



Pop, Hop & Rock™ Curriculum

Lesson Plan: October Week 3

TIME: Approximately 20 minutes to do all 5 activities

ACTIVITIES



A: Bandage Tag



B: Balloon Gumball



C: Balloon Partner Drop



D: Balloon Wallyball



E: Balloon Hopping

EQUIPMENT	Description and Alternatives	Purchase
<p>Balloons</p> <p>Enough for each child to have one plus 5-10 extra</p>	<p>Buy sturdy balloons, not water balloons or dollar store balloons. Do not overfill them - they need to be round but you don't want them to pop.</p> <p>For Balloon Gumball, you will need a Sharpie to mark each balloon with one number, 1-10.</p> <p>A note about balloons: some schools do not allow balloons because of the hazards of small popped pieces. Some alternatives:</p> <ul style="list-style-type: none"> ● Stretch pantyhose over the balloons and tie them off. The hose will collect any broken pieces if the balloon pops. ● Use small beach balls or other lightweight balls. Balloons are preferable because they float more slowly, making the task a bit easier for younger children. 	<p>Amazon</p> <p>Target</p>
<p>Poly Spots</p> <p>1 for each child</p>	<p>Vinyl circles, about 9 inches in diameter, in a variety of colors. They are versatile and durable, sticky enough to stay put on the floor and hefty enough to use as a steering wheel. If you have the funds, these spots are worth the investment.</p> <p>Alternatives: For spots to use on the floor, you can cut circles out sheet vinyl, cheap placemats, shelf liner or non-skid rug liner. Or, you can mark places on the floor with colored masking tape</p>	<p>Amazon</p>

Pop, Hop & Rock™ Curriculum October Week 3

DEVELOPING SKILLS	Lesson Plan Activities				
	A Bandage Tag	B Balloon Gumball	C Balloon Partner Drop	D Balloon Wallyball	E Balloon Hopping
<i>Perceptual Motor Skills</i>					
Body Awareness	X	X	X	X	X
Directional Awareness	X		X	X	X
Spatial Awareness	X	X		X	
Temporal Awareness					
<i>Sensory Skills</i>					
Auditory Processing					
Proprioceptive Development	X	X	X	X	X
Vestibular Development			X	X	
Visual Processing	X		X	X	
<i>Strength</i>					
Aerobic Strength	X				X
Core Strength			X		X
Grip Strength			X		
Upper Body Strength		X	X	X	
Lower Body Strength	X				X
<i>Other Skills</i>					
Crossing the Midline	X	X	X	X	
Eye-Hand Coordination	X	X	X	X	
Motor Planning	X	X	X	X	X
Bilateral Movement	X	X	X	X	
Balance			X		X

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

ACTIVITY A: Bandage Tag

Ages 4-7

GOALS

Children should understand the concept of tag and be able to tag with control.

SKILLS

Perceptual Motor Skills

Body awareness
Directional awareness
Spatial awareness

Sensory Skills

Proprioceptive development
Visual processing

Strength

Aerobic strength
Lower body strength

Other Skills

Crossing the midline
Eye-hand coordination
Motor planning
Bilateral movement

EQUIPMENT

None

HOW TO

Set Up

No set up needed

Transition In

Children gather in the Starting Position.

Introductory Questions

What do we put on bloody boo-boos? (bandages)
When we tag, do we hit? Push? Slap? Shove? Do we touch gently?

Explain The Game When I say GO!

We are going to play a game of tag and everybody gets to be It.
Both hands are bandages (holding up both hands).
Bandages are used to cover up places on the body that have been tagged.
If tagged, a “bandage” (hand) is placed over the spot that was tagged. A child can keep playing until he has been tagged twice and his second bandage has been used. Once that happens, the child comes to the middle of the room where he does 5 jumping jacks to free the bandages and rejoin the tag game.
Children should run in the same direction while playing.

Transition Out

Children move to the Starting Position.

ACTIVITY B: Balloon Gumball
Ages 4-7

GOALS

Children should be able to hit balloons in the air with their hands.

SKILLS

Perceptual Motor Skills
Body awareness
Spatial awareness

Strength
Upper body strength

Sensory Skills
Proprioceptive development

Other Skills
Crossing the midline
Eye-hand coordination
Motor planning
Bilateral movement

EQUIPMENT

Balloons with numbers 1-10 written on them in Sharpie, at least 1 per child (See note in Equipment List for alternatives to balloons.)

HOW TO

- Set Up* Place balloons all over the floor in front of the children.
- Transition In* Children are in the Starting Position. Walk to a balloon and pick it up.
- Introductory Questions* What number is this? (showing them the balloon's number)
- Explain The Game When I say GO!* Children pick up a balloon, determine what number is on the balloon, and then hit the balloon in the air that number of times. When they finish, they find a different balloon and repeat the process.
Demonstrate hitting the balloon up in the air with the palm of your hand.
- Transition Out* Have children leave the balloons on the floor and return to the Starting Position.
- Change Up* Use different body parts to hit the balloon in the air: elbows, heads, knees, nose.
For younger children who do not have strong number recognition skills yet, call out a number and have them try to hit the balloon in the air that many times, counting out loud as they go.

ACTIVITY C: Balloon Partner Drop

Ages 4-7

GOALS

Children should be able to throw and catch the balloon.

SKILLS

Perceptual Motor Skills

Body awareness
Directional awareness

Sensory Skills

Proprioceptive development
Vestibular development
Visual processing

Strength

Core strength
Grip strength
Upper body strength

Other Skills

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

EQUIPMENT

Balloons, 1 for each pair of children (See note in Equipment List for alternatives to balloons.)

HOW TO

- Set Up* Balloons are all over the floor.
- Transition In* Children are in the Starting Position. Touch every other child on the shoulder and ask those children to go stand next to a balloon. Then, have the other children bring the remaining balloons to the storage container. After the extra balloons are stored, have the children in the second group go find a partner who is standing by a balloon.
- Introductory Questions* What are partners? (people who work together)
Do you leave your partner? (no)
- Explain The Game When I say GO!* Children will stand facing each other and pass the balloon back and forth.
For children 4 years old and up: Have one partner kneel and have the other partner stand behind the kneeling child, both facing the same direction. The standing child will reach high with the balloon and drop it in front of the kneeling child, who will then attempt to catch the balloon. They will take turns dropping or kneeling.
- Transition Out* Children go to the Starting Position, leaving the balloons on the floor.
- Change Up* Have the standing child stand on an unstable surface, such as a cardboard brick, balance beam, or 2x4.
For younger children, have the teacher drop the balloon to a standing child while facing the child. Or, have the children roll the balloon back and forth.

ACTIVITY D: Balloon Wallyball

Ages 4-7

GOALS

Children should be able to hit a balloon at the wall.

SKILLS

Perceptual Motor Skills

Body awareness
Directional awareness
Spatial awareness

Sensory Skills

Proprioceptive development
Vestibular development
Visual processing

Strength

Upper body strength

Other Skills

Crossing the midline
Eye-hand coordination
Motor planning
Bilateral movement

EQUIPMENT

Balloons, at least 1 per child (See note in Equipment List for alternatives to balloons.)
Open wall space at which to hit a balloon
Poly Spots, 1 for each child

HOW TO

Set Up

Scatter balloons on the floor.

Place the poly spots in a row about 2 feet from the wall, with the spots about 3 feet apart.

Transition In

Children are in their Starting Position. Send them to stand next to a balloon.

Introductory Questions

Have you ever seen the game of volleyball?

Explain

The Game

When I say GO!

This is Wallyball because it is volleyball with the wall. Children will pick up one balloon, find a spot to stand on and face the wall. They will hit the balloon at the wall. When the balloon bounces off they wall, they catch it and hit it again.

Transition Out

Children each take one balloon and return to the Starting Position.

Change Up

Have the children experiment with hitting the balloon hard or soft. What adjustments do they need to make to be able to catch the balloon when it is hit with different amounts of force?

ACTIVITY E: Balloon Hopping
Ages 3-7

GOALS

Children should be able to hop from two feet to two feet.

SKILLS

Perceptual Motor Skills

Body awareness

Directional awareness

Sensory Skills

Proprioceptive development

Strength

Aerobic strength

Core strength

Lower body strength

Other Skills

Motor planning

Balance

EQUIPMENT

Balloons, one per child (See note in Equipment List for alternatives to balloons.)

HOW TO

- | | |
|-------------------------------|--|
| <i>Set Up</i> | Pick up any extra balloons. |
| <i>Transition In</i> | Children place the balloon between their knees. |
| <i>Introductory Questions</i> | How does a kangaroo move?
How does a rabbit move?
How does a frog move? |
| <i>Explain The Game</i> | Children are to hop, from two feet to two feet, to the other end of the room without dropping their balloon. If the balloon drops, they pick it up and put it back between their knees and resume hopping. |
| <i>Transition Out</i> | Children return all the balloons to the storage container. |
| <i>Change Up</i> | Try hopping in different directions: sideways, backwards, zig zag.
How else can they move with the balloon between their legs? |