

## ROCKING AND ROLLING

### STUDENT TARGETS

- **Skill:** I will perform rolling actions in a variety of body positions.
- **Cognitive:** I will follow the instructions on each station card in order to stay actively engaged.
- **Fitness:** I will work to improve my muscular strength & endurance for rolling actions to be performed safely and with correct technique.
- **Personal & Social Responsibility:** I will willingly try new activities and skills.

### TEACHING CUES

- Start each station when music starts
- Clean station area and rotate when music stops
- **TEACHERS: Review Safety Checklist**

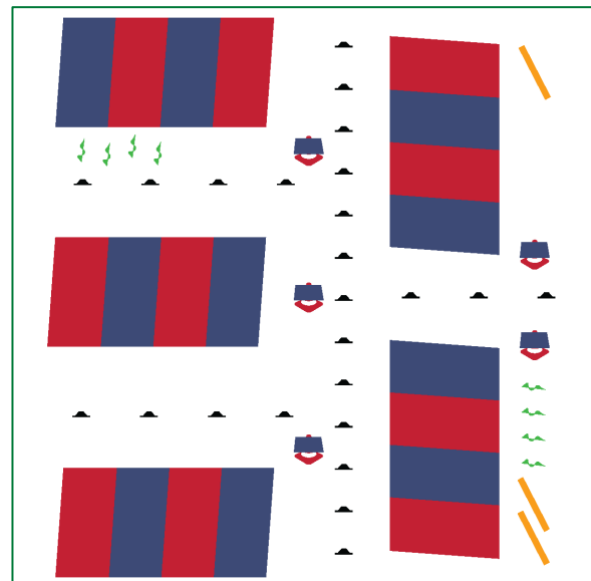
### ACTIVITY SET-UP & PROCEDURE

#### Equipment:

- Cones to identify boundaries for each of the 5 stations.
- Rocking and Rolling Station Activity Cards (5)
- Gymnastics Cards
- Music and music player for stop/start signal.
- See station cards for equipment needs at each station.

#### Set-Up:

1. Using low profile cones, set up a grid with 5 stations. Use 2-3 gymnastics mats per station. Spread mats apart 3-4 feet. Note: some stations require additional equipment.
2. Place a cone and task tent in each grid with the station card for that station in one side of the task tent, and any applicable gymnastics cards for that station in the other side.
3. Group students evenly with 1 group per station.



#### Activity Procedures:

1. Today we are going to practice different types of rolling actions. We are going to focus on rolling in a straight shape and in a curled shape. Once we review the different body positions and safety considerations, we will split up into 5 stations to complete some challenges. *Teacher: talk through and/or demonstrate each station.*
2. When the music starts, begin working to complete the challenges at your station. When it stops, you will have 30 seconds to clean up any equipment used and rotate to the next station. Wait until the music begins again before you start the activities at the new station.

#### Grade Level Progression:

**K-1:** Complete station challenges as a large group with teacher reading instructions to class.

**2-3:** Complete activity as described above.

**4-5:** Have note cards and pencils at each station for each group to add one student-created challenge for that station before they rotate.

**ROCKING AND ROLLING**

UNIVERSAL  
DESIGN  
ADAPTATIONS

- Allow students to work with a partner if needed.
- Allow students to modify or adapt the activities at each station if necessary.
- Utilize visual demonstrations of a variety of movements by students or have pictures of the positions/movements.

ACADEMIC  
LANGUAGE

Rolling Action, Rotation, Curved, Straight, Flexibility

STANDARDS  
& OUTCOMES  
ADDRESSED

**OPEN Priority Learning Outcomes for Physical Education:**

- (K) Shares equipment and space with others.
- (1) Transfers weight from one body part to another in self-space.
- (2) Combines balances and transfers in purposeful movement sequences.
- (3) Discusses the challenge that comes from learning new physical activities.
- (4) Rates the enjoyment of participating in challenging physical activities.
- (5) Expresses the enjoyment and challenge of participating in a favorite physical activity.

DEBRIEF  
QUESTIONS

- (K) Why is it important for you to work together with your classmates to share the equipment and the space?
- (1) What are some of the things we need to focus on when transferring weight from one body part to another?
- (2) Can someone share the body positions and skills you chose to put together in your sequence at station 5? What helped the sequence flow as you moved from one position to the next?
- (3) What was a challenge you experienced when trying some of the rolling action tasks today?
- (4) How would you rate your comfort level of trying something you had never tried before versus something you have tried many times before?
- (5) Who can share their favorite challenge from today? And what you enjoyed the most about it?