

Lesson 1 – Boundaries

Preparation

Desired Movement Outcomes

The children will

- move safely among others as they travel through space.
- travel within the designated boundaries.
- participate actively during the lesson.
- stretch with appropriate form.

Refer to the correlation chart on page 13 for the Head Start Child Outcomes.



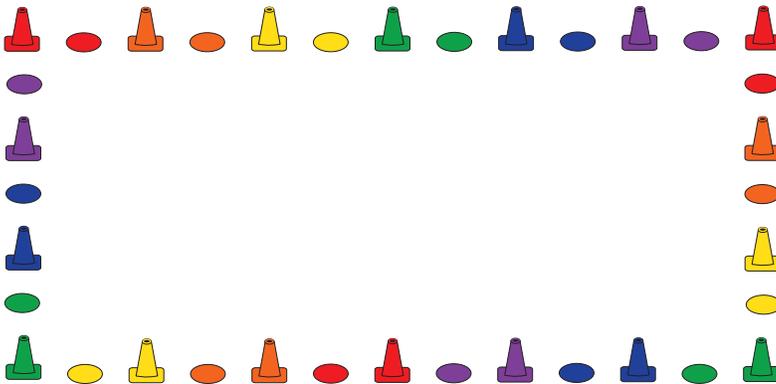
Total Time:
30-60 minutes
depending on the age
and developmental
level of the children

Equipment/Materials

- Rainbow® Spot Markers in six colors (at least as many as children)
- 18" Rainbow® Cones in six colors (at least as many as children)
- Rainbow® Beanbags in six colors (at least two or three per child)
- Rainbow® Teddy Balls or other soft balls, such as yarn balls in six colors (at least two or three per child)
- Music player and traveling music from the SuperMoves™ Music CD
- Safety Rules Chart
- Stretching Chart 1: Butterfly (Groin) Stretch
- Boundaries Instruction Card
- Activity Card 1: Boundary Mixer
- Activity Card 2: Rainbow Tornado

Get Ready

- Use the diagram below to set up your activity space with the cones and spots as boundaries. Remember that the NASPE guideline is a 5' x 7' activity space per child.
- Prepare to introduce any equipment that is new to the children, and teach or review this vocabulary: boundary, cone, spot, beanbag, soft ball or yarn ball. Always show an item as you talk about it.
- Review the activities so you can move with the children as you show and tell them what they are to do. Even when it seems like what you are doing is very easy, remember it's often all new for the children. As you use all the activities during the week or over several weeks, you will reinforce and solidify the concept of boundaries, which is important for all movement activities.



Teaching Tip

The safety rules need to be experienced to be learned. Reinforce movement that is safe by looking for chances to compliment safe play.

Warm Up (5 minutes)

Safety Rule Minute

Use the Safety Rules Chart to identify and teach the first safety rule: Play Safe. Explain that it is important to play and move safely so you don't hurt yourself or anyone else. Help the children experience safe traveling inside the boundaries, traveling without touching anyone else, and traveling to spaces away from others to be where no one else is. Today's lesson teaches the children one way to be safe—staying inside the boundaries.

To demonstrate the "Play Safe" rule, have the children walk in a small area without bumping into or touching anyone else.



Connections

Where else can you identify boundaries:
on a playing field,
on a game board,
on the sidewalk and street, sitting at a table with others?



Assessment Strategy

Watch to see that the children stay inside the boundaries when they move.

Instruction (10–15 minutes)

Boundaries Introduction *(For reference while teaching, use the Boundaries Instruction Card)*

Set up your activity area as per the diagram and introduce the equipment and vocabulary to the children. Pick up a piece of equipment as you introduce it. Explain that the cones and spots form the boundaries for the class. Boundaries show us where it is safe to play.

Follow the steps below to teach the boundary concept, an essential part of all your movement activities.

STEP 1

Walk around the inside of the boundaries with the children, explaining that they are not to cross over the boundaries. Every now and then, stop and stand outside the boundary and ask the children if you are inside or outside the boundary. Ask them where you are supposed to be. Repeat until you have gone all the way around the boundaries.

- Ask the children to move to the boundary that you point to across the activity area. Remind them that the boundary is the limit and when they get there, they are to stop without crossing it. “Ready? Go!”
- As needed, correct those children that do not understand that they need to stop before crossing the boundary. Use the children that stop inside the boundary as examples to show others what to do. Establish that whenever the children are outside the boundaries, it is not a safe place to play.
- Do this for every boundary as often as needed to ensure the children understand what it means to be inside the boundaries.

STEP 2

- Have a brief discussion about what a leader is, and what it means to follow. Explain that you will be the leader and everyone is to follow you. Demonstrate with a few children.
- Play lively traveling music and begin traveling inside the boundaries, with the children following. Describe the things you pass, like the cones and the spots. As you get close to a boundary, reinforce where the boundary is and that you are traveling inside the boundaries.
- Change the way you travel, encouraging the children to travel exactly like you: slow, fast, low, high, walking, jogging, sliding, on your bottom, or like a crab.
- Change your speed of traveling to match the music tempo.

STEP 3

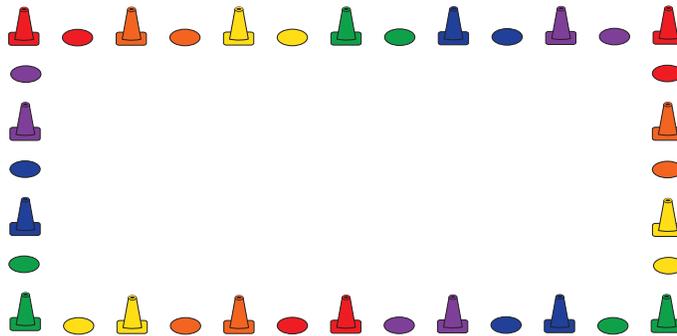
- Continue playing, but this time instead of leading the children select a child to be the leader. This will be your chance to observe the children more closely and address individual needs.
- Encourage the leader to try different kinds of movement and to move from boundary to boundary.
- When you think other children are ready to be the leaders, give them a chance to try leading the group.

Once you are sure that the children understand where it is safe to play, move on to the Practice activities.

Practice (15–25 minutes for each activity)

Boundary Mixer *(For reference while teaching, use Activity Card 1)*

In this activity, the children will explore the concept of boundaries by using beanbags as a concrete way of identifying, but not crossing, the boundaries.



Teaching Tip

It is ok to use just beanbags for this activity in order to prevent balls from rolling outside the boundaries.

SuperStarts

(Basic activity that expands awareness/proficiency of a new skill)

- Introduce the beanbags and soft balls as new equipment. Demonstrate that beanbags and soft balls are great for tossing, catching, and balancing on different parts of your body. Have each child get a beanbag or ball to play with as you spread out the remaining beanbags and balls inside the boundaries (two or three items per child is desired). Once the children have had a chance to get familiar with the equipment, have them all drop their beanbags and balls on the floor.
- Explain that you need the children's help in cleaning up all the "garbage" that is on the floor. Demonstrate how you want them to clean up the garbage by picking up a beanbag and placing it on a spot at the boundaries.
- Have the children continue to pick up the beanbags and place them on any of the boundary spots until the area is cleaned up. When all of the mess is cleaned up, have the children sit down wherever they are.
- Compliment them on doing a nice job of cleaning up the area, and then tell them they can now make a beanbag mess. "When I say go, I want each of you to safely get a beanbag from the boundaries and bring it inside the boundaries. Then drop it on the floor so we have another big mess. Ready? Go!"
- Continue the activity, cleaning up and making a mess and encouraging the children to move away from each other and to travel safely.

SuperSkills

(Combines the new and previously learned concepts to support cognitive/kinesthetic learning of the new concept)

- This time in cleaning up the area, have the children place the beanbags and balls on spots that are the same color as the beanbags and balls. Demonstrate how a red beanbag goes on a red spot, etc.
- After cleaning up the garbage, have the children mess up the area and play again.
- Remind the children to stay inside the boundaries even when they are putting the beanbags or balls on the spots.

SuperMoves

(Uses the newly learned skill along with previous knowledge to create new skills, movements, or sequences of movement)

- Tell the children that this time you are going to call out a number and have them each pick up that number of beanbags or balls at a time. Demonstrate by calling out a number (1) and having a student grab one item and take it to the boundary spots. Remind them to put the items on spots of the same color. After they have placed the item(s) on the spot, the children are to stop (freeze) and look at you.
- Have the children mess up the area, and then call out a different number each time.
- For a bigger challenge, and if you feel your students are ready, add another element to the game. Hold up a colored spot or two and instruct the children to pick up only items of those colors and take them to the spots.



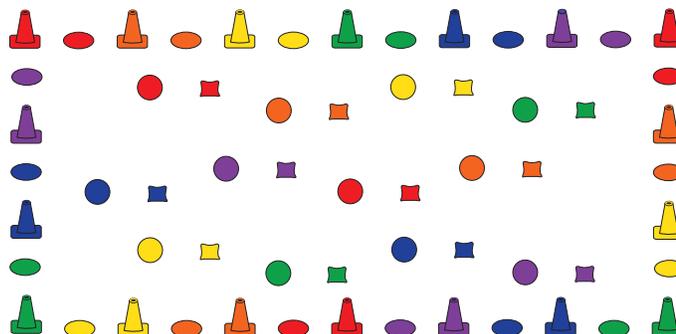
Connections

Holding up a color spot and naming the color is a good way to reinforce learning colors in the classroom. Collect things around the room that are the same color as a spot and place them on the spot.

Practice (15–25 minutes for each activity)

Rainbow Tornado *(For reference while teaching, use Activity Card 2)*

This activity continues the focus on boundaries while adding the element of following directions and safely moving through the play space.



Teaching Tip

Use this clean up method for a fun way to have everyone help with cleaning up the activity area at the end of lessons.



Teaching Tip

Establish and use a number of different ways to divide the class into pairs or small groups. Consider height, age, boys/girls, hair color or length, clothing colors, equipment colors, etc.

SuperStarts

(Basic activity that expands awareness/proficiency of a new skill)

- Start with many beanbags, soft balls, or yarn balls scattered inside the boundaries.
- Introduce the rules for this activity. When you are a rainbow, you clean up the area, and when you are a tornado, you mess up the area. Demonstrate by calling out the word and having a child respond.
- Inside the activity area is a mess, so say, "I want everyone to be rainbows and clean up the area by moving the garbage to the boundary spots. Ready? Go!"
- When the area is clean, shout out "tornado," and have everyone bring back the garbage to mess up the area.
- Speed up the Rainbow and Tornadoes by alternating actions without waiting until everything is cleaned up before it is messed up again.

SuperSkills

(Combines the new and previously learned concepts to support cognitive/kinesthetic learning of the new concept)

- Ask the children to find a friend and sit together. Designate one to be a tornado and one to be a rainbow.
- This time you will play the game with both rainbows and tornadoes moving at the same time. Remind the children that the job of the rainbow is to put all the garbage (beanbags and soft balls) on the boundary spots to clean up the area. The tornadoes are to be the wind that moves all the garbage back into the activity area (messing up the area). Demonstrate how this works simultaneously with one pair of children.
- Caution the children to watch out for each other as they move about as rainbows and tornadoes.
- After a few minutes, let the pairs of children switch being tornadoes and rainbows.

SuperMoves

(Uses the newly learned skill along with previous knowledge to create new skills, movements, or sequences of movement)

Continue the above activity, but this time add a new rule or two:

- Specify the number of items to move at the same time: 1, 2, or 3.
- Call out colors, or hold up color spots, to specify what color garbage to move.
- Specify a way to travel: walk, run, slide, crawl, etc.

Cool Down (3–5 minutes)

- Gather the children near you and tell them to sit on the floor in a space where they will not touch anyone else when they move their arms and legs.
- Use Stretching Chart 1 to show the stretch to the children. Demonstrate the stretch and have the children try the stretch.
- Repeat the stretch several times and emphasize that it is to be done slowly and in a controlled manner. There should be no bouncing and no pain, only slight tension as the pose is held for up to 30 seconds.
- As you do a stretch, tell the children, “Stretching helps keep our muscles loose and ready to move. When you stretch, it should feel like something is lightly pulling the muscle, but it should not hurt. If it hurts, don’t stretch so far. If we don’t stretch after exercising, our muscles may get stiff and tight, and that can hurt us when we try to play later.”
- Move around the group and help the children use the correct form for the stretch.

Review (2–5 minutes)

After stretching, stay seated on the floor for a quick review of the lesson. Use these questions or others of your own to check the children’s understanding of the concepts. Allow several children to answer the questions to help gauge their understanding of the concepts. A child’s answer, or the group’s answer, can often help another child learn the new concept.

- Why do we have boundaries? (*to mark where it is safe to play and travel*)
- In our class today, what marked or showed you the boundaries? (*spot markers and cones*)
- Where is it safe for us to play? (*inside the boundaries*)

Assessment

At the conclusion of an activity or series of activities, assess the children’s progress based on your observations in the lesson as you look for growth in these child outcomes:

- Recognizing boundaries and playing safely within those boundaries
- Progress in understanding and following simple and multiple-step directions
- Following rules and routines related to boundaries and safe play
- Using materials purposefully, safely, and respectfully
- Active participation

Family Connection

In our first SuperMoves™ lesson we learned about boundaries in which it was safe to move and play. Reinforce this activity at home by using any household object such as shoes, pillows, chairs, canned goods or sidewalk chalk on the driveway to create a perimeter to act as boundaries. Scatter folded socks within the boundaries. Play a game of Rainbow Tornado. When you are a rainbow, you clean up the area by moving the socks to the boundary but not crossing it. When you are a tornado you mess up the area by moving the socks back to the interior of the boundary space. Start by everyone being rainbows. Then, everyone be tornados. Finally, have both rainbow and tornados at the same time!



Teaching Tip
Everyone’s flexibility is specific to his or her body; if someone can’t reach as far as others, it’s okay. Emphasize good form in stretching.



Assessment Strategy
Visually assess the children to see if they are using the correct form. Watch to see that they are not bouncing, but rather holding the stretch still.