

FOCUS➤

WEIGHT TRANSFER

Subfocus➤

Stretching, Curling, and Twisting Actions

Grade 3

Standard 1

The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Grade-Level Outcomes

- Moves into and out of gymnastics balances with curling, twisting, and stretching actions (S1.E10.3)
- Employs the concept of alignment in gymnastics and dance (S2.E4.3a)
- Employs the concept of muscular tension with balance in gymnastics and dance (S2.E4.3b)

Lesson Objectives

The learner will:

- Transfer weight into and out of balances by twisting, curling, and stretching
- Create a gymnastics sequence of balances and weight transfers (on mats)

Materials and Equipment

Sufficient mats for all students to work safely

Introduction

Thus far in our gymnastics work, you have balanced with various bases of support, shapes, and levels, and performed balances in inverted positions. Tell your neighbor the two criteria for success in gymnastics balances.

Allow time for peer interaction.

You were introduced to transitions, the movement between balances. Our lesson today focuses on specific types of transitions, moving into and out of balances by stretching, curling, and twisting. To the experienced gymnast, every movement is a planned action, from the beginning shape to the ending ta-da.

LEARNING EXPERIENCE: REVIEW OF STRETCHING, TWISTING, AND CURLING

Standing in self-space, students stretch the arms to reach as far as possible. They stretch the trunk, feeling the tightness of the abdominal and back muscles.

- They curl the spine until the back is round, slowly uncurl, and then curl again.
- They twist the trunk while keeping feet firmly planted in self-space.

LEARNING EXPERIENCE: STRETCHING OUT OF AND INTO BALANCES

Balanced on one foot, with arms extended forward and the free leg backward for counterbalance, students stretch the arms forward until off balance. They “collapse” to the mat into a new balance and new bases of support.

- Allow several minutes for students to explore balancing on various bases of support, stretching in one direction until off balance and transferring weight to a new base of support.

LEARNING EXPERIENCE: TWISTING OUT OF AND INTO BALANCES

- Balanced in a shoulder stand with upper back, head, and arms serving as bases of support, students extend the legs toward the sky. Keeping the legs stretched, they twist the legs and trunk until off balance, resulting in a new balance with different bases of support.

- Balanced on two feet, they twist the trunk in various directions until becoming off balance brings a transfer onto a new base of support.
- Allow several minutes for students to explore balancing on various bases of support, twisting free body parts or the total body, and transferring off balance to a new balance.

LEARNING EXPERIENCE: CURLING OUT OF AND INTO BALANCES

- Balanced on knees and one elbow, students extend the free arm under the body, resulting in being off balance. They tuck body parts close to the body and roll sideways out of the balance.

Variations for Individual Challenges

- Balanced on head and hands (frog stand), students push with the hands, tuck the chin, and roll forward.
- Balanced on hands and one foot, with free leg extended, students tuck the chin, push with the hands, and roll forward.
- Balanced on one foot, students extend the arms forward and the free leg backward for counter-balance, stretching the arms forward until off balance.
 - When “falling” off balance, they lower the body to the mat, stretch into a narrow shape, and roll sideways across the mat.
 - Task extension: When “falling” off balance, they transfer weight to hands, tuck the head, curl the back, and roll across the mat.
- Allow several minutes for students to explore balancing on various bases of support, curling the spine (or tucking arms and legs close to the body), and rolling out of the balance.
- Challenge students to repeat the balances, rolling out of the balance and into a new balance.

LEARNING EXPERIENCE: BALANCES AND ACTIONS

Think of all the many balances you created when we studied bases of support, body shapes, levels, and inversion. Balance in those positions. Use the actions of stretching, curling, and twisting to transfer out of the balances and into new ones.

Allow sufficient time for students to explore and practice transfers out of and into balances as they review bases, shapes, levels, and inversion with transfers.

- Have students select three favorite balances that show transferring weight into and out of the balance by stretching, curling, and twisting. Challenge them within the sequence of three to demonstrate weight transfer by rolling, by stretching, and by twisting.
 - Students then practice for smoothness, best order of balances, and best choices of weight transfers.
 - Peers critique balances for stillness and actions for smoothness.

Assessment

Have students work with partners to prepare a digital recording of the three balances and actions. The focus is on transitions.

Assessment

- Observe throughout for understanding of actions, stillness in balance, and students working to potential.
- Using video presentation outlined earlier, have the class develop criteria for assessment and conduct student self-assessment.

Closure

- What was the focus of our lesson today?
- How was our work on stretching, curling, and twisting today different from when you studied them earlier in gymnastics?
- Tell your neighbor which of the three actions was the most difficult for you. Why? (Ask the class to respond with raised hands to determine the answers for difficulty. Discuss the reasons.)
- Why do we need to transfer weight in gymnastics? Isn't gymnastics all about balances?

Reflection

- Do all students have skills to transfer weight, that is, to make transitions between balances?
- Am I meeting the needs of the highly skilled and the less skilled with tasks presented?
- Is the class working independently and safely as gymnastics work advances?