

GYMNASTICS

GRADES 10-12 1-7

Lesson 4 of 6

EDUCATIONAL GYMNASTICS

EQUIPMENT

Mats » soft rhino skin balls for warm-up » music and music player » obstacle course equipment (may include benches, skipping ropes, paper and felts to write instructions on, etc.)

RELATED RESOURCES

- Educational Gymnastics, <http://igreen.tripod.com/gerpe/id28.html>



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.

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

MAT TAG

Scatter mats around the obstacle-free area while keeping space between each and away from the walls. Appoint a few students to be "its" and give them a soft ball while the rest of the class moves around using different locomotion methods as called out by teacher. The "it" throw the balls attempting to hit a student below the waist that is NOT on a mat. Students use the mats as a safe area, but must do a 1,2,3, or 4 point balance to be safe while on the mat. If they fall over, the "its" can attempt to hit them with the ball. If hit with the ball below the waist, the "it" becomes free and the student hit with the ball becomes "it". Set a time for length of stay on the mat (approximately 5-10 seconds). Challenge students after a few minutes of play to perform a partner balance on the mat in order to be safe safe and/or invite students to move around the gym while linking elbows with another student.



Cooperation

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Communication	
Fair Play	
Leadership	
Teamwork	C(10-30) 5

Clues that students are achieving the outcome...

"Students will develop and apply practices that contribute to teamwork" *K-12 Physical Education Program of Studies, Alberta Learning, 2000*

- Students can work together in a group to come up with a row in the obstacle course
- Students can collaborate and begin planning for their routine



Ever Active Schools

MAIN LESSON**OBSTACLE COURSE**

Introduce the guiding question to the students for today's lesson: How will the students develop and apply gymnastics skills that contribute to working with a team?

Brainstorm ideas with students for an obstacle course that allows them to utilize the skills they have learned in this unit. Ideas for set up include going under or around chairs, walking along benches either right side up or turn bench upside down, log rolling, or other rotations on mats, different types of jumps over lines on floor, skipping with a skipping rope, using different types of locomotion between certain lines on the floor, balancing an object on their body while crab walking, or on their head while walking, and tossing a ball while spinning a 360 degree turn and then catching it. Students can be placed in groups of three to four and 'adopt' a row to create the obstacle course. Once the course is complete, students start anywhere on the obstacle course. Be sure to indicate the direction of travel and invite students to travel through the course as many times as possible in the allotted time

COOL DOWN

While stretching, inform students that in the next lesson they will be developing their routines individually, in pairs or in groups. Have students work with their groups to discuss if they will perform to music and if they want to dress a certain way; i.e., same color t-shirts, short, bandanas.