SPACE AWARENESS CONCEPTS
space – directions – levels – pathways – extensions

Personal Space

- Touch all the space around you; in front of you, behind you, above you...

Point of Emphasis

1. Your personal space is as big, or as small as you make it. Make yourself as big as you can. Make yourself as small as you can.
2. Your personal space goes where ever you go.

- Locating a Good Personal Space
  1. Far away from everyone
  2. Far away from equipment
  3. Far away from safety lines (boundary lines)

- How many different ways can you move your arms in your PS? Just your legs? Head? Shoulders? Hips?
- How many different ways can you move your whole body in your PS?
- Bending & Stretching in your PS
- Round, twisted, wide & narrow body shapes
  1. 3 whistles, 3 different statues
  2. Transformers - changing body shapes in 6 whistles/drumbeats
     - narrow to wide
     - wide to round
     - round to twisted

- Manipulative Practice
  Hand dribble, soccer foot skills, hockey stick handling, toss & catch
**General Space**

Points of Emphasis

1. All the empty/open space
2. The space we travel through

- Point to some general space in front of you; behind you; to your right; left, above you.
- Magic Bubble Game
- 10 whistles, 10 different ways to travel through GS
- Catch a Rolling Ball – Slowly roll your ball into empty space, run to get in front of it to catch it; repeat
- Dance Island – scattered hoops, one for each student; your pattern is PS/GS; begin by dancing on an island (hoop); when you hear a whistle begin dancing through general space
- Distinguishing Between PS & GS Task Sheet (Attachment A)

Checking for Understanding

- Show me 3 ways you can move in your PS. Three ways to move in GS.
- You are a baseball player batting, PS or GS? You are a gymnast traveling across the balance beam, PS or GS? You are a football player hiking the ball, PS or GS? Push-ups, PS or GS? Dribbling a soccer ball, PS or GS?
- Give me an example of something we do in sports in our PS; GS.
- Draw & label a picture of your favorite PS and GS physical activity.

**Directions**

- Point said body part in said direction:
  - toes – forward
  - elbows – backwards
  - hip – left
  - nose – right
- Traveling in Different Directions
  - Walk as you usually do, with the front (chest) of your body going first. What do we call this direction?
  - This time walk with your back/bucket leading the way. What do we call this direction?
  - Now walk with the side of the body leading the way, your hip or shoulder. What do we call this direction?
- Three whistles, 3 different ways to travel forward. Backwards. Sideways.
- *Spy Kids* – secret code: 1 whistle = forward, 2 = backwards, 3 = sideways
- Travel any direction you like, change to a different direction on signal
• Clockwise/Counter-Clockwise
  - Invisible Clock on the floor
  - turning, spin, pivoting, jump turns
  - travel through GS; 1 drumbeat go clockwise (your choice of spin, pivot, etc.), 2 drumbeats go counter-clockwise

• Manipulative Practice
  Hand dribble, foot dribble, balloon volley

• Square Dancing

Check for Understanding
• Travel forward. Backwards. Sideways.
• What direction am I traveling?
• When might you travel sideways in sports? Backwards? Forward?

Levels

• Identifying Levels
  - Put as many body parts as you can as close to the floor as possible...this is a low level.
  - Make yourself as tall as you can; put as many body parts as you can as close to the sky as possible...this is a high level.
  - Put as many body parts as you can between my shoulders & knees...medium level.

• Statues: 5 high, 5 medium, 5 low

• Traveling at Different Levels: 5 high, 5 medium, 5 low

• Body Parts at Different Levels:
  - head, high level
  - knees, low level
  - toes, medium level
  - stomach, high – hands, low
  - back, low – feet, high

• Traveling with Body Parts at Different Levels
  - elbows, high
  - hips, low
  - hands, low,
  - hand, low - stomach, medium
  - shoulders, low – heels, high

• Traveling & Freezing at Different Levels
  - Walk – freeze at a high level
  - Hop – freeze at medium level
  - Seal Walk – freeze at a low level
• Rising & Sinking to Create Different Levels
  - apple seed to an apple tree
  - snowman to a puddle
• Animal Locomotion: slither like a snake (What level?) kangaroo (What level?) bear walk (What level?)
• Catching at Different Levels
• Combining Levels & Directions
  - Can you figure out how to travel at a high level, forward?
  - Medium level, sideways?
  - Low level, backwards?
• Identifying Levels in Sport & Physical Activity Task Sheet (ATTACHMENT B)
• Levels Collage Posters – assign each student a level, Sports Illustrated magazine & scissors; find a picture, cut it out and glue it to the correct poster

Checking for Understanding
• Drawings of high, medium & low levels.
• Identifying level picture cards: Point to the kid who is at a low level? High? Medium? (Receptive Level)
  What level is this? (Expressive Level)
• Can you think of something we do in sports at a low level? Medium level? High level?
• Matching: Draw a line to match the picture with the word high, medium or low.

Pathways

Pathways Painted on the Floor
• Exploring Pathways
  - explore the different pathways painted on the floor by traveling a different way on each one
• Identifying Pathways
• Travel the straight pathways backward; if it is not straight, it’s closed
• Travel the curved pathways forward; if it’s not curved, it’s closed
• Travel the angular pathways sideways; if it’s not angular, it’s closed
• Travel the pathways following this ABC pattern: straight-curved-angular
• Travel the pathways at different levels

Pathway Maps
• Follow your pathway map; trade maps
• follow your map traveling forward; erase it by traveling backwards
• Treasure Maps – partner activity; don’t let your partner see your map; travel to your treasure, when you are finished, see if your partner can find your treasure by following your pathway

Creating Your Own Pathways
• 3 whistles, 3 different curved pathways; 3 angular; 3 straight
• Travel and change from one pathway to another on signal
• **Spy Kids** – missions inside 35MM film canisters
  - high-backwards-straight
  - low-forward-curved
  - medium-sideways-angular

**Manipulatives**

• Basketball Passes; partner activity
  - Can you figure out how to pass your basketball so it travels in a straight pathway? Curved? Angular?
• Ribbon Sticks - create pathways in the air
• Dribble along painted pathways, or while creating pathways

**Checking for Understanding**

• Draw & label each pathway.
• Identifying pathway picture cards – Ask student to point to a straight pathway (receptive level) or point to a pathway and ask, “What kind of pathway is this?” (expressive).

**Extensions**

• Locating your midline
• Exploring Extensions
  - with your hands explore all the space close to your body (near extensions)
  - without leaving your PS, explore the space far away from your body (far extensions)
• Traveling & Extensions
  - skip, freeze with near extensions
  - crab walk, freeze with far extensions
  - 3 whistles, 3 different ways to travel with near extensions
  - 3 whistles, 3 different ways of traveling with far extensions
• Jumping & Landing
  - jump making far extensions while in flight, near extensions on your landing
  - jump making near extensions while in flight, far extension on landing
  - take-off with near extension, land with far extensions
  - takeoff with far extensions, land with near
• Changing from One Extension to Another
  - on 6 drumbeats, change from near to far extensions
• Extensions & Imagery
  - pretend to carry something you don’t want anyone to see
  - pretend you are going to hug someone
  - you are climbing a rope hanging from the ceiling
  - you are carrying something you are very proud of and you want everyone to see it
  - football player running for a touchdown
Checking for Understanding

- Draw a picture of far extensions. Draw a picture of near extensions.
- What are some examples in sports where far extensions are used? Near extensions?

EFFORT CONCEPTS
speed – force – flow

We begin with a short discussion about opposites. Students provide examples of opposites.

**Speed**

- One minute, how many different ways can you think of to move your arms slow? Fast?
- How many different ways can you move your legs slow? Fast?
- In your PS, punch to the beat of the drum. Try to stay with the drum! In your PS, take a step with every drum beat. We are going to leave our PS, travel to the beat of the drum...one step for every drum beat.
- Bring hands together slowly, just before they touch pull them apart quickly. Try it on your own 3 more times. I should see a big difference between your fast and slow movements.
- Moving at Different Speeds
  - Travel as fast as you can; on signal stop and freeze immediately, try not to take any extra steps. Show me good balance. Your pattern is fast-freeze-fast-freeze. Repeat several times.
  - Travel as slowly as you can; on signal freeze immediately. Your pattern is slow-freeze-slow-freeze
- Combine Imagery and Time
  - tortoise – hare
  - race car – old jalopy
  - sprinter – marathon runner
  - a hippo with a full stomach – a mouse running from a cat
- Differentiating Among Time Words
  - waddle
  - dash
  - sneak
  - explode
  - pop
  - crawl
Combining Sport Skills & Speed
- choose a sport skill
- perform that action as if you were on a video set on fast forward; 3X, faster each time
- slow motion; 4X, slower each time

Speed Sequences
- Perform a 3-part sequence; 3X each. Do it exactly the same way every time.
- grow-deflate-inflate
- explode-punch-swing
- melt-pop-sneak
- spin-waddle-snatch
- create your own 3- or 4-part sequence with slow action words
- create your own 3- or 4-part sequence with fast action words
- create your own sequence with a combination of fast & slow action words

Accelerate & Decelerate
- define
- 6 whistles – start slow-motion and gradually get faster with each whistle
- 6 whistle – start fast and gradually get slower with each whistle

2-Square Locomotor
- Make two tracks, an inner track and outer track. The inner track is for walking (slow) the outer track is for jogging (fast).
- Divide class in half; half on the fast track, half on the slow track.
- On signal, switch tracks.

Demonstrating Understanding
- Move your arms fast. Slow.
- Cut out pictures of slow and fast moving things: race car, turtle, hare, old man. Glue them under the proper heading – fast or slow
- Tell me something you do in sports at a fast speed. Slow speed.
- Show me how to accelerate. Decelerate.
- What does accelerate mean? Decelerate?

**Force**

Exploring Force
- show me your muscles
- show me all your muscles
- when are muscles are strong they feel hard as a rock
- make 3 different statues that demonstrate a strong force
- the opposite of a strong force is a light force; muscles are not hard, but loose and relaxed, like jello
- make a statue that is very light
- make 3 more different light force statue
- think of yourself as a pat of butter left out on the counter on a hot day; all day you sit on the counter, all weak & melted; suddenly someone puts you in the refrigerator, in a little while you feel strong and solid again

- Traveling and Changing Force Qualities
  - travel through general space showing me strong, powerful, invincible, indestructible
  - travel showing us light, floating, relaxed, loose
  - Begin by traveling with a strong force; on signal travel with a light force. Continue with a strong –light pattern

- Using Imagery & Force
  - Frosty the Snowman (solid, melting)
  - Olympic weight lifter (lifting 300 pounds, lifting a gallon of milk)
  - punch/flick
  - creep/pounce
  - sneak/scare
  - float/collapse
  - stomp/glide
  - raindrop/thunderstorm

- Force & Sports
  - Show me something you would do in sports with a strong force. Show me another.
  - Show me something you would do in sports with a light force. Another.

**Demonstrating Understanding**

- Make a strong statue. Light statue.
- Travel with a strong force. Light force.
- Explain what your muscles look like or feel like when you use a strong force. Light force.
- What is something you do in sports with a strong force? Light force.

**Flow**

- Exploring Flow
  - On signal, travel around the room and pause the instant you hear the stop signal, count 2 alligators and continue traveling.

  Discussion: This kind of movement – jerky, with lots of starts and stops has *bound flow.* It does not flow very smoothly.

  - On signal begin traveling again, do not stop or pause until you hear a stop signal. Discussion: This type of movement has *free flow;* it doesn’t stop; kind of like a bubble floating through the air.

- Eliciting Flow Qualities
  - Let’s practice *bound flow* movements.
    - pretend you are pushing a heavy box
    - carry a glass of milk without spilling it
    - pull a full bucket of water from the well
    - press the floor with your hands and feet as you travel. Maintain bound flow movement
Let’s practice free flow movements. Really practice making your movement seem as if they could go on forever.

- pretend to flick a fly away
- You are mad. Slash your arms through the air to show how mad you are.
- cooking bacon; jerk your head and arms away so you don’t get splattered and burned

- Let’s combine free and bound flow. Raise your arms with bound flow, Let them fall freely with free flow.

- Creating Bound & Free Flow Movements in PS
- Creating Bound & Free Flow Movements in GS
- Flow Sentences
  - Walk, run, jump. (bound) walk-run-jump (free)
  - Walk, sneak, pounce.
  - Leap, stamp, twist.
  - Create your own flow sentence; perform it with free flow and bound flow.

Demonstrating Understanding

- Pretend you are swinging a baseball bat with free flow. Bound flow.
- Travel with free flow. Bound flow.
- Pushing a refrigerator – bound flow or free flow. Kicking a soccer ball – bound or free.

References

Children Moving: A Reflective Approach to Teaching Physical Education. Graham/Parker/Holt-Hale