

Laurie and Jerry's CMP Lesson
January 13, 2000

Age: 5-7 and 8-12

Movement Theme: Body Functions (Stretching and Curling)

Sub-theme: Safety

Movement Area: Dance and Gymnastics

Learning Objectives:

The Children will be able:

1. To act safely in a gym setting.
2. To expand their knowledge of safety by using the concepts of general and personal space.
3. To stretch and curl their bodies as they move.
4. To work cooperatively with a partner to create a sequence of movements.

Equipment: CD player, Drum, Ropes (25), CMP Balls, Beanbags (20)

Music: Fast and slow

Note: To tell Parents that there is no food allowed in the gym, no outdoor shoes, and drinks only allowed at the chairs.

Introduction

TS: Explain the safety standards that will be expected by all participants in the gym setting, including clothing, jewelry, gum, barefoot, food/drink, and the specific boundaries of our area as well that there must be an instructor at the equipment before traveling on it.

OT: Spread out and start traveling to the music and when it stops, you must follow the instruction of the instructor (i.e. Stretch up tall, curl down small...)

TS: Do this for a short amount of time and then give out skipping ropes.

OT: Take a skipping rope, and find your own area on and around the mats.

BT: When you hear the music start traveling on the mat area with your rope (i.e. skipping, running and swinging the rope etc.)

RT: When the music stops, use your rope to stretch your body at a high level.

BT: Begin traveling again, and this time when you hear the music stop; crunch your body into a small curled shape with the rope.

RT: Make sure you are in the smallest ball position as possible with everything tucked in (i.e. hands, knees, feet) and the rope is still being used creatively (i.e. curl the rope and try to copy either forward or backward with your body).

BT: Try traveling in a different direction using the rope in a different way.

RT: Remember you do not always have to travel on your feet with rope.

ET: Continue traveling and using the rope, but this time you must stay in a stretched shape until the music stops.

RT: Keep your head up when you are traveling.

BT: Travel faster in your stretched shape. When the music stops move along the mat in a curled using the rope (i.e. a forward roll).

TS: Repeat the task and switch the order of stretch and curl.

RT: This could be a roll, jump, slide, and cartwheel. Be creative!

TS: The children will repeat the continuous action of traveling with the rope in a stretched and curled shape to help increase their heart rate and improve their body awareness.

Movement Development

OT: Everyone find a spot on the mat.

BT: Place the rope on the floor and travel across it, keeping your body stretched.

RT: Stretch your fingers, point your toes, and straighten your knees.

ET: Cross the rope keeping your body stretched by jumping.

RT: Bend your knees when you are landing.

ET: Repeat the task in a different direction while also changing your stretched shape.

TS: The children will be allowed to experiment with these stretched shapes while moving on different body parts across the rope.

OT: Spread out on the equipment.

BT: Travel on the equipment using only stretched shapes.

RT: Remember to use all different body parts and different directions.

OT: Come back to the mat and get a beanbag or small ball.

BT: Using the beanbag or ball travel on the mat in a curled shape.

RT: Make sure you have enough room on the mat and remember to stay curled around your object without dropping it.

BT: This time try a different curled position with the object and travel in a curled shape.

RT: Remember we do not always have to be at a low level.

ET: Now travel in a different direction and use two beanbags and two balls (or one of each).

RT: Tuck your body around the object as best you can to get the curled shape.

OT: Everyone come together and listen, we are now going to go on the equipment.

BT: Travel on the equipment using only curled shapes.

BT: Remember to stay tucked and only curl where you are safe (i.e. do not go on the bar and curl if it is too high).

OT: Freeze please. I am seeing a lot of excellent curling movement.

AT: Now I want you to try connecting a stretch movement or shape with a curled movement or shape. For example, star jump and follow with a forward roll or log roll.

RT: Remember you can jump in your stretch and your curl to help you when on the floor.

Culmination (the sequence will depend on how the group is working b/c of the first day)

OT: Everyone come to the mats and find a partner or volunteer.

BT: In partners, I want you to make a pattern with both stretching and curling and use a rope, ball or beanbag to help (demonstrations to be used here by the volunteers).

RT: You must have 2 stretching and 2 curling movements or shapes (1 stretch and curl per person) – or even 1 stretch and 1 curl for both partners to present at the same time.

RT: Remember each movement must connect to the next.

BT: Both partners can be the same or different but you must use each other to connect each shape (i.e. your partner can be stretched holding the rope, as you roll around them).

TS: Use a demonstration by the volunteers. Everyone will show their routine to the class.

TS: If time permits, they can go back on the equipment and try to do a pattern (sequence) there.

8-12 Year Olds

- If they want to try a sequence on the equipment they can, but should experiment on the mats first.
- They will have to do 6 movements total with three per partner and if they wish they might use two pieces of equipment (beanbag and ball) in the sequence.

Laurie and Jerry's CMP Lesson
January 27, 2000

Age: 5-7 and 8-12

Movement Theme: Balance and Weight transfer (Rolling and Swinging)

Movement Area: Dance and Gymnastics

Learning Objectives:

The Children will be able:

1. To act safely in a gym setting especially on higher equipment.
2. To explore ways to transfer their weight by rolling and swinging.
3. To practice balancing on different body parts.
3. To cooperatively work with a partner and create a sequence of movements.

Equipment: CD player, CMP Balls, Hula Hoops (10), utility balls (10), exercise balls (10)

Music: Fast and slow

Introduction:

TS: Remind the children that they may not go on the equipment until a person with an orange shirt is there. We will also explain a brief outline of the lesson to the children as to what we are doing.

OT: Everyone come in and listen.

BT: Start traveling to the music and when the music stops, you must follow the instruction of the instructor (i.e. Stretch up tall, balance on one-foot, 2 hands and a knee etc.).

RF: Remember to use all of the area (on and off the mats).

BT: Start traveling a different way (swinging your arms-this is a practice for swinging on the equipment) and when the music stops I want you to roll on the mat in your area.

RT: Keep all your body parts close to your body when you roll (demonstration by volunteers).

TS: Repeat a couple of times before giving out the balls.

OT: Now take a small or large ball and find your own area on the mat.

BT: I want you to travel using the hula-hoop and/or ball and when the music stops balance with your object.

RT: Remember we do not always have to be on our feet when we balance.

BT: Start traveling a different way this time with your object (i.e. skipping, hopping) and when the music stops balance with two body parts.

RT: Please watch out for others and that your hoop or ball does not hit anyone.

OT: Now switch your object with a partner. If you have a large ball find a smaller ball and if you have a small ball find someone who has a larger ball.

BT: Start traveling with your new object.

RT: Remember to travel with your object so that you are safe (not out of control).

RT: Balance with one body part and your object.

TS: We will do this for a short time until the children get warmed up and used to their different equipment. We will also try to get the children to move slow and gradually quicker to get their heart rate up.

Movement Development

OT: Everyone put your ball into the bin and come in close and sit down.

BT: Find a spot on the mat and explore different ways to roll on the mat by yourself.

RT: Remember to tuck your head if doing a forward roll and keep your body parts in close to your body.

BT: Try a different roll and if you want you could try with a partner (i.e. a log roll joined at the hands).
RT: Watch out for others around you, we do not want you rolling on each other.
AP: This time on the shapes we have just added, try your same rolls (i.e. cheese mat and cylinders).
TS: The volunteers will be here to assist rolling if they are not comfortable (such as with the cylinders).
We will let them try this for a short time before heading to the equipment to do rolling and swinging.

OT: Please come in close.

BT: We are now going to go on the equipment and practice only rolling and swinging.

RT: Remember to travel where you are safe and where there is a person with an orange shirt.

OT: Freeze. I am seeing a lot of movement, but try to do as much rolling with your body as possible. Be creative.

OT: Everyone come back to the mat area.

OT: This time we want you to try balancing and rolling with a partner using the hoops.

BT: In partners, I want one person to balance and hold the hoop and the other person to roll through the hoop, or around, or whatever way you wish.

RT: Remember to watch out for your partner.

BT: This time the partner must pick a different balance with the hoop and the other person must balance first before rolling in, out, or around (have a volunteer demonstrate here).

OT: Please switch with your partner so the other person has the hoop.

BT: Repeat the same task with one partner balancing with the hoop and the other rolling.

RT: The balance must be easy to hold until your partner has completely finished rolling.

TS: Try a couple more before sending them to the equipment to balance.

OT: You are going to go on the equipment, but there are papers stuck on the equipment that you must follow and the volunteers will help you (i.e. 2 hands and a knee balance, log roll, 1 body part balance etc.)

BT: Now practice your balancing and rolling using the pictures to help.

RT: Remember to use all different body parts.

TS: The volunteers will ask questions on how to make the balance better etc.

Culmination

OT: Everyone come to the mats and find a partner or volunteer.

BT: In partners, I want you to make a pattern with balancing and rolling and you may use a ball or hoop if you wish (demonstrations to be used here by the volunteers).

RT: You must have 2 balances and 2 rolling movements or shapes. One balance can be a partner balance.

RT: Remember each movement must connect to the next.

BT: Both partners can be the same or different but you must use each other to connect each shape (i.e. your partner can be rolling and the other is balancing over top of them).

TS: Use a demonstration by the volunteers. Everyone will show their routine to the class.

TS: If time permits, they can go back on the equipment and try to do a pattern (sequence) there.

8-12 Year Olds

- If they want to try a sequence on the equipment they can, but should experiment on the mats first.
- However if they go on the equipment, some type of swinging must be included with the roll and balance.
- Must include 2 balances (one can be a partner balance), 1 roll and 1 swing.

LESSON 2

School: Glen Ridge Public School
Location: 101 South Drive, St. Catharines
Grade: Four

Unit Focus: Relationships to Objects and People

Movement Form: Dance

Skill: Balancing

Movement Theme: Body shape and relationship with objects

Learning Objectives:

The Children will be able:

1. To act safely in a gym setting when practicing balances.
2. To explore different body shapes when balancing with objects (balls and hoops).
3. To cooperatively work with a partner and create a sequence of movements.

Equipment: CD player, Various sizes of utility balls (20), Hula-Hoops (20), exercise balls (the ones big enough to sit on)(5)

Apparatus: None

Music: Fast mix

Introduction:

OT: Everyone come grab a skipping rope (warm up).

BT: Start skipping with your rope (two feet) or using it to jump over in another way if you cannot skip, and when the music stops freeze.

RT: Travel a little bit faster and skip with one foot and then the other (alternating) feeling the balance with your body.

RT: Skip with one foot until the foot gets tired and then switch to the other foot using your arms to control the position of your body.

RT: Travel throughout the space using the rope to skip (or other) using two feet, one foot, and alternating back and forth until the music stops.

OT: Everyone freeze in your space.

BT: Using your rope please stretch.

TS: The teacher will lead some stretches and will also get the children to lead some stretches, with the rope. Also during this time the teacher will ask questions from the warm up as to what way was easiest/hardest to balance when skipping or using the rope to travel.

OT: Please put your ropes in the middle of the gym.

TS: Following the warm-up: explain a brief outline of the lesson to the children as to what we are doing and explain the four body shapes (pin, wall, ball) by asking them questions and obtaining their ideas.

BT: Begin traveling to the music and when the music stops pick a creative position to balance.

RT: Hold your shape for 3 seconds and begin travelling again.

RT: This time when the music stops balance your body in a wide shape.

RT: Continue travelling and when the music stops balance with a small ball shape.

RT: What is the difference in when balancing with a wide shape and a ball shape? Which is easier and why?

TS: After questioning, repeat the balance with different body shapes (wall, ball, pin) a couple of more times before proceeding with the lesson.

Movement Development:

OT: Come and take a small or large ball and find your own area.

AT: Travel using the ball and when the music stops use your ball to balance in a wide shape with four body parts touching the ground.

RT: Remember we do not always have to use our feet to balance.

ET: Start traveling a different way this time with your object (i.e. skipping, hopping) and when the music stops balance with three body parts in a pin shape.

OT: Switch your object with a partner. If you have a large ball switch with someone who has a smaller ball and if you have a large ball find someone with a small ball.

RT: Continue traveling and balance again with a different shape and two body parts. Remember you must use the ball to balance.

RT: Finally try to use one body part, but be safe, and be sure to hold the balance for three seconds.

OT: Come switch your ball for a hoop and find your own space.

AT: Begin traveling with your new object and when the music stops find a creative way to balance.

RT: Remember to hold the balance for three seconds with your hoop.

RT: Balance with two body parts and your object.

RT: Balance with one body part to balance.

RT: What is easier to use when balancing the ball or hoop? Why? What body shape is easiest/hardest to use with objects? Why?

OT: Please find a partner or group of three, with only one hoop. (No more music)

AT: In your partners or group of three, one or two people will balance with the hoop and the other will balance in a shape (wall, ball, pin) without the object (you can be through, around, under etc.).

RT: Be aware of your partner or group and hold your shape and balance for three seconds.

RT: Try a different balance and shape with the hoop. Be creative with your body parts being used especially if you are not the member using the hoop.

OT: Please switch with your partners or members so that the other person has the hoop.

RT: Repeat the same task with one partner/members balancing with the hoop and the balancing in a body shape.

RT: The balance should be easy to hold and should show a body shape.

TS: Switch again if needed and try a couple of times before progressing to the culmination.

Culmination

OT: Everyone find a partner or group of three and come in close.

ET: In partners/group of three, create a sequence with balancing and body shapes using objects. Use both the ball and the hoop in your sequence.

RT: Try to have 4 balances and 4 body shapes and 2 transfers of weight in between (demonstrations i.e. a balance on the bottom into a log roll and up into a balance on two knees etc.).

RT: Remember each movement must connect to the next and you must be in control with your balances (three seconds).

RT: Both partners/group can be the same or different but you must use the objects to connect each shape together (i.e. your partner is balancing with the hoop and you are balancing with the ball).

ET: Everyone will show their sequence to the class when complete.

TS: Demonstration again if needed.