

GYMNASTICS

GRADES 10-12 1-3

Lesson 2 of 6

EDUCATIONAL GYMNASTICS

EQUIPMENT

Mats (one per student) » music » music player

RELATED RESOURCES

- Ever Active Schools, www.everactive.org

ESSENTIAL QUESTION

How can educational gymnastics contribute to the development of physical literacy through innovation: creating, generating and apply new ideas or concepts?

WARM UP

BALANCE-TUMBLING RELAY

Prior to the warm up activity, provide students with the assessment for the routine they will be developing during Lesson 5 and performing in Lesson 6. The elements required in the routine include: three rolls or rotations, three balances (beginning, middle and end), three locomotor skills and three jumps. Timing and creativity will also be assessed. For today's activity, students will be participating in a linear course that requires them to travel up and down the mats from one end of the space and back. Divide students into groups of three to four. Set up a linear course in front of each group with mats placed every two to three metres and place a task card beside each mat. Students move toward the first mat using a locomotor skill other than running, then proceed to the next mat to perform the task indicated on the card. Students move along the linear course choosing different locomotor skills between each mat until coming to the end of their row. Once at the end, they move to the right and continue traveling down that row of mats. The other members of the group start down the course one at a time as soon as the person in front of them leaves the mat closest to him or her. Task cards can include: v-sit (five seconds) + log roll, three donkey kicks + forward roll, three-point balance (five seconds) + backward shoulder roll, candlestick (five seconds) + commando/military roll. For more individual balances, visit www.everactive.org and search Balance Challenge Cards.



Safety First!

"Safety Guidelines for Physical Activity in Alberta Schools", Alberta Centre for Injury Control and Research (ACICR, 2013) pages 21-22, 33-35 and 57-63.



Cooperation

Cooperation

Communication	
Fair Play	
Leadership	C(10-30) 4
Teamwork	

Clues that students are achieving the outcome...

"Students will describe, apply, monitor and assess leadership and followership skills related to physical activity." *K-12 Physical Education Program of Studies, Alberta Learning, 2000*

- Students can lead and follow a partner in various gymnastic activities



Ever Active Schools

MAIN LESSON**TUMBLING PRACTICE**

In pairs, students work through a checklist of rolls and rotations while supporting each other and providing feedback. Students should start with more basic rolls (at the top of the list) and gradually try more complex rolls and rotations as their comfort level and confidence grows. Before moving onto the next element, students must get a “go ahead” or thumbs up from their partner. Partners may use each other for assistance, e.g., backward roll into a handstand. Checklist rolls and rotations can include: log roll, pencil roll, commando/military roll, forward roll, forward straddle roll, backward roll, backward pike roll, backward roll into a handstand, partner rolls – log roll while holding onto partner’s feet, cartwheel, round-off.

Mini-Routine Creation – Pairs join with another pair to create a mini-routine with two balances and two rolls or rotations. Invite two or three groups to perform at the same time while the other groups are the audience. Encourage positive feedback from the groups with clapping and if there is time, verbally sharing what they liked the best about the routine.

COOL DOWN**EXIT “SLIP”**

As a lead-up to Lesson 3 focusing on jumping and before students leave class, ask them to demonstrate two types of jumps (one basic and one more challenging).

