

LEVEL	UNIT	LESSON Number 4	EQUIPMENT
Second Grade	Tumbling	Review Flight And Turning	Fitness bands, control cones, Band Cards, Mats,

Objectives

The Students will:

1. Demonstrate a jump from two feet to two feet.
2. Demonstrate a Heel and knee slap.
3. Verbally describe the concept of flight.
4. Create a routine using Jump-flight, Turning, Balance and Rolling.
5. Have fun.
6. Work safely.
7. Work cooperatively with the people or person sharing their mat.

Activity	Time (Minutes)	Procedure	Comments/ Set-up/ Diagram
Part 1	10	<p><u>Fun Stunts:</u> Heel Slap, Knee Slap,</p> <p><u>Basic Positions:</u> Straddle, Pike, Tuck</p> <p><u>Basic Supports:</u> Front Support, Side, Rear</p> <p>I will teach or review the above positions, supports and stunts. Then we will play a game like the game of shipwreck. The consequence for being last or doing wrong will be to choose a band card and do 1 set of 10 on each side of the body.</p>	
Part 2	5	<p><u>Flight is the portion of the jump when the body is actually in the air.</u></p> <p>Review of basic jumping.</p> <p>Introduce the concept of flight. Controlling the body while it is in the air.</p> <p>Everyone do a jump starting on two feet and finishing on two feet. When you are up in the air, see if you can touch your knees and put your hands back up in the air before you land. This time, see if you can touch your hips and put your hands back up in the air before you land. You can do this task, attempting to touch various body parts; head, shoulders, elbows, knees, toes, back, bottom, stomach etc. You can also combine two body parts in a sequence, IE: Touch your head and then your shoulders before you land the jump. This time when you jump while you're in the air, make a large shape with your body. This time when you jump while you're in the air make a narrow shape with your body.</p> <p>How about turning in the air? Who remembers what the different turns you can do? <math>\frac{1}{4}</math>, <math>\frac{1}{2}</math>, <math>\frac{3}{4}</math>, and full turn. Show me how you can jump up in the air facing one direction and land facing another. What can your head do to help your turn? Turn to look for the direction that you are landing.</p>	
Part 3	15	<p>When I say go, please go to a mat and sit with a partner. Each station has a different task. (I will review quickly with them, but will ask them to be responsible to read the cards at each station.</p> <p>Routines are combinations of skills. They should have a clear beginning and end and the skills should move smoothly from one to the next. The routines that we will do use the skills of jumping, turning, flight, rolling with variations and balancing on three body parts.</p> <p>There are six station cards for flight, set up six stations with three mats each. You will have the students working <math>\frac{2}{3}</math> at a mat at each station. The cards you should work on are: 1. Jump, Make a Shape, Land and Balance 2. Jump, Turn, Land and Roll 3. Jump, Turn, Land and Balance, 4. Jump, Turn, and Land, Roll and Balance 5. Jump, Do a Trick, Land, Balance, Roll and Balance. 6. Jump, make a shape, Land, Balance and Roll.</p>	<p>As I walk around I will look for students:</p> <p>Being safe, Creating cool routines, Students who have smooth transitions from one skill to another.</p>
Closure	2	Verbally review the routines that the students created. What part of the jump is flight?	