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| **TUMBLING**  **CONTENT/SKILL/TOPIC:**  Basic rolls (log roll and forward shoulder roll)  **SUBJECT/UNIT:** Gymnastics  **WHERE IN UNIT DOES THIS LESSON OCCUR:** 2nd Lesson, after introduction.  **GRADE LEVEL:** 10th | |
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| **Materials/Equipment:** | Projector, Music, Stereo, Mats, Task Cards, Video Recording Equipment |
| **Vocabulary/Concepts:** | * Balance – ability to keep an upright posture while standing still or moving. * Coordination – ability to use your senses together with your body parts. * Reaction time – amount of time it takes you to move once you realize the need to act. * Agility – ability to change your body position quickly and to control your body’s movements. * Power – ability to use strength quickly. Areas most likely to improve with repeated effort. * Speed – ability to perform a movement or cover a distance in a short period of time. * Leverage – a mechanical advantage. * Proprioception – The ability to sense the position, location and orientation of the body. * Base of Support – The area of the base or foundation that supports the body. The base of support may include one or more body parts and the distance between them. * Rotary Motion - Rotation around a fixed axis |
| **Warm-Up:** | * Have students get in their circle groups (4-6 students in a group). We have students get in their groups on wrestling mat practice circles. Students standing on the outside of the circle facing toward the middle of the circle, spread out with “helicopter arms” distance. * Warm up with dynamic exercises suitable for tumbling. (Example: warm up with 3 minute cardio calisthenics then move to dynamic stretches (arm circles, hollow rocks, one leg standing toe touches, etc…). * Add strength and balance exercises that reinforce skills for tumbling: front seat support (lead up to L-Sit), balances, plank holds, inverted push-ups, etc.. * Suggestion: In the beginning of the unit the teacher leads the warm up, but move to student lead warm-ups. |
| **Anticipatory Set:** | * Prior to practicing tumbling skills upload videos to student’s online gradebook accounts to demonstrate prominent US gymnasts: Floor Routines: <https://www.youtube.com/watch?v=nznDUHj_h14> and <https://www.youtube.com/watch?v=i0IcL46yG-s> * Share with students the rubric indicating skill performance expectations for rolls. Be sure to stress that students have the option of performing log, shoulder or full rolls for both front and back. We like to give students the option so as to alleviate fear for students not being able to perform a full roll, and protects students who are overweight and/or have minimal strength from injury to the neck. * In their groups have students discuss what skills are needed to be able to do a floor routine for physical education. What can they already do, what do they need to learn? |
| **Instruction:** | * Demonstration on how to perform a log roll by the teacher, student, or video. * Remind students of safety points: Watch where you are going, listen to the start/stop cues, maintain space cushion at all times from other students. * Remind students of performance cues:   + Lay on back with arms extended over-head.   + Turn head and shoulders to the left or right.   + Keep body straight.   + Roll around body. * Have a model group demonstrate how everyone can practice the skill at the same time. Have everybody spaced out in their circle with helicopter arms distance, lying down on their backs, toes pointed towards the middle of the circle, arms extended over-head outside of the circle. Have demonstration students point with their right hand in the direction to the right (seems silly but this way everyone knows which direction to roll on the cue to “roll to the right”). Do the same to the left. Give the signal and have the demo group perform the log roll in sync and on cue. Give the signal to go to the left. * Have the class applaud effort for demo group. Point out some positive things you saw that help reinforce performance points (“did you notice how well some of the students were able to keep their body straight? Toes pointed?” etc…). * Move on to whole class practicing forward rolls in the circles. Teacher directs stop/start and directions. Don’t forget to check for understanding on left/right rolling direction. * After it seems like students have had some practice opportunities, have them partner assess the log roll within the small groups. Instruct students to select a partner (or two partners if there is an odd number) and for everyone to practice log roll with partner giving them feedback. Tell students they have 1 minute each to practice and get feedback. * Move to whole group peer evaluation. Assign each group a partner group. Have one group perform the skill and the other group provide feedback. Switch. * After the class has had extensive practice with both direction log rolls, move on to front shoulder rolls. Demonstrate (teacher, student or video) and discuss safety cues and points of performance.   + Drop one shoulder.   + Fall forward placing one arm diagonally across body.   + Tilt head forward and to the side.   + Tuck chin to chest.   + Roll over extended arm, shoulder, and back. * Select a different demonstrate group. Have all of the students start in the middle of the circle “back to back” so that they will roll outwards on your cue. Instruct students to only do one roll per cue to avoid collisions with other groups, and to quickly reset. * After the demo group has performed the front shoulder roll point out some positive things you saw to reinforce the cues (“I saw some great examples here of students tucking their chin to chest, and rolled over their extended arm, shoulder and back”). * Expand the practice session to the whole class. Teacher directed stop/start cues. Give students 5-8 practice attempts. * Move to partner evaluation/practice. Give students 2-3 minutes to practice with their partners. * Move to whole group evaluation/practice. Give students 2-3 minutes to practice with their groups. * Start to wrap up lesson by having students go through a “practice routine” with the two elements learned today. Teacher directs practice routine with music (for example, instruct students they are to do 1 log roll, 2 right log rolls, 2 left rolls, and finish with a 10 second front seat support (modified OK). Have students practice the routine on your cues (slowly so everyone can keep up, and gradually speed up). After students have the basic routine down try it to music. This will set the tone for later when students need to add all of the 10 tumbling elements together into a student generated routine. * Have student groups perform their “practice routine” for another student group for feedback and practice performing in front of others. |
| **Visual(s):** | * Demonstrations by video, teacher or student * Tumbling points of performance PowerPoint slides projected during class and up for student review during practice |
| **Guided Practice (w/feedback to students):** | * Teacher guided practice and feedback in the early stages of the skill acquisition. * Partner assessment in the middle stages of the skill acquisition. * Small group peer assessment in the end stages of the skill acquisition. * Video assessment (if available). |
| **Evidence of Student Learning:**   * **Performance** * **Knowledge** * **Application** | * Students will demonstrate evidence of learning basic tumbling skills by performing basic tumbling skills. * Student will apply skills developed in lower elements of tumbling skills to higher elements of tumbling skills. |
| **Closure/Review:** | During the closure portion of the lesson review the points of performance for both the log roll and shoulder roll. Provide students an overview of next tumbling lesson which will introduce the regular forward roll and backward shoulder roll. |
| **Independent Practice:** | * Students will opportunity in class to practice independently on skills introduced in this lesson. * Students are encouraged to practice skills independently outside of class. |
| **Notes:** | Technology enhancement: If your students have their own iPads or smart phone, the lesson works really well if students have their partner video tape them performing the skills so they can review actual performance with goals and outcomes for the skill. Provide students with a video of a quality demo, this way students can compare their performance to the video demo. If students do not have their own technology equipment, the lesson can still work well when the teacher records skills and shares with the individual student. Problem with this it is time consuming and in large classes not practical.  Having students practice in small groups works well in keeping the activity levels higher than if students were waiting in lines. Also, this can be less stressful for students as there are not a lot of other students watching them. They can work collaboratively in their groups on developing skills and preparing end of unit team performance from the very start of the lesson. |