Course Title: Pre-K-PE

Subject: Physical Education

Grade Level: Pre-K

Duration: Year Long

Prerequisite: None

Elective or Required: Required

Department Mission Statement:

The purpose of physical education is to empower all students to sustain life-long fitness skills and concepts that will enhance their wellness. Physical Education is a significant part of the learning process that promotes social, emotional and physical well-being and is the foundation for a healthy, productive and fulfilling life.

It is our goal as physical educators to develop and enhance gross motor skills, physical fitness skills, social and life skills, as well as the learners’ ability to think and problem solve. We will provide an active, caring, and supportive atmosphere so students can successfully obtain these skills. We recognize the need for character education through the development of positive attitudes, good sportsmanship and fair play. Students must be given the opportunity for self-development, to learn to follow directions, to cooperate with others, as well as to develop leadership ability.

We must teach our students through a variety of learning experiences at appropriate developmental levels so they can realistically succeed in managing challenges of learning, growing, and developing in today’s world.
**Course Description:**
This course will prepare students to be health-literate and physically educated, allowing them to understand movement concept principles and apply them as they practice, assess, and refine movement skills in a variety of physical activities including games, sports, fitness and lifetime recreational pursuits. Knowledge of movement concepts and practice of skills, enhance the likelihood of independent learning and participation in physical activity throughout life.

Health-literate and physically educated students know the components of health related fitness: cardio respiratory endurance, muscular strength/endurance, flexibility, and body composition. Considering these components, students are able to meet their personal fitness needs by monitoring and adapting physical activity levels. Health-literate and physically educated students recognize that lifetime fitness activities contribute to wellness.

**Author:** Katie Stapp  
**Date Submitted:** Summer 2014
**Course Name**
“Ready, Get Set, Go!”

**Topic/Unit:**
Movement Skills

**Approximate # Of Weeks:** 12 Weeks

**Essential Questions:**
1) Why does my body feel different when I move?
2) Why do we move?
3) Why is following directions important?
4) How do we move?
5) Why is it important for me to know how I feel?

**Upon completion of this unit students will be able to:**
- Developing competence and confidence in gross and fine motor skills (2.5.P.A.1, 2.5.P.A.2)
- Develop independence in the gym and self-awareness (2.5.P.A.1, 2.5.P.A.2)
- Combines different locomotor patterns in time to music. (2.5.P.A.1)
- Demonstrate nonlocomotor movements (e.g., bending, pulling, pushing, stretching, and swaying, swinging, turning, twisting). (2.5.P.A.1)
- Explore locomotor movements such as hopping, galloping, jumping, running, marching, leaping, sliding, and skipping. (2.5.P.A.1)
- Understand what personal space is in the gym (2.5.P.A.3)
- Explore walking on a balance beam that is about 10 feet long (2.5.P.A.3)
- Balance on one foot for approximately five seconds (2.5.P.A.3)
- Understand how to move around the gym on a scooter (2.5.P.A.2, 2.5.P.A.3)
- Understands how to correctly get on and off the roller racer (2.5.P.A.2, 2.5.P.A.3)
- Demonstrate how to hold and move the parachute in activities (2.5.P.A.2)
- Demonstrates clear contrasts between slow and fast (2.5.P.A.1, 2.5.P.A.2)
- Demonstrate how to travel in different directions (e.g., sideways, backward) (2.5.P.A.1, 2.5.P.A.2)
- Maintains momentary balance in a variety of positions and levels. (2.5.P.A.1, 2.5.P.A.2)
- Demonstrates how to balance a bean bag on one body part for 5 seconds (2.5.P.A.2, 2.5.P.A.3)
- Demonstrates how to correctly tag another student in class (2.5.P.A.2, 2.5.P.A.3)
- Demonstrates how to move around the gym without bumping into anyone (2.5.P.A.2, 2.5.P.A.3)
- Demonstrates how to take turns with others in the class (2.5.P.A.2, 2.5.P.A.3)
Identifies various body parts and levels in performing physical activities (2.5.P.A.2, 2.5.P.A.3)

Demonstrate moving to fundamental rhythms (clapping, marching, stomping) (2.5.P.A.1)

Understand the vocabulary of movement concepts (high, low, fast, slow, light, heavy) (2.5.P.A.1)

Follow rules of simple games and activities (2.5.P.A.2)

Follow one step directions (2.5.P.A.2)

Recognize simple formations (circle, line) (2.5.P.A.2)

Understands the importance of listening and following directions (2.5.P.A.2)

Follows verbal and visual cues while participating in activities (2.5.P.A.2)

Demonstrates how to correctly jump from one foot to two feet (2.5.P.A.3)

Demonstrates how to jump from two feet to one foot (2.5.P.A.3)

Demonstrates how jump in and out of a hula hoop without touching it (2.5.P.A.3)

Demonstrates how to correctly hold a jump rope (2.5.P.A.3)

Interdisciplinary Standards (njcccs.org & Common Core Reading/Writing Standards)

- Standard 9.1 21st-Century Life & Career Skills
  All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Activities:

- **Over/Under** - Half of the students will go on the ground and either lay on their stomachs or make a bridge, while the other half of the students will either jump over or crawl under.

- **Musical Line Movements** - Children find a spot on any line on the gym floor. Allow a reasonable amount of time, and then instruct them to "freeze." Start the music. The children walk forward, following lines on the floor. Stop the music. The children freeze like statues. Comment on the "great statues" as they freeze without moving. As the activity continues, challenge students to travel on the lines using different locomotor skills.

- **Copy Cat** - Have all the students spread out in their own personal space. (I have them stand on spots) The teacher starts out as the "cat" that all the students want to copy. Start with basic stationary movements - marching, stomping, clapping, and swinging your arms - be creative. Start off slowly doing your movements then to challenge the students move a little faster. Once all the students are successfully copying you, start moving off and around your dot - jump off, walking around, etc. You need to really emphasize every being in their own space and not being able to touch anyone else. Next, start moving all over the gym using different movements. Once the students get the hang of copycat ask for volunteers to be the "cat". Students usually come up with the best moves.
that are really creative. Take turns so that everyone that wants to gets a chance to be the "cat".

- **4 Corners** - There will be 4 cones set up to make a big square in the gym. Each cone will have an activity for the students to do to the next cone.

- **Airports** - Set up four cones to mark off each corner of the gymnasium. This will be the airports for the students to land in. You start out the activity by telling the students that today we are going to be airplanes, they need to fly around like different kinds of airplanes carefully without "crashing". Airplanes will begin flying when they hear the music start, once the music stops they need to find an airport (marked off area) and come in for a landing. To do this they slow down with their arms out as wings and balancing at a low level on one foot. They need to stay like this until the music starts again. While all students are landed you could call on different students to pick what type of aircraft they all are going to be. This really gets the students to be creative and move how they think that type of aircraft will move. For example: Call on a student to pick what kind of airplane the class is going to be such as a "jet." The teacher would then ask children how they think a jet would move, and then make sure the class hears a few good clues like fast, and big to help them realize how that type of aircraft would move.

- **Bean Bag Scavenger Hunt** - Before class begins hide beanbags on the playground area. If you have a multi-colored playing area that is terrific. Try to match the colored beanbags with the equipment on the playground. Hide some high, medium and low. Don't bury beanbags and don't place them where students may get hurt retrieving them. When they find them all you can allow the boys in the class to hide them from the girls and vice versa. Gives all students an opportunity to hide and match beanbags on the playground.

- **Shadow Tag** - This activity requires plenty of space and lots of sunshine! Have the children pair up and then find a good space in general space with their partner. Designate one child as the "walker" and the other the "tagger." Ask the children to find their shadows. On the signal "go" the tagger tries to "tag" the "walker" by stepping on his or her shadow. Have the children switch roles and continue playing.

- **Jump Rope** - Young children love the challenge of trying to jump and land over a rope. Even children as young as three years of age can learn the movement patterns involved in swinging the rope and jumping at the appropriate time. By age 5, most children can turn the rope and jump several times in a row. A jump rope 7 feet long with plastic beads along its length is the best type of rope for young children. The plastic beads give the rope extra weight to help children swing the rope over their heads. A longer rope tends to tangle; a shorter rope is difficult for children to get over their heads. Following is an example of what the teacher might say to the young child to assist them with the initial steps of learning to jump rope.

- **Jump the River** - Conduct this activity in a large indoor or outdoor space with marked boundaries so that children know where they can and cannot move. Before beginning the activity scatter the jump ropes or hoops throughout the space so they lay flat on the floor. Explain to the children that they are taking a walk in the woods and may need to cross a stream or river. Ask children to walk
throughout the space and when they come to a river (rope, hoop, or tape line on floor) they need to jump over the river without getting their feet wet. Children should work independently of their classmates during this activity.

- **Directions**- Scatter bases (carpet squares work fine also) around the playing area. On the drumbeat the children begin walking in and around the bases. Have them explore the entire area but they need to avoid the bases. When the drum stops, they move to the nearest base and freeze on the base. They are welcome to share a base. Make sure they don't fight over it. Repeat this, using different directions for the students to move in (i.e., sideways, diagonally, backwards) and increasing or decreasing the tempo of the drum beat. Ask the children to walk to the tempo the teacher is beating.

- **Locomotor Relays**- Students will get into groups in 3 and one at a time will run to the mat across from them and run back. After a couple minutes the students will perform different locomotor movements (skipping, hopping, jumping, galloping, leaping, sliding)

- **Bean Bag Balance**- Students will balance bean bags on various body parts.

- **Obstacle Course**- The gym will be set up with different gym apparatuses, balance beams, and hula hoops. Students will have to go through the obstacle course and perform different activities.

- **Noodle Build**- Students will build different buildings at different levels with noodle pieces after they have a race to get them!

- **Rhythmic Ribbons**- Put on some lively music and allow children to express the rhythms through dance with the ribbons. 1. Making Rainbows Have the children lay on the floor and pretend to be asleep. Recite the following rhyme: Rain, rain, go away Come again another day So that we can run and play. When the thunder claps, The clouds will clear and pretty rainbows will appear. At this, clap your hands and have the children jump up and run slowly, holding their ribbons high over their heads, throughout the movement space. Repeat this activity using various locomoter skills, such as: skipping, hopping, galloping, taking giant steps, walking backwards, etc.

- **“Tag games:”** Fairy Godmother/Father Tag and Turtle Tag - The students will chase, flee and dodge one another during the activity.

- **“Gymnastics Obstacle Course”** - The students will be given the chance to move in different directions, pathways and levels while performing gymnastic activities (e.g., forward roll, log roll, walking forward or backward on a low balance beam, etc.)

- **“Traveling to various rhythms”** - The students will react to changes in rhythm and tempo of a drum beat while walking, running, skipping, galloping, or sliding. The students will also hop in and out of hula hoops.

- **Hungry Hungry Hippos**- Explain to the students that the gym floor is water and that they need to stay on their rafts (SCOOTER BOARDS) the entire time. The activity starts with four colored buckets sitting on the island (middle of the gym floor circle.) You explain that the students are to be hippos looking for their hippo food. Tell your hippos (students) to gather all of the hippo food and put it into the same colored bucket. You can do a brief demonstration so they can observe the game. After the demonstration, you pick up the buckets and throw the balls all over the room. You say ready set go, and have the students travel on their
scooters and collect as much food (balls) as possible. You can have your students count how much food that they collected. Ask the hippos if they are still hungry and have them do it again and again. Switch the buckets around to make sure the students are thinking where they are putting the balls. At the end of the lesson, I always give hippo stickers to the students because they were such good hippos.

- **“The Chicken Dance”** - The students will have the chance to react to changes in tempo as they accelerate or decelerate their movements.
- **“Traveling on scooters (through various pathways, varying directions and levels).”**
- **“Traveling on scooters with help from a partner (through various pathways, varying directions and levels).”**
- **“Traveling on Roller Racers (through various pathways & varying directions).”**
- **“Bunny bounce”** - The students will listen to the “Bunny Hop” and work alone, in pairs or in small groups, while using simple jumping patterns.
- **“Monster Dance”** - The students will listen to the song “The Monster Mash” and will use their creativity to create their own ghoulish dance while using changes in levels, directions, pathways, and leading body parts (e.g., travel around the gym like a vampire bat at a high level, walking like a mummy in a straight pathway, etc.)
- **“Simon Says”** - The students will have the chance to identify body parts by responding to commands given to them by the teacher (Simon).

**Enrichment Activities:**

- How long can you balance a bean bag on your head, hand, arm, or foot?
- Can you jump rope 5 times in a row?
- Can you hold your whole body up for 30 seconds?

**Methods of Assessments/Evaluation:**

- **Teacher Assessment**
  - I will have a checklist in my hand and walk around. As I am walking around I will assess the students and see what each student needs help with and check off the corresponding boxes.

**Resources/Including Online Resources**

- Teacher Webpage
- PeCentral.com
- PeUniverse.com
Course Name
“Let’s Get the Ball Rolling!”

Topic/Unit:
Motor Skills

Approximate # Of Weeks: 12 Weeks

Essential Questions:
1) What does it take to be a good partner?
2) How does getting along make the game more fun?
3) Why should I be nice to my classmates?
4) What are some activities I participate in that are fun?

Upon completion of this unit students will be able to:
- Demonstrate the motion of rolling (2.5.P.A.3)
- Demonstrate the motion of throwing (2.5.P.A.3)
- Demonstrate the motion of kicking (2.5.P.A.3)
- Explore the different ways to kick a soccer ball (2.5.P.A.3)
- Demonstrate the motion of sliding a bean bag across the gym floor (2.5.P.A.2, 2.5.P.A.3)
- Explore how to roll a ball and knock down a bowling pin (2.5.P.A.2, 2.5.P.A.3)
- Explore how to hold a Frisbee (2.5.P.A.2, 2.5.P.A.3)
- Demonstrate how to strike an object with a short handled implement (2.5.P.A.2, 2.5.P.A.3)
- Identify how to hold a long handled implement (2.5.P.A.2, 2.5.P.A.3)
- Explore different ways to throw and catch scarfs (2.5.P.A.2, 2.5.P.A.3)
- Demonstrate how to hold a high-low scoop (2.5.P.A.2, 2.5.P.A.3)
- Explore how to have a self- catch with a high low scoop and a ball (2.5.P.A.2, 2.5.P.A.3)
- Understand how to catch a ball with two hands (2.5.P.A.2, 2.5.P.A.3)
- Demonstrate how to drop and catch a ball in self space (2.5.P.A.2, 2.5.P.A.3)
- Demonstrate how to jump off of two feet to stomp on a board with a bean bag on it (2.5.P.A.2, 2.5.P.A.3, 2.6.P.A.2)
- Demonstrate how to catch a bean bag in the air (2.5.P.A.2, 2.5.P.A.3)
- Demonstrate how to work cooperatively with another student (2.6.P.A.2)
- Understand that they have to take turns throughout the different activities (2.6.P.A.2)
- Understand how to work cooperatively with each other (2.6.P.A.2)
- Discover the joy of playing with friends and how social interaction can make activity more fun (2.6.P.A.2)
- Participate in physical activities largely for the enjoyment they gain from them. (2.6.P.A.2)
Interdisciplinary Standards (njcccs.org & Common Core Reading/Writing Standards)

- Standard 9.1 21st-Century Life & Career Skills
  All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Activities:

- *Bean Bag Toe Tag*- Students will split up into two teams, one on each side of the gym. The students will slide the bean bag from one end of the gym to the other and try to hit someone’s feet from the other side.
- *Partner Pass*- Students will get into groups of 3 and see how many times they can pass the ball to each other in a row.
- *Mat Switch*- The class is broken up into 2 teams and I will give each team 2 mats. The students have to work together to try and get from one side of the gym to the other without touching the ground. Whichever team gets there team to cross the finish line first gets a point.
- *Bowling Pin Knockdown*- There will be two teams in this game. There will be about 10 bowling pins set up in the middle of the gym. The class will be broken up into two teams. One on each end line of the gym. There will also be 2 team members from each team picked to be ball retrievers who retrieve any balls they see and return them to their teammates. Their teammates who will be on the end line will try to roll or kick a ball from one end line to try and knock down a bowling pin on the middle line. If a bowling pin falls down that student will go and pick up that bowling pin that fell.
- *Soccer Pass*- Students will get into groups of 3 and practice passing back and forth
- *Kick Far*- Initially ask children to place the ball on the ground and ask that they take one step back and kick the ball hard and as far away as possible. Children then retrieve the balls and kick again. After children get the idea of kicking far, ask that they take several steps back away from the ball and run toward the ball and kick it. It may be helpful to place cones or markers out in the field so that children have a direction in which to kick. A marker or cone in the field can also be used to challenge children to kick farther. “Show me how far you can kick the ball. See if you can kick the ball past the cones.” Initially place cones about 10 to 12 yards away.
- *Pathway Dribble*- Set up the playing area with different length jump rope or tape pathways. Have the children get a ball and take the ball to the beginning of one of those pathways. On the signal have the students use their feet to move their ball through the pathway using “soft touches” with their feet. Have them use both the inside and outside of their feet when they are dribbling.
- *Striking a ball*- An easy way to introduce young children to striking skills using a short handled paddle is to use an 18-inch-high cone, a paddle (preferably an
foam paddle because it is lightweight), and a ball. This is the same principle as using a batting tee. Indoors or out, make sure cones are spread out so that children do not swing and accidently strike another child. (It is a good idea to put jump ropes out to surround the area the cones and the area the children are standing in--this indicates the "striker-only" area.) Children place their ball on the cone, hold their paddle back to the side of their body, and then swing as hard as they can. Ask the children to focus on the ball (watch the ball) and to stand still when swinging the paddle. The teachers role with this activity is to observe children and assist them in making adjustments in the way they hold the paddle, how they are standing, or with their swing. Remember that at this young age children need to swing the paddle through a full range of motion. So, ask that they swing hard or "See how far you can hit the ball."

- **The Launch Board Catch**- A great way to help young children achieve catching success is to use a launch board. When a child steps on one end of the board a beanbag on the other end flies into the air directly in front of the child. This gives the child a better opportunity to catch the object. "Place your beanbag on the low end of the board. Go to the other end, get your hands ready to catch by holding them out in front of you, then raise your foot and stomp on the end of the board. As the beanbag flies into the air in front of you, clasp your hands around the beanbag and catch it. You may also want to hug the beanbag to your body" As children get better at catching they can be challenged with more difficult tasks. "See how high you can make the beanbag go and still catch it." Or, "See how many times you can clap your hands while the beanbag is in the air and still catch it."

- **Falling Leaves and Acorns**- This activity is best if done in the fall with colored scarves so that you are able to connect the name of the activity with changes in the students (autumn) environment. Have students find a good self-space and ask them to get a scarf. Ask them to toss their scarf into the air and then to catch watch the scarf and bend elbows to bring scarf into catch it. Teacher feedback is all about the eyes and the bending of elbows to bring scarf into chest. For students who are doing well, they are introduced to the acorns and have to show quicker reaction time. To do this teacher carries some scarves with beanbags and hands to students who are doing well with the cues and catching

- **Snow throw**- Students will try and throw a fuzzy ball at other student's legs.

- **Polyspot Knockdown**- Polyspots and bowling pins will be set up all around the gym. Students will be broken up into 6 different groups. When I say go a student will run to a polyspot and roll, kick, or throw a ball and try to knock down a bowling pin. If a bowling pin is knocked down the student will pick up the polyspot and bowling pin and take the polyspot back to their team's cone.

- **Scoop Catch**- The students will have a catch with their scoop and practice throwing and catching. The students will also practice rolling

- **Ice Scream Scoops**- Students will practice different ways to self-catch with their scoop and ball
Enrichment Activities:

- For students that easily knock down their pins, challenge them to move their spot back a step after each successful underhand throw
- Can you bounce a ball and catch it 10 times in a row?
- How many scarfs can you throw up in the air and then catch?

Methods of Assessments/Evaluation:

- Teacher Assessment
  - I will have a checklist in my hand and walk around. As I am walking around I will assess the students and see what each student needs help with and check off the corresponding boxes.

Resources/Including Online Resources

- Teacher Webpage
- PeCentral.com
- PeUniverse.com
Course Name
“Let’s Get Fit!”

Topic/Unit:
Fitness/ Cooperative Games

Approximate # Of Weeks: 12 Weeks

Essential Questions:
1) What should people exercise?
2) What does exercise do to my body?
3) What does it take to be a good partner?
4) Why should I be nice to my partners?
5) What does it take to be a good partner?

Upon completion of this unit students will be able to:
- Identify different body parts and demonstrate a variety of ways they can move (2.6.P.A.2)
- Show how a body moves fast and slow. (2.6.P.A.1, 2.6.P.A.2)
- Show how to move a body forward, backward, and sideways in open space. (2.6.P.A.1, 2.6.P.A.2)
- Demonstrate how exercise affects the body when your body sweats (2.6.P.A.1, 2.6.P.A.2)
- Understand what it feels like when your heart beats faster and the lungs work harder (2.6.P.A.1, 2.6.P.A.2)
- Identify and perform physical activities that are fun, enjoyable, and promote fitness (2.6.P.A.2)
- Demonstrate activities that improve aerobic capacity/cardio respiratory fitness. (2.6.P.A.2)
- Demonstrate activities that improve muscular strength through play (2.6.P.A.2)
- Demonstrate activities that improve flexibility through play (2.6.P.A.2)
- Understand the importance of being nice to your partners (2.6.P.A.2)
- Understand how to work nicely with each other (2.6.P.A.1, 2.6.P.A.2)
- Demonstrate how to be safe in the gym (2.6.P.A.1, 2.6.P.A.2)
- Understand that good behaviors of cooperation, respect, and responsibility help to interact positively with others (2.6.P.A.1, 2.6.P.A.2)
- Understand that the body and brain need physical activity. (2.6.P.A.1, 2.6.P.A.2)
- Be physically active for more than 60 minutes per day, with most activity at a moderate to vigorous level of intensity; participate in a variety of age-appropriate activities. (2.6.P.A.1, 2.6.P.A.2)
- Understand why it is important to enjoy the different activities in PE
- Demonstrate cooperation and consideration of others (e.g., sharing, taking turns) for the purpose of maximizing activity time (2.6.P.A.1, 2.6.P.A.2)
• Understand what it means to have a strategy (2.6.P.A.1, 2.6.P.A.2)
• Demonstrate how to work together effectively (2.6.P.A.1, 2.6.P.A.2)
• Demonstrate how to stay and be safe throughout the gym (2.6.P.A.1, 2.6.P.A.2)

Interdisciplinary Standards (njcccs.org & Common Core Reading/Writing Standards)
• Standard 9.1 21st-Century Life & Career Skills
  All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Activities:
• **Obstacle Course** - The students will run around the gym jumping over jump ropes, jumping through hula hoops, walking on balance beams, and rolling down the mat.
• Students will participate in exploring and understanding how to roll down a mat doing either forward rolls or log rolls
• Students will participate in a multitude of tag games that has them moving around the gym at a moderate to fast pace.
• **Over/Under** - Half of the students will go on the ground and either lay on their stomachs or make a bridge, while the other half of the students will either jump over or crawl under.
• **Locomotor Relays** - Students will get into groups in 3 and one at a time will run to the mat across from them and run back. After a couple minutes the students will perform different locomotor movements (skipping, hopping, jumping, galloping, leaping, sliding)
• “Tag games:” Fairy Godmother/Father Tag and Turtle Tag - The students will chase, flee and dodge one another during the activity.
• “Gymnastics Obstacle Course” - The students will be given the chance to move in different directions, pathways and levels while performing gymnastic activities (e.g., forward roll, log roll, walking forward or backward on a low balance beam, etc.)
• **ABC Push-Up’s** - Student will lay in a plan position and recite the ABC’s by lifting one arm and hitting their chest and then lifting their other arm
• **Recess** - Students will understand and explore the various climbing equipment
• **Rolling Forward** - It is much easier for young children to learn to do a forward roll down an incline than it is on a flat surface. Place the wedge up to the edge of the wooden box. Ask the child to stand on the box and face the incline. The child's hands should be placed on the wedge a few inches from the child's feet. Point the fingers forward and slightly bend the knees. Ask the child to put their chin on their chest, raise their bottom in the air and push off with the feet.
• **Which way do I go?** - Sure, you can hop, jump, gallop, and slide — no problem! But how quickly can you change direction? This activity will keep you on your toes, as your partner uses signs to keep you moving every which way! The mover should pick a movement, like skipping, hopping, galloping, or sliding, and get moving. The signer can hold up signs, changing the direction of the
movement as often as he or she likes. When your teacher rings the bell or blows the whistle, switch jobs with your partner.

- **Shadow Tag** - This game also improves preschoolers' cardiovascular endurance. It must be played outdoors on a sunny day. Assign partners and have one be the "walker" and the other the "tagger." On your signal, the walker walks around randomly and the tagger chases the walker and tries to step on her shadow. Once the tagger successfully steps on the walker's shadow, the partners switch roles. Emphasize that the walkers must stay far away from other groups to avoid collisions.

- **Jump the River** - Prepare for the game by scattering jump ropes throughout the gym. Before starting the activity, teach kids how to properly jump off both feet and land on both feet. Tell the students they will be walking around the gym and will need to "jump the river" each time they come to a jump rope; demonstrate this several times for the students before having them engage in the activity. Have them perform the activity for 3 to 5 minutes at a time. Play music to indicate when they should be moving.

- **Follow the Leader** - Follow the leader teaches preschoolers to follow directions and gets them moving as soon as they enter the gym. Make the students line up outside the gym and explain that they are to follow you into and around the gym. Walk at various speeds and change directions often. Use your arms to pretend to fly like an airplane or flap wings like a bird.

- **Copy Cat** - The copycat game introduces preschool students to a variety of movements and teaches them body and space awareness. Have the students spread out throughout the gym. Tell them that you are the "cat" and they are the "copy cats." Emphasize that they need to stay in their own area. Perform various movements---arm circles, jogging in place, jumping up and down, toe touches and more---for about 10 seconds each. Tell the students to copy your movements as best they can as you switch from skill to skill. Provide encouragement and verbal feedback to the students during the activity. After about a minute of activity, allow the students to rest briefly and then assign a student to be the cat. Continue until all the students have played the cat once.

- **Mat Switch** - The class is broken up into 2 teams and I will give each team 2 mats. The students have to work together to try and get from one side of the gym to the other without touching the ground. Whichever team gets there team to cross the finish line first gets a point.

**Enrichment Activities:**

- Can you perform 5 sit up’s?
- Can you run across the gym and back in 15 seconds?
- Can you stay in the plank position for 20 seconds without falling?
- Can you go through the obstacle course without knocking any of the equipment down?
Methods of Assessments/Evaluation:
- Teacher Assessment-
  - I will have a checklist in my hand and walk around. As I am walking around I will assess the students and see what each student needs help with and check off the corresponding boxes.

Resources/Including Online Resources
- Teacher Webpage
- PeCentral.com
- PeUniverse.com