

pop hop & rock    Physical Literacy Program
kids move + teachers learn
Pop, Hop & Rock™ Curriculum
Lesson Plan: March Week 4

TIME: Approximately 20 minutes to do all 4 activities

ACTIVITIES



A: Tunnel Tag



B: Planet Snotapple



C: Balance Beam with Rope



D: Hula Hut Move Through



E: Hula Hut Knock Down

EQUIPMENT	Description and Alternatives	Purchase
Flat bottomed balance beam	Alternative: Long 2x4 or 2x6 board (This is what we use!)	Amazon
Rope - at least same length as balance beam	We love dock lines. They are heavy duty and serve many purposes.	Home Depot
Hula Hoops At least 6, preferably 18 or 24	24" hoops are ideal for our play. They are perfect for small bodies, but also challenging for bigger kids. Dollar Tree is an option when hoops are available, but it is worth the investment in hoops that don't bend or kink. Plus, these have a lifetime guarantee!	Play with a Purpose
Low cones, about 15-24	Low cones make great markers to delineate space	Amazon
Mini-playground balls 1 per child with several extra	We love mini playground balls which are easy for small hands to hold. Regular sized playground balls are better for older children who can throw harder.	Amazon

DEVELOPING SKILLS	Lesson Plan Activities				
	A Tunnel Tag	B Planet Snotapple	C Balance Beam with Rope	D Hula Hut Move Through	D Hula Hut Knock Down
<i>Perceptual Motor Skills</i>					
Body Awareness	X	X	X	X	
Directional Awareness	X	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	X
Vestibular Development	X	X	X	X	X
Visual Processing	X		X	X	X
<i>Strength</i>					
Aerobic Strength	X				
Core Strength	X	X	X	X	X
Grip Strength		X			X
Upper Body Strength	X	X		X	X
Lower Body Strength	X	X	X	X	X
<i>Other Skills</i>					
Crossing the Midline	X	X		X	X
Eye-Hand Coordination	X			X	X
Motor Planning	X			X	X
Bilateral Movement	X	X		X	X
Balance			X		

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

ACTIVITY A: Tunnel Tag

Ages 4-7

GOALS

Children will get aerobic playing this tag game.

SKILLS

Perceptual Motor Skills

Body awareness
Directional awareness
Spatial awareness
Temporal awareness

Strength

Aerobic 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

EQUIPMENT

None

HOW TO

Set Up

None

Transition In

Children are in their Starting Position and one child will be It.

Introductory Questions

What is a tunnel?

Do you go under a tunnel?

Do you go around a tunnel?

If I put my feet out wide, would my legs look like a tunnel?

Explain The Game When I say GO!

The It child will be tagging any other child.

If a child is tagged, he is to put his feet out wide and make a tunnel with his legs. He needs a friend to crawl through his leg tunnel so he can rejoin the running.

Transition Out

Children go to the middle of the room.

Change Up

For 3 year olds, the teacher should be It. There will need to be lots of reminding and encouragement to get the children to freeze in a tunnel position and to free their friends by crawling under their legs.

For older children, make the game more fast-paced by having multiple children be It.

ACTIVITY B: Planet Snotapple

Ages 3-7

GOALS

Children will use their imaginations while using their bodies.

SKILLS

Perceptual Motor Skills

Body awareness
Directional awareness
Spatial awareness

Strength

Core strength
Grip strength
Upper body strength
Lower body strength

Sensory Skills

Auditory processing
Proprioceptive development
Vestibular development

Other Skills

Crossing the midline
Bilateral movement

EQUIPMENT

None

HOW TO

Set Up

No setup needed.

Transition In

Have children spread out in the middle of the room. Ask them to put their arms straight out and turn in a slow circle. If they touch another child with their hands, they need to spread out more.

When children have created enough space between themselves and the next child, they are to freeze.

Introductory Questions

Are you ready to go on a mission to outer space?

Explain The Game When I say GO!

Explain that this is a space mission to Planet Snotapple. We are going to go through all the steps for a space mission, pairing the steps with big body movement. See *Planet Snotapple Prompts* for all the details.

Transition Out

Ask the children to return to the Starting Position.

Planet Snotapple Prompts and Actions

Use these prompts as a guide for playing Planet Snotapple, but feel free to improvise!

First we need to open our spaceship door. *(Mime opening a door.)*

Then we must sit in our spaceship. *(Sit on the floor, heels on the floor, knees bent, hands up holding an imaginary steering wheel.)*

Be sure to close the door behind you! *(Reach up and pull door down.)*

Put on your helmet. *(Mime putting on helmet, strapping it under your chin.)*

Since launching into space is dangerous, we must have two seatbelts, one from each shoulder down to our hips, being sure to come across the body. *(Demonstrate crossing the two seatbelts.)*

All secured and ready to launch!

Explain the following cues:

Hyperspace! We are going super-fast. Lay all the way back on the ground.

Brake! We are slowing way down. Sit up from lying down.

Asteroid Field! We have come upon a whole bunch of rocks floating in space and we don't want to hit them so we are going to lie down, roll one time and sit up. And if you say asteroid field again, you are going to lie down again and roll back one time to where you were before and sit up.

Everyone ready? Ok.... 3-2-1

(Give the Hyperspace!, Brake! and Asteroid Field! cues in rapid succession. In between, drive the spaceship by turning the imaginary steering wheel hard to the right and left, crossing the midline.)

We are almost to Planet Snotapple, so let's hurry up! Hyperspace! Brake!

BOOM! We have landed on Planet Snotapple!

Let's take off our helmets and release our seatbelts. *(Mime unsnapping your helmet and uncrossing the seatbelts).*

Now, let's open the door and get out. *(Mime opening the door and climbing out of the ship.)*

We are on Planet Snotapple! Let's take a big look around! *(Squat low and put your hand to your brow as if looking into the distance.)*

Oh wow! There is no gravity here so we have to walk like this. *(Demonstrate how to take giant steps with high knees rising up off your toes each time.)*

Let's walk around and see what we can see. Look - there is a huge mountain! Let's climb it! *(Bear crawl up the mountain.)*

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We are at the top - let's look around! *(Mime looking around.)* This is so cool! We are on the top of the highest mountain on Planet Snotapple! Do you see the Snotbirds over there and over there? *(Pointing to the distance.)*

Do you know what we could do now? We could jump off and fly! Let's do it! *(Jump up high and then lie on your belly with hands, arms, legs and head up off the floor. Rock side to side while you fly.)*

Did you know you can roll while you fly? *(Roll one way then fly some more, then roll back.)*

BOOM! We landed! *(Let hands, arms, legs and feet plop to the ground.)*

Let's stand up and keep exploring. Uh oh - I think the Snotapple aliens know we are here! We need to head back to earth - FAST!

So let's hurry back to our spaceships and climb in. *(Walk quickly with the no-gravity high knee walk and climb back in your spaceship.)*

Let's put our helmets and seat belts on, and settle into our seats. *(Snap on the helmet and criss-cross the seatbelts. Demonstrate how to sit in the seat - heels on the floor, knees bent, hands up holding an imaginary steering wheel.)*

3-2-1 Hyperspace!

(Give the Hyperspace!, Brake! and Asteroid Field! cues in rapid succession. In between, drive the spaceship by turning the imaginary steering wheel hard to the right and left, crossing the midline.)

We are almost home, let's hit it! Hyperspace! Brake!

Boom! We are back on Planet Earth!

Let's take off our seatbelts and helmets and climb out. *(Repeat those motions.)*

Wow - that was a great space mission! Everyone needs a High 5! *(Go around the room and exchange High 5s.)*

ACTIVITY C: Balance Beam with Rope

Ages 3-6

GOALS

Children will challenge their balance skills.

SKILLS

Perceptual Motor Skills

Body awareness

Strength

Core strength

Lower body strength

Sensory Skills

Vestibular development

Visual processing

Other Skills

Balance

EQUIPMENT

A balance beam that has a flat bottom or a 2x4 or 2x6 board

A rope that is at least as long as the balance beam

HOW TO

Set Up

Place the rope lengthwise under the balance beam.

Transition In

Children are in the Starting Position.

Introductory Questions

Do you see the rope under the balance beam?

Do you think it will change the way you balance on the balance beam?

Do you think it will make it harder?

Explain The Game When I say GO!

Children will take turns attempting to walk down the balance beam as it wobbles from side to side.

Transition Out

Children return to the Starting Position.

Change Up

For younger children (age 2), walking on the balance beam without the rope under it is plenty challenging. If a child is particularly challenged, try this progression of assistance until he is confident to walk without help:

- Holding hands
- Child holds your finger
- You hold child's finger
- You hold back of child's shirt
- You place a hand on child's back

Younger children (age 2 and 3) can also work on jumping off the balance beam by standing on it sideways, feet perpendicular to the beam, and jumping down to the floor.

ACTIVITY D: Hula Hut Move Through

Ages 3-5

GOALS

Children will practice self-control as they move their bodies through limited space.

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

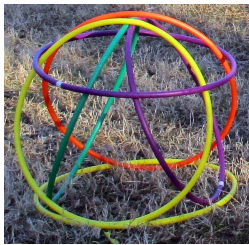
Crossing the midline
Eye-hand coordination
Motor planning
Bilateral movement

EQUIPMENT

At least 6 hula hoops to make 1 Hula Hut; 12, 18 or 24 hula hoops is preferred so you can make more huts.

HOW TO

Set Up



Hula Hut construction: Lay 1 hoop flat on the floor as the foundation of the hut. To create the walls, place the bottom of two hoops inside the foundation on opposite sides and lean them together so the tops of the hoops touch. Repeat with 2 more hoops to make the other two walls, outside the first two walls. The last hoop rests over the top of the 4 wall hoops, parallel to the floor.

If you have enough hoops to make several Huts, place them far apart around the room.

Transition In

Children are in their Starting Position.

Introductory Questions

Do you know what a hut is?

Explain The Game When I say GO!

The children take turns crawling through the Hula Huts without knocking them over. Remind them they have to be very careful and move slowly to keep the huts standing.

Transition Out

Collect the hula hoops and children move to their Starting Position.

Change Up

For 2 year olds, simply hold 1 or 2 hoops perpendicular to the floor and ask them to move through it. This alone takes a lot of spatial and body awareness.

ACTIVITY E: Hula Hut Knock Down

Ages 3-8

GOALS

Children will practice eye-hand coordination in this fun knock down game.

SKILLS

Perceptual Motor Skills

Directional awareness
Spatial awareness
Temporal awareness

Strength

Core strength
Grip strength
Upper body strength
Lower body strength

Sensory Skills

Proprioceptive development
Vestibular development
Visual processing

Other Skills

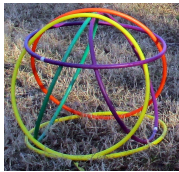
Crossing the midline
Eye-hand coordination
Motor planning
Bilateral movement

EQUIPMENT

At least 6 hula hoops to make 1 Hula Hut; 12 or 18 hula hoops is preferred so you can make more huts. 12-24 low cones for dividing the space and mini playground balls (1 per child with 3-4 extra)

HOW TO

Set Up



Build up to three Hula Huts in front of a blank wall that can act as a backstop, with 3-4 feet between each Hut. (See Activity D for Hut construction information.) Make a line of cones about 5 feet in front of the Huts. Playground balls are on the opposite side of the cones from the huts.

Transition In

Children are on the side of the room with the playground balls.

Introductory Questions

Do you see the huts down at the other end of the room? Do you think it is possible to use the playground balls to knock them down? How could you do it if you couldn't go past this line of cones?

Explain The Game When I say GO!

Children will roll the balls at the huts, attempting to knock them down. They cannot go past the line of cones to roll the balls, but may go across the cones to get a ball.

Transition Out

Return all equipment to storage bins and line up to leave

Change Up

For older children, make it more challenging by making the line of cones farther from the huts. And, a teacher can guard the huts, blocking the balls before they hit the huts. For elementary age children, divide them into 2 teams - 1 to roll balls and 1 to guard huts. Also try rolling the balls with the nondominant hand. Have them place their dominant hand on their heads to help them remember which hand they are bowling with.