

**LAUSD- Sixth Grade Physical Education Matrix Chart**  
**Instructional Component 4 - Gymnastics**  
**Suggested Length of Unit: Three to Four Weeks (15-20 lessons)**

**Grade Six**  
**Gymnastics and Tumbling**

Gymnastics is one the best activities to use for teaching students overall body-management skills which play an important role in physical activity. Among the major emphases at sixth grade is the application of movement and motor skills in stunts and tumbling. Stunts, tumbling, and rhythmic patterns are introduced at this stage in preparation for more advanced tumbling and gymnastics skills that will be learned in the eighth grade. Sixth graders can successfully combine gymnastic/tumbling skills or stunts into new creative movement sequences that build on and enhance previously learned skills. In this unit students will have ample opportunities to explore a variety of movement concepts and beginning gymnastics skills that are age specific in a progressive program which reinforces and improves posture; increases strength, flexibility, spatial awareness, and overall fitness. Gymnastics borrows elements from traditional and non-traditional pedagogy as a unique way to change and manipulate the practice environments to produce more efficient student learning and success.

**Standards for Instructional Component 4**

**Standard 1: Demonstrate motor skills and movement patterns needed to perform a variety of physical activities.**

- 1.8 Combine relationships, levels, speed, direction, and pathways in complex individual and group physical activities.
- 1.10 Design and perform stunts, tumbling, and rhythmic patterns that combine traveling, rolling, balancing, and weight transfer into smooth, flowing sequences.

**Standard 2: Demonstrate knowledge of movement concepts, principles, and strategies as they apply to learning and performance of physical activities.**

- 2.3 Analyze and correct errors in movement patterns
- 2.4 Provide feedback to a partner to assist in the development and improvement of movement skills.
- 2.5 Identify practices and procedures necessary for safe participation in physical activities.

**Standard 3: Assess and maintain a level of physical fitness to improve health and performance.**

- 3.4 Participate in moderate to vigorous physical activity a minimum of 4 days per week.

**Standard 4: Demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.**

4.3 Identify contraindicated exercises and their adverse effects on the body.

**Standard 5: Demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies as applied to learning and performance of physical activity.**

5.1 Participate productively in group physical activities.

### Sixth Grade Instructional Component 4

#### Key Concept for Content Standard Group: Gymnastics and Tumbling

Content Standard Group	Analyzed Standard	Sample Performance Task	Sample Scoring Criteria for Performance Task
1.8	Student will combine relationships, levels, speed, direction, and pathways in complex individual and group physical activities.	In small groups, the students will demonstrate relationships, high and low movements while adding a change of speed, direction, and pathways into their gymnastics/tumbling routine	Student will properly combine a minimum of two relationships, two levels and two changes in speed, two changes in direction, and two different pathways in their gymnastics/tumbling routine
1.10	Student will create and perform individual movements such as forward rolls, balancing, and moving the body from one foot to another. They will put these skills together to music without stopping.	In groups of three the students will assist each other in designing and performing stunts and tumbling routines while combining movements such as rolling, balancing, weight transfer, and rhythm into smooth flowing sequences.	Students will create and properly perform a routine with a minimum of two rolling, two balancing, and two skills that require weight transfer without hesitation.
2.3	Student will analyze and correct errors in movement patterns.	In groups of three the students will analyze and correct errors in each other's movement patterns for rolling, balancing, and weight transfer.	Student will use a teacher created checklist and/or rubric to analyze and correct movement patterns to correct all errors.

### Sixth Grade Instructional Component 4

#### Key Concept for Content Standard Group: **Gymnastics and Tumbling**

<b>Content Standard Group</b>	<b>Analyzed Standard</b>	<b>Sample Performance Task</b>	<b>Sample Scoring Criteria for Performance Task</b>
2.4	Student will give verbal feedback to a partner and help in the progress and improvement of their partner's individual movements.	In groups of three students will provide verbal feedback, one student will be the performer, the second student will analyze and correct errors with a check list, and the third student is the coach/spotter.	Student will use teacher generated checklist and/or rubric to analyze and correct movement patterns to correct all errors.
2.5	Student will identify practices and procedures necessary for safe participation in physical activities.	With teacher assistance, students will identify best practices and procedures necessary for safe participation in gymnastics and tumbling, and then create a poster including those practices.	The student's product will include all practices and procedures identified in class that are necessary for safe participation in gymnastics and tumbling.
3.4	Student will participate in moderate to vigorous physical activity during their physical education class.	Student will participate in brisk walking, running, leaping, or tumbling at a moderate to vigorous level for a minimum of 4 days per week.	Each student will walk, run, leap, or tumble 50% of the instructional period for a minimum of 4 days per week.
4.3	Students will identify contraindicated exercises and their adverse effects on the body.	Student will view a video of 20 exercises and identify contraindicated exercises and their adverse effects on the body.	Each student will correctly identify 16 of the 20 contraindicated exercises and name the body part that is adversely affected.
5.1	Student will participate productively with their group during their gymnastics/tumbling activities.	Each student will have a role and responsibility to their group to stay on task during gymnastics/tumbling activities.	Each student's will participate productively within their group and not be off task more than three times during the activities.

### **Equipment and Instructional Materials:**

- Gymnasium or indoor space (preferred)
- Mats, one for each student
- Stretch bands (individual stretching for flexibility and partner stretching)
- Hula hoops
- Bungee cords
- Poly spots
- Bean bags
- Benches
- Lines and/or marks on floor
- Balance Beams in different heights or similar apparatus
- Mat wedges, block mats
- Charts, posters, task cards, rubrics, checklist, pencils and clipboards

### **Pre-assessment**

- Students will complete a teacher generated survey on previous experience, knowledge, and skills learned at the elementary level. The survey will include questions on rolling, balance, weight transfer, movement patterns, preparation, landing and falling, history, and safety.
- Follow up with a class discussion about survey.
- Students will record their scores on a teacher generated pre-assessment checklist of the skills included on the survey.

### **Sample Scaffolding Strategies**

- Students observe gymnastics skills on TV, video, DVDs or in person
- Students observe students with proficient skills in gymnastics and tumbling
- Teacher sets simple and achievable goals
- Skill progression is based on individual difference and at comfort levels e.g. mini cartwheel vs. a cartwheel
- Students perform stunts and tumbling activities for which they have acquired the skills
- Use modifications such as stacked mats and mats on an incline to assist in the forward roll

## **Learning Experiences**

1. **Break down of the skills and progression**
  - A. Demonstrate the whole skill/movement (whole-part-whole)
  - B. Explain the basic parts of the skill/movement
    - Preparation
    - Middle Phase and Falling movements
    - Landing and Recovery Movements
  - C. Show the whole skill/movement
  - D. Three Step Process
    - Practicing
    - Sequencing
    - Performing
  - E. Movement analysis
    - ROLLING
      - Egg roll
      - Seated roll
      - Log roll
      - Rocker (rock n'roll)
      - Safety roll
      - Shoulder roll
      - Forward roll
      - Backward roll
    - JUMPING
      - The S landing position (jump and land)
      - Stretch jump
      - Tuck jump (knee slapper)
      - Straddle (star jump)
      - Pike jump (toe toucher)
      - Jump quarter turn

#### BALANCING

- Coupe
- Stork stand-static
- Scale/Airplane-static
- Knee stand-static
- Knee lunge-static
- Knee scale-static
- V-sit- static
- Forward and backward walking-Upright Dynamic
- Lateral walk-Upright Dynamic
- Cross over, cross behind- Upright Dynamic
- Tight rope walk with pivot turn-Upright Dynamic
- Tight rope walk squat turn-Upright Dynamic

**(Note- upright dynamic balances for balance beam, line on floor, a rope, bench etc)**

#### INVERTED BALANCES

- Frog-balance-Inverted
- Tripod- Inverted
- Switcheroo/mini kick (kick and switch feet)

#### VAULTING

- Bunny Hops
- Donkey Kicks
- Tucked front vault, stop on top
- Tucked front vault
- Wheeling/Mini Cartwheel
- Cartwheel

**(Note- vaulting can be done on stacked mats)**

#### RHYTHMICAL (rhythmical component interrelates with all other areas of gymnastics/tumbling.)

- Releve walk
- Chasse

- Step-hop (skipping)
- Grapevine

## **2. Employing Specific Methods**

- Teach students a variety of strengthening skills, balances, and body positions before exposing them to the shoulder or forward roll. Students should be progressed slowly from basic to more complex body positions to avoid injury or being afraid of the movements.
- Teach students optimum spacing distance for each activity.
- Teach the students how to properly put equipment away in groups at the end of each class.

### **Enrichment/Differentiated Instruction**

- Group tutoring- trained students and students at higher skill levels assist students who need additional assistance.
- Use videos and DVD's to extend or aid in scaffolding the lesson
- Use posters, pictures, still images and task cards as visual aides to illustrate skill technique
- Adapt, modify and change environment (use up hills, ramps or incline mats, over objects, under bungee cords, land inside hula hoops and so on.

### **Culturally Relevant and Responsive Instruction**

- Use cultural knowledge, prior experiences, frames of reference, and performance styles of students to make learning encounters more relevant and effective.
- Create an accepting, affirming, risk-free classroom environment in which the culture and language of each student is validated, valued, respected and authentic accomplishments are regularly recognized.
- Infuse culturally relevant literature and instructional materials into academically rigorous curricula organized around concepts that students are expected to know deeply.
- Utilize effective strategies such as K-W-L charts, cooperative learning, and authentic assessment
- Use stunts from other countries as examples of cultural diversity.

### **Accommodating Students with Special Needs**

- Build skill progression at a comfortable level e.g. mini cartwheel is a lead up to a cartwheel
- Have students perform only the activities that they are ready for
- Students practice traveling skills such as in the same direction, change directions, different levels, changing speed, and different pathways
- peer tutoring

- Use videos, DVDs, and visual aides for scaffolding the lesson
- Provide one on one instruction and peer assistance
- Continuously emphasize safety procedures throughout the unit
- Use teaching cues such as *strong arms*, *tighten abs*, and *airplane*
- Adapt, modify and change environment such as over objects, set up mats at an incline to assist rolling skills, bungee cords, hula hoops, environment manipulation.
- Use videos and DVD's, visual aides and demonstrations

#### **Equipment Tips**

- Using mats that are at an incline or wedges to help students in momentum for rolling action
- Using a foam ball tucked in the stomach to facilitate the rolling motion.
- Wheel across mat block, stacked mats, or panel mat by placing hands on mat to assist in the cartwheel motion.

#### **Instructional Tips**

- Use analogies to assist movements such as the scale say, "Fly your airplane." Put your wings out (arms), point your tail (one leg extended back), and now fly your airplane (bend over from the waist until your back is flat and parallel to the ground).
- Use demonstration techniques to simulate movements (e.g. use marks on floor or mats to perform a cartwheel).
- Teach lessons that focus only on individual components such as spotting and the elements in the standards such as relationships, levels, speed, direction, pathways, weight transfer, and rhythm.

#### **Communication Tips**

- Praise even small steps of success
- Communicate using gymnastics terms (with activities such as follow the leader)
- Encourage social interaction with activities that emphasize working cooperatively with partners.
- Promote good attitude and appropriate behavior during practice and routine executions (e.g., complimenting stunts and routines, No side conversations when observing, good gymnastics etiquette.
- Reinforce safety rules and procedures.

#### **Suggested Lead-Up Activities**

- Rollin', Rollin'!- rolling skills
- Jumparoo!- jumping skills
- Fun Balancing Environments -balancing skills
- I Got Rhythm!- movements skills with music



- Stretch It!- flexibility/stretching activity with stretch bands and partner stretching
- "Circus, Circus!"- Gymnastics/Tumbling stations such as balance, flexibility, strength, roll, jump, support, agility, rhythm, weight transfer.
- "Look What I Can Do!"- Gymnastics/tumbling challenge course such as balance, flexibility, strength, roll, jump, support, agility, rhythm, and weight transfer.
- Design and perform a simple routine using elements in content standard 1.9

#### Teaching Aids

1. Warm-up activities- Specific to the movements that you will use in the lesson and unit (e.g., move through the motions of the forward roll, progressing from slow motion to full speed.
2. Stretches- Important to stretch the muscles that will be used in the unit.
3. Cool Down- Stretching while cooling down and reviewing the day's lesson is important, repeat stretches that were specific to the day's lesson.
4. Skill tests- In groups of three, one student will perform an individual skill such as balancing, the second student will use score sheet, and the third person is a coach/spotter. Three successful balances out of five will be passing.

#### Interdisciplinary Instruction

##### Language arts-

- Have the students write a paragraph on what would help them to successfully perform the more difficult static balances and what made the easier balances simpler for them.
- With their partner students analyze possible solutions to a movement problem in a cooperative physical activity. The best solution is based on consensus.

##### Math-

Have students count the number of seconds that they can hold each balance for three trials each and come up with an average.

##### Art -

- Create a physical activity collage of activities you like to do at home or school.
- Create a pictorial collage of gymnastic routines
- Craft a shadow box that with a positive message about exercise and nutrition.

**Music-**

- Perform warm-up activities to music
- Learn dances that are related to specific folk dances or sports
- Create your own movement routine to music

**Science-**

Have the students discuss center of gravity over the base of support and provide examples and illustrations to support their ideas. Student products should include how some environments or body parts can help or hinder their balance as they learn different skills.

**Technology-**

Have students research static balances using web sites to find information on proper form and other techniques for balancing and performing stunts. Findings are to be given in an oral (3 minutes) or written report (1½ pages).

**Inclement Weather**

Create a repertoire of instructional lessons related to this unit that can take place in sheltered areas during inclement weather. This will ensure continuation of standards-based instruction. Suggested activities can include:

- Students write a reflection paper on their skill progression
- Draw a diagram of their simple routine and write a description.
- Give a presentation on safety procedures

**Suggested Homework:**

- Create a poster on safety procedures for gymnastics and tumbling
- Draw a diagram of their simple routine and write a description

**Resources:**

- KIDnastics by Eric Malmberg
- Teaching FUNdamental Gymnastics Skills by Debby Mitchell, Barbara Davis, Raim Lopez
- Teaching Middle School Physical Education by Bonnie Mohnsen (gymnastic clips on video or DVD)
- Gymnastics/Tumbling websites [www.usa-gymnastics.org](http://www.usa-gymnastics.org)
- Teaching Children Gymnastics- Peter H. Werner

**Teacher Reflections:**

Good teaching should include ample time for the teacher to reflect on the unit or lesson that was taught. This provides an opportunity for teachers to determine what worked well, what they might change and/or improve the next time the unit is taught. Focus on methods for grouping students, use of facilities, equipment and its distribution, written assignments, handouts, visual aids and any other instructional materials that could enhance the delivery of instruction and student learning.

## Physical Education Lesson Plan

### 6th Grade Gymnastics

#### Description:

In a group setting, the students will be taught the basic floor routine elements necessary to create a simple routine. During practice situations, students will have the opportunity to observe other students and provide feedback based on checklist provided by the teacher. As the students practice to combine relationships between levels, speeds, directions and pathways, they will gain a better understanding of which skills they are able to easily perform, thus, facilitating the creation of their routine.

#### Objective:

The students will learn the basic elements to create and perform a simple floor routine that includes the use of levels, speeds, changes of directions, and pathways. Students will follow the cues and directions given by teacher at all times to avoid any injuries and to achieve the best results.

#### Standard Sets Addressed:

- 1.8 Combine relationships, levels, speed, direction, and pathways in complex individual and group physical activities.
- 2.3 Analyze and correct errors in movement patterns.

#### Materials and Equipment Needed:

- Tumbling mats (flat, one per student)
- Lines on the mats (taped)
- Pencils and checklist sheets
- Clipboards
- Comfortable gymnast attire
- Barefoot (preferable)

#### Set-up:

In pairs, students will share their own mat distributed evenly across floor or open space. One student will be the performer and the other the peer tutor who will analyze and correct errors in the performer's movement patterns.

#### Attendance & Warm-up:

Attendance will be taken by the teacher while students are engaged in warm-up activities. The students will warm up with a fast or brisk walk as they participate in paper, scissors, rock, partner tag. In this activity, a student can only tag their own partner as they walk around the open space without bumping or colliding into other students. The activity begins with partners facing each other, hands held out to begin the "signing" or the choosing of a sign such as paper, scissors, or rock. The winner will have the opportunity to walk away fast from their partner who will start with 5 squats before he/she can walk briskly after their partner trying to tag them. Students will perform other warm up exercises such as jumping jacks, jumps, curl ups, and push ups as they pursue their partner who will start walking, but can also run, skip, slide, and gallop.

## **Learning Experience:**

1. Each pair of students will be assigned a mat, and will select someone for the role of performer and peer tutor.
2. The performer will follow the directions of the teacher as the peer tutor analyzes and corrects the performer's movement patterns. Each pair will exchange roles after each skill is taught, as directed by the teacher.
3. The teacher will first demonstrate lowest level balances with stunts and then, proceed to medium and high level stunts. Lower level balances may include balancing on one's stomach facing down and balancing on one side of the body. Medium level balancing stunts can include knee scales and v-sit scales. Higher level balances can include storks and airplane scale.
4. The teacher will demonstrate locomotive activities including split leaps, stag leaps, straddle jumps, stag jumps, cat jumps, and tuck jumps, and other locomotive movements such as running and walking and use them to demonstrate speeds, directions and pathways.
5. Teacher will demonstrate how to combine the movements learned into a simple floor routine that includes the following basic requirements: two balance stunts at two different levels, two jumps, two leaps, and travel using two different speeds and pathways. Teacher will post the sample routine requirements prior to demonstration so that students will know what is expected of them and check to make sure they meet the requirements.
6. Students will work together to create a floor routine by combining two balance stunts at two different levels, two jumps, two leaps, and travel in two different speeds and pathways.

## **Assessment:**

- Students will demonstrate simple routines combining balance stunts, different levels, jumps, leaps, and travel in different speeds and pathways.
- Teacher observations and feedback
- Peer observations and feedback

## **Closure:**

Review the standards addressed in the lesson and the rationale for the day's activities. Answer any questions students may have regarding the skills taught. Have students to continue working on their floor routine (if space permits).

## **Teacher Reflection:**

Determine what worked well, what you might change and/or improve the next time you teach the unit. Focus on methods for grouping students, facilities, equipment, and the distribution of equipment, written assignments, handouts, visual aids and any other instructional aids that could enhance your instruction and foster student learning.

## **Scaffolding:**

- Utilize peer tutors as spotters.
- Use posters with pictures to stunts.
- Use video and DVD of correct performances.

## **Enrichment:**

- Have students observe gymnastic competitions and events (in person, on TV, on DVD, or

video) and write a brief critique on the skills of one or more gymnasts.

- Provide additional practice for each student to become a spotter or a judge.

### **Extending the Lesson:**

- Have students research the origins of gymnastics and write a report including the originating country, date, and socioeconomic status of participants.
- Have students complete a one page report on job opportunities in the field of gymnastics.
- Have students complete a service learning project in which they organize a gymnastics event for the school and/or community and advertise it. They will show their performances to the community, family and friends. This will be similar to a dance recital, a concert or show. Have students create flyers for the school to distribute along with any other advertising to promote the show.