Popcorn

INTRODUCTORY

Outcomes:

I can share space with peers.

Instructions:

Divide the class in half. One half of the class is on the floor in push-up position and the other half is standing ready to move. On signal, the standing students move around students on the floor. The students on the floor change from a raised push-up position to a lowered push-up position each time they are circled. On signal, reverse roles.

Teaching Hints:

Use Toe to Toe to divide the class in half.  
Caution to avoid touching others and respect personal space.  
Challenge students to see how many students they can move over and around.

Mini-Challenge Course

FITNESS DEVELOPMENT

Outcomes:

I can list three activities that improve muscular strength.  
I can safely participate in mini-challenge courses.

Instructions:

Arrange four parallel courses with a group at each course. Students perform the challenges from a cone at the start to a finish cone and jog back to continuously repeat the course. On signal, groups rotate to a new course.  
Course 1. Jump slalom style down a line to the next cone, slide around a cone two times, and leap to the finish cone.  
Course 2. Hot feet to the cone, Elephant Walk around cone two times, and jog to finish cone.  
Course 3. Step in each hula hoop as fast as you can, hop to the next cone, crab walk to the finish cone.  
Course 4. Jump over each of 5 cones, Bear Walk to the next cone, gallop to the finish cone.

Teaching Hints:

Use alternating segments of silence and music to signal duration of exercise. Music segments (20 to 30 seconds in length) indicate course activity; intervals of silence (10 to 15 seconds) signal rotating to a new course.  
After students experience the course, allow them to create and set up their own mini-challenges.

Gymnastics Skills - Intermediate Level

LESSON FOCUS

Outcomes:

I can move my weight from my hands to my feet under control.   
I can participate in gymnastics activities safely.   
I can identify muscular strength as an important component of fitness during gymnastics.

Instructions:

Five groups of activities in this lesson ensure that youngsters receive a variety of experiences. Pick a few activities from each group and teach them alternately. For example, teach one or two animal movements, then a tumbling and inverted balance, followed by a balance stunt, etc. Give equal time to each group of activities.

**Animal Movements**  
    Bear Walk: Bend forward and touch the ground with both hands. Travel forward slowly by moving the hand and foot on the same side together (i.e., first the right hand and foot, then the left hand and foot). Make deliberate movements.  
    Gorilla Walk: Bend the knees and carry the trunk forward. Let the arms hang at the sides. Touch the fingers to the ground while walking.  
    Rabbit Jump: Crouch with knees apart and hands placed on the floor. Move forward by reaching out with both hands and then bringing both feet up to the hands. The eyes look ahead. Emphasize that this is a jump rather than a hop because both feet move at once.  
    Elephant Walk: Bend well forward, clasping the hands together to form a trunk. The end of the trunk should swing close to the ground. Walk in a slow, deliberate, dignified manner, keeping the legs straight and swinging the trunk from side to side.

**Tumbling and Inverted Balances**  
Forward Roll Review (See Gymnastics Skills (1)  
    Backward Curl: Approach this activity in three stages. For the first stage, begin in a sitting position, with the knees drawn up to the chest and the chin tucked. The hands are clasped and placed behind the head with the elbows held out as far as possible. Gently roll backward until the weight is on the elbows. Roll back to starting position. In stage two, perform the same action as before, but place the hands alongside the head on the mat while rolling back. The fingers are pointed in the direction of the roll, with palms down on the mat. (A good cue is, "Point your thumbs toward your ears and keep your elbows close to your body."). For stage three, perform the same action as in stage two, but start in a crouched position on the feet with the back facing the direction of the roll. Momentum is secured by sitting down quickly and bringing the knees to the chest. This, like the Back Roller, is a lead-up to the Backward Roll. Teach children to push against the floor to take pressure off the back of the neck.  
    Climb-Up: Begin on a mat in a kneeling position, with hands placed about shoulder width apart and the fingers spread and pointed forward. Place the head forward of the hands, so that the head and hands form a triangle on the mat. Walk the body weight forward so that most of it rests on the hands and head. Climb the knees to the top of the elbows. (This stunt is a lead-up to the Headstand.)

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**Balance Stunts**  
    Kimbo Stand: With the left foot kept flat on the ground, cross the right leg over the left to a position in which the right foot is pointed partially down and the toe is touching the ground.  
    Knee-Lift Stand: From a standing position, lift one knee up so that the thigh is parallel to the ground and the toe is pointed down. Hold. Return to starting position.  
     Stork Stand: From a standing position, shift all of the weight to one foot. Place the other foot so that the sole is against the inside of the knee and thigh of the standing leg. Hold. Recover to standing position.

**Individual Stunts**  
    Rubber Band: Get down in a squat position with the hands and arms clasped around the knees. On the command "Stretch, stretch, stretch," stretch as tall and as wide as possible. On the command "Snap," snap back to original position.  
     Pumping Up the Balloon: One child, the pumper, is in front of the other children, who are the balloons. The pumper pretends to use a bicycle pump to inflate the balloons. The balloons get larger and larger until the pumper shouts, "Bang," whereupon the balloons collapse to the floor. The pumper should give a "shoosh" sound every time a pumping motion is made.  
     Rising Sun: Lie on the back. Using the arms for balance only, rise to a standing position. Try with the arms folded over the chest.  
Heel Click: Stand with the feet slightly apart, jump up, and click the heels, coming down with the feet apart.

**Partner and Group Stunts**  
    Wring the Dishrag: Face and join hands with a partner. Raise one pair of arms (right for one and left for the other) and turn under, continuing a full turn until back to original position. Try in a reverse direction.  
    Partner Toe Toucher: Partners lie on their backs with heads near each other and feet in opposite directions. Join arms with partner using a hand-wrist grip, and bring the legs up so that the toes touch partner's toes. Keep high on the shoulders and touch the feet high. Strive to attain the high shoulder position, as this is the point of most difficulty.

Teaching Hints:

Scatter tumbling mats throughout the area so that there is little standing in line waiting for a turn.

A major concern for safety is the neck and back region. Heavier children are at greater risk and may need to avoid tumbling and inverted balances.  
Do not perform many repetitions of tumbling and inverted balances. For most children, limiting the number of forward or backward rolls to 2-3 will prevent fatigue and injury.

The Backward Curl should be used to learn to roll back and forth. No youngster should be expected to roll over if it is difficult for them. In stunts and tumbling, it is important to let students decide if they are capable and confident enough to try the activity.

The Climb-up should only be performed by youngsters who have sufficient strength to support the body weight.

Encourage students to hold the balance position for at least five counts.  
An added challenge is to see how long balance activities can be held with the eyes closed.

Where's My Partner; Up Periscope

CLOSING ACTIVITY

Outcomes:

I can work safely with a partner.

Instructions:

**Where's My Partner?**  
    Children are in a double circle facing a partner. The inside circle has two or three more players than the outside. When the signal is given, the circles skip (or walk, run, hop, or gallop) to the right. This means that they are skipping in opposite directions. On the command "Halt," the circles face each other to find partners. The players left without a partner go to the mush pot (the center area of the circle) for one turn. The circles should be reversed after a time.  
Variation: The game can also be played with music or a drumbeat. When the music stops, the players seek partners.

**Up Periscope**  
    In scattered formation, children move around the area pretending to be ships. Remind the ships to not contact another ship and to keep as much space as possible. When the teacher says "Submarines," players quickly lower their bodies and move at a low level. When the teacher says "Up periscope," students move to their backs and put one leg in the air to imitate a periscope. On "Double periscope," both legs are raised to imitate two periscopes. While the students are in Double periscope position, the teacher can quickly give the previous commands to keep students moving. When the teacher says "Surface," the students resume moving through the area as ships.