

Swing into gym

Stage 3 – Year B

Lesson planner

Weeks	Equipment needed	Focus	Syllabus content
1 and 2		Elements of movement Composition	<input checked="" type="checkbox"/> Non-locomotor - consolidate and practise non-locomotor skills <input checked="" type="checkbox"/> Locomotor - consolidate and practise locomotor skills <input checked="" type="checkbox"/> Elements of movement - spatial awareness: position, precision/accuracy, shape; dynamics: interplay of force and time, acceleration, deceleration; relationships: with other people <input checked="" type="checkbox"/> Composition - combinations of locomotor and non-locomotor activities.
3 and 4	Mats	Composition	<input checked="" type="checkbox"/> Non-locomotor - consolidate and practise non-locomotor skills; balance: partner <input checked="" type="checkbox"/> Locomotor - consolidate and practise locomotor skills; jumping; landing; rolls; travelling on different body parts <input checked="" type="checkbox"/> Elements of movement; spatial awareness: position, precision; accuracy, shape; dynamics: interplay of force and time, acceleration, deceleration; relationships: with other people, with apparatus <input checked="" type="checkbox"/> Composition - combinations of locomotor and non-locomotor activities
5 and 6	Medium sized balls – one for each student Hoops – one for each student Skipping ropes – one for each student Ribbons/braids – one for each student	Elements of movement	<input checked="" type="checkbox"/> Non-locomotor - consolidate and practise non-locomotor skills <input checked="" type="checkbox"/> Locomotor - consolidate and practise locomotor skills <input checked="" type="checkbox"/> Elements of movement - spatial awareness: position, precision; accuracy, shape; dynamics: interplay of force and time, acceleration, deceleration; relationships: with other people, with apparatus <input checked="" type="checkbox"/> Composition - combinations of locomotor and non-locomotor activities
7 and 8	7 hoops 7 medium sized balls 7 skipping ropes 7 braids or ribbons CD player and music of choice.	Elements of movement Composition	<input checked="" type="checkbox"/> Non-locomotor - consolidate and practise non-locomotor skills <input checked="" type="checkbox"/> Locomotor - consolidate and practise locomotor skills <input checked="" type="checkbox"/> Elements of movement - spatial awareness: position, precision/accuracy, shape; dynamics: interplay of force and time, acceleration, deceleration; relationships: with other people, with apparatus <input checked="" type="checkbox"/> Composition - combinations of locomotor and non-locomotor activities

9 and 10	<p>Mats Various obstacles for commando course such as hoops, benches, beams, tables, climbing equipment and markers.</p>	Locomotor skills	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Non-locomotor - balance <input checked="" type="checkbox"/> Locomotor – jumping; landing; rolling; travelling on different body parts; climbing; hanging <input checked="" type="checkbox"/> Elements of movement - spatial awareness: position, precision; accuracy, shape; dynamics: interplay of force and time, acceleration, deceleration; relationships: with other people, with apparatus <input checked="" type="checkbox"/> Composition - combinations of locomotor and non-locomotor activities
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Outcomes	Learning experience	Teaching notes and planned assessment
<p>GYS3.10 Demonstrates coordinated actions of the body when performing gymnastic sequences</p> <ul style="list-style-type: none"> performs gymnastic skills using correct technique creates a sequence with a clear beginning, middle and end performs variations of basic movements appraises the quality of movement in order to modify and improve performance describes how individual and group movements can be linked to form sequences <p>MOS3.4 Refines and applies movement skills creatively to a variety of challenging situations</p> <ul style="list-style-type: none"> combines known movements to create a sequence with a small group <p>INS3.1 Acts in ways that enhance the contribution of self and others in a range of cooperative situations</p> <ul style="list-style-type: none"> demonstrates actions that support the rights and feelings of others e.g. consideration, encouragement 	<p>Review and revisit activities in Jump into gym as necessary, depending on ability of students.</p> <p>Weeks 1 and 2 Getting started Play the game <i>Thread the needle</i>. Ask students to form a single file. The leader uses different locomotor movements e.g. run, skip, hop etc around the playing space in a continuous route. Students must stay behind one another completing the same movement.</p> <p>Elements of movement and composition In pairs, ask students to design a sequence that demonstrates various locomotor movements while moving through directional, pathway and level changes. You may give a criteria such as:</p> <ul style="list-style-type: none"> - zigzag pathway - two high level shapes - two low level shapes - curved pathway - mirror shape - sideways movement. <p>Provide time for students to practise their composition, and then present the sequence to the whole group.</p> <p>When students have performed their movement sequence, ask questions such as:</p> <ul style="list-style-type: none"> - How can individual movements be linked to one another to form a sequence? - In what ways could you improve your sequence? Is there anything you would change or add? Why? - Think about the best performance you saw today. Why was this performance good? - What did you find difficult about composing a group sequence? <p>Finishing off Play the game <i>Number change</i>. In groups of eight, ask students to form a large circle. One student needs to be in the middle. Allocate each student a number around the circle. When two numbers are called, students attempt to change places with each other before the student in the centre takes their position. The student left without a position moves to the centre.</p>	<p>Suggestions: Levels – high, medium, low Directions – forward, sideways, backwards Pathways – curving, winding, zigzag Patterns – triangular, circular, square</p> <p>Assessment strategy The teacher:</p> <ul style="list-style-type: none"> questions students for understanding of movement composition and appraisal <p>Assessment criteria The student:</p> <ul style="list-style-type: none"> describes how movements can be linked to form a sequence identifies qualities of a good performance appraises their own performance <p>These criteria relate to outcomes GYS3.10 and MO3.4</p>
<p>GYS3.10 Demonstrates coordinated actions of the body when performing gymnastic sequences</p> <ul style="list-style-type: none"> performs gymnastic skills using correct technique creates a sequence with a 	<p>Weeks 3 and 4 Getting started Play the game <i>Rescue relay</i>. Ask students to form teams of four or five. The first team member runs around the marker and back to collect the second team member. This continues until all team members have been collected. Other locomotor movements can be</p>	

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<p><i>clear beginning, middle and end</i></p> <ul style="list-style-type: none"> • <i>performs variations of basic movements</i> • <i>appraises the quality of movement in order to modify and improve performance</i> <p>MOS3.4 Refines and applies movement skills creatively to a variety of challenging situations</p> <ul style="list-style-type: none"> • <i>combines known movements to create a sequence with a small group</i> <p>INS3.1 Acts in ways that enhance the contribution of self and others in a range of cooperative situations</p> <ul style="list-style-type: none"> • <i>demonstrates actions that support the rights and feelings of others e.g. consideration, encouragement</i> 	<p>added, e.g. skipping, side galloping.</p> <p>Developmental Activities</p> <p><i>Composition - gymnastics sequence</i></p> <p>In small groups of four or five, ask students to develop a gymnastics sequence highlighting some of the skills they know and have learnt.</p> <p>Provide criteria for students to include in their sequence such as:</p> <ul style="list-style-type: none"> - one or two partner balances - one group balance - two types of rolls - two jumps - cartwheel. <p>Ask students to practise their gymnastics sequence to present to the whole group, school assembly or parents.</p> <p>During the course of practising and preparing their sequence, ask students questions such as:</p> <ul style="list-style-type: none"> - What do you like about your routine? - What changes would you make to your routine to improve it? - What did you have to consider when developing your routine? - How would the routine change if it was completed to music? <p>Finishing off</p> <p>Play the game <i>Under the bridge</i>. Ask students to form two circles, one inside the other. Students in the inside circle stand with their legs apart. The students on the outside jog around the inside circle. On a signal, each player on the outside circle tries to slip under the bridge and through the legs of the players on the inside circle. Students change places after each turn.</p>	<p>Encourage students to work cooperatively in order to reach collaborative decisions. Students should keep in mind availability of equipment and safe practises, such as using mats.</p> <p>A variation to this game is to have both circles jogging in opposite directions or play stuck in the mud with these rules.</p>
<p>GYS3.10 Demonstrates coordinated actions of the body when performing gymnastic sequences</p> <ul style="list-style-type: none"> • <i>performs gymnastic skills using correct technique</i> • <i>performs variations of basic movements with equipment</i> <p>MOS3.4 Refines and applies movement skills creatively to a variety of challenging situations</p> <ul style="list-style-type: none"> • <i>transfers sequence of locomotor and non-locomotor movements from the floor to simple apparatus</i> 	<p>Weeks 5 and 6</p> <p>Getting started</p> <p>Play the game <i>Call the action</i>. Students move randomly around a designated area, frequently changing direction. The teacher calls an instruction e.g. on toes, reach tall, move forward, move backward, take big steps, take small steps, clap on the knees.</p> <p>Developing skills – Movement sequence with ball</p> <p>Provide each student with a medium sized ball. Ask students to practise bouncing the ball:</p> <ul style="list-style-type: none"> - in front of the body with two hands - from one hand to the other - across the body - under a leg and catch - while using various locomotor steps e.g. run, skip, gallop, side-gallop 	<p>To hold the ball correctly, have the ball rest in the hand. There should be no gripping of the ball.</p> <p>When bouncing the ball the correct technique is to push the ball down and wait for it to come up - not to slap it.</p>

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	<ul style="list-style-type: none"> - while jumping on the spot - while jumping forward and back - while holding various balances. <p>Ask students to practise throwing and catching the ball:</p> <ul style="list-style-type: none"> - with small throws in the air - bend knees and throw up - while on one knee - over head and catch behind <p>Ask students to practise rolling the ball:</p> <ul style="list-style-type: none"> - along the floor and then retrieve - along arms - while sitting in a straddle position and roll along legs - down their back and then catch <p>Movement sequence with rope</p> <p>Give each student a skipping rope. Ensure ropes are the appropriate length by asking the students to stand in the middle of the rope and bring ends up to shoulders. The rope ends should not reach higher than their shoulders.</p> <p>Ask students to practise the following skills:</p> <ul style="list-style-type: none"> • Pendulum skipping- students jump over the rope while swinging the rope forwards and backwards. • Skipping with travel-students move forward, backwards, in a large circle or in random directions while skipping with the rope. • Crossover skipping-while skipping on two feet students cross their arms in front of their body on the downward swing of the rope. Their arms are uncrossed on the next turn of the rope and the rope jumped again. • Figure 8 swings-students hold both ends of the rope together and move their arms in a figure 8 pattern, swinging the rope in front. • Balance using the rope-students hold each end of the rope in their hands. They can use their knees, feet, back, bottom or shoulders to perform a balance using the rope as support. <p>Movement sequence with a hoop</p> <p>Give each student a hoop. Ask students to practise the following skills:</p> <ul style="list-style-type: none"> • Pass through and swinging combination - begin holding hoop horizontally over head. Bring hoop down over body and then lift up again. To swing hoop, hold hoop vertically. Swing hoop up and down. • Step in/step out-hold hoop to the side vertically with one hand. Step into hoop one 	<p>To throw the ball, make sure the ball is <i>cradled</i> in the hands, then extend hands upwards. The elbows must stay straight. To catch the ball, wait with arms extended in the air for the ball, lower the arms and bend knees to cushion the ball as it is caught.</p> <p>Ensure that students have enough space to turn ropes easily and safely.</p> <p>When gripping the rope, always hold the knotted ends. The grip should be loose with the rope held between the thumb and index finger with hands in a cupped shape.</p> <p>When gripping the hoop, hold hoop loosely in the hand. Point index finger along the hoop. The hoop can be gripped overhand – with the palm facing down, or underhand – with the palm facing up.</p>

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	<p>foot at a time and then step out of hoop.</p> <ul style="list-style-type: none"> • Throw and catch-throw up and catch individually or with partner. • Hand rotation-swing hoop around hand • Rolling-roll hoop in front or spin hoop back <p>Movement sequence with ribbons/braids Give each student a ribbon or braid. Traditionally ribbons used in gymnastics are attached to a stick and are approximately five metres long. For the following activities, ribbons or braids of any length can be used with or without a stick. Alternatively, strips of crepe paper can be used.</p> <p>Ask the students to practise:</p> <ul style="list-style-type: none"> - Spirals – at the side of the body, across the body, under the arm, in front of the body, horizontally while turning in a circle - Snakes – at the side of the body, across the body, under the arm, in front travelling down, in front travelling up - Swings / circles – overhead, in front, to the side - Figure eights – in a range of sizes and directions <p>After practising these skills, ask students questions like:</p> <ul style="list-style-type: none"> - How did the gymnastics skills with a ball differ from the other games you play with a ball? - What was the most difficult skill you learnt with the hoop? - What did you need to remember while using the rope? - How did you make patterns with the ribbons/ - What were the similarities or differences between the skills using the different apparatus? <p>Finishing off Play the game <i>Run, jump, land</i>. Students move randomly around a designated area. When land is called, the students jump into the air and land using a motorbike landing. When jump is called the students jump and perform a shape of their own choice.</p>	<p>When making patterns with the ribbon or braid, the pattern that is created with the hands will be transmitted to the end of the ribbon. The movement must come from the wrist. Elbows should be straight. All pattern work should be off the ground and the ribbon/braid should be in constant motion.</p> <p>When making circles or figure eights, the movement comes from the shoulders.</p>
<p>GYS3.10 Demonstrates coordinated actions of the body when performing gymnastic sequences</p> <ul style="list-style-type: none"> • <i>performs gymnastic skills using correct technique</i> • <i>devises and performs sequences with groups using apparatus and floor</i> • <i>creates a sequence with a clear beginning, middle and end</i> 	<p>Weeks 7 and 8 Getting started Play the game <i>Willy, Billy, Moe and Joe</i>. <i>Willy</i> and <i>Billy</i> are partners and <i>Moe</i> and <i>Joe</i> are partners. Three of the four students join hands and make a circle. If, for example, <i>Joe</i> is outside the circle, <i>Billy</i> and <i>Willy</i> have to try and protect <i>Moe</i> from being tipped by <i>Joe</i>. They cannot break hands. The students have to work together as a team to try and keep one person in their circle from being tipped by the outside student. Repeat the game changing players.</p>	

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<p>MOS3.4 Refines and applies movement skills creatively to a variety of challenging situations</p> <ul style="list-style-type: none"> transfers sequence of locomotor and non-locomotor movements from the floor to simple apparatus combines known movements to create a sequence with a small group <p>INS3.1 Acts in ways that enhance the contribution of self and others in a range of cooperative situations</p> <ul style="list-style-type: none"> demonstrates actions that support the rights and feelings of others e.g. consideration, encouragement 	<p>Divide students into pairs and allocate one mat to each pair. Students perform upper body, middle body and lower body stretches.</p> <p>During this lesson, students will be given the opportunity to devise a simple performance using a piece of equipment with minimal input from the teacher.</p> <p>The class is divided into four groups and will be assigned to one of the four movement stations.</p> <p>One type of equipment is placed at each station. Students will use the equipment to create a movement sequence. Provide each group with a task card (as outlined below) to provide guidance. Students will have 15 minutes to devise their sequence before demonstrating it to the rest of the class.</p> <p>Movement stations</p> <p>Station 1 - Gymnastics with ball Some examples of skills that can be included in the routine are:</p> <ul style="list-style-type: none"> four continuous ball bounces bounce under a leg and catch throw and catch balance and bounce roll the ball along a body part throw, turn and catch swap ball with another team member. <p>Station 2 - Gymnastics with rope <i>Safety Consideration:</i> Ensure you spread out for this routine so no one gets hit by a skipping rope. Some examples of skills that can be included in the routine are:</p> <ul style="list-style-type: none"> pendulum skipping skipping with travel crossover skipping balance using the rope figure 8 swings. <p>Station 3 - Gymnastics with hoop <i>Safety Consideration:</i> Ensure you spread out for this routine so no one gets hit by a hoop. Some examples of skills that can be included in the routine are:</p> <ul style="list-style-type: none"> swinging the hoop from side to side pass through and swinging combination step in/step out throw and catch 	<p>Assessment strategy The teacher:</p> <ul style="list-style-type: none"> observes student's contribution to group composition observes student's performance at various stations observes how students work with other group members <p>Assessment criteria The student:</p> <ul style="list-style-type: none"> contributes to compositional ideas composes movement sequences that vary in space, dynamics and time confidently performs combinations of non-locomotor and locomotor skills

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	<ul style="list-style-type: none"> - hand rotation - rolling. <p>Station 4 - Gymnastics with ribbon/braids Some examples of skills that can be included in the routine are:</p> <ul style="list-style-type: none"> - overhead circles - balance and pose with ribbon - side by side figure eights - wrist circle twirls in front of body - throw and catch. <p>Provide students with the opportunity to give feedback on their own performance as well as hearing from their peers and teacher. Ask questions like:</p> <ul style="list-style-type: none"> - What was difficult about your performance? (examples could include sharing the equipment with the rest of the class) - What were some positive aspects of your performance? (examples could include team work, peer tutoring for skills) - How would you do things differently next time? <p>If time permits, students can move to a different station and devise a routine using another piece of equipment.</p> <p>Finishing off Ask students to select their favourite gymnastics warm down game to finish off the lesson. (See <i>Jump into gym</i> if students are unfamiliar with warm down games.)</p>	<ul style="list-style-type: none"> • confidently perform gymnastics skills which include use of apparatus • works effectively with others to compose movement sequences <p>These criteria relate to outcome GYS3.10, MOS3.4 and INS3.3</p>
<p>GYS3.10 Demonstrates coordinated actions of the body when performing gymnastic sequences</p> <ul style="list-style-type: none"> • performs gymnastic skills using correct technique • devises and performs sequences with groups using apparatus and floor <p>MOS3.4 Refines and applies movement skills creatively to a variety of challenging situations</p> <ul style="list-style-type: none"> • transfers sequence of locomotor and non-locomotor movements from the floor to simple apparatus • combines known movements to create a sequence with a 	<p>Weeks 9 and 10 Getting started Play the game <i>Find a mat</i>. Scatter ten mats around the floor of the playing area. Students move randomly around the playing area to music. When the music stops, students sit on the closest mat and perform a one, two, three or four point balance. Vary each call between individual and partner balances.</p> <p>Locomotor skills <i>Commando course</i> Ask students to form teams of five or six. Students are given, or asked to locate equipment such as hoops, mats, chairs, tables etc in order to design their own commando course. Students need to include activities that they may have participated in before. Examples that students could include are:</p> <ul style="list-style-type: none"> - crawling under tables and over chairs - quick stepping through a course of hoops 	<p>Set specific guidelines for safety purposes.</p> <p>Students could design their course on paper first. Encourage students to work cooperatively to reach collaborative decisions. Students should keep in mind availability of equipment and safe practises, such as using mats</p>

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<p><i>small group</i></p> <p>INS3.1 Acts in ways that enhance the contribution of self and others in a range of cooperative situations</p> <ul style="list-style-type: none"> • <i>demonstrates actions that support the rights and feelings of others e.g. consideration, encouragement</i> 	<ul style="list-style-type: none"> - rolling under tables, along mats - walking along a beam with one foot on the ground - sliding on stomach along a bench or under a table - climbing a rope or climbing frame. <p>Ask students to set up and demonstrate their course to the rest of the group. When complete, ask the rest of the group to participate. The organisers should act as assistants along the course.</p> <p>Upon the completion of each commando course, ask students questions such as:</p> <ul style="list-style-type: none"> - In what ways could the course be improved? - Does the course require the players to use different movements? - Were the activities in the course safe for others to do? - How could you modify your course to make it appropriate for students in kindergarten? <p>Finishing off</p> <p>Play the game <i>Leap the log roll</i>. In teams of six, ask students to divide their team into two groups – <i>rollers</i> and <i>leapers</i>. The leapers position themselves well spaced apart along the length of three mats. On a signal, rollers start log rolling down the mats. The leapers leap over each of the approaching rollers. When rollers reach the end of the mat, they become leapers and leapers become the rollers.</p>	<p>This activity may be completed over a number of gymnastics sessions inside or outside. There could be two courses established each session to ensure maximum student participation.</p> <p>If climbing is included, cover the surface of the floor under the climbing station with mats.</p>