

On the hop

Stage 2 – Year A



Lesson planner

Week	Equipment needed	Focus	Syllabus content
1 and 2	15 mats 5 benches 5 hoops	Balance	<input checked="" type="checkbox"/> Non-locomotor - static balance: individual, pairs, group <input checked="" type="checkbox"/> Locomotor - refine and practise locomotor skills <input checked="" type="checkbox"/> Elements of movement - relationships: with other people, counterbalancing; spatial awareness: position <input checked="" type="checkbox"/> Composition - simple combinations of non-locomotor activities
3 and 4	15 mats 3 low benches 5 bean bags 12 hoops 1 large skipping rope	Spring and landing	<input checked="" type="checkbox"/> Locomotor - refine and practise locomotor skills; jumping/landing: mounting, dismounting <input checked="" type="checkbox"/> Elements of movement - dynamics: interplay of force and time; spatial awareness: position, levels, direction
5 and 6	4 markers 15 mats 30 bean bags 15 hoops 4 soft medium size balls	Balance	<input checked="" type="checkbox"/> Non-locomotor skills - balance: pairs, counterbalance <input checked="" type="checkbox"/> Locomotor skills - refine and practise locomotor skills <input checked="" type="checkbox"/> Elements of movement - relationships: with other people; counterbalancing; with apparatus; spatial awareness: shape, position, levels, directions <input checked="" type="checkbox"/> Composition - simple combinations of locomotor and non-locomotor activities
7 and 8	15 mats CD player and music of choice 3 balls Incline mat (wedge mat)	Rotations	<input checked="" type="checkbox"/> Non-locomotor skills - refine non-locomotor skills <input checked="" type="checkbox"/> Locomotor skills - rolling <input checked="" type="checkbox"/> Elements of movement - relationships: with other people; spatial awareness: position, shape, direction
9 and 10	20 mats. 2 incline mats (wedge mats) CD player and music of choice	Rolling	<input checked="" type="checkbox"/> Non-locomotor skills - refine non-locomotor skills <input checked="" type="checkbox"/> Locomotor skills - rolling: forward roll, backward roll <input checked="" type="checkbox"/> Elements of movement - spatial awareness: position, shape, direction

Outcomes	Learning experience	Teaching notes and planned assessment
<p>GYS2.10 Demonstrates control in performing sequences of introductory gymnastics movements</p> <ul style="list-style-type: none"> • <i>takes weight on different body parts to perform a series of static balances demonstrating different shapes</i> • <i>uses correct technique when performing gymnastics skills</i> <p>MOS2.4 Displays a focus on quality of movement in applying movement skills to a variety of familiar and new situations</p> <ul style="list-style-type: none"> • <i>balances on different body parts individually, and with a partner</i> <p>INS2.3 Makes positive contributions in group activities</p> <ul style="list-style-type: none"> • <i>displays consideration of others in group activities</i> • <i>helps others to achieve set tasks</i> 	<p>Weeks 1 and 2 Getting started Play the game <i>Clumps</i>. Students move around the designated space walking or jogging. On the signal, students modify their style, force and pace, for example using:</p> <ul style="list-style-type: none"> - a slow, high knee lift - soft straight legs - on quick tippy toes - long or short strides or steps - hopping, forwards or backwards - skipping lightly forwards or backwards - stomping heavily on the spot. <p>On another designated signal, call a number. Students form into groups of this number. Continue this for a number of clumping sequences.</p> <p>Developing balance Revise the static balance. Ask students to identify the key points for maintaining a static balance. Allow students time to practise the skill before showing them how. When demonstrating and teaching the balance use the cues:</p> <ol style="list-style-type: none"> 1. Support leg still, foot flat on the ground 2. Lift non-support leg, bend it so it is not touching the support leg 3. Head stable, eyes focused forward 4. Trunk stable and upright 5. No excessive arm movements. <p>Ask students to perform a static balance. Ask partners to provide feedback on their performance. Students should swap legs so they practise balancing on both legs.</p> <p><i>Individual balances</i> Ask students to stand on a mat with a partner. Each partner takes turns at giving their partner a balance instruction. Examples include:</p> <ul style="list-style-type: none"> - hold a static balance on your left foot - balance on two body parts - hold a balance with one elbow and one knee - hold a balance with no hands or feet. <p>Students create a balance to show the rest of the class. Each pair then has to copy the balance made by other students.</p>	<p>The getting started activity is sufficient in preparing students in Stage 2 to be warmed up ready for the lesson. It should involve 'huff and puff' activities (activities which raise the heart rate).</p> <p>Balance is an essential prerequisite of almost all movement skills. The ability to perform a stationary balance for a specific period of time has been linked to a reduced risk of suffering from falls. Encourage students to hold balances for three to five seconds.</p> <p>Proficient demonstration of the fine-tuning components (1 and 5) of the balance can generally be expected by the end of Year 3.</p> <p>Refer to <i>Get skilled: Get active</i> page 18-19 for further information.</p>



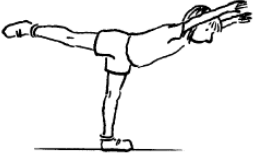

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	<p><i>Partner balances</i> Ask pairs to create three partner balances using different body parts as a base of support for each balance. Encourage students to be creative in the shapes they make with their body.</p> <p><i>Team balance challenge</i> Divide students into teams of six students. Each team stands up along a bench. The team is required to pass a hoop using their feet only from one person to another until it reaches the other end. If the hoop or a student falls from the bench, the team must start again.</p> <p><i>Equipment balance</i> Each team should split in two and line up at either end of their bench. One student from each end, steps onto the bench and performs two different types of individual balances using different body parts. Once the students have completed their individual balances, they pair up with another student on the bench and perform a partner balance. This may be a partner balance previously practised on the floor. On completion of the balances students return to the end of their line.</p> <p>Finishing off Play the game <i>Skunk Tag</i>. Select a player to be the skunk. Free players move around in a designated area using a teacher selected locomotor skill. A player can avoid being tagged by holding their nose with one hand (as if having smelt a skunk) and their foot with the other (maintaining balance). Any player tagged becomes the skunk. Choose different locomotor movements to move around the playing space.</p>	<p>A combination of benches or balance beams can be used.</p> <p>Students should step rather than jump from the bench on completion of their balances so that both students can return to their line safely.</p> <p>Where possible, the finishing off activity should revise the skills learnt in the lesson. This is not possible in all lessons because it is important for lessons to involve elements of vigorous activity so heart rate is sufficiently raised.</p> <p>Therefore, finishing off activities (like this lesson) need to raise the students heart rate (incorporate 'huff and puff' activity) if it was not sustained through the lesson.</p>
<p>GYS2.10 Demonstrates control in performing sequences of introductory gymnastics movements</p> <ul style="list-style-type: none"> identifies ways they can move by using different pathways, levels and directions practises and reproduces movement sequences and skills that include a starting and finishing position <p>MOS2.4 Displays a focus on quality of movement in applying movement skills to a variety of familiar and new situations</p> <ul style="list-style-type: none"> performs a variety of jumps 	<p>Weeks 3 and 4 Getting started Play the game <i>Traffic</i>. Students move around the playing area performing a selected locomotor movement. On a signal, the teacher calls either: motorbike (one student); car (two students standing side by side); truck (three students); bus (six students); train (whole class needs to form a line). Once they are in these groupings, the students pretend they are a car, train, bus etc until the teacher signals for them to move around again until the next call is made. Repeat.</p> <p>Developing springing and landing activities Discuss with students the importance of learning to land safely during springing and jumping activities. Ask questions like:</p> <ul style="list-style-type: none"> Why is it important to jump properly? (for balance, safety, body control, to absorb force) 	<p>You may like to display cards outlining each action and student numbers for the students to refer to.</p>

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	<ul style="list-style-type: none"> - Why is it important to land properly? (for balance, safety, body control, to absorb force). <p>Revise the motorbike landing with the students. Use the cues:</p> <ul style="list-style-type: none"> - pretend to sit on a motorbike - arms should be out straight as if holding onto handle bars - legs should be bent, back straight - land with feet shoulder width apart - landings should be controlled and held for 3 seconds. <p>In pairs, students share a mat and work in their own space in the designated area. Students practise the motor bike landing a couple of times from a straight (vertical) jump off the mat.</p>   <p>Ask students to remain spread out in the designated area on their mats. On the teacher's command, students jump in the air and make the following shapes:</p> <ul style="list-style-type: none"> - wide, narrow, tucked - jump and make a ¼ turn and land - attempt a ½ turn and land. <p>In pairs, ask students to create a jumping sequence of 3 different jumps demonstrating a variety of shapes.</p> <p>Discuss with students the other parts of the body that can be used for springing. Inform students they are going to explore ways of springing using other parts of the body besides the legs.</p> <p>Ask students to think about and then describe how a rabbit moves about. On their mats, ask students to explore how they might perform a bunny hop. Provide adequate time to discover and explore the correct movements for themselves before instructing them using the following teaching points.</p> <ul style="list-style-type: none"> - arms straight - fingers slightly spread and facing forward - knees down and tail (bottom) high - knees remain tucked - ankles close together. 	<p>Bunny hops are a lead up activity to handstands which are taught in Stage 3. They help develop upper body strength and introduce the correct arm and hand position required for a handstand.</p>

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	<p>Allow students more time to explore the bunny hop, reinforcing the teaching points.</p> <p>Extension: Those students who are proficient at the bunny hop can go on to attempt a bunny hop with a quarter turn on landing.</p> <p>Spring and landing circuit <i>Demonstrate each activity station before dividing the class into groups of 4. Remind students that every time they land they should be landing using the motorbike technique.</i></p> <p>Station 1 - Hoop hop Place three hoops in a row along two floor mats joined together. Students step into hoop one with their right leg, step into hoop two with their left leg from which they take off to perform a straight jump in the air before landing in a motor bike position in hoop three.</p> <p>Station 2 - Bunny challenge Students perform bunny hops along a bench or low beam with a bean bag between ankles. If the bean bag drops to the mat the student has to start again.</p> <p>Station 3 - Jump forwards Students jump forwards from a bench or low step and land in a motor bike position on the mats. As students become more confident, they should concentrate on the height gained in the straight jump as well as the controlled landing.</p> <p>Station 4 - Ready for take off Students walk along a bench (short distance approach for safety). They take off from the end of the bench from one leg, land on the beat board with two feet and perform a straight jump to land in a controlled motor bike position on the mats.</p> <p>Station 5 - Rock the cradle. Two students are selected to swing a skipping rope from side to side in a pendulum swing (back and forth, not over head). One student is required to jump the rope 12 times. The fourth student counts how many times the student can jump the rope without being caught. Alternate roles so that each team member has a go. Extension: For those students who are competent skippers, have the rope rotate in a complete circle.</p> <p>Station 6 - Hip hop Students perform a hopping sequence through six hoops. They hop forward on the left leg for the first three hoops and then on the right leg for the next three. Group leaders make greater gaps between the hoops each time the group successfully hops through all six hoops without touching the edge.</p>	<p>This activity is a lead up to a hand stand turn out which refers to the safety fall used if over rotating in a hand stand.</p> <p>Smaller group numbers allow for higher participation rates and less time waiting.</p> <p>Assessment strategy The teacher: <ul style="list-style-type: none"> observes students' jumping and landing technique at various stations in the springing and landing circuit Assessment criteria The student: <ul style="list-style-type: none"> performs jumps using the correct jumping and landing technique varies body shape while maintaining control of start and finishing position These criteria relate to outcomes GYS2.10</p> <p>If using a mini tramp instead of a beat board, get the students to walk up to it and bounce three times before jumping off and performing the landing. This is to ensure students have a feeling for the springing sensation and they are landing safely. The spring in a trampoline can put students off balance if they are not aware of the control needed to jump. A beat board gives students more of their natural springing height because it is their body weight that determines</p>

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	<p>Station 7 - <i>Twist and shout</i> Jump off a bench or low step and perform a ¼ or ½ turn before landing on the mats in a controlled motor bike position.</p> <p>Station 8 - <i>Chain reaction</i> Students use hoops to connect themselves so they are like a chain or train. The train is required to hop or jump around a set path or obstacle course together.</p> <p>Finishing off Play the game <i>Grand Prix</i>. Mark out a large circle (track) with markers. Divide the class into groups of five. Each group waits in the 'pit' area next to the track (like teams waiting in a relay). On the signal 'go', the first runner from each team starts running a lap around the Grand Prix track. During the run, the teacher calls out challenges for the runners to complete. Challenges: <ul style="list-style-type: none"> - <i>Out of petrol</i> - run 15 steps on the spot - <i>Flat tyre</i> - get in a tuck sit position - <i>Oil spill</i> - five vertical jumps on the spot - <i>Car crash</i> - 10 star jumps - <i>Blown engine</i> - walk for 20 steps. Once a lap is completed they tag the next runner who starts their lap.</p>	<p>the spring. Ensure mats are in the correct position before each student completes a jump.</p> <p>Use chairs, bins and witches hats to create a challenge course. To add some competition to the lesson, time which group is able to complete the circuit the quickest.</p>
<p>GYS2.10 Demonstrates control in performing sequences of introductory gymnastics movements</p> <ul style="list-style-type: none"> • <i>takes weight on different body parts to perform a series of static balances demonstrating different shapes</i> • <i>uses correct technique when performing gymnastics skills</i> <p>INS2.3 Makes positive contributions in group activities</p> <ul style="list-style-type: none"> • <i>displays consideration of others in group activities</i> • <i>helps others to achieve set tasks</i> <p>MOS2.4 Displays a focus on quality of movement in applying movement skills to a variety of familiar and new situations</p> <ul style="list-style-type: none"> • <i>balances on different body parts individually, and with a partner</i> 	<p>Weeks 5 and 6 Getting started Play the game <i>Loose caboose</i>. Divide students into groups of five. Three students in each group form a train by holding onto the hips of the person in front of them. The other two students are called the <i>loose caboose</i>. They try and attach themselves to the end of the train. When one attaches to the rear, then the engine (first student) drops off and becomes a new <i>loose caboose</i>.</p> <p>Developing body control - relays Divide students into four even groups for the relay activities. Ask one group to demonstrate each activity before the competition begins.</p> <p>Relay 1 - <i>Side on</i> Join two mats together for each team. Students line up in a row behind their mats. The first student in each team walks sideways on their hands and feet in a front support position. When they reach the end of the mat, they get up and hop to the end of their line. This is repeated for the rest of the team members. The first team to have all members complete the challenge wins.</p>	<p>The focus of this lesson is for students to gain a sense of maintaining body control and increasing strength.</p>

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	<p>Relay 2 – V-sit tunnel ball All but two students in each group line up in a straight line on the mat so that they are fairly close together. These students sit on the mat and perform a V-sit. The other two students position themselves at either end of their team. One student is in charge of rolling a large soft ball under the legs of the V-sit. The other student is required to throw the ball back over their team mates. Challenge teams to see how many times they can roll the ball under the legs of their team mates in a given period of time.</p> <p>Relay 3 - Lame dog In a large playing area, all four teams line up so that two teams are on each side of the playing area and are facing each other. Two hoops are positioned in the middle of the teams and contain a large number of dog bones (bean bags). On the teacher's command, the first student from each team makes their way into the centre of their row using the lame dog move (two hands and one leg on the ground). When they reach the centre, they grab a bone from the hoop. Students place the bone between their knees and return by bunny hopping to their team. When the bean bag is released, the next team mate goes. The team that collects the most bean bags are the winners.</p> <p>Divide the class into pairs. Allocate a floor mat to each pair and allow them to spread out into the designated area. Students perform the following activities on their mats.</p> <p><i>High five</i> Partners sit and face each other on their mat. Almost in a V-sit, students attempt to clap feet together so that left to left feet meet and right to right feet meet. Students are encouraged to try and balance without using their hands to support them.</p> <p><i>Wind screen wiper tag</i> On the mats students get into a front support position so they are facing the same direction. Their feet should be close together and their arms a little wider so that they create a small V shape with their bodies. The teacher calls out a direction either left or right in which the students rotate by moving their arms and hands only. Students attempt to tag the hand of their partner. If moving to the left, it is the student on the right which is attempting to tag their partner and vice versa.</p> <p><i>Counter partner balances</i> Students attempt to perform a balance in pairs by counter balancing their body weight. They are to create a counter balance using the following body parts.</p> <ul style="list-style-type: none"> - on feet - on bottoms - one partner on their feet, the other on their bottom - <p><i>Marching band</i></p>	<p>The lame dog movement is a lead up activity for the handstand. Students move along the mats kicking one leg up as they move forward. Students should be supporting their weight on hands with straight arms.</p> <p>This activity helps develop upper body strength and introduces the technique of kicking one leg up towards the back to get into a handstand position.</p> <p>Counter balances work better and are safer if students are of a similar height and weight. Reinforce to students the need to disengage from the balance safely.</p>

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	<p>Students face each other in a front support position on their mats. They need to perform 10 marches on their hands (raise one hand and place it back down and then raise the other hand and place it back down) in time with their partner.</p> <p>Finishing off Play the game <i>Hoop tag</i>. Scatter fewer hoops than there are students around the floor space. Choose three students to be taggers. Select a locomotor movement for students to move around to e.g. skipping, running, and jumping. Students are safe when in a hoop, however only one student can be in a hoop at any one time. Students can also only stay in the hoop for a count of three. Tagged students must hold a nominated balance e.g. arabesque, for a count of five before moving off into the playing space again. Change taggers frequently.</p>	 <p>An arabesque is a position where the student bends forward while standing on one straight leg with the arm extended forward and the other arm and leg extended backward.</p>
<p>GYS2.10 Demonstrates control in performing sequences of introductory gymnastics movements</p> <ul style="list-style-type: none"> identifies ways they can move by using different pathways, levels and directions practises and reproduces movement sequences and skills that include a starting and finishing position creates and performs movement sequences that vary in shape, size, direction, level, speed, and flow <p>INS2.3 Makes positive contributions in group activities</p> <ul style="list-style-type: none"> helps others achieve set tasks <p>MOS2.4 Displays a focus on quality of movement in applying movement skills to a variety of familiar and new situations</p> <ul style="list-style-type: none"> performs a side roll 	<p>Weeks 7 and 8 Getting started Play the game <i>Red light, green light</i>. In a large playing area, one student (the caller) stands with their back to the class who are 20 - 30 metres away. When they call "green light" students move forward using different locomotor movements e.g. skipping, hopping, side-galloping. When the caller calls out "red light" and turns to face the class, students freeze and hold a balanced position. If the caller sees any movement, they identify students who have moved and these students must return to the start line. The student who reaches the caller first, becomes the caller for the next game.</p> <p>Locomotor skills - rotations Revise and discuss log rolls, based on students' prior learning. Demonstrate or ask another student to demonstrate, a vertical (standing) log rotation: arms stretched above the head and turn in a circle on the spot.</p> <p>Partner log rolls Students explore rolling with a partner by:</p> <ul style="list-style-type: none"> holding hands holding partner's feet touching feet rolling forwards/backwards. <p>Tuck position Demonstrate the correct technique for the tuck position whilst sitting on a mat. In the tuck position, ask students to gently rock backwards and forwards, trying to maintain</p> 	<p>Log roll - students lie down stretching as tall as possible with a tight body. Rotate hips and shoulders together. If the student is not going straight, they are likely to be turning their shoulders first. Remind students that the hips direct the movement. A beanbag held between the hands and the ankles helps to keep a straight body. A wedged mat can make rolling easier. This can easily be made by rolling or folding one mat and placing it under the end of another. The wedge assists students in rolling. To reinforce safety aspects and correct body control, teaching cues may include; chin tucked into chest, tight body, not loose.</p>

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	<p>their balance without over-balancing (over-balancing is when their back or feet touch the ground). Ask students to rock back and forward to a standing position.</p> <p>In pairs, ask students to explore a variety of rocking actions:</p> <ul style="list-style-type: none"> - rocking in different ways e.g. lying, curled, stretched, twisted - rocking on different body parts e.g. lying on back with hands and feet far from body, near body - rocking in different directions e.g. forwards, sideways, backwards, small, large, slow, and fast. <p>Egg rolls Demonstrate or ask another student to demonstrate an egg roll on a wedged mat. In pairs, ask students to demonstrate and practise egg rolls. Encourage students to assist each other.</p> <p>Rolling circuit activity Explain and demonstrate what is required at each station. Each station is to be set up with two or three mats. In small groups of five, ask students to line up behind one of the stations. Remind students that they will continue each activity for three minutes.</p> <p>Station 1 - Log rolls Students roll to the right on their first log roll and then to the left on their next. They continue to alternate between left and right for the full time of the activity.</p> <p>Station 2 - Egg rolls Students practise an egg roll on a wedged mat. Students roll to the right on their first egg roll and then to the left on their next. They continue to alternate between left and right for the full time of the activity.</p> <p>Station 3 - Partner rolls Students roll with a partner in the log roll position holding hands. They roll to the end of the mat and back. They continue this, swapping sides with their partner at each new turn.</p> <p>Station 4 - Rock and roll In the rocking position, students rock back and forth three times. On the third rock forward they are to try to roll up onto their feet into a crouched position.</p> <p>Station 5 - Ball passing With a partner, students sit in the tuck position facing each other. The partner with the ball rolls back and as they roll up again they throw the ball to the other partner, who catches it</p>	<p>Tuck position - on bottom, hug knees into chest. Hands should be placed around knees. Students sit on their bottom and pull knees into chest wrapping arms around knees, lift feet off the ground and balance on their bottom. Chin should be tucked into chest. Placing a beanbag under chin or between knees can help maintain the correct position.</p> <p>In this part of the activity, students apply their knowledge of rocking to more challenging situations.</p> <p>Egg roll – students form the tuck position; hands on shins, chin into chest and roll sideways down the wedged mat. A bean bag held under the chin assists students in keeping their chin tucked. A wedged mat can easily be made by rolling or folding one mat and placing it under the end of another. A springboard may also be used for the incline. The wedge assists students in rolling. Always have other mats attached to the end of an incline for safety</p>

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	<p>as they roll backwards and then rolls back up to throw.</p> <p>Finishing off Play the game <i>Rock and roll</i>. Scatter mats in a large playing space. Students dance freestyle to the music. When the music stops, a call of either “rock” or “roll” is made. Students find a mat and perform a rock, a log roll or an egg roll on their mat.</p>	
<p>GYS2.10 Demonstrates control in performing sequences of introductory gymnastics movements</p> <ul style="list-style-type: none"> identifies ways they can move by using different pathways, levels and directions practises and reproduces movement sequences and skills that include a starting and finishing position <p>MOS2.4 Displays a focus on quality of movement in applying movement skills to a variety of familiar and new situations</p> <ul style="list-style-type: none"> performs a forward and backward roll down an incline 	<p>Weeks 9 and 10 Getting started Play the game <i>Crabs and Crocodiles</i>. Divide the class into two even teams - crabs and crocodiles. In a large playing space, each team lines up back to back on a halfway line facing the direction they have to run for safety (their base line). On the call of ‘crabs’ or ‘crocodiles’, the team called runs to their base line before the opposing team tags them. If a student is caught, they then become a member of the opposing team. After each call, teams reform along the halfway line. Continue.</p> <p>Developmental activities Set up mats in rows and allocate two students to each mat. Discuss student prior learning and knowledge about rolling. Discuss the different types of rolls that they have learnt and performed or practised. Explain that they are going to explore a few lead up activities to help master the forward roll.</p> <p>Activity 1 - Rock and roll Students lie across the mat on their back and form a tight tuck position. They rock backwards and forwards 8 times. At the end of the eighth rocking action, the student’s shoulders move forward as they try and stand up. Hands may be placed on the mats to assist the rise.</p> <p>Activity 2 - Shoulder stand roll out Students are in the same tuck position as for the previous position. Students rock back onto their shoulder blades and extend their legs straight into the air. From this position, legs are then thrown towards the floor, the back rolls along the mat and shoulders move forward as the knees bend and tuck under the body at the last minute to allow students to stand up</p> <p>Introduce students to the forward roll. Ensure students are not rushing through the roll because this is when injuries can occur. A teacher or proficient student demonstrates the forward roll to the class. Outline the following teaching points.</p>	<p>Rolling is a skill that helps develop a student’s sense of body control and spatial awareness.</p>

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	<p>Forward roll Teaching cues</p> <ul style="list-style-type: none"> - stand on the highest part of the incline mat - legs should be shoulder width apart - knees bent, starting in a half squat position - hands flat, fingers pointing forward - arms out in front of the body - neck and back rounded - look back through legs - tuck chin into neck - maintain a tight tuck position throughout the roll - push off with your legs - land on your feet. <p>When rolling forward, the first point of contact the body should make on the mat is the lower upper shoulders. This means there shouldn't be pressure placed on the neck.</p> <p>Divide the class into five groups and position them behind the rows of mats which have been set up for forward rolls. One student at a time from each team performs a forward roll down a slope with a bean bag between their chin and neck. Once all students have attempted a forward roll using a bean bag, allow them to have another go without. Students who have mastered the forward roll on the slope should attempt to perform a roll on the flat mats.</p> <p>Now inform students they are going to perform some lead-up activities for the backward roll.</p> <p>Backward roll Activity 1 On their mats, students start in a crouched seated position. They fold their hands behind their head and rock backwards and forwards from their bottom to their shoulder blades. Students must ensure their knees and neck remain tucked.</p> <p>Activity 2 Students start in a very low crouch stand. They take their hands and bottom backwards onto the mat. Hands should be right next to their bottom, shoulder width apart, fingers pointing towards feet. Roll onto shoulders and extend legs straight into the air to perform a shoulder stand. Legs and body should be tight and vertical to the floor, chin tucked towards chest. Students return to tuck standing position from the shoulder stand.</p>	<p>Use an incline mat for forward rolls. If an incline mat is unavailable, folding one flat mat and putting it underneath another flat mat can make an incline. Always have other mats attached to the end of an incline for safety.</p> <p>Do not allow students to do somersaults in the air.</p> <p>Always provide students with an alternative activity for those who feel they are not ready to practise a forward roll. Allow students to re-visit the log or egg roll.</p> <p>A beanbag between the chin and neck is a good way of ensuring students keep their neck tucked in when rolling.</p> <p>Use an incline mat for backward rolls. If an incline mat is unavailable, folding one flat mat and putting it underneath another flat mat can make an incline. Always have other mats attached to the end of an incline for safety.</p> <p>Always provide students with an alternative activity for those who feel they are not ready to practise a backward roll. Allow students to re-visit the log or egg roll. They may feel more comfortable exploring a backward shoulder roll where the head moves to one side. The knees turn to the same side as the head as the body rolls backwards.</p> <p>Assessment strategy The teacher:</p> <ul style="list-style-type: none"> • observes students perform a

Outcomes	Learning experience	Teaching notes and planned assessment
	<p>Backward rolls Divide the class into five groups and position them behind the rows of mats which have been set up for backward rolls. The teacher or a student demonstrates a backward roll using the following teaching points.</p> <ul style="list-style-type: none"> - sit on the highest part of the incline mat - legs should be touching the floor ready to help with the push off. Place hands in the ready position on the back of the head (rabbit ears) - push the legs off the floor to propel the body backwards - as you roll backwards onto your shoulders, tuck knees to chest, place hands flat on the mat so they are in line with ears, fingers pointing in the starting direction, elbows bent pointing to the ceiling - tuck chin into neck - push off mat with hands to land in a squat position on toes, not on knees - make sure your weight is taken equally on both hands and not on the head. <p>One student at a time from each team performs a backward roll down the slope.</p> <p>In groups allow students to practise the backward roll on the incline mat. Introduce a bean bag between the knees for an extra challenge and to encourage students to keep their knees together throughout the roll. Those students who master the backward roll on the slope can practise on the flat mats and include variations like a different starting and finishing position.</p> <p>Finishing off Play the game <i>Rock and roll</i>. Students dance freely around the playing space. When the music stops, a call of either 'rock' or 'roll' is made. Students find a mat and perform a rocking action or a rolling action. Give students sufficient time after each call is made so students can set themselves up appropriately for the skill.</p>	<p>forward and a backward roll on an incline mat</p> <p>Assessment criteria The student:</p> <ul style="list-style-type: none"> • demonstrates correct technique for a forward roll (see teaching points) • demonstrates correct technique for a backward roll (see teaching points) <p>These criteria relate to outcomes GYS2.10 and MOS2.4</p>

