

FOCUS►

Subfocus►

RUNNING

Time

Introduction

Have students name their favorite ways to travel in general space. Remind them that a repeat is OK because each person is naming his or her favorite way to move.

Thus far in our lessons we have worked on hopping, jumping, galloping, and sliding. Today, we will travel with what is probably your favorite—running. We are going to focus on a certain kind of running—jogging. Who can tell me what jogging is? Jogging is running at a slower speed. You often see people jogging on the track or in your neighborhood. We will use jogging indoors and save our fast running for outdoors where we have more space.

Critical Elements for Running

- Arm–leg opposition throughout action.
- Toes point forward.
- Foot lands heel to toe.
- Arms swing forward and backward—no crossing of midline.
- Trunk leans slightly forward.

LEARNING EXPERIENCE: JOGGING

- Have students run in general space with no collisions with others; they stop on your signal without falling down.
 - Slow the speed of the travel to what the students think is jogging. (Demonstrate the difference between running for speed and jogging.)
 - Allow several 30-second practices of jogging and stopping on your signal.
- Demonstrate exaggerated slowness to show that jogging is not walking; jogging is running at a slower pace.
- Have students jog at medium speed, as if running a marathon.

Assessment

Observe students for common errors: running on toes, extreme crossing of the midline.

LEARNING EXPERIENCE: TRAVELING WITH VARIOUS LOCOMOTORS

Review locomotors by having students travel with the designated locomotor, not colliding with others, and switching to the next locomotor without losing balance.

- Have students hop, gallop, slide, and jog.
- Have students explore various combinations of locomotors while you observe cognitive understanding and emerging skills.
- Have students change locomotors. Students now decide the order of the four locomotors—hopping, galloping, sliding, and jogging. On your signal, they begin the first locomotor and change the locomotor action with each signal.

Assessment

Partner assessment of locomotors: Have each student stand beside a partner. Partner A tells partner B which locomotor he or she is going to use for traveling. After partner A demonstrates the chosen locomotor, partner B gives a thumbs-up if the demonstration was of the chosen locomotor.

Closure

- What locomotor movement did we add today?
- Watch as I travel across the work area; tell your neighbor the name of the locomotor movement I am using for my travel. (Repeat for each of the locomotors introduced thus far.)

Reflection

- Can students run in general space without bumping others and while maintaining their balance?
- Can they differentiate between jogging and running for speed?

Note: Students will not develop the mature pattern of running easily, if at all, by jogging indoors in the confined space of a gymnasium. You need to design lessons that include enjoyable running outdoors, with sufficient space for increasing speed and sufficient space for all students to run simultaneously without fear of collisions.