

## WLS/WLSi COPPER ROD CIRCLE HANDOUT

—Process for Copper Rod Circle— 1. is done ahead of time, so there are rods for each child in the class:

1. Fit rods to 3 sizes according to children's arms length: measure from center of sternum to cupped outstretched hand (avoid overextending or flexing elbow too much)

—For teaching the exercises:

2. Set up room: move desks together OR to outside—to create space for circle.

-children organised to be either at their usual, now compressed, space at desks OR to specified locations if desks are moved to outer area of room

3. with “Canadian Paddle Song” OR other song with similar rhythm: children hold palm of one hand over loosely fist of opposite hand to:

-“paddle” downward twice at the side of body -> move hands up to middle of body -> “paddle” downward twice to other body side —>

-begin taking one step per downward gesture of each hand while moving to form circle —>

-children pass basket of 3 differently sized rods & pick up their size rod (previously measured) —>

-hold rod with one hand grasping rod at top with other hand grasping about 10-12 cm further down —>

-continue “paddling” & stepping gestures until each child has a rod & the circle is formed.

4. Teach one rod exercise at a time until the following sequence can be followed after practice over time:

-Paddling gestures ->

-Horizontal Rod ->

- Forward-Back Rod with speaking (work toward individualizing speaking = all move, but fewer-to-only-one speak/s) ->
- Rod Rolling ->
- Finger Walking on Rod ->
- Paddling gestures to return rods to basket & return to own place ->
- Return desks to proper placements.

### COPPER ROD CIRCLE ACTIVITIES (mainly for gr 2-4) organised by Ingun Schneider

- 1) While singing “Canadian Paddle Song”, children start motion of paddling canoe while at desks: with palm of crossed-over hand on top of fist of other hand, “paddle” twice to each side with a switchover (so the hand on top now becomes fist of hand) at middle as they walk to go into circle (one step per swing down of paddling gesture). Each one picks up copper rod when passing basket of rods (or the person holding the rods) and continues the paddling motion, now with rod held with hands separated by about 5-6 inches, palm of upper hand facing palm of other hand, each holding rod in the same cross-palmar way. Continue song until everyone has a rod and circle is formed. (arm gestures for vertical midline — vml — crossing.)
  
- 2) Facing along the (clockwise or counter-clockwise) circle: each child places rod in front of feet on floor. All at the same time, with the feet touching, each child jumps over his/her rod

with a short jump, then carefully & slowly twists (all to the same direction as indicated by teacher) as the feet separate (so feet end up in-line) while turning especially the upper body around to bend over & pick up the rod with both hands (shoulder width apart) while head is upside-down. (It helps to tell the children what to look at while upside-down.) Then each one carefully returns to standing up tall facing direction of circle again, while placing feet back together, hands holding rod with arms relaxed. After a brief pause: fold over at hip joints to put rod back on floor while head goes upside-down again (teacher tells them to look at classmate behind). Slowly rise back to standing upright with brief pause.

Repeat jump forward over rod with feet touching, this time turn & twist to other side to again pick up rod with both hands (which are about shoulder width apart) with head upside down. Rise to upright holding rod as before—brief pause. Bend over forward, head upside-down, to place rod in front of feet; rise to upright. After brief pause: both feet touching jump forward over the rod as before.

Continue backward: feet touching, jump backward over the rod, pause briefly then pick the rod up while hip-bending forward. Slowly rise to fully upright, arms relaxed & brief pause: with a slow turn & twist to side indicated by teacher, place the rod behind the body as the head goes upside-down again. Slowly return to fully upright to pause briefly: feet touching jump backward across the rod.

Bend forward to pick up rod with head upside-down; slowly return to fully upright, relaxed arms holding rod, brief pause.

Slowly turn & twist to other side to place rod behind body while looking upside-down; rise to fully upright to pause briefly. With feet touching jump backward across the rod; carefully bend forward, look upside-down to pick rod up & slowly return to fully upright with rod held in hands as before, final brief pause.

(“Horizontal Rod”, p114 in The Extra Lesson is done in a steady pace which is not too fast so heads stay down for a few seconds each time; this head upside down position strengthens & stimulates the vestibular system/sense of static balance and crosses the horizontal midline. As noted, there is a slight pause in each of the fully upright positions with arms relaxed & if holding the rod hands about shoulder-width apart.)

3) Rod is held totally vertically (in the “plumb line”) with right hand held above the head (raised up from gravity) at the top of the rod with left hand at the bottom (opposite for left-handers) in front of body, as indicated by teacher either facing center **or** in the direction of the circle, children walk forward while speaking a sentence forward, one step per word, feet come together forward when finished speaking. Now place rod vertically behind back, touching the spine, right hand above the head on top of the rod (thumb down), left at bottom (thumb up) (opposite for left-handers): step backward while speaking the same sentence backward. To begin with all children step forward & back and speak a few times, then all step while only a few, later only one child speaks (to begin with teacher may briefly pitch in as needed for natural flow of

words. Note that each individual child's memory needs to be challenged.) (From The Extra Lesson: Forward and Back Rod p.108)

4) Rod Rolling exercise from The Extra Lesson, p137: half the children form an inner circle facing the outer circle. One rod per couple (the other rod can be placed in front of the feet of the child in the outer circle) gets passed across the "drawbridge" from one child's fingertips to the other's: Standing with feet parallel, the child with the rod gently rolls it across the palms onto lower arm to upper arms to throat as s/he carefully raises both arms upward (finger tips pointing up towards "stars in the sky")—head & body are still. The child without the rod also raises both hands, but without the rod is able to go higher up with fingers reaching up towards the stars & palms turned backward. Both children now lower their arms to gently allow rod to roll back down arms, across palm to fingertips (it helps to gently flex the elbows) over to the partner's fingertips; continue. It helps heads to stay still if the children look at each other as the rod is at its top against the throat—before & after this point the eyes need to follow & guide the gently moving rod. A verse is spoken or song sung to give rhythm for these motions. Repeat 2 to 3 times up-down before changing partners by having those in the inner circle hold onto the rods while those in outer circle step to side indicated by the teacher—then repeat same motions with new partner.

5) Finger Walking on Rod (The Extra Lesson p 100): to begin with hold vertical rod in its middle with right hand, “walk” the fingers up the rod by using lifted thumb & index finger in opposition, then move the remaining 3 fingers up to join thumb & index finger. The vertical rod is held firmly against the palm. Once at the top, fingers move downward by moving the 3 fingers away from thumb & index finger which then follow downward, continuing back to the middle of the rod. Once hands are stronger, increase the distance until able to use the full rod up & down. Once gestures have been learned, add speaking a verse or counting.

6) Return to seats with “Canadian Paddle Song” and paddling gestures, replacing rods in basket.