

HPE Activities and Assessments Task Force

K-2 Physical Education – Movement Concepts

LESSON INFORMATION:

Lesson Title: Movement Concepts

Objective: The student will be able to demonstrate basic movement concepts.

Grade Level: K-2

Grade-Level Expectations:

PA1DK

- Identify major body parts

HM3AK, 1, 2

- Demonstrate safe use of general and personal space
- Tell the difference between general space awareness and personal space awareness
- Perform efficient movement in activities to prevent injuries

HM1A2

- Demonstrate locomotor skills using patterns, levels, tempo, directions, and pathways

HM1DK

- Demonstrate ways to balance on different body parts at different levels

HM1EK, 1, 2

- Identify relationship with body parts
- Demonstrate the difference between slow and fast movement when performing locomotor movements
- Recognize the difference between general and personal space
- Demonstrate a variety of pathways, speeds, directions, and levels using locomotor movements
- Identify and demonstrate a variety of relationships; Identify and demonstrate symmetrical and nonsymmetrical shapes at different levels
- Apply relationship experiences with a person; Identify and apply concepts relating to force

HM2A2

- Demonstrate proper techniques for a variety of fundamental skills

Content Standard: HPE 4

Time needed to teach this Lesson/Unit: Warm-Up 10-15 minutes

LEARNING TARGETS:

1. The student will demonstrate spatial awareness (directions, levels, far and near, large and small, planes, pathways, general and personal space).
2. The student will apply concepts of body awareness (shapes the body makes, balance or weight bearing, transfer of body weight, flight/traveling).
3. The student will differentiate between the qualities of movement (time/speed, force, flow) (DOK 2)
4. The student will show relationships with people and objects (identification of body parts, position of the performer to people and objects – over, under, around, through, etc).

LESSON DESIGN:

Equipment: hula hoops/polyspot (one for each student), instrument to set tempo

Set up: Scatter one hula hoop/polyspot for each child around the gym.

Directions:

1. Start with each student in a hoop/polyspot. Students pretend they are in an egg and hatching. The teacher will say, “I have some baby ___ (chickens, ducks, eagles, turkeys, etc). They’re hatching from their shells. Out comes their heads and then comes their tails. Now their legs are stretching. Their wings they give a flap and they flyyyyy.” Instrument shows decent – down, down, down, down until they are all back to their shells.
2. I have some baby turtles. They are hatching from their shells. Out comes their heads and comes their tails. Now their four legs they stretch. Their sides they give a shake. Little turtles creep along. They creep along all day long. Then down, down, down, down. (Instrument denotes decent.)
3. I have some baby snakes. They’re hatching from their shells. Out slithers their heads and then comes their tails. Now their bodies they stretch. Their sides they give a shake. Little snakes, they sliverrrr...and back to their shells on instrument cue.
4. I have some baby penguins. They’re hatching from their shells. Out pops their heads and then comes their coats and tails. Now their shoulders they

shrug. Their sides they give a shake. And they waddle, waddle, waddle...back to their shells on instrument cue.

ASSESSMENT: (directions and how to score or evaluate)

See [Movement Concepts Rubric](#).

DIFFERENTIATED INSTRUCTION:

- Sea turtles
- Land turtles
- Many types of snakes
- Many types of penguins
- Pedometers can be used to enrich this activity. See the pedometer assessment at <http://www.pecentral.org/assessment/paperandpencil/pedometerestimationsheet3.html>.

Technology and Materials Needed: Pedometers

Resources:

Pangrazi, R. P & Beighle A. (2010). *Dynamic physical education for elementary school children*. San Francisco, CA: Pearson Education, Inc.

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