

## Leadership Time

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- *Going Places*, by Peter and Paul Reynolds is about a go-cart contest that inspires imagination, team-work and thinking outside the box.

## Skills & Games

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- Learn the Terms
- El Rey Pide
- I See
- River Leaping
- Lilypad Leaping
- Act It Out

## Equipment

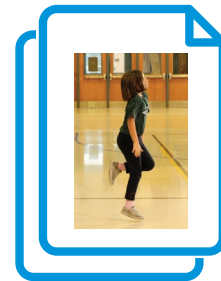
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- *Going Places* by Peter and Paul Reynolds
- [Locomotor Skill Card printables](#)
- Long jump ropes, string or chalk for lines
- Floor markers
- Tape
- Markers

## Alternative Material Ideas

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- Instead of printing out Locomotor Skill Cards, take pictures of students doing each of the terms and print them off. Students will love seeing themselves represented in class!

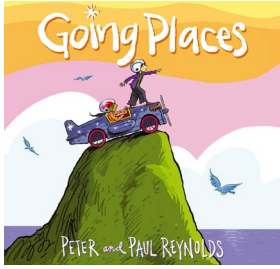


## Things to Note

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Lilypad Leaping requires a little prep, but once you have the lily pads made, laminate them and use them for brain breaks in your classroom. This activity can be modified to fit anything that you are teaching.

LEADERSHIP TIME (5 MIN.)



[Going Places by Peter and Paul Reynolds](#) (page 17 of link)<sup>1</sup>

**Lesson 1: Read the book**

Lesson 2: Review book and answer questions

Lesson 3: Review book and pick one activity

STRENGTH & ENDURANCE (5 MIN.)

[GoNoodle: Level 2 Endurance](#)<sup>2</sup>

OR

[Gallop](#) (page 21 of link)<sup>3</sup>

1. *"Your right foot is the leader and your left foot follows behind."*
2. *"Take a big step forward with your right foot and then quickly bring your left foot next to it and repeat."*
3. *"Continue galloping and then switch to leading with your left foot."*



## LOCOMOTOR SKILLS: LEARN THE TERMS (5 MIN.)

## Equipment

- [Locomotor skill cards](#)

## Setup

Print out the cards



- *“We are going to be learning some new skills today.”*
- *“These skills are called locomotor skills.”*
- *“Locomotor skills are ways to move from one place to another.”*
- *“Walking, running, skipping, and sliding are all different types of locomotor skills.”*
- *“I am going to say a locomotor skill and we will all practice it together.”*

## Skills:

- **Walking:** Use smooth, straight steps with your arms swinging gently in opposition of your feet. Practice different kinds of walks: low with bent legs, high on tippy toes, fast like a robot, or slow like moving through honey.
- **Galloping:** One foot is the leader, and the other foot follows behind. Don't forget to do both sides!
- **Jumping:** With feet close together, push off with both feet and land on both feet. Can you make the landing quiet? How high can you jump? How many times in a row? This is a good time to try jumping rope.
- **Hopping:** With one foot on the ground, push with toes. How fast can you hop? How slowly? Is one side harder than the other?
- **Side-sliding:** Move sideways with one foot leading (a sideways gallop). Have the student spread his or her arms wide and get some air in the middle of the slide.
- **Leaping:** Go over an object leading with one foot and landing on the other.
- **Skipping:** March with knees high; each time one knee is in the air, hop on the other foot — step/hop, step/hop, step/hop.

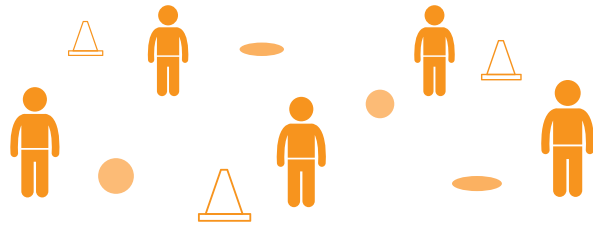
## EL REY PIDE (5 MIN.)

## Equipment

Fetchable items (floor markers, cones, different colored balls, etc)

## Setup

Students should be within earshot of the leader, and there should be various objects scattered around (like floor markers, balls, anything that could be fetched and brought to the leader)



- *“Today we will be playing a game from the Latin America region called El Rey Pide, which means “the king requests” in spanish!”*
- *“One person will be the leader of each round. The leader will request a certain object by saying ‘El Rey/La Reina pide [insert object].’”*
- *“The other players will then race to find that object and bring it to the leader.”*
- *“Like in Simon Says, there is a certain phrase that El Rey/La Reina must say for the instructions to be true, so listen closely and only search for the item if the leader says ‘El Rey/La Reina pide...’”*
- *“If you are the first player to bring the requested object to the leader, you get to be the next leader!”*

El Rey Pide is a popular game played in Bolivia. For younger students, it would be a great way to incorporate learning new vocabulary into a lesson.



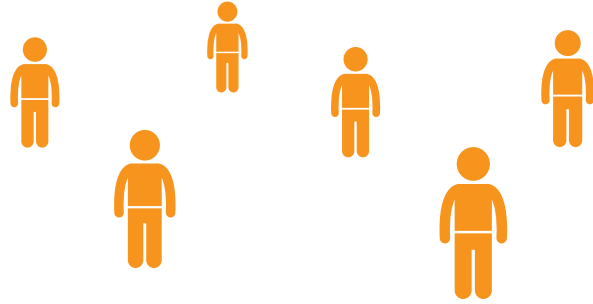
## I SEE (5 MIN.)

## Equipment

None needed

## Setup

Students should spread out throughout the space



- This is a great way to assess where students are at while playing a fun game! Make sure to take note of what students may need help with which skills.
- *“Today we are going to play ‘I See.’”*
  - *“When I call out ‘I See...’ you respond by saying, ‘What do you see?’”*
  - *“I will tell you what I see, and then you get a chance to explore movements based on what I am seeing.”*
- Be creative with each one. I see...
    - » Moving like a feather
    - » Flying like a plane
    - » Slithering like a snake
    - » A bird flying in the air
    - » A giant with big heavy feet
    - » A fish swimming in the sea
    - » Ice skating on the frozen lake
    - » All the lines are railroad tracks, act like

## COOL DOWN/FLEXIBILITY (5 MIN.)

*"To cool down today, we are going to practice doing some balancing and breathing. Follow along with the video to help bring our heart rate down and increase our balance."*

[Balance Level 1 Video](#)<sup>1</sup>

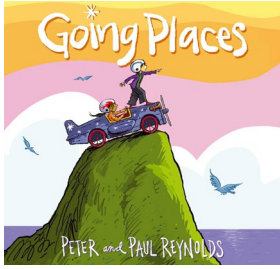
OR

[Balance Level 1](#) (pages 13-16 of link)<sup>2</sup>

- Tandem Stance
- Heel Raises
- Toe Raises
- Narrow Base Torso Twists



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## RIVER LEAPING (5 MIN.)

## Equipment

- Long jump ropes, string or chalk to create lines

## Setup

Create V shapes throughout the space for students to jump over



- *"Today we are going to practice leaping."*
- *"Leaping is similar to running except you spend a longer time in the air."*
- *"You will take off on one foot and land on the other foot."*
- *"Try to spend as much time in the air as possible."*
- *"Our game today is called river leaping."*
- *"The ropes on the ground represent a river."*
- *"We will practice leaping from one side of the river to the other."*
- *"Start at the smallest part of the river and practice leaping farther and farther."*



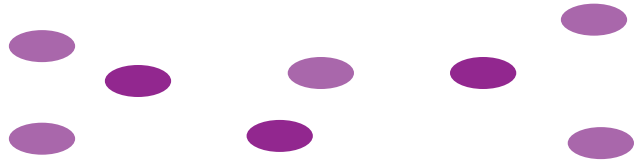
## LILYPAD LEAPING (5 MIN.)

## Equipment

- Floor markers
- Chalk (if outside) or pieces of construction paper
- Tape

## Setup

Connect this activity to what you are currently learning in class. Place the "lily pads" around the space so that they are a distance so students are able to leap from lily pad to lily pad. Space some out more than others.



- *"Today we are going to practice leaping to different lily pads."*
- *"Everyone will start on their own lily pad and leap to an open lily pad nearby."*
- *"You might need to practice being patient and waiting for a lily pad to open up near you before you can take your leap."*
- *"When you land on the lily pad, say the (name of the letter, number, sight word, answer to addition or subtraction problem)."*

Ideas of what to write on lily pads:

- Write a different letter of the alphabet on each piece of paper
- Write the numbers 1-20, one on each piece of paper
- Write a different sight word on each piece of paper
- Write an addition or subtraction problem on each piece of paper

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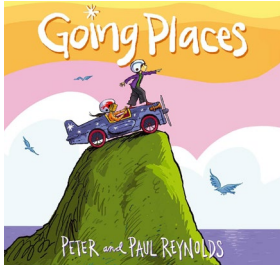
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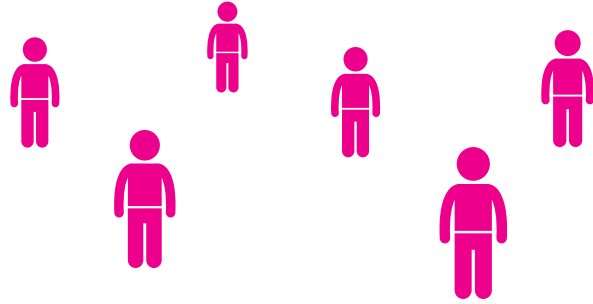
## ACT IT OUT (5 MIN.)

## Equipment

None needed

## Setup

Students should spread out throughout the space



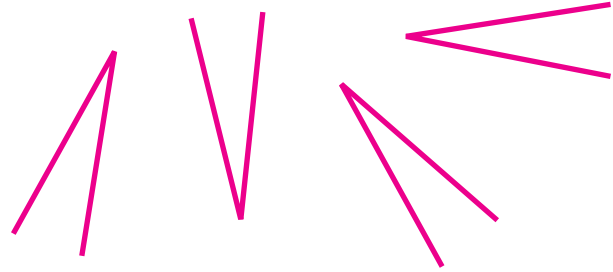
- *"We are going to end our lesson by playing a game called 'Act It Out.'"*
- *"I am going to tell you an object or event and you are going to act it out."*
  - » Use your arms like propellers on a helicopter
  - » Make light movements like butterfly wings
  - » Stomp your feet like an elephant
  - » Move like a toy soldier
  - » Move softly like a floating snowflake or feather
  - » Be a robot
  - » Pretend to be an astronaut floating in space
  - » Let students come up with ideas.

**RIVER LEAPING (5 MIN.)****Equipment**

- Long jump ropes, string or chalk to create lines

**Setup**

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