



FUNDAMENTAL

MOVEMENT PROGRAM

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PERCEPTUAL-MOTOR DEVELOPMENT GUIDE

**SKILL DEVELOPMENT MOVEMENT PROGRAM
FOR
PRESCHOOL AND ELEMENTARY TEACHERS**



Please Note:

The National Association of Sport and Physical Education Standards are in this section.

The California Physical Education Standards are in the Physical Education Lesson Plan Objectives Sheets by Grade Level. (See final column on that sheet)

FUNDAMENTAL MOVEMENT PROGRAM

Skill Development Movement Program For Preschool and Elementary PreK-2nd

NASPE (National Association of Sport & Physical Education) provides guidelines and appropriate practices for preschool, elementary, middle, and high school students. **NASPE** does not have Physical Education Standards for early childhood but they do provide recommendations for appropriate practice for physical activity at the early childhood level 2-5 year olds.

NASPE RECOMMENDATIONS

Design active learning environments

The *Fundamental Movement* program recognizes the importance of creating an active learning environment and provides tools to help create this environment. The game marking on the playground help create a motor lab and the stencils give the freedom to create the space with limitless possibilities. Markings on the playground have been proven to increase the physical activity of children and it also serves as teaching activity stations for the development of gross motor skills.

The *Fundamental Movement* program consists of activities that focus on skill development requiring minimal if any equipment and minimal space thus can be easily be done inside or outside.

Develop movement skills and concepts

It is very important to focus on a skill and “teach”, not just do. Have students run, skip, and jump but also teach them that these are locomotor skills. The *Fundamental Movement* program is a skill development program it consists of skill challenges for children to develop the foundational skills for movement. The program allows for individual discovery and development rather than group games.

Facilitate maximum participation

Children learn by moving and doing and understanding, not by standing and waiting for a turn. The attention span of all children is quite short, especially at the preschool level. All the activities in the *Fundamental Movement* program can be done in stations or as whole class activities and the program kit includes enough equipment so children are always active.

Plan for repetition and variation of practice

Repetition is a must and providing numerous opportunities to practice a skill is key to building a strong foundation. Slightly changing the activity (implement, direction, challenge) will keep the student interested in doing the

same skills. The *Fundamental Program* consists of numerous activities focusing on the same skill to provide variety necessary to keep students on task.

Practice at a high rate of success

It is very important to take in consideration that your students have different skill abilities. When it comes to gross motor skills it is often assumed that every student knows how to successfully bounce and catch a ball. However, this is far from the truth and it is imperative to not only acknowledge the different skill abilities of your students and to provide appropriate activities so all children no matter what skill level a child achieves success. Success is key for future success. Skills are broken down into sequential steps. This is how the *Fundamental Program* is presented and works as a guide for teachers to follow. Before you can run and dribble a ball (as in basketball) you need to successfully bounce and catch a ball while stationary, dribble a ball while stationary, and walk and dribble, then you can run and dribble a ball.

When children are moved too quickly or given an advanced skill it results in frustration rather than success. Frustration often results in a negative experience in association with a physical activity. When a child has a negative experience they are less likely to try the activity again. The *Fundamental Movement* program focuses on the importance of creating a positive learning environment for all your students no matter what skill level they may be.

Fitness as a by-product of play

We are more than aware that fitness is a necessary component of living a healthy life. However, the average person is not excited or motivated to go run a mile or do 50 jumping jacks. Well, the same is true for children. Fitness does not have to be hard work. It can be fun. When you present exercises in a “fun play activity” students don’t even realize they are exercising. The *Fundamental Movement* program consists of a wide variety of activities that not only focus on skill development and keep children. Children are exercising and enjoying moving their bodies as they play.

NASPE Standards

Moving into the Future:

National Standards for Physical Education, 2nd Edition (2004)

Physical activity is critical to the development and maintenance of good health. The goal of physical education is to develop physically educated individuals who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity.

A physically educated person:

Standard 1:

Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Standard 2:

Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Standard 3:

Participates regularly in physical activity.

Standard 4:

Achieves and maintains a health-enhancing level of physical fitness.

Standard 5:

Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

Standard 6:

Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

The ***Fundamental Movement*** program is a skill development curriculum. It provides guidance in the sequential steps necessary to develop a strong base in gross motor skills. The NASPE physical Education standards 1,2,3,5, & 6 are addressed with the Fundamental activities. Standard 4: Achieves and Maintains a health-enhancing level of physical fitness, is a by-product of the program but not specially addressed in fitness activities.

FUNDAMENTAL MOVEMENT

BALANCE ACTIVITIES NASPE Standards Alignment

#	ACTIVITY	SKILLS	NASPE STANDARDS
1	Walking Board	Walk Forward & Backwards on a Line or Board	1, 2, 3, 5, 6
2	Walking Board	Verbalize the Direction & Turn Around on Board	1, 2, 3, 5, 6
3	Walking Board	Walk Forward Bend Down Pick Up Bean Bag	1, 2, 3, 5, 6
4	Walking Board	Walk Forward, Backward, Sideways with a Bean Bag Balanced on Top of Head	1, 2, 3, 5, 6
5	Walking Board	Walk Forward, Backward, Sideways and Step Over a Rope and Under a Rope	1, 2, 3, 5, 6
6	Walking Board	Walk Forward, Backward, Sideways and Step Over a Rope and Under a Rope (Higher Height)	1, 2, 3, 5, 6
7	Walking Board	Walk Through a Hula Hoop/Bounce Ball in Hula Hoops while Walking Across Board	1, 2, 3, 5, 6
8	Balance Boards	Balance for 10 seconds on a Square Bottomed & Circle Bottomed Boards	1, 2, 3, 5, 6
9	Blocks	"Cross the Brook" Stepping on Blocks	1, 2, 3, 5, 6
10	Stationary Balance	Balance on One Leg 5 Seconds/Hop on One Foot 5 Times	1, 2, 3, 5, 6
11	Dynamic Balance	Stand on One Foot and Hop Forward, Land and Balance on that Foot 5 Seconds and Hop Forward	1, 2, 3, 5, 6
12	Object Balance	Balance the Bean Bag on Various Parts of the Body While Moving/ Balance Bean Bag on Head Sit Down & Stand Up	1, 2, 3, 5, 6
13	Body Parts Balance	Build a Bridge using 4 Body Parts/2 Body Parts	1, 2, 3, 5, 6
14	Object Balance	Balance a Bean Bag on the instep of Foot and Swing Foot Forward & Backward/Swing Foot & Catch Bean Bag with Hand	1, 2, 3, 5, 6
15	Coordination Ladder	Walk on the Rungs of the Ladder Forward, Backward, Sideways	1, 2, 3, 5, 6
16	Coordination Ladder	Walk on Ladder as a Balance Board & Balance a Bean Bag on Various Body Parts	1, 2, 3, 5, 6
17	Coordination Ladder	Balance on Ladder on One Foot 5 Seconds/Hop 5 Times on One Stop on Ladder	1, 2, 3, 5, 6
18	Balance Puzzles	Body Part Balance Puzzles	1, 2, 3, 5, 6
19	Tin Can Stilts	Move in Different Directions	1, 2, 3, 5, 6

FUNDAMENTAL MOVEMENT

BODY & SPACE ACTIVITIES NASPE Standards Alignment

#	ACTIVITY	SKILLS	NASPE STANDARDS
1	Body Parts Identification	Students Close Their Eyes & Identify Body Parts: Head, Shoulders, Knees, Toes etc.	5
2	Body Parts Head	Students Identify: Eyes, Nose, Cheeks, Ear etc.	5
3	Body Parts & Purpose	Fill in the Blanks: My Eyes are for.....	5
4	Body Part to Other Body Part	Nose to Knee, Head to Shoulder, Hand to Ankle, Wrist to Leg, etc.	5
5	Directional Terms Practice	Instruct Students to Stand in Front, Stand Beside, Stand Inside, Jump Over a Hula Hoop etc.	1, 2, 5, 6
6	Moving Body Parts in a Specific Direction	Instruct Students to follow commands: Point Fingers Up, Put Head Down, Put One Foot In Back of You, One Hand Beside You	5
7	Obstacle Course Activities	Create Obstacles for Students to: Jump Over, Crawl Through, Run Around, Crawl Under etc.	1, 2, 3, 5, 6
8	Following Directional Cues	Using the Ladder instruct students to walk Forward, Backward, Sideways, Jump Over etc.	1, 2, 3, 5, 6
9	Laterality Practice (Left and Right)	Using any piece of equipment or activity marking: Instruct Students to use their Right or Left or Stand to the Right or Left etc.	1, 5
10	Body parts Games	Hokie Pokie, Looby Loo, Simon Says etc.	1, 3, 5, 6
11	Finger Talk	Point Finger Up, Down, Wave it Around etc.	5
12	Body Parts in Action (The Do It Song)	Stamp Left Foot, Stamp Right Foot, Clap, Look to the Right, Look to the Left etc.	1, 3, 5, 6
13	Number Jump	Jump 1-2-3 Jump 4-5-6 Jump Forward etc.	1, 3, 5, 6
14	Hand Switch	Right Hand, Left Hand Up Down & Around etc.	1, 3, 5, 6
15	Noble Duke of York	Follow the instruction of the song: Up, Down etc.	1, 3, 5, 6
16	Rock, Bridge, Tree Game	Students are paired one is a mover and the other is a Rock, Bridge, or Tree. The mover is to go over, under, or around the other student.	1, 3, 5, 6
17	Rock, Bridge, Tree Relay	A student is a Rock, another a Bridge, and a third a Tree. Other students will jump over, crawl under and run around.	1, 2, 3, 5, 6
18	Mirror Images	Two students face each other. One leads moving his arms or legs and the other copies.	1, 5

FUNDAMENTAL MOVEMENT

EYE-FOOT COORDINATION ACTIVITIES NASPE Standards Alignment

#	ACTIVITY	SKILLS	NASPE STANDARDS
1	Coordination Walks	Using a line on the ground or a jump rope laid flat students are to: Walk Forward Heel Toe, Tiptoe, Giant Steps, etc.	1, 3, 5
2	Bear Crawl Coordination Ladder	Bear Crawl on ground then on ladder	1, 3, 5
3	Rung Walk Coordination Ladder	Balance and Walk on the rungs of the ladder Forward, Backwards, & Sideways	1, 3, 5
4	Hopscotch with Hoops	Hopping, Stride Jump, Tossing for accuracy	1, 3, 5, 6
5	Jumping & Sequencing Directions	Jumping Patterns: Forward, Backwards, Across, Diagonally, Repeat etc.	1, 5, 6
6	Stilt Walking	Walk and Balance on Stilts	1, 5, 6
7	Soccer Dribble with a Nerf Ball	Each student has a ball and instructed to soccer dribble with the instep of the foot.	1, 2, 3, 5, 6
8	Jumping & Ropes	Rope flat on the ground, Hop & Jump over and around the rope.	1, 3, 5, 6
9	Block Walking or Obstacle Course Motor Planning	Balance, Coordination & Motor Planning	1, 5
10	Soccer Kick for Accuracy	Use cones to set up various sized goals and vary the distance.	1, 2, 3, 5, 6
11	Crawl Through the Ladder	Motor Planning. With the ladder on its side, students are to crawl in and out of the rungs.	1, 5, 6
12	Balance Boards	Balance on various sized boards and with square and circle bottoms.	1, 2, 5, 6
13	Space Awareness	Utilizing boxes, blocks, chairs, cones etc. Instruct students to step over them without touching.	1, 5, 6
14	Bean Bag Foot Relay	Push the bean bag across the floor only using their feet.	1, 5, 6
15	Circle "Keep It In" Game	Students sit in the crab position and only use their feet to keep the ball inside the circle.	1, 2, 3, 5, 6

FUNDAMENTAL MOVEMENT

JUMPING & SEQUENCING ACTIVITIES NASPE Standards Alignment

#	ACTIVITY	SKILLS	NASPE STANDARDS
1	Jumping	Utilizing a Hula Hoop instruct students to Jump with 2 feet IN, OUT, SIDE to SIDE, OVER etc.	1, 3, 5
2	Jumping on a Rope Laid on the Ground	Jump, Hop, & Walk around and over rope.	1, 3, 5
3	Jumping Box	Jumping & Landing on 2 feet	1, 3, 5
4	Jumping Obstacle Course	Various Jumping Challenges: Jump Forward, Jump High, Jump Over etc.	1, 3, 5
5	Jumping Rope	Jump a long rope turned by others.	1, 3, 5, 6
6	Jumping & Following Directions	Jump Rope games and Rhythms: Mother May I etc.	1, 5, 6
7	Jumping with a Rope Grid	Ropes laid down in a tic-tac-toe pattern: Students follow directional commands Forward, Backward, Side etc.	1, 3, 5

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LOCOMOTOR SKILLS ACTIVITIES NASPE Standards Alignment

#	ACTIVITY	SKILLS	NASPE STANDARDS
1	Animal Walks	Balance & Upper Body Strength: Alligator Crawl, Puppy Dog, Monkey Run, Bear Walk, Inch Worm, Crab Walk	1, 3, 5
2	Locomotor Practice	Walk, Run, Jump, Hop	1, 2, 3, 4, 5, 6
3	Locomotor Practice	Skip, Gallop, Slide, Leap	1, 2, 3, 4, 5, 6
4	Hopping in Hoops	Hop In and Out of one/ Hop from one to another following pattern	1, 3, 5, 6
5	Hopping & Jumping in Patterns	Jumping & Hopping Patterns using a rope tic-tac-toe grid: Forward, Backwards, Across, Diagonally, Repeat etc.	1,3, 5, 6
6	Hopping	Hop in Place/Hop Forward	1, 3, 5, 6
7	Locomotor Movements	Practice locomotor movements on a track with letters or numbers	1, 2, 3, 4, 5, 6
8	Pathways	Draw Chalk Pathways: zig-zag, curved, straight and have students practice locomotor skills moving from one pathway to the next.	1, 3, 4, 5, 6
9	Locomotor Skills with Parachute	Practice locomotor skills around the parachute laying flat on the ground.	1, 3, 4, 5, 6
10	Number Exchange with Parachute	Students are numbered off by 4's. A number and locomotor skill is called out. The students with the number called will cross under the lifted parachute doing the locomotor skill that was called out.	1, 2, 3, 4, 5, 6
11	Musical Hoops	One student stands in the middle of a circle of Hula Hoops and calls out a locomotor skill. As the music plays all the students do the locomotor skill, when the music stops the student that did not get back into a Hula Hoop will then be the next person in the middle.	1, 2, 3, 4, 5, 6
12	Hill Dill Game	One Student stands between 2 lines and calls out a locomotor skill. The class is to do that skill from one line to another. The student that called the skill is it and will tag the other students as they move from one line to the next. Students that are tagged will become taggers.	1, 2, 3, 4, 5, 6

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HAND-EYE COORDINATION ACTIVITIES NASPE Standards Alignment

#	ACTIVITY	SKILLS	NASPE STANDARDS
1	Drop & Catch Playground Balls	Stand outside of a Hula Hoop and Bounce & Catch a playground ball inside the hoop to help with control.	1, 2, 3, 5, 6
2	Overhand Throwing Bean Bags	Overhand Throw for Distance and Accuracy to various sized targets.	1, 2, 3, 5, 6
3	Underhand Tossing Bean Bags	Overhand Throw for Distance and Accuracy to various sized targets.	1, 2, 3, 5, 6
4	Nerf Frisbees	Throw for Distance and Accuracy to various sized targets.	1, 2, 3, 5, 6
5	Dribbling Playground Balls	Dribble while stationary using one hand using fingertips not slapping the ball	1, 2, 3, 5, 6
6	Catching Bean Bags	Use both hands, Track with eyes, & "Give" when object approaches their hands.	1, 2, 3, 5, 6
7	Throwing and Catching Nerf Balls	Vary Size & Weight /Self Toss and Catch & with a Partner	1, 2, 3, 5, 6
8	Throwing and Catching with Scoops	Self and with a Partner /Toss and Catch a beanbag using a scoop	1, 2, 3, 5, 6
9	Throwing Rings	Throw rings into Hula Hoop first to ensure success then decrease size of targets eventually using a pole to "ring"	1, 2, 3, 5, 6
10	Catching Small Playground Balls	Self Toss and Catch small 6" Playground Balls	1, 2, 3, 5, 6
11	Batting or Hitting Beach Balls	Using hands as the implement to hit/bat the beach ball in the air.	1, 2, 3, 5, 6
12	Ring Toss Game with Hoops and Bean Bags	Place Hula Hoops at different distances and give a point value to each hoop. Students are to toss bean bags and add up their score by landing in a hoop.	1, 2, 3, 5, 6
13	Bucket and Clothespins Game	Drop a clothespin into a bucket or jar by standing over it from waist height	1, 2, 3, 5, 6
14	Bowling with Playground Ball	Students form a circle and roll the ball around and across the circle.	1, 2, 3, 5, 6
15	Bowling with small Playground Ball and Blocks	Set up Blocks to be knocked down by rolling a ball. Vary distance and size of blocks to ensure success.	1, 2, 3, 5, 6
16	Target Bounce with Bean Bag	Place a bean bag on the ground between two students and the students are to bounce the ball back and forth trying to hit the bean bag (serving as a target)	1, 2, 3, 5, 6
17	Exploration with a Ball (Individual Play)	Bounce and Catch/Toss Above Head and Catch/Roll Ball/Run and Toss Ball in Air and Catch/Bounce under Leg/Jump over Ball/Toss from Hand to Hand/Bounce Ball waist, knee, & head	1, 2, 3, 5, 6

17	Exploration with a Ball (Individual Play)	Bounce and Catch/Toss Above Head and Catch/Roll Ball/Run and Toss Ball in Air and Catch/Bounce under Leg/Jump over Ball/Toss from Hand to Hand/Bounce Ball waist, knee, & head high/Bounce Ball lightly & strongly/Bounce Ball and Catch it low and catch it high.	1, 2, 3, 5, 6
18	Throwing and Catching with a Partner	Underhand Toss (2 Hands)/Underhand Toss (1 Hand)/Overhand Toss (2 Hand Chest Pass)/Overhand Toss (1 Hand)/Bounce Pass (2 Hands)/Bounce Pass (1 Hand)/Underhand High Toss	1, 2, 3, 5, 6
19	Dribbling (Individual Play)	Bounce and Catch (2 Hands)/Two	1, 2, 3, 5, 6

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SMALL/FINE MOTOR COORDINATION NASPE Standards Alignment

#	ACTIVITY	SKILLS	NASPE STANDARDS
1	Lacing Board	Students thread and unthread.	1, 5
2	Bead Stringing	String and unstring, sort by color, shape, size, count, make patterns.	1, 5
3	Clothespins	Clip on side of a lid, jar, or can.	1, 5
4	Touch the Fingers Independently	Touch all the fingertips of one hand in succession, independently, with the thumb of the same hand beginning with the little finger. Then repeats in reverse order starting with the index finger.	1, 5
5	Open and Close Fingers	Start with hands closed into fists. Open and close both hands at the same time and opposite (Close one/Open other)	1, 5
6	Shapes	Sort by color, shape, size, count, make patterns.	1, 5
7	Rhythm Sticks	Fine motor activities emphasizing finger control and dexterity.	1, 5
8	Peg Boards	Sort by color, shape, size, count, make patterns.	1, 5

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SOCIAL SKILL DEVELOPMENT PARACHUTE ACTIVITIES NASPE Standards Alignment

#	ACTIVITY	SKILLS	NASPE STANDARDS
1	Shake the Rug	Shake waist height, chest height and above the head	1, 3, 5, 6
2	Make Wind	Quick Up and Down movements in Unison	1, 3, 5, 6
3	Billow a Cloud	Billow high above head.	1, 3, 5, 6
4	Toss a Cloud	Billow and on count of 3 all let go and the parachute will float up.	1, 3, 5, 6
5	Circle the Chute	Coordinate movements to make a large ball roll around the perimeter.	1, 3, 5, 6
6	Toss a Ball	In unison toss a large ball in the air and catch it on the chute.	1, 3, 5, 6
7	Ocean Waves	Ripple the chute to simulate waves. Place a ball on the chute and try to make the ball go off the chute by somebody other than you.	1, 3, 5, 6
8	Ghost City	Select a few students to assume a static position of their choice. Billow the chute above and let it settle down over them.	1, 3, 5, 6
9	Dragon	Students run with parachute billowing behind them.	1, 3, 5, 6
10	Chute Trap	Half of the students hold the chute taut and the other half of students run or crawl under the chute and on a signal the chute is dropped to trap the students.	1, 2, 3, 5, 6
11	Popcorn	Put small balls or bean bags on the chute and make waves to "pop".	1, 2, 3, 5, 6
12	Snake Pit	Put jump ropes on the chute and try not to get bitten by a "snake".	1, 2, 3, 5, 6
13	Number Exchange	Number the students off by 6. Billow the parachute and call out a number. Students with the number called are to run under the chute and change places.	1, 2, 3, 5, 6
14	Fox and the Squirrel	Students holding the chute are sitting down. One student is selected to be the squirrel to crawl under the parachute while the students make waves. Another student is selected to crawl on top of the parachute to catch the squirrel.	1, 2, 3, 5, 6
15	Hole in One	Try and get the ball in the hole in the middle of the chute.	1, 2, 3, 5, 6

FUNDAMENTAL MOVEMENT

SKILL DEVELOPMENT THROUGH GAMES NASPE Standards Alignment

#	ACTIVITY	SKILLS	NASPE STANDARDS
1	Bowling Dodgeball	Students stand in a circle with a few students standing in the middle as “pins” when a student is hit by a rolled ball they switch with the student	1, 2, 3, 5, 6
2	Pin ball Dodgeball	Students on the outside of the circle try to roll the ball through the legs of the students standing in the middle of the circle.	1, 2, 3, 5, 6
3	Advanced Group Bowling	All players form a circle, straddling their feet so that they are spread apart and touching the players’ feet next to them. All players turn around backwards, bend over and look through their legs. The object of the game is to roll a ball through a player’s legs before he can get his hands down to stop it.	1, 2, 3, 5, 6
4	Rounders	One team is up and the other out in the field. The “batter up” throws a ball and then runs around the bases. The fielders are to throw the ball to first, second, third and then home in sequence. If the runner gets home before the ball gets home, the runner scores a point. Teams switch when all players have gotten to throw and run. (No outs in this game)	1, 2, 3, 5, 6
5	Name Ball	Students stand on the outside of a circle. One student stands in the middle with a ball. The student is to throw the ball in the air and call out a student’s name. The student that is called is to retrieve the ball and they are now the new caller in the middle.	1, 3, 5, 6
6	Musical Hoops	One student stands in the middle of a circle of Hula Hoops and calls out a locomotor skill. As the music plays all the students do the locomotor skill, when the music stops the student that did not get back into a Hula Hoop will then be the next person in the middle	1, 2, 3, 4, 5, 6
7	Hill Dill	One Student stands between 2 lines and calls out a locomotor skill. The class is to do that skill from one line to another. The student that called the skill is it and will tag the other students as they move from one line to the next. Students that	1, 2, 3, 4, 5, 6

7	Hill Dill	One Student stands between 2 lines and calls out a locomotor skill. The class is to do that skill from one line to another. The student that called the skill is it and will tag the other students as they move from one line to the next. Students that are tagged will become taggers	1, 2, 3, 4, 5, 6
8	Man From Mars	The game is played with 2 lines approximately 50 feet apart. One student stands in the middle as the "Man From Mars" Students on the line take off for the other line performing the locomotor skill of their choice. The Man From Mars will call out a locomotor skill and the students that are doing that skill are safe to make it to the other side. Those not doing the called out skill can then be tagged. If tagged they are to join the Man From Mars to help him tag the students.	1, 2, 3, 4, 5, 6
9	Kittie	One student stands in the middle of a circle while all the other students are standing on poly dots or carpet squares forming the circle. The student in the middle is to call out a locomotor skill that all the students are to do including the middle student. The students are to move to another spot. The student that does not find another spot will be the "Kittie" in the middle.	1, 2, 3, 4, 5, 6
10	Go For It Soccer	Students are divided into two teams. The game is started with a soccer or playground ball placed on the centerline separating the two teams. Cones are placed to create goals on each end of the playing area. Points are scored when a goal is made.	1, 2, 3, 4, 5, 6
11	Circle Soccer	Students stand in a circle and divided in half to form 2 teams. The object of the game is to kick the ball past the other side of the circle. Students should only use the instep when kicking the ball to keep the ball below the waist.	1, 2, 3, 4, 5, 6
12	Bean Bag Stuck in the Mud	Four or more students are "it". Each "it"	1, 2, 3, 4, 5, 6

FUNDAMENTAL MOVEMENT

TOTAL BODY COORDINATION NASPE Standards Alignment

#	ACTIVITY	SKILLS	NASPE STANDARDS
1	Rhythmic Jumping	Jump (2 Feet) 10 times and stop bending knees for a controlled stop	1, 2, 3, 5, 6
2	Half Turn	Students turn $\frac{1}{4}$, $\frac{1}{2}$, and $\frac{3}{4}$	1, 2, 3, 5, 6
3	Lateral Marching	Start with marching, add hopping, and develop a rhythm with marching and jumping.	1, 3, 5, 6
4	Straddle Jumps	Jump-Legs Apart /Legs Together ($\frac{1}{2}$ Jumping Jack)	1, 3, 5, 6
5	Alternate Feet Kicks	Alternate kicking feet forward keeping legs straight.	1, 3, 5, 6
6	Sequence of Multiple Skills	Have students perform a sequence of skills: Jumping, Marching, Hopping, $\frac{1}{2}$ Turn/Straddle Jump etc.	1, 2, 3, 5, 6