

LEVEL	UNIT	LESSON Number 1	EQUIPMENT
Second Grade	Tumbling	BALANCE/WEIGHT BEARING ON THREE BODY PARTS, INTRODUCE TRI-POD AND HEAD STAND	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 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</p> <p>Take your weight on two hands and one foot.  Take your weight on one hand and two knees.  Take your weight on two elbows and one knee.  Take your weight on one hand, one foot and one knee.  Take your weight on your head, two feet.  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 elbow and one foot.  Take your weight on your head, hand and foot</p> <p>2b.</p> <p>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.)</p> <p>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</p> <p>This time I would like you to choose three body parts to balance on. Once you are in your balance, hold it still for 3 seconds.</p>	

		<p>See how many different combinations of three parts you can think of and do safely. Try the ones that you feel you can do safely.</p> <p>If a student creates a balance on two hands and their head that would be a great time to point out the Olympic or traditional balance, the tripod. After this is taught you can go on to introduce the headstand. (If no one tries this on their own, after sufficient review, introduce it anyway.)</p> <p>After introducing the tripod, I will allow the students to practice. If enough of the class is ready, I will also introduce the headstand. When I introduce the tripod I will have the students practice rolling out of the tripod and headstand.</p> <p>For more advanced students: try making different shapes with their legs while they hold the headstand position, or introduce various ways of getting into the headstand position, IE: Pike, Kick up, and up from the tripod position.</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?	

# FROG HEADSTAND

## STARTING POSITION

Assume a forward squatting position on the mat with the feet and knees apart, elbows touching the inside of the knees, and hands shoulder-width apart on the mat with the fingers open and facing forward.

## PERFORMANCE

Lean forward slowly and carefully maintaining the starting body position so the feet leave the mat and the head (hairline in most cases) contacts the mat in front of and between the hands. The head and hands make a three point equilateral triangular shape on the mat. The body is in an inverted position with the hips above the shoulders and the knees on the elbows. Complete the Frog Headstand by returning to the starting location while maintaining the proper body position. Slowly and carefully lower the feet to the mat allowing the head to leave the mat.

## FINISHING POSITION

End in a forward squatting position on the mat with the feet and knees apart, elbows touching the inside of the knees, and hands shoulder-width apart on the mat with the fingers open and facing forward.

## IMPORTANT TEACHING SUGGESTIONS

- 1) Take time in the introductory lesson to discuss the mechanics of the Frog Headstand and follow up with a demonstration of the stunt by a skilled student. If possible, reinforce the discussion and demonstration with a Frog Headstand 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) Discuss the importance of leaning forward slowly and carefully when placing the head on the mat to ensure safety to the neck.
- 4) Stress placing the hairline on the mat (in most cases). Make necessary modifications on an individualized basis, if necessary.
- 5) Make certain the students understand the importance of maintaining balance using the three point equilateral triangular base.
- 6) Emphasize the importance of keeping the head and hands in the proper three point equilateral triangular base.
- 7) While in the inverted position, stress positioning the hips above the shoulders and placing the knees on the elbows.
- 8) Reversing the performance of the Frog Headstand to return to the starting location is the safest way to recover from the Frog Headstand position. However, instruct the students to tuck the chin to the chest and perform a Forward Roll when balance is lost and they begin to fall backward.
- 9) Discuss the meaning of balance and the important role it plays in performing the Frog Headstand.
- 10) If necessary, use professional judgment when allowing students to practice the Frog Headstand without your assistance. Some students may need spotting at all times, especially students who are fearful, overweight, or have a physical handicap. Strive to be fair, honest, humanistic, and above all.... safe Make safety your number one priority
- 11) Consider marking a three point equilateral triangular diagram on the mat using tape, shoe polish, magic marker, etc. Encourage the students who are learning to do a Frog Headstand to use the marking as a reference for proper head and hands placement. Keep in mind that a standard size triangle will not fit all students' needs. If necessary, make triangles of varying sizes.
- 12) Teach the Frog Headstand as a lead-up stunt to the Headstand.
- 13) Use the Frog Headstand as an alternate Tumbling Stunt for students who are unable to perform the Headstand.
- 14) Assist students, if necessary.

## SPOTTING HINTS

The following "spotting hints" are for a student who is able to put his/her body in the inverted Frog Headstand position with the hips close to being above the shoulders and the knees close to being on the elbows, or for a student who is doing everything correctly, but needs a little assistance to maintain balance. Stand bending over in a sideward straddle leg position or assume a kneeling position beside and slightly in front of the student. Make certain the student is in the correct starting position. Stress the proper execution of the Frog Headstand. Before the student leans forward or as the student leans forward, reach across the student with your front hand to grasp the far hip so your fingers point across the abdomen and your thumb points across the lower back and simultaneously grasp the near hip with your back hand so your fingers point across the abdomen and your thumb points across the lower back. Maintain the grip and help the student balance as the hips are placed directly above the shoulders and the knees are positioned on the elbows. Make certain your grip is a firm one in case the student is unable to maintain the inverted Frog Headstand position and begins to fall sideward or backward. Permit the student to hold the assisted Frog Headstand position for a few seconds. Continue to spot the student while returning to the starting location. Once again, stress the proper body position. Release the spot immediately after the student has safely returned to the starting location. Make certain you position yourself properly so as not to place undue pressure on your lower back. Do not over-spot. Instead, have the student perform the Frog Headstand 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. Encourage the student to practice the Frog Headstand without assistance.

## VARIATIONS

- 1) Challenge the advanced skill level students to hold the Frog Headstand position for a specific period of time. Start with three seconds. If successful, continue to challenge these students by increasing the time. Add an additional second to the challenge each time the student successfully attains the previous challenge. Work up to a maximum of ten seconds.
- 2) Teach advanced skill level students to complete the Frog Headstand by tucking the chin to the chest and performing a Forward Roll (Frog Headstand into a Forward Roll).
- 3) Consider lowering the standards for certain students who may be unable to perform a proper Frog Headstand due to fear, overweight, or a physical handicap. Have them begin in a forward crawling position on the mat. Encourage these students to place their head and hands on the mat making the three point equilateral triangular base. Then, ask them to try taking their knees off the mat while lifting the hips but keeping the feet/toes on the mat. If possible, challenge the students to slowly walk their toes up toward their hands. This will help lift the hips to their correct position above the shoulders. Make certain these students keep their feet/toes on the mat. Give the students continual assistance, praise, and encouragement. Through your guidance, challenge these students to perform to their maximum.

# HEADSTAND

## STARTING POSITION

Assume a forward squatting position on the mat with the feet and knees beside each other, arms touching the outside of the knees, and the hands shoulder-width apart on the mat with the fingers open and facing forward.

## PERFORMANCE

Lean forward slowly and carefully maintaining the starting body position so the feet leave the mat and the head (hairline in most cases) contacts the mat in front of and between the hands. The head and hands make a three point equilateral triangular shape on the mat. The body is in an inverted position with the hips above the shoulders and the knees lightly touching the inside of the elbows. Slowly lift the knees away from the elbows while maintaining balance and keeping the hips above the shoulders. Tighten the abdominal and buttocks muscles as the legs move upward. Continue to lift the legs and feet until the legs are together and straight with the toes pointed upward. The triangular base supports the body weight. Complete the Headstand by reversing the preceding steps (proceeding from right to left as per the above illustration). Bend the waist and knees slowly maintaining balance to return the knees to the inside of the elbows. While maintaining the proper body position, slowly lower the feet to the mat allowing the head to leave the mat.

## FINISHING POSITION

End in a forward squatting position on the mat with the feet and knees beside each other, arms touching the outside of the knees, and the hands shoulder-width apart on the mat with the fingers open and facing forward.

## IMPORTANT TEACHING SUGGESTIONS

- 1) Take time in the introductory lesson to discuss the mechanics of the Headstand and follow up with a demonstration of the stunt by a skilled student. If possible, reinforce the discussion and demonstration with a Headstand 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) Teach the Frog Headstand as the lead-up stunt to the Headstand (refer to the frog Headstand). Give permission to students to practice the Headstand on an individual basis after observing and assessing their performance of the Frog Headstand.
- 5) Make certain each student practices and/or performs the Headstand in a location on the mat, which provides adequate padding on all sides. In most cases, the center of the mat is the best and safest location.
- 6) Discuss the importance of leaning forward slowly and carefully when placing the head on the mat to ensure safety to the neck.
- 7) Stress placing the hairline on the mat (in most cases). Make necessary modifications on an individualized basis, if necessary.
- 8) Make certain the students understand the importance of maintaining balance using the three point equilateral triangular base. (See illustration at right.)
- 9) Emphasize the importance of keeping the head and hands in the proper three point equilateral triangular base and not moving them.
- 10) While in the inverted position, stress positioning the hips above the shoulders.
- 11) Make certain the students understand the importance of lifting the legs and feet slowly to attain the straight leg, toes pointed inverted position.
- 12) Encourage the students to tighten up all muscles throughout the body when the Headstand position is attained.
- 13) Reversing the performance of the Headstand to return to the start location is the safest way to recover from the Headstand position. However, instruct the students to tuck the chin to the chest and perform a Forward Roll when balance is lost and they begin to fall backward.
- 14) Discuss the meaning of balance and the important role it plays in performing the Headstand.
- 15) Consider marking a three point equilateral triangle on the mat using tape, shoe polish, magic marker, etc. Encourage the students who are learning to do a Headstand to use the marking as a reference for proper head and hands placement. Keep in mind that a standard size triangle will not fit all students' needs. If necessary, make triangles of varying sizes.
- 16) Use spotters with caution make certain the spotters are very responsible and knowledgeable concerning their responsibilities. Do not permit a spotter to over spot a performer by physically holding or grabbing the performer's legs and/or feet in the inverted position. Instead, use spotters to help guide without grabbing, the performer's legs and/or feet toward the proper inverted position. Once in the proper inverted position, instruct the spotter to help the performer steady his/her body in the balanced, inverted position. Place the responsibility for performing the Headstand on the performer. Note: I do not allow student spotters. I spot students who are in great need of help or students who are very close to mastering the Headstand.
- 17) Assist students, if necessary.

## SPOTTING HINTS

The following spotting hints are for a student who is able to perform an unassisted Frog Headstand. I do not recommend allowing a student to attempt a Headstand if the student is unable to perform an unassisted Frog Headstand. Instead, the student should practice the Frog Headstand and not the Headstand (refer to Frog Headstand). Stand bending over in a sideward straddle leg position or assume a kneeling position beside and slightly in front of the student. Begin spotting the student when the student is in an inverted position

with the hips above the shoulders and the knees lightly touching the inside of the elbows. Stress the proper execution of the Headstand. Place your front hand on the student's lower back. Use this hand to help the student maintain the inverted balanced position and to stop the student from failing backward. Simultaneously, place your back hand on the front of the student's nearest thigh, or if possible, across the front of both thighs. Use this hand to help the student guide his/her legs to the proper inverted position. Do not physically grasp the student's thigh(s), unless it is necessary as a way to stop the student from failing to prevent injury. Place the responsibility to perform the Headstand on the student, however, make certain you remain in contact with the student, in the event you have to grasp the student. Once the student has attained the proper inverted position and the legs are together and straight with the toes pointed upward, permit the student to hold the assisted Headstand position for a few seconds. Continue to spot the student while returning to the inverted position with the hips above the shoulders and the knees lightly touching the inside of the elbows. Then, take your hands away from the student allowing the feet to return to the mat while lifting the head off the mat to return to the starting location. Make certain you position yourself properly so as not to place undue pressure on your lower back. Do not over-spot. Instead, have the student perform the Headstand 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. Encourage the student to practice the Headstand without assistance.

#### VARIATIONS

- 1) Challenge the advanced skill level students to hold the Headstand for a specific period of time. Start with three seconds. If successful, continue to challenge these students by increasing the time. Add an additional second to the challenge each time the student successfully attains the previous challenge. Work up to a maximum of ten seconds.
- 2) Teach advanced skill level students to complete the Headstand by tucking the chin to the chest and performing a Forward Roll (Headstand into a Forward Roll).
- 3) Use the Frog Headstand position as the starting position for the Headstand (refer to the Frog Headstand). Then, follow the teaching suggestions for the Headstand beginning with lifting the knees upward from the elbows.
- 4) Challenge advanced skill level students to perform a Headstand, and then lower the legs to place them in a Tuck Position, Straddle Position, and Pike Position.
- 5) Challenge advanced skill level students to perform a Headstand, and then lower the legs to place them in a Split Position and Stag Position.
- 6) Teach the "drag-up" Headstand to advanced skill level students. Start with the body lying face down on the mat with the head and hands placed in the equilateral triangular position. The legs are together and straight with the toes pointed. Slowly lift the hips while dragging the toes across the mat keeping the legs together and straight. When the hips are positioned above the shoulders and the back is straight, lift the straight legs upward until the body is in an inverted position with the legs together and straight and the toes pointed upward. Finish by reversing the preceding steps to return to the starting location, or if possible, tucking the chin to the chest and performing a Forward Roll.