

# Rolling Circuit

## *Activity*

**Resource:** Early Learning Resource

**Grade(s):** Early Learning

## Curriculum Expectations

7.1, 8.1, 8.2, 8.3

Refer to the [Kindergarten Program 2016](#) for details on the specific expectations.

## Activity Learning Goals

By the end of the activity children will be able to:

- participate actively in daily physical activities
- demonstrate spatial awareness
- demonstrate control of large muscles with equipment
- demonstrate hand-eye coordination in movement

## Equipment

- 6 small or large utility balls (2 per station)
- Mats
- 1 bench
- 1 pylon

- 1 bowling pin
- [Early Learning Anecdotal Recording Chart](#)

## Safety

Inspect activity area for safe traction and eliminate potential hazards. Clearly outline the boundaries for the activity making sure there is a safe distance between the activity area and the furniture/walls. Remind children to be cautious when moving, and to be aware of personal space.

## Assessment Opportunity

EL-K Team observation of children's demonstrated application of active participation, spatial awareness and large muscle control can be recorded on the Anecdotal Recording Chart.

## Rolling Circuit

Set up three stations around the working area. Divide the children equally between the three stations. Children should explore each station for three to four minutes, and rotate through all three stations.

### Station 1: Tunnel Roll

Fold gymnastics mats to create a tunnel. The child stands at one end of the tunnel and uses one hand to roll a small ball through the length of the tunnel.

### Station 2: Knock It Off

Standing at one end of a bench, the child will roll a large utility ball down the length of the bench, trying to knock the pylon off the end of the bench.

### Station 3: Bowling

Children will roll a small or large ball, trying to knock over a bowling pin that is 2m – 4m away.

## Notes to EL-K Team

- Reinforce safety rules such as: roll the ball in control, take turns at stations and keep head up and eyes open.
- Review the skills of the underhand throw: look at their target; point their toes at the target; swing their arm back like an elephant's trunk; step forward as they release the ball close to the ground (step with foot opposite to their throwing hand)
- Children can practise rolling a ball through a partner's legs.
- If Station 2 "Knock it Off" is too difficult, do not use a pylon at the end of the bench. Children can practise simply trying to roll a ball along a bench without the ball falling off.
- To accommodate for different skill levels, consider offering a variety of balls at each station and vary the distance the children must roll the ball.

## Connection Questions to Expand and Enhance Play

- What can you do if the ball doesn't travel all the way through the tunnel?
- What can you do if you are not successful at knocking over the pin?
- Why is it important to keep your eyes on the ball?