

## Scheme of work

Gary Carroll

**Subject:** Physical Education

**No. of Students:** 20

**Topic:** Gymnastics

**No. of lessons:** 5

**Class:** 1st Years (A)

**Length of lessons:** 70 minutes

### Rationale:

*“Physical Education is an integral part of every school curriculum because it makes a unique and vital contribution to the students’ total education. Physical Education can offer a variety of learning experiences that certainly contribute towards the development of physical, social, emotional and intellectual growth”.* (Wuest et al. 1993, p.59). It could be said that gymnastics is one particular area in the P.E. curriculum, which has the potential to contribute to the overall development of the child. It’s ideal for children and adults alike. It can be modified to suit individual needs and abilities. It develops many physical and emotional attributes in a person. *“Children are given opportunities to explore and develop their potential in safe structures, yet stimulating settings.”* (Pyrke, 1985). The children are given an opportunity to explore their bodies in ways that they wouldn’t normally do in their everyday lives. Through this exploration, the students will become conscious of both the potential and limitations of their own body. This information alone gives the pupil an idea of themselves which helps develop their self-concept.

The aim of gymnastics is to help students to develop their strength, endurance and flexibility. It is essential that students develop these attributes to ensure a healthier and more fulfilling lifestyle. It can be seen in everyday life, for example in our own gymnastics class, full of very physically active students at the fit age of 21-22. It was clear that some students were lacking in upper body strength when asked to take weight on hands. The majority of our class had never done gymnastics before college, and it leads us to wonder if there are activities in their daily lives with which they struggle with as a result of this lack of strength. This could have easily have been prevented if they had been introduced to or experienced gymnastics at a younger age. We as physical educators have the opportunity to

make a difference. Through gymnastics, we have an opportunity to help students to increase the effectiveness and efficiency of their body actions.

I believe that gymnastics contributes in a huge way to personal and social development of students. Gymnastics should promote sensitivity in working with others and provide opportunities for achievement and building self-esteem in all students. In gymnastics, students are given the opportunity to experience a new 'team game' different from the traditional team activities which may not appeal to all. In the gym, co-operation is of paramount importance. Students begin to learn how to share equipment and floor space if they are to fully gain from their class. They must co-operate with each other in setting up equipment and participating in their groups throughout the class. Within these groups they will have to listen to each member's contribution and most importantly respect it. Trust will also be developed through the class, as students may have to assist each other in various actions, which will depend on complete trust in your partner. This is a big factor in the social development of any pupil.

Gymnastics has the capacity to be an excellent means of developing students' physical and emotional maturity. P.E. teachers have a responsibility to promote and aid this development to its potential.

**Big picture goal:**

Students will be competently demonstrate the key skills related to gymnastics through a group performance demonstrating good body poise and muscular tension whilst also incorporating 3 forms of locomotion, 3 balances, 3 jumps, 3 rolls and 1 weight on hands.

**Big picture assesment:**

At the end of the five weeks students will perform a gymnastics sequence in groups of 4. The students will give peer feedback and the teacher will assess the students under criteria identified in advance of the performance.

## Concept Map:

### Themes

- ◆ Travelling
- ◆ Balances
- ◆ Rolling
- ◆ Jumping/ Leaping

### Co-operation and Teamwork

- ◆ Social interactions build on
- ◆ Group-work
- ◆ Pair work

### Qualitative Focus

- ◆ Technique
- ◆ Body Poise
- ◆ Creativity
- ◆ Continuity of Action

### Performance

- ◆ Development of phases
- ◆ Movement composition
- ◆ Confidence

**Learning Outcomes:** At the end of the five weeks students will;

- Be confident in their ability to perform different jumps, leaps, balances, weight on hands and rolls.
- Be able to identify the difference between good and bad technique.
- Demonstrate adequate technique performing balances.
- Gain an appreciation of the different muscle groups involved during any activity and how it can help us develop fitness in relation to that activity.
- Be proficient in gymnastic skills to create and perform a group sequence.

### Resources:

- Mats
- Benches
- CD Player
- CDs
- Taskcards

**Instructional strategies:**

- Confident in their ability to perform different jumps, leaps, weight on hands and rolls.

<i>Instructional Model</i>	<i>Learning experience</i>	<i>Instructional strategies</i>
Active teaching	Students are given a mat in pairs and they share their own area. Teacher shows the rolls and then they are practiced. Move on to all of the different types of rolls. Teacher must circulate, emphasise safety points and ask questions.	Active supervision Play-teach-play Closed questions
Peer tutoring Co-operative learning	Students move into pairs. One student becomes the observer while the other performs each one of the rolls. They perform each roll and then swap roles.	Positive feedback Feedback sandwich With-it-ness
Facilitation	Students again in pairs. They must now attempt to move from one roll into another. E.g. from front roll into an egg roll. There is an emphasis on flow and how one movement moves into the other.	Active supervision Positive pinpointing 90:90 Principle
Facilitation Task teaching	To further expand their knowledge as them to incorporate on a certain movement amount of rolls in their group routines in the final lesson. This will show them how to perform rolls in a routine that is aesthetically pleasing	Active supervision Positive pinpointing

- Identify what is regarded as good or poor technique in gymnastic performances.

<b><i>Instructional Model</i></b>	<b><i>Learning experience</i></b>	<b><i>Instructional strategies</i></b>
Active Teaching	This will be done by the teacher showing the main teaching points. If possible use a gymnastics competent student for demonstrations. Ask the student to demonstrate good technique while emphasising the teaching points of each skill. Before sending students away show them an example of technique and an example of poor technique	Closed questions Student demonstrations Whole class discussion
Teaching through questions	This will be done after their final performances in the form of a whole class discussion. Teacher asks students relating to the technique of particular elements of each skill. The students must identify a what would be regarded as good and poor technique	Higher cognitive questions Full student involvement Constructive feedback
Active teaching	To extend their knowledge a video could be shown that highlights aesthetically pleasing technique in a routine.	Active supervision Post video questioning

- Demonstrate adequate technique when performing both individual and group balances.

<b><i>Instructional Model</i></b>	<b><i>Learning experience</i></b>	<b><i>Instructional strategies</i></b>
Task teaching Challenge with choice	Students are divided into pairs and are given a sheet that contains a number of pair balances. Each new	Circulation Indent and peripheries Positive pinpointing Feedback sandwich

<p>Co-operative Learning Guided discovery</p> <p>Facilitation</p>	<p>balance is a progression from the last one. Teacher circulates the class while providing feedback to some groups that may be struggling.</p> <p>Students are divided into groups of threes. They are given four mats each and must create their own original group balances. They are told that they must come up with 3 balances that involve each member of their group. They show the whole class after allotted time. Highlight good elements of each balance</p> <p>In their group performance they must incorporate balances so they will be better able to understand how to incorporate into a sequence of movement</p>	<p>Active supervision Positive pinpointing Guided questions</p> <p>Whole class discussion Active supervision</p>
---	--	--

- Gain an appreciation into the different muscle groups being used in individual or pair balances.

<b><i>Instructional Model</i></b>	<b><i>Learning experience</i></b>	<b><i>Instructional strategies</i></b>
<p>Active Teaching</p> <p>Whole class discussion</p>	<p>When introducing each individual skill it will be important to emphasise the HRA element of each skill. This means highlighting the muscle groups used and what concepts are involved in each action e.g. flexibility for some rolls</p> <p>When the students are making their task card they must identify what muscle groups are being used in</p>	<p>Closed questions Proximity control</p> <p>Proximity control Higher cognitive questions Learning by taking part</p>

Co-operative learning	<p>each exercise they are assigned. They also must decide whether the activities incorporate muscular strength or endurance or both</p> <p>For their routines students must focus on one muscle group that will be used at regular intervals during the routines. This will give them an appreciation for the muscle groups used.</p>	<p>Learning by taking part Student-led learning Leading questions</p>
-----------------------	---	---

- Be proficient in gymnastic skills to create and perform a group sequence.

<i>Instructional Model</i>	<i>Learning experience</i>	<i>Instructional strategies</i>
Active Teaching	<p>This will take place throughout the scheme as each skill is introduced. Each skill will be progressed so that it can flow to another movement.</p>	<p>Closed questions Explanations Highlight teaching points Positive pinpointing</p>
Facilitation	<p>End of scheme of routine done in larger groups. Define criteria which must be met during the group performance. Finish with both group and whole class discussion relating to HRA and what went well and what could be improved in the routine.</p>	<p>Whole class discussion Learn through taking part Assessment sheets</p>

**Formative Assessment:**

- Using assessment resources, peers assess students on the technique of each skill and provide feedback to what they are doing well and what they need to improve on.
- Students will be broken up into pairs or groups and they will be given a task card. One person in group acts as the person giving feedback in regards to the safety and teaching points

- This will be done through observation over a number of weeks by the teacher. Done through observation and providing feedback. It will also involve catering to different levels of ability.
- Informal assessment will take place. The teacher will have to gauge student attitudes both at the beginning and the end of the scheme. If there is a discernible difference in the attitudes then you will know the learning outcome has been achieved.
- This will be assessed in a group performance in the last week of the scheme of work. Define criteria which must be met during the group performance. After each performance have a whole class discussion. In this discussion the students will discuss the good elements of the performance and also what could be have been better.

#### **Summative Assessment:**

- At the end of the six weeks students will perform a group sequence in front of their peers to be graded by the students and the teacher under given criteria.

#### **Lesson Outlines:**

##### **Lesson One:**

- Introduce the class to Gymnastics and the different disciplines – Inform the class as to why Gymnastics is in the P.E. curriculum and the four different disciplines.
- Safety in the gymnasium – Explain to the class the importance of remaining safe in the gym and to be always aware of the dangers of equipment.
- Interaction with students – Getting to know the class by asking them their name, favourite sport/hobby and where they are from.
- Introduction to warm up/Warm Up – Teaching the class how to correctly perform a warm up that is generic to all physical activity.
- Game of scorpions – 4 to catch 16. When caught move to wall and star jumps.
- Shape Game – Groups of 4 – Square/Circle/Rectangle/Star/Triangle – Individually and as a group.
- Mirror Game – Group of 4 – 3 shape sequence – Pairs and group of 4.
- Locomotion – Movement/ Ways of travelling – Introduction.
- Students must come up with 4 different ways of travelling with different height, speed and direction.
- Practice sequence in groups of 4 – Group shape, individual shape, pair mirror image, group mirror image and 3 forms of locomotion.
- Performance by groups and feedback.
- Cool Down and stretching.

- Recap of today's lesson

### **Lesson Two:**

- Take roll and recap on last week's lesson – Explain locomotion and the different types that were performed yesterday. Outline the day's lesson.
- Warm up with dynamic stretching – Students begin to lead warm up.
- North/South/West/East game – Students are informed of the different directions in the hall and must move to them when the teacher tells them to using different forms of locomotion.
- Modified Tag – 4 on out of 20. Those who are on have to stay on mats. Those who are to be caught must go on a mat every 3 hops. When caught move to wall and perform 5 star jumps.
- Balance testing activity using benches – Teams must organise themselves on benches without talking to DOB/Age/Month of year born/Alphabetical name.
- Points of contact activity – Pairs moving around hall whilst teacher calls the number of points of contact. The students then make a shape with that number of points of contact. Individual, pairs and groups of 4.
- Points of contact activity 2 – Students make two individual and 2 pair balances using different points of contact – Students must also pick 2 balances from the task cards handed out by the teacher.
- Students put together a sequence with 2 forms of locomotion (1 high/1 low), 2 shapes (1 group/1 individual), 2 individual balances, 1 group balance as finale.
- Performances and feedback.
- Cool Down and stretches.
- Recap of class.

### **Lesson Three:**

- Take roll and recap on last week's lesson – Explain rolls to the class and the different types.
- Warm up using dynamic stretches.
- Warm up activity with points of balance game where students move around hall and must create a shape using the number of points of contacts specified by the teacher.
- Hula hoop game – A number of hula hoops will be placed all over the room. The students will have to travel through the hula hoops. Each time they leave a hula hoop they must change something about how they move i.e. The speed, direction or the height. Once the music stops students must perform a balance.
- Pencil roll – Students are demonstrated how to perform the pencil roll and they practice it.
- Side roll – Students are given task cards on how to perform the side roll and must learn through guided discovery.

- Teddy bear roll – Students are shown how to perform the teddy bear roll and also given task cards to help them to perform it. They are given time to master the roll.
- Linking balances and rolls - Students are put into pairs and must create a short sequence with a pari balance, a roll and an individual balance. There should be smooth transition between movements.
- Creating a sequence – Students are put into groups of 4 and told to join their sequences together to create a 8 piece sequence(2 forms of locomotion are also needed).
- Performance and feedback from teacher.
- Introduction to Jumps. The teacher creates stations and hands out taskcards to the students with the 7 main jumps. Students must practice each of these over a period of time with the teacher actively supervising.
- Cool down with stretches.
- Recap of the class on rolls and jumps.

#### **Lesson Four:**

- Introduction to the class and recap on the rolls learned last week.
- Warm up through dynamic stretching – Students are involved in running the warm up – Different types of travelling and jumps are involved.
- Warm up of wrists – Explain to class the importance of warming up wrists for the forward roll.
- Students recap on the jumps that they performed yesterday – Stations are set up and each student gets another chance to perform the jumps.
- Demonstration of the forward roll by the teacher to the class.
- Students are split into pairs and given a task card to perform the forward roll whilst the teacher actively supervises.
- Introduce the class to weight on hands and follow on from forward roll.
- Bunny hops/scorpion kicks - The class move around the hall performing these actions to feel the sensation of weight on hands.
- The teacher demonstrates the cartwheel to the class with teaching points.
- The students are given a chance to practice the cartwheel.
- Creating a sequence - Students are put into groups of 4 and using the forward roll and at least 1 balance, 1 jump, 2 forms of locomotion, 1 roll and 1 weight on hands must create a sequence that is smooth in transition and aesthetically pleasing.
- The students perform their sequence and the teacher gives feedback.
- Cool Down and stretching.
- Recap of the days class.

#### **Lesson Five:**

- Introduction of the days class and recap on last weeks lesson.

- North/South/West/East game – Students are informed of the different directions in the hall and must move to them when the teacher tells them to using different forms of locomotion, rolls and weight on hands.
- Dynamics stretches to warm up.
- Recap on the previous four weeks and the different areas of gymnastics including locomotion, balances, rolls, jumps, wieght on hands etc.
- Explain that the students will be making a final performance to integrate all that they learned throughout the past 4 weeks. The teacher hands out a task card with the required criteria.
- The teacher actively supervises the class throughout and aids the groups with any quiries.
- The students perform and the teacher gives feedback.
- Shoe game – Students are paired up and must race to find their shoes in a pile and make it back.
- The teacher cools down the class through dynamic stretches.
- The teacher recaps on the previous five weeks of gymnastics.

**Preventative Management:**

- Back to wall
- With it ness
- Proximity control
- The “Look”
- Scan frequently
- 90-90 Principle
- Move in an unpredictable way

**Self-Evaluation Methods:**

- Feedback from students.
- Discussion with other teachers.
- Feedback from onlookers.

Furthermore, by monitoring pupil’s work and standards I will be able to evaluate the effectiveness of my teaching strategies. I will use a standard checklist to ‘grade’ my teaching under a number of headings:

- Preparation
- Commitment and Enthusiasm
- Positivity

- Sensitivity and Considerations of students
- Questioning Demonstrations
- Communication
- Pace of lessons
- Variety of teaching strategies
- Resources for learning
- Assessment
- Dealing with problems