PE 352 UNIT PLAN

GYMNASTICS

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TABLE OF CONTENTS: **Page #**

PHILOSOPHICAL STATEMENT:

Leading and facilitating students in the discovery of their own ability in a safe environment that will promote continued independent learning.

Entry levels:

For a grade 9 PE class, the entry levels are at the beginner level for most of the students. There are two girls that are part of the local gymnastics club, one competes at high levels, and the other enjoys gymnastics as an extracurricular activity. Throughout PE so far, we (the teachers) have observed that the students don't seem to be too experienced in the area of gymnastics: for example, when planning a follow-the -leader game outside in the fall, one of the tasks in the game was a simple cartwheel, almost all the students chose the modified form and they looked somewhat apprehensive about the skill.

Culturally, the students in our class aren't exposed to gymnastics. Gymnastics isn't a huge sport in Canada because there is a real lack of funding. Compared to soccer or basketball, gymnastics has no influence on kids because it isn't often televised. It tends to be a sport that a few children participate in, and only if they are enrolled at a young age by their parents. Furthermore, girls have become less active on the apparatus in their youth (familyonestop.com). Formerly, the girls would do cartwheels and play on the monkey bars while the boys played soccer or football at recess. Currently, more and more girls are joining the soccer games or starting their own team games outside. Fewer girls are exercising their natural tendency to gymnastic like activities."We've come a long way from the days when females were relegated to 'lady-like' sports and girls stood on the sidelines as their brothers played," commented Sandra Perlmutter, executive director of the President's Council on Physical Fitness and Sports. "But we must continue to bring more girls onto the courts and playing fields, so every girl has the opportunity to experience the many benefits -- and sheer pleasure -- of sports." (familyonestop.com)

Do to this shift in sport and play; the experience levels in the class are, on average, at the absolute rookie stage. Although some girls tended to do gymnastic-like-things on the playground, only a few of the girls have had actual gymnastics instruction.

Girls in the eighth grade have an advantage over older girls in that they are still somewhat flexible. They haven't fully matured yet, to where their weight and their hips could become a barrier to their performance

Exit Outcomes:

By the end of the unit, we hope that the students will have a solid base for gymnastics. Most of all, we hope to eliminate the fear that seems to accompany the sport by teaching the students how to protect themselves. They are more likely to continue in the sport if they are comfortable with the limitations of their bodies and if they have a sense of comfort doing each activity. Students will be skilled in landings, balances, supports and rotations.

We hope to help the students become comfortable with each other in a sport that requires close contact. At first, some students might be uncomfortable touching other students when they are spotting and supporting, but those barriers are easily broken down

if dealt with effectively. Students will also develop a positive self-image through their experiences with the gymnastics unit.

The students will be able to give and receive effective feedback by the end of the unit. Students will also be comfortable with each member in their class by constantly switching partners throughout the unit.

The students will understand the basic biomechanical principles behind gymnastics and be able to actively access gymnastic cues.

Learning Objectives

TSWBAT:

Psychomotor Domain:

- Demonstrate the different positions covered in class (i.e. front support) at any time the skill is asked of them
- Demonstrate proficiency in landing safely, as to teacher satisfaction before moving on to more complex skills
- Perform each landing properly within the confines of a group routine emphasizing a safety issue or cue learned in class
- Perform a balance at any time within the context of a routine (with a spotter if needed)
- Perform each rotational skill to a desired level of proficiency
- Perform a support in a group setting
- Perform a transfer of support within the context of a routine

Cognitive:

- Analyze a partners performance and give constructive feedback
- Understand the safety issues involved in gymnastics
- Demonstrate knowledge of the two mechanical principles of landing in written assessment
- Demonstrate knowledge of the centre of gravity and the four principles pertaining to the centre of gravity in written assessment
- Demonstrate knowledge of the important cues for each skill through constructive feedback of a partner

Affective:

- Develop a positive self-image by being comfortable in their level of performance
- Develop a trusting and caring attitude towards classmates through group and partner work
- Work comfortably as part of a team or pair

Grade 9 Girls PE
January 2002
Gymnastics (10 lessons) January 2002

Sun	Monday	Tues	Wednesday	Thurs	Friday	Sat
6	**7** Landings Front and Back *Stations *Video *Introduction	**8**	**9** Rotational Landings *Stations *Reciprocal task cards *Assess landings *Group presentation	**10**	**11** Statics Balances *Task card *Criteria sheet	**12**
13	**14** Statics Balances *Task cards *Brain storming	**15**	**16** Statics Supports *Inclusion *Assess statics *Written quiz	**17**	**18** Stability, Safety *Guided discovery *Task cards	**19**
20	**21** Rotations and Safety *Task cards, *Reciprocal cards	**22**	**23** Fieldtrip to watch "Kokanees" *Assignment on Kokanees	**24**	**25** Practice day for routines Catch up day for anyone who missed and evaluation or would like to try to improve a skill	**26**
27	**28** Performance Day *Assess rotations *Spotting test	**29**	**30** Next Unit	**31**		

CONTENT ANALYSIS:

Landings:

Preparation
- Spotting landing area

Wind-up
- Outstretched extremities anticipating impact
- The actual act of falling

Force Production
- The absorption of the impact by the body

Recovery
- Relaxation of the body as it prepares to perform its next manoeuvre

Balances:

Preparation
- The stance- be it one or two feet or the hands or the head and hands

Wind-up
- Moving into the base of support

Force Production
- Muscle contraction to produce the force necessary to perform and maintain the balance

Recovery
- Moving out of the balanced position

Supports:

Preparation
- The stance – large base of support, hand and foot position

Wind-up
- Moving into the base of support

Force Production
- Muscle contraction to produce the rigidity needed in a support position to maintain the support

Recovery
- Moving out of the support position

Major Cognitive Ideas:

- To think about the two mechanical principles involved in landings and how these affect our landing performance
- To think about the Centre of Gravity and how it affects our balance
- To think about the four principles of the Centre of Gravity and how they can be adapted to improve performance
- To think about stable and unstable positions and their affects on performance
- To think about the safety issues involved in gymnastics and how these apply to how we perform the sport

Warm ups:

Warm up #1
Name: Dice balance
Purpose: To get students moving while exploring the concept of balances and points.
Materials needed: 15 dice, 15 small mats
Physical activity: muscular endurance, cardiovascular
Set-up: place 15 dice in the centre of the gym, 15 small mats in a circle around the edge of the gym
Description of idea:

Students get into pairs and find a mat around the outside of the gym. When teacher says" Go!" students run to the middle of the gym and roll any dice, the number on the dice dictates how many points they have to use for a particular balance. The students then run back to a mat and one student must perform that balance while the other student checks to make sure all the points are being used. Once the student has successfully completed the balance, both students run back to roll the dice again. This time, they will switch; the balancer from the last round will become the observer for this round. The students keep track of how many balances they get done individually. They continue to do this until the teacher says, "stop!" The students will then all come together to compare how many balances they got done.

Variations:

Instead of placing 15 mats around the outside of the gym, the teacher can place A fewer number to make it harder for the students to find a mat. For instance, if there are only 13 mats around the outside of the gym, 2 pairs might not have a mat and they will have to run around the gym to try to find a free mat. By limiting the number of mats, the scores among the pairs will be more diverse.

Adaptations for students with disabilities:

For disabled students, the number on the dice could dictate a number of leg kicks, or a number of jumping jacks. Depending on the disability, the number on the dice could accommodate the student's impairment.

Adaptations for odd numbered groups:

If there is a group with an odd number, two of the three can do the balance at once. For example, first, A and B can balance, second B and C, third C and A, etc.

Warm-up #2
Name: team tag
Purpose: to get students working as a team and to mix the ideas of rotational with tag.

Materials needed: 2 soft balls, 5 “saver” mats, 4 pinneys to flag taggers, 5 task cards with short gymnastics task on them
Physical activity: cardiovascular, anaerobic, muscular strength
Set-up: place 5 “saver” mats around the gym away from each other
Description of idea:

Have a group of 3-5 students start in various places in the gym or on the field. They are all wearing scrimmage vests for identification. One of them also has a foam ball. On the "go" signal, the player with the ball moves around the space trying to tag as many people as possible. He or she can pass the ball to teammates in better position to tag runners. By encouraging more passing, the "team" has a better chance of tagging runners in various spots on the playing area. If a student gets tagged, they have to go to a “saver” mat and do the task identified at the mat to be allowed back into the game. For example, student must perform a forward roll at one of the mats.

Variations:

Instead of running, have students do various locomations while playing the game of tag. Make students skip, hop, walk like a beret.

Adaptations for students with disabilities:

No adaptation needed

Warm up #3
Name: Switch and Rotate
Purpose: To teach listening skills and to allow students to become comfortable with close contact (transfer to spotting).
Materials needed: none
Physical activity: cardio
Description of idea:

The object of this game is to stay so close to a partner that when the teacher says “Stop!” and the players’ freeze, the follower can still touch the leader. When the teacher says “Switch!” the partners change roles, and the follower becomes the leader. Have students find a partner in general space. Have one student be the leader and the other the follower. The follower should be one arms length away from the leader (should be able to touch back of leaders shoulder before starting the game). On teachers signal the leader is allowed to walk anywhere in the gym. The follower is to follow the leader as best they can to try and stay one arms length away. When the teacher says “stop!” the two players freeze immediately. The teacher can also call “switch!” and now the follower is the leader and the leader is the follower.

Variations: Add the different locomotions in. Have the student’s be in tune to hear changes in leader but also changes in locomotion!

Adaptations for students with a disability: If motor skills are a part of the student’s disability, have the student help with the different calls or with the assessment of who’s catching up to whom!

Warm Up #4

Name: Human Obstacles
Purpose: To review static positions and to get students warm and prepared for the day's activities.
Materials needed: none (maybe mats for students to hold their positions on)
Physical activity: cardio, muscular strength, muscular endurance
Description of idea:

Divide the students into two groups. One group must find a space in the gym and decide on a static position to hold. It must be a position that the other students can either safely jump over or safely go under (use static positions used earlier in class). When the teacher says, "Go!" the standing students must try to get over or under as many of the "obstacles" as they can. They keep a count of the number they manage to conquer. The teacher says" Stop!" and the students come in and compare their scores. The students then switch; those who were holding the static positions now get to try to conquer them.
Variations: Students holding static positions can work in pairs if they'd like to make a more complicated obstacle.
Adaptations for students with a disability: no adaptation needed

Warm up #5
Name: Follow the leader
Purpose: To warm students up while reviewing gymnastics principles
Materials needed: obstacles, mats
Physical activity: cardio, muscular strength
Description of idea:

One student is a leader and takes the other students around the gym practicing a new gymnastics skill at each mat they encounter or practicing a skill over an obstacle. Students take turns being the leader.

Warm up #6
Name: Pillow Fight Shuttle Run
Purpose: To warm up the body while practicing the skill of balance under stress.
Materials needed: a low balance beam, support mats, cones to map out shuttle run
Physical activity: Muscular strength, muscular endurance and cardio
Description of idea:

Two students have a pillow fight on a balance beam while the other students in the class run a shuttle run. The pillow fight is over as soon as all the students have completed the shuttle run.
Variations: The height of the balance beam can be raised. Also, the task of the rest of the class could be altered, for example, instead of running a shuttle, they could skip, walk, roll, etc.
Adaptations for students with a disability: If a student with a disability is in the pillow fight, the other player will only be able to use one hand to defend and fight. When running, the disabled student can run an altered distance.

Warm up #7
Name: Team Relays

Purpose: To teach teamwork and communication among teammates while warming up the body.
Materials needed: mats, cones and batons of some sort.
Physical activity: cardio
Description of idea:

In groups of 4, teams will complete a series of locomotions to finish a relay race. The students will choose which person uses which locomotion in the race. The choices for locomotions are running, walking, skipping, and crab walking. The students must decide which order to complete the locomotions in.
Variations: Change the kinds of locomotions in the relay race while still allowing students to choose the most effective order.
Adaptations for students with a disability: A student with a disability can do a variation of the task signed to him or her. For example, if the task is a crab walk, the student with the disability could do a bear walk or crawl instead. This way the student isn't segregated and can still participate with their peers.
Adaptations for odd numbered groups: the class can be divided so that there are enough lags for everyone. If there is a group of 5, there will be 5 stretches to run and the other teams can have 1 runner run twice.

Warm up #8
Name: Support Tag
Purpose: To encourage quick decision making and to review gymnastics concepts
Materials needed: small mats and pinneys to designate taggers
Physical activity: cardio mostly
Description of idea:

This game is like regular tag except the "home free" mats involve a task. There are "home free" mats around the gym where students cannot be tagged if they are doing a gymnastic skill learned in class. If students are tagged, they take the pinney from the taggers hand and then become It.

If some students decide to "hang out" on the home free mats, the teacher can sporadically move "home free" mats at anytime to a new location in the gym.
Variations: Each "home free" mat can have a specific task assigned to it. (Mat #1 you must do a headstand to be safe)

Warm Up #9
Name: Circuit work
Purpose: To help develop power, endurance, flexibility and strength.
Materials needed: big and small mats
Physical activity: all
Description of idea:

Students will come into the gym already set up in stations. The first station will have students doing a handstand walk across the wall. "Roads" (designed by the teacher) on the wall will help them decide how far they want to "travel". The second station will have students doing partner rolling. One student in the group holds onto the feet of another student and vice versa and they roll down a long mat to the end where they get up

and jog back to the beginning. The third station is a bridge station where they try to hold a bridge for as long as they can. The fourth station is a skipping station.

Warm up #10
Name: Island races
Purpose: To get students to work together cooperatively and to apply the skills of gymnastics
Materials needed: 3 mats for each team
Physical activity: cardio
Description of idea:

Students are in teams of 4 or 5. Their task is to reach the other side of the gym as fast as possible while working together as a team. The whole team must get to the other end to win. The team is given 3 mats; students cannot touch the floor while standing, so they must use the mats in succession if they wish to travel to the other side. If student wants to touch the ground without the mat, they must roll, either forwards or backwards. Together, the team must transfer themselves to the other end while obeying the rules.
Variations: Give teams 2 mats or 4 mats to change the level of difficulty. Or, students can only travel off of mats if they are waling on their hands.

Warm up #11
Name: The Log Weave
Purpose: To get students comfortable with contact and to loosen social restraints.
Physical activity: muscular endurance
Description of idea:

As individuals, shadow the teacher who does log roll gets to his feet and continues rolling in the same direction across the mats. Get into groups of three. Laying on the mats facing the same direction on their stomachs, students will mimic a basketball weave, the middle person rolls in one direction, the person in that direction gets up and jumps over the roller, lands and continues rolling in the same direction as they jumped. Continue the weave
Variation: Have students hop over each other instead of roll over each other
Adaptation for odd number of students: Two students roll over each other, rather than jump and roll in the same direction, jump and roll in the opposite direction.

Warm up #12
Name: Animal Tag
Purpose: To practice the different locomotions.
Physical activity: cardio
Materials: Signs for the taggers with different animal names on them.
Description of idea:

5 students are It. Each student who is It represents an animal that is displayed on a sign on their chest (bear, crab, elephant, cat, human). Normal tag takes place except the tagger tries to "transform" the humans into the animal they represent. For example, if the bear tags someone, that person now has to walk like a bear. Explain movement of each animal before you start. Everybody begins as a human; taggers try to "transform"

students into their animal to make them do their movement. Students should begin at a walk and progress later to a run
Variations: Vary the signs on the Taggers (vary the locomotions)

Descriptions of tasks/activities:

1) Landings:

- On Hands:
  From knees
  From standing
    - Spot landing
    - Arms outstretched anticipating impact absorption
    - Fall forward
    - "Catch" with arms by bending elbows
    - Use biomechanical progression: first fingers, then hands, then wrists, then elbows, then shoulders to absorb impact
    - Keep rest of body in a rigid position

- On Back (Rotational):
  From standing
    - Bend knees to lesson distance to the ground
    - Reach out with hand to absorb some impact
    - Contact with lower back in a rotational fashion, rolling towards the shoulders
    - Stop roll before it reaches the neck
    - Tuck knees to chest during roll to help momentum

- On Back (Flat):
  Jumping backwards
    - Jump backwards towards the mat
    - Kick feet out to produce a horizontal position to the mat
    - Land on back, NOT neck
    - In the air cross arms across chest
    - At impact strike the mat with as much force as possible to absorb some shock

- Shoulder Roll:
  With momentum
    - Take a couple of steps in direction of roll to produce some momentum
    - Tuck one shoulder towards ground
    - Remember same leg, same shoulder!
    - Impact first with shoulder
    - Tuck knees to provide more momentum
    - Toll from shoulder to lower back

- Come out of roll on one knee

2) Balances:

- On Legs:
  One or two legs
  - Move into base of support
  - Provide variation to challenge the student

- On Hips:
  V-sit
  - Rigid, pointed body
  - Pike position
  - Arms spread helping to maintain balance

- On Shoulders:
  Inverted T
  - Rigid, pointed body
  - Weight on shoulders
  - Head and arms providing base of support

- On the Head:
  Headstand
  Tuck Headstand
  - Head and hands provide the "triangle" base of support
  - Rigid/tight body
  - Extend body as much as possible
  - Think of the Centre of Gravity Principles
  - Head directly under the rest of the body

- On Hands:
  Handstand
  Tuck Handstand
  - Hands form base of support
  - Kick legs up over rest of body
  - Head in line with the rest of the body
  - Rigid, pointed body

3) Supports:

- Front Support
  - Push-up position
  - Hands in line with shoulders
  - Keep head in line (neck straight)
  - Fingers point out (toward head)
  - Hands shoulder width apart

- Rigid, pointed body
- Feet together

- Back Support
  - Inverted push-up position
  - Hands in line with shoulders
  - Hands shoulder width apart
  - Keep head in line
  - Fingers point towards feet
  - Rigid, pointed body
  - Feet together

- Bridge Support
  - Arched back
  - Rigid/tight body
  - Pointed body
  - Feet together
  - Hands shoulder-width apart
  - Armpits directly vertical to the hands

4) Rotations (floor):

- Forward roll (tuck)
  - Balanced base of support
  - Stay tight w/ chin to chest
  - Jump and extend to finish

- Forward straddle roll
  - Legs straight
  - Legs spread apart as far as possible (further easier)
  - Push with arms to stand
  - Jump and extend to finish

- Safety roll
  - From squat
  - Rock back, arm to side, as rock bring ears by knees
  - Roll over neck and shoulders to sit on legs

- Backward roll (tuck):
  - Start in squat chin to chest
  - Palms hit floor by ears
  - Jump and extend to finish

- Backward roll (pike):
  - Reach back as far as possible
  - Keep legs straight

- Cushion fall with arms
- Jump and extend to finish

- Backward roll (straddle):
  - Reach back between legs as far as possible
  - Keep legs straight
  - Jump and extend to finish

Teaching Strategies

Command Style:

The purpose of this style is to learn to do the task(s) accurately and within a short period of time, following all decisions by the teacher. Safety will be addressed this way to focus attention on the specifics of the issue. The students will address safety in a command style while pointing out the various safety hazards around the gym.

Practice Style:

The purpose of this style is to offer the learner time to work individually and privately. This style also provides the teacher with time to offer the learner both individual and private feedback. Practice style is effective for gymnastics because it gives an accurate demo and allows the student time to practice with direct feedback from the teacher.

Reciprocal Style:

The purpose of this style is for students to work in partners and to practice positive constructive feedback based on criteria prepared by the teacher. Reciprocal style is effective for gymnastics because it gives an accurate demo and allows the student time to practice with direct and immediate feedback from peers. In a sport that is new to students (like gymnastics), there is a better chance that most of them will be at a similar level and quite helpful to each other.

The Self-Check Style:

The purpose of this style is for the learner to perform a task and for them to evaluate their own work and skill assessment. The teacher will prepare the subject matter and criteria answer any questions by the learner and initiate communication with the learner to promote the cognitive domain of teaching. Self-check allows the teacher to assess the individual effectively.

Inclusion Style:

This style is used when the students select a level of a task that they feel that they can perform and they check and evaluate their own work. Inclusion will be used during the assessment of the static skills. Students will be allowed to work at their own pace and at their own comfort level using all of the statics.

Guided Discovery:

This style is used for the students to discover a concept by answering a sequence of questions presented by the teacher. The learner must listen to the teacher's question of cue, discover an answer for each question in the sequence and then discover the final answer, which constitutes the concept sought. Discovering gymnastics provides a good base on which to build skills and attitudes.

Lesson	Review skills and concepts	New skills and concepts	Major teaching points	Organizational teaching strategies or styles
1		Landings: 1) Concepts: • Over time • Over maximum body area 2) Skills: • Falling forwards • Falling backwards	1) Exploring the best way to land (guided discovery) • Why do we need to land safely? • How do we use our bodies to absorb shock? 2) Ensure that students are using as much time and body area as possible to absorb shock (practice) a) On Hands (falling forwards): • Start on knees, progress to feet • Fall forward absorbing impact with arms by bending elbows b) On back rotational (falling backwards): • Bend knees • Absorb impact first with hands (fingers pointing forwards) • Arch back and roll to shoulders • Use as much body	Video of falls and faulty landings in gymnastics 1) Guided Discovery • Point out students that are using effective methods • Ask questions about how to land safely Warm-up: • Animal Tag • Be sure to stress the cues of each animal movement 2) Students will receive cues and demonstrations for each skill and be given the opportunity to practice these skill with feedback from the teacher 3) End with a game (Card Landing) where the students are challenged to repeat the falls in a

			contact as possible c) On back flat (falling backwards): • Head raised off mat • Arms start as crossed • Extend arms and strike mat at point of back contact	new environment
2	Landings: 1) Falling forwards 2) Falling backwards • Rotational • Flat 3) Concepts: • Over time • Over maximum body area	Landings: 1) Concepts: • Spreading the impact 2) Skills: • Sideward (shoulder roll)	1) Exploring rotational landings (guided discovery) • Distribute momentum over as much time and body surface as possible 2) Sideward (shoulder roll): • Big area! • Max time! • Absorption! • Fingers point forward! • Max body contact! • Tuck! • Same leg, same arm! • James Bond dive and roll, come up shooting!	1) Warm-up: • The Log Weave 2) Reciprocal review of last days skills and concepts: • Criteria sheet • Explain role of the observer 3) Guided Discovery: • Point out students that are using effective methods • Ask questions about how to land safely 4) Students will receive cues and demonstrations for each skill and be given the opportunity to practice these skill with feedback from the teacher 5) End the class by splitting the class into groups and giving them some time to design a

				"falling/landing" routine that they will present to another group: • Hand out a card to each group instructing them to emphasize a certain aspect of landings, i.e. Fingers pointing forward
3	Landings: 1) Concepts: • Spreading the impact 2) Skills: • Sideward (shoulder roll	Balances: 1) Concepts: • Centre of Gravity • Four principles of the centre of gravity • Unstable positions 2) Skills: • Balances on legs: Two legs One leg Scales Arabesques • Balances on hips: V-sit • Balances on shoulders: Pike • Balances on the head and hands: Tripod balance Headstand (variations of Handstand	1) Exploring Centre of Gravity (Guided Discovery): • What happens when the body comes out of the base of support? • What happens with a wider or smaller base of support? • What happens to the base of support when height is increased/decrease ? 2) Balances: • Rigid/tight body • Extend body as much as possible • Think of the Centre of Gravity Principles • Vary positions to explore the Centre of Gravity Principles	1) Warm-up: • "Lovers Leap" 2) Reciprocal review of the shoulder roll • Criteria sheet • Re-emphasize the roll of the observer 3) Command style for teaching balances on legs, hips and shoulders • Shadow drills • Mirror • Copy 4) Practice style for balances on head and hands • Demonstrations and cues • Feedback from teacher who wanders throughout the class 5) Time to practice whatever skills they feel they need to work on (Self-

		(variations of)		check Style): • Task cards for skills
4	Balances: 1) Concepts: • Centre of Gravity • Four principles of the centre of gravity • Unstable positions 2) Balances: • Rigid/tight body • Extend body as much as possible • Think of the Centre of Gravity Principles • Vary positions to explore the Centre of Gravity Principles	Supports: 1) Concepts: • Stable positions 2) Skills: • Front Support • Back Support • Bridge Support • Make up your own support (points of contact)	1) Exploring stability of support positions in partners (Guided Discovery) • Principles of the Centre of Gravity • Are these positions more stable than balances? 2) Skills: a) Front Support • Push-up position • Rigid/tight body • Pointed body • Feet together • Hands shoulder-width apart b) Back Support • Upside down push-up position • Rigid/tight body • Pointed body • Feet together • Hands shoulder-width apart • Fingers pointed towards feet c) Bridge Support • Arched back • Rigid/tight body • Pointed body • Feet together • Hands shoulder-width apart • Armpits directly vertical to the hands d) Make your own	1) Warm-up: • Immunity Tag 2) Self-check review of the headstand or the handstand • Task cards on both skills 3) Students will be given the chance to discover stable positions through points of contact with the ground after a brief demonstration and explanation (Divergent Style) 4) Students will receive cues and demonstrations for each skill and be given the opportunity to practice these skill with feedback from the teacher (Practice Style) 5) Students split into groups and perform structures out of the skills learned in the class (Divergent Style) • Pyramids • Buildings • Anything the students come up with

			Support • Use any body points • Rigid/tight body • Pointed body .	6) Reminder of quiz next class on landings, balances, principles of centre of gravity and mechanical principles of landings
5	Supports: 1) Concepts: • Stable positions 2) Skills: • Front Support • Back Support Bridge Support	Supports: 1) Concepts: • Same as last class 2) Skills: • Sitting Support (and variations) • Standing Support (and variations) • Transfer of Support	1) Stress the importance of feedback and encourage positive feedback 2) Skills: Sitting Support • Rigid/tight body • Pointed body • Variation of positions 3) Standing Support • Rigid/tight body • Pointed body • Variation of positions 4) Transfer of Supports • Remain rigid/tight throughout transfer • Remain pointed throughout transfer	1) Warm-up: • Copy Cat 2) Review of last class with partner feedback (Reciprocal Style): • Criteria Sheet 3) Students will receive cues and demonstrations for each skill and be given the opportunity to practice these skill with feedback from the teacher (Practice Style) 4) Transfer from one support to another (Practice Style) • I.e. from front support to back support 5) Written quiz on landings, balances, principles of centre of gravity and mechanical principles of landings
6	Concept: Stability and	1. Stability: -C of G	1. Exploring with what is the most stable body	Warm up: Switch and Rotate

	Safety	-Balance -Support positions 2. Safety: -Momentum -C of G -Balancing 3. Forward roll: -Incorporating previous mentioned concepts 4**. Spotting**	position to be in (guided discovery) -Movement of C of G compared to body position -Effective strategies for maximizing use of C of G 2. Connect C of G, momentum, and stability to the skill of spotting 3. Forward roll (tuck) -Balanced base of support - Stay tight w/ chin to chest -Jump and extend to finish 4. Spotting -Kneeling slightly in front of partner -Lead hand supports under neck, other on hamstring area	*Reminder* -Written video test on spotting techniques coming up. *Reminder* -Permission forms in for fieldtrip 1. Guided discovery Practice 2. Safety should be demo'd in command style 3. Self check* Inclusion -Assure students are practicing safety techniques -Teacher moves around and observes, assesses (informally) and gives feedback 4. Command Practice -Demo is important
7	-Safety -Forward roll -Concepts of stability and centre of gravity	1. Forward rolls -Tuck -Straddle 2. Backward rolls: -Tuck -Straddle -Pike 3. Spotting	1. Forward straddle roll -Legs straight -Legs spread apart as far as possible (further easier) -Push with arms to stand -Jump and extend to finish 2. Safety roll -From squat	Warm-up: Follow the leader -Demo all skills/explain gym set-up Practice first then inclusion style - Introduce grading

			-Rock back, arm to side, as rock bring ears by knees -Roll over neck and shoulders to sit on legs Backward rolls: 3. Tucked -Start in squat chin to chest -Palms hit floor by ears -Jump and extend to finish 4. Pike -Reach back as far as possible -Keep legs straight -Cushion fall with arms -Jump and extend to finish 5. Straddle -Reach back between legs as far as possible -Keep legs straight -Jump and extend to finish 6. Spotting -Straddle fwd. - Standing follow roller, guide hips to standing -Tuck/pike bwds. - Standing to side, both hands help guide hips to standing -Straddle bwds. - Standing in front of roller, support back on descent guide hips to standing	criteria* -Teacher will walk and assess while students are working on their skills
8	Forward roles Backward roles	Watch Kootenay Gym Club perform floor	-Students should be filling out “What to	-Assure all students are on bus with permission slips

	Spotting (Review verbally on bus to gymnastics meet)	perform floor routines	watch for" sheets*	permission slips handed in -Criteria sheets* -Explain sheets and how they must be handed in for marks
9	Review important concepts from gym meet How did the athletes move effectively? How did they move form one skill to the next? What stability principles did they use?	1. Putting it all together	1. -Transitions -Stability concepts and other acquired biomechanical principles -Creativity!	1. Warm-up: -Group relay activities Plan and practice completed routines for testing later on *Reminder* written test on spotting tomorrow.
10		Performance!	-Smooth transitions -Work together -Have fun!	1. Spotting written test

Assessment

Landing testing	15%
Static testing	15%
Rotations and Transitions	25%
Improvement ratio	15%
Spotting and Feedback	10%
Written tests and assignments	15%
Participation	5%

Landing testing: January 9, 2002

Students will be tested during the reciprocal task on the second day of landings. They will be tested on their ability to perform chosen skills successfully. The student will continue to work with a partner practicing and performing tasks while the teachers circulate and assess skill and performance.

Static testing: January 16, 2002

Students will be graded on their ability to perform certain tasks effectively. The teacher will grade according to difficulty and skill. The score out of 15 will be multiplied by the level of difficulty for a final score. Students will be aware of when their specific performance is being tested.

Rotations and Transitions: January 25 & 28, 2002

During performance (practice or performance days) the teacher will assess the ability of the students. If any students are missed, the teacher will request a repeated performance in order to assess everyone.

Improvement Ratio:

Students will be evaluated on their general improvement during the final performances. Students are encouraged at any time to ask for help of show the teacher how a skill is improving.

Spotting and Feedback:

During exercises in pairs, the teacher will be assessing each student's ability to spot effectively and to provide constructive and positive feedback.

Written tests and assignments:

Task cards handed in after each class	5%
Fieldtrip assignment	5%
Spotting test	5%

**Time will be given on the Practice day for anyone who thinks they can improve a mark

Student Name: **Grade:**

My Movement Routine

Directions: Please list the skills you are going to use in your final movement sequence. Must go in the order listed.

1. Beginning Balance (hold for at least 5 seconds)

2. Roll #1 (examples: forward or backward)

3. Roll #2 (examples: forward, backward, log, pencil, egg, shoulder, etc.)

4. Weight transfer (examples: mule kick, handstand, cartwheel, etc.)

5. Traveling sequence (examples: skip, walk, leap, slide, etc.)

6. Ending Balance (hold for at least 5 sec)

7. I feel _____ (circle the answer from list below) about my performance today.

- So-So
- Good
- Great
- Badly

STUDENT NAME: **CLASS PERIOD:**

PE TEACHER: **DATE:**

NON-PARTICIPATES CLASS REPORT AND OBSERVATION SHEET

<u>Directions:</u> During the class period that you miss answer the following questions by observing the activities that occur during your PE class. You will need to use the back of this sheet to record some of your answers.

1. The reason I did not dress out or participate today is:
2. Is this your first time not dressing out? (YES or NO)
3. How many other students in your class did not dress out or participate today? _____. Indicate where the class took place today _____ (indoors/outdoors).
4. On the back of this sheet write down the warm-up and stretching activities that were done during the beginning of class?
5. Today in class we are learning about this activity _____ (indicate name of activity, skill, etc).

6. Does the skill or game seem easy to learn? Explain in your own words why or why not?

7. Pick one person to watch in class. Do not indicate their name. Describe what they were doing during the class. Record your notes on the back of this sheet.

8. On the back of this sheet, write a short paragraph about what you know about this skill or game. Tell about strategies and/or skills involved in the activity, if you have played it before, your like/dislike for the activity.
9. Name at least 3 sports or activities that are related to this activity.
**** MAKE SURE YOU SIGN AND GIVE THIS SHEET TO YOUR TEACHER****

Student Signature: _____

Teacher Signature: _____

LANDINGS

Cues to look for when watching your partner do landings on their:

Hands:

- Arms stretched out anticipating impact
- Fingers touch first and progress to absorption by hands, wrists, elbows and shoulders
- Keep a rigid body position

Back (rotational):

- Arms reaching out backwards with fingers pointing forwards anticipating impact
- Contact first with hands
- Contact next with lower back and roll to shoulders on an arched back
- Bring knees to chest to help roll body

Back (flat):

- Jump into the air and move body into a horizontal position
- While in the air cross arms across chest
- At the point of impact slap the mat at your sides as hard as comfortable to try to absorb impact
- Be sure to land on back and shoulder **not** on neck

LESSON PLANS:

Class: Grade 8 Girls **Unit:** Gymnastics
Lesson#: 1 (first of the semester)

Topic: Landings

Intended Learning Outcomes (TSWBT):

- Understand the importance of communication and trust among classmates while doing safety landings in gymnastics
- Trust the movements and limitations of their bodies while doing landings in gymnastics
- Display beginner spotting skills though trust activities
- Show proficiency in beginner landings
- Understand techniques in spotting when teaching gymnastics activities
- Understand the two mechanical principles behind landings

Administration:

- Introduction of teachers
- Attendance
- Quick description of rules of the class
- Set up of equipment
- Trust activities (e.g. One student falls off a table backwards into the arms of her classmates)

Warm Up Activity:

- Animal Tag
  - 5 students are "IT"
  - Each student who it "IT" represents an animal that is displayed on a sign on their chest (bear, crab, elephant, cat, human)
  - Explain movement of each "IT"
  - Everybody begins as a human, taggers try to "transform" students into the animal they represent
  - Students begin at a walk and progress later to a run

How did the lesson go notes:	**Board Stuff (rules / cues):**	**Equipment:**
_____ _____ _____ _____ _____ _____ _____ _____	• Big area! • Max time! • Absorption! • Fingers point forward!	• Gymnastics mats • 2 large mats • 30 small mats

Time: 1 hour 30 minutes (total) Administration- 20 minutes (trust	**Concept/Skill:** Landings • Students will have the opportunity to discover the ways their bodies work through experimenting with landings (Guided Discovery)

game) Stations- 15 minutes Practice segment- 20 minutes Culminating activity- 15 minutes Time for questions- 5 minutes Video- 5 minutes Time to clean up and change- 10 minutes	• 6 stations, students are 6 groups of 5 • Students will read task cards as to what kind of fall to do but must come up with their own strategies and styles for landing • Regroup and discuss effective methods of landing for each skill • Go over cues for each landing one at a time (<u>Practice</u>) • Allow students time to practice between each skill demo and explanation 1) On hands • Start on knees (progress to feet if comfortable) • Fall forward and absorb impact by bending elbows 2) On back (rotational) • Bend knees • Absorb first with hands (finger pointing forwards) • Arch back and roll • Use as much body contact as possible 3) On back (flat) • Head raised off mat • Arms start as crossed • Extend arms and strike mat at point of back contact **Culminating activities:** Card landing • Whichever card you get, you do the activity associated with the suit and the number dictates how many times you do that activity • Spades- hand landing • Clubs- back rotational landing • Hearts-back slap landing • Diamonds- write on the chalkboard a cue associated with a landing Video: • Show a short video of the worst falls in Gymnastics

Class: PE 8 girls **Unit:** gymnastics **Lesson#:** 2
Topic: Landings
Intended Learning Outcomes (TSWBT):

- Recall landing and safety information from the previous lesson
- Show proficiency in beginner landings
- Trust the movements and limitations of their bodies while doing landings in gymnastics
- Understand the two mechanical principles behind landings
- Show proficiency in providing and receiving feedback

Administration:

- Set up of equipment
- Attendance
- Review of class and safety rules

Warm Up Activity: The Log Weave

- As individuals shadow the teacher who does log roll, gets to their feet and continues rolling in the same direction across the mats
- Get into groups of three
- Laying on the mats, all facing the same direction, on their stomachs
- Like a basketball weave, the middle person rolls in one direction, the person in that direction gets up and jumps over the roller, lands and continues rolling in the same direction as they jumped
- Continue the weave

How did the lesson go notes:	**Board Stuff (rules / cues):**	**Equipment:**
_____ _____ _____ _____ _____ _____ _____ _____	• Big area! • Max time! • Absorption! • Fingers point forward! • Max body contact! • Tuck! • Same leg, same arm!	• Gymnastics mats • 2 large mats • 30 small mats

Time:	**Concept/Skill:** Landings 1) Review Material • Separate class into partners • Give each pair a criteria/task sheet (see separate sheet) as a review of last class • Separate into stations and have pairs review landing skills at each station through <u>reciprocal style</u>

	2) New Material • Students will have the opportunity to discover the ways their bodies work through experimenting with rotational landings (Guided Discovery) • 6 stations, students are 6 groups of 5 • Students will read task cards as to what kind of fall to do but must come up with their own strategies and styles for landing • Regroup and discuss effective methods of landing for each skill • Go over cues for each landing one at a time (Practice) • Allow students time to practice between each skill demo and explanation **Culminating activities:** Group Routine (Divergent) • Separate into groups of 3 • Student must design a routine involving each landing at least once • Teacher will hand out a card to each group instructing them to emphasize a certain aspect of landings, i.e. Fingers pointing forward • Allow time to practice • Have one group present to another group and guess what was being emphasized

Safety Considerations:

Gymnastics is one of the more dangerous activities in physical education. The teacher has to be proactive in his/her approach to safety, or the consequences could be quite serious.

Firstly, the teacher should constantly be teaching and referring to the importance of spotting. Any skill that has a student in a position that isn't common and comfortable should have a spotter. Spotters should support the body while not hindering the students' ability to perform the skill. The spotter should be aware of any positions that are potentially dangerous and warn the performer right away. The spotter is very important, and should be treated so throughout the lessons.

Secondly, the progression of the skills is important. Students should not be pushed to do a skill unless they have acquired the base techniques required for that particular skill. The teacher should not push students to proceed at levels that are uncomfortable to them. Some body types are unfit for gymnastics and should be taken

into consideration for grading and performing. Students will know their limitations and these limitations are important and relevant.

Thirdly, the equipment should be at top quality. Mats need to be at least two inches thick and should not be old or worn. All small apparatus will be used at the perimeter of the gym so as not to pose danger to movers and performers.

Lastly, students should be pre-warned of the safety issues involved in gymnastics. An awareness of the potential risks may discourage them from any behavior that could be dangerous. Like any activity, safety is an issue in gymnastics, but if handles correctly, is only a minor problem.

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