

### FOCUS▶

## DIRECTIONS

### Grades K-2

**Standard 2** The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

#### Grade-Level Outcome

This lesson introduces the concept of directions, which will apply in grade 5 to outcomes regarding applying strategies and tactics in chasing activities (S2.E5.3a), fleeing activities (S2.E5.3b) and invasion game practice tasks (S2.E5.5a).

#### Lesson Objectives

The learner will:

- Name the six directions of movement
- Identify the directions when demonstrated by others
- Move in the direction designated by the teacher

#### Materials and Equipment

Drum

#### Introduction

*All movement takes place in a given direction. When I wiggle my nose (model), it moves from side to side or left to right. When I blink my eyes, they move up and down. Our lesson today is about directions—movement directions.*

Link your introduction to the importance of movement directions to games and sports skills as well as to safety, such as walking with a full tray in the cafeteria.

#### Grade 2

*We will try to remember them as “6 + 2.” Let’s see how many we can name. The “+ 2” are more difficult to guess. We will discuss these as we move.*

#### LEARNING EXPERIENCE: EXPLORATION OF DIRECTIONS

*Explore your self-space by making your body parts move in as many different directions as you possibly can.*

- Designate the body part that is to lead the action—arm, leg, foot, elbow, shoulder, even the nose—in as many different directions as possible.

*As you move in self-space, you are changing directions.*

#### LEARNING EXPERIENCE: FORWARD

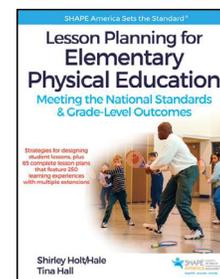
*Stand in your self-space. On my signal, begin walking in general space in the direction you are facing; this is forward direction. Forward direction is the way each of us is facing. You will be traveling in what seems like many different directions, yet everyone is moving forward.*

- Allow sufficient time for students to practice moving forward with various locomotors. (Young children like the imagery of marching like a robot, galloping like a horse, jumping like a kangaroo, hopping and skipping just for fun.)

#### LEARNING EXPERIENCE: BACKWARD

*What is the opposite of forward? Walk backward in general space, looking over your shoulder to avoid colliding with others who are also walking backward.*

Lesson excerpted from *Lesson Planning for Elementary Physical Education: Meeting the National Standards & Grade-Level Outcomes for K–12 Physical Education* by Shirley Holt-Hale & Tina Hall



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- Challenge the students to gallop backward—just for fun.

**Safety Check:** *Jogging or running backward is not recommended for young children.*

*What are the first two directions you have learned?*

### **LEARNING EXPERIENCE: SIDE TO SIDE, RIGHT AND LEFT**

*Now move side to side, like ice skaters, remembering to move your entire body side to side, not just your feet.*

- Demonstrate a slide step across the work area, traveling to the right, extending the right arm in the direction of the travel. Ask, “What locomotor action is this? Correct, a slide.” (Review from locomotors (see chapter 6) the different types of sliding actions: like a basketball player slides side to side, a baseball player slides to the base, a dancer slides to one side with the body briefly airborne, and arms leading the action.)

*Today we’re going to slide like an ice skater.*

- Have students slide step to the right with the right arm extended and to the left with the left arm extended.
- Challenge students to weave in and out around others as they travel to the right and to the left.

*Now you have traveled in four directions. Tell a friend the four directions we have traveled thus far.*

### **LEARNING EXPERIENCE: UP AND DOWN**

*Assume a position in your self-space like a jack-in-the-box (curled position, close to the floor, on your feet). On my signal, pop up out of your box and extend your body upward (model). Get back in your box. Close the lid. Ready? Pop! What directions did we just move? Up and down.*

- Have students travel throughout general space with the up-and-down movements. Imagery: pogo sticks, kangaroos. Remind them to take small jumps; the action is up and down with little forward movement.

### **Assessment**

Have students stand beside a partner (Outcome S4.E4, working with others). Partner A tells his or her partner which direction he or she is going to move and then travels in that direction. Partner B gives a thumbs-up if the action matched the verbal. Repeat with partner B traveling. Allow sufficient time for the students to complete all six directions (forward, backward, right, left, up, down). (Remember, the emphasis is on the direction, not the correct execution of the locomotor.)

### **Grade 2**

Changes in direction: On your signal, have students change directions as they travel in general space. (Link changing directions as a tactic in chasing and fleeing games, and offensive strategies in sports.)

### **LEARNING EXPERIENCE: CLOCKWISE AND COUNTERCLOCKWISE**

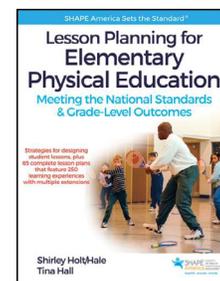
### **Grade 2**

*At the beginning of class we said that the movement directions were “6 + 2.” We are now ready for the “+ 2.” The words are big—clockwise and counterclockwise—but the movements are not difficult. Stand in self-space. Spin around, leading with your right shoulder. This is clockwise—the direction that the hands move on an old-fashioned clock.*

Following the clockwise movement, have students spin to the left as you label this movement counterclockwise. (Link this action to ice skaters, gymnasts, platform divers, football and basketball players performing an evasive tactic.)

*You have moved in “6 + 2” different directions today: forward, backward, left, right, up, and down, plus clockwise and counterclockwise. Travel in any direction you choose, but keep going in the same direction until you hear the signal to stop. I will observe to see whether I can correctly name the direction you are traveling. Ready? Begin.*

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### Assessment

Name the direction in which you want the students to move. Cue them to stop when they hear the signal and to listen for the next direction for their movement. These types of informal observation assessments provide valuable feedback of class or group understanding of the concept and areas where reteaching is needed.

### Directions: A Dance Malfunction in the Toy Shop (Grades 1 and 2)

*The master craftsman has just created a new supply of toy soldiers and robots. He knows they look good, but can they move? You may choose to be a robot or a toy soldier; your stance and movements will be as such. The first test is traveling forward. On my signal, begin to move in a forward direction.*

Give students the following instructions:

- Make your movements jerky, like a robot or wooden soldier.
- Make sharp turns as you travel. Good, now let's see if the robots and toy soldiers can move backward.
- Remember to move like a robot by using small steps and almost rigid leg actions.
- These are special toys; they can extend an arm to the right or left and move in that direction.
- The robots and toy soldiers cannot move their total bodies from high to low, but they can move body parts. Test the arms—up and down. Bend at the waist—down and up.
- Oh, no, something seems to be wrong. There are short circuits in the robots. The toy soldiers are confused. They are all moving in circles clockwise. Now they are moving counterclockwise. Quick, turn off the power. Short circuit: Collapse in self-space!

### Assessment

Assessment opportunities for both peer and teacher observation are provided within the learning experiences.

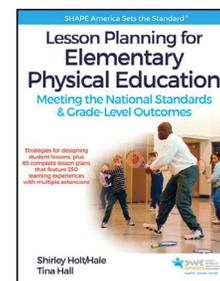
### Closure

- What was the focus of our lesson today?
- Let's name the directions. I call them "6 + 2." Who can name them?
- I will write the name of a direction on the whiteboard. Tell your partner a game or sport in which you might see that direction of movement (grade 2).

### Reflection

- Can students move in the designated directions?
- Can they identify the directions when demonstrated by another student or you?

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