

## Standard 2

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

**Grade-Level Outcomes**

- Travels in general space with different speeds (S2.E3.K)
- Differentiates between fast and slow speeds (S2.E3.1a)
- Varies time and force with gradual increases and decreases (S2.E3.2)

**Lesson Objectives**

The learner will:

- Move body parts slowly and quickly
- Move in general space at slow and fast rates of speed
- Move in general space gradually increasing and decreasing speed

**Materials and Equipment**

Drum

**Introduction**

*When you are moving through the hallway at school, does the teacher want you to move very, very fast? When you hit the ball in a T-ball game, should you run slowly to first base or as fast as you can?*

(Use examples that relate to the students in your class, linking the lesson to everyday activities, sports, gymnastics, and dance as appropriate.)

*Sometimes moving as fast as possible is important; sometimes we should move more slowly. That is the focus of our lesson today: time and speed—the difference between moving slowly and moving quickly.*

**LEARNING EXPERIENCE: CONTRASTS IN TIME**

In self-space, students move their hands slowly toward each other and then quickly apart. (Imagery: slowly as if about to capture an insect and then realizing at the last moment that the insect is a bee.)

- Students move their hands quickly toward each other, stop at the last second, and then move them slowly apart.
- Repeat contrasts several times, observing for students' ability to develop contrast.

Have students travel in general space with chosen locomotor movement.

- They travel slowly with the same locomotor movement.
- They travel fast with the same locomotor movement.

**Safety Check:** *Ensure that students do not collide with one another or lose their balance.*

Have students travel in general space with their favorite locomotor movement. On your signal, they change the speed from slow to fast or fast to slow.

**Imagery for Contrasts in Time**

Use these scenarios to provide imagery for students:

- Pretend you are walking through a dark alley at night; move very slowly. On the signal, run quickly in the opposite direction as if a mouse has suddenly frightened you.

- Begin traveling slowly in a large circle as if you are a lion stalking your prey. Make the circle smaller as you sneak up on your prey. Quickly pounce on the target you are stalking.
- Rise slowly from low to high as if you are stiff and unsure of every movement. On the signal, collapse quickly to the low-level position.
- Travel as if you are a balloon floating slowly through space. On the signal, explode as if you were pricked with a pin. Travel erratically and very quickly for a few seconds and then sink slowly to the floor.
- Run quickly in general space as if you are a distance runner on top of the world. Decrease your speed as if you are on your last legs, moving slowly uphill. Increase your speed as if you have a burst of energy. Slow to a steady pace and then walk.
- Run as if you are a sprinter in the last leg of the relay; run as if you are on mile 20 of the 26-mile marathon.

### **LEARNING EXPERIENCE: ACTION WORDS FOR TIME**

Brainstorm with students action words that describe moving quickly and slowly. Record them on the whiteboard. Here are some examples:

Fast	Slow
Pounce	Creep
Run	Crawl
Collapse	Sneak

- Allow sufficient time for students to explore each of the action words with appropriate movement speed.

### **LEARNING EXPERIENCE: TIME SEQUENCE**

Select three words with contrasts in time to form a time sequence. Review the use of a comma and a period in a sentence; they indicate pause and stop. On your signal, students begin the first movement and continue that action until the next signal. They pause and then begin the second movement. They continue until the signal, when they pause and begin the third movement. On your signal, they stop. Example: slow, creep, pounce. The student moves slowly as if stalking prey in the jungle, pauses, then creeps slower, pauses, then pounces quickly on the prey.

#### **Grade 1**

Have the students design their personal time sequences by choosing three action words. (Remind the students that the sequence is to show contrasts in time and variations in speed.) Sequences can be shown to a partner or recorded on paper.

### **LEARNING EXPERIENCE: INCREASING AND DECREASING SPEED (GRADES 1 AND 2)**

Students travel in general space at a moderate speed, gradually increasing and decreasing speed. (Imagery: A car starts moving slowly and gradually gains speed. It then experiences engine trouble and slows almost to a stop, regains speed, and moves quickly again.)

- Challenge students to travel in general space with the beat of the drum. Maintain a steady, moderate beat until the class is responding correctly (moderate speed).
- Then increase and decrease the beat of the drum for increases and decreases in travel speed. (Gradual increases and decreases in speed are challenging for young children; they tend to travel either as fast as possible or extremely slowly.)

#### **Grade 2: Slow-Motion Sports**

Have students think of a favorite sports action, such as a jump for a rebound in a basketball game, the punt in a football game, the swing of a bat, or a strikeout pitch in a baseball game. Have them

focus on only one action, performing the movement as if it is a video of the action. (This will require several minutes of practice.)

- Have the students perform the action as if the camera is set on slow motion, repeating the movement sequence three times.
- They perform the action as if the camera is switched to fast speed, repeating the movement sequence three times.

*Remember, the action is the same; only the speed has changed.*

## **Assessment**

Time sequences become informal assessments with students' recording of sequences on paper and established criteria, followed by teacher or partner observation. (Focus of assessments—both cognitive and performance understanding—is on contrasts in speed. Increasing and decreasing speed is introduced and practiced. Mastery of increasing and decreasing speed specific to games, gymnastics, and dance occurs at a later grade level.)

## **Closure**

- What was the focus of our lesson today?
- Tell your neighbor the two contrasts in time and speed we studied.
- Do you think you are in more control when traveling slowly or very quickly? Why?

## **Grade 2**

- Describe a situation when you need to move slowly while playing on the outdoor equipment at recess. Describe a situation when you need to move quickly.
- Describe a situation in games or sports when you need to move quickly. Describe a situation when you need to move slowly.

## **Reflection**

- Can students move body parts and the whole body both slowly and quickly?
- Can they move fast or slow in response to descriptive words of time?
- Can they run at a moderate to fast speed with body control, stop on your signal, and have no collisions?