

## Lesson 3 of 6

# Floor Supports

### EQUIPMENT

obstacle free area »  
10-20 accordion mats

### RELATED RESOURCES

Ready-to-Use P.E. Activities for Grades K-2 & Grades 3-4, J. Landy & M. Landy, 1992, [www.amazon.ca](http://www.amazon.ca)

## Warm It Up

### SNAKE PIT

Scatter 10-15 accordion mats on the floor throughout the activity area. Choose a number of students to lie on their stomach on an accordion mat by themselves; e.g., 10 students in a class of 30. These students are the snakes and the mat is their snake pit. On the signal to begin, all other students, the snake runners, will jog or run around the mats. Should a snake runner be tagged by a snake or accidentally touch a snake pit, they become a snake and switch places with the student that tagged them. The goal of the first 2-3 minutes of play is for all students to elevate their heart rate and warm up their bodies. After sufficient time for students to warm up, signal the last two minutes of play. During the last two minutes of play, snakes who tag snake runners do not switch places, but continue to be a snake. When snake runners are tagged, they join the snake in that pit that tagged them and help tag the snake runners. The goal in the last two minutes of play is to catch all of the snake runners. Following the game, invite students to stand on their mat and lead an active stretch; e.g., shoulder, arm, wrist, hip, knee, ankle rotations.



### Safety First!

For safety, equipment, and supervision considerations when planning tag-type activities, see "Safety Guidelines for Physical Activity in Alberta Schools", Alberta Centre for Injury Control and Research (ACICR) 2013, [www.acicr.ca](http://www.acicr.ca).

### ABCD's of Physical Education



### Benefits of Health

Functional Fitness	B(2-3)-3
Body Image	
Well-Being	

### Clues that students are achieving the outcome...

"Students will experience movement involving the components of health-related fitness; e.g., flexibility, endurance, strength, cardio-respiratory activities" *Physical Education Program of Studies, Alberta Learning, 2000.*

- Students can perform floor supports
- Students can identify floor supports in gymnastics as an activity that requires strength



## Whoop It Up

### FLOOR SUPPORTS

Be sure to take into account the abilities of all students when planning learning opportunities and incorporate variations as needed to ensure learning and success for all. Explain to the students that a gymnastic floor support is a static skill, which when performed is strong and stable; i.e., does not move. Invite students to flex their arms to demonstrate strong, and to extend their arms as if holding a balance to demonstrate stable. Instruct 1-2 students per accordion mat scattered throughout the activity area to perform an individual front support which is the 'up' position in a push up. Students will have four contact points on the mat, two feet (or knees) and two hands (or elbows). Demonstrate the proper technique of a straight spine, lower back and neck, utilizing student volunteers. As students are able to hold a proper front support for 7-10 seconds, challenge them to perform the front support with only three or two contact points by lifting a hand or foot. Next have the students perform a back support with four contact points, stomach facing the ceiling, spine straight. Ensure students have their fingers facing their feet to allow elbows to bend naturally. Remind students to keep a strong stable body and challenge them to try a back support with three or two contact points. Invite students to demonstrate a variation of a front or back support to classmates on a neighboring mat and have the students copy the support with appropriate contact points. Challenge all students to rotate from a front support to a back support, this move is called an eggbeater. Challenge students to do the eggbeater the length of their mat, and to continue taking turns doing the eggbeater the length of the mat stopping in the middle of the mat to hold a floor support of their choice for 7-10 seconds.

**PASS THE OBJECT:** Organize the students into two groups. Have each group join 3 accordion mats together and lay side by side on their backs alternating the direction of their feet with their heads. Have students raise their arms directly over their shoulders straight up in the air. It is like doing an upside down front support. Each group will work together to pass an object with their hands from one end of the line to the other. Remind students to keep their elbows straight and in a strong stable position. The key to this cooperative activity is keeping the arms strong and communication. Start by having each group pass an individual gymnastics mat down the line. As groups are able to pass the mat effectively, progress to passing various other objects; e.g., a mat with one or several bean bag or sponge balls balanced on top, a heavier mat, a student. Have students sit up and pass an object to the person next to them. Students must receive the object sitting up then lay back down.



### Safety First!

For safety, equipment, and supervision considerations when planning gymnastics activities, see "Safety Guidelines for Physical Activity in Alberta Schools", Alberta Centre for Injury Control and Research (ACICR) 2013, [www.acicr.ca](http://www.acicr.ca).



Benefits Health

## Wrap It Up

As a large group, lead a head to toe stretch. Ask students if their muscles feel tired and explore the concept of needing strong muscles to perform floor supports in gymnastics. Pause during the stretch and do the arm actions to review the two key words for all floor supports: strong and stable.