

<h2>Word Power</h2>	<h3>Time</h3> <p>20 minutes</p>	<h3>Facility</h3> <table border="0"> <tr> <td><input type="checkbox"/> Classroom</td> <td><input checked="" type="checkbox"/> Multipurpose</td> </tr> <tr> <td><input checked="" type="checkbox"/> Gymnasium</td> <td><input checked="" type="checkbox"/> Outdoors</td> </tr> </table>	<input type="checkbox"/> Classroom	<input checked="" type="checkbox"/> Multipurpose	<input checked="" type="checkbox"/> Gymnasium	<input checked="" type="checkbox"/> Outdoors
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<h3>Equipment</h3> <p>Blank flash cards</p>		<h3>Physical Activity Level</h3> <table border="0"> <tr> <td><input checked="" type="checkbox"/> Moderate</td> <td><input checked="" type="checkbox"/> Vigorous</td> </tr> </table>	<input checked="" type="checkbox"/> Moderate	<input checked="" type="checkbox"/> Vigorous		
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<h3>Safety</h3> <ul style="list-style-type: none"> Remind students to be cautious when moving and to be aware of the personal space of others. 						
<h3>Warm-up</h3> <ul style="list-style-type: none"> Have students start by walking on the spot with a variety of steps (e.g., narrow, wide), pumping their arms back and forth. Have students gradually increase speed every 30 seconds. Ask them to imagine that they are walking on a beach in deep sand, then walking home from school, then running a race. Lead, or have a student lead, a stretching routine (see Appendix C for sample stretches). <h3>Activity: Word Power</h3> <ul style="list-style-type: none"> Prior to the time allotted for daily physical activity, discuss with students the definitions of the terms <i>locomotion</i>, <i>stability</i>, and <i>manipulation</i>. <ul style="list-style-type: none"> <i>Locomotion</i>: movements used to move the body from one point to another <i>Stability</i>: movements in which the body remains in place but moves around its horizontal or vertical axis <i>Manipulation</i>: movements that involve giving force to objects or receiving force from objects Have each student lead the class in one of the movements listed below. Distribute 10 blank cards to each student. Have each student select 10 words from the word lists below (at least two from each category) and print one word on each of his or her cards. Have students perform the movement on their top card for 30 seconds, then switch to the movement on the next card for 30 seconds, and so on, until they have gone through all 10 cards. (Note that students are <i>pretending</i> to be doing the activities listed under Manipulation; no equipment should be used.) <ul style="list-style-type: none"> <i>Locomotion</i>: walk, run, hop, skip, gallop, tiptoe, jump, creep, climb, swim, spring, leap, slide, fly, dash, bear walk, dodge, stroll, crawl, sneak, dance, shake, hurdle, zigzag, march <i>Stability</i>: crouch, stretch, twist, tuck, freeze, lunge, reach, point, bend over, sit, balance on tiptoe <i>Manipulation</i>: skip rope, swing a bat, juggle, bounce a ball, bat a balloon, kick a ball, paint, lasso, sweep, play catch, use a hula hoop, bowl, roll, throw, catch, pull, kick, paddle, do a slap shot, play hacky sack, ski, spike, volley, bump <h3>Cool-down: Stretch Wave</h3> <p>(Adapted from: Ophea, <i>H&PE Curriculum Support Document, Grade 8, 2000</i>)</p> <ul style="list-style-type: none"> Have students move slowly (e.g., in a slow jog, brisk walk) around the activity area. Have students form a circle. Appoint a leader, who will choose stretches. Students will “pass” each stretch around the circle and hold it as others join in, creating a wave effect (see Appendix C for sample stretches). 						
<h3>Variations</h3> <ul style="list-style-type: none"> Call out a category (i.e., locomotion, stability, manipulation). Have students demonstrate an action that falls under that category. Vary the length of time that each movement is performed. 						
<h3>Notes for Teachers</h3> <ul style="list-style-type: none"> Discuss with students the different ways in which they can move. Ask them to compare the new ways of moving that they have learned. You could make connections to the Writing strand of the language curriculum. 	<h3>Planning Notes and Reflection</h3>					