

## FOCUS►

### Subfocus►

## WEIGHT TRANSFER

### Weight on Hands

#### Grades 2, 3

This lesson covers an emerging skill for grade 2 and a Grade-Level Outcome for grade 3.

#### Standard 1

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

### Grade-Level Outcomes

Transfers weight from feet to hands for momentary weight support (S1.E8.3)

### Lesson Objectives

The learner will:

- Transfer weight from feet to hands for momentary balance
- Transfer weight from feet to hands for travel

### Materials and Equipment

Enough secure mats for all students to transfer weight from feet to hands

### Introduction

*Gymnastics centers on two basic skills: balance and transferring weight. Balance provides the stillness; transferring weight provides the actions. The combination of balances and weight transfers creates exciting gymnastics routines on mats and on apparatus. In our last lesson of transferring weight, you practiced traveling across the mat by rolling, transferring weight from feet to rounded back or total body. Today, you will begin learning the skills of transferring weight to hands for travel across the mat. The expert gymnast is highly competent in both of these areas. If only we had the magic formula like Popeye did, you could just eat spinach and have strong arm muscles for taking weight on your hands. It's not that easy, but all your fitness work throughout the year will now pay off in strong arm muscles for taking weight on your hands!*

Note: All transfers of weight from feet to hands must be presented with differentiated instruction and developmentally appropriate tasks for individual learners.

### LEARNING EXPERIENCE: FEET TO HANDS IN SELF-SPACE

With students standing behind their mats and placing their hands shoulder-width apart on the mat, have them kick up so that their weight is momentarily on hands only. Allow several minutes of practice as students experiment with taking weight on hands. (Being comfortable with this position and being able to return to the floor in a balanced position are critical to further work of weight on hands.)

- In a forward–backward stance with kicking leg extended, students kick one leg upward, keeping the other leg close to the floor.
- Individual goals: count one-alligator, two-alligator, increasing the time for weight on hands. Goal for the day is an increase of one “alligator.”
- As students gain confidence in taking weight on hands, challenge them to kick higher.

### Safety Concern

If you feel yourself off balance or about to fall over, twist slightly to bring your feet down in a different place. If you kick too far and cannot recover to your feet, tuck and roll.

## **LEARNING EXPERIENCE: FEET TO A DIFFERENT PLACE**

In a forward–backward stance, students transfer weight to hands, twisting the body to bring feet down to a new place.

- Task extension: higher kick, legs together in the air, quarter turn twist of body to bring feet down in a new place
- Variations: quarter turn in each direction, half turn
- Legs extended with a quick snap together and half turn (round-off)

*Cue: Alignment of hips over shoulders for balance.*

## **LEARNING EXPERIENCE: FEET TO HANDS TO FEET ACROSS THE MAT (GRADE 3)**

In a forward–backward stance, students transfer weight from foot to foot, hand to hand, foot to foot for travel across the mat. Allow several minutes of practice as students gain confidence in the transfer from hand to hand; emerging-level cartwheels will appear for some students. (The foot-to-foot landings often begin as two feet landing together rather than one foot landing and then the other; the foot-to-foot landing comes with practice and confidence.)

*As you gain confidence in your inverted travel, extend your legs by really stretching them toward the sky. One secret is to reach downward, not outward, for the first hand placement.*

Note: This is an emerging skill for third graders and a Grade-Level Outcome for fourth graders. Emphasis for grade 3 is increased time for weight on hands.

### **Grade 4**

Increased time with weight on hands, full extensions of legs: mule kicks, cartwheels, emerging level handstands, focusing on body alignment

### **Assessment**

This lesson is for distributed practice and reteaching with no formal assessment.

### **Closure**

- What new skill did we add today?
- To transfer weight from feet to hands, what body parts require strong muscles?
- What is the most difficult part of taking weight on hands? (List on whiteboard so that students see similar responses and feel at ease because others have difficulty with parts of the skill.)

### **Reflection**

- Can students take weight on hands momentarily?
- Are they accepting responsibility for safety when attempting transfers and inverted skills?
- Are they able to twist slightly to come down safely when off balance?
- Are they beginning to kick legs upward with enough height to have alignment of hips over shoulders?
- Are some students not ready to take weight on hands momentarily? Am I prepared to provide them with developmentally appropriate tasks?