

 **GETTING STARTED (PROCEDURES & MATERIALS)**

There are several distinct objects that you need to make the game work. First you need to gather all of the items to set up the obstacle course. You will need two of each of the following: a desk, a chair, a basketball, and a hula hoop. These items will be placed in the following order: the basketball, then a space of about 10 feet, the desk, followed by another space of about 10 feet, the chair, followed by another space of 10 feet, and finally the hula hoop. The instructions are as follows:

1. First split your class up in two teams by having them count-off by twos.
2. Then have them form two lines behind the basketballs.
3. Tell the children that you will be giving them a spelling word from this week's spelling list.
4. Inform them that they are to use the over, under, around, and through sequence. Demonstrate by going over the basketball, under the desk, around the chair, and through the hula hoop.
5. When the children complete the obstacle course, they must go to the blackboard and correctly spell the word you have given.
6. The team with the most points by the end of the time period will earn a reward of some type that hopefully would involve additional activity.

 **WHAT IS IT? (RATIONALE)**

When children are active participants in learning, learning can become fun and easy. Memorizing spelling words can be frustrating and time consuming, but when the children add movement to the lesson, the task may become much more enjoyable and more ingrained.

 **ADAPTATIONS**

The order of the sequencing could be changed.

- A. The objects could be changed or the objects could be nonspecific so that the students have to go over, under, around, and through something that they can find.
- B. Try splitting the class up into four groups to make the activity go faster while allowing students to participate more.
- C. If your space is limited, try using movements. For example, throw and catch the ball 3 times, 5 jumping jacks, twice around a stool and through a hula hoop.

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**BODY IMAGE
LATERALITY
LANGUAGE
SEQUENCING**



**BALANCE
HAND/EYE COORDINATION
GENERAL COORDINATION
TACTILE TOUCH**

DOMAINS ADDRESSED



FLEXIBILITY



**BEST EFFORT
COOPERATION**