

Standard 2

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

Grade-Level Outcomes

- Differentiates between movement in personal (self-space) and general space (S2.E1.Ka)
- Moves in self-space and general space in response to designated beats/rhythms (S2.E1.1)
- Combines locomotor skills in general space to a rhythm (S2.E1.2)

Lesson Objectives

The learner will:

- Respond correctly with self-space and general space movements (K)
- Move in self-space and general space with teacher designated beats or rhythm (grade 1)
- Travel in general space with a combination of locomotor movements (grade 2)
- Recognize and travel to open spaces in relation to others (grade 3)

Materials and Equipment

- Drum
- Music (optional for locomotor movements)

For younger students who are experiencing difficulty establishing self-space, use poly spots or similar props to designate each student's personal space. Remove the props when students demonstrate understanding of the concept.

Introduction

Today we are going to learn about self-space and general space. Both are important as you move in relation to others in games and dance and in relation to equipment in gymnastics. Self-space is the amount of space you occupy when not traveling. General space is the entire work area—gymnasium, outdoor play space, classroom.

Relate to students the importance of space when walking with a tray in the cafeteria, stopping without bumping into others in a basketball game, walking in a crowded mall, and so on.

LEARNING EXPERIENCE: SELF-SPACE

Locate a space where you can stretch, bend, twist, and move in all directions without touching another person, as if you have a bubble surrounding you. That is your personal space, your self-space.

- Have the students explore self-space while seated by extending their arms and legs as far as possible.
- Remind them to move their arms and legs in all the spaces around them: high, low, in front, in back, and to the sides.
- Have students repeat the task by standing in their personal space. Remind them to keep one foot stationary and not to travel.
- Have students reach as high as they can to define their personal space. To increase the height of their personal space, have them jump.
- Repeat the task asking them to stretch as wide as they can, thus defining the width of their personal space.
- Repeat with students curling in a ball while lying on the floor to add awareness of how small their personal space can be.

The Amoebae

After the students have explored self-space, have them try The Amoebae, a favorite creative dance activity. The amoebae (children) begin as blobs curled on the floor in self-space. On your signal, they begin to move by stretching, twisting, and extending, always remaining in self-space. The dance is greatly enhanced by the use of body sacks (commercially purchased or oversized pillowcases made by stitching together old sheets) that cover each child but allow full range of movement in self-space.

LEARNING EXPERIENCE: GENERAL SPACE

Stand in your self-space. On my signal, begin traveling in the open spaces of the room; this is general space. When you hear the drumbeat, stop wherever you are.

- On your signal, have students check their personal space by moving their arms and stretching wide to be sure they are not able to reach others. (They may need a few trials to understand the idea of “taking personal space with you” as they travel in general space.)

Establish the boundaries of the work space before children begin traveling. Lines on the floor and permanent or environmental structures outdoors can define the boundaries of general space.

Travel throughout general space without bumping into others; avoid their bubbles.

- Ask students to walk very quickly, without bumping into others, and to stop on your signal.
- Have students travel with various locomotor actions, traveling without bumping others and stopping in a balanced position without falling down.
 - Introduce hopping, jumping, galloping, sliding, and skipping, with the emphasis on moving in a variety of ways. Provide the beat of the locomotor movement with a handclap, drum, or percussive instrument.
- Have students travel in general space with each of the locomotor movements.
- Have students travel in general space with their favorite movements; remember that they may crawl, slither, do cartwheels, or perform actions just for fun.

LEARNING EXPERIENCE: CROWDED STREETS, BUSY TRAFFIC

Designate the boundaries for travel in general space. Have students travel in that space without colliding with others. On your signal, you reduce the amount of general space by shrinking the boundaries. (You can easily do this by walking forward while facing the class, thus reducing the boundary for that side of the work area.)

- Remind students to travel without bumping into others as the space becomes more confined.
- Continue to reduce the amount of general space, thus increasing the challenge to travel in general space with no collisions.
- Just for fun: Declare rush hour traffic when everyone moves very quickly in general space.

Grade 1

Children’s literature, teacher-designed dances, and developmentally appropriate cultural and folk dance provide excellent resources for students to move in self-space and general space with combinations of locomotors and actions in self-space.

Grade 2

Look for open spaces as you travel. Travel quickly to that open space, pause briefly to look for another open space, and move to that space. Remember, if someone else arrives at a space first, it is no longer open.

- Challenge students to travel to all the open spaces within the work area without ever bumping another person.
- Have students vary the speed of travel and change pathways and directions to arrive at open spaces.

LEARNING EXPERIENCE: A DANCE OF LOCOMOTORS I

In combination with Standard 1, students have been practicing and maturing in hopping, jumping, galloping, sliding, and skipping. A Dance of Locomotors brings together movement in general space with these locomotors.

- Divide the class into groups of four. (Small-group work provides excellent opportunities for embedded teaching of Standard 4, working cooperatively with others and acceptance of others.)
- Review with the class the locomotor skills that have been practiced: walking, hopping, jumping, galloping, sliding, and skipping.

Today, you are going to create a Dance of Locomotors. The dance will include four locomotor skills from the list you just stated. Each person in your group will be the leader for one of the locomotors. I will provide the signal for switching the leader and locomotor skill.

Give the class adequate time to make group decisions and to practice

- the locomotor that each leader will use,
- the order of the locomotor skills, and
- a beginning and an ending shape.

If the class has experienced directions, pathways, and shapes, those can also be part of the dance.

Grades 3-5

Spatial concepts will be embedded within skill lessons, small-sided practice tasks, gymnastics, and dance.

Assessment

No formal assessment of self-space and general space.

Closure

- What was the focus of our lesson today?
- Why is traveling in general space without bumping others important?
- How would you describe self-space?
- Name a game or sport in which the concept of open spaces is important. Describe the situation within the game or sport.

Reflection

- Do the students have a cognitive understanding of self-space and general space?
- Can they move in general space without bumping others?
- Can they stop on your signal in a balanced position?