**GYMNASTICS Lesson Plan**

Learning and Evaluation Situation Focus/ Topic: Forward and Backward Rolls LES Period Number: 1

Gender: Boys and Girls Cycle: 1.1 1.2 2.1 **2.2** 3.1 3.2

Number of students: \_\_\_\_\_20 - 25\_\_\_\_\_ Year: K 1 2 3 **4** 5 6 Duration: ­­\_30 minutes.

Objectives: The student will be able to …

1) Perform forward and backward rolls on a wedge or floor mat (Psychomotor).

2) Create a sequence of movements (Cognitive).

3) Distinguish between different directions of movement (Cognitive).

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| Essential Knowledges | Knowledge | Strategies | Motor Skills | Behaviour |
| Competency1To perform movement skills in different physical activity settings |  Concepts of time and space Distinguishes different directions Elements related to the body Locates his/her body and main  body parts in space | NA |  **Locomotor Skills** Floor rotations:* front rolls
* back rolls
 | NA |

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| Equipment Needed:* 5 floor mats, 2 wedges and 2 sets of boxes (3 levels)
 | Major Safety Concerns:* Head must be tucked during rolls,
* Avoid rolling into others
* Floor covered by mats
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| **Activity** | **Task Progressions** | **Verbal Cues** | **Time (mins)** |
| 1. Introduction
 | * Students sit in a semi circle in front of instructor.
* Instructor explains objectives of the class.
* Demonstrates the front roll and back roll.
* Instructions for the warm-up are given.
 | “Semi circle” “Sit in front of me” | 1-2 minutes |
| 1. Warm-up

Stretch Squat Freeze Tag!* Two students are designated as taggers. The rest of the students must run around the gym and try not to be touched by the taggers.
 | * When students are tagged they must stand in a stretch position. In order to be free, another student must run up to the tagged student and do a squat. After one minute, three new students are designated to be taggers.
* If everyone has been tagged, restart game and condition a balance base rule. Students can perform balance movement (front/back support, bridge, knee scale, etc) to be safe from taggers.
 | Stretch:* “Body Straight”
* “Reach for the sky”

 Squat:* “Form a ball”
* “Hands on ground, feet together”
 |  3-4 minutes  |

Organization / Diagram(s):

 1.0 Introduction 2.0 Stretch Squat Freeze Tag!

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| **Activity** | **Task Progressions** | **Verbal Cues** | **Time (mins)** |
| 1. Main Activity

3.1 Forward Roll Lesson (~10mins)* A regular forward tuck roll that starts in a stretch and then ends in a stretch. The aim is for students to learn how to perform the roll properly and how to roll out into a stretch after the roll. The students will do a circuit of forward rolls starting on either the box, wedge or floor mat.

3.2 Backward Roll Lesson (~7mins)* A regular back tuck roll starts in a stop position and ends in squat. Students will learn how to perform the roll properly and how to roll out into a stretch after the roll. The students will have another circuit that has students ding back rolls on a wedge mat or floor mat.

3.3 Routine Activity (~5mins)* Students now perform a sequence of movements that incorporates front and back rolls.
 | Station 1: Box* Students line up behind a box. They get onto the box so that only their waist and legs are on the box. Their hands are flat on the floor and tuck their head so that their forehead is touching the box. Students inch forward with their feet until their body slide off. They roll their body into a tuck sit. Students have at least two attempts.

 Station 2: Wedge* Students now perform a front roll onto the wedge from a stop position. Students place their feet behind the wedge. As the students hop/push off their feet, they place their hands on the mat and use the slant of the wedge to roll. Students try to land into either a tuck sit or stop position.

 Station 3: Floor mat* Students are placed 5 per mat. They take turns performing a front roll from the squat position. When rolling out of roll, student should not push up from their hands. Have them lie down and try to get up without using their hands. Students practice rolling into a tuck sit, then a squat, stop and eventually stretch. If students find it too easy, have them start from the stop position.

 Station 1: Wedge * Students form a line behind either wedge. The student sits on the edge of the wedge and keeps their hands on their heads. Students push back with their legs and roll onto their knees. When students grasp concept, they move on to landing in tuck sit or squat. Students make pizza hands over their shoulders and as they roll back, push off the wedge.

Station 2: Floor mat* Students are placed 5 per matt. All at once, students get into a squat position and slowly fall back. Students make sure to keep their body tucked. Students now start in a squat position, but make pizza hands as they roll back. They push off their hands and land in a tuck sit or squat.
 | “Tuck your head in” “Push off toes” “Legs and feet stuck together” “Do not push up with hands”“Chin to chest”“Keep your hands on your head”“Form a ball, knees to chest”“Pizza hands, palms up”“Push up” | 2-3 minutes2-3 minutes3-4 minutes2-3 minutes3-4 minutes5 minutes |

Organization / Diagram(s):

 3.1 Forward Rolls

 3.2 Backward Rolls

 3.3 Routine

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| **Activity** | **Task Progressions**  | **Verbal Cues** | **Time (mins)** |
| 1. Cool Down / Culminating Discussion
 | * Students perform full body stretches to prevent injury and cool down the group.
* Students sit in a semi circle
* Instructor goes over the objectives.
* Instructor escorts the students out.
 | “Hold 15 seconds” “Bring it in”  “Two lines”  | 3-4 minutes |

Organization / Diagram(s):

Post-Lesson Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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