

LEVEL	UNIT	LESSON Number 1	EQUIPMENT
First Grade	Tumbling	BALANCE/WEIGHT BEARING ON THREE OR FOUR BODY PARTS	Mats, Fun Stunts Station Cards, Carpet Squares

### Objectives

1. Have fun.
2. Play safe.
3. Demonstrate physically that a large base of support is easier to balance with than a small base of support.
4. Discuss verbally the difference in base sizes.
5. Demonstrate balances on 4 or 3 body parts.

Activity	Time (Minutes)	Procedure	Comments/ Set-up/ Diagram
Part 1	10	Review the Fun Stunts – “Crab Walk; Forward, Backward and Sideways, Bunny Rabbit Jump, Seal Walk, Frog Jump, Bear Walk and Elephant Walk and Inchworm” These can all be found in the “Fun Stunt” Section of the Tumbling book.	
Part 2	10	<p>Divide students up in even groups on the mats</p> <p>1.a (Give these tasks one at a time and allow enough time for the students to all try it and hold a balance.)</p> <p>Take your weight on one knee.  Take your weight on your seat.  Take your weight on your knee again.  Why can you take your weight on your seat easier than on your knee? (its bigger)</p> <p>b.Take your weight on your one foot.  Why is this easier than your knee, but its not much bigger? (because you practice this every day, walking is one way) So even though some parts are smaller, you can still balance on them with practice.</p> <p>2.a  Take your weight on two hands and two feet.  Take your weight on two hands and two knees.  Take your weight on two elbows and two knees.  Take your weight on two hands, one foot and one knee.  Take your weight on your head, two feet and one hand.  Take your weight on your seat, and two feet.  Take your weight on your back, one elbow, and one foot.  Take your weight on your head, one hand and one foot.</p> <p>2b.  This time balance with your head, hand and foot as closer together as you can get them. Now place them so it’s easy to balance and comfortable. How did you have them? Close or more spread out? (More spread out) Why? (Because it’s easier to keep your body over a bigger base and that's how you balance, by getting your body to be even over your base of support.)  With the three parts spread out and comfortable, have the students try to force themselves off balance. What do you have to do in order to cause yourself to fall over? (lean away from your base) Now try falling off balance with your base really small. Which one was harder to fall over with? (the bigger base) Why? (because you have more space to balance over, so you have to force yourself way over in order to fall.)</p>	
Part 3	10	<p>Weight bearing on 3 or 4 parts/Creative</p> <p>Pick 4 body parts and balance on them. Try to hold your balance for at least 3 seconds. (Walk around and ask the students to identify the parts they are balancing on. Pick out students that are working hard to show off their balances. Encourage them to try different combinations of 4 body parts.)</p>	

		<p>1. Choose three parts to balance on. (Allow you class to try this task at using at least three different combinations of body parts before moving on to the next task.) You might find that a head stand will come up here. If you have time you can introduce the Tumbling stunt: Frog Headstand/Tripod.</p> <p>2. Choose three parts to balance on; each of the three parts must be different, example: you cannot use two hands, as two of the three parts.</p> <p>3. Choose your favorite balance on three parts and practice it so that you can hold it still for at least three seconds. Get a partner, and show them your favorite balance and let them try it. Afterwards, they will show you their favorite balance so that you can try it. (Every few minutes, have them get a new partner so they can try another balance.)</p> <p>Hints: For part III, only allow one student at a time on the mat. Make sure the students have the correct body part, and or the correct number of parts on the mat. Do <b>NOT</b> allow students to help each other physically.</p>	
Closure		What things must you remember when balancing?	