**GYMNASTICS LESSON PLAN**

**DATE:** January 23, 2015

**INSTRUCTORS:** Esther Tung, Shannon Gibson, Tony Tsang, Sonya Wachowski, Natalya Kargopolova

**LOCATION:** Osborne Gym A

**THEME:** Gymnastics

**GRADE:** 2

**TIME:** 30 min

**OBJECTIVE:** Students will be able to demonstrate the correct and safe technique for stationary positions, rolling and jumping while participating in a 3 station gymnastics circuit and a final performance.

**PRESCRIBED LEARNING OUTCOMES:**

Participation:

A5 participate daily (e.g., five times a week) in moderate to vigorous physical activities

Movement Skills

B1 move through general space, incorporating directional changes

B2 demonstrate proper technique for performing specific non-locomotor movement skills including but

not limited to the following: rock and sway, swing, step turn

B3 demonstrate proper ready position for locomotor movement skills

Safety, Fair Play, and Leadership:

C1 demonstrate safe behaviours when participating in physical activity (e.g., listening to and following

directions, staying within activity boundaries, participating in appropriate warmup activities, making

sure the activity space is free of obstacles)

C2 follow established procedures and directions when participating in physical activity

C3 demonstrate respect for others during physical activity (e.g., respecting varying ability levels, taking

turns, giving encouragement)

**EQUIPMENT: 6** benches, 8 mats, 12 bean bags

|  |  |  |  |
| --- | --- | --- | --- |
| **PARTS OF**  **THE LESSON** | **LESSON CONTENT** | **LEARNING CUES**  **& SAFETY TIPS** | **ORGANIZATION**  **DETAILS** |
| **INTRODUCTION**  **(1 min)**  **Sonya** | Welcome students, go over expected behaviours and appropriate signals. | Safety, being fair, having fun, respect, do NOT touch/climb on equipment | **Safety**: a whistle blow means “stop where you are”  **Grouping:** Scattered formation sitting on floor.  **Equipment:** No equipment nearby, to avoid distraction |
| **WARM UP**  **Freeze Tag (with Balance Positions)**  **(5 min)**  **Sonya** | Students will be able to demonstrate correct and safe technique of balance positions while participating in a game of freeze tag played in a marked area of the gym.  **Modifications**:  **E:** Students can freeze in a choice of three different balances (stork; leg extension or starfish) that vary in challenge level. | **Safety:** Keep away from others, eyes open, head up, don’t collide, run at a controlled pace. Be aware of others when assuming the balance positions. Only a light tap on the shoulder. | **Demonstration:** Explain while demonstrating, then have students perform together to show understanding.  **Grouping:** Select 2 volunteers to be IT (vary genders). Switch ITs after 2.5 mins.  **Equipment:** none.  **Safety:** Keep play space free of obstacles, ensure a safe distance away from hazardous equipment in gym, only light taps to the shoulder to free a tagged person. |
| **STATIONS:**     1. **Balances** 2. **Jumps** 3. **Rolls**   **(3 min instruction at start and 5 min per station, for a total of 18 min)**  **Shannon**  **Esther**  **Tony** | Students are introduced to the location of each station. Each station is demonstrated by the station leader. | Conduct instruction in the middle of the gym away from the equipment | **Safety**: Whistle blow means “stop! Get off the equipment and sit down”  **Grouping**: Sit in large group in the middle of the gym for station instruction. Class then divided into three groups of 8 or 9 by providing each student with a corresponding station number.  **Transition**: students point to the station they are traveling to next. Instructed to perform one of the following moves to the next station: crab crawl, bunny hop, bear crawl |
| **STATION 1 BALANCES**  **Shannon** | Students will be able to demonstrate correct and safe technique of a stork stand and front kick while transitioning across three benches.  Students will be able to demonstrate correct and safe technique of a star jump position while in the air after jumping off a bench.  **Modifications:**  **E:** Stork stand: position the bent leg on the ankle of the straight leg  Front kick: lift the front leg an inch off the bench  Shaped jumps: Perform a pencil jump  **H:** Balances: Perform all balances while keeping an bean bag on the head.  Shaped Jumps: Perform a tuck or pike jump. | **Balancing:** Keep your arms straight out to the sides!  Lock your knees!  **Jump:** Bend your legs! Watch where you’re jumping! Land softly! Don’t try anything that you’re really afraid to do. | **Demonstration**  **Bench 1:** Walking: Step onto the bench one foot at a time. Arms straight out to the sides to help with balance.  **Bench 2:** Stork Stand: Keep your arms straight out to the sides to help with balance. Step forward with the right leg, bend the left leg and raise your left foot up to your right knee. Repeat with the opposite legs and continue to alternate until you reach the end of the bench.  **Bench 3:** Front kicks: Keep your arms straight out to the sides to help with balance. Step forward with your right leg and kick your left leg forward 45 degrees. Repeat with the opposite legs and continue to alternate until you reach  **Star Jump**: Begin with your feet together at the end of the bench. Jump, spread your legs and reach out with your arms.  **Motorcycle landing:** Land quiet as a mouse, landing on the toes then sols of your feet and then the heels, absorb, hold the handlebars, hold it for 3  the end of the bench.  **Grouping:** (Same groups)  **Formation:** line up behind bench 1.  **Equipment:** 3 benches, 1 mat, 12 bean bags  **Safety:** only one person on a bench at one time. Students must line up away from the jumping area. |
| **STATION 2:**  **STATIONARY POSITIONS/SHAPED JUMPS**  **Esther** | Students will be able to demonstrate correct and safe technique of tuck, pike and straddle while sitting on the floor.  Students will also be able to demonstrate correct and safe technique of tuck and star positions while in the air after jumping off a bench.  **Modifications:**  **E:** Tuck: Perform positions at own pace.  Pike: Have the back more upright, arms forward  Straddle: Have the legs closer together  Shaped jumps: Perform shaped jumps from off the floor. Perform a pencil jump (vertical pike)  **H:** Tuck, Pike, and Straddle, changing positions on command  Pike: Try V-sit with arms out to side for balance  Straddle: Have legs as wide as possible, touching both toes.  Shaped Jumps: Perform from a higher box. Can also try pike and straddle jump. | **Tuck sit:** Hug your legs, knees to chest, hold tuck tight, point toes  **Pike:** point toes, straight legs.  **Straddle:** spread your legs, point toes, straight back.  **Tuck jump:** Hug your legs, knees to chest, hold tuck tight, point toes  **Star jump:** Reach! Spread your legs.  **Motorcycle landing:** land quiet as a mouse, absorb, sit, hold the handlebars, hold it for 3  **Safety:** always bend your legs! Watch where you’re jumping, land softly! Don’t try anything that you’re really afraid to do, only one person on the box at any time.  **V-sit:** Legs straight, toes pointed, tight tummy, back straight, arms in a “T”  **Pike jump:** glued legs, point toes, reach for your toes  **Straddle jump:** spread your legs, point toes, straight back, reach for your toes | **Demonstration:** teacher quickly reviews stationary positions while students follow along. Then, students have the freedom to practice any shaped jump off a bench according to their personal comfort levels. **Groups:** (same groupings)  **Formation:** Circle for first part. Then, lined up behind each bench, 2-3 to a bench.  **Equipment:** 3 benches, 3 mats  **Safety:** One person on one bench at one time. If uncomfortable trying harder progressions, opt for easier shapes. |
| **STATION 3**  **ROLLING**  **Tony** | Students will be able to perform a log roll along the mat, as well as a basic shoulder roll.  Modifications  Students can roll more than once before stopping (ie: 3 times); end roll in a crouching, squatting, or standing position; begin roll from a sitting, crouching, or standing position  Students struggling with the shoulder roll can begin with a shoulder roll and end up in log roll position  Students comfortable with the shoulder roll can try to end the roll in a crouching, squatting, or standing position; can begin the shoulder roll from a lunge or standing position; can try attempting rolling on their left shoulder  **Log roll**: students begin by lying on their back, arms stretched above their head, arms together and extended; arms to be touching students’ ears. Begin roll by rocking in the opposite direction (ie: if rolling to students’ left, begin by rocking to the right), then use momentum to carry forward into a full roll  **Shoulder roll:** students begin by crouching on their right knee, left foot on mat such that their thigh is parallel to the ground. In this position, students are to roll on their RIGHT shoulder. Student places their right hand on the ground on the LEFT side of their body, and their left hand on the RIGHT side of their body so that they are crossed; right hand should be closest to body. Students then tuck their ear to their shoulder, look behind them to the left, and push UP with their left leg while leaning towards the ground and making contact with their shoulder, ending the roll in the initial position. | **Log roll:** arms up; legs straight; stretch out as far as you can  **Shoulder roll**: listen to your shoulder! Your shoulder says to look behind you! Push and roll!  **Safety**: students must tuck their ears into their shoulder and look behind them to ensure that their neck is in line with the roll and secure. | **Demonstration**: instructions will be provided before, during, and after modeling. Groups to be instructed on one roll at a time, beginning with the log roll. Instructions on performing the shoulder roll will be provided after some practice with the log rolls.  **Formation**: lining up  **Equipment**: two long mats  **Safety**:one student rolling at a time per mat |
| **PERFORMANCE**  **(5 min)**  **Natalya** | Students will be able to demonstrate all skills learnt during the lesson (one balancing position, one jump and one roll while transitioning across a bench and a mat) in one routine. | Students are asked to step on the bench, walk to the middle, do one balance act, walk to the end of the bench and jump off, land properly, do a roll and rise from the roll. | **Explanation and demonstration**:  Students can perform any learnt skill they are most comfortable in doing.  **Equipment:** 3 benches and 3 mats.  **Safety:** One person at a time. Step on the bench only when a person before you has finished her/his routine. |
| **COOL DOWN**  **(2 min)**  **Sonya** | Students will be able to correctly demonstrate several basic stretches for cool down, holding for a count of ten, as modeled by the teacher. | Students will hold the stretches for the appropriate amount of time and following the correct positions. | - Scattered formation with enough room between students to extend arms fully.  - No equipment nearby, to avoid distraction |

**FORMATIVE ASSESSMENT RUBRIC**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Aspect:** | **Approaching Expectations** | **Meets Expectations** | **Fully Meets Expectations** | **Exceeds Expectations** |
| **Balancing** | Able to balance with help | Able to balance on your own (wobbly) | Able to balance on your own without wobbling | Able to balance on your own while standing on one foot without wobbling |
| **Rolling** | Able to begin a roll without help | Able to complete a roll with help | Able to complete a roll without help | Able to complete more than one type of roll (log and forward) without help |
| **Jumping** | Able to jump from a small height while demonstrating attempts to perform a shape | Able to jump from a small height, perform a shape, and land on two feet with bent knees | Able to jump from a height, perform a shape, and land on two feet with bent knees with the support of arms | Able to jump from a height, perform a shape, and land stably on two feet with bent knees with the support of arms |
| **Participation** | Able to follow instructions sometimes with help  Still learning how to move in free space | Able to follow instructions most of the time with help  Still learning how to move in free space | Able to follow instructions all of the time without help  Has learned how to move in free space | Able to follow instructions all of the time with no help  Has learned how to move in free space |
| **Safety, Fair Play and Leadership** | Sometimes works co-operatively with peers during activities. Consistently needs reminders to participate in any set-up or clean-up of gym. | Consistently works co-operatively with peers during activities.  Assists with any additional tasks, when asked. | Consistently work co-operatively and encourages peers during activities. Occasionally takes a leadership role in class, including any set-up or clean-up of gym. | Consistently works co-operatively and encourages peers during activities. Consistently takes a leadership role in class, including any set-up or clean-up of gym. |

**WORKS CITED**

Russell, K. (2010). *Gymnastics Foundations* (2nd ed.). Saskatoon, SK: Ruschkin Publishing.

Team Teach Gymnastics Lesson Plan EDCP 320 Section 102

**TASK PROGRESSION MODEL**

Basic Task

Balancing, jumping, rolling

Simplifying

[see easier modifications under each lesson activity]

Extending

[see harder modifications under each lesson activity]

Refining

[see lesson activities]

Application

[see PERFORMANCE portion of lesson]