

Standard 2

The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

Grade-Level Outcome

Forms wide, narrow, curled, and twisted body shapes (S1.E7.Kb)

Lesson Objectives

The learner will:

- Identify the basic shapes of wide, narrow, curled, and twisted
- Make the shapes with the body and body parts

Introduction

In the classroom, your teacher talks about the shapes of circles, squares, and triangles in mathematics. Your mom and dad talk about getting in shape for fitness. Our lesson today is about shapes in physical education, shapes that the body makes. There are four shapes: wide, narrow, curled, and twisted.

Grade 1: Relate to dance, gymnastics, and sports for children.

LEARNING EXPERIENCE: NARROW SHAPES

In self-space, students make narrow shapes, long and thin, stretching to be really narrow.

Cue: *Legs and arms close to the body or close together.*

- Narrow shapes with the body in various positions: sitting, lying on the floor, standing
- Narrow shapes at different levels: low, medium, high (Imagery: like a piece of spaghetti)

LEARNING EXPERIENCE: WIDE SHAPES

In self-space, students make wide shapes by extending their arms and legs far to the sides.

Cue: *Legs and arms extended away from the body.*

- Wide shapes with the body in various positions
- Wide shapes at different levels (Imagery: like an open umbrella or a really big yawn.)

LEARNING EXPERIENCE: CURLED SHAPES

In self-space, students make curled or round shapes by curling the spine forward.

Cue: *Curling the spine.*

- Curled shapes with the body in various positions
- Curled shapes at different levels (Imagery: like a ball or the letter C)

LEARNING EXPERIENCE: TWISTED SHAPES

In self-space, students make twisted shapes by rotating a body part around a stationary axis. (Model the twisting action as opposed to crossing legs and arms).

Cue: *Rotate the arms, the legs, and the trunk.*

- Twisting of arms inward, outward
- Twisting the legs inward, outward

- Twisting the trunk clockwise, counterclockwise (Imagery: like a pretzel or a shoestring in a knot)
- How many body parts can you twist?

LEARNING EXPERIENCE: COMBINING SHAPES AND ACTIONS: TRANSFORMERS

We are going to combine body shapes and actions in an activity called Transformers. The word transform means to change from one thing to another—thus the name of the activity. You are going to be a transformer that changes shape four times. Your shapes will be wide, narrow, curled, and twisted. I will give the signal for changing shapes.

- Have the students make a wide shape in self-space—standing, sitting, or lying on the floor.
- Provide an eight-count signal for slowly changing from the wide shape to a narrow shape.
- Have students continue the shape and action sequence for all four shapes, emphasizing the slowness of the change and clear distinction of the shapes.

Grade 1

Students choose the order of the shapes.

Just for fun, name the transformer you created.

LEARNING EXPERIENCE: SHAPE STATUES

Divide the students into groups of four. Each person in the group makes one of the shapes. Students in each group touch to form a group statue that demonstrates each of the shapes.

Connect the shapes to form a single statue by having each person touching one other person in the group.

Grade 2

Challenge students to travel in their group statue while maintaining shapes and connections.

Assessment

Have students respond by creating the body shape you name. You can also assess cognitive understanding by students' spoken responses to these questions:

- What body parts create narrow shapes?
- Wide shapes?
- Curled shapes?
- What is the key to creating a twisted shape?

Closure

- We had fun today being transformers (Shape Statues), but what were we studying? What was the objective of our lesson?
- What are the four body shapes?

Show the children pictures of the various body shapes in sports or physical activity contexts. (Watch for photos of local athletes in the newspaper.) Have the children identify the body shape shown in the action photo.

Grade 1

- Which of the shapes does a basketball player use in a defensive guarding position?
- Which shape does the gymnast use for forward and backward rolls?

Reflection

- Can the children use their whole bodies and body parts to make each of the shapes?
- Can they identify each of the shapes when demonstrated or when seen in photos of athletes in sports, gymnastics, or dance?