

Sample Lesson Plan

Focusing on the Fundamental Movement Skill of Balancing in a Gymnastics lesson

Class Level	1 st - 6 th Class
Strand	Gymnastics
Strand Unit	Movement
Curriculum Objectives	<p><i>The child should be enabled to</i></p> <ul style="list-style-type: none">• Create and perform sequences of movement to develop body awareness with appropriate variations of direction, pathways, levels, shape and balances.• Select and link a range of movement actions to travel on the floor.• Develop good body tension and posture through gymnastics positions and movements.• Observe and describe movement.
Learning outcomes	<p><i>The child should be enabled to</i></p> <ul style="list-style-type: none">▪ Revise all teaching points for the skill of balancing▪ Practice the skill of balancing in a gymnastic sequence▪ Understand the importance of balancing▪ Identify how to improve their skill of balancing▪ Develop their ability to work as part of a group.▪ Engage in a process of self-assessment of balancing
Fundamental Movement Skill	Balancing
Resources	Move Well, Move Often resource, spot markers, beanbags, music, Gymnastics Sequence Card 2, Partner Balances Card

Introduction

1. **Intended learning outcome:** Today we will revise the teaching points for the skill of balancing in our gymnastics lesson. Balancing is a very important skill. Why is this?
2. **Introduce teaching points:** Today we will revise all of the teaching points for balancing. Can anyone show me one of these teaching points? Why is this important? How will this improve our balancing technique? Demonstrate to the pupils how this is done.

Teaching points for balancing:

- **Support leg still, with foot flat on the ground.**
 - **Trunk stable and upright.**
 - **Non-support leg bent and not touching the support leg.**
 - **Head stable and eyes focused forward on a target.**
 - **Arms as still as possible with no excessive movement.**
3. **Revise prior learning:** Recap on the teaching point covered in the previous lesson “**arms as still as possible, with no excessive movement, extended at the side**” and limbs pointed. Can anyone remember what we learned last week that can help us when we are balancing?



Warm Up

Pairtnéirí:

The pupils run around the play area. When the teacher calls out the number one, they must find a partner, shake hands introduce themselves and tell them what school they are from. This is partner handshake #1. The participants leave their partner and run around the hall once more (the way of moving can be changed each time by the teacher). This time teacher calls out the number two and the pupils must find a new partner and shake hands. This is partner handshake #2. The process is repeated up to number five. At this point call out the numbers can be called out at random. The pupils must find the correct partner that corresponds to that number. There is a lot of memory work in this activity and it is a great energizer.

1,2,3 Action:

- Invite the pupils to stand facing each other in pairs. Give each pupil a letter A or B. 'A' starts by saying the number 1. B follows by saying the number 2, and A says 3. Continue until the pupils are familiar with the three number pattern – 1, 2, 3, 1, 2, 3, 1, 2, 3,
- Now ask the pupils to replace the number 1 with a jump, so instead of saying the number one, the pupil jumps (two feet to two feet on the spot, high as they can). The numbers 2 and 3 are spoken as before.
- Once the pupils are comfortable with this (jump, 2, 3, jump, 2, 3,) invite them to replace the number 2 with an action of their choice. So the pattern is now jump, action, 3, jump, action, 3.
- Continue by replacing the number 3 so that all of the numbers are now actions. Allow the activity to continue for a set amount of time, and then reverse the process.



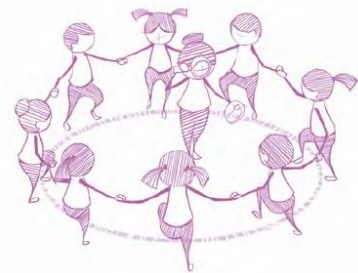
Main Content :

Remind pupils of the teaching points for balancing. We will revise these throughout the lesson.

Activity: **Shape Detective (Book 3, Page 104)**

Arrange pupils in a circle with one pupil in the centre. This pupil is the *Shape Detective* and their job is to discover who the Shape Leader is. The detective is blindfolded (or closes their eyes) while one pupil in the circle is chosen silently to be the leader.

The leader guides the pupils through a range of shapes and balancing activities on the spot. The group copies the leader. The detective removes the blindfold or opens their eyes, and must try to guess the identity of the leader. The leader must keep changing the balance every couple of seconds, while trying to avoid being identified. The detective has three chances to guess who the leader is. Repeat the activity by choosing a new leader each time.



Development – Gymnastic Sequence (whole-part-whole approach)

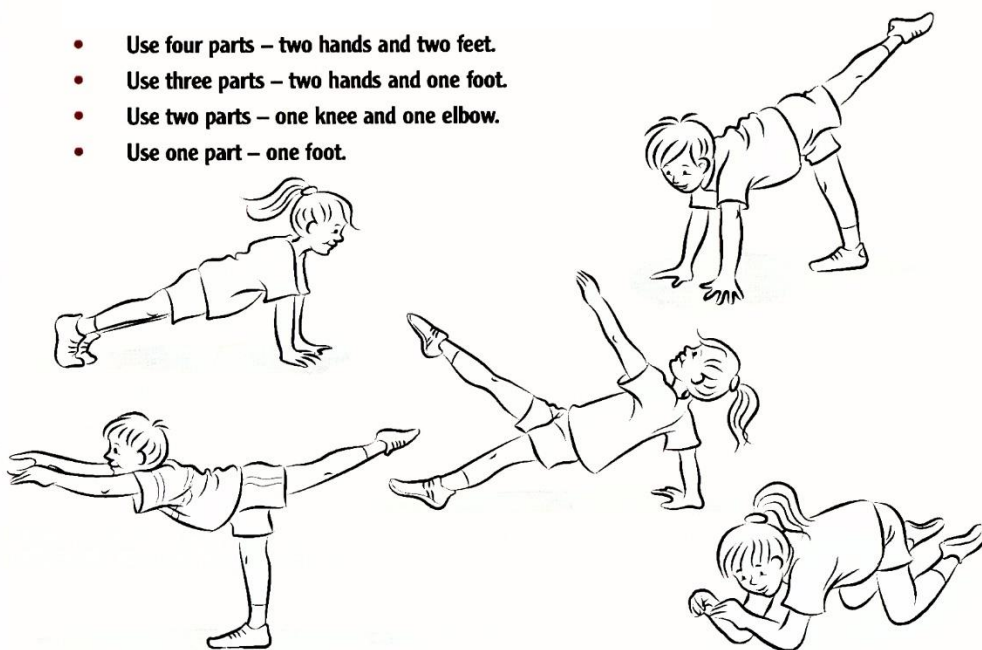
Whole: exploring individual and partner balances

1. Individual Balances

- Invite the pupils to find a space in the room and perform a balance.
- Discuss what the balance should look like. It should be aesthetically pleasing with non-support limbs extended, straightened and pointed away from the body where possible.

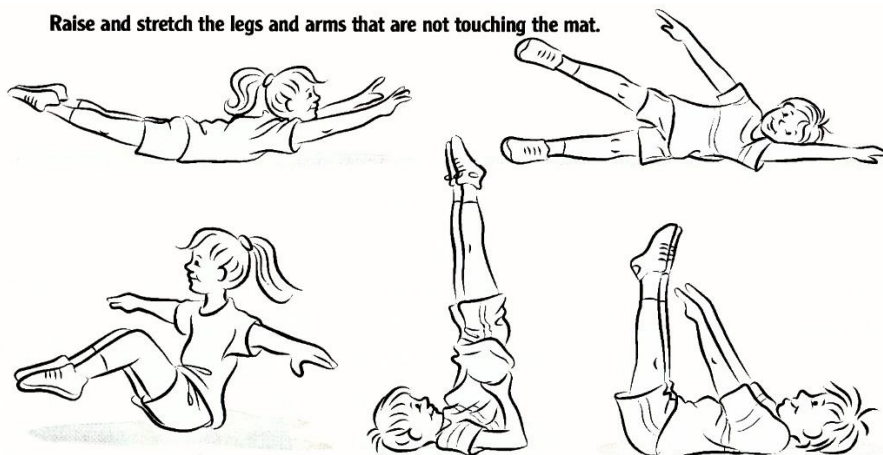
- Pupils should be able to hold the balance for a minimum of 3 seconds.
- Invite pupils to perform a balance on
 - 2 body parts
 - 3 body parts
 - 4 body parts
 - 5 body parts
- Pause at intervals to point out a good balance that looks aesthetically pleasing.

- Use four parts – two hands and two feet.
- Use three parts – two hands and one foot.
- Use two parts – one knee and one elbow.
- Use one part – one foot.



- Balance on a large body part (belly, back, bum), tightening the core to straighten all limbs.
- Balance on the back and shoulders with the legs and feet pointing straight up in the air. Hands should be on the lower back supporting the back and core. Teacher can stand behind the pupil with their feet either side of their head, and support them in holding their legs straight in the air. Invite pupils to attempt this with one leg straight in the air and the other leg bent if they are finding it difficult to lift both legs.

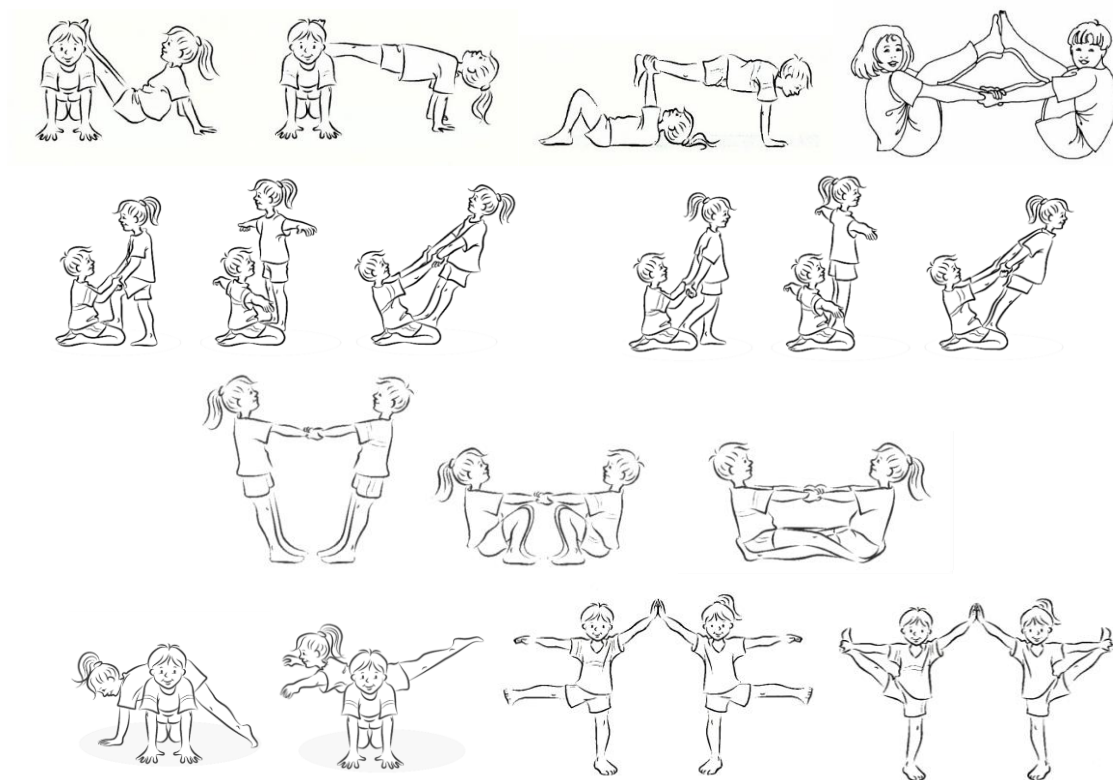
Raise and stretch the legs and arms that are not touching the mat.



Partner Balances:

- Arrange pupils in pairs. Partners face each other, crossing their arms and holding hands, leaning back with both bodies straight.
- Partner A begins with all fours on the ground. Partner B performs a high plank on the ground with their feet on the back of their partner.
- Invite pairs to explore and create three further partner balances.

Examples of partner balances are outlined on Gymnastics Sequence Card 1 which can be downloaded from <http://www.pdst.ie/physlit>



- Invite each pair to perform one partner balance for the group. Pause the balance and offer feedback where necessary (straighten limbs, elbows locked, toes pointed, head up, shoulders directly over wrists, etc.)

Part: Self-assessment

Invite the pupils to complete the self-assessment wheel on balancing. This is available to download from www.scoilnet.ie/pdst/physlit, and is attached at the end of this lesson.

Whole – Embedding balancing in a Gymnastics Sequence:

- Invite each pair to partner up with another pair to create groups of four. In their groups, pupils create a sequence incorporating each of the following:
 - ✓ A strong starting shape
 - ✓ At least 2 different ways of travelling
 - ✓ 2 jumps
 - ✓ Balances: 2 x individual (including T balance), 2 x partner, 1 x group
 - ✓ A strong finishing shape

This sequence and all of the partner balances are outlined on Gymnastics Sequence Card 2 which can be downloaded from <http://www.pdst.ie/physlit>

- Play some music and allow each group time to prepare and practice their sequence.
- Half the class perform their sequence while the other half observe.
- Music can also be played during the performances.

Conclusion

Opportunity for Feedback

Teacher gives and discusses feedback on the skill of balancing or the performance of the sequence that was observed. On returning to class, pupils draw a picture of all the ways they incorporated balancing into their sequence in their PE journal.

Summary:

Use the balancing poster to summarise the teaching points of balancing:

- **Support leg still, with foot flat on the ground.**
- **Trunk stable and upright.**
- **Non-support leg bent and not touching the support leg.**
- **Head stable and eyes focused forward on a target.**
- **Arms as still as possible with no excessive movement.**

Cool Down activity

1. The pupils jog around the area gradually slowing from a jog to a walk to a slow walk to standing.
2. Breathe in slowly while stretching the arms out and up and breathe out slowly as the arms are lowered.
3. Make large circles with a variety of body parts while breathing in and out slowly (arms, elbows, knees, hips, wrists, ankles).
4. Take ten steps on tippy toes then ten steps on heels.
5. Shake out the legs and the arms.
6. Pupils face each other in pairs, holding hands. Each pair side skips for ten steps to the left then the right. Then nine, eight, seven, etc. until they are standing still. Clasp wrists they pull against one another and sink down to the ground and then back up again.
7. In pairs, they perform whole body stretches wide, narrow, high, mirroring each other's actions.
8. Holding hands, gradually sink all the way down to the floor this time.
9. Sit with legs out in front. Gently stretch to the right and then back, forward and then back, to the left and then back.
10. Sit cross-legged or lie in a comfortable position breathing in and out slowly with eyes closed. The teacher asks them to: (a) listen to sounds around them; (b) to think about their favourite part of the lesson and to visualise the activity. Play some calming music. After a couple of minutes, call the pupils one by one to line up before returning to class.

Take Home Activity:

Practise balancing on one leg at home every day this week when you are brushing your teeth.

Self-Assessment Web

Balancing	
<p>Pupil's Name: While attempting this skill, I felt:</p> <p>Rate your effort level: Light <input type="checkbox"/> Moderate <input type="checkbox"/> Vigorous <input type="checkbox"/></p>	<p>Teacher comment:</p> <p>Date:</p>

Sample Lesson Plan

Focusing on the Fundamental Movement Skill of Landing in a Gymnastics lesson

Class Level	1 st – 6 th Class
Strand	Gymnastics
Strand Unit	Movement
Curriculum Objectives	<i>The child should be enabled to</i> <ul style="list-style-type: none">• Create and perform sequences of movement to develop body awareness with appropriate variations of direction, pathways, levels, shape and speed.• Show increased control in take-off, flight and landing• Select and link a range of movement actions to travel on the floor and on apparatus.
Learning outcomes	<i>The child should be enabled to</i> <ul style="list-style-type: none">▪ Learn one new teaching point for the skill of landing▪ Practice the skill of landing in a gymnastic sequence▪ Understand the importance of landing correctly▪ Identify how to improve their skill of landing▪ Develop their ability to work as part of a group.
Fundamental Movement Skill	Landing
Resources	Move Well, Move Often resource, cones, spot markers, music, Gymnastics Sequence Card 1, Gymnastics Actions Card

Introduction

- 1. Intended learning outcome:** Today we will pay special attention to the skill of landing in our gymnastics lesson. It is very important that we land properly. Why is this?
- 2. Introduce teaching points:** Today we will focus on the teaching point - **arms should be stretched out in front to maintain balance.** Can anyone show me what this looks like? Why is this important? How will this improve our landing technique? Demonstrate to the pupils how this is done.
- 3. Revise prior learning:** Recap on the teaching point covered in the previous lesson **“head up, stable and looking straight ahead”**
Can anyone remember what we learned last week that can help us when we are landing?



Warm Up

Bodyparts Cones:

- Spread spots or cones around the playing area. Assign a body part to each colour.
Blue – hand
Red – foot
Green – elbow
Yellow – tummy
White – knee
- All pupils jog, skip, jump and land, side-step etc. around the spots. On a signal, pupils stop at the nearest spot and match a body part to the spot.
- Consider using only two colours at the beginning and add more colours (and instructions) as the game continues.

Dynamic Warm Up: (choose from the following)

- Jumping jacks, high knees, walking lunges, jumping over a line, inch worms, squats, arm circles, hip circles, trunk rotation, leg swings, ankle rotations.

Teacher will continue to monitor and remind the children of the previous lesson's landing teaching point - head up, stable and looking straight ahead during the warm up activities.

Main Content :

Demonstrate the new teaching point for landing - **arms should be stretched out in front to maintain balance.** Invite a pupil to model the teaching point. Pupils jump 5 times and land, specifically focusing on the new teaching point.

Activity: **Crocs (Move Well, Move Often, Book 2, page 132)**

- Scatter as many spot markers as possible around the playing area, close enough together so that pupils can jump from one to the other. Use cones to set out the boundary of the playing area. Select a pupil to be the tagger (croc). Pupils start from the cones around the boundary of the playing area and try to jump from marker to marker to get across to the cone on the other side. Pupils can be tagged when their feet are not on a marker. When tagged, pupils should return to their start point and try again.



During the activity, observe and remind pupils of the teaching point for today's lesson - **arms should be stretched out in front to maintain balance.**

Development – Gymnastic Sequence (whole-part-whole approach)

Whole:

1. Travelling:

- Invite pupils to name different ways of travelling e.g. running, hopping, skipping, etc. Ask pupils to move around the area using a chosen way of travelling. On hearing the teacher's signal (whistle or clap), pupils change the way they travel.
 - Invite pupils to move around the area using different body parts e.g. hands and feet.
 - Invite pupils to move around the area again, this time they choose when to change their mode of travel. Then encourage pupils to change again after a count of 8 beats.
 - Encourage pupils to increase/decrease their speed when travelling.
- ➔ *In this activity, pupils are beginning to practise sequencing travelling movements.*

2. Directions/ Pathways:

- Invite the pupils to name various **directions** for travelling e.g. forwards, backwards, diagonal, etc. Direct pupils to move in each of the directions, pupils choose their method of travel (walk, run, skip, hop etc.).
- Elicit from the pupil's different **pathways** of travel e.g. curved, straight, zig-zag etc.
- Pupils choose a direction, pathway and a way of travelling and move around the playing area. Pupils change their direction, pathway and way of travelling after a count of 8.
- Give each participant a coloured spot. Ask them to place it anywhere in the playing area, remembering their colour.

3. Shape and levels:

- Invite pupils to stand on their coloured spot (e.g. red).
- Invite them to make each of the following shapes - tall, small, wide, narrow, twisty (arms), bendy (angles in elbows, shoulders, knees etc.), small and twisty, tall and bendy
- Invite pupils to move around the playing area following spots of their chosen colour e.g. (red spot...red spot). Upon arrival at their coloured spot, pause and make a shape of choice.

4. Jumps:

- Ask pupils to move around the playing area, using different methods of travelling and alternating their speed, direction, pathway and levels.
- Upon arrival at the coloured spot of choice, invite pupils to jump towards a spot and on landing focus on today's teaching point. Ensure pupils land with feet apart.

Part:

- Pupils gather in the centre of the room and revise the teaching point for landing - **arms should be stretched out in front to maintain balance**. The teacher can demonstrate or invite a proficient pupil to do so.
- In pairs, pupils move around the space and when they approach a spot, jump and land focusing on today's teaching point for landing. Partner A must move around with Partner B, observing their landing and offering feedback on the teaching point. Partners alternate their roles after 5 jumps and lands.

Whole – Embedding landing in a Gymnastics Sequence:

- In groups of four, pupils create a sequence incorporating each of the following:
 - ✓ A strong starting shape

- ✓ At least 3 different ways of travelling
- ✓ 4 jumps with a focus on landing particularly the today's lesson teaching point of landing
- ✓ A change in levels
- ✓ A strong finishing shape

This sequence and all of the movement actions are outlined on Gymnastics Sequence Card 1 which can be downloaded from <http://www.pdst.ie/physlit>

- Allow each group time to prepare and practice their sequence.
- Half the class perform their sequence while the other half observe.
- **Option for peer assessment:** each pupil is asked to observe another who is performing their sequence, using the peer assessment template for landing. Focus only on today's teaching point for landing.
- Music can be played during the performances.

Conclusion

Opportunity for Feedback

Pupils give and discuss feedback on the skill of landing or the performance of the sequence that was observed. Feedback strategies such as two stars and a wish or feedback sandwich can be used to support appropriate feedback.

Assessment:

Pupils complete the self-assessment web for landing and draw a picture of their landing technique in their PE journal. This is available to download from www.scoilnet.ie/pdst/physlit and is attached at the end of this lesson.

Summary:

Summarise the importance of safe landing and the teaching points of landing practiced to date:

1. Head up, stable and looking straight ahead.
2. Arms should be stretched out in front to maintain balance.

Cool Down activities

Slow it down:

- Pupils jog slowly around the playing area, moving from a jog to a fast walk to a slow walk.
- Pupils breathe in slowly while stretching the arms out and up over their heads and breathe out slowly as their arms are lowered.
- Pupils complete a number of gentle stretches for their neck, shoulders, legs and ankles.

Take Home Activities:

- Recreate an activity like Crocs at home and play with your neighbours or family members.

Self-Assessment Web

Landing	
<div style="display: flex; justify-content: space-around; margin-bottom: 10px;"> <div style="border: 1px solid black; padding: 5px; width: 45%;">1. I don't think I can do this</div> <div style="border: 1px solid black; padding: 5px; width: 45%;">3. I can do this most of the time.</div> </div> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 5px; width: 45%;">2. I can do this but I find it hard</div> <div style="border: 1px solid black; padding: 5px; width: 45%;">4. I can do this all of the time</div> </div>	
<p>Pupil's Name: While attempting this skill, I felt:</p> <p>Rate your effort level: Light <input type="checkbox"/> Moderate <input type="checkbox"/> Vigorous <input type="checkbox"/></p>	<p>Teacher comment:</p> <p>Date:</p>