

UNIVERSITY OF BRITISH COLUMBIA

UNIT PLAN: GYMNASTICS

EDCP 322A; Instructor – Steve McGinley

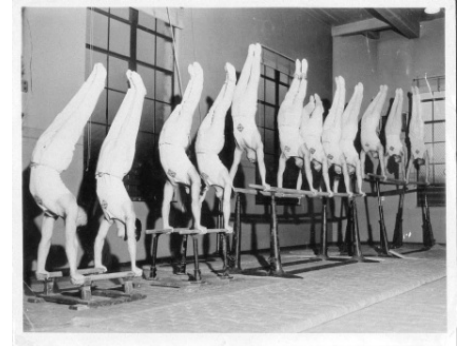
Mariel Solsberg & Stefanie Seto
12/4/2014

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EDCP 322A GYMNASTICS UNIT PLAN

Rhythmic Movement Activities



AIMS AND OBJECTIVES

This gymnastics unit aims to ensure that students have fun, gain fitness, and acquire good fundamental movement skills to support their personal physical activity goals. Educational gymnastics is a great way to help students develop their locomotor and balance skills as well as body and spatial awareness. This unit is designed to develop the mind and body connection in students, enhance their body awareness, and teach them to move in a controlled and safe manner. In other words, this unit aims to improve body management through the use of fundamental and functional movement.

In this unit, students will be exposed to a variety of experiences including traveling, taking flight, balancing, rolling, rotations, and weight transfer. They will also learn and develop an understanding of qualities of movement (*Laban Movement*). The activities used and the skills learned will help improve students' body management, movement control, and development of locomotor and non-locomotor skills. This educational gymnastics unit promotes coordination, flexibility, agility, muscular strength, and muscular endurance. In addition to the physical development of the student, educational gymnastics also helps to improve cognitive and affective development with regards to problem solving, body mechanics, and aesthetics. Ultimately, this unit is designed to help students develop holistically.

Psychomotor

1. Students will be able to perform safe landing techniques.
2. Students will be able to perform a variety of locomotor and non-locomotor patterns/movements.
3. Students will be able to perform fundamental movements with regards to traveling, taking flight, balancing, rolling, rotations, and weight transfer.

Cognitive

4. Students will be able to demonstrate their understanding of qualities of movement by effectively utilizing and applying them to a sequence of movements.
5. Students will be able to demonstrate an understanding of body and spatial awareness through rotations (rolls, spins etc.) with special attention to limbs roll in rate of spin.
6. Students will be able to apply safe practices to physical activities.
7. Students will be able to observe and identify fundamental movements when watching and critiquing their peers' performance(s).

Affective

8. Students will be able to demonstrate their understanding of their personal ability through the appropriate choices made with regards to extending and/or simplifying movements.

9. Students will be able to develop and demonstrate leadership to create a positive climate for learning and participating in physical activities by mentoring, organizing, and coaching each other.
10. Students will be able to demonstrate their understanding of safety, fair play, and leadership, by respecting themselves and others, being responsible and accountable for themselves and others, and cooperating in pairs and/or groups to complete tasks successfully.
11. Students will be able to demonstrate their ability to work and communicate effectively in small groups environments in a respectful and productive manner.

NEW CURRICULUM

New Curriculum – Based on Draft Standard for Physical and Health Education K to 9

BIG IDEAS
<ul style="list-style-type: none"> • Active living is beneficial to all aspects of well-being • Striving to reach goals, persevering, and maintaining motivation builds increased resiliency and positive self-identity • Identifying and taking steps to manage anxiety, stress, depression, and other issues helps build lifelong mental wellness • Healthy relationships are foundational for us to learn and grow • A strong positive identity strengthens our ability to resist unhealthy social pressures and make healthy choices

CURRICULUM COMPETENCIES
<p><i>Students will develop the competencies needed to be healthy and active citizens.</i></p> <p>Active Living</p> <ul style="list-style-type: none"> • Participate in a variety of physical activities that support their health and physical activity goals • Demonstrate fundamental movement skills and movement concepts in a variety of physical activities • Adjust strategies and tactics to respond to different situations in a variety of physical activities • Develop a plan to improve personal performance in a selected physical activity <p>Healthy Choices</p>

- Develop personal goals for attaining and maintaining sustainable lifelong practices that promote healthy and active living
- Assess the potential consequences of decisions and behaviours on both short and long-term personal goals
- Assess the accuracy and reliability of different sources of information about safety and health topics
- Describe safety strategies to avoid or respond to potentially harmful situations, including risks on the job
- Describe practices that support healthy sexual decision-making

Personal and Social Development

- Describe strategies for building and maintaining healthy interpersonal relationships, including respectfully expressing personal identity and sexuality
- Describe skills for avoiding or responding to unhealthy, abusive, or exploitative relationships
- Describe strategies for identifying and managing mental wellness issues such as anxiety, stress, and depression
- Describe and demonstrate effective and appropriate responses to bullying, discrimination, harassment, and intimidation

CONCEPTS AND CONTENT

Students will know and understand the following concepts and content

- Relationships between activity-based movement skills and movement concepts
- Relationships between rate of exertion and heart rate and performance in physical activity
- Short- and long-term benefits of maintaining a healthy, active lifestyle
- Short- and long-term consequences of unsafe sexual behaviour
- Practices that reduce the risk of acquiring or passing on sexually transmitted infections and other serious communicable illnesses
- Physical, social, and emotional consequences of substance use
- Skills to respond to potential emergency situations, such as First Aid and CPR
- Safe use of the internet and social media

SOURCE: Transforming Curriculum & Assessment – Physical and Health Education from the BC Ministry of Education
<https://curriculum.gov.bc.ca/curriculum/physical-health-education/9>

This gymnastics unit not only focuses on the physical development of the student, it also aims to help improve cognitive and affective development with regards to problem solving, body mechanics, and aesthetics. Ultimately, this unit is designed to help students develop holistically. Based on the New Curriculum Draft for Physical and Health Education, this gymnastics unit aims to develop all aspects of student health and wellness. Not only do students learn foundational gymnastics skills, students will learn skills and values such as respect, responsibility, and cooperation through individual and group activities that “reflect a holistic understanding of well-being” (Province of British Columbia, 2013). This unit hopes to help students understand and develop their physical literacy, assess the potential of consequences of decisions and behaviours to make responsible choices, and ultimately help students develop healthy habits that they will continue to practice after graduation (Province of British Columbia, 2013).

REFERENCE

Province of British Columbia. (2013). *Physical and health education*. Retrieved from <https://curriculum.gov.bc.ca/curriculum/physical-health-education/9>

UNIT SEQUENCE RATIONALE

Educational gymnastics provides an opportunity for students to improve a multitude of physical fundamentals such as body awareness, spatial awareness, balance, flexibility, and physical fitness. Gymnastics is a sport that is often unfamiliar to a lot of students and its' unique nature requires movements, skills, and body control unlike many other sports. The specific design of this unit is meant to gradually build skills from simple to more complex. Because gymnastics is considered an individual and dual athlete sport, it is important to be aware of your students concerns. When individuals participate in an unfamiliar setting and are asked to learn new skills, their self-confidence and vulnerability can be challenged, particularly when performing these new skills by themselves or in small groups. As educators, we want to optimize student participation and involvement hence it is important to create an environment where the learning is scaffolded and where there is an emphasis on safe, gradual development. There is purposely a lot of group routine work built into this unit to increase participation and comfort level with performing different skills. The dual and group routines are designed to be performed to other groups as opposed to being done in front of the entire class as a means to increase self-efficacy.

This unit assumes that the school is equipped with the bare minimum of gymnastics essentials – mats. Should a school have additional gymnastics specific equipment at its disposal, the instructor would be encouraged to adjust the lesson plan to make use of the opportunity, keeping in mind the safety of the students. If, for example, a school had a balance beam, this would be a great tool to use when teaching balances, landings (dismounts) and supports.

PRESCRIBED LEARNING OUTCOMES ADDRESSED

GRADE 10
<p><i>It is expected that students will:</i></p> <p>ACTIVE LIVING</p> <p><i>Knowledge</i></p> <p>A1 describe a variety of ways to be active throughout one’s life</p> <p>A2 demonstrate understanding of</p> <ul style="list-style-type: none"> - Health-related components of fitness - Skill-related components of fitness - Movement concepts <p><i>Participation</i></p> <p>A4 participate daily in moderate to vigorous physical activity to enhance fitness</p> <p>A5 demonstrate a willingness to participate in a wide range of physical activities, including:</p> <ul style="list-style-type: none"> - Individual and dual activities - Games - Rhythmic movement activities (including dance and gymnastic activities)
<p>MOVEMENT</p> <p>B3 apply fundamental movement skills in a range of rhythmic movement skills</p> <p>B4 apply principles of training to improve fitness</p> <p>B5 apply movement concepts (including concepts associated with body awareness, spatial awareness, qualities of movement, and relationships) to improve their performance in demanding or complex physical activities across the activity categories</p>
<p>SAFETY, FAIR PLAY, AND LEADERSHIP</p> <p>C1 apply safety procedures in all physical activities across the activity categories</p> <p>C2 model proper use of equipment and facilities</p> <p>C3 apply fair play conduct in all physical activities across the activity categories</p> <p>C4 apply leadership in a wide range of physical activity situations</p>

UNIT EVALUATION STRATEGIES

Throughout the unit, reflective evaluation forms will be given to students – 1 at the end of the 2nd lesson, 1 at the end of the 5th lesson, and 1 at the end of the unit – to help us formulate future lesson plans and provide us with feedback on how to adapt, change, and improve the unit for the future. If possible, we would have an admin and/or another faculty member sit in to observe a lesson and provide feedback. He/she will be given an evaluation form to fill out. Each evaluation form will be collected and compiled into a summary of the responses.

LESSON REFLECTION

(To be completed by students at the end of the 2nd and 5th lessons.)

- 1. What was taught in today's lesson?**
- 2. What is something you enjoyed in today's class?**
- 3. What is something you did not enjoy as much in today's class?**
- 4. Were the instructions/demonstrations for the activities clear? If not, why?**
- 5. What did you find challenging about the day's lesson?**

LESSON REFLECTION (To be completed by students at the end of the 2 nd and 5 th lessons.)					
On a scale from 1 to 5 (1=disagree, 5 = agree), answer the following questions.					
	1	2	3	4	5
I enjoyed the activities used in today's class.					
The activities were not too easy and not too hard. I was optimally challenged.					
I learned something new in today's class.					
I feel I was successful most of the time.					
I understood the teachers instructions.					

*An alternative reflection feedback form for students at a lower linguistic level

<p>UNIT REFLECTION (To be completed by students at the end of the unit)</p> <ol style="list-style-type: none"> 1. What did you enjoy about gymnastics? 2. What did you not enjoy as much about gymnastics? 3. What was your favorite skill to learn? 4. What do you want to learn more about in gymnastics? 5. What questions do you still have about the gymnastics unit?
<p>EVALUATION FEEDBACK (To be completed by admin/faculty member)</p>

- 1. Was the class organized? Why or why not?**
- 2. Did the instructor demonstrate good classroom management?**
- 3. Did the lesson activities follow a logical order? If no, why?**
- 4. Did the instructor provide optimal challenge? (Extending and simplifying options)**
- 5. Do the students seem engaged and motivated to learn? Did the students seem to understand the concepts being taught? Why or why not?**
- 6. Were the demonstrations and explanations clear and concise? Need to be improved?**
- 7. What did you like about the lesson?**
- 8. What can be done to improve the lesson?**

SAFETY GUIDELINES

For the entire gymnastics unit, there are certain expectations for the teacher to implement that apply to all lessons. Shoes and socks should be removed at the beginning of each class to prevent and minimize injury. This must be adhered to by every member of the class and should be done prior to the set induction. It is important that students understand what it means to respect the equipment and boundaries (if applicable). Equipment must be left alone until instructed otherwise by the teacher. It is also extremely important that students respect their peers and the other users of the space.

UNIT BLOCK PLAN

BLOCK PLAN: GYMNASTICS

Stefanie Seto & Mariel Solsberg

UNIT OBJECTIVES:

Active Lifestyle:

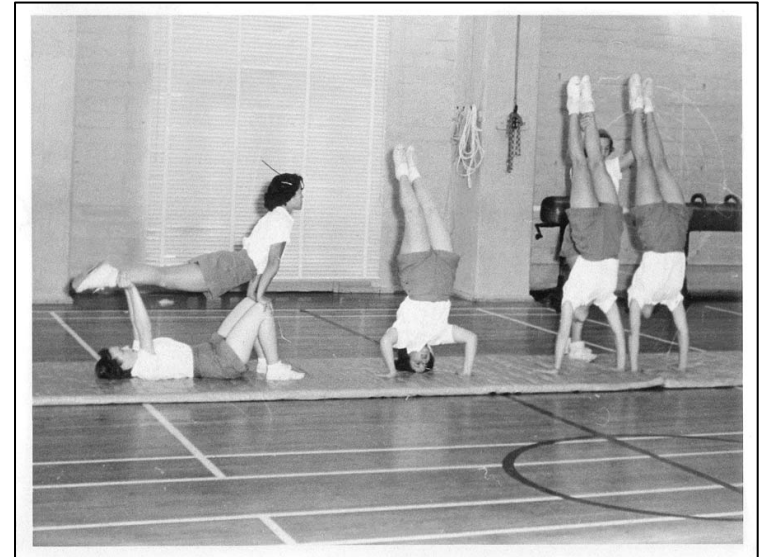
Support personal physical activity goals through daily participation (e.g. five times a week) in a variety of moderate to vigorous physical activities.

Movement:

- Application of learned movement skills to a variety of physical activities and settings
- Demonstrate effective use of qualities of movement (*Laban Movement*) and utilized learned fundamental movement skills to perform sequences

Personal & Social Responsibility:

- Application of safe practices to specific physical activities
- Develop and demonstrate leadership to create a positive climate for physical activity (e.g. mentoring, organizing, coaching)



Time Frame	Contents (Key Elements)	PLOs	Lesson Focus
Lesson 1 "L ² " Locomotion and Landings Game Aim —Introduce safe landing techniques and locomotor patterns.	I – Laban Movement D – Landings/Animal Walks C – Group created obstacle course	A: 1,4, 5 B: 3, 5 C: 1, 2, 3, 4	Students will be able to develop spatial and body awareness through the exploration of locomotor patterns. Students will be able to demonstrate understanding of safety by utilizing safe landing techniques

<p>Lesson 2</p> <p>“Lean on Me” Adding Supports to the Mix Game Aim – to create a choreographed routine of runs, jumps, supports, and balances with a partner.</p>	<p>I – Ship to Shore</p> <p>D – Musical Poses</p> <p>C - Group presentations of their routines (most groups going at once so the students do not feel self conscious)</p>	<p>A: 1, 2, 4, 5 B: 3, 5 C: 1, 2, 3, 4</p>	<p>Students will be able to enhance their body awareness through introduction of new supports in addition to jumping and balancing from the last lesson.</p> <p>Students will be able to demonstrate an understanding of supports through individual and partner balances.</p>
<p>Lesson 3</p> <p>“Just Roll With it” Weight bearing/Rolls Game Aim—Introduce safe rolling techniques</p>	<p>I – Introduction of safety rolls (shoulder rolls)</p> <p>D - Forward roll into back safety roll (multidirectional). Transition from backwards safety roll to backwards roll. Progression to jump and rolling out of landing.</p> <p>C – “Combination Station” Group gymnastics circuit where groups are in charge of a station and class rotates through.</p>	<p>A: 1, 2, 4, 5 B: 3, 4, 5 C: 1, 2, 3, 4</p>	<p>Students will be able to create stations with a new partner /group (social development) that utilizes at least two different rolls and jumps.</p> <p>Students will be able to demonstrate an understanding of weight transfer.</p>
<p>Lesson 4</p> <p>“Middle Earth” Integration and Sequencing of all Skills Game Aim – Integrate running, jumping, landing balancing, rolling, and</p>	<p>I – Under the Sea (Version of Octopus where students who are tagged choose different sea creatures, aka gymnastics poses learned in class, each round.</p> <p>D – Obstacle course that</p>	<p>A: 1, 2, 4, 5 B: 3, 5 C: 1, 2, 3, 4</p>	<p>Students will be able to demonstrate an understanding of skills developed so far, with attention given to sequencing.</p>

<p>supports in a routine by a group of 3-4 students. (Focus on sequencing/flow)</p>	<p>incorporates all gymnastic fundamentals learned thus far. (Include modifications/adaptations)</p> <p>C - Routines by each group of 3-4 with peer assessment by one other group (Hints and Cheers).</p>		
<p>Lesson 5</p> <p>“Step Up” Rotation and Jumping</p> <p>Game Aim – Run (in various directions) and Jump with Turn (1/4, 1/2, 3/4). Learn how the extension or shortening of limbs can affect spin rate.</p>	<p>I – Breakdancing Moves</p> <p>D – Breakdancing Plyometrics</p> <p>C - Create individual routines combining two or more jump and turns with a ground spin.</p>	<p>A: 1, 2, 4, 5 B: 3, 4, 5 C: 1, 2, 3, 4</p>	<p>Students will be able to perform balance and safe landing techniques.</p> <p>Students will be able to demonstrate an understanding of body awareness in spinning action, with special attention to limbs roll in rate of spin.</p>
<p>Lesson 6/7</p> <p>“Zero Gravity” Body shape/Weight Transference/Weight Bearing/Breakdancing Connections</p> <p>Game Aim—Introduce taking weight on hands, partner balances (counter-tension,</p>	<p>I - ‘Teddy-bear’ stand/ head stand,</p> <p>D – Donkey kicks, hand stands with kick up attempts with partner and wall. Varying degrees of weight on hands have students think about why some forms of partner balancing are more or less difficult. Crow Pose –</p>	<p>A: 1,2, 4, 5 B: 3, 5 C: 1, 2, 3, 4</p>	<p>Students will be able to demonstrate an understanding of progressions within individual limits in terms of hand balancing.</p>

<p>platform, counter-balance and connections to breakdancing ‘freezes’/ or Yoga ‘Cow’ pose.)</p>	<p>Yoga. Progression to Cartwheel/Round-off.</p> <p>C - In pairs or small groups, attempt yoga hand balancing or Breakdancing moves. (This lesson would likely extend over the course of several lessons depending of the interest of the class).</p>		
<p>Lesson 8</p> <p>“The Grand Finale” Putting It All Together/Potential Extensions</p> <p>Game Aim – Integrate running, jumping, landing balancing, rolling, weight on hands in a routine by a group of 3-4 students. Utilize as many variations of Relationship sequence as possible.</p>	<p>I – Revisit balances and combine with dynamic movement followed by second balance.</p> <p>D - Partner development of a short routine with at least one balance, roll, jump, taking weight on hands, ground spin, and partner balance. Focus on relationship Sequences, cumulative practice</p> <p>C - Presentation by each group of 3-4 with peer assessment by one other group (Hints and Cheers). Possible field trip to either a gymnastics or breakdancing studio depending on student interest and funding.</p>	<p>A: 1,2, 4, 5 B: 3, 5 C: 1, 2, 3, 4</p>	<p>Students will be able to demonstrate an understanding of the skills developed so far, with attention given to sequencing.</p> <p>Students will be able to create routines based on skills acquired thus far.</p>

ASSESSMENT AND EVALUATION

Many of the lessons include partnered and group activities where students will develop a sequence of movements and/or skills introduced in the class. These sequences will then be developed further into routines and performed for other groups as opposed to being executed in front of the entire class. These activities will allow for peer review that involves students providing one another with verbal feedback and depending on the lesson, an opportunity to evaluate one another through observation and written comments. This method offers the chance to introduce a peer-teaching approach. Gymnastics movements can be quite complex and new to many students. Assuming that the exposure students have had to these skills is limited, it is important to provide constant feedback in how they are coordinating their bodies, and how they can improve. If the instructor can model and inform the class on the correct techniques, students can use their newly acquired knowledge and physical literacy as a teaching resource to advise their peers as opposed to simply observing one another. Although students are still under direct instruction, peer teaching is a more student-centered approach and can be conducted in partners or in small groups of students.

Throughout the unit, the teacher is encouraged to check for understanding during each activity, which is another informal practice of formative assessment.

A **BEAP Score** that assesses Behaviour, Effort, Attitude, and Participation will be assigned out of five every day by the teacher and recorded on the attendance sheet. Specific areas such as having appropriate PE clothing, proper footwear, being encouraging of classmates, and actively engaging in the lesson are to be assessed through observation by the instructor.

In addition, we have included the following two forms that can be used as formative or summative assessment, depending on when in the unit they are introduced:

- ***Gymnastics Student Worksheet*** (see Student Portfolio Section)
- ***Review What You Know*** (see Student Portfolio Section)

ASSESSMENT OF UNIT OBJECTIVES		
AREA	ASSESSMENT	EXPLANATION
<p>Psychomotor</p> <ol style="list-style-type: none"> 1. Students will be able to perform safe landing techniques. 2. Students will be able to perform a variety of locomotor and non-locomotor patterns/movements. 3. Students will be able to perform fundamental movements with regards to traveling, taking flight, balancing, rolling, rotations, and weight transfer. 	<ul style="list-style-type: none"> • Teacher Questions & Answers • Peer Evaluation • Teacher Observation • Daily BEAP Score 	<p>Landing techniques are incredibly difficult to self-assess hence why we've decided to include both teacher and peer evaluation. Peer evaluation allows students not only to look at each other but to also consider the feedback provided to classmates and apply it to their own techniques for their own benefit.</p>
<p>Cognitive</p> <ol style="list-style-type: none"> 1. Students will be able to demonstrate their understanding of qualities of movement by effectively utilizing and applying them to a sequence of movements. 2. Students will be able to demonstrate an understanding of body and spatial awareness through rotations (rolls, spins etc.) with special attention to limbs roll in rate of spin. 3. Students will be able to apply safe practices to physical activities. 4. Students will be able to observe and identify fundamental movements when watching and critiquing their peers' performance(s). 	<ul style="list-style-type: none"> • Self Student Assessment • Teacher Observation • Teacher Questions & Answers • Peer Assessment • Daily BEAP Score 	<p>When assessing specific movements and abilities associated with such movements, it makes the most sense to use a combination of peer, self, and teacher assessment techniques. This maximizes learning, as there are clear visible objectives that individuals can evaluate.</p>
<p>Affective</p> <ol style="list-style-type: none"> 1. Students will be able to 	<ul style="list-style-type: none"> • Teacher Observation • Teacher Questions & Answer 	<p>When students are demonstrating respect, leadership, and an understanding of safe</p>

<p>demonstrate their understanding of their personal ability through the appropriate choices made with regards to extending and/or simplifying movements.</p> <ol style="list-style-type: none"> 2. Students will be able to develop and demonstrate leadership to create a positive climate for learning and participating in physical activities by mentoring, organizing, and coaching each other. 3. Students will be able to demonstrate their understanding of safety, fair play, and leadership, by respecting themselves and others, being responsible and accountable for themselves and others, and cooperating in pairs and/or groups to complete tasks successfully. 4. Students will be able to demonstrate their ability to work and communicate effectively in small groups environments in a respectful and productive manner. 	<ul style="list-style-type: none"> • Student Worksheet • Daily BEAP Score 	<p>practices and appropriate choices, it is more suitable to assess these less tangible areas through discussion, observation and self reflection.</p>
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CROSS CURRICULAR INTEGRATION

In gymnastics, there are many elements and concepts that are the primary focus of the lessons but their content can connect to other subject areas as a means to enhance, extend, and/or complement the overall learning experience. In addition, when introducing a new skill or concept, analogies can be made to different subjects to further illustrate or explain what is being taught. It is really up to the individual instructor to decide how to link their lesson concentrations across other subject areas but here are a few examples:

- Physics & Gymnastics - when introducing the proper technique for a jump, attach the principals of how a spring works.
- Math & Gymnastics - students could measure their vertical jump using simple calculations of height and time. Students can also take a picture of each other in the a particular balance or jump, and measure their own angles of their body.
- Biomechanics & Gymnastics – any time you’re introducing a particular movement, you can go over what muscles and energy systems are being used. You can also discuss the various axis and planes of the body (frontal, transverse, sagittal), which may come in handy when teaching rotations and specific movements (cartwheel, front somersault, jump full-turn).
- History & Gymnastics – the history of the sport and how it evolved from a men’s only activity to include women may link to various topics in social studies
- Music & Gymnastics – students can choose music to enhance their routines and can discuss why they chose a particular kind of music or a particular instrument. What does the music add to the routine? Does it change the message?

Gymnastics is a great introductory sport because it incorporates so many different skill sets. In other words, the variety of elements and principles used in gymnastics can transfer over to almost, if not every other unit in Physical Education. Learning proper takeoff and landing techniques in a jump, for example will only serve to benefit a student blocking or hitting in volleyball, going up for a layup or rebound in basketball, heading the ball in soccer, wanting to incorporate a jump in a dance routine. Gymnastics is also an excellent sport to drive-home the significance of flexibility. Not only is it important to many of the skills taught in this unit but it is also vital to injury prevention; a lesson that should stick with individuals for life.

WEATHER – ALTERNATE PLAN

Typically a gymnastics unit would be taught during a time when the teacher is scheduled to use the gym, however, situations may arise which require an alternate plan.

Scenario 1 – Sharing gym space with another class

On stormy days when the class scheduled to be outside needs to share the gym space due to weather conditions, we would ideally include the other class in our gymnastics unit through partner and group activity and routine work. This would be a fantastic opportunity to use our class as the ‘teachers’. The session would incorporate the skills that we had learned up until that point being broken down and instructed to the members of the new class. The class would be divided into small group with three to five members of our class assigned to approximately the same number of students from the other class. The lesson would conclude with group routines where every member is an active participant performing for other groups to maximize active participation. After each routine, the ‘new students’ would be asked to evaluate their ‘coaches’ or ‘teachers’ on areas such as clarity of instruction and knowledge of subject area. The actual teachers could circulate to ensure groups are on task and provide support when necessary.

Scenario 2 – Gym is unavailable

There may be a time when the gym is unavailable due to renovations, maintenance, or alternate uses (i.e. assemblies). In these cases, we would need to find another place to have our P.E. class. Weather permitting, we could go outside and use the grass field for gymnastics. If weather conditions are not suitable we could work in the hallways or the cafeteria floor space can be used. Also, if the school has a dance studio or auditorium stage, students can work together to come up with routines and have a showcase day. A showcase day is a good opportunity to incorporate assessment.

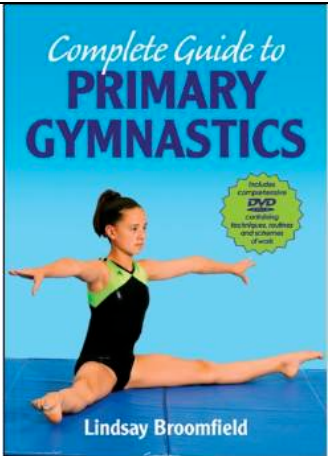
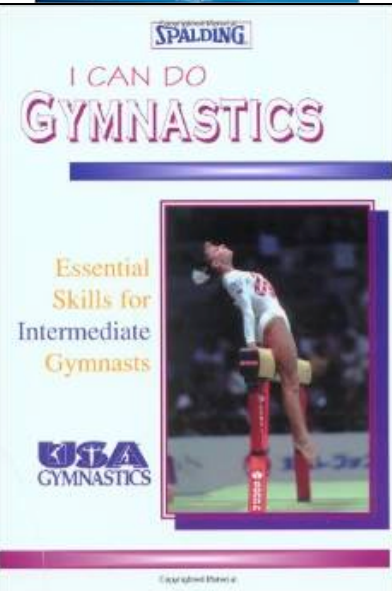
RESOURCE SECTION

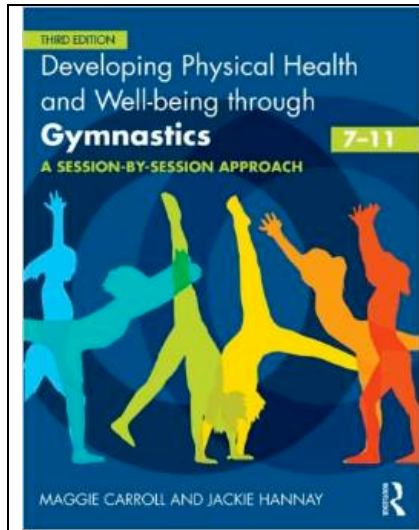
	Equipment	Price (tax included unless specified)
	600mm 3 Step Complete Unit	\$974.00
	600mm Wedge	\$320.00
	600mm Block	\$316.00
	600mm Folding Wedge	\$320.00

	<p>Landing Mats</p>	<p>2400 x 1200 x 125mm - \$656.52 (excl GST)</p> <p>2400 x 1500 x 125mm - \$743.48 (excl GST)</p> <p>2400 x 1800 x 125mm - \$1126.09 (excl GST)</p> <p>3500 x 1500 x 125mm - \$1386.96 (excl GST)</p>
		<p>2400 x 1200 x 300mm - non aircell - \$1152.17 (excl GST)</p> <p>2400 x 1200 x 400mm - aircell - \$1445.22 (excl GST)</p> <p>2400 x 1200 x 600mm - aircell - \$1730.43 (excl GST)</p> <p>3000 x 1500 x 300mm - non aircell- \$1521.74 (excl GST)</p> <p>3000 x 1500 x 400mm - aircell - \$1715.65 (excl GST)</p> <p>3000 x 1500 x 500mm - aircell - \$1946.09 (excl GST)</p> <p>3000 x 1500 x 600mm - aircell - \$2340.00 (excl GST)</p>
	<p>Gymnastic General Purpose Mats</p>	<p>900 x 900 x 25mm - \$101.74 (excl GST) folding mat</p> <p>1800 x 900 x 25mm - \$190.43 (excl GST)</p> <p>1800 x 900 x 38mm - \$220.00 (excl GST)</p> <p>1800 x 900 x 50mm - \$259.13 (excl GST)</p> <p>1800 x 900 x 75mm - \$342.61(excl GST)</p> <p>1800 x 1200 x 25mm - \$239.13 (excl GST)</p> <p>1800 x 1200 x 38mm - \$268.70 (excl GST)</p>

		1800 x 1200 x 50mm - \$296.52 (excl GST)
		1800 x 1200 x 75mm - \$373.04 (excl GST)
		2400 x 1200 x 38mm - \$367.83 (excl GST)
		3000 x 1200 x 38mm - \$517.39 (excl GST)
		3000 x 1800 x 38mm - \$620.00 (excl GST)
		3500 x 900 x 25mm - \$355.65 (excl GST)
		6000 x 1200 x 25mm - \$809.57 (excl GST)
		6000 x 1200 x 38mm - \$898.26 (excl GST)
		6000 x 1800 x 25mm - \$896.52 (excl GST)
		6000 x 1800 x 38mm - \$1080.87 (excl GST)
		6000 x 1800 x 50mm - \$1254.78 (excl GST)

List above created based on Strata Sports Ltd. (2012). *Gymnastics*. Retrieved from <http://www.stratasports.co.nz/gymnastics>

	Books	Price (tax included unless specified)
	<p>Complete Guide to Primary Gymnastics by Lindsay Broomfield</p>	<p>\$58.18 Amazon.ca</p>
	<p>I can do Gymnastics by USA Gymnastics</p>	<p>\$16.97 Amazon.ca</p>



Developing Physical Health and Well-being through Gymnastics (7-11): A Session-by-Session Approach by Maggie Carroll & Jackie Hannay

\$46.89 Amazon.ca

Laban Movement Handout

Laban Movement Analysis - EFFORT

EFFORT - Dynamic Energy - colour of movement

1. Space/Focus
2. Time - slow & sus - quick & sus
3. Exer
4. Fre

Effort observation concentrates on the manner in which a motion is performed. Similar gestures performed by two people of widely different temperaments will have different expressions because the inner motivation behind the gestures is different. In the same way a simple work pattern may be performed with different effort patterns depending on the mood of the individual at that moment. Behind each motion lies the inner originating impulse to which we give the name effort. Every action, from a tiny shiver to a jumping out of the way of an oncoming car, originates in some effort made by the individual. In daily life, we complete our various jobs and express ourselves in various ways through a series of effort patterns.

The study of effort patterns in movement is one that requires detailed observation and analysis. It is not so important to convey the motivation behind movement, the intellectual idea or the emotional source. Such descriptions are conveyed more satisfactorily through words. Two different emotions may produce a similar effort pattern. For instance, a sudden increase in tension in the body to the point where motion is arrested may be the result of anger or of ecstasy. The emphasis, rather, is on the area of dynamics. Effort is analyzed in the following terms: space, timing, exertion, flow (control).

1. Space can be *direct* (straight path) or *flexible* (curved path).
2. Timing can be *quick* (sudden) or *slow* (sustained).
3. Exertion can be *strong* or *light*.
4. Flow or control can be *bound* or *free*.

Space

There are two contrasting ways to apply focusing energy –

1. minimal, direct use (straight line)
2. maximum, flexible use (curves, deviations)

It is not important whether a movement is in a forward direction or into a diagonal or side direction, nor is the use of level considered. It is the denial of, or indulgence in, space that is the important thing, for this is what is revealing in terms of expression and motivation. The word “direct” is easily understood. The word “flexible” is the most suitable that has been found; it should be thought of as meaning able to change, willing to leave the direct path. Movement can be considered flexible when the effort brings about changes in direction.

Timing

The two extremes of timing – quick and slow – are familiar to all. In effort observation, timing is dealt with in a relative way. We are not concerned with exact tempo as set by a metronome nor with bars of music and the like. The concern is rather with the reason or need for sudden movements or slow, sustained movements.

Exertion

By exertion we mean the amount of force or strength that is used, or the absence of this force. A resistance which produces a strong exertion may come from an outside source or may be produced in the body itself. The use of strength is strong; the absence of strength produces a light, passive movement.

Flow

This is the least familiar element in the study and understanding of effort. Not one word can fully describe what is meant and only a brief introduction can be given here.

Movement can be likened to a river whose course may flow rapidly or meander slowly. In spite of changes in its path and the obstacles which it may meet, it keeps flowing. It stops only when it meets an insurmountable obstacle or it merely peters out and ceases to exist.

Flow is the essence of movement. A free movement is one in which nothing occurs to hamper flow. A bound movement is one in which either the mover restrains the flow for physiological or emotional reasons or an outer influence exerts control and causes the movement to be bound. Even when a position is being maintained, it can be free or bound; this is understandable when you realize that a position is a movement which has come to rest or has been arrested. While there is a certain affinity between bound flow, strength, and slowness and between free flow, lightness, and quickness, these qualities are not necessarily inseparable; all of the different qualities of movement can be performed with either bound or free flow; there are no limitations.

EDUCATIONAL GYMNASTICS

TIPS TO REMEMBER

- Space out equipment for safe use
- Teach activities on floor then introduce small and large equipment
- Expect safe, quality movement
- Incorporate limitation and problem solving styles of teaching.
- Gradually add concepts/activities to increase the complexity of the sequences.
- Share the criteria with students that you will use to assess their work
- Encourage and reward students to 'make sequences their own'
- Share sequences through demonstrations
- Combine mats and equipment in 'non-90 degree' ways

COUNTER BALANCES (push towards)



Friday -
moves off equipment
counter balance
counter tension

counter tension / counter balances
taking weight on hands
balances - ind.
+ partner
roll into balances
roll out of balances
teddy bear stands
using equip. with balance

Most
Symmetry
IND. BALANCED

There's Practice
Refinement

EDUCATIONAL GYMNASTICS

LEARNING EXPERIENCES GRADE 4 - 10

Travelling into/out of Balance

1. Run and jump onto vaulting surface; move into a balance.
2. run, place hands on equipment and see how high you can get your hips.
3. Repeat #2 but add a roll on landing.
4. Change the relationship of your feet while in the air and move into a balance.
5. Balance, move, into another balance

Refinement

feet should take-off and come down on the same spot

makes different vaults

parts of sequence should flow

Body Shape in Flight

1. Work on short runs with springy pop-ups

2. From the ground explore making four basic body shapes in the air.

3. Repeat from small equipment.

4. In partners jumping from platforms, practice making contrasting body shapes.

5. On the floor, jump for height and make 1/4 turn.

5. Repeat #4 from platforms.

6. Working alone, practice jumping and landing slightly off balance so that it takes you into a roll.

Refinement

hurdle step so jump goes from two foot take-off to two foot landing; soft landings

wall, ball, pin, twist

extend limbs fully; curl tightly and release before landing; gradually increase the height of platform

landing should be solid - a no wavering; gradually increase by 1/4 if landing is controlled

body should be tight in air

tie the landing in with the roll

Educational Gymnastics Unit Overview

Warm-up Ideas

- run around equipment and when you get to a mat or piece of equipment, run a lap around it and continue on
- run around equipment and when I say "stop", do 3 slow crunches, pushups, burpees, etc.
- Walk like a crab, a bear, an inchworm, a seal, a monkey, a lizard
- do a dynamic warm-up
- play Pirate Tag- with mats spread out away from walls- 2 people are it

Lesson 1:

- introduce unit by showing a video of other top students performing their final sequences, or a YouTube video of Parcours
- introduce jumping and landing skills on the floor and then off of various pieces of equipment

Lesson 2:

- introduce side roll, log roll, front roll
- review jumping and landing
- introduce platform balances
- combine a roll with a platform balance

Lesson 3:

- teach jumps with shapes
- review rolls
- introduce back safety roll
- combine a back safety roll with a jump with a shape, then another roll

Lesson 4:

- teach jumps with matching and contrasting shapes
- roll, platform balance, different roll out
- combine a back safety roll with a jump with a shape, then another roll

Lesson 5

- teach taking weight on hands on floor and then going over equipment
- sequence of 2 jumps
- sequence combining:
 - 1 matching shape in the air
 - 1 contrasting shape in the air
 - 2 different rolls
 - 1 platform balance

Write the order in which you will perform these skills:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____

Evaluation:

	Self-evaluation	Peer-Evaluation	Final- Teacher
1. skills performed	/15	/15	/15
2. routine includes all necessary components	/10	/10	/10
3. development of the routine * beginning/ending * transitions between skills	/5	/5	/5
4. originality of the routine	/5	/5	/5
5. attitude/enthusiasm during the routine	/5	/5	/5

Total: _____
40

DESCRIPTION OF ACTIVITY:

1. *Knee and Knee*
2. *Swan Balance*
3. *Back and Knee*
4. *Backward Sitting Balance*
5. *Sitting High Chair Balance*
6. *Y-Balance*
7. *Thigh Balance*
8. *Hip and Shoulder*
9. *T-Balance*
0. *Back, Down, and Through*
1. *Sitting Mount*
2. *Invent your own balance.*

Platform Balances

INTRODUCTORY LESSON PLAN

Instructors: Marisel Solsberg and Stefanie Seto

Number of Students: 30

Grade: 10

Lesson Length: 80 minutes

Lesson #: 1 of 8

Title: “L²”Locomotion and Landings

Topic: Intro to Gymnastics

Equipment: Floor mats (enough for 1 per pair), benches, paper, felts , Laban Movement Handout (1 per student)

Lesson Objectives:

- Students will be able to develop their spatial and body awareness through the exploration of locomotor patterns.
- Students will be able to demonstrate their understanding of safety by utilizing safe landing techniques.
- Students will be able to demonstrate their understanding of different qualities of movement (Laban Movement), locomotor patterns, and safe landing techniques by participating in a group created obstacle course.

Homework:

- Students will be required to keep a journal for each class answering the following:
 - What you learned today
 - How you felt when doing the activities
 - What did you find easy, hard? Why?

LESSON CONTENT	TIME	ORGANIZATION – L.E.T.S. (Learners, Equipment, Time, Space)	DESCRIPTION OF ACTIVITIES	LEARNING CUES (FEEDBACK)	CHECK FOR UNDERSTANDING	OPTIMAL CHALLENGE MODIFICATIONS (Extending/Simplifying)	OBJECTIVES (PLOs)
Set Induction	5 min	Learners: Students will be sitting in front of	Introduction: • Introduce the day’s topic – locomotion	<ul style="list-style-type: none"> • Freeze • When I say ‘Go!’ 		CAPITALS = EXTENDING <i>Italics</i> =	A: 1, 2, 5 B: 3, 5 C: 1, 2, 3, 4

		<p>the teacher.</p> <p>Equipment: 1 Laban Movement Handout per student.</p> <p>Time: 3 min</p> <p>Space: In the gym.</p>	<p>and landings</p> <ul style="list-style-type: none"> • Ask if students have ever heard of Laban Movement • Briefly go over the 4 categories of movement according to Laban: Body, Effort, Space, Shape (BESS) 	<ul style="list-style-type: none"> • Hustle • Eyes on me 		<p><i>Simplifying</i></p>	
<p>Introductory Activity (Warm-Up)</p>	5 min	<p>Learners: Students will be moving individually.</p> <p>Equipment: None</p> <p>Time: 5 min</p> <p>Space: In the gym.</p>	<p>Warm-Up: Geometric Shapes</p> <p>Learning Task: Students will be able to increase their sensitivity to moving safely in a confined area by moving in different geometric patterns.</p> <p>Geometric Patterns:</p> <ul style="list-style-type: none"> • In small circles, large circles • In small triangles, large triangles • In small squares, large squares • While writing their names in large letters 	<ul style="list-style-type: none"> • Freeze • When I say 'Go!' • Hustle • Eyes on me • Jog • Skip • High knees • Butt kicks • Leap • Hop • Side shuffle <p>Safety Cues:</p> <ul style="list-style-type: none"> • Eyes up • Watch where you are going 	<ul style="list-style-type: none"> • How does know how you move help you in daily life? • How can being aware of who is around you and where you are moving benefit you? • What did you notice about the quality of your movements? • Were some movements requiring more effort? Less effort? • Did you perform some 	<ul style="list-style-type: none"> • CLOSE ONE EYE • REDUCE THE SIZE OF THE AREA • <i>Move slower</i> 	<p>A: 1, 4, 5 B: 3, 5 C: 1, 2, 3, 4</p>

			<ul style="list-style-type: none"> • Zig-zagging • Figure 8 		<p>movements automatically with more or less speed?</p>		
<p>Description of Learning Tasks (Progressions)</p>	<p>10 min</p>	<p>Learners: Students will be moving around individually for progression 1.</p> <p>Students will partner up with the person closest to them for progression 2.</p> <p>Equipment: None</p> <p>Time: 10 min</p> <p>Space: In the gym.</p>	<p>ACTIVITY #1 Laban Movement</p> <ul style="list-style-type: none"> • Going to look at how effort of a movement can be analyzed in terms of space (direct-straight path or flexible – curved path), timing (quick – sudden or slow – sustained), exertion (strong or light), and flow/control (bound or free) <p>Learning Task: Students will be able to demonstrate their understanding of body, effort, space, shape (BESS) by applying the appropriate quality of movement to locomotor movements.</p> <p>Progressions: 1. Students will move around the gym individually in accordance with the</p>	<ul style="list-style-type: none"> • Freeze • When I say ‘Go!’ • Hustle • Eyes on me • Use up the whole gym space • Light as a feather • As little noise as possible • As loud as you can • Use your arms to reach • Low to the ground • Be big <p>Safety Cues:</p> <ul style="list-style-type: none"> • Watch where you are going • Eyes up 	<ul style="list-style-type: none"> • In what situations would you use different efforts of movement? • What might a direct, quick, strong movement look like? • What might a flexible, slow, light movement look like? • What shapes does the body make in space? • Where does the body move in space? High? Low? Medium? 	<ul style="list-style-type: none"> • CHANGE LOCOMOTOR PATTERNS QUICKLY AND FREQUENTLY • <i>Let your partner know what you are going to do next</i> 	<p>A: 2, 5 B: 3, 4, 5 C: 1, 2, 3, 4</p>

			<p>instructors locomotor movement choices.</p> <p>2. In pairs, students will play follow the leader and mimic the 'lead' partners locomotor movements. Switch roles after 5 min.</p> <p>Locomotor Movements:</p> <ul style="list-style-type: none"> • Light steps • Heavy steps • High movement • Skipping • Leaping • Low to the ground • Side shuffle 				
	15 min	<p>Learners: Students will be moving around individually</p> <p>Equipment: None</p> <p>Time: 15 min</p> <p>Space:</p>	<p>ACTIVITY #2 Animal Walks</p> <p>Learning Task: Students will be able to develop balance and coordination by exploring different locomotor patterns.</p> <p>Progressions: 1. Students will move</p>	<ul style="list-style-type: none"> • Freeze • When I say, 'Go!' • Hustle • Eyes on me • Monkey running • Inch worm • Sidewinder rattlesnake • Mouse 	<ul style="list-style-type: none"> • What movements make balancing more difficult? Easier? • How does being comfortable moving in different patterns benefit us? 	<ul style="list-style-type: none"> • MOVE QUICKER • REMOVE AN ARM OR LEG TO MAKE IT HARDER TO BALANCE • <i>Use all four limbs</i> • <i>Move more slowly</i> 	<p>A: 2, 5 B: 3, 5 C: 1, 2, 3, 4</p>

	<p>20 min</p>	<p>In the gym.</p> <p>Learners: Students will be put into pairs by</p>	<p>around using the prescribed locomotor patterns</p> <ul style="list-style-type: none"> - Monkey running - Inch worm - Sidewinder rattlesnake - Mouse - Water strider - Crab walk - Cricket - Tarantula - Caterpillar <p>2. Ship to Shore</p> <ul style="list-style-type: none"> • One line will be designated as <i>shore</i> and another line <i>ship</i> • Students will line up starting along a designated line (shore) • Teacher will prescribe a locomotor pattern and students are to travel to either the ship or shore line accordingly <p>ACTIVITY #3 Landings</p>	<ul style="list-style-type: none"> • Water strider • Crab walk • Cricket • Tarantula • Caterpillar <p>Safety Cues:</p> <ul style="list-style-type: none"> • Eyes up • Watch where you are going • Flat back • Tight abs <ul style="list-style-type: none"> • Freeze • When I say 'Go!' 	<ul style="list-style-type: none"> • Why is it important to learn safe 	<ul style="list-style-type: none"> • LAND FROM HIGHER HEIGHT 	<p>A: 2, 3, 5 B: 3, 4, 5 C: 1, 2, 3, 4</p>
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		<p>the teacher.</p> <p>Equipment: Floor mats (1 per pair) Benches</p> <p>Time: 25 min</p> <p>Space: In the gym.</p>	<p>Learning Task: Students will be able to demonstrate their understanding of safety by executing safe landing techniques.</p> <p>Sequence of landings: 1. Landing on the feet (motorcycle landing) 2. Landing on hands 3. Landing with shoulder rolls</p> <p>Progressions: 1. Landing on the feet forward, backward, and then sideward from a small height - In partners, students will jump off different elevated surfaces (1 partner at a time) - Students can try making different shapes in the air as they jump and then land safely - Observe and correct each other 2. Landing on hands - In partners, students will</p>	<ul style="list-style-type: none"> • Hustle • Eyes on me • Land on toes • Lower the balls of foot • Slowly to the heel • Land softly • Land quietly • Use your joints • Arms out • Lower the arms • First the fingers • Fingers to palms to hands • Bend the elbows • Thumb to bum <p>Safety Cues:</p> <ul style="list-style-type: none"> • Only advance when you feel comfortable • Watch your partner • Use the mats • Make a barrel • Maintain the barrel • Hug the 	<p>landing techniques?</p> <ul style="list-style-type: none"> • How do you make your landing soft and quiet? 	<ul style="list-style-type: none"> • <i>Land from lower height</i> 	
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			<p>practice landing on the hands forward – from kneeling, wide straddle stand, narrower straddle stand, standing feet together (1 partner at a time, while the other observes and corrects)</p> <ul style="list-style-type: none"> - In partners, students will practice landing on the hands backwards from a full squat position, $\frac{3}{4}$ squat position, $\frac{1}{2}$ squat position, and $\frac{1}{4}$ squat position (1 partner at a time, while the other observes and corrects) <p>3. Landing with shoulder rolls</p> <ul style="list-style-type: none"> • In partners, students will practice sideward, forward, and backward shoulder rolls (1 partner at a time, 	barrel			
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	<p>20 min</p>	<p>Learners: Students will be divided into 6 groups by the teacher.</p> <p>Equipment: Floor mats</p> <p>Time: 15 min</p> <p>Space: In the gym.</p>	<p>while the other observes and corrects)</p> <p>CULMINATING ACTIVITY #4 Group Created Sequence Course</p> <p>Learning Task Students will be able to demonstrate their understanding by creating an obstacle course that incorporates locomotor patterns and safe landing techniques.</p> <p>Description:</p> <ul style="list-style-type: none"> • Students will be divided into 6 groups • Each group will need to come up with a sequence incorporating 3 locomotor patterns and 3 landings for their station • Each group will write their sequence down on a piece of paper so 	<p>All the cues that were used in previous activities apply.</p>	<ul style="list-style-type: none"> • What are some ways that you can land? • What are some examples of locomotor patterns? • How do you make your landing soft and quiet? 	<ul style="list-style-type: none"> • ADD A HEIGHT ELEMENT TO THE LANDING • <i>Only do floor work</i> 	<p>A: 2, 3, 5 B: 3, 4, 5 C: 1, 2, 3, 4</p>
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			<p>other groups know what they are doing</p> <ul style="list-style-type: none"> • Students rotate through each station and perform each sequence once 				
Closure	5 min	<p>Learners: Students will be sitting in front of the teacher.</p> <p>Equipment: None</p> <p>Time: 5 min</p> <p>Space: In the gym.</p>	<p>Put away all equipment</p> <p>Distribute Laban Movement Handout</p> <p>Homework:</p> <ul style="list-style-type: none"> • Read the handout about Laban Movement • Record in your journal <ul style="list-style-type: none"> ○ What you learned today ○ How you felt when doing the activities ○ What did you find easy, hard? Why? 	<ul style="list-style-type: none"> • Freeze • When I say 'Go!' • Hustle • Eyes on me 			
<p>Formative Assessment: Checking for understanding during class, teacher questions and answers, <i>Participation Profile Worksheet</i></p> <p>Summative Assessment: Class discussion during closure over what was learned, BEAP Score (Behaviour, Effort, Attitude, Participation score out of 5)</p>							

MIDPOINT LESSON PLAN

Instructors: Mariel Solsberg and Stefanie Seto

Number of Students: 30

Grade: 10

Lesson Length: 80 minutes

Lesson #: 4 of 8

Title: “Middle Earth”

Topic: Integration and Sequencing of all Skills

Equipment: Mats, benches or boxes (dependent on availability of equipment)

Lesson Objectives: Students will be able to...

- Demonstrate their ability of correct and safe technique in a variety of rhythmic movements
- Develop an understanding of the physiological benefits of various locomotor, strength, and balancing skills
- Create a gymnastics related movement as part of a collaborative obstacle course designed for the entire class cardiovascular exercises while participating in an educational gymnastics obstacle course
- Integrate running, jumping, landing, balancing, rolling, and supports in a routine by a group of three to four students

LESSON CONTENT	TIME	ORGANIZATION - L.E.T.S. (Learners, Equipment, Time, Space)	DESCRIPTION OF ACTIVITIES	LEARNING CUES (FEEDBACK)	CHECK FOR UNDERSTANDING	OPTIMAL CHALLENGE MODIFICATION S (Extending/Sim plifying) CAPITALS = EXTENDING <i>Italics = Simplifying</i>	OBJECTIV ES (PLOs)
Set Induction	3-5 minut es	Semi-circle	Students will be introduced to topics of the day and asked how	<ul style="list-style-type: none"> • Everyone in • Move into a position 	<ul style="list-style-type: none"> • What skills and movements have we learned 		A: 4 C: 1,2,3,4

			these connect to our lives in other ways (other activities, hobbies, etc.)	where you can see me	<p>so far?</p> <ul style="list-style-type: none"> • What would be the importance of sequencing them together? • What elements of gymnastics transfer over to other activities? <p>Safety Cues:</p> <ul style="list-style-type: none"> • Shoes and socks off to prevent injury • Respect the equipment and boundaries! Please stay within specified area (as outlined by the instructors) • Please leave equipment alone until instructed otherwise • Respect other users of the space 		
Introductory Activity (Warm-Up)	10 mins	Entire class lined up side-by-side on one end of the gym (or on a line) facing centre of gym.	<p>Warm-up</p> <p>Basic dynamic warm-up consisting of students line up side-by-side. Students will do</p>	<ul style="list-style-type: none"> • Freeze • High-knees • Skipping • Lunges • Backwards • Go 	<ul style="list-style-type: none"> • Why is it important for us to warm-up our bodies? • What are we currently 	<p>ADD MORE DYNAMIC MOVEMENTS (lunges with twist, skipping backwards)</p>	<p>A: 4,5 B: 5 C: 1,2,3,4</p>

			various dynamic movements (high knees, lunges, etc.) out towards the teacher and back to their starting line	<ul style="list-style-type: none"> • Back to the Start 	stretching?	<i>Break class into two lines so that the more confident/competent students can lead</i>	
Description of Learning Tasks (Progressions)	15 mins	Entire class lined up side-by-side on one end of the gym facing centre of gym	Activity #1 Under the Sea (Version of Octopus) where students who are tagged choose different sea creatures, aka gymnastics poses learned in class, each round.	<ul style="list-style-type: none"> • Octopus! • Tidal Wave! • Freeze • Pose • Eyes up • Head up 	<ul style="list-style-type: none"> • How could you make that balance/pose more difficult? • Why did you choose that particular obstacle and movement? 	BALANCES/SUPPORTS WITH PARAMETERS (one-legged, eyes closed, must include one arm and one leg touching ground)	A:4,5 B:3,5 C: 1, 2, 3, 4
	20 mins	Students will be split up into groups of 3-4	Activity #2 Obstacle course that incorporates all gymnastic fundamentals learned thus far. (Include modifications/adaptations)	<ul style="list-style-type: none"> • Freeze • Go • Watch for one another 	<ul style="list-style-type: none"> • Did you incorporate every movement introduced into your routine? 	EACH ROUND OF OBSTACLE COURSE, MOVEMENTS BY GROUP ARE CHANGED	
	20 mins	Student groups of 3-4 remain the same (can be switched if teacher feels it to be necessary)	Culminating Activity Routines by each group of 3-4 with peer assessment by one other group (option to use <i>Gymnastics Student Worksheet</i>)	<ul style="list-style-type: none"> • Bend knees to cushion landing • Pointed toes • Head up 		<i>Shorten obstacle course</i> <i>Reduce number of required skills in routines</i>	

Closure	5-10 mins	Semi-circle	Students will gather into group with instructor and talk about the lesson, followed by clean-up	<ul style="list-style-type: none"> • Stop there • Everyone in 	<ul style="list-style-type: none"> • What was your favourite part of today and why? • How could you transfer something from this lesson into another PE lesson? • How could this lesson relate to other subject areas? 		A: 4
<p>Formative Assessment: Checking for understanding during class, Teacher questions and answers, group discussion during lesson Summative Assessment: Class discussion during closure over what was learned, <i>Gymnastics Student Worksheet Peer Assessment</i>, BEAP Score</p>							

WORKSHEET EXAMPLES FOR STUDENT PORTFOLIO

Review What You Know

Rotation

What causes a body to rotate?

Name the 3 axes of rotation & list 2 skills in your sport for each. If your sport does not include skills that rotate around one of the axes, identify which axis of rotation is not used and why?

<i>Axis of rotation</i>	<i>3 examples per axis of rotation from my sport</i>

PHOTO

Participant Profile Form

Name (first and last) _____

Nickname: _____

Phone number: _____

Email: _____

Date of birth (age): _____ Gender: _____

Height: _____ Weight: _____

Emergency contacts: Mother: _____

Father: _____

Guardian: _____

Drop-off/Pick-up person(s): _____

Previous experience: _____

Years in this program: _____ Level: _____

Reasons for participating: _____

Motivation (rewards): _____

Notes/comments (previous/chronic injuries, allergies, special needs, vacation dates, school, etc.):



GYMNASTICS UNIT STUDENT WORKSHEET

Student Name: _____

Peer Assessor: _____

Skill	Extremely Well Done	Well Done	Satisfactory	Needs Improvement
Jumps				
Balances				
Rolls				
Supports				
Landing				

Describe a skill that the student performed well and explain why:

How can this skill transfer to other activities outside of gymnastics? (Example: good execution of landing)