


LEVEL	UNIT	LESSON Number 3	EQUIPMENT
First Grade	Tumbling	Review Lesson: Rocking And Rolling Forward And Sideways	Mats

Objectives

The Students will:

1. Demonstrate rocking on all three surfaces of the body.
2. Demonstrate rolling sideways and forward.
3. Work safely.
4. Have fun.
5. Create a routine that has one roll and finishes with rocking on one of the three body surfaces.

Activity	Time (Minutes)	Procedure	Comments/ Set-up/ Diagram
Part 1	8	<p style="text-align: center;">The Growing Flower</p> <p>The "Growing Flower" warm-up activity can be a fun learning experience for primary children. Through the process, the children can explore various ways to bend, stretch, twist, turn, push, and lift the body and body parts, as well as, receive a first hand learning experience of a seed developing into a beautiful flower.</p> <p>Begin the activity by asking stimulating questions to encourage the students to share ideas about flowers and how they grow. The questions might be, "What is your favorite flower?" "What is your favorite flower color?" "Do you like big or little flowers and why?" "From where do flowers come?" "How do flowers grow?" "What do flowers need to become healthy and beautiful?" End the sharing session with the question, "What would it feel like to be a seed growing into a flower?" Encourage the students to respond with an explanation followed by a demonstration. Allow a few students to share ideas.</p> <p>Create further interest and excitement by saying, "Let's pretend to be seeds which are ready to grow into beautiful, healthy flowers." Have each student find a safe and open space on the floor and lead the class through a series of "Growing Flower" experiences. Continually move throughout the group to offer words of praise, assistance, and encouragement as you challenge the students with the following statements and questions. "How small can you curl your body to become a flower seed?" Say to the students, "As I travel throughout the room and sprinkle your seed with water, can you begin to feel the wetness and warmth of the dirt around you?" "Show me how you can slowly push your way through the lining of your seed and pop through the surface of the dirt above you." "What would you look like if your flower was growing and reaching upward to receive the sun's warmth and the dark cloud's rain drops?" "Boys and girls, your flowering plant is ready to blossom, show me the flower you would like to become." "Your flower has bloomed for one week and suddenly the flower begins to wilt and shrivel-up." "Show me how your flower gracefully loses its beauty and life." Let the children know that it is all right to borrow and use an idea from a fellow classmate. End the session by giving students opportunities to verbally and physically share their "Growing Flower" experiences. If possible, give students time to create some of the demonstrated flowering experiences. Praise all efforts and performances regardless of skill level or technique, assuming the students were on task.</p> <p>As the experiences continue and the students progress, use background music to reinforce the learned movements and to stimulate new ones. Select music that is slow and flowing.</p>	
Part 2	15	<p>With the class all seated on their own mats, ask if anyone remembers what rocking is? Describe the steps to rocking on the back surface of the body. (refer to kindergarten lesson for description) Show the class the "Back Rocker" card and have the class practice backward rocking.</p> <p>After a few minutes I will review the rocking motion on the other two surfaces. Once everyone can demonstrate rocking on all three body surfaces I will move onto reviewing rolling.</p> <p>Side rolls</p> <p>We will discuss the steps involved in rolling sideways. I will show the class the Cards with Egg Roll, Log Roll and Pencil Roll. The class will practice the three rolls, attempting each</p>	<p>Discuss holding the body in with firm effort. Hold body shape for the entire roll; keep the roll on the mat.</p>

		<p>one at least two times.</p> <p>After we finish the side rolls I will have the students review and work on the forward roll.</p> <p style="text-align: center;">FORWARD ROLL</p> <p style="text-align: center;">As you do this, be sure to keep your chin tucked into your chest whenever you roll across the back of your head neck and back.</p> <p>STARTING POSITION Assume a forward squatting position on the mat with the knees and feet together, arms lightly touching the outside of the legs, and the hands shoulder-width apart with the fingers or finger tips touching the mat and facing forward.</p> <p>PERFORMANCE Tuck the chin to the chest and round the back. Roll forward in a tuck position lifting the hips and pushing with the balls of the feet. Use the arms and hands to support the body so the back of the neck barely touches the mat. Roll forward onto the shoulders, rounded back, buttocks, and feet. Remain in a tuck position throughout the Forward Roll by grabbing the shins, and keeping the heels close to the buttocks.</p> <p>FINISHING POSITION End in a forward squatting position on the mat with the head up, knees and feet together, arms lightly touching the outside of the legs, and the hands shoulder-width apart with the fingers or finger tips touching the mat and facing forward.</p> <p>IMPORTANT TEACHING SUGGESTIONS</p> <ol style="list-style-type: none"> 1) Take time in the introductory lesson to discuss the mechanics of the Forward Roll and follow up with a demonstration of the stunt by a skilled student. If possible, reinforce the discussion and demonstration with a Forward Roll chart and/or a related audiovisual aid. 2) Take time in the introductory lesson to individually assess the proper starting position for each student and make necessary changes. 3) Emphasize the importance of tucking the chin to the chest and rounding the back throughout the Forward Roll. 4) Encourage the students to lift the hips and push off with the balls of the feet at the beginning of the Forward Roll. 5) Stress the necessity of staying in a tight; tuck position throughout the Forward Roll. 6) Use the teaching cue "<u>hug the legs!</u>" to help the students understand and maintain the proper tuck position. 7) Assist students, if necessary. <p>SPOTTING HINTS (For the teacher only) Assume a kneeling position beside the student. Make certain the student is in the proper starting position. Ask the student to tuck the chin to the chest. Place your front hand on the back of the student's head and place your back hand under the thigh of the student's near leg. Ask the student to roll forward in a tuck position. Use your front hand to help the student tuck the chin to the chest and use your back hand to help the student lift the hips. Once the student starts to roll onto the shoulders, pull out your front hand. Continue to use your back hand to help lift the student's hips. Release your back hand when the hips pass above the shoulders. Then, encourage the student to complete the Forward Roll by grabbing the shins and rolling through in a tight, tuck position to the proper finishing position. Make certain you position yourself properly so as not to place undo pressure on your lower back. Instead, have the student perform the Forward Roll by providing a minimum amount of spotting necessary to allow for a successful and a safe performance of the stunt. Continue to give individualized assistance using the preceding method. If possible, encourage the student to practice the Forward Roll without assistance either on the flat mat.</p>	<p>Begin with weight on feet.</p> <p>Bend knees to Transfer weight to feet and two hands,</p> <p>Bend knees to take weight to feet, hands and the back of the head and shoulders.</p> <p>Straighten knees to shift weight to hands and back of head,</p> <p>Continuing transference of weight to back,</p> <p>Then seat,</p> <p>To feet and stand</p>
Part 3	5	<ol style="list-style-type: none"> 1. Begin with a sideways roll, after you finish your roll; begin rocking on your front surface. 2. Begin with a forward roll, after you finish, begin rocking on your back surface. 3. Begin with a roll, and when you finish your roll, begin rocking on one of the three body surfaces. (Have the students try at least three different combinations for this task.) 	
Closure	2	Describe your routine of rolling to a rocking motion.	