5/6 pea

Lesson Plan 5/6 Pea - Who Let a Zoo Loose

Date _____

Class Age - 5/6 years

Class Length 60 mins

Social Theme

Who Let a Zoo Loose

Educational Focus

Brown, Black, Gray
Square, Cylinder, Trapezoid
Counting 1-30
Types of animals
Habitats

Gymnastics Focus

Fine motor skills
Swings
Hangs
Inversion Skills
Blocking
Rebounds

Developmental Focus

Motor planning
Core strength/muscular development
Bilateral integration

Gymnastics Terms

Front roll
Glide swing
Straddle glide
Forward straddle roll
Backward roll
Handstand (wall climb)
Cartwheel
Lunge
Relevé
Stretch jump

Suggested Resources

1. Music/songs listed in Lesson Plan.
2. Cut Out numbers 1-10
3. 10 clothes pins numbered 1-10
4. Tiny monkey face print out - cut out and tape monkey faces to clothes pins
5. Make a small monkey bed out of a box to clip the monkey clothes pins to. See photo in Station Set Up section of lesson plan.
6. Ribbon or twine to affix monkey clothes pins to bar.
7. Several plush monkeys (long arms with velcro hands are best.) Or make your own felt/fabric cut out monkeys. Anything you can attach or tie to a child's back so they have a monkey on their back.
8. Print and cut out monkeys for Bars - Barrel of Monkeys. (Found in Educational Resources.)
9. Dark paper to tape to top of barrel mat. You will be making your barrel mat look like a barrel of monkeys with cut out monkeys set on top.
10. Plush bananas or toy bananas or pretend noodles cut up or bean bag bananas (should be 3 dimensional)
11. Print out 7 Habitat posters (choose standard legal size OR if you have a larger printer or access to one, print out the standard larger B2 size (20.28 x 28.66)
12. Elephant in the room poster (24 x 36) Reduce file if necessary. You can use ANY elephant toy, stuffed elephant, drawing, etc.
13. Bird print outs from Learning Resources (beam)
14. Frisbee or similar disc.

We prefer a combination of making some of our props and purchasing others. Tangible props help carry the activities for the instructor and make the lesson more fun for the kids. You can adjust your lesson plan at any time to eliminate or change up a prop and instead just "pretend" to do an activity. Do be aware that every 'pretend' action may require re-instruction by the teacher as to what the student is supposed to be doing, whereas a

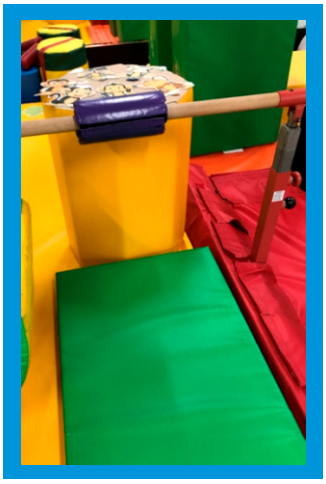
Station Set Ups

Bars

Bars General Set Up

Station 1 - Single low bar - Five lil' monkeys station - Kickover Pullover (direct spotting station)

Monkey bed



Station 2 - Single low bar (other side of station 1): Funny as a Barrel of Monkeys - Shifting grip - finish in front support

Station 3 - High bar 1: Monkey on Your Back" - Glide swing - use feet to roll bananas down the mat

Station 4 - High Bar 1 (other side of bar from station 3) - Monkey Flip (skin the cat progression)

Station 5 - Uneven Bars - Monkey Around - straddle glide swing practice

Station 6 - High Bar 2 - Stick swings - glide swing drill

sweet peas ™

Floor

Floor Set Up

Station 1 - Skunk Sprays - cartwheels - start and finish in lunge

Station 1 - Post Seasonal Forest Habitat

My red carpet moment is walking 8 students to the beams without anyone falling, shouting, pushing or picking their nose.

Station 2 - Moose Headbutt
"T" position - push back to lunge

Station 2 - Post Evergreen Forest Habitat

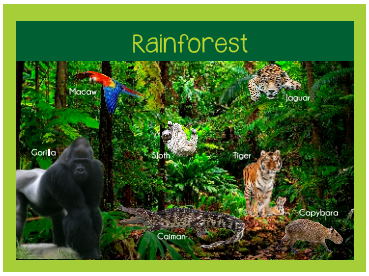
Station 3 - Wedge or floor -
Chinchilla roll - backward roll

Station 3 - Post Polar/Tundra Habitat

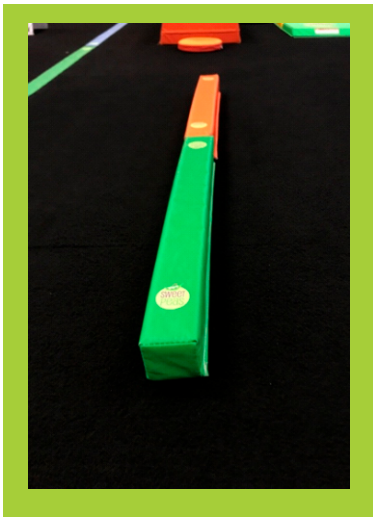
Station Set Ups

Floor (cont.)

Station 4 - Gorilla handstand - Practicing straight body position for handstands



Station 4 - Post Rainforest Habitat



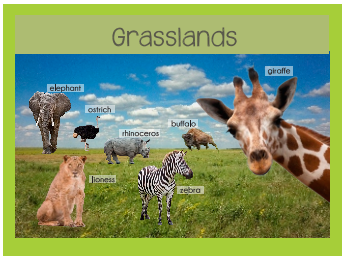
Station 5 - Camel Walks (aka bear crawls) over velcro sticks - forward straddle roll push to camel (bear) position to finish

Station 6 - Octopus bridge - bridge practice with hands on floor and feet elevated on trapezoid

Station 6 - Post Ocean Habitat

Station 5 - Post Desert Habitat

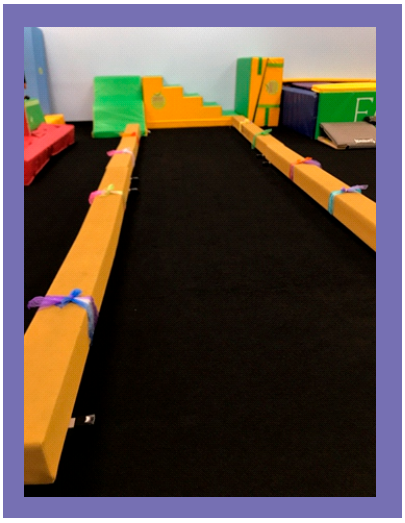
Station 7 - Ostrich head in the sand - Box/stacked handstand (not headstand) Feet on tunnel, back pushed against block or wall.



Stop 7 - Post Grasslands Habitat

5/6 Pea

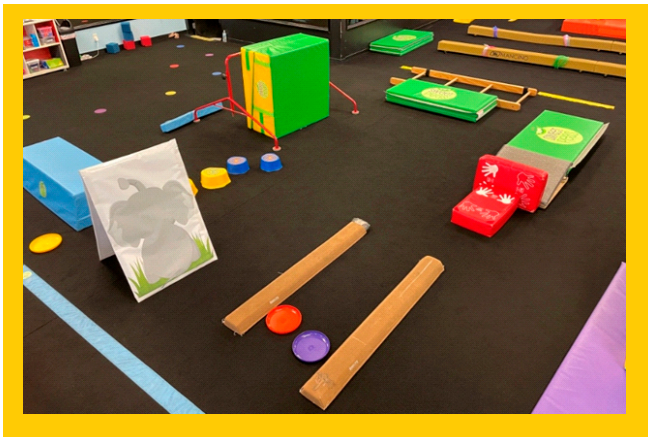
Beam



Beam - General set up

Close up of scarf tied to beam

Vault



Vault - General set up

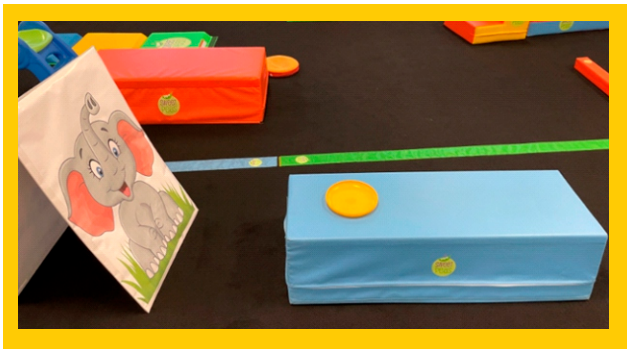
Station 1: Frisbee floor runs - drill to increase strength and speed

Station 2: Squat on - stretch jump up and over - punch spring board - finish on mat

Station 3: Sideways donkey kicks over ladder (hands on panel mats) - feet squeezed together

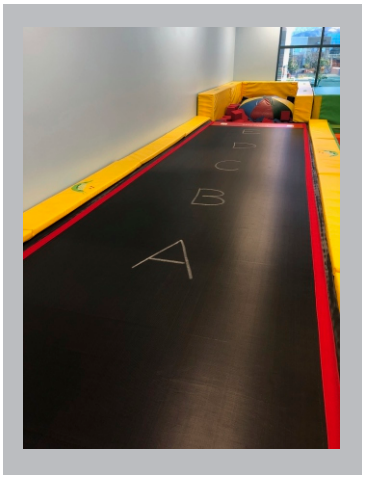
Vault (cont.)

Station 4: Run power drill - handstand hold .



Station 5: Feed our elephant station - learning to push through legs for rebounding

Tumbltrak/Trampoline



ABC Animals on the Tumbltrak

Gymnastics is easy.

SAID NO GYMNAST.

Ever.

5/6 Pea

Class Structure (60 minutes)

Welcome (1-2 mins). It's great to see you!

Introduce Educational Theme: Who Let a Zoo Loose?! This theme focuses on wild animals, their special characteristics and their habitats. Learning about animals helps children learn about how other creatures look, move and live. Animals are a tangible, (truly living and breathing) subject that is relevant and interesting to children. This lesson plan provides comparative thinking opportunities as our Sweet Peas will see pictures of animals and will engage in activities that focus on where animals live, what they eat, how they move, and how they care for their babies. Our Sweet Peas will have fun flapping their wings like birds, rolling like an alligator, hanging like a monkey and passé-ing like a flamingo. Our Sweet Pea zoo is busy, active, educational and fun!

Warmup song(s) (4-5 mins)

- Let's Go to the Zoo – Super Simple Learning
- Peek a Zoo – Pinkfong
- Animals Action - Pinkfong
- I Like to Move It - Will.I.Am
- Animals Freeze Game – The Kiboomers
- The Monkey Dance – Just Dance Kids
- Listen and Move – The Kids Cartoon
- Five Little Monkeys
- Dance Monkey - Kidz Bop Kids

Spotify Playlist Link:
https://open.spotify.com/playlist/1KhHlbL110zs3GBwQZmixV?si=7bCzpr3pTFeMRZqQBBFcgw

Warmup Suggestions:

Stretches (5-7 mins)

Roll Call and Lineup (1 minutes)

Rotation 1 (14-16 mins) Bars or Floor

Water Break: (2-3 mins)

Rotation 2 (14-16 mins) Beam or Vault

Rotation 3 (10-12 mins) Tumbletrak/trampoline

Final Touches (2 mins) Class review, positive vibes.

Rotation 1: Bar Circuit (14-16 mins) (Use Bars or Floor as the primary rotation each week.)

Bars Station 1: Single low bar - "Five lil' monkeys station" - Strength drill for pullovers

Set Up: Place tunnel under bar. Decorate small box as a bed and place on block to the side of bar. Print and cut out tiny monkey faces and affix to clothes pins. Secure clothes pins to bar.

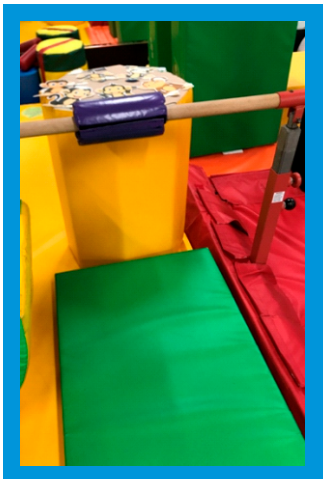
What to do: Students stands on the opposite side of the bar from the tunnel and holds bar with both hands (about shoulder width apart.) Student walks feet to top of tunnel and kicks feet up and over bar. Student shifts grip so they can push to a front support. Student then pushes off bar and lands on feet on mat. Student takes one monkey clothes pin off bar and clips clothes pin to monkey bed. Student repeats until all monkeys are clipped to the bed.

- Students starts standing on the opposite side of the bar from the tunnel. Student holds bar with both hands (about shoulder width apart.) Student walk feet to top of tunnel. Student pulls chin up and over bar and holds for 5 monkey seconds. Student walks feet back down to floor and takes one monkey clothes pin off bar. Student clips clothes pin to monkey bed and repeats until all the monkeys are clipped to the bed
- Too easy? Pullover without using mat.

Educational theme: Identifying the colors of the month (brown, black, and gray) and identifying the numbers on the clothes pins.

Talking Point: This skill promotes upper body muscular strength as the student works to support their body weight during the pullover and front support. In addition, clipping and unclipping the clothes pins helps develop hand eye coordination and fine motor skills. Hand eye coordination is a pre-requisite to reading and writing! Children use their visual tracking skills to guide, direct and control their hand movements across the page as they write letters and words. Practicing visual tracking with coordinating hand movements prepares Five/Six Peas for learning!

Station 2 - Single low bar (other side of station 1): Funny as a barrel of monkeys - Practicing shifting grip and finishing in front support (helps student understand how to finish a pullover on top of the bar).



Set Up: Set barrel or block on opposite side of bar from where student starts. Set bar at tummy height for student. Add panel mat to adjust height if needed. Secure pictures of monkeys to top of tunnel (print out from learning resources.)

What to do: Student starts on opposite side of bar from barrel. Student places hands shoulder width apart on bar with hands - forward facing grip. Student jumps up and pushes down on bar to get into front support position. Student leans forward and slowly shifts grip forward on bar. Student gently places forehead on top of barrel of monkeys then shifts grip back and pushes back to front support. Student should push to hollow front support to finish drill. This drill helps student to understand how to shift grip for forward rolls and maintain control while starting to roll forward.

- Too hard? Jump to front support and hold while counting monkeys.
- Too easy? Move the barrel and practice forward roll on bar. Always practice with teacher before allowing the student to roll independently.

Educational Theme: Counting how many monkeys are in the barrel.

Talking Point: Proprioception is the body's ability to sense its locations, movement and action. Gymnastics skills that call for changes in body positioning, swinging and/or changes in head positioning, promote proprioception. Proprioception is achieved mainly from input from sensory neurons located in the muscles, tendons and joints and is assisted by the vestibular (inner ear) system. The central nervous system integrates proprioception and other sensory systems, such as vision and the vestibular system, to create an overall representation of body position, movement, and acceleration.

sweet peas™

Bars (cont.)

Station 3 - High bar 1: Monkey on your back - Glide swing - Use feet to roll bananas down mat

Set Up: Place barrel or block about two feet in front of high bar. Place trapezoid or small block under high bar so student can reach bar. Place banana toys on top of barrel. Velcro a monkey to student's back. We use plush monkeys that have velcro hands and feet.

What to do: Student grips bar with forward facing hands, feet under bar. Student sits back so arms and legs are straight and toes are set in front of body. Student lifts toes off mat and glides forward with straight legs. At the forward most part of swing, student traps banana under toes and pulls it back with them as they pike back in swing. Student repeats with each banana.

- Too hard? Allow bent knees in swing while they are getting their timing of the swing.
- Too easy? Keep legs straight while gliding forward and opening hip at the forward most part of swing. Also keep legs straight while piking back and dragging banana back during swing.

Educational Theme: Monkey fact - Mommy monkeys will carry their babies on their back for up to five years. They do this to help protect, feed, and transport their babies.

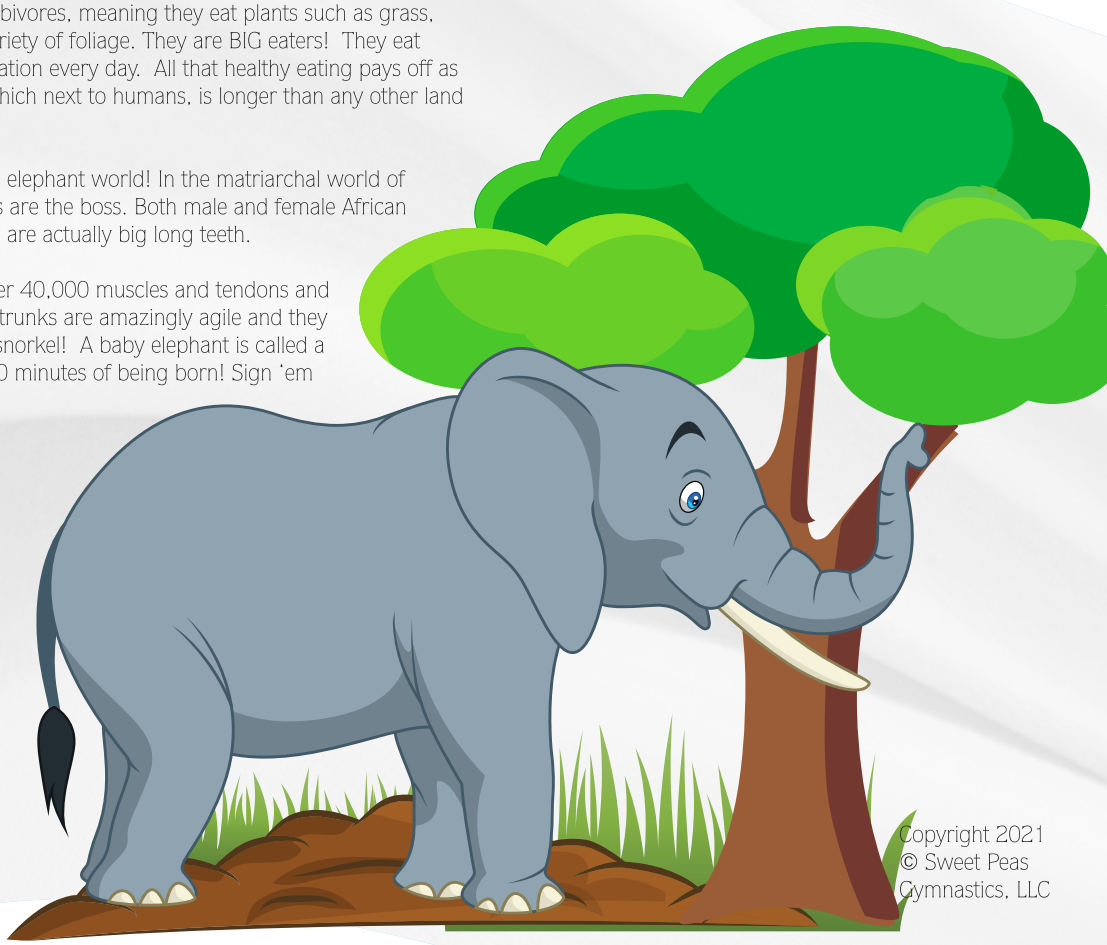
Talking Point: Core strength is the basic foundation that enables a child to assume and maintain an upright posture while standing and sitting. Many people associate core strength as a goal for athletes. It is important to impart to parents that in addition to serving as a foundation to sports and physical play and activities, core strength is a prerequisite to developing fine motor skills. Fine motor skills are especially important in early learning environments as they are utilized in reading, writing, cutting, drawing, tracing, beading, threading and a myriad of early learning activities. Every child, in order to be their best self, needs to develop core strength.

Let's talk about
the elephant in the room.

The African bush elephant is the largest land mammal in the world! Adult African Bush elephants can be up to 24 feet long and 13 feet tall and weigh up to 11 tons. They are herbivores, meaning they eat plants such as grass, leaves, bark, fruit, and a variety of foliage. They are BIG eaters! They eat about 350 pounds of vegetation every day. All that healthy eating pays off as they live up to 70 years - which next to humans, is longer than any other land animal.

The girls are the boss in the elephant world! In the matriarchal world of elephants, the older females are the boss. Both male and female African elephants have tusks. Tusks are actually big long teeth.

The elephants trunk has over 40,000 muscles and tendons and can lift 400 pounds! Their trunks are amazingly agile and they can also use their trunk as snorkel! A baby elephant is called a calf and can stand within 20 minutes of being born! Sign 'em up for Sweet Peas!



Bars (cont.) (Use Bars or Floor as the primary rotation each week.)

Station 4 - High Bar 1 (other side of bar from station 3) - Monkey flip (a.k.a skin the cat progression)

Set Up: Secure rings to bar or use existing ring set if available. Rings should be set about head height.

What to do: Student grips and pulls rings so they are even with ears. Student then lifts knees up to chest into tuck position and starts to tilt upside down, slowly straightening arms while legs go upside down over head. When student is inverted, they straighten their legs and pike them towards floor, slowly lowering their feet to the floor on the other side of their body. Once student's feet touch down on the floor they can release the rings and stand up to repeat.

- Too hard? Hold flexed arm tuck hang
- Too easy? Complete monkey flip (skin the cat) by holding on to rings once feet touch down, and then pulling body back through the opposite way.

Educational theme? Monkey fact: Even though people and monkeys have a lot in common, including our thumbs, we will never be able to hang from a tree as long as a monkey can. Some types of monkeys spend their entire lives in trees, never touching the ground at all.

Station 5 - Uneven Bars - Monkey Around - straddle glide swing practice

Set Up: Set first bar just over head height. Set second bar slightly higher and hang velcro monkeys on it as shown.

What to do: Student stands on outside of bar, holding on to swinging bar and facing both bars. Student places feet together under bar so toes are in front of body. Student then lifts feet and glides forward in straddle. Student brings feet together at the monkeys and uses feet to pull monkey off bar.

- Too hard? Focus on swinging and pulling monkey off bar, don't worry about straight legs.
- Too easy? Jump feet up and forward to start glide swing (rather than just lifting toes to start)

Educational theme: Count how many monkeys are "hanging in the tree"

Station 6 - High Bar 2 - Stick swings - Glide swing drill

Set Up: Place trapezoid under bar so student can reach bar. Place two blocks side-by-side in front of bar with small gap between. Place velcro stick or pool noodle on top/across the two upright blocks. If needed, place small wedge on top of trapezoid to make it easier to initiate the glide swing.

What to do: Student starts standing on trapezoid, holding bar with forward facing grip. Student jumps both feet up and forward and swings forward. Student tries to get feet up over the stick and then brings feet down to push the stick down.

- Too hard? Swing both feet forward and kick the stick off the blocks with both feet.
- Too easy? Try to swing feet over stick and back to block without touching stick.

Educational fact - Baby monkeys use sticks as toys. It is said that they like to carry the sticks around the same way humans like to carry baby dolls.

Talking Point: Swinging engages the vestibular system and promotes proprioception. Activities wherein a child's body positioning, particularly the head, is changed, challenge the child's sensory systems to assess, orientate and accommodate for the change in positioning. Our proprioceptive sense helps us understand where our body parts are in relation to each other. A classic demonstration of our proprioceptive sense is to close our eyes, lean our head back and bring our finger to our nose. It is our proprioceptive sense that helps our finger find our nose. Proprioception contributes to self-regulation, coordination, posture, body awareness, the ability to attend and focus, and speech. Keep swinging!

sweet peas™

Rotation 1: Floor - (14-16 minutes) (choose Bars or Floor each week)

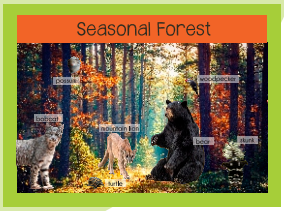
Educational Focus: Learning about habitats and animals that live in those habitats.

Station 1 - Skunk Sprays - cartwheels - start and finish in lunge - hands on square - feet landing on opposite side

Set Up: Fold a square jumping mat to look like tent and place dots for foot placement, as shown. Students who are dominant on the right foot will cartwheel on the right side of the wall and those who are left foot dominant will cartwheel on left side. Post the Seasonal Forest Habitat where it can be seen.

What to do: Student starts in lunge with front foot on spot marker. Student reaches forward while lifting back leg into air. Student turns hands sideways and kicks back leg up and over the upright part of the mat. Student's front leg follows as it pushes off floor. Student cartwheels to other side of mat, landing in lunge on opposite side.

- Too hard? Allow landing with two feet on opposite side.
- Too easy? Work on finishing lunge and becoming increasingly more inverted in cartwheel.



Educational Theme: Identifying animals that live in the seasonal forest.

Talking Point: Cartwheels promote bilateral reciprocal coordination. Bilateral coordination involves the use of both arms and or both legs in the same manner. In this case, one hand/arm follows the other and one leg/foot follows the other - making this a bilateral reciprocal skill. Bilateral coordination is needed for many daily life skills. Other bilateral reciprocal movements include walking, climbing, swimming freestyle, beating a drum in an alternating manner and riding a bike.

Station 2 - Moose Headbutt - "T" position and push back to lunge

Set Up: Set incline against wall and post Evergreen Forest picture where student can see it.

What to do: Student stands in lunge facing wall (1-2 feet away). Student straightens arms forward, arms squeezed against ears. Student reaches hands forward towards wall while lifting back leg off floor. When hands make contact with wall, student holds "T position," and then pushes off wall back to lunge.

- Too hard? Start in lunge. Student reaches forward while lifting back leg up. When student's hands make contact with the wall, they immediately push off wall and step back foot back into lunge.
- Too easy? Kick to handstand against wall (back against wall once inverted).

Educational theme: Identifying animals that live in the evergreen forest.

Talking Point: This activity promotes shoulder girth stability. The clavicles and scapulae together with the ligaments and muscles that connect to them, form a circle around the top of the rib cage. This is the shoulder girdle. The shoulder girdle forms a stable base from which the shoulder joint can move and helps us do physical motions such as throw overhand, swim, and do a cartwheel or a spider handstand. Shoulder girdle stability is present when the large muscles of the shoulder girdle (among others, the pectoral muscles in front and the trapezius and rhomboid muscles at the back) contract together effectively to stabilize the shoulder blade and the shoulder joint.

Station 3 - Wedge or floor - Chinchilla roll - backward roll down wedge. 5/6 Pea goal is to progress to backward roll on floor.

Set Up: Set incline mat on floor abutting two step stair or a block and post Tundra/Polar Habitat picture where students can see it.

What to do: Student stands on first stair, with back facing incline. Student bends elbows and points elbows towards sky, squeezing them against ears. Hands should be open and ready to make contact on incline. Student sits back on incline, tucks chin to chest and rounds back while taking off for roll. Student brings both legs up and over head while keeping back round and chin tucked. Student places hands on incline and pushes against incline to allow room for head to come through. Student finishes in squat position at the base of the incline.

Floor (cont.)

- Too hard? Teacher can spot student through roll. If teacher needs to walk away to assist other students, have student practice forward rolls instead.
- Too easy? Have 5/6 Pea complete backward roll on floor.

Educational theme: Identifying animals that live in the polar and tundra regions.

Talking Point: Backward rolls promote body awareness (knowing and understanding the body's movement and position in relation to space and gravity, other parts of the body and the surrounding environment and objects within that environment.) Sweet Peas engage in developmentally appropriate progressions to help them develop body awareness needed for more advanced skills.

Station 4 - Gorilla handstand - Practicing straight body position for handstands

Set Up: Set stairs upside down against wall as shown. Post rainforest picture where students can see it.

What to do: Student starts standing, back facing stairs. Student places hands on floor and walks feet up the incline. Student then walks hands towards stairs until body is completely flat against incline of stairs. Student holds straight body against incline made by stairs.

- Too hard? Walk hands until body is as close to the incline wall as possible.
- Too easy? Push through shoulders to lengthen and strengthen handstand

Educational theme: Identifying animals that live in the rainforest habitat.

Stop 5: Camel Walks (bear crawls) over velcro sticks - forward roll

Set Up: Set velcro sticks in straight line or zig zag. Post Desert Habitat where students can see it.

What to do: Student places left hand and foot on one side of velcro sticks and the right hand and foot on the other side of velcro stick. Student crawls over sticks on hands and feet (not on knees.) 5/6 Peas should have straight arms and legs while crawling. When student gets to end of the sticks, they walk their feet close to their hands while their hands remain in place. Student tucks head for straddle roll, keeping legs in straddle position throughout roll and finishing by placing hands on floor in front of body (hands should be very close to body) and pushing to camel (bear) position.

- Too hard? Camel crawls to forward roll
- Too easy? Keep legs straight while pushing to camel (bear) position

Talking Point: The straddle roll calls for bilateral symmetrical movements as the hands and feet move together and complete the same motions as the same time to execute the roll. Other examples of bilateral symmetrical integration (coordination) are clapping, hopping, diving streamline into a pool, using a rolling pin to roll out dough and catching a ball with two hands.

Station 6 - Octopus bridge - Bridge practice with hands on floor and feet elevated on trapezoid

Set Up: Trapezoid or panel mat

What to do: Student lays on back on trapezoid and scoots body back until hands can reach the floor. Student then pushes with arms and legs up to bridge position.

- Too hard? Switch to "dolphin tail" candlesticks. Facing away from trapezoid, student sits back on to trapezoid and rolls to back while lifting feet in air. Student then "pops" bottom and legs into air, pointing feet towards sky like a dolphin flipping its tail out of the ocean. Student then sits back up and returns to stand. 5/6 Peas should keep arms by ears for the duration of the skill.
- Too easy? Push to bridge, lift one leg and hold. Start to work kickovers if teacher is available to spot.

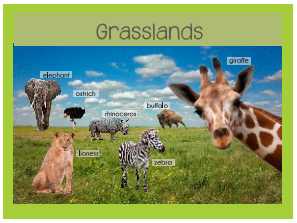
Educational theme: Identifying animals that live in the Ocean habitat.

Rotation 1: Floor Circuit (cont.) (14-16 mins) (Use Bars or Floor as Rotation 1)

Station 7 - "Ostrich head in the sand" - box/stacked handstand (not headstand) - Feet on tunnel, back pushed against block or wall.

Set Up: Set block or wedge against wall (or against something that will stop it from sliding.) Post Grasslands picture where student can see it. Set tunnel or secondary mat a couple feet away.

What to do: Student starts facing wall or block. Student places hands on floor a couple inches away from block or wall and places both feet on tunnel. Student lifts bottom high in air so they can press shoulders and back against block/wall. Student tries to stack hips over shoulders and shoulders over hands, forming a straight line from hips to hands. Student then lifts one leg in air so there is a straight line from that foot to the student's hands, helping the student to understand the correct handstand form while still having one foot on tunnel for support.



- Too hard? Keep both feet on tunnel and work on box/stacked handstand without lifting a leg.
- Too easy? Kick second leg up to full handstand against wall (back against wall)

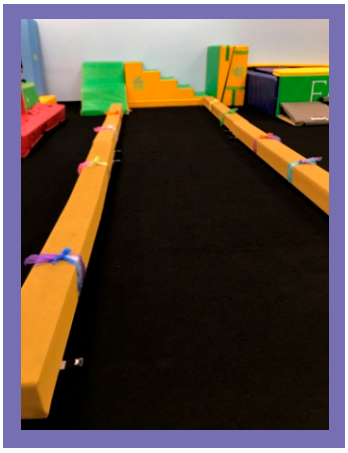
Educational theme: Identifying animals that live in the Grasslands regions.

Talking Point: This activity calls for complex motor planning. Motor planning is the ability to determine, organize and execute the steps needed to complete a task. 5/6 Peas must plan the steps needed to place hands and feet, invert and shift their body weight to their arms. Experience with repetitive motor planning helps develop motor efficiency so that activities that at first require concentration and focus become relatively effortless. Our brain is still motor planning but our experience enables our brain to process the planning at lightning speed. By way of example, as we are learning to drive a car we must think and plan for every action. In time, driving becomes quite natural as our experience enables our brain to quickly and easily determine the actions needed. Providing Sweet Peas with repetitive motor planning experiences helps them advance their motor planning abilities and become more efficient and competent with their movements.

Rotation 2: Beam Circuit (14-16 minutes) (Choose beam or vault each week)

BEAM - Collective work - each student is set on their own spot marker. Every student does the same skill at same time on their spot marker

Educational Theme: Learning about the different ways birds move.



Set Up: Set beams in "U" shape with connector mat at one end. Print bird pictures from Learning Resources and post on wall. Tie scarves or ribbon to beam to serve as spot markers. Space out spot markers.

Skill 1: Chicken turns - Relevé hold - full turn in relevé

What to do: Students stand on their own spot marker. On teacher's cue - students raise up to relevé and hold for three seconds. When teacher cues "turn," all students turn in relevé and stop when facing forward again. Students repeat this three times holding their relevés for increasingly longer each time before turning (five seconds, seven seconds, ten seconds.)

- Too hard? Allow student to come out of relevé as needed.
- Too easy? Lock out knees for relevé, keep chin up and neutral, squeeze bottom.

Educational Fact: Chickens can turn on a dime. They are the fastest turners in the bird world.

Skill 2: V is for vulture - V-sit

What to do: Students sit in tuck on their individual spot marker with hands behind them on beam. Student bring both legs up straight with pointed toes. Student ensures arms are pushed straight and back is straight. In correct V-sit, student's back and legs should form a balanced "V" position. Hold for three seconds, then five, then seven, then ten.

- Too hard? Bring legs up and only hold for three seconds.
- Too easy? Point toes and bring legs up higher.

Educational theme: Vultures have weak legs and feet. They can't even carry away their food! Sweet Peas helps us gain strength in all areas!

Skill 3: Relevé walks forward and backward - Parrot walks

What to do: Students start on their individual markers. On teacher's cue, student raises to relevé and walks three steps forward. When teacher cues "backward" student changes to backward walks. Repeat five times.

- Too hard? Eliminate relevé - walk forward and backward.
- Too easy? Hold arms in second position.

Educational theme: Bird fact - Parrots can walk forward, backward and even sideways!

Skill 4: Arabesque practice - Emu kicks

What to do: Students start on spot markers. Student takes small step forward and then brings back leg up and backward for "Emu kick"(arabesque.) Student repeats arabesque with both legs. For this exercise, student holds arabesque for three seconds. Student repeats on teacher's cue and holds arabesque for increasingly longer periods of time (five seconds, seven, then ten.)

- Too hard? No hold arabesque
- Too easy? Focus on straight legs and pointed toes. The kicking or arabesque leg should stay straight as it comes off beam. Student's chest should stay up and student opens hip to elevate back leg.

Educational theme: Bird fact - Emus are basically feathery ninjas, with a kick so strong they can kick through a steel fence.

Skill 5: Stretch jump with arm swing- land in freeze - Robin hops

What to do: Students start on individual scarf/spot marker with feet together (or one foot slightly in front of other.) Student starts with arms set straight and down by sides and bends knees slightly. Student pushes through legs to jump up and swings arms up and straight overhead. Student then lands with slightly bent knees on beam in freeze.

- Too hard? Switch to hops with hands on hips.
- Too easy? Hold finishing freeze for three seconds.

Educational Theme: Bird fact - Birds usually move two ways: stride or hop. Some birds, like Robins, hop while other birds stride.

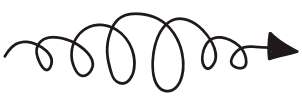
Skill 6: Passé Kick sequence - Flamingos

What to do: Students start on their individual spot markers/scarves. Student lifts one leg so that the inside of the lifted foot touches the inside of the opposite knee (forming a triangle.) Student should keep hips square and knee pointed forward. Balancing leg should stay straight. Student then brings passé leg out and forward until it is straight - then brings straight leg down to beam by base foot. Repeat three times.

- Too hard? Practice passé and kick separately
- Too easy? Ensure hips are square during passé and the bent knee is pointing forward. Practice control when kicking the passé leg out and bringing it down to beam.

Educational theme: Bird fact - Flamingos are really good at standing on one foot. It is so comfortable for them that they can take a nap while holding a flamingo passé.

Have a
good day
ON PURPOSE.



Rotation 2: Vault Circuit (14-16 mins) (Choose beam or vault each week.)

Let's feed the elephant in the room! Students will take their plates (frisbees) through each station, eventually arriving at the last station where they get to feed the elephant in our room.

Educational fact: Elephants can eat 300-600 pounds of food per day!

Station 1: Frisbee floor runs - drill to increase strength and speed

What to do: Student places one foot in each frisbee on the floor, squats down and places hands in front of body. Student then runs feet while hands stay in place (will look like mountain climber.)

- Too hard? Walk hands forward while dragging frisbee behind for a designated distance. At end of distance, repeat backwards.
- Too easy? Increase speed and duration.

Talking Point: This drill promotes bilateral reciprocal coordination as both feet are called upon to do the same task (running in place) in an alternating manner. This activity also promotes core strength as the student maintains a semi inverted position while running.

Station 2: Squat on - stretch jump up and over - punch spring board to finish on mat

What to do: Student places frisbee on far side of block and places hands inside Frisbee. Keeping hands in Frisbee, student jumps their feet from the floor up onto the block. Student should be in squat position on top of original block. Student then picks up frisbee over head and jumps forward off block, trying to make it over the block that is set perpendicular to the first block. Student lands on springboard on opposite side and rebounds off springboard, landing in freeze on panel mat.

- Too hard? Remove springboard and focus on jumping over upright block.
- Too easy? Push through legs during stretch jump and try to straighten legs while in air.

Talking Point: This skill is an alternate (more complex) form of jumping as while the feet are jumped up to the block, the body is inverted and weight is shifted to the hands. This jumping activity requires strength and power, lending to muscular development. Strength is important for all gross motor movement.

Station 3: Sideways donkey kicks over ladder (hands on panel mats) - feet squeezed together

What to do: Student puts frisbee on panel mat and places hands inside frisbee (Frisbee not shown in picture.) Student then slides hands to the right and jumps feet up and over first ladder rung. Student then slides Frisbee again and jumps feet over next ladder rung, repeat both ways until teacher calls to switch stations.

- Too hard? Less focus on legs together and pushing through to straight legs.
- Too easy? Push through legs during donkey kick so legs straighten in air, focus on trying to stack hips over hands.

Talking Point: This is another drill that adds complexity to jumping. In this drill, Five Pea/Six Peas must navigate the hand placement in the Frisbee and then the sliding of the Frisbee and THEN the jump - AND this jump must be measured both in terms of power and accuracy so that the student successively lands each jump between the rungs of the ladder. This activity is loaded with motor planning!

Whether you think you can
or think you can't
you are right.

Vault (cont.)

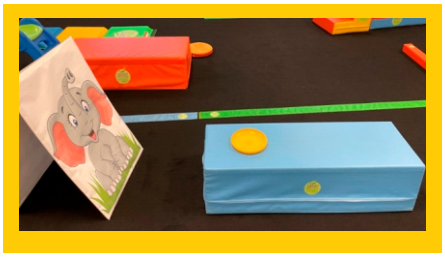
Station 4: Run power drill - handstand hold

What to do: Student faces block or wall and leans forward with straight arms. Student places Frisbee up against block and hands inside Frisbee. Student then hollows chest and pushes into block and runs feet as fast as they can (in place), leaning forward to increase power. After doing running drill for ten seconds, student turns around and places hands on floor and walks feet up block to hold handstand for ten seconds.

- Too hard? Slow it down and focus on straight arms and pushing into wall for power.
- Too easy? Ensure arms are squeezed against ears and arms are straight for duration of running in place

Talking Point: This skill provides impact training that promotes bone strength. Like muscles, bones are living tissue, and they require stress to stimulate growth and maintain integrity. Research has shown that stress in the form of a load and impact stimulates calcium uptake and new bone formation, especially in children. Kids need to run, jump, flip, flop, push things, pull things and use their muscles!

Station 5: Feed our elephant - learning to push through legs for rebounding

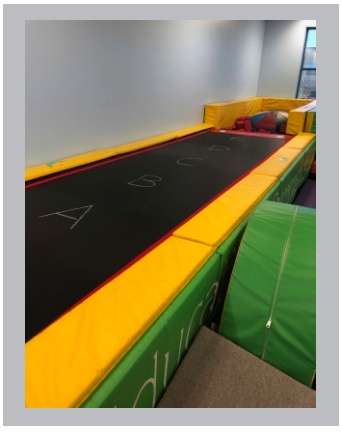


What to do: Student lays down on back on trapezoid and places Frisbee on feet. Student then pushes legs forward to push frisbee "plate" off feet towards elephant. After shooting plate off feet, pick up plate and jump up on trapezoid three times before repeating rebounding drill with frisbee.

- Too hard? Set Frisbee aside and practice pushing through legs without Frisbee.
- Too easy? Ensure frisbee pops off feet with power and student pushes legs all the way straight

Talking Point: Doing physical tasks from different orientations (e.g. laying down on one's back) promotes proprioception. Proprioception is the body's ability to sense its locations, movement and action. Proprioception is achieved from input from sensory neurons located in the muscles, tendons and joints and is assisted by the vestibular (inner ear) system. The central nervous system integrates proprioception and other sensory systems, such as vision and the vestibular system, to create an overall representation of body position, movement, and acceleration.

Rotation 3: Tumbltrak/Trampoline (10-12 mins)



TumblTrak and Trampoline - ABC Animals on the Tumbltrak

Set up: Use chalk to write ABC's down center of TumblTrak.

What to do: Choose a handful of letters each week. Some animals will have similar actions.

Educational Theme: 1) Practicing the Alphabet 2) Phonemic Awareness. 3) Learning how different animals move

What to do: Teacher goes through the alphabet and students act out the animal move associated with each letter.

Something to BRAY about!

1. There are 3 types of Zebras and they all live in Africa.
2. Zebras are black with white stripes. Not the other way around.
3. Zebras are herbivores... they eat lots of grass.
4. Zebras sleep (mostly) standing up.
5. Don't ride a zebra. Really. They refuse to be domesticated.
6. A group of zebras is called a dazzle.

Rotation 3:Tumbltrak/Trampoline (cont.) (10-12 mins)

A - Alligator rolls - Log rolls
What to do: Lay across TumblTrak with straight body and rolls sideways down TumblTrak.

B - Bear scoots - hop hands forwards and then hop feet forwards
What to do: Student starts in bear position on Tumbltrak - on hands and feet. Student first hops hands forward and then hops feet forward. Repeat down Tumbltrak.

C - Cow jumping over the moon - Tuck jump
What to do: Student jumps forward and brings knees up to chest. Student should try to kick chest up and bring knees forward and up and not behind body.

D - Doggy jumps - Jump on hands and knees
What to do: Student starts on hands and knees. Student jumps down Tumbltrak on hands and knees at same time

E - Elephant Jumps - Straight jumps with "trunk"

What to do: Student jumps forward with arms held high above head and hands clasped together to form "elephant trunk"

F - Flea Jumps - Side-to-side jumps with hands on hips
What to do: Jump like a flea with hands on hips and feet together. Jump side-to-side down Tumbltrak.

G - Gazelle - Run with big strides
What to do: Run forwards with big strides

H - Hammerhead shark jumps - Jump with hands over ears to make hammerhead shark head
What to do: Jump forward with hands over ears to make triangles with arms. Hands over ears to make "hammerhead"

I - Impala (like a big antelope) - Gallop
What to do: Gallop forward down TumblTrak

J - Jackrabbit - Jump with rabbit ears
What to do: Hold arms up straight (big jackrabbits ears) and jump forward down Tumbltrak

K - Kangaroo Jumps - Big forward jumps (with tick-tock arm swing for Four and Five Peas).
What to do: Big forward jumps, working on power and both feet together.

L - Lobster Swim Jumps - Fast backward jumps
What to do: Jump backward with hands pretending to be "Lobster pincers"

M - Monarch Butterfly - Open & Close Jumps (Straddle Jumps for Four and Five Peas)
What to do: Jump legs open and then jump them closed down Tumbltrak. Legs are the "butterfly wings."

N - Nurse Shark - Jump forward with "shark fin"
What to do: Jump forward with feet together. Press hands together and overhead to look like "shark fin"

O - Owl - Jump and bring arms up and down like wings
What to do: jump forward and swing arms up and down like and owl flying

P - Pony Jumps - Gallop down TumblTrak
What to do: Gallop forward down TumblTrak

Q - Quail runs - Run with short fast strides
What to do: Run with short, fast strides down Tumbltrak with hands squeezed to sides

R - Rabbit Jumps with hands on hips
What to do: jump forward with legs tight and together, and hands on hips.

S - Skunk spray jumps
What to do: Student places hands on Tumbltrak and kicks feet into air to "Spray like a skunk." student lands feet back on Tumbltrak and then stands up and takes big jump forward. Repeat.

T - Tasmanian Devil Jump - Spin Jumps
What to do: Student jumps two times forwards and then spins on third jump.

Rotation 3:Tumbltrak/Trampoline (cont.) (10-12 mins)

U - Backwards Unicorn Jumps with hands like "horn"
What to do: Jump backward with hands clasped together overhead like a "Unicorn horn"

V - Viper Snake - Slither like a snake down TumblTrak
What to do: student lays on tummy and slithers like snake down TumblTrak

W - Wolf jump - Pike jump with one leg bent and one leg straight.
What to do: Pike jump with one leg bent and one leg out straight in front of body (this one might be too challenging for the Two and Three peas so work on jumping with one leg up and landing with both feet on trampoline)

X - X-Ray fish - Forward straight jumps with "X-ray eyes"
What to do: Use fingers and thumbs to make circles; put hands against eyes to look like binoculars. Jump forward with hands like X-ray eyes.

Y - Yellow jacket jumps backward (or forward for younger Sweet Peas)
What to do: Hold hands in front of tummy with hands clasped and pointer fingers sticking out as "stinger." Jump backwards and push hands forwards as stinger fingers forward pretending to "sting."

Z - Zebra gallops
What to do: Gallop down TumblTrak