



Moving with Lummi Sticks

Grade 5 | Creative Movement with Equipment

Learning Goals

By the end of this lesson, students will be able to:

- explore different combinations of movements travelling at different levels and experimenting with different directions, pathways and speeds using Lummi sticks
- actively participate while applying adaptive skills as they respond to music and teacher prompts.

Facility

Gymnasium

Safety Requirements

Refer to the Ontario Physical Education Safety Guidelines at safety.ophea.net.

Equipment List

1 Lummi stick pair per student

Audio equipment and upbeat music



[Teacher Resource 4: Active Living, Movement Skills and Living Skills Checklist](#)



[Teacher Resource 5: Action Words for Lummi Sticks](#)



Moving with Lummi Sticks

Grade 5 | Creative Movement with Equipment

Warm-Up

Students will gradually increase their heart rate by participating in the following activity.

- Each student has a Lummi stick and places it on the floor in front of him or her.
- Students jog around the sticks (in both directions) and then change the locomotion to hopping, skipping, jumping, etc., on your direction.

Minds On

Partner Routine

Share and clarify the lesson Learning Goals in student-friendly language.

Using large-group discussion, introduce Lummi sticks to students. Have students brainstorm with a partner the types of movement they could do using the sticks. Share with the class. Next, brainstorm safety behaviours that should be followed when moving with this type of equipment (see Notes to Teacher for safety considerations).

Ensure that all safety considerations from the notes are covered with students.

Display Teacher Resource 5: Action Word for Lummi Sticks; students use their Lummi sticks and follow the action words (i.e., balance, spin, pass, flip, turn, bounce and throw/catch). Display one card at a time and encourage students to demonstrate that word in many ways (e.g., the stick can be balanced vertically or horizontally and it can be balanced on the hand, shoulder, knee, etc.). Let students explore movement, and continue until all words have been practised.

Review the use of body shape and directions to present feelings to an audience.

A&E - Minds On

Teacher observation of students' demonstrated knowledge relating to locomotor movements and adaptive



Moving with Lummi Sticks

Grade 5 | Creative Movement with Equipment

skills

Action

- Students find partners and use their sticks to create a routine based on the action words (see Teacher Resource 5: Action Words for Lummi Sticks).
- Routines include the following:
 - a beginning position
 - a balance (with the stick)
 - a turn (with the stick)
 - a throw and a catch (to self or to partner)
 - an ending position.
- Students may add 2 - 4 more actions of their choice, such as a flip, spin, stretch, jump, bounce, sink and rise, or twist.
- Play music during the practice performance.

A&E - Action

Teacher observation of students' demonstrated knowledge and application of locomotor movements using Teacher Resource 4: Active Living, Movement Skills and Living Skills Checklist

Cool-Down

Students gradually decrease their heart rate to a resting rate by participating in the activity below. Students should also stretch the body parts that have been active throughout the lesson. See Appendix for stretches.

- Students travel slowly with their sticks around the activity area.
- On the stop signal, students try to balance the Lummi stick on various parts of their body.



Moving with Lummi Sticks

Grade 5 | Creative Movement with Equipment

Consolidation

Partners share their completed routines with the rest of the class.

Students use the Thumbs-Up Strategy (see Appendix) to self-assess their ability to obtain the lesson Learning Goals. Review Learning Goals with students and what those goals would have looked like based on the Success Criteria.

A&E - Consolidation

Teacher observation of students' demonstrated knowledge relating to locomotor movements and adaptive skills using Teacher Resource 4: Active Living, Movement Skills and Living Skills Checklist

Teacher observation of student response during Thumbs-Up self-assessment

Notes to Teacher

Consider playing a variety of music to encourage various movements from students.

Lummi Sticks Safety Considerations

- Make sure students are directed to have space around them so that they do not hit other students' sticks.
- Remind students of safe behaviour - the sticks belong to them and are not to be used as "weapons," to hit, etc.
- Allow students to drum the sticks on the floor to make noise.
- Do quick "follow me" activities for warm-up.
- To silence students and the sticks, have students hold both sticks in one hand.
- If placing sticks on the floor, be wary of students stepping on them.
- Tossing or Flipping Sticks
 - Tossing may not be suitable in a classroom setting.
 - Start with students on their knees.
 - Begin with a half toss, then progress to a full toss.
 - Use both hands individually and together.

Moving with Lummi Sticks

Grade 5 | Creative Movement with Equipment

Lesson 3 of 5

30 minutes

Curriculum expectations: A1.1, A2.1, B1.3, 1.2

Topics: Movement Competence, Active Living



- When standing, give height restrictions for the toss (e.g., basketball net height).
- Other Stick Options
 - Sticks can be painted.
 - Have tips in white and use black light for visual effects for concerts.
 - Attach ribbons or streamers to the ends of the sticks with Velcro or masking tape for other visual effects.