Make a lower case letter “t” with your jumps? Practice your “t” until you hear the stop signal. (*Give 20-30 seconds to practice.*)
  - Stand behind your home base and step over it? Now step with the other foot. How many times can you step over your home before the signal? (*Give 10-15 seconds to practice.*)

### 2. Creative Words and Moves

- What does creativity mean? We will practice moving creatively in our next activity.
- When I say a word, think how you could move to show me that word.
  - How would you move to show: Sizzle – splash – dive – swim – pour – sneak – melt – reach – spin – stretch – hammer – fall – twist?

### 3. General Space Introduction

- General space is the space we all share. It is the space inside our boundaries (*lines on floor, coned area, etc.*).
- When in general space, we move without bumping or shoving others.

# GENERAL SPACE AND CREATIVE MOVES

## GO! (continued)

### 4. Go Away, Go Home

- When I say, “Go away,” leave your home base, and walk inside our general space. While moving, keep a safe distance from others.
- When you hear, “Go home,” return to your home base (*spot marker*).
- How safely can you move in general space?
- How quickly can you return home?
- (*Repeat several times.*)

### 5. Scrambled Eggs

- When you hear, “Scrambled eggs!” move safely within general space any way you wish.
- On signal, freeze right where you are. Can you freeze in a position without moving or falling over?
- If you hear, “Go home!” return to your home base.
- Show how well you listen and freeze.
- Watch for others moving in general space; no bumping or touching.
- (*Repeat many times until learned and signals are followed quickly.*)

### 6. Wrap It Up

- What people and objects were within your general space today? Are there any people or objects within your personal space right now?
- Who can name an animal that lays eggs – besides a chicken? (*Ducks, geese, ostriches, etc.*)
- Let’s review our key words from today. (*These are the underlined words/phrases in the GO section.*)

# GENERAL SPACE AND CREATIVE MOVES

## \*SPARK™ IT UP!

### \* Switcheroo

When moving in general space, if you hear “Switcheroo,” do not return to your home base. Go to a different spot.

### \* Freeze Dance

(Play *The Freeze* from the ASAP unit. Students move within boundaries and stop when they hear the word “Freeze!”)

### \* Gathering Coconuts

(Scatter 1 hoop per student throughout activity area. Place 2 beanbags inside each hoop. Ask each student to stand inside a hoop. Give instructions.) When you hear my start signal, walk to another hoop (“coconut tree”), and take (“harvest”) a beanbag (“coconut”) from within and bring it to your home hoop. Take only 1 at a time. On the stop signal, count your coconuts!



## WELLNESS

Keep your personal space neat and clean! Who washes their hands before eating and after using the restroom? Who brushes their teeth after eating and before going to bed?

### STANDARDS ADDRESSED

#### ● NASPE

#1, 2 Spatial awareness, nonlocomotor skills, locomotor skills

#### ● #3, 4 Participates in physical activities that are enjoyable and challenging

#5, 6 Participates, appreciates, enjoys movement, cooperates in large group activities

**Your State** (Write in here)

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### PAULA'S POINTERS

- Use “Scrambled Eggs” to signify that students may choose the way they move.
- Show those having difficulty stopping and maintaining their balance how to bend their knees and widen their stances (for lower centers of gravity).
- Alternate “Freeze” and “Go home” until students are proficient.
- Praise those following signals quickly and moving in general space without touching others.

#### Vocabulary

General space, boundaries, creativity, coconuts

