

Verbal Challenge

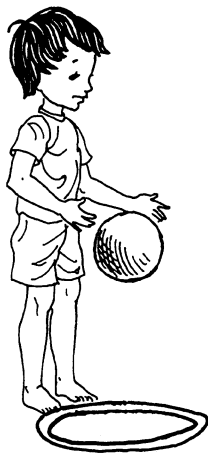
The primary method of movement education is that of exploration and problem solving in response to a verbal challenge. The verbal challenges stimulate language development, thinking and creativity in planning basic body movements. Each challenge allows for creative variability by the child and therefore allows every child a degree of success. It is the instructor's responsibility to see that each child experiences success and feelings of accomplishment as he solves the perceptual motor problems presented by the verbal challenge.

Suggested Basic Challenges

On the following pages in Parts I and II, we have given you numerous "suggested basic challenges" for each motor activity. (The challenges have been written in the same kind of simple explanatory language that you might use with your pupils.) And we have prefaced each one with "Show me how you can:". However, other prefaces such as "Can you:", "How would you:", and so on can be used just as well. The goal or point is to keep challenging children to solve problems. The goal is to keep adding to their ability to make judgments and to perform in response to these judgments. The goal is to help children think and do and, in the process, learn! The teacher is constantly encouraging, praising and noting progress and watching for evidences of creative thinking on the part of the children.

Success

The evaluation of success is made at once by the child and as he adds one small success to another, one new skill to another, grows in his ability to listen, follow cues, and create, he becomes what each one of us would have him become: an alert, confident, thinking, sharing, creating individual, a whole person.



GOALS

1. To promote competencies in basic locomotor skills.
2. To promote perceptual-motor abilities, including motor planning, spatial awareness, body image, balance, laterality, directionality, hand/eye and foot/eye coordination.
3. To enhance sensory functioning — vision, hearing, touch and kinesthesia.
4. To improve physical fitness of students.
5. To provide fun and challenging physical experiences.
6. To provide opportunities to relate and interact with peers.

INTRODUCTION

Tires are among the most versatile, inexpensive, indestructible and easily obtained teacher tools available for use in the physical education program. They are safe, easy to handle and their shape makes them convenient for storage. Bicycle tires, being lightweight, are more practical than automobile tires thereby allowing for a greater variety of uses.

The tires can be painted in a variety of colors and when used with colored bean bags, children can toss the red bean bag into a red tire, blue bean bag into a blue tire, etc. Matching objects that are the same color develops visual perception in your children and reinforces the same skills that are used in a reading readiness program. Using color labels children can match the word to the appropriate colored tire thereby helping to build and strengthen the bridge between cognition and language.

Patterns of Tires

Tires can be arranged in an endless combination of patterns. Children enjoy designing their own patterns. The children can draw their tire patterns on a 5 x 8 index card. These task cards can then be shared with the class, who can arrange the tires according to the pattern on the task card. Their creativity is allowed to surface freely as they share their task cards with other children. The ability to record a pattern on a task card and then have another duplicate the pattern from the task card is a skill that involves basic visual perception and ordering. They are also involved in processing information at a concrete level, moving to the representational level and then revising the process.

Although this activity is part of a physical education program, it affects the total learning process. Younger children love to move. They need movement and if that need is stifled they are likely to perform less ably in other learning tasks. Research tells us that children who are confined perform poorly on intelligence tests. These activities can be used effectively both indoors and outdoors. Using tires in a movement exploration program encourages the children to expend excess energy and tension, thereby becoming more relaxed and happy. They become more willing learners.

Where to Get Tires

Used and discarded tires can be easily obtained at no cost from local bicycle repair shops or gas stations. Each child could be asked to contribute a tire and one day could be set aside for painting and decorating them. It might also be a means of involving parents by having a tire painting party on the week-end. Parents could contribute ideas for their use and even use them at home reinforcing the skills of dexterity, directionality, balance, visual acuity and hand/eye coordination.

To facilitate language development, children need to have the opportunity to talk about what they are doing. In an atmosphere of movement exploration there is a feeling of freedom. Children can talk freely about what they are doing.

... "Hey, look at me, I can jump from tire to tire without touching them."

... "I tossed this green bean bag into that green tire."

Success will endow them with confidence and as their language expands so will their ability to communicate their knowledge with others.

CONTENTS

PART I TIRE ACTIVITIES

Introduction	1
Goals	2
Getting Started	3
Equipment	3
1 — BASIC LOCOMOTOR ACTIVITIES	7
2 — HAND-FOOT/EYE COORDINATION ACTIVITIES	9
3 — MOVEMENT EXPLORATION ACTIVITIES	10
4 — MISCELLANEOUS ACTIVITIES	12
5 — OPPORTUNITIES TO RELATE	13
A — Tire Contests	13
B — Tire Combatives	14
C — Tire Relays	15

PART II PARACHUTE ACTIVITIES

Introduction	17
Goals	17
Getting Started	18
Equipment	18
1 — GROUP STUNT ACTIVITIES	19
A — Inflation	19
B — Mountain Of Air	20
C — Mushroom	20
D — Igloo	21
E — Sunflower	21
F — Flying Pancake	21
G — Grecian Flurry	22
2 — CONDITIONING ACTIVITIES	22
A — Bicep Builder	22
B — Wild Horse Pull	23
C — Ocean Waves	23
D — Sky High Pull	23
E — Wrist Roll	24
F — Straight Arm Pullover	24
G — Bend And Stretch	24
H — Push-Ups	25
I — Modified Squat Thrusts	25
J — Tug-Of-War	25
3 — GAME ACTIVITIES	26
A — Popcorn	26
B — Ball Shake	26
C — Surfing	27
D — Number Exchange	27
E — Numbers Race	27
F — Steal The Bacon	28
4 — BASIC LOCOMOTOR ACTIVITIES	28
5 — MOVEMENT EXPLORATION ACTIVITIES	29
6 — SPECIAL ACTIVITIES	30
A — Tumbling	30
B — Pyramids	30
C — Self-Testing	31
D — Long Jump Rope	31
E — Dance Steps	31