

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.

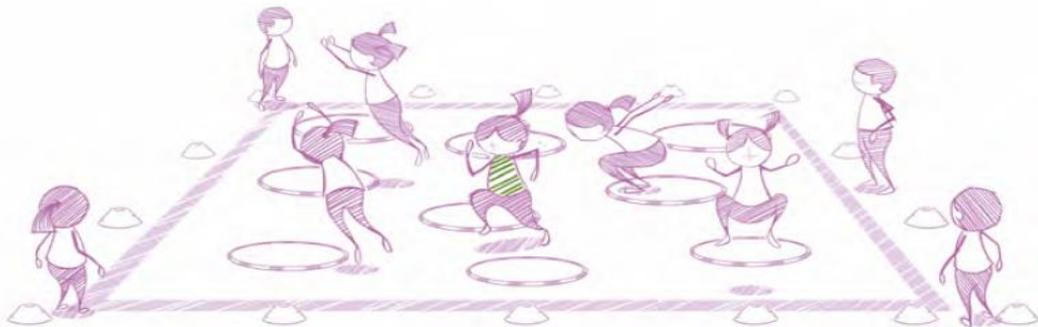
Teacher will continue to monitor and remind the children of the previous lesson's landing teaching point - head up, stable and looking straight ahead during the warm up activities.

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 #800040; padding: 5px; width: 45%;">1. I don't think I can do this</div> <div style="border: 1px solid #800040; 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 #800040; padding: 5px; width: 45%;">2. I can do this but I find it hard</div> <div style="border: 1px solid #800040; 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>