

## Kindergarten-2nd Grade Lesson 4: COORDINATION

### Overview

In this lesson, students will learn how their body parts work together in harmony so they can move and complete tasks. They'll learn how the brain controls the muscles by sending and receiving messages along the nerves. They'll learn that all tasks they perform require coordination and many things require practice to get the body parts moving at the right speed and in the right direction. For many things they do, their brain has created a plan. Motor plans help us do things "automatically" without having to think about them, like walking up stairs. Students will perform both upper body and lower body activities to improve coordination. They will learn ways to become more coordinated at home.

### Behavior Change Objective:

As a result of this lesson, students will improve their coordination to help them perform skills in sports, the arts, and/or in everyday life.

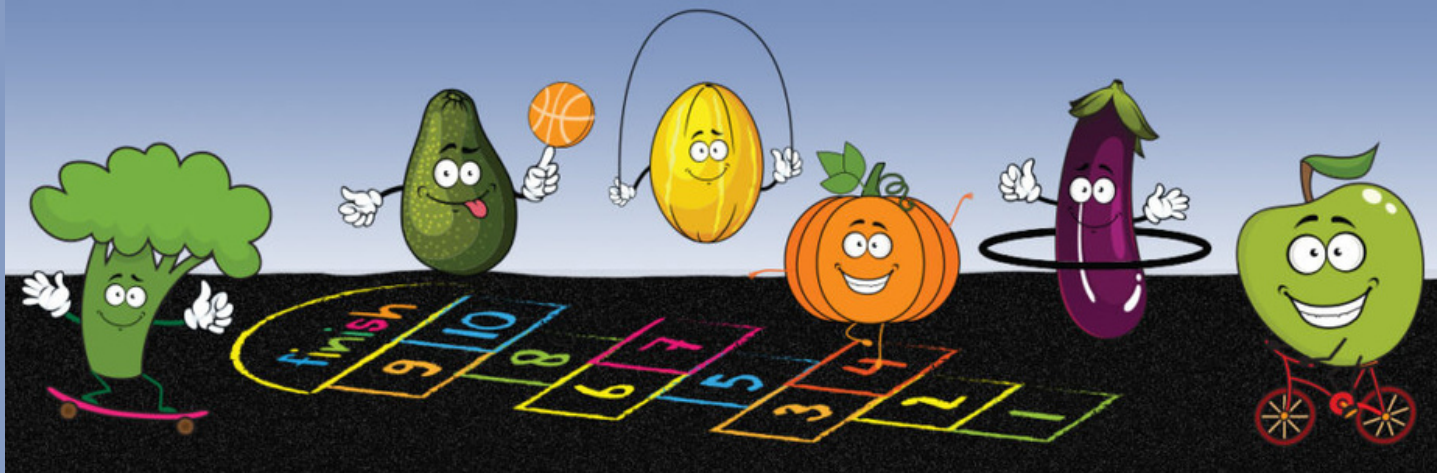
### Learning Objectives:

Students will be able to:

- Recite how the senses, brain, nervous system, and muscles help a person be coordinated.
- Understand that motor plans are created for performing many tasks.
- Recognize the importance of practice to improve coordination.

### Keywords

Brain, Nerves, Senses, Muscles, Motor Plan, Practice, Control



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### Educational Standards:

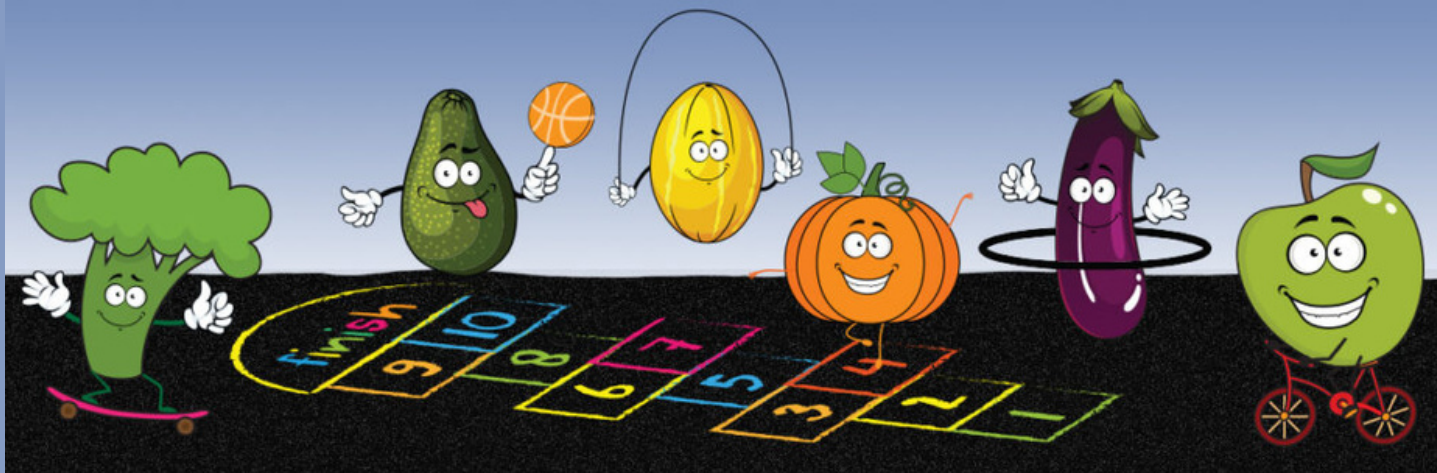
NJSLS for Comprehensive Health and Physical Education: 2.1.2.A.1; 2.1.2.C.3; 2.1.2.E.1; 2.1.2.E.3; 2.6.P.A.1; 2.6.P.A.2; 2.6.2.A.1; 2.6.2.A.2; 2.6.2.A.3; 2.5.2.A.1  
NHES: 1.2.1; 1.2.2

### Materials

- Videos & AV Equipment:
  - Coordination Lesson – 3:33
  - General Warm Up – 4:34
  - Coordination Part 1 Balloon – 2:31
  - Coordination Part 2 Balloon – 1:47
  - Coordination: Gallop – 1:28
  - Coordination: Ball Kick – 1:04
  - Coordination: Jump Rope – 5:24
- Open floor space
- Balloon
- Large rubber balls
- Water, comfortable clothing, sneakers

### Before You Begin

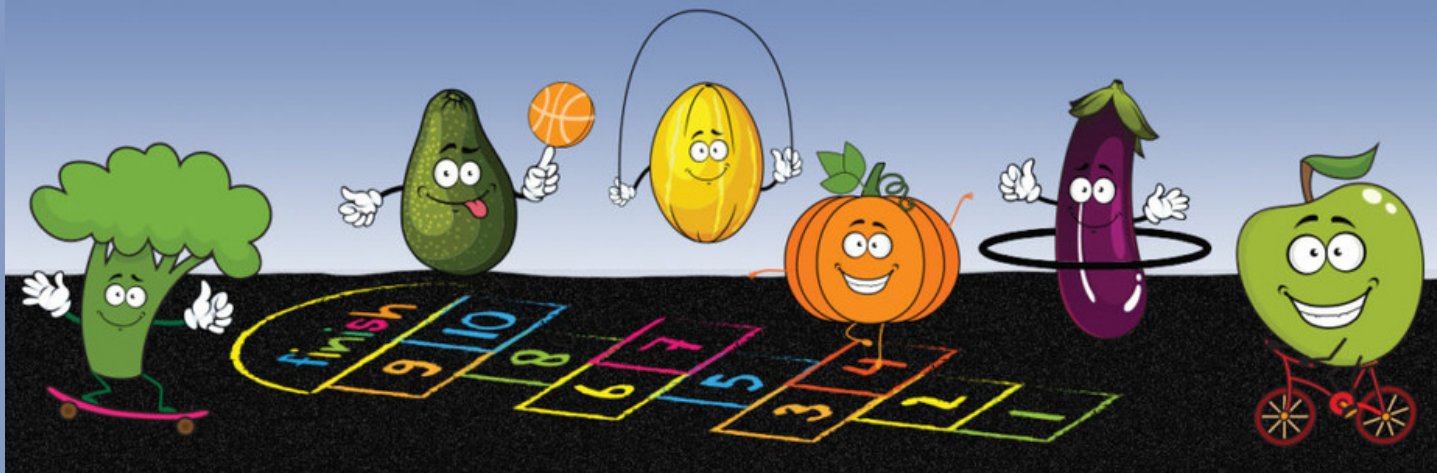
- Review entire lesson - look through and see appropriate places to pause the video and engage students with a question for students to answer in pairs, small groups, or to the whole class
- Review Classroom Management techniques (suggested tutorials below)
  - [How to Handle an Out of Control Middle-School Classroom](#) (start at 2:03)
  - [How to Make a Noisy Class Quiet](#) (start at 2:40)
  - [SPARK Classroom Management Strategies](#) – specific to PE classes
- Gather your materials
  - Blow up balloons
- Ensure students have space to move
- Set up AV equipment and provide space for film viewing.
- **TIP:** It is helpful to have the instructor model movements in between circulating, coaching, and cueing students



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### Procedure

1. **Activate Prior Knowledge:** What does it mean to be strong? What are some exercises we can do to make us stronger? What kind of sports/skills require strength? What are some ways we can measure strength?
2. **Introduce the Lesson:** Show video entitled, [Coordination](#) (Video 1)
  - a. Pre-video questions: Can anyone tell me what coordination means? Can you think of any activities that require someone to be really coordinated? (Juggling, synchronized swimming, dancers, etc.)
  - b. During video question: After the senses part: what are the different senses, our body has? Can you think of some motor plans your brain has for you?
  - c. Post-video questions: How does information, like what we are seeing, get to our brains? (A: Through our nerves), What moves our body parts? (A: muscles) Do we have to stop and think about all movements that we do, like walking and eating? (A: No. Because we have motor plans for activities), How can we get better coordination, like throwing a ball with good aim or playing an instrument? (A: By practicing)
3. **General Warm-Up (Video 2):** Pre-warm-up question: Why might we want to warm our bodies up before exercise?
4. **Teaching/Skill:** Students will play balloon volleyball, will perform knee bounces and toe taps, play wall ball, and gallop ([Videos 3-7](#))
  - a. **Balloons**
    - i. Give groups balloons (Before you give them the balloons, this is a great opportunity to set expectations – “When I give you the balloon, you will hold it still.”)
      1. Start with one balloon per group - keep the balloon in the air (demo)
      2. Gradually, add in a balloon, etc.
    - ii. Give groups big bounce balls- group pass, bounce pass, foot pass (demo)
      1. toe taps on the ball, knee taps with the ball



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- b. **Jump Rope:** Students will perform the routines demonstrated including skipping rope, jumping rope, and performing stepping and jumping patterns over a rope on the floor
- This skill can be swapped for skipping and side shuffling if it is too difficult for the age group. Start by teaching an alternating skip pattern. Then progress to skipping for height.
  - After teach a side shuffle in a bent kneed "ready position." Have them try side shuffling without letting their feet touch together.

c. **Activity:** Relay race with balloons – demo and model all movements, you'll also want to think about how you divide the children up into lines; for the younger kids I wouldn't promote "winning or losing" – you could make it an AMRAP (as many rounds as possible) instead –for example, set the timer to see how many times they can cycle through in 3 minutes.

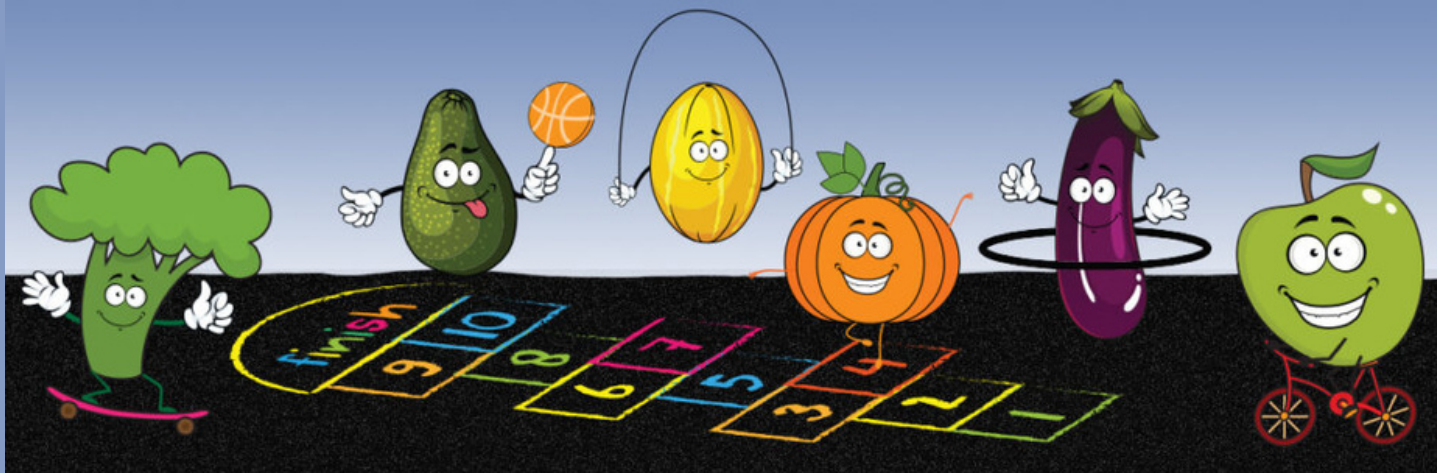
- Run with the balloon
- Skip with the balloon
- Keep the balloon in the air
- Hold 2 balloons

d. Post-Activity Questions:

- Why is it good to practice coordination activities like jumping rope? (A: To get better at controlling our body parts to move smoothly and with rhythm.)
- What is the best way to get better at a task that takes a lot of coordination? (A: Practice!!)

### 5. Cool Down - Yoga & Meditation

- **Pre-Cool Down Question:** Why might it be important to do something like yoga or mindful breathing after a hard workout?
- You can have students test their heart rate before and after (it should be slower!)



## Kindergarten-2nd Grade Lesson 4: EXTENSION ACTIVITIES

Play "Miss Mary Mack" with the hand motions and clapping. Here's a [link](#) if you're not sure how to do this.

- This game provides the child with an opportunity to work on coordinating their hands to the music and to their partner. It also involves crossing the midline of the body, which is important for coordination.

Digging in the dirt or sand can help with coordination. Ask the child to sit and place the bucket to one side. Have the child use a shovel on their other side. Digging, then rotating, and crossing midline to empty the shover into the bucket will improve coordination.

Practicing hitting a ball with a tennis racket or baseball bat will help improve coordination. Start with a large, light ball and decrease the size of the ball as the child gets better at this activity.

Encourage the child to imitate animal poses that you model for them. For instance, you can get on all fours to be a cat and arch your back. Or, you can stand on one leg with your hands tucked into your armpits so you look like a stork and flap your "wings." Be a crab by putting your weight on your hands and feet while your belly is up and try to walk across the room. Imitating these poses can improve body awareness and coordination.