

Lesson 2 of 6

Strength and Balance Basics

EQUIPMENT

pool noodles (one per student) »
meatballs (pool noodles sliced in
5-centimeter sections) » dice » music »
music player

RELATED RESOURCES

- Canada's Physical Activity Guides for Children and Youth, www.paguide.com
- Up, Down All Around Gymnastics Lesson Plans Series A (LRC# 395881), B (LRC# 395899), or C (LRC# 395906), K. Russell, Schembri & Kinsman, 1994, www.lrc.education.gov.ab.ca

Warm It Up

STINGER TAG

Choose 2-3 students to be taggers (bees) and provide each with a pool noodle (stinger). Consider cutting the pool noodle in half to make it easier to manoeuvre. Designate a playing area with boundaries 1-2 meters away from each wall. On the signal to begin, students walk or skip throughout the playing area. Should a student be stung by a bee (touched with a pool noodle), they move outside the playing area, hop on each foot five times, stretch the part of the body that was stung, and return to the game. Once a bee has stung a student, they drop the pool noodle on the floor. Any other student can pick up the stinger and take on the role of tagger. Continue until heart rates are elevated and then gather as a large group in a corner of the activity area.

ABCD's of Physical Education



Benefits of Health

| | |
|--------------------|------|
| Functional Fitness | B5-3 |
| Body Image | |
| Well-Being | |

Clues that students are achieving the outcome...

"Students will identify and explain the importance of the components of fitness to health and well-being; e.g., strength, endurance, flexibility, cardio-respiratory activities." *K-12 Physical Education Program of Studies, Alberta Learning, 2000.*

- Students can identify and participate in strength, endurance, and flexibility activities.
- Students can explain how strength, endurance, and flexibility contribute to health and success in rhythmic gymnastics.



Safety First!

2008 Safety Guidelines page 51.



Whoop It Up

STRENGTH AND BALANCE NOODLE BASICS

Remind students that activities that make our hearts beat faster, like stinger tag, are called cardiovascular endurance activities. Ask students to identify two other components of fitness; i.e., strength, and flexibility. While participating in the learning activities, ask students to consider how each component of fitness enhances participation in rhythmic gymnastic activities.

GRAB THE MEATBALL: Provide groups of 2-3 students with a “meatball” (see equipment). Instruct students to place the meatball on the floor between the group members. When the music starts, students complete a strength challenge as instructed, to the beat of the music. When the music stops, students try and be the first to grab the meatball. Strength challenges might include:

- Alternate lifting hands up while holding a front plank/push-up position.
- Alternate lifting legs up while in a front plank position.
- Alternate touching the floor on either side of the body while in a v-sit position.
- Groups create their own strength challenge.

NOODLEMANIA: Provide each student with a pool noodle or other appropriate object. Invite students to place their pool noodle on the floor in a personal space and challenge them to:

- Balance the noodle on the forearm, back of the hand and head.
- Balance on the noodle while standing on both feet, then on one foot.
- Create a balance with the pool noodle.

Instruct students to return to their groups and get connected by holding onto each end of a pool noodle. Roll two large dice and challenge groups to balance on the number of body parts equivalent to the numbers on the dice; e.g., 2 and a 1 are rolled, so the group balances on a total of 3 body parts. Each balance must be held for at least 10 seconds before the dice are rolled again. After a few rolls, invite groups to move together to form larger groups of 4-6. Continue to lead the large group by rolling the dice, or provide each group with their own dice. Group members must stay connected by holding onto the pool noodles and hold each balance for 10 seconds.



Safety First!

2008 Safety Guidelines pages 11-17, 103.



Wrap It Up

OVER, UNDER, AROUND AND THROUGH

2-4 students hold the end of a pool noodle in each hand to allow other group members to travel over, under, around and through the noodles:

Over – jump over noodles held low and parallel to the ground

Under – move under noodles held parallel to the ground

Around – move around group members holding the noodles

Through – move through noodles held at differing heights.