

FOCUS➤

WEIGHT TRANSFER

Grades K-2

Standard 1

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

Many of the skills in gymnastics, such as forward rolls and inverted balances, do not reach maturing stages for students in a single lesson. Distributed practice and reteaching of the skill and critical elements will be needed.

Grade-Level Outcomes

- Rolls sideways in a narrow body shape (S1.E9.K)
- Rolls with either a narrow or curled body shape (S1.E9.1)
- Rolls in different directions with either a narrow or curled body shape (S1.E9.2)
- Transfers weight from feet to different body parts/bases of support for balance and/or travel (S1.E8.2)

Lesson Objectives

The learner will:

- Transfer weight by rolling sideways with a narrow body shape, that is, a log roll
- Transfer weight by rolling sideways with a curled body shape, that is, an egg roll
- Transfer weight by rolling forward with a curled body shape, that is, a forward roll
- Transfer out of balances with a rolling action, that is, a log roll, safety roll, egg roll, or forward roll
- Transfer into balances with a rolling action, that is, a log roll or forward roll

Safety Concern

Rolling skills must be presented with differentiated instruction and developmentally appropriate practice tasks for individual learners. Forward rolls must always be optional for students.

Materials and Equipment

Individual small mats (one per student), or a larger mat shared by students (taking turns for safety)

Introduction

Earlier in our gymnastics study, you practiced balancing on various bases of support, in various shapes, and at various levels. We added the challenge of balancing in an inverted position. Throughout all that work, the emphasis was on body control (tight muscles, alignment) and holding the balance perfectly still for three seconds. That work was fun; the new skills were challenging. But the emphasis was stillness. We talked about the action part of gymnastics; we even worked on smooth transitions between our balances. Today, we will focus on one of the actions of gymnastics—rolling.

LEARNING EXPERIENCE: ROLLING WITH A NARROW BODY SHAPE

With students lying on mats in a narrow body shape, have them roll the length of the small mat, emphasizing the stretched, narrow body shape.

- Roll to the left and roll to the right, traveling the length of the mat.
- Roll slowly with control.
- Roll faster but still maintain control.

Grade 2

- Tight muscles keep the roll straight.
- Hips lead the rolling action.

LEARNING EXPERIENCE: ROLLING WITH A CURLED BODY SHAPE

Position students at the back of their mats, facing you, with the length of their mats in front of them. Standing in a balanced position on two feet, students model the following as you demonstrate:

- Placement of hands on the mat, shoulder-width apart
- Curling of the spine for a rounded shape
- Tucking of the chin into the chest

Return to standing position behind mat; do not complete the roll.

Safety Check: Rolling with a traditional forward roll must always be optional for students. Teacher guidance is needed for individual students: developmental readiness, sufficient arm strength to support body weight momentarily with the hands, and comfort with inverted motion.

- Demonstrate while instructing students:
 - Placement of strong hands on mat
 - Curling of spine
 - Tucking of chin
 - Slight extension of legs to raise bottoms up
 - Head between legs
 - Roll (body in curled position throughout the rolling action)
- Repeat directions and have students perform with you
 1. Hands down
 2. Curling of spine
 3. Tucking of chin (keeping it tucked; head not touching mat)
 4. Bottoms up
 5. Roll

Demonstrate as you talk through steps 1 through 3 with students; observe the class for steps 4 and 5.

Common Errors

- Chin is not tucked or student raises head at last moment, resulting in forward motion—head on mat.
- Student pushes stronger with one hand and one arm collapses, resulting in rolling to one side.
- Student opens from a curled to a straight spine, resulting in a flat back on the mat after the rolling action.

Allow several minutes of practice of forward rolls as students respond to your directions for steps 1 through 5. Walk among the students, looking for common errors listed earlier; provide individual cues as needed. Refine for quality of movement, emphasizing keeping a round shape throughout roll and no head contact.

LEARNING EXPERIENCE: ROLLING OUT OF BALANCES (GRADE 2)

- Have students balance on knees and elbows as bases of support.
- Students lower the body to the mat and roll sideways with arms and legs tucked close to the body or with a narrow shape.
- Students balance on knees and elbows. They lower one shoulder, tuck arms and legs, and roll out of the balance; that is, they perform a safety roll.
- Students balance on belly as base of support, extending arms and legs in the air. They lower the body to the mat and roll sideways with a narrow shape.

- Students balance on head and hands, frog stand, or balance on head, hands, and one foot. They tuck the head, push with the arms, and roll forward or lower the body to the mat and roll side-ways with arms and legs tucked or a narrow body shape.
- Students explore rolling out of other balances and various body shapes.

LEARNING EXPERIENCE: ROLLING INTO BALANCES (GRADE 2)

From standing, squatting, or at low level, students roll into balances on various bases of support, emphasizing the smoothness of the action from the roll into the balance. Explore rolling in different directions and from different positions into balances.

Assessment

- Summative: All students should experience success at a log roll.
- Formative: Record students for whom additional practice will result in successful forward roll; record students for whom a tucked forward roll is not a safe movement.

Closure

- What was the focus of our lesson today?
- Raise your hand if you can successfully roll. That's each and every one of you! You will always have a choice of a narrow or a curled body shape for rolling.
- Why is tucking the chin important for a forward roll?
- Should the head touch the mat when rolling in a curled body shape?
- What role do the hands play in the forward roll?
- Tell your neighbor the five steps in the forward roll.

Reflection

- Are the students aware of the safety factors involved in rolling actions?
- Do they tuck chins and push with the hands when performing the forward roll?
- Can they practice rolling independently, or is your direction still needed through the steps?