

Extension Assignment

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EPHE 310: Physical Education for General Classroom Teacher

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Introduction

This gymnastics unit plan includes lessons for Grade 3 students with a 45-minute physical education period. I have included:

- 6 lesson plans
- Partner assessment
- Group assessment
- Developmental Task Analysis
- Extra resources needed for the lessons (5)

Focus for each lesson:

Lesson 1: Importance of Gymnastics and Static Positions

Lesson 2: Gymnastics Travels

Lesson 3: Balances

Lesson 4: Jumping and Landing

Lesson 5: Rolls

Lesson 6: Create Your Own Gymnastics Sequence

Each of these lessons contribute to assisting students in achieving various gymnastics skills. Each lesson has a specific skill focus, so the students can understand how to demonstrate these skills and why they are important to gymnastics (as well as how they can transfer to other sports). Many of the activities are independent so students can practice each skill according to their current skill level and so they can improve at their own rate. However, there are also games incorporated to help the students further understand each skill.

This unit would most likely occur toward the end of the year. Since lots of these activities are practiced independently, the teacher must trust the students and feel like they can handle the responsibility of being safe while practicing the skills. The teacher will have to know the class dynamics to determine if this unit will work for the class (especially because gymnastics can be dangerous if students fool around).

<ul style="list-style-type: none"> • Keep going until one team gets three in a row and then clear the board and re-start game • To implement gymnastics, student can travel to the hoops with various locomotor skills (i.e. skipping, hopping, crab walking, etc.) <p><u>Skill Builder: Static Positions</u></p> <ul style="list-style-type: none"> • Each student has a partner • One partner comes to get task cards, other partner gets a gymnastics mat • The students read the description of the static position on the task card and try it, while the partner gives them constructive feedback and completes an assessment sheet • Static positions students will try: angry cat, front support, back support, dish shape, hero shape (see task cards attached to lesson plan) • Student-centered activity. The teacher's role is to circulate, give feedback, and answer questions <p><u>Cumulating Activity: Static Positions Freeze</u></p> <ul style="list-style-type: none"> • Similar to freeze dance • Teacher plays music and students move around gym doing a gymnastics-related locomotor skill (i.e. run) • When music stops, students will freeze in a static position • When music starts again, teacher will prompt students to move in a different locomotor movement (i.e. hop) • No elimination or winner, just a way to move around and review the positions we learned <p><u>Closure:</u></p> <ul style="list-style-type: none"> • What are is the importance of gymnastics? • What are some safety guidelines I outlined during our gymnastics unit? • What are some general guidelines we should be aware of while in our static positions? 	<p>Static Position Assessment: 12 minutes (1:18-1:30)</p> <p>Clean up mats and hand in assessments: 3 minutes (1:32-1:35)</p> <p>Play game: 5 minutes (1:35-1:40)</p> <p>3 minutes (1:40-1:43)</p> <p>2 extra minutes in the lesson for extra change time or in case games took longer than expected</p>	<ul style="list-style-type: none"> -skip to hoops -hop to hoops -side shuffle to hoops -crab walk to hoops <p>What to look out for in positions?</p> <ul style="list-style-type: none"> -strong, firm stance -following all the cues <p>-read task card carefully to know exactly how to complete each position</p> <ul style="list-style-type: none"> -when giving feedback, make sure to give constructive feedback using kind words -use your partner's feedback to improve your static position <p>Safety:</p> <ul style="list-style-type: none"> -watch out for classmates -be careful when going to the ground to get into position (there are no mats, so do not slam body to the ground) <p>Locomotor skills: run, hop, skip, gallop, crab walk, jog backwards</p> <p>Static positions: cat, front support, back support, dish shape, superman</p>

Static Position 1: Angry Cat



- ★ On hands and knees
- ★ Shoulders directly over hands
- ★ Hands are shoulder width apart
- ★ Arms are straight
- ★ Back is curved/ arched towards the roof
- ★ Release strain in neck

Static Position 2: Front Support



- ★ Shoulders directly over hands
- ★ Hands are shoulder width apart
- ★ Arms and legs are straight
- ★ Straight line from shoulders to ankles
- ★ Strong and firm stance

Angry Cat Assessment

- ★ Watch your partner perform the static position.
- ★ If your partner successfully follows the cue, mark a smiley face in the circle.
- ★ If your partner does not do it correctly, leave the circle blank and let them know what they can do to improve (constructive feedback).

On hands and knees



Shoulders over hands



Hands shoulder width apart



Arms are straight



Back is arched



Neck is released



Front Support Assessment

- ★ Watch your partner perform the static position.
- ★ If your partner successfully follows the cue, mark a smiley face in the circle.
- ★ If your partner does not do it correctly, leave the circle blank and let them know what they can do to improve (constructive feedback).

Shoulders over hands



Hands shoulder width apart



Arms and legs are straight



Straight line from shoulders to ankles



Strong stance



Static Position 3: Back Support



- ★ Shoulders directly over hands
- ★ Hands are shoulder width apart
- ★ Arms and legs are straight
- ★ Straight line from shoulders to ankles
- ★ Chin is pointed towards chest (not the ceiling)
- ★ Fingers are pointing towards feet

Static Position 4: Dish Shape



- ★ Resting on bottom and lower back
- ★ Shoulders and legs are lifted
- ★ Legs are straight and squeezed together
- ★ Hands are against body
- ★ Toes are pointed
- ★ Chin is pointed towards chest

Back Support Assessment

- ★ Watch your partner perform the static position.
- ★ If your partner successfully follows the cue, mark a smiley face in the circle.
- ★ If your partner does not do it correctly, leave the circle blank and let them know what they can do to improve (constructive feedback).

Shoulders over hands



Hands shoulder width apart



Arms and legs are straight



Straight line from shoulders to ankles



Chin pointed towards chest



Fingers pointed towards feet



Dish Shape Assessment

- ★ Watch your partner perform the static position.
- ★ If your partner successfully follows the cue, mark a smiley face in the circle.
- ★ If your partner does not do it correctly, leave the circle blank and let them know what they can do to improve (constructive feedback).

Resting on bottom and lower back



Shoulders and legs are lifted



Legs are straight and squeezed



Hands are against body



Toes are pointed



Chin is pointed towards chest



Static Position 5: Hero Shape



- ★ Laying on stomach
- ★ Hands are shoulder width apart
- ★ Arms straight and lifted
- ★ Legs are straight, squeezed together, and lifted
- ★ Toes are pointed
- ★ Chest is lifted

Hero Shape Assessment

- ★ Watch your partner perform the static position.
- ★ If your partner successfully follows the cue, mark a smiley face in the circle.
- ★ If your partner does not do it correctly, leave the circle blank and let them know what they can do to improve (constructive feedback).

Laying on stomach



Hands shoulder width apart



Arms straight and lifted



Legs straight, squeezed together,
and lifted



Toes are pointed



Chest is lifted



Gymnastics Unit: Lesson #2

Grade Level: 3

Unit: Gymnastics

Lesson #: 2 of 6

Focus: Gymnastic travels

Learning Objectives:

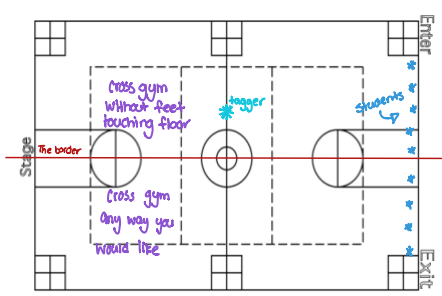
- Psychomotor: Students will be able to travel/move in various ways and directions. They will also be able to apply these travels to a more complex context (i.e. animal travels backwards or on a bench).
- Cognitive: Students will be able to practice their strategic planning skills (how to avoid getting tagged and the best method to cross the gym – warm-up game). Students will also be able to problem solve to overcome obstacles that are associated with moving in unfamiliar ways (animal travels).
- Affective: By providing opportunities for students to work on travels independently (on their own mats), it creates a safe environment. Since students are working individually, they don't need to feel pressure to complete each travel perfectly, or how they might look while doing the travels. Instead, they can focus on improving the skill.

Materials:

- Mats
- Hula hoops
- Bench
- Music player

Parts of the Lesson:

- Set up before class
- Introduction
- Warm-up: the border
- Skill-builder: animal travels
- Cumulating activity: free travels
- Stretch and Closure

Lesson Description	Time	Teaching Cues
<p><u>Set up:</u></p> <ul style="list-style-type: none"> • Take mats out for skill-builder • Take hula hoops out for culminating activity • Set up one mat at front of gym for teacher demonstration <p><u>Introduction:</u></p> <ul style="list-style-type: none"> • Today we will start by warm-up our bodies, then we will learn/ practice some animal travels. • These travels will help build some body strength and they are good to practice moving are bodies in various ways. 	<p>Before class</p> <p>1 minute (1:00-1:01)</p>	

<p><u>Warm-up: The Border</u></p> <ul style="list-style-type: none"> • Choose 1 person to be the tagger. • The rest of the students will line up against the far wall of the gym. • The center line of the gym will indicate a border • One side of the border will be designated for students who can only cross the gym without their feet touching the floor (i.e. crawling, army crawling, rolling, seal walking, etc. – students can be creative with their movements) • The other side of the border can move how they want (i.e. running) • The students can choose their side of the gym and must remain on that side while they cross; however, they must continuously alternate sides • The tagger can switch between sides while the other students are travelling across, but they must follow the rules of the side (i.e. the tagger also has to cross the gym without using their feet if tagging on that side) • Once a student is tagged, they join the tagger to tag the rest of the students • Can play a few rounds of this game (changing the initial tagger each time – by student volunteer) <p>Review gymnastics salute:</p> <ul style="list-style-type: none"> • Gymnasts do this salute at the beginning and end of their routine to clearly demonstrate they have started/finished their routine • We need to make sure we are doing the salute before and after each one of our travels • Review important points of gymnastics salute <p><u>Skill Builder: Animal Travels</u></p> <p>Demonstrate travels:</p> <ul style="list-style-type: none"> • Bear walks: hands on ground, legs in wide stance, shift weight from one hand/leg to another to move across the mat • Donkey kicks: half handstand. Put hands on mat and push legs into the air at an approximate 90-degree angle • Duck walk: bend over and wrap arms behind legs to hold onto your feet, ankles, or calves (varies with students' flexibility); walk across mat in squatting position holding appropriate part of lower leg. • Knee jump: kneel on knees, swing arms back, and jump from knees to flat feet (squatting position) • Seal walk: start standing, bend over for hands to touch mat, walk your hands out to a plank position, and move across the mat with feet dragging • Squat-through: challenge for students – start with same process as seal walk but instead of moving 	<p>10 minutes (1:01-1:11) – can play a few rounds, depending on how long each round takes</p> <p>Review salute: 2 minutes (1:11-1:13)</p> <p>Independent travels: 20 minutes (1:13-1:33) – explain one travel, and students try it (then repeat for all travels)</p>	<p><u>Safety:</u></p> <ul style="list-style-type: none"> -spatial awareness: watch out for other students -be careful and safe with your alternate traveling methods across the gym <p>You need to choose your side prior to my cue to get across the gym, and you need to stay on that side until you reach the opposite end.</p> <p>Keep in mind that it may be harder for the tagger to catch you if on the alternate travel side because the tagger also needs to travel without using feet as well.</p> <p>Who wants to be the tagger?</p> <p>What is the purpose of the gymnastics salute?</p> <p>What are some key things to remember while doing our salute?</p> <p>hands in the air</p> <ul style="list-style-type: none"> -arm straight and stretched -chest out and proud -back arched -sturdy stance -big smile on face <p>Importance of travels:</p> <ul style="list-style-type: none"> -practice moving our bodies in new/different ways -build strength <p><u>Safety:</u></p> <ul style="list-style-type: none"> -stay on your mat -if unsure on how to properly do a travel, ask before you attempt it
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<p>across mat with feet dragging, you place your hands on mat and use them to move your legs from behind your body to in front of body</p> <p>Students get a mat, set it up, and try animal travels. Teacher will play music and students will continue doing the same travel (i.e. duck walks) for a few minutes until teacher cues the whole class to switch their travel. Every time students switch, the teacher will demonstrate the new travel, and then students will be able to try it while the teacher circulates the gym.</p> <p>*if some travels are too difficult, students can attempt simpler travels such as frog jumps, bunny hops, etc.</p> <p><u>Cumulating Activity: Free travels</u></p> <ul style="list-style-type: none"> • Students can experiment with their travels (in a safe manner) • They can try different directions of the travels they have practiced, i.e. forward, backward, sideways • Trying the travels in/out of a hula hoop • Trying the travels while trying the “balance” on a line in the gym • Can try and do simple travels on a bench (i.e. bunny hops or sideways duck walks) <p><u>Cool Down and Stretch:</u></p> <ul style="list-style-type: none"> • Arm circle, neck rolls, ankle circle, shoulder stretch, arm stretch <p><u>Closure:</u></p> <ul style="list-style-type: none"> • What are some travels we learned today? • Why are learning these travels beneficial for our gymnastics unit? 	<p>Free travels: 6 minutes (1:33-1:39)</p> <p>Clean up: 4 minutes (1:39-1:42)</p> <p>Stretches and Closure: 2 minutes (1:42-1:45)</p>	<p><u>Safety:</u></p> <ul style="list-style-type: none"> -one person on a mat -one person on the bench -spatial awareness -be smart and safe while experimenting with travels
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<p><u>Warm-up: Animal Travel Circle</u></p> <ul style="list-style-type: none"> • Today's warm-up will be to practice and review last class's skill of travels, as well as prepare for today's skill. • Everyone will start out by spreading out around the edges of the gym • Then, I will play some music and you will travel along the edges of the gym doing a specific animal travel. 	3-5 minutes (1:02-1:07)	<p><u>Rules & Safety:</u></p> <ul style="list-style-type: none"> -make sure to leave a large distance between your classmates (some of the travels involves lots of movement of legs and arms and we don't want to hurt anyone). -some of the travels may be challenging, so if you are unable to complete a travel, you can try an alternate travel instead (i.e. frog hops, bunny hops, etc.) -there are no mats, so make sure to be extra careful when doing travels <p>-bear walks -duck walks -seal walks (can incorporate squat-through) -frog jumps -running</p>
<p><u>Warm-up: Dynamic Stretches</u></p> <ul style="list-style-type: none"> • Everyone back to the center of the gym and spread out • We will now be doing some dynamic stretches to prepare for our activities today. • Here are some dynamic stretches to include: • Neck circles • Arm circles • Stretch arm across body (for both arms) • Ankle roles • High knees and butt kicks 	3 minutes (1:07-1:10)	<p>-big movements to get your body ready to move!</p>
<p><u>Skill Builder: This or That (Balances)</u></p> <ul style="list-style-type: none"> • Display the task cards attached at the bottom of this lesson plan on a projector (if available), or they can be printed off • The students will spread out around the gym with a gymnastics mat • They will choose to do one of the balances listed on the task card (one of the options is easier than the other). • Once the students are aware of the options, the teacher can demonstrate the choices and outline any safety concerns. The students can then try the balance. While the students are doing the balance, the teacher can walk around the gym and offer any further adaptations (if the balances are too complex for some students). Repeat this process for all the balances. • This activity allows for students to choose the balance that works best for them according to their abilities. • Here are the options for the balances (also included in the task cards below): • Tree pose – foot on thigh or the ground • Plank vs. side plank • Toe touch vs. lazy toe touch • Warier vs. sideways stretch • Criss cross apple sauce vs. air chair 	10 minutes (1:10-1:25)	<p><u>Rules & Safety:</u></p> <ul style="list-style-type: none"> -stay on your own mat -when doing the balances that involve some stretching, make sure not to over-stretch your muscles (we don't want to hurt ourselves) <p>Try to challenge yourself with the different options!</p> <p>Aim to hold each balance for at least 3-5 seconds (or more!).</p> <p>If students would like an added challenge, they can try some of these balancing positions with a beanbag on their head.</p> <p>Tip for balancing: look at something stationary on the wall</p>

<ul style="list-style-type: none"> • Sunshine vs sitting toe touch • Dazzler vs. ankle hold <p><u>Skill Builder: Partner Balances</u></p> <ul style="list-style-type: none"> • The students can find a partner and choose one mat to do their partner balances on • They can try the partner balances listed on the “partner balance” poster (attached at the end of this lesson) • The teacher can display the poster on a projector (if available) or they can be printed off for each partner • There are different levels of difficulty for the partner balances, so allow the students to try a few depending on their level of comfort 	<p>8 minutes (1:25-1:35)</p> <p>Clean up: 4 minutes</p>	<p><u>Rules & Safety:</u></p> <p>-no silly play! Focus on mastering these partner balances!</p> <p>-If the balances seem too difficult, you can attempt them but don’t force yourself to try something too hard – work within your skill level</p> <p>Try to hold each balance for 5 or more seconds!</p>
<p><u>Culminating Activity (TGFU): Position and Balance Tag</u></p> <ul style="list-style-type: none"> • After the students have a chance to practice their balances, the students can put away their mats in preparation for the culminating activity. • One student can volunteer to be the tagger • The other students will run around the gym, avoiding being tagged • Once they are tagged, they can choose a balance (that was learned during the skill builder) to freeze in. • Students must try their best to stay frozen and remain still in their balance • To get back in the game, another student must replicate the balance position that the student is frozen in • Then, that student will be back in the game • The tagger can switch a few times for the duration of the game • Adaptation: there can be one or two select people to free students by replicating their balance, or everyone in the class can have that role (so the students’ goal is to not be tagged and help their friends get back in the game) 	<p>4 minutes (1:35-1:41)</p>	<p><u>Rules & Safety:</u></p> <p>-please tag gently</p> <p>-try your best to stay frozen in your balance</p> <p>-help your classmates! If you see someone frozen, go try and get them back into the game</p> <p>-watch where you are going while running so you don’t run into anyone</p> <p>Hold your balances!</p> <p>Go save your friends!</p>
<p><u>Cool Down and Stretch:</u></p> <ul style="list-style-type: none"> • Arm circle, neck rolls, ankle circle, shoulder stretch, arm stretch <p><u>Closure:</u></p> <ul style="list-style-type: none"> • What should we look out for when doing our balances? • Why will balances help us become better athletes? • Why is it important for gymnastics to have good balance? 	<p>2 minutes (1:41-1:43)</p> <p>2 minutes (1:43-1:45)</p>	<p>It is very important to stretch, especially after the activities we did today. We don’t want to hurt our bodies!</p>

This or That



Tree pose with foot rested on the ground



Tree pose with foot on your thigh (not on knee)

This or That



Plank



Side Plank

This or That



Air Chair



Criss Cross Apple Sauce

This or That



**Sitting toe touch – can hold
on to foot or leg**



Sunshine

This or That



**Toe touch – can hold on to
foot or leg**



**“Lazy” toe touch – can hold
on to foot or leg**

This or That



Sideways Stretch



Warrior

This or That

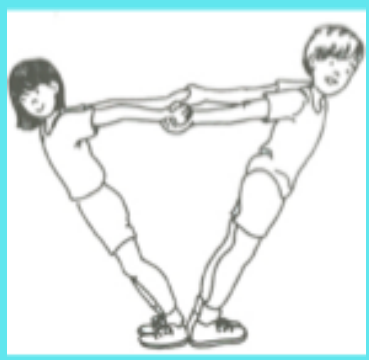
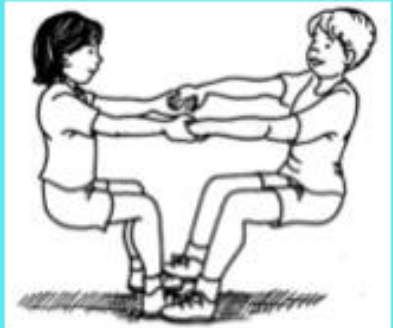
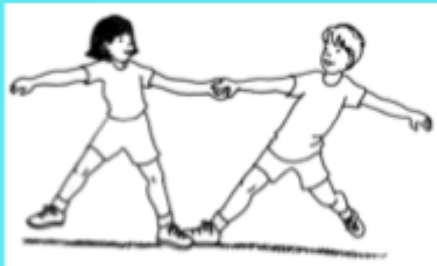


Dazzler



The Ankle Hold

Partner Balances



Gymnastics Unit: Lesson #4

Grade Level: 3

Unit: Gymnastics

Lesson #: 4 of 6

Focus: Jumping and Landing

Learning Objectives:

- Psychomotor: Students will be able to do various locomotor skills (i.e. run, skip, hop, etc.). They will also learn how to demonstrate various jumps and complete the jumps with a sturdy landing, as well as practicing to jump with distance.
- Cognitive: Students will be able to think strategically while playing the game “Iceberg,” as they need to consider groupings on the spot. Students will also need to be thinking about all parts of a jump while performing the skill.
- Affective: Student will be able to work together while quickly trying to create a group during the game “Iceberg.” They will also need to work as a team during the relay race, and practice good sportsmanship in a competition setting.

Materials:

- Gymnastics mats
- Bean bags
- Music playing system

Parts of the Lesson:

- Set up before class
- Introduction
- Warm up: Iceberg
- Skill Builder: Two-foot Jump Relay, Independent Jumps
- Culminating Activity: Freeze
- Closure

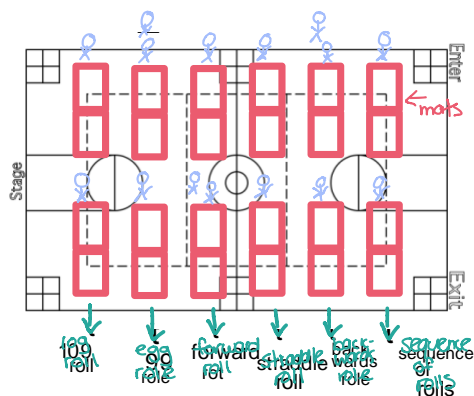
Lesson Description	Time	Teaching Cues
<p><u>Set up:</u></p> <ul style="list-style-type: none"> • Set up “Iceberg” with gymnastics mats <p><u>Introduction:</u></p> <ul style="list-style-type: none"> • Today we will be practicing jumping and landing • Jumping, and sticking a solid landing, is also a necessary skill as a gymnast. By trying various jumping skills and working on our solid landings, it will help us grow as gymnasts (which will be beneficial with other sports as well). <p><u>Warm-up: Iceberg</u></p> <ul style="list-style-type: none"> • 5 gymnastics mats are set up around the gym, which will be the icebergs 	<p>Before class</p> <p>1 minute (1:00-1:01)</p> <p>10 minutes (1:01-1:11)</p>	<p>3 parts of a jump: *demonstrate</p> <p>-take off with bent knees</p> <p>-up in the air</p> <p>-and sticking that landing with a motorbike pose! (bend knees and place hands in front of you, like you are riding a motorbike)</p>

<ul style="list-style-type: none"> • The students will do a locomotor skill around the gym (i.e. run, skip, hop, etc.), or they can walk around doing travels from lesson #2 (teacher will tell students how to move prior to starting, and can change movement as the game progresses) • The teacher will call out a number and the students will have to get on a mat with that number of people • For example, if teacher yells 4, the students will need to get into a group of four on the iceberg • If students do not get into a group of four (i.e. they only had three in their group), or if some students did not make it onto a mat, they will need to participate in a challenge • Some challenge examples: run on the spot for 20 seconds, do 7 frog jumps, 5 push-ups, etc. 		<p><u>Rules and Safety:</u></p> <ul style="list-style-type: none"> -no pushing classmates out of a group (if you don't make it in a group, it is okay) -be careful when grouping – don't run into classmates -try not to be around your friends while you are doing your locomotor movements – it's more fun that way!
<p><u>Skill Builder (TGFU): Two-foot jump relay</u></p> <ul style="list-style-type: none"> • First, outline the three steps in a jump (bend knees, take off, and stick that landing) • Students will be divided into 5 teams and they will line up at the base line of the gym • The person at the front of each line will have a bean bag • They will do a two-foot jump with all 3 steps • They will try and jump as far as possible, and as soon as their feet hit the ground they will place the beanbag down and run to the back of the line • Then, the next person in line will bunny hop to the bean bag and do a two-foot jump (with all three steps) to move the bean bag further • This process will continue until the first team's beanbag reaches the end of the gym • Depending on how long it takes for a team to reach the end, the students can play this game multiple times for the duration of 10 minutes 	<p>10 minutes (1:11-1:21)</p>	<p><u>Rules & Safety:</u></p> <ul style="list-style-type: none"> -once your feet hit the ground, that is where you place your beanbag (no extra steps). -two-foot jumps only -even though you are trying to be quick, I still want everyone to follow all 3 steps of a jump (take off, airtime, and motorbike landing) <p>How far can you guys jump?!</p> <p>Don't forget to include all three steps of a jump!</p>
<p><u>Skill Builder: Independent Jumping and Landing</u></p> <ul style="list-style-type: none"> • Students can spread out around the gym and set up a gymnastics mat • Quick explanation of jumps: In gymnastics, gymnasts incorporate different jumps into their routines. When doing these jumps, it is important that they finish with a sturdy landing. While the jump itself is important, a sturdy landing is crucial to successfully demonstrate the jump. Additionally, each jump must be completed with the gymnastics salute that we learned earlier. • The teacher can demonstrate a jump, and then the students can try it. Encourage students to focus on a sturdy landing (motorbike landing) and completing the sequence with the gymnastics salute. Repeat this process for all 5 jumps. *All the jumps need to start with bent legs and finish with a motorbike landing and gymnastics salute 	<p>10 minutes (1:21-1:31)</p>	<p><u>Rules & Safety:</u></p> <ul style="list-style-type: none"> -stay on your own mat -try your best to challenge yourself and try all five jumps -make sure to follow all the points I make so you are doing the jump the correct way -don't forget to stick that landing with the motorbike pose <p>How high can you jump?!</p>

<ul style="list-style-type: none"> • -Pencil jump: Straight legs, pointed feet, and hands attached to side of your body • -Tuck jump: Bend knees and bring legs to chest. Hug legs with arms • -Star jump: Spread legs out (like a triangle) and arms up and spread out (like a triangle) above head. Arms straight, legs straight, and feet pointed. You should look like a “star” in the air. • -Turn jump: Body has same aspects as pencil jump. However, while in the pencil jump position, you can add a half turn or a full turn. Students must follow all cues of pencil jump (straight legs, pointed feet, hands at side of body), but they just add a turn (half or single turn) • -“High School Musical” jump: Arms up, with straight elbows, above head. Knees are bent toward bum. <p><u>Culminating Activity (TGFU): Freeze!</u></p> <ul style="list-style-type: none"> • After the students have a chance to practice their jumping and landing, the students can put away their mats in preparation for the culminating activity. • This game is similar to ‘freeze dance’. The students will do a locomotor skill around the gym (run, skip, hop, etc.) while music is playing. • When the music stops, the teacher prompts the students to freeze, and tell the students a jump to recreate. • The students will have to do the jump and make sure they execute all parts of the jump (bent legs, motorbike landing, gymnastics stance). • Repeat this process for a few rounds so students can practice their jumps <p><u>Closure:</u></p> <ul style="list-style-type: none"> • What are the three parts of a jump? • Why is it important to finish a jump with a sturdy landing? 	<p>Clean up: 4 minutes (1:31-1:35)</p> <p>7 minutes (1:36-1:43)</p> <p>2 minutes (1:39-1:45)</p>	<p>If you’ve mastered the jump, maybe try doing it in a circle (i.e. 4 star jumps in a circle)</p> <p><u>Rules & Safety:</u></p> <ul style="list-style-type: none"> -while moving around the gym, watch out for your classmates -when the music stops, make sure to freeze until I tell you what jump to do! - when doing the jump, do all three steps (and stick that landing!) <ul style="list-style-type: none"> -tuck jump -pencil jump -star jump -“high school musical jump” -turn jump -make your own jump (can repeat some jumps for more practice)

<p><u>Warm-up Game: Suits & Skills</u></p> <ul style="list-style-type: none"> • Teacher will tape a poster to each wall of the gym (4 posters in total). Each poster will have a different card suit symbol (heart, diamond, spade, clubs) • Each wall will have a different suit poster and a list beside it with the gymnastics skills learned so far – heart: jumps; diamond; static positions; spade: balances; clubs: travels (posters attached at end of lesson) • In the center of the gym, place 2 decks of playing cards face down • The students will all start by touching the walls of the gym • When the teacher prompts the students, they will all run to the center of the gym and get a card • Then, each student will grab a card and run to the wall that has their cards symbol • The number on the card will be how many times the do the skill (i.e. 6 of hearts – 6 jumps) • If the students go to the jump station, they can choose which jump they do (but they did to switch it up and not do the same jump when they go back to that wall) • For balances/ static positions, students will hold the position for the value of the card • For travels and jumps, the students will do the amount on the card • Repeat the process of running to the center, then to the suit, then doing the skill until all the cards are gone • When students are done with the card, they place them in a bucket that will be in the center of the gym • If the cards run out while other students are still doing the skills, the students waiting can do some dynamic stretches (arm, neck, and ankle circles). 	<p>15 minutes (1:01-1:16)</p>	<p>*ask for student suggestions to review the skills What are some key points to remember for balances? Jumps? Static positions? Travels?</p> <p><u>Rules & Safety:</u> -please don't throw the cards (or else we will have to waste time cleaning them up instead of doing fun gymnastics skills!) -place them nicely in the basket (no throwing) -make sure to hold each balance/ do the right amount of skills for the number on your card -watch out for others while grabbing cards</p> <p>Hold your balances! Look at something stationary to help!</p> <p>Jump really high for your jumps!</p> <p>Focus on your form in your static positions!</p> <p>Awesome work with your travels! Watch out for your classmates while doing these.</p>
<p><u>Skill Builder: Independent Rolls (Developmental Task Analysis)</u></p> <ul style="list-style-type: none"> • This activity allows students to practice different rolls according to their skill level • The students and teacher will set up mats around the gym to for different stages of rolls • There will be 6 stages: log roll, then egg roll, forward roll, straddle roll, backwards roll, sequence of rolls • The teacher will briefly demonstrate each roll before the students try – use task analysis for key points (the task analysis will at each station to help them as well) • The students can choose what station they would like to go to (according to their comfort with rolls) and they can move through the different stages as their comfort increases • This way, if students only feel comfortable doing log rolls, they can remain at the log roll station 	<p>Set up: 5 minutes (1:16-1:21)</p> <p>15 minutes (1:21-1:36)</p>	<p><u>Rules and safety</u> -only one person on a mat at a time -don't rush your classmates, let them try the skill and maybe give them a tip to help them out! -I want you guys to practice your rolls, but also be aware that every student needs a turn so be considerate of your time on the mat -be very careful and focus on protecting your neck -challenge yourself, but also don't try a roll you are not comfortable doing (you need to master one roll before moving onto the next, so it is okay to stay at the same roll for the</p>

- Before students choose their station, the teacher will briefly demonstrate each role and highlight safety concerns
- Then, the students can choose their station, which will have a description of the roll, so they know what to do (along with their knowledge from the demonstration)
- The teacher can circulate the gym to make sure students are following safety concerns.
- Adaptation: can add an inclined mat to one of the stations to help students who are having trouble



Culminating Activity (TGFU): Rolling Relay Race

- The students are divided into 4 teams and will line up on the base line of the gym
- The students and teacher can rearrange the mats so there are 4 or 5 mats connected in front of each team
- The first student in the line will log roll until they reach the end of the mats
- When they reach the end, they will stand up and do 5 tuck jumps at the end of the mat
- Then, they will run back to the base line of the gym, sit down against the wall, and the second student in line will do the same thing
- The first team with all students sitting wins the relay race
- The students can do the relay once or twice (depending on how long each round takes)

Closure:

- Why are rolls important to become better gymnasts?
- What should we consider so we do our rolls safely?

whole duration if that's what you feel comfortable doing)
-no playing around! Please focus on doing rolls safely and properly

-While rolling focus on your looking at your belly button so your back is arched

-follow all cues on the card to be safe while rolling

(set up allows for two line-ups for each station, so there is less waiting time).

7 minutes (1:31-1:38)

Rules and Safety:

-don't start rolling until your teammate sits down
-make sure to properly do a log roll (hands by your side, stiff body)

Keep your hands by your side!

Quick, but still do the rolls properly!

Clean-up: 5 minutes (1:38-1:43)

2 minutes (1:43-1:45)

Spades = Balances



- **Tree Pose**
- **Plank**
- **Side Plank**
- **Toe Touch**
- **Lazy Toe Touch**
- **Warrior**
- **Sideways Stretch**
- **Ankle Hold**
- **Air chair**
- **Sunshine**
- **Dazzler**
- **Sitting Toe Touch**

***If your card is a 7, choose one balance to hold for 7 seconds (or whichever number you get)**

Spades = Travels



- **Bear walks**
- **Donkey kicks**
- **Duck walk**
- **Knee jump**
- **Seal walk**

***If your card is a 7, choose one travel and do 7 walks (or actions).**

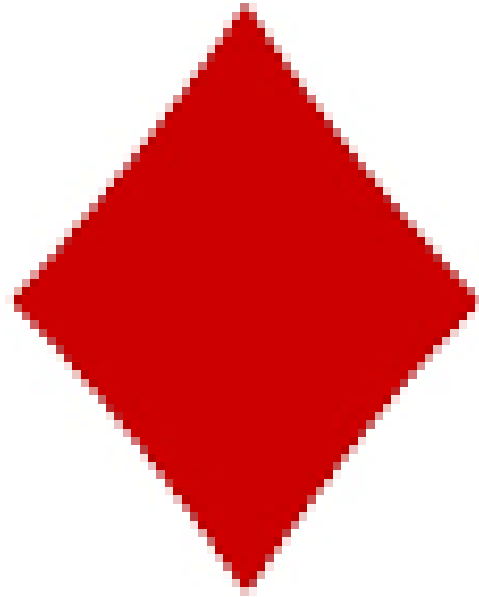
Hearts = Jumps



- **Pencil Jump**
- **Tuck Jump**
- **Star Jump**
- **Turn Jump**
- **“High School Musical” Jump**

***If your card is a 7, choose one jump and do it 7 times.**

Diamond = Static Positions



- **Angry Cat**
- **Front Support**
- **Back support**
- **Dish Shape**
- **Hero Shape**

***If your card is a 7, choose one static position and hold it for 7 seconds.**

Developmental Task Analysis

Rolls

easy



- Lay sideways with your hands directly beside you
- Roll sideways down the mat (as if you were a rolling log)

Log Roll



- Bend your knees in a crouching position
- Tuck your head to protect your neck
- Roll onto your shoulder, then back, then other shoulder
- Continue rolling like an "egg" to the other end of the mat.

Egg Roll



Adaptation: can stand up without using your hands directly after completing the roll to practice balance



- Bend your knees to start in a squat position with your hands on the ground in front of you
- Tuck your head to protect your neck (very important)
- Rock forward and transfer your weight onto your shoulders
- Keep rolling to plant both feet on the ground

Forward Roll



- Stand with your legs far apart (only go as far as your flexibility allows)
- Tuck your head to protect your neck and place your hands on the ground in front of you
- Continue the process of a normal forward roll
- Can finish with your legs in straddle, or can bring them together so you finish crouched

Straddle Roll



- Bend your knees to start in a squat position
- Put your hands up near your face (with bent elbows and flat hands -palms up)
- Tuck your head to protect your neck (very important)
- Roll backwards and use your hands to push your body over
- Finish in a squat position, or try standing for a challenge

Backwards Roll



- Combine any of the rolls you learned to create your own sequence to get across the mat
- Don't forget about all the safety cues so you perform each role safely!

Sequence of Rolls

hard

*Each box can be printed off and placed at each station (so students can reference).

Gymnastics Unit: Lesson #6

Grade Level: 3

Unit: Gymnastics

Lesson #: 6 of 6

Focus: Gymnastics Sequence

Learning Objectives:

- Psychomotor: Students will be able to practice all the skill they have learned in the unit. This includes balancing, jumping, rolling, and different types of travels (to help with coordination).
- Cognitive: Students will be able to plan their routine and they will need to organize it to include all the necessary criteria. They will also work on remembering their routine to share with the class.
- Affective: Students will be able to work as a group to plan a routine. They will also be able to respectfully watch their classmates' routine.

Materials:

- Gymnastics mats
- “Create your own gymnastics routine” worksheet
- Assessment rubric

Parts of the Lesson:

- Introduction
- Warm-up: Simon says
- Skill-builder: Create your own gymnastics routine
- Culminating Activity: Share your gymnastics routine
- Closure

Lesson Description	Time	Teaching Cues
<p><u>Set up:</u></p> <ul style="list-style-type: none"> • Take mats out for gymnastics sequence <p><u>Introduction:</u></p> <ul style="list-style-type: none"> • Today is the last class of our gymnastics unit! We will start by doing a quick warm up/ stretch, and then you will have a chance to create your own gymnastics sequence! • You will incorporate all the skills you learned over this units and combine them all into fun routine! <p><u>Warm-up: Simon Says</u></p> <ul style="list-style-type: none"> • Students will spread out around the gym • Teacher will be “Simon” and ask students to do warm-up tasks so they can stretch and warm-up for their sequence • Teacher says, “Simon says” and demonstrates a warm-up skill following that 	<p>Before class</p> <p>1 minute (1:00-1:01)</p> <p>5 minutes (1:01-1:06)</p>	<p>-Simon says run on the spot for 30 seconds</p> <p>-Simon says do 10 jumping jacks</p> <p>-Simon says do 8 frog jumps</p> <p>-Do 5 pushups</p> <p>-Simon says do 5 star jumps</p> <p>-Simon says do arm circle for 20 seconds</p> <p>-Switch directions</p> <p>-Simon says switch directions</p> <p>-Simon says look side to side 6 times</p>

<ul style="list-style-type: none"> • If teacher doesn't say "Simon says," the students do not do the skill • No elimination (even if they do the activity without doing Simon says) <p>(This is a fairly quick warm-up today so students can get right into creating their routines)</p> <p><u>Create a gymnastics sequence</u></p> <ul style="list-style-type: none"> • Students will get into groups of 3-5 and they can set up a few mats in a square shape to practice their sequence • The teacher will explain what they need to do while creating their sequence (please see teaching cues) • The students will have most of the class to work in groups and create a gymnastics sequence using all the skills they learned • While students are creating their routines, the teacher can circle the gym and provide help if needed 	<p>20 minutes (1:06-1:36)</p>	<ul style="list-style-type: none"> -Simon says do 6 ankle rolls -switch ankles -Simon says switch ankles -Simon says do your favorite jump we learned Simon says do your favorite balance we learned <p><u>For your routine:</u></p> <ul style="list-style-type: none"> -groups of 3-5 -about 1-2 minutes (not too long) -include 1 static position, 2 balances, 1 jump, and some transitions (travels) to move from one skill to the next -make sure to include all parts of each skills that we went over: -jumps: 3 steps (take off, airtime, motorbike) -rolls: project your neck -balances & static positions: hold for 3-5 seconds -also include the gymnastics salute at the beginning and end of your routine -use the worksheet to write down or draw each move (don't forget to include your names!) -we will be sharing these with our friends at the end of class! <p><u>Rules & Safety</u></p> <ul style="list-style-type: none"> -work together as a group! -be safe, no silly play, and have fun! -don't spend too much time creating your routine (it doesn't need to be long). Spend most of your time practicing and making sure you are doing each skill the correct way <p>*walk around the class and helps students with their routine. Also let them know how much time they have left to finish their routine</p>
<p><u>Culminating Activity: Share Routines with Class</u></p> <ul style="list-style-type: none"> • Have the class re-arrange the mats so they are in the center of the gym • The students will have an opportunity to share their routines with their class 	<p>7 minutes (1:36-1:43)</p>	<p>Time to share! Remember to be respectful while watching your classmates perform their routine and don't forget to give a round of applause when they are finished!</p>

<ul style="list-style-type: none">• This will also provide an opportunity for the teacher to watch the student routines and grade them with the rubric• Adaptation: if there are students in the class are nervous about presenting in front of the class, the teacher can alter this sharing session. Instead, the teacher can visit each group and watch their routine (while the rest of the groups continue to practice) <p><u>Closure:</u></p> <ul style="list-style-type: none">• What was your favorite skill in our gymnastics unit?• Do you feel as though you have improved your gymnastics ability?	2 minutes (1:43-1:45)	
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Create Your Own Gymnastics Routine!

- ★ Create your routine in groups of 3-4
- ★ Make sure to have a clear beginning and end (gymnastics salute!)
- ★ Include at least **1 static position, 2 balances, 1 jump, and 1 roll**, and some **transitions!**
- ★ Use the template to create your routine. You can draw pictures or write what you will do.
- ★ **Reminder:** Be safe, don't fool around, and have fun!

Static Positions

Hold for 5 seconds (choose 1)

- Angry cat
- Back support
- Front support
- Dish shape
- Hero shape

Balances

Hold for 3-5 seconds (choose 2)

- Tree pose
- (lazy) toe touch
- Warrior
- Criss cross apple sauce
- Dazzler
- Sunshine
- Or some partner balances! (ask me for a reminder!)

Jumps

Don't forget to stick the landing! (choose 1)

- Pencil jump
- Tuck jump
- Star jump
- Turn jump
- High school musical jump

Rolls

Tuck your neck! (choose 1)

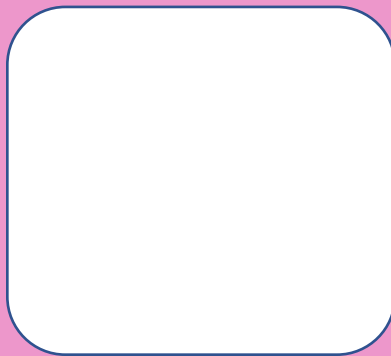
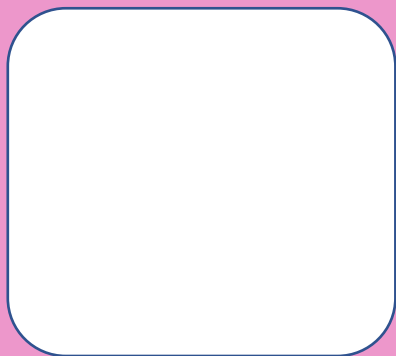
- Log roll
- Egg roll
- Straddle roll
- Forward roll
- Backwards roll

Transitions (travels)

Bear walk, donkey kicks, duck walks, knee jumps, seal walks. Also, skipping, hopping, etc.

And any other tricks you have! Just remember to be safe!

Create Your Own Gymnastics Routine!



Names:

Group Gymnastics Sequence Rubric /18

Group members:

Skill	1 (does not meet expectations)	2 (somewhat meets expectations)	3 (fully meets expectations)
Static Positions	Did not include any static positions	Included 1 static position, but group members did not hold it for 5 seconds	Included 1 or more static positions and held it for 5 seconds
Balances	Did not include any balances or only included 1 balance	Included 2 balances but did not hold it for 3-5 seconds	Included 2 or more balances and held them for 3-5 seconds
Jumps	Did not include any jumps	Included 1 jump but did not have a strong and sturdy landing	Included 1 or more jump and demonstrated a strong landing
Rolls	Did not include any rolls	Included 1 roll but did not tuck their head	Included 1 or more rolls and demonstrated all safety elements (i.e. tucking their head)
Transitions	Did not include any transitions	Included transitions between some skills	Included transitions between all or most skills
Gymnastics Salute	Did not demonstrate a clear beginning and ending	Demonstrated either a clear beginning or a clear ending (with salute), but not both	Demonstrated a clear beginning and ending with a gymnastics salute

- ★ While grading groups, each member will most likely be at a different skill level. So, pay attention to if the group members attempted to follow all the instructions (i.e. holding a balance for 3-5 seconds). If some group members successfully completed the skill, and others did not, a partial mark can be given (i.e. 2.5).

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