

Lesson 3 of 6

Rotations

EQUIPMENT

obstacle free area »
accordion mats

RELATED RESOURCES

- Up, Down All Around Gymnastics Lesson Plans Series A (LRC# 395881), B (LRC# 395899), or C (LRC# 395906), K. Russell, Schembri & Kinsman, 1994, www.lrc.education.gov.ab.ca
- KiDnastics: A Child Centered Approach to Teaching Gymnastics (LRC# 537160), E. Malmberg, 2003, www.lrc.education.gov.ab.ca

Warm It Up

SWING YOUR PARTNER TAG

Choose 2 or 3 students to be taggers. All other students move throughout the obstacle free area and when tagged, rotate slowly on the spot with one hand on waist so that a bent elbow extends out from the body. Tagged students continue to rotate until set free by a classmate who needs to hook elbows and “swing your partner”. As the game progresses, add several more taggers, so that the game ends with everyone caught and rotating on their own spot. Explain to students that the warm up game demonstrates vertical rotation.



Safety First!

For safety, equipment, and supervision considerations when planning tag-type activities, see page 51 in “Safety Guidelines for Physical Activity in Alberta Schools”, Alberta Centre for Injury Control and Research (ACICR), 2008.

ABCD's of Physical Education



Activity

Basic Skills	
Application of Basic Skills	A4-12

Clues that students are achieving the outcome...

“Students will select, perform and refine the basic skills in educational gymnastics, e.g., use of different body parts, types of effort, space and relationship to develop a sequence” *Physical Education Program of Studies, Alberta Learning, 2000.*

- Students can understand the three axes of rotation
- Students can show different rotations alone and with a partner
- Students can create a sequence of rotations with a clear beginning and ending



Whoop It Up

LATERAL, VERTICAL AND MEDIAL ROTATIONS

Be sure to take into account the abilities of all students when planning learning opportunities and incorporate variations as needed to ensure learning and success for all. Have students find a personal space on a mat. Explain the 3 axes of rotation as students try the movements:

lateral: (axis goes from one side of the body to the other): students 'rock and roll' from seat to shoulders feeling the roundness of the back

vertical: (axis goes from head to feet): students roll from side to side on their mat like a log

medial: (axis goes from front to back): students stand on the mat with legs and arms spread out like the spokes on a wheel and tilt from side to side (cartwheeling action).

Try a variety of lateral rotations including forward roll, backward roll, forward and backward shoulder rolls. Use a wedge mat (incline) to assist in rolling if needed. Vary the start and end positions in the rolls; e.g., straddle, tuck, kneel, end in a knee balance. Try a variety of vertical rotations; e.g., log roll, log roll holding hands with a partner, pirouette (360 on feet), jump turns (180, 360), turtle roll (from hands and knees), egg roll (hold knees tight in a ball and roll sideways), front support to back support. Try medial rotations; e.g., side tilt (start of a cartwheel), cartwheels, hands of a clock (lie flat on mat and rotate arms and legs as the hands of a clock to turn body), seat spin and tummy spin (easier to do on the floor rather than mat).

ROTATION SEQUENCE: Invite students to select one rotation from each of the 3 axes and put them in a sequence. Encourage students to perform the rotations in an order that allows for smooth transition and flow. Each sequence should include a static balance/support at the beginning and end and should include a variety of levels; e.g., high, medium, low. Consider playing music while students practice their sequence. After sufficient practice time, have half of the group perform their rotation sequence while the other half observes and then switch roles. Compliment and comment on the many different and creative ways there are to rotate. Further challenge students to work with a partner and combine their rotations into one sequence that includes six rotations. Static balances/supports and rotations can be done individually side by side, or in contact with each other.



Safety First!

For safety, equipment, and supervision considerations when planning gymnastics activities, see pages 21-22 and 57 in "Safety Guidelines for Physical Activity in Alberta Schools", Alberta Centre for Injury Control and Research (ACICR), 2008.



Activity

Wrap It Up

REVIEW & HUMAN CONVEYOR BELT

Human conveyor belt:

Students lie down side by side on their stomachs with arms bent and tucked into the body in groups of 8 or less. Practice rolling together while staying side by side. Have one person lie on their back on top, perpendicular to the group and be carried as the group rolls. Take turns. Gather as a large group and ask students to identify the type of rotation practised in the conveyor belt activity. Review all three axes of rotation.