

**Standard 2**

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

**Grade-Level Outcomes**

- Differentiates between strong and light force (S2.E3.1b)
- Varies time and force with gradual increases and decreases (S2.E3.2)

**Lesson Objectives**

The learner will:

- Demonstrate strong and light force with body shapes
- Travel with light and strong movements
- Contrast strong and light body actions

**Materials and Equipment**

- Pictures illustrating strong and light force
- Balloons, eight
- Small balls for throwing, eight
- Kicking balls, slightly deflated, eight
- Hoops, two

**Introduction**

Show students pictures that illustrate strong force, such as a weightlifter with muscles displayed or an ant carrying an object twice its size. Ask students what the two have in common.

Do the same with pictures that illustrate light force, such as a single snowflake and a cartoon elephant in a tutu. (The purpose of the contrasts is to demonstrate that strong force and light force are not dictated by size.)

*The focus of our lesson today is force—the contrasts between strong and light. Knowing when to use strong force and when to use light force is important in throwing, kicking, and striking as well as in dance and gymnastics.*

**LEARNING EXPERIENCE: CONTRASTS IN FORCE**

In self-space, have students pose as statues that demonstrate strong force. Repeat several times, exploring different shapes and designs for strong force.

*Repeat the statue, tightening every muscle in your body (S2.E4).*

Observe the class for differences in shapes that demonstrate the concept of strong force, remembering to highlight several.

- Repeat the task for statues that demonstrate light force.

*Think of yourself as so light that a puff of wind would blow you away—a ghost, a leaf in the wind. You have no tension, no tightness.*

- Students travel in general space using strong and light movements. (This one is challenging for young children because they equate heavy with strong; spoken cues will be helpful as they are moving with strong force.)

## Imagery

- A single snowflake that becomes a large snowball.
- A gentle raindrop that becomes a fierce thunderstorm.

## LEARNING EXPERIENCE: ACTION WORDS FOR FORCE

Brainstorm with students action words that describe strong and light force. Allow several minutes for the class to experience moving in response to each. Here are some examples:

- Punch in the air as if boxing a heavyweight opponent.
- Flick in the air as if dusting a speck on a cobweb.
- Glide across the room like a skilled ice skater.
- Stomp on the floor as if getting mud off of your shoes.

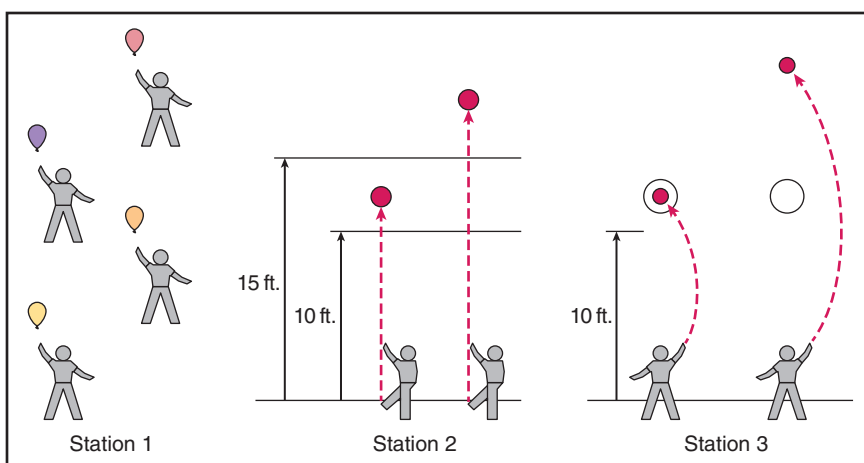
## LEARNING EXPERIENCE: PRACTICE STATIONS FOR FORCE

- Station 1: Punching or striking a balloon in the air with strong movements, striking a balloon with light movements

*I should be able to identify the action as strong or light by watching you hit the balloon.*

- Station 2: Kicking a ball so that it travels completely across the general space area, kicking a ball so that it travels only to the target zone halfway across the general space area (gymnasium, blacktop, playground area)

- Station 3: Throwing a ball so that it travels as far as possible, throwing the ball with lighter force so that it lands in or near a hoop



## Assessment

Practice stations provide an excellent venue for formative assessment of performance understanding of the concept. Position yourself at one station and inform students of the observation focus.

## Closure

- What was the focus of our lesson today?
- Tell your neighbor an example of light force and an example of strong force.
- Why do you need to be able to use different amounts of force in physical education activities?

## Reflection

- Can students identify strong and light movements?
- Can they move with strong and light force?
- Can they kick, throw, and strike with a contrast between strong and light force?