

Grade One

First graders continue a moderate and steady growth in height and weight. Many students at this grade can demonstrate the proper form for jumping, hopping, galloping, sliding, walking, running, leaping, and skipping. Additional practice opportunities and instruction should be provided for students who are experiencing difficulties with these skills. Hand–eye coordination and reaction time are improving, making the manipulation of objects easier. Static and dynamic balances are also improving, which allows for the learning of more advanced tumbling and dancing skills.

First graders are experiencing an increasing number of formal demands for cognitive understanding in the classroom and in physical education. Fortunately, they are enthusiastic and receptive to most learning challenges. They love to try new things, learn new things, and discover new things simultaneously. They are hands-on learners who ask lots of questions. However, their ability to focus is usually limited, so new information should be presented in small increments. They also need a variety of experiences and creative activities to keep their interest focused on the lesson.

A first grader is still most concerned about himself or herself and can be impulsive. They are motivated by a strong desire to please family members and other adults. Friends are becoming increasingly important, although they may change frequently. First graders can plan and carry out simple tasks and responsibilities. Appropriate early physical education experiences can extend, expand, and clarify social skills that students refine through experience.

First graders are genuinely excited about learning in physical education. They anticipate the excitement and fun associated with moving and learning. The teacher can harness this energy and enthusiasm and channel it to help students develop skills and build a solid movement foundation.

At a Glance

Standard 1

Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.

First-grade students continue to improve their locomotor and nonlocomotor skills by practicing the skills using a variety of movement qualities. The first-grade emphasis is on the qualities of movement, especially the effort aspects of space (areas, levels, planes, pathways, directions) and time (fast, slow, the tempo of the music). (See Appendix 2.) However, other aspects of effort, including weight (strong, light) and flow (free, bound), along with relationships (behind, in front of)

to objects and people are also practiced. Students combine locomotor skills into sequences and then, using various qualities of movement, create sequences to accompany selected pieces of music. Nonlocomotor skills are also practiced through balancing skills in which different bases of support are used and symmetrical and asymmetrical shapes are formed.

First graders review log rolls learned in kindergarten and progress to forward rolls in the content area of tumbling. They extend their jump rope skills from jumping over a stationary rope (learned in kindergarten) to jumping over a swinging rope and landing softly on both feet. First graders continue to practice throwing, catching, kicking, and dribbling by using a variety of objects (e.g., balls, balloons) and striking by using a variety of striking implements (e.g., arms, hands, feet, short-handle paddle). By the end of first grade, students will demonstrate the correct technique for catching a gently thrown ball.

Standard 2

Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.

Standard 2 represents the cognitive knowledge that supports the locomotor, nonlocomotor, and manipulative skills learned in first grade. Often, the physical education lesson is able to address Standards 1 and 2 simultaneously; the teacher explains the information to the students and then has them experience it. For example, Standard 2.10, states “Demonstrate and explain how to reduce the impact force while catching an object”; and Standard 1.13 states, “Catch, showing proper form, a gently thrown ball.” The teacher explains what it means to reduce impact force while catching an object (e.g., bending the elbows when catching) and demonstrates the correct technique for catching a ball. Then, the teacher has the students practice catching a ball.

First-grade students also expand their movement vocabulary to describe directions (right, left), spatial relationships (e.g., over, under, behind), boundaries, and movement patterns (underhand, overhand). They can distinguish between similar locomotor skills, such as galloping and sliding. Students learn the correct technique for manipulative skills in greater detail (e.g., hand and finger position for catching a ball, position of nonstriking foot when kicking), building on what they learned in kindergarten.

Standard 3

Students assess and maintain a level of physical fitness to improve health and performance.

First graders continue to perform moderate to vigorous physical activities three to four days each week for increasing periods of time. Muscular strength and endurance continue to be developed through activities performed on playground equipment, such as horizontal ladders, horizontal bars, and climbing apparatus.

However, students are expected to increase the difficulty of their activity. For example, students are now expected to traverse a horizontal ladder. They are also experimenting with different body positions, such as the v-sit, push-up, and squat (with a knee bend no greater than 90 degrees), which are used in later grade-levels for more advanced exercises. Although first graders typically do not lack flexibility, this is an appropriate time to have students demonstrate stretching exercises for the arms, shoulders, backs, and legs while stressing the importance of not hyperflexing or hyperextending the joints.

Standard 4

Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.

Similar to the relationship between Standards 1 and 2, Standard 4 provides the cognitive information to support the fitness activities described in Standard 3. For example, students engage in a variety of moderate to vigorous physical activities. Through these activities, students discover that their heart beats faster and breathing accelerates during physical activity to provide oxygenated blood to the muscles. Students not only experience these physical changes, they can articulate them as well.

First graders learn that stronger muscles produce greater force, more flexible muscles allow more range of motion, and an increase in endurance allows an individual to move for longer periods of time. They learn that to prevent injury, proper body position must be used when they are exercising and that water, oxygen, and food act as fuel for the body.

Standard 5

Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

First graders participate willingly in new activities and respond in acceptable ways to challenges, successes, and failure. They are learning to share, cooperate, and work in groups without interfering with others. They understand the characteristics for sharing, working with others, and being an effective partner.

Learning Snapshots

Standard 1

1.10 Demonstrate the underhand movement (throw) pattern.

The underhand movement pattern is simpler than the overhead movement pattern and should be learned first. The underhand movement pattern is used in many sport skills: the softball pitch, bowling, and the underhand volleyball serve. The goal is for students to demonstrate the underhand throwing pattern using the proper form. The proper form for the underhand throwing pattern is:

- Face the target.
- Hold the ball with the thumb and three fingers.
- Swing the arm back.*
- Turn the body back slightly.
- Step forward on the foot opposite to the throwing arm.*
- Turn the body forward slightly.
- Swing the arm forward with the palm facing forward.
- Release the ball.
- Follow through in the direction of the target.

[insert graphic]

During the lesson, the teacher demonstrates the correct technique for the underhand throw (also known as a toss), pointing out one or two cues that students should focus on first (see those items with an asterisk). Students, in pairs, practice the underhand throw. The teacher rotates through the class providing positive or corrective specific feedback on the one or two specific cues. Students change partners frequently so that they learn sharing and cooperation (Standard 5.3) in the same lesson. As students' performances improve, the teacher focuses on additional cues. It is important for students to focus on generating force instead of accuracy so that proper throwing form remains the primary objective. Students practice the underhand throw throughout the school year. Multiple lessons and practice opportunities will be needed for most students to achieve throwing proficiency.

1.13 Catch, showing proper form, a gently thrown ball.

Catching is a common skill used in many sports and games. At the first-grade level, students learn the proper form for catching a gently thrown ball. The proper form is:

- Watch the ball.
- Move toward the ball.
- Point fingers up if the ball is above the waist or point fingers down if the ball is below the waist.
- Extend both arms.*
- Grasp the ball with both hands.
- Give with the ball on contact.*

During the lesson, the teacher demonstrates the correct technique for catching while pointing out one or two cues that students should focus on first (see those items with an asterisk). Catching can be practiced simultaneously with the underhand throw. The teacher rotates through the class providing positive or corrective specific feedback on the one or two specific cues. Students continue to change partners frequently, so that they learn to share and cooperate (Standard 5.3) in the same lesson. As students' performances improve, the teacher focuses on additional cues. The teacher reviews and students practice the correct technique for catching throughout the year.

Standard 2

- 2.10 Demonstrate and explain how to reduce the impact of force while catching an object.

The term *impact force* as it applies to a child catching an object such as a ball with the hands is nothing more or less than the slap or sting delivered to the palm and fingers as the ball is touched, slowed, and brought to rest. Bringing a ball to rest requires a force on the ball to be applied for a certain amount of time; as more time is taken, the force required becomes smaller, and so does the slap. An example of taking more time in order to reduce the force is bending an elbow when catching instead of keeping the arm straight. The slap can also be reduced by spreading the force that has to be applied over a large area of the hand, so that no one spot has to apply all of it; the slap is less if a ball is caught with two hands instead of one, because the force is spread over the area of two hands instead of the area of one. Another way to reduce the slap is to put some material between the palm of the hand and the ball. When a baseball player catches a ball in the palm of her/his glove some of the energy of the ball's motion goes into squeezing and stretching the leather of the glove instead of into squeezing and stretching her/his hand. This standard requires that students demonstrate and explain these concepts. When teaching the correct technique for catching (Standard 1.13), the teacher explains why it is important to bend elbows when catching and why baseball/softball players wear gloves. During throwing and catching practice, the teacher rotates through the class to provide feedback and periodically asks students to explain why bending their arms is important when catching.

Standard 3

- 3.6 Stretch arms, shoulders, back, and legs without hyperflexing or hyperextending the joints.

Hyperflexion means to bend a joint beyond its normal range. Hyperextension means to straighten a joint beyond its normal range. Both practices could result in injuries when one is stretching and should be avoided. One example of hyperflexion is the deep knee bend. One example of hyperextension is when a trunk lift is performed with the chin higher than 12 inches above the ground. These two exercises are unsafe stretches that should not be part of physical education instruction.

The purpose of this activity is to instruct students on the correct stretching technique. A static stretch is a slow sustained stretch that is held for 10 to 30 seconds. The student "stretches the muscle-tendon unit to the point where mild discomfort is felt and then backs off slightly, holding the stretch at a point just

prior to discomfort” (Physical Education for Lifelong Fitness 2005, p. 107). Posters provide students with a visual representation of the correct technique. All flexibility exercises should be performed as static stretches with no bouncing. Four safe stretches that can be performed are:¹

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Arm Stretch

Reach right arm across the chest, parallel to the ground.
Place left hand on right upper arm.
Gently push on right arm toward chest.
Switch arms and repeat.

Shoulder Shrugs

Stand.
Raise right shoulder toward earlobe.
Lower shoulder.
Raise left shoulder toward earlobe.
Lower shoulder.

Reverse Hurdle Stretch

Sit with one leg extended and the other leg bent so that the sole of the foot is alongside the extended knee.
Bend the extended knee slightly.
Reach both hands toward the toes of the extended leg.
Switch legs and repeat.

Low Back Stretch

Lie on back with a knee bent at a 90-degree angle.
Grab the back of the thigh with the bent knee with both hands.
Pull thigh toward chest, keeping the knee at a 90-degree angle.
Switch legs and repeat.

Standard 4

4.5 Explain that increasing the heart rate during physical activity strengthens the heart muscle.

Before and during aerobic exercise, the teacher asks students to place their hands on their chests to feel their hearts beat. The teacher tells the students that the heart is the size of a fist (Standard 4.4) and is the most important muscle in

¹ Because there are few safe stretches, the same stretches are listed for kindergarten and grade one students. These stretches are appropriate for young students.

the body. And, just like the other muscles in the body it needs to be exercised to remain strong. The teacher asks students whether their hearts are beating faster before or during exercise. When the students respond that their hearts beat faster during aerobic activity, the teacher explains that this increase in heart rate is what makes the heart stronger. During aerobic activity in future lessons, the teacher quizzes the students regarding the relationship between heart rate and strengthening the heart muscle.

Standard 5

5.3 Demonstrate the characteristics of sharing and cooperation in physical activity.

At the beginning of the lesson, the teacher presents the students with a chart. The chart is divided into three columns. The first column is labeled "Looks Like," the second column is labeled "Sounds Like," and the third column is headed "Feels Like." The teacher asks the students to discuss what sharing and cooperation look like, sound like, and feel like. The students are then divided into pairs and assigned to a trolley activity, where they are supposed to walk forward and backwards. The students get on their trolley, thinking that this is going to be an easy task. As they begin walking, they realize that it is difficult to move unless they work together. After the students have tried to complete the task but failed, the teacher calls the student back to the chart. The class reviews the important components of sharing and cooperation. Then, the students try the trolley again. The pairs are successful this time. During closure, the teacher asks students to discuss what helped them to be successful.

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Grade One Physical Education Model Content Standards

Standard 1

Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.

Movement Concepts

- 1.1 Demonstrate an awareness of personal space, general space, and boundaries while moving in different directions and at high, medium, and low levels in space.
- 1.2 Travel over, under, in front of, behind, and through objects and over, under, in front of, and behind partners, using locomotor skills.
- 1.3 Change speeds in response to tempos, rhythms, and signals while traveling in straight, curved, and zigzag pathways, using the following locomotor movements: walking, running, leaping, hopping, jumping, galloping, sliding, and skipping.
- 1.4 Change direction from forward and back and right and left in response to tempos, rhythms, and signals while walking, running, hopping, and jumping (i.e., locomotor skills).
- 1.5 Demonstrate the difference between slow and fast, heavy and light, and hard and soft while moving.

Body Management

- 1.6 Balance oneself, demonstrating momentary stillness, in symmetrical and asymmetrical shapes using body parts other than both feet as a base of support.

Locomotor Movement

- 1.7 Roll smoothly in a forward direction, without stopping or hesitating, emphasizing a rounded form.
- 1.8 Land on both feet after taking off on one foot and on both feet.
- 1.9 Jump a swinging rope held by others.

Manipulative Skills

- 1.10 Demonstrate the underhand movement (throw) pattern.
- 1.11 Demonstrate the overhand movement (throw) pattern.
- 1.12 Demonstrate the two-handed overhead (throw) pattern.
- 1.13 Catch, showing proper form, a gently thrown ball.
- 1.14 Catch a self-tossed ball.
- 1.15 Catch a self-bounced ball.
- 1.16 Kick a rolled ball from a stationary position.
- 1.17 Kick a stationary ball, using a smooth, continuous running approach.
- 1.18 Strike a balloon upward continuously, using arms, hands, and feet.
- 1.19 Strike a balloon upward continuously, using a large, short-handled paddle.
- 1.20 Dribble a ball in a forward direction, using the inside of the foot.
- 1.21 Dribble a ball continuously with one hand.

Rhythmic Skills

- 1.22 Create or imitate movement in response to rhythms and music.

Standard 2

Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.

Movement Concepts

- 2.1 Identify the right and left sides of the body and movement from right to left and left to right.
- 2.2 Identify people/objects that are within personal space and within boundaries.

Body Management

- 2.3 Identify the base of support of balanced objects.

Locomotor Movement

- 2.4 Distinguish between a jog and a run, a hop and a jump, and a gallop and a slide and explain the key differences and similarities in those movements.

Manipulative Skills

- 2.5 Identify examples of underhand and overhand movement patterns.
- 2.6 Explain that in the underhand throw, the position of the fingers at the moment of release can influence the direction a tossed object and a thrown object travel.
- 2.7 Explain that the non-throwing arm and hand provide balance and can influence the direction a tossed object and a thrown object travel.
- 2.8 Explain that the point of release influences the direction of a tossed object and of a thrown object.
- 2.9 Describe the proper hand and finger position for catching a ball.
- 2.10 Demonstrate and explain how to reduce the impact force while catching an object.
- 2.11 Identify the placement of the non-kicking foot when kicking with a smooth, running approach.
- 2.12 Identify the location of the contact point to strike an object upward.
- 2.13 Determine and analyze how much force is needed to move the ball forward while dribbling with the hand and with the foot.

Standard 3

Students assess and maintain a level of physical fitness to improve health and performance.

Fitness Concepts

- 3.1 Participate in physical activities that are enjoyable and challenging.

Aerobic Capacity

- 3.2 Participate three to four times each week, for increasing periods of time, in moderate to vigorous physical activities that increase breathing and heart rate.

Muscular Strength/Endurance

- 3.3 Demonstrate, for increasing periods of time, a “v” sit position, a push-up position with arms extended, and a squat position.
- 3.4 Move from a sitting to a standing position and from a lying to a sitting position without using arms to brace oneself while on the floor.
- 3.5 Travel hand-over-hand along a horizontal ladder or hang from an overhead bar.

Flexibility

- 3.6 Stretch arms, shoulders, back, and legs without hyperflexing or hyperextending the joints.

Body Composition

- 3.7 Sustain continuous movement for increasing periods of time while participating in moderate to vigorous physical activity.

Assessment

- 3.8 Identify and use two indicators of increased capacity for vigorous physical activity to measure a change in activity levels.

Standard 4

Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.

Fitness Concepts

- 4.1 Identify enjoyable and challenging physical activities that one can do for increasing periods of time without stopping.
- 4.2 Explain the importance of drinking water during and after physical activity.
- 4.3 Explain that nutritious food provides energy for alertness and mental concentration.

Aerobic Capacity

- 4.4 Recognize that the heart is the most important muscle in the body and is approximately the size of a fist.
- 4.5 Explain that increasing the heart rate during physical activity strengthens the heart muscle.
- 4.6 Identify physical activities that cause the heart to beat faster.
- 4.7 Describe the role of blood in transporting oxygen from the lungs.

Muscular Strength/Endurance

- 4.8 Explain that strengthening muscles will help prevent injury and that strong muscles will produce more force.
- 4.9 Discuss how prolonged physical activity increases endurance, allowing movement to occur for longer periods of time.

Flexibility

- 4.10 Explain that the proper body position while stretching and strengthening will help prevent injury.
- 4.11 Diagram how flexible muscles allow more range of motion in physical activity.

Body Composition

- 4.12 Identify the body components (e.g., bones, muscles, organs, fat, and other tissues).

Standard 5

Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Self-Responsibility

- 5.1 Participate willingly in new physical activities.
5.2 Identify and demonstrate acceptable responses to challenges, successes, and failures in physical activity.

Social Interaction

- 5.3 Demonstrate the characteristics of sharing and cooperation in physical activity.
5.4 Invite others to use equipment or apparatus before repeating a turn.

Group Dynamics

- 5.5 Identify and demonstrate the attributes of an effective partner in physical activity.
5.6 Identify and demonstrate effective practices for working with a group without interfering with others.