Name/Title: Starting Off

Purpose of Event: To introduce students to the protocols of "starting" and "stopping".

Suggested Grade Level: K-2

Materials Needed: Whistle; small hand held checkered or any other type of flag; consecutive playing music cassette long enough for your particular class length; cassette player with play and stop controls (a remote control is ideal); 1 jump rope for each student

Description of Idea

Let students know they will be playing the "starting and stopping" game today. Discuss how the start signal (which means to begin your movement) and stop signal (which means to stop your movement instantly and freeze in place) are important for the safety of all students. Then discuss and demonstrate different ways to start and stop, being sure to tell students they need to pay close attention because these signals will help them play the game better.

"Start" signals can be: You saying "go"; whenever you begin to play music; one whistle blow; or a flag movement from up above head and down towards floor. "Stop" can be: You saying "freeze" in a loud, clear voice; the pausing or stopping of music; two whistle blows; or the flag being waved up above the head.

Then give students ample opportunities to stop and start their movement. Here are some activity and presentation ideas:

- On the "go" signal, have students spread out into personal space.
- Call out a movement type (walking, slow jogging, skipping, hopping, jumping, crab walking, animal imitations, jumping rope, etc.), and have students perform them while following the stop and start signals.
- Vary the kind of signals you use (i.e., don't always use the same signal!)
- Be sure to compliment the students on how well they are doing! Challenge them to "beat" how well they did the last time. One trick is to count how long it takes students to "stop" once you give the signal...and see if they can get down to "1" or even stopping exactly at the signal! Making it a "game" keeps their motivation up to practice and listen well!

Use a culminating activity such as "Simon Says" for a few minutes, to review and reinforce the different ways to stop and start. For this game, have students stand on one or two connected sidelines of the basketball court or in a big circle, each allowing for some personal space. Give them a way to move in their space, starting only when one of the "start" signals is given. When the "stop" signal is given, students who do not freeze instantaneously should sit down where
they are. Keep playing until only a few (one or two) students are left, then begin again. When done, remind students about the importance of following the stop and start signals, and challenge them to do as well throughout the year with the signals as they have done that day.


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