

Lesson Plan: June Week 2

TIME: Approximately 10 minutes to do Teacher Activities, 10 minutes to do Family Activities

ACTIVITIES



Teacher A: Body Part Freeze Tag



Teacher B: Balance Beam Wall Guard



Family A: Ball Drop



Family B: Frog Pond

Family Activities are in a separate download for you to send home to parents.

EQUIPMENT	Description and Alternatives	Purchase
Sponge balls	These balls are light and soft and very versatile, but sock balls are a great alternative.	Oriental Trading
Balance Beam	<p>Any balance beam will work, though this link at Play with a Purpose is a terrific balancing set that has lots options for building balance obstacles. For this week’s game, it also offers more options for more kids.</p> <p>An alternative is always a thick sofa cushion.</p> <p><u>Play with a purpose offers a 10% discount to Pop, Hop & Rock subscribers with this code: P10-PopRockHop</u></p>	Play with a Purpose
Poly spots	<p>Poly spots are great markers and give kids a landing spot for organization. They aren’t necessary and painters tape or a line on the floor can be used just as easily.</p> <p><u>Play with a purpose offers a 10% discount to Pop, Hop & Rock subscribers with this code: P10-PopRockHop</u></p>	Play with a Purpose

**Pop, Hop and Rock does not receive any money from Play with a Purpose for sales. They simply support our mission and want to help our subscribers gain access to quality equipment.*

Pop, Hop & Rock™ Curriculum June Week 2

DEVELOPING SKILLS	Lesson Plan Activities			
	Teacher A Body Part Freeze Tag	Teacher B Balance Beam Wall Guard	Family A Ball Drop	Family B Frog Pond
<i>Perceptual Motor Skills</i>				
Body Awareness	X	X		X
Directional Awareness	X	X		X
Spatial Awareness	X	X	X	X
Temporal Awareness		X	X	X
<i>Sensory Skills</i>				
Auditory Processing				X
Proprioceptive Development	X	X		X
Vestibular Development		X		
Visual Processing		X	X	X
<i>Strength</i>				
Aerobic Strength	X		X	
Core Strength	X	X		X
Grip Strength				
Upper Body Strength		X		
Lower Body Strength	X	X		X
<i>Other Skills</i>				
Crossing the Midline		X		
Eye-Hand Coordination	X	X	X	
Motor Planning		X	X	X
Bilateral Movement		X		
Balance	X	X		X

See REFERENCE: Skills, Strengths, Motor Movements for more information

ACTIVITY A: Body Part Freeze Tag

Ages 4-8

GOALS

Children will get aerobic moving their bodies in this high energy game

SKILLS

Perceptual Motor Skills

Body awareness
Directional awareness
Spatial awareness

Strength

Aerobic strength
Core strength
Lower body strength

Sensory Skills

Proprioceptive development

Other Skills

Eye-hand coordination
Balance

EQUIPMENT

None needed

HOW TO

<i>Set Up</i>	None
<i>Transition In</i>	Children are in their Starting Position.
<i>Introductory Questions</i>	Do you know where your arm is? Do you know where your leg is? What would you do if one of those body parts were frozen?
<i>Explain The Game When I say GO!</i>	Everyone is It. If tagged, the part of the body part that is touched by the tagger is frozen and cannot be used anymore. So, if you get tagged on the arm, you can't use that arm anymore. If you get tagged on the leg, you have to hop on the other leg. You can keep playing and getting tagged until you cannot move anymore. When you cannot move anymore, then you do 5 jumping jacks, all body parts are unfrozen and you can start again.
<i>Transition Out</i>	Children return to the Starting Position.
<i>Change Up</i>	For younger children, teachers can be the taggers. Instead of freezing the tagged body part, have the child name it.

ACTIVITY B: Balance Beam Wall Guard

Ages 4-8

GOALS

Children will work on balance and eye-hand coordination.

SKILLS

Perceptual Motor Skills

Body awareness
Directional awareness
Spatial awareness
Temporal awareness

Strength

Core strength
Upper body strength
Lower body strength

Sensory Skills

Proprioceptive development
Vestibular development
Visual processing

Other Skills

Crossing the midline
Eye-hand coordination
Motor planning
Bilateral movement
Balance

EQUIPMENT

A balance beam or thick cushion
Sponge balls, some kind of very soft ball or sock balls, 3-5 per child
A large, open and empty wall
Poly spots, low cones, painters tape or some means to delineate space

HOW TO

- Set Up** Place the balance beam parallel to the wall, about 1-3 feet away; Make a line of poly spots parallel to the beam, about 2-3 feet away. Scatter sponge balls behind poly spots.
- Transition In** Choose 1-2 children to stand on the balance beam facing away from wall. The other children will stand behind the spots with the sponge balls.
- Introductory Questions** Do you think it is hard to knock a ball out of the way if it is headed your way? Do you think it is hard to stand on a balance beam? Do you think you could do both at the same time?
- Explain The Game When I say GO!** Children behind the spots will throw sponge balls at the children on the balance beam who will try to knock them out of the way without falling off the beam. After a few minutes, switch children on the beam so all children can have a turn on the balance beam.
- Transition Out** Children will return all balls to their storage contained and return to their Starting Position.
- Change Up** For older children, use small playground balls. Throwers will bounce the balls on the floor in front of the balance beam and the children on the balance beam will try to catch them.
For younger children remove the balance beam and have them stand on spots of pieces of tape and try to knock the balls out of the way.