

OPEN



TOOLS FOR LEARNING **EDUCATIONAL GYMNASTICS**

ELEMENTARY GRADES K-5

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MODULE OVERVIEW

ABOUT THIS MODULE

This module includes activities that are designed to develop movement concepts and body control. Educational gymnastics is not the same type of gymnastics seen on TV during the Olympics. It focuses on teaching introductory skills and concepts in a safe way related to traveling, balancing, rolling, and the transfer of weight. High level skills that require advanced spotting techniques (e.g., back handsprings) are not included as a part of this educational gymnastics module. Our focus remains on safe movement exploration versus competitive gymnastics proficiency. Activities in this module provide fun challenges to students of all ability levels with safety always the priority.

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NOTE: Alignment documents for state and national standards and outcomes are available at <https://openphysed.org/best-practices/priority-outcomes>.

MODULE OVERVIEW

PLANNING
COMPLETE
LESSONS

Each skill-building activity in this module is meant to be one part of a complete lesson. The authors recommend the following formula for creating a 30-to-45-minute lesson:

Instant Activity	<i>5-10 minutes</i>
Skill Activity with Debrief	<i>20-30 minutes</i>
Check for Understanding	<i>5 minutes</i>

Important: Suggestions are what they say they are – *suggestions*. All OPEN materials are offered in MS Word format so that you can easily modify our suggestions to meet the needs of your students.

ASSESSMENT

Two types of assessments are provided as a part of this module. However, there are many ways for teachers and students to assess and evaluate student learning and skill development.

SELF
ASSESSMENT
WORKSHEET

This simple self-assessment provides each student with a structure for reflecting on current skill level, setting a goal for growth and development, and then reassessing progress toward that goal.

The authors recommend that students complete this form as a pre-assessment on the day that skills are first introduced. For example, at the end of the module's first lesson, students would complete the Pre and Goal columns. A post-assessment for all skills would then be completed at the end of the module.

Introduce the self-assessment tool and process to K-1 students by completing the worksheet as a class, rating the entire group's performance. Next, set a group goal for improvement and complete the post assessment together. Young students will most likely need too much guidance to complete this type of assessment independently. We recommend attempting an independent self-assessment at the end of grade 1 and for grades 2-5.

MODULE OVERVIEW

USING THE SELF ASSESSMENT FOR EVALUATION (GRADING)

When evaluating a student's performance in using the Self-Assessment Worksheet, the student's score should be based on the process and quality of self-reflection, not the student's ability to score a full column of smiles or stars. Here is a sample rating scale for Self-Assessment evaluation:

- Well Below Competence (1): Was present but refused to complete Self-Assessment.
- Lacks Competence (2): Completed each assessment with little effort. Student pre- and post-assessments do not match teacher-observed skill performance.
- Competent (3): Most skill assessments match the student's skill level with a goal for improvement and an accurate post-assessment. Evidence of reflection is present.
- Proficient (4): All skill assessments match the student's skill level with a goal for improvement and an accurate post-assessment. Evidence of reflection and a regard for quality of work is present.

NOTE: The evaluation scale suggested for the Self-Assessment is consistent with the scale used for the Holistic Rubrics discussed below. This consistency allows teachers to average several scores for the sake of a final evaluation or grade.

HOLISTIC RUBRIC FOR PERFORMANCE

The Holistic Rubric can be used as both a formative and summative assessment within the module. Providing students with the rubric's criteria early in the module will allow for discussion and formative evaluation throughout activities and lessons.

Two rubrics are given for teachers to choose from based completely on preference. The Single Holistic Rubric provides one set of criteria including both skill and personal and social responsibility (PSR) characteristics. The Dual Holistic Rubric separates skill and PSR characteristics providing two sets of criteria to be evaluated separately. Either rubric can be completed in full on the module's last day, providing a final holistic evaluation of each student's performance.

MODULE OVERVIEW

SUGGESTED BLOCK PLAN

Lesson	Activities	Suggested Academic Language
1	<ul style="list-style-type: none"> Balance Tag Balancing Act 	Balance Body Control Symmetrical Asymmetrical Inverted Upright Center of Gravity Base of Support
2	<ul style="list-style-type: none"> High 5 Bank Account The Equalizer 	Counterbalance Counter Tension Body Awareness Muscle Tension Muscular Strength & Endurance
3	<ul style="list-style-type: none"> RPS Victory Lap Leaps and Bounds 	Pathways Relationships Coordination Levels Galloping/Chasse' Leaping
4	<ul style="list-style-type: none"> First Things First Rocking and Rolling 	Rolling Rotation Curved Straight Flexibility
5	<ul style="list-style-type: none"> Pass the Pose Step It Up 	Weight transfer Base of support Personal and General Space Muscular Strength Safety
6	<ul style="list-style-type: none"> Review of Rolling and Weight Transfers Mix and Match 	Sequence Combination Flow Direction Speed
7	<ul style="list-style-type: none"> Balance Tag Partner Mix and Match 	Coordination Balance Transition Creativity Flow

MATERIALS LIST

QTY	NAME	CODE	US Games USGAMES.COM
8-10	ULTIMAT Gymnastics Mat (4x6 or 4x8)	7E	Item # 4x6 - 1257915 4x8 - 1041880
1	Whizzer Mat cleaner	7E	Item # MU230201
1	Mat Cart	7E	Item # 1246155
2	12" Color My Class Game Cones (set of 6)	7E	Item # 1093452
2	Color My Class Spot Markers (set of 12)	7E	Item # 6058SPOT
2	Handleless Jump Ropes (7' set of 6)	7E	Item # 1172522
1	Floor Marking Tape	7E	Item # FTAP16
3	5" Nylon Bean Bags (Color My Class set of 12)	7E	Item # 1293418
3	Juggling Scarves (Color My Class set of 12)	7E	Item # 1206258
3	Standard Hoops (30" Set of 12)	7E	Item # 1246070
2	Pencil Balance Beam	7E	Item # 20026318
1	Foam Create a Beams (Deluxe Set of 18)	7E	Item # 1251692
1	Foam Dice (3" or 6" set of 6)	7E	Item # 3" - 1135589 6" - 1197891
1	Swim Noodles (Set of 9)	7E	Item # 1457042

BALANCE TAG

STUDENT TARGETS

- **Skill:** I will keep my body still while balancing on different body parts for 5-10 seconds.
- **Cognitive:** I will identify the cues for holding a balance for 5-10 seconds.
- **Fitness:** I will continue moving during the tag game to ensure an increase in my heart rate.
- **Personal & Social Responsibility:** I will demonstrate respect for my classmates by showing good sportsmanship if tagged.

TEACHING CUES

- Tight muscles when balancing
- Move safely and quickly
- **TEACHERS: Review Safety Checklist**

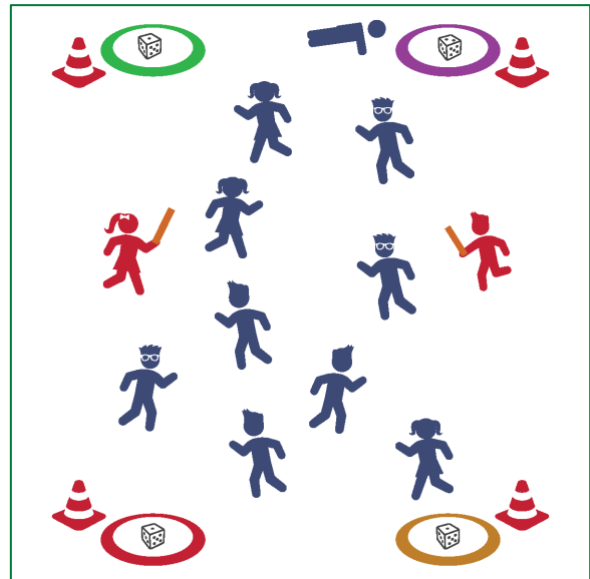
ACTIVITY SET-UP & PROCEDURE

Equipment:

- Cones for boundaries (minimum of 4)
- 4 Hoops
- 4 Dice
- 2-3 Noodles for taggers

Set-Up:

1. Place cones around the perimeter of the tag area and place a hoop with a die inside on each of the four corners.
2. Identify 2-3 taggers and have them hold a noodle outside of the cones (you could also use a foam ball for the taggers if needed). All other students spread out inside the coned area.



Activity Procedures:

1. Today's activity is called Balance Tag. This is a tag game that will help us also practice balancing. The taggers will use noodles for tagging.
2. When I say "GO!" begin moving by walking or jogging inside the boundary cones. The taggers will complete 5 jumping jacks outside the cones before they begin.
3. If you are tagged, you will go to one of the 4 hoops at the corners and roll the die. The number you roll is how many body parts you will balance on for 5-10 seconds. For example, if you roll a 4 then you will need to choose 4 different body parts to balance on for 5-10 seconds. After completing the balance, you will return to the game.
4. We will switch out the taggers every few minutes, and I will identify a new locomotor skill each time we identify new taggers.

Grade Level Progression:

K-1: Play the game without the hoops/dice at the corners and roll for the entire class before beginning.

2-3: Play the game as described above.

4-5: In addition to the number of body parts identified by rolling the die, students can create balances that are also either symmetrical or asymmetrical. This can be chosen by the taggers or the teacher before each new round of the game.

BALANCE TAG

UNIVERSAL
DESIGN
ADAPTATIONS

- Allow students to work with a partner if needed.
- Allow students to modify or adapt the locomotor skill being used.
- Utilize visual demonstrations of a variety of balances by students or have pictures of balances on the different number of body parts.

ACADEMIC
LANGUAGE

Balance, Control, Symmetrical, Asymmetrical, General Space

STANDARDS
& OUTCOMES
ADDRESSED

OPEN Priority Learning Outcomes for Physical Education:

- (K)** Maintains momentary stillness on different bases of support.
- (1)** Recognizes that challenges can lead to success.
- (2)** Performs locomotor skills using a mature pattern and in rhythm.
- (3)** Works independently and safely in physical activity settings.
- (4)** Identifies the components of health-related and skill-related fitness.
- (5)** Engages in physical activity with responsible interpersonal behavior (e.g., peer to peer, student to teacher).

DEBRIEF
QUESTIONS

- (K)** What are some things that helped you when trying to hold still and balance for 5-10 seconds?
- (1)** It can sometimes be challenging to hold still when trying to balance. What were some things that you thought were challenging, and how did you overcome those challenges to complete the balance?
- (2)** When you were trying to avoid being tagged, was there a specific locomotor movement that you thought helped you get away from the tagger more easily?
- (3)** What strategies did you use to stay safe while moving in general space during the tag game?
- (4)** What are some of the health-related (e.g., cardiorespiratory) and skill-related (e.g., agility) fitness components that we worked on today?
- (5)** What are some ways you can show respect for your classmates during a tag game? (e.g., honesty and sportsmanship when tagged)

BALANCING ACT

STUDENT TARGETS

- **Skill:** I will keep my muscles tight while trying a variety of different balances.
- **Cognitive:** I will identify how to have a strong base of support when performing different types of balances.
- **Fitness:** I will work to improve my muscular strength and endurance during all the balancing activities and tasks.
- **Personal & Social Responsibility:** I will work cooperatively and safely during class activities.

TEACHING CUES

- Tight muscles
- Control
- Respect Self-Space
- **TEACHERS: Review Safety Checklist**

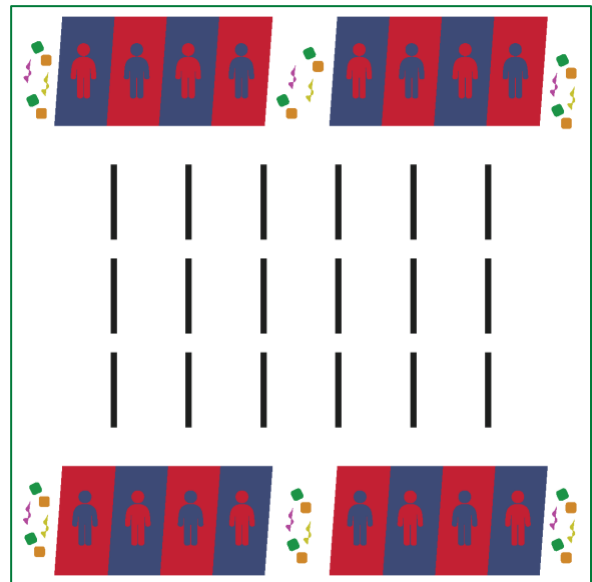
ACTIVITY SET-UP & PROCEDURE

Equipment:

- Balancing Act Activity Card
- Gymnastics mats or yoga mats
- Variety of equipment for balance tasks (e.g., bean bags, scarves)
- Balance beams, floor tape, chalk lines, etc.

Set-Up:

1. Place mats 2-3 feet apart in teaching space, with scarves and bean bags spread around the perimeter of the space. Set up beams or lines for balancing in the center of the area.
2. Create groups of 2 to 3 students, each group at a mat. If using gymnastics mats each section of the mat can be a student's self-space.



Activity Procedures:

1. This activity is called Balancing Act. We will be working both independently and with a partner or group to make a variety of shapes and body positions. We will start as a large group and then you will work with a partner(s) on your mat on some additional balancing challenges. I will begin by giving you a shape, and you will be creative and show me how your body can make that shape.
2. Teachers: Use the *Balancing Act Activity Card* to move through the different individual and partner/group balancing challenges.
3. Now we will try some balancing challenges while moving across or standing on a line or balance beam. Using a line (or beam) around our space, try the following: 1) walk across the line, 2) balance on one foot on the line, 3) jump or hop across the line, 4) stand on tip toes with one foot in front of the other and perform a pivot turn to face the other direction (180-degree turn).

Grade Level Progression:

K-1: Complete only the following from the *Balancing Act Activity Card*: 1) letters and shapes, 2) wide and narrow, 3) with partner/group and 4) with equipment.

2-3: Complete activity as described above.

4-5: In addition to activity above, have two different groups of students join their mats together and spell out a letter/word or a double/triple digit number with the larger group (letter/word or number can be teacher assigned or determined by students).

BALANCING ACT

UNIVERSAL DESIGN ADAPTATIONS

- Allow students to work with a partner if needed.
- Allow students to modify or adapt the type of shapes being performed.
- Utilize visual demonstrations by students or have pictures of balances being presented as examples.
- Allow students to modify or adapt the equipment being incorporated, or to perform the balances without equipment.

ACADEMIC LANGUAGE

Symmetrical, Asymmetrical, Inverted, Upright, Center of Gravity, Base of Support, Curved, Straight, Wide, Narrow

STANDARDS & OUTCOMES ADDRESSED

OPEN Priority Learning Outcomes for Physical Education:

- (K)** Maintains momentary stillness on different bases of support.
- (1)** Discusses the reasons for participating in physical activity with friends.
- (2)** Recognizes the role of rules and etiquette in teacher-designed physical activities.
- (3)** Describes the positive social interactions that come when engaged with others in physical activity.
- (4)** Exhibits responsible behavior in independent group situations.
- (5)** Identifies activities that require and/or improve the components of fitness.

DEBRIEF QUESTIONS

- (K)** What are some things that helped you keep control when trying the different balances?
- (1)** What are some things that made doing the balance challenges with your friends more fun?
- (2)** What were some of our rules today that helped keep us safe?
- (3)** What were some of the differences between trying the balance challenges on your own and trying them with a partner/group?
- (4)** What are some examples of your behaviors, or your friends' behaviors, that showed responsibility today?
- (5)** What health-related components of fitness did we work to improve on today? (e.g., muscular strength/endurance, flexibility)

THE EQUALIZER

STUDENT TARGETS

- **Skill:** I will demonstrate a variety of counterbalance and counter tension activities both on my own and with a partner/group.
- **Cognitive:** I will be able to identify my center of gravity and base of support for each balancing position.
- **Fitness:** I will work to improve the health-related components of fitness included in each activity.
- **Personal & Social Responsibility:** I will follow all safety rules and act responsibly when working with a partner or group.

TEACHING CUES

- Push against for counterbalance
- Pull away for counter tension
- **TEACHERS: Review Safety Checklist**

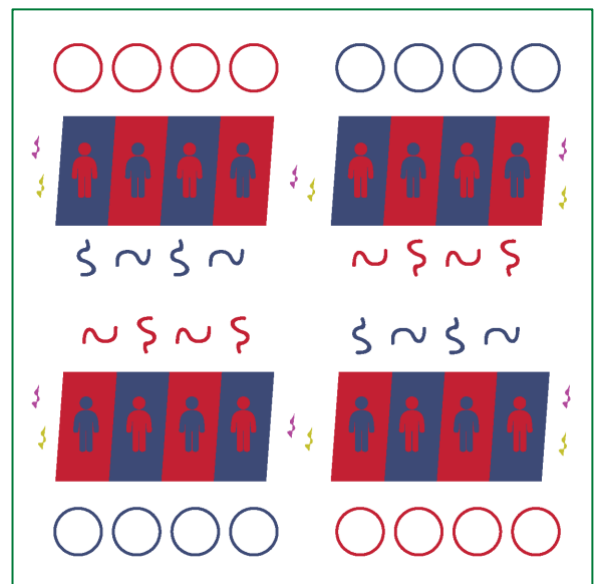
ACTIVITY SET-UP & PROCEDURE

Equipment:

- The Equalizer Activity Card
- Gymnastics mats or yoga mats
- Variety of equipment for balance tasks (e.g., hoops, jump ropes, scarves)

Set-Up:

1. Spread out mats 2-3 feet apart in teaching space, with hoops, jump ropes, and scarves spread around the perimeter of the space.
2. Have students spread out on the mats, ideally with 2-3 students per mat. If using gymnastics mats each section of the mat can be a student's self-space.



Activity Procedures:

1. This activity is called The Equalizer. We will be working both independently and with a partner or group to complete some counterbalance and counter tension challenges. We will start with individual positions and then you will work with the partner(s) on your mat on some additional group challenges. I will begin by giving you a type of shape, and you will be creative and show me an example of that shape.
2. Teachers: Use *The Equalizer Activity Card* to move through the different individual and partner/group dice challenges (the first four rows on the card).
3. Now we will try some partner challenges that use different types of equipment. We will try counterbalance and counter tension positions using hoops, scarves, or jump ropes. Your group can choose which equipment you would like to use and how you integrate it into your balance. Teachers: Use *The Equalizer Activity Card* to move through the "With Equipment" challenges.

Grade Level Progression:

K-1: Complete counterbalance activities only (not counter tension).

2-3: Complete activity as described above.

4-5: In addition to activity above, students will work together with their partner or group to transition from holding a counterbalance and flow into a counter tension position while maintaining contact with their partner and control of the movements at all times.

THE EQUALIZER

UNIVERSAL
DESIGN
ADAPTATIONS

- Allow students to work with a partner if needed.
- Allow students to modify or adapt the type of shapes being performed.
- Utilize visual demonstrations by students or have pictures of balances being presented as examples.
- Allow students to modify or adapt the equipment being incorporated, or to perform the balances without equipment.

ACADEMIC
LANGUAGE

Counterbalance, Counter Tension, Body Awareness, Muscle Tension, Muscular Strength & Endurance

STANDARDS
& OUTCOMES
ADDRESSED

- OPEN Priority Learning Outcomes for Physical Education:**
- (K) Acknowledges that some physical activities are challenging/difficult.
 - (1) Describes positive feelings that result from physical activity participation.
 - (2) Accepts responsibility for class protocols with personal and cooperative behavior as well as performance actions.
 - (3) Works cooperatively with others.
 - (4) Describes and compares positive social interactions when engaged in partner, small-group, and large-group physical activities.
 - (5) Critiques the etiquette involved in rules of various game activities.

DEBRIEF
QUESTIONS

- (K) What were some of the counterbalance tasks that you felt were the most difficult today? Were you able to still find a way to complete the task?
- (1) What was your favorite part of completing the counterbalance challenges today?
- (2) Why do you think we stayed on the mats when attempting the partner counterbalance and counter tension tasks?
- (3) If you and your partner wanted different types of equipment for the partner challenges today, how did you end up deciding which equipment you would use?
- (4) Who can share a positive interaction you had with someone you worked with as a partner today? How does working with a partner compare to working with a larger group?
- (5) Why is it important to be respectful of your peers when making decisions while working as a group or team?

LEAPS AND BOUNDS

STUDENT TARGETS

- **Skill:** I will use a variety of locomotor movements to travel with balance at various speeds.
- **Cognitive:** I will identify how to safely jump and land in both horizontal and vertical planes.
- **Fitness:** I will discuss that your heart is a muscle that beats faster and grows stronger with physical activity.
- **Personal & Social Responsibility:** I will identify physical activities that are enjoyable.

TEACHING CUES

- Soft landings
- Maintain balance
- Aware of surroundings
- **TEACHERS: Review Safety Checklist**

ACTIVITY SET-UP & PROCEDURE

Equipment:

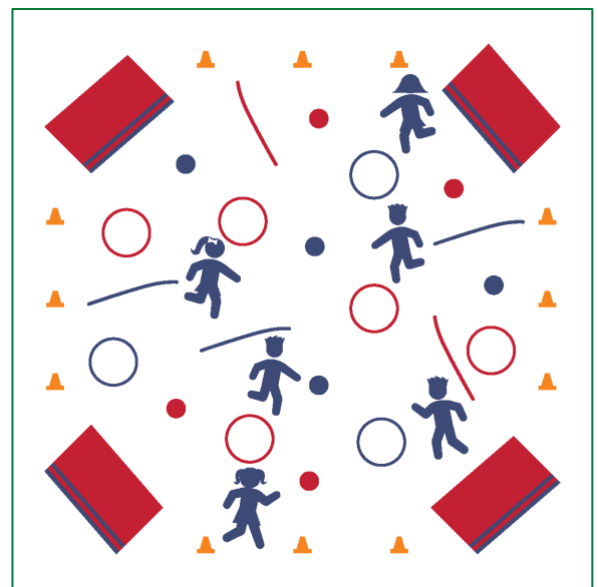
- Cones for boundaries (minimum of 4)
- Variety of hoops, spot markers, floor tape, jump ropes, etc.
- Gymnastics mats (folded up) or similar equipment items for students to jump on/off

Set-Up:

1. Place cones around the perimeter of teaching area and have other equipment safely outside perimeter until needed.
2. Students should spread out in general space inside the cones.

Activity Procedures:

1. Today's activity is called Leaps and Bounds. We are going to travel and move our bodies from one place to another. Let's start by reviewing different locomotor movements. When I say "GO!" move safely in general space using the locomotor movement called (walk, jog, skip, gallop, hop, jump, leap).
2. *Teachers: spread out hoops, spot markers, jump ropes, and tape lines on the floor within the cones.* I have now added a variety of objects into our space that you will need to avoid while you are traveling. When I say "GO!" move using the locomotor movement called, but without touching any objects. You can go around, over, etc. as you move through the space.
3. Locomotor movements are used a lot in gymnastics. For example, galloping is called a *chasse'* in gymnastics. Leaping is something performed on both floor and beam. Jumps are used in almost all gymnastics events. Let's practice jumping and leaping. Start with leaping (take off of one foot and land on the other) over the objects in our space. Start with a leap off of your right foot and on to your left!
4. Next, let's practice jumping & landing. With a soft landing on bent knees, you can choose to jump onto and off of a spot marker on the ground (lower level surface) or one of the mats that are folded up along the outside of our space (higher level surface).



Grade Level Progression:

- K-1:** Complete movements to travel like a variety of different animals; Use only spot markers for jumping.
- 2-3:** Complete activity as listed above.
- 4-5:** Complete jumping and landing skills utilizing both a vertical (higher) and horizontal (longer/lower) plane, as well as jumping tasks that require attempts at 180 and/or 360 degree turn while in the air.



LEAPS AND BOUNDS

UNIVERSAL
DESIGN
ADAPTATIONS

- Allow students to work with a partner if needed.
- Allow students to modify or adapt the locomotor skill being used.
- Utilize visual demonstrations of a variety of movements by students or have pictures of the positions/movements.

ACADEMIC
LANGUAGE

Pathways, Relationships, Coordination, Levels, Galloping/Chasse', Leaping

STANDARDS
& OUTCOMES
ADDRESSED

OPEN Priority Learning Outcomes for Physical Education:

- (K)** Performs locomotor skills with balance.
- (1)** Travels with balance using a variety of locomotor skills in dynamic environment.
- (2)** Controls force (strong and light) and speed (fast and slow) while moving in static and dynamic environments.
- (3)** Performs locomotor skills with balance at various speeds.
- (4)** Combines traveling with balance and weight transfers.
- (5)** Compares the health benefits of available physical activity options.

DEBRIEF
QUESTIONS

- (K)** What are some things that helped you keep your balance while performing the locomotor movements?
- (1)** Can you name the different locomotor skills we tried today?
- (2)** During which locomotor movements did you have to move faster? During which ones did you have to use more force?
- (3)** How did you keep control and stay balanced when you were moving faster?
- (4)** What was a locomotor movement we tried, that is also used in gymnastics, that requires you to transfer your weight from one foot to the other (e.g., leap, skip)?
- (5)** If you were interested in improving the muscular strength in your legs so you could jump higher, what are some things you could do during physical education class and/or at home to help achieve that goal?

ROCKING AND ROLLING

STUDENT TARGETS

- **Skill:** I will perform rolling actions in a variety of body positions.
- **Cognitive:** I will follow the instructions on each station card in order to stay actively engaged.
- **Fitness:** I will work to improve my muscular strength & endurance for rolling actions to be performed safely and with correct technique.
- **Personal & Social Responsibility:** I will willingly try new activities and skills.

TEACHING CUES

- Start each station when music starts
- Clean station area and rotate when music stops
- **TEACHERS: Review Safety Checklist**

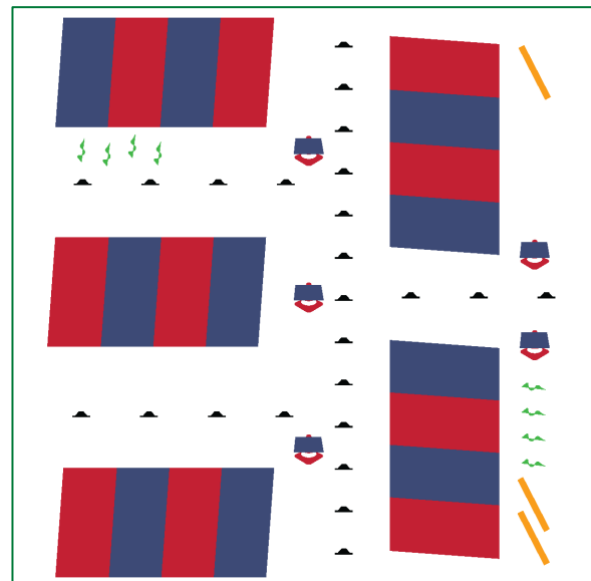
ACTIVITY SET-UP & PROCEDURE

Equipment:

- Cones to identify boundaries for each of the 5 stations.
- Rocking and Rolling Station Activity Cards (5)
- Gymnastics Cards
- Music and music player for stop/start signal.
- See station cards for equipment needs at each station.

Set-Up:

1. Using low profile cones, set up a grid with 5 stations. Use 2-3 gymnastics mats per station. Spread mats apart 3-4 feet. Note: some stations require additional equipment.
2. Place a cone and task tent in each grid with the station card for that station in one side of the task tent, and any applicable gymnastics cards for that station in the other side.
3. Group students evenly with 1 group per station.



Activity Procedures:

1. Today we are going to practice different types of rolling actions. We are going to focus on rolling in a straight shape and in a curled shape. Once we review the different body positions and safety considerations, we will split up into 5 stations to complete some challenges. *Teacher: talk through and/or demonstrate each station.*
2. When the music starts, begin working to complete the challenges at your station. When it stops, you will have 30 seconds to clean up any equipment used and rotate to the next station. Wait until the music begins again before you start the activities at the new station.

Grade Level Progression:

K-1: Complete station challenges as a large group with teacher reading instructions to class.

2-3: Complete activity as described above.

4-5: Have note cards and pencils at each station for each group to add one student-created challenge for that station before they rotate.

ROCKING AND ROLLING

UNIVERSAL
DESIGN
ADAPTATIONS

- Allow students to work with a partner if needed.
- Allow students to modify or adapt the activities at each station if necessary.
- Utilize visual demonstrations of a variety of movements by students or have pictures of the positions/movements.

ACADEMIC
LANGUAGE

Rolling Action, Rotation, Curved, Straight, Flexibility

STANDARDS
& OUTCOMES
ADDRESSED

OPEN Priority Learning Outcomes for Physical Education:

- (K)** Shares equipment and space with others.
- (1)** Transfers weight from one body part to another in self-space.
- (2)** Combines balances and transfers in purposeful movement sequences.
- (3)** Discusses the challenge that comes from learning new physical activities.
- (4)** Rates the enjoyment of participating in challenging physical activities.
- (5)** Expresses the enjoyment and challenge of participating in a favorite physical activity.

DEBRIEF
QUESTIONS

- (K)** Why is it important for you to work together with your classmates to share the equipment and the space?
- (1)** What are some of the things we need to focus on when transferring weight from one body part to another?
- (2)** Can someone share the body positions and skills you chose to put together in your sequence at station 5? What helped the sequence flow as you moved from one position to the next?
- (3)** What was a challenge you experienced when trying some of the rolling action tasks today?
- (4)** How would you rate your comfort level of trying something you had never tried before versus something you have tried many times before?
- (5)** Who can share their favorite challenge from today? And what you enjoyed the most about it?

STEP IT UP

STUDENT TARGETS

- **Skill:** I will transfer weight from one body part to another safely.
- **Cognitive:** I will discuss the different ways I can transfer weight from one body part to another.
- **Fitness:** I will demonstrate safe behaviors while being physically active.
- **Personal & Social Responsibility:** I will discuss the positive social interactions that occur when I am active with classmates.

TEACHING CUES

- Use strong muscles
- Find your base of support
- **TEACHERS: Review Safety Checklist**

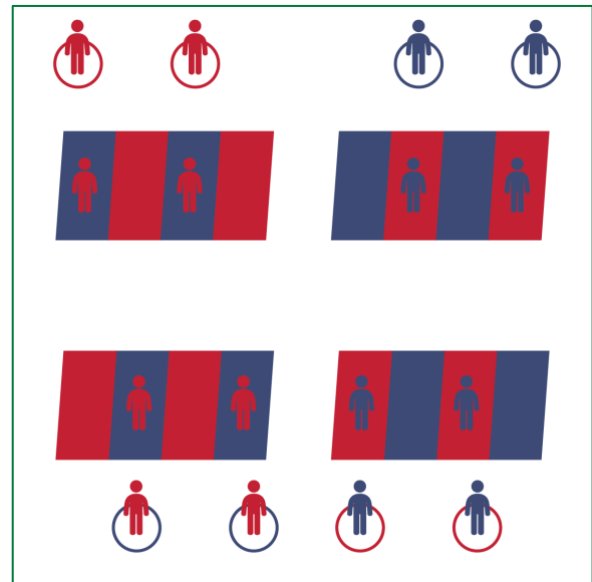
ACTIVITY SET-UP & PROCEDURE

Equipment:

- Step It Up Activity Card
- Gymnastics mats or yoga mats
- Hula Hoops

Set-Up:

1. Spread out mats 2-3 feet apart in teaching space.
2. Place a hoop or spot marker next to the mat (not at either end of the mat but on the side) to designate where students should stand when waiting for their turn on the mat. See *Safety Checklist for additional information.*
3. Students spread out on mats. If using gymnastics mats each section of the mat can be a student's self-space.



Activity Procedures:

1. This activity is called Step It Up. We will be working on different ways to transfer weight from one body part to another, by identifying our base of support and then using strong muscles to support ourselves.
2. I will begin by giving you some examples of ways to transfer weight from a variety of different body parts. Remember to stand in the hoop when waiting for a turn on the mat to stay safe and not get kicked by accident.
3. *Teachers: Use the Step It Up Activity Card to move through the different challenges. Remember to give students ample practice time for each challenge before moving to the next one on the card.*

Grade Level Progression:

K-1: Focus on weight transfers that stay at a low level (e.g., rock and roll) versus more high-level weight transfers from feet to hands (e.g., handstands). Students can focus on traveling actions such as bear walks that transfer weight while staying at a low level.

2-3: Complete activity as described above.

4-5: If a wall is available in your teaching area, students can practice handstand holds by walking their feet up the wall to build muscle endurance by holding a handstand. (Note: be sure a mat or soft surface is under them for this activity).



STEP IT UP

UNIVERSAL
DESIGN
ADAPTATIONS

- Allow students to work with a partner if needed.
- Allow students to modify or adapt the type of weight transfers being performed.
- Utilize visual demonstrations by students or have pictures/videos of the weight transfers to present as examples.

ACADEMIC
LANGUAGE

Weight Transfer, Base of Support, Personal Space, General Space, Muscular Strength, Safety

STANDARDS
& OUTCOMES
ADDRESSED

OPEN Priority Learning Outcomes for Physical Education:

- (K)** Follows directions for safe participation and proper use of equipment with minimal reminders.
- (1)** Follows directions for safe participation and proper use of equipment without reminders.
- (2)** Describes physical activities for participation outside of physical education class.
- (3)** Combines balances and weight transfers with movement concepts.
- (4)** Combines traveling with balances and weight transfers.
- (5)** Identify activities that require and/or improve the components of fitness.

DEBRIEF
QUESTIONS

- (K)** Why do you think we focus so much on safety during our gymnastics activities?
- (1)** Who can give me an example of a safety rule we used today and why it helps keep us safe?
- (2)** Can someone give me an example of a physical activity outside of school that you currently participate in, or one that you would like to try?
- (3)** What were some of the weight transfers that we tried today that transferred weight from our feet onto our hands?
- (4)** What was an example of a balance that flowed well into a weight transfer that you tried today?
- (5)** When we transferred weight onto our hands, we needed to use strong muscles in our arms. What are some of the muscles in our arms that helped us safely transfer weight onto our hands?

MIX AND MATCH

STUDENT TARGETS

- **Skill:** I will combine traveling, balances, and weight transfers to create gymnastics sequences and combinations.
- **Cognitive:** I will discuss the ways to create sequences and combinations that flow and use creativity.
- **Fitness:** I will demonstrate safe behaviors while being physically active.
- **Personal & Social Responsibility:** I will discuss the benefits of trying new physical activities.

TEACHING CUES

- Be creative
- Smooth flow between positions and skills
- **TEACHERS: Review Safety Checklist**

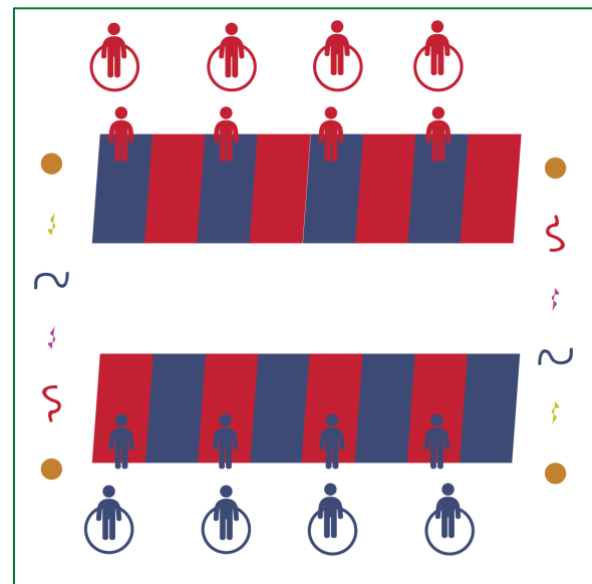
ACTIVITY SET-UP & PROCEDURE

Equipment:

- Mix and Match Activity Card
- Gymnastics mats or yoga mats
- Variety of equipment for sequences and combinations (e.g., Ropes, scarves, foam balls)

Set-Up:

1. Combine mats in sets of 2 with Velcro connections. Spread mats 2-3 feet apart, with equipment around the perimeter of the space. If mats do not combine, place them 2-3 feet apart.
2. Place hoops or spots on the sides of each mat to designate where students stand while waiting. See *Safety Checklist* for additional information.
3. Students spread out on mats with 4-6 students per set of mats. If using gymnastics mats each section of the mat can be a student's self-space.



Activity Procedures:

1. This activity is called Mix and Match. We will work on different ways to combine traveling, balances, and weight transfers to create sequences and combinations. Let's review each skill that you can integrate into your routine. (Review balancing, traveling, rolling and weight transfers.)
2. Teachers: Use the *Mix and Match Activity Card* to move students through the different sequences and combinations. Students get to choose the skills put into each sequence or combination. For example, if the sequence includes a rolling action, students could choose a safety roll, log roll, forward roll, etc. Remember to give students ample time to practice before moving on.

Grade Level Progression:

K-1: Keep to no more than 3-skill individual sequences. For example: Balance + Roll + Balance; or Balance + Weight Transfer + Balance are appropriate options for K-1.

2-3: Complete activity as described above.

4-5: In addition to activity above, students from two different groups join together to create combinations in larger groups.

MIX AND MATCH

UNIVERSAL DESIGN ADAPTATIONS

- Allow students to work with a partner if needed.
- Allow students to modify or adapt the type of weight transfers being performed.
- Utilize visual demonstrations by students or have pictures/videos of the weight transfers to present as examples.
- Allow students to eliminate the integration of equipment into their sequence or combination, or to modify the type of equipment being included.

ACADEMIC LANGUAGE

Sequence, Combination, Flow, Direction, Speed

STANDARDS & OUTCOMES ADDRESSED

OPEN Priority Learning Outcomes for Physical Education:

- (K)** Shares equipment and space with others.
- (1)** Works independently and with others in a variety of class environments.
- (2)** Works independently and safely in physical education.
- (3)** Combines balances and weight transfers with movement concepts.
- (4)** Combines traveling with balances and weight transfers.
- (5)** Combines actions and traveling with movement concepts to create movement sequences.

DEBRIEF QUESTIONS

- (K)** What were some of the safety rules you had to use to safely share your mats today?
- (1)** Why is it important for you to be a good partner when we need to work together to share space and equipment?
- (2)** What was a safety rule we used today that helped keep you safe?
- (3)** What were your favorite ways to combine balances and weight transfers today?
- (4)** What was an example of a balance that flowed well into a weight transfer?
- (5)** I saw some awesome creativity today in your combinations. What was your favorite part of creating the combination with your group today?

SAMPLE LESSON PLAN

	TRANSITION NOTES	ACTIVITY	DEBRIEF
1 INSTANT ACTIVITY	<ul style="list-style-type: none"> Boundary cones are set up, with the 4 corner cones having a hoop and a die. Noodles for taggers are located outside of the coned area. Students enter and spread out in general space. Teacher selects 2-3 taggers and gives each a noodle. 	 Balance Tag 	<ul style="list-style-type: none"> What strategies did you use to stay safe while moving in general space during the tag game? What are some things that helped you hold still when balancing?
2 LEARNING TASK	<ul style="list-style-type: none"> Mats are spread out 2-3 feet apart with scarves and bean bags spread around the perimeter. Students enter and sit 2-3 students to each mat. Teacher reviews academic language. Teacher uses the <i>Balancing Act Activity Card</i> for balancing challenges. 	 Balancing Act Activity Card Challenges 	<ul style="list-style-type: none"> What health-related components of fitness did we work to improve today? What was the difference between a symmetrical and an asymmetrical shape?
3 LEARNING TASK	<ul style="list-style-type: none"> Teacher should ensure balance beams, tape lines or floor lines are visible to students around the space. Teacher challenges students to stand or move across the balance beams or lines in a variety of ways as described in activity procedure #3 from Balancing Act. 	 Balancing Act 	<ul style="list-style-type: none"> What were some strategies you used to try and stay on the balance beam (or line) when moving across it? Where did you try to keep your center of gravity when moving over the balance beam?
4 EXIT ASSESSMENT	<ul style="list-style-type: none"> Educational Gymnastics Self-Assessment Assessment stations are set up on the perimeter of the space. Each includes 4 piles of worksheets and 4 boxes of crayons. When I say "GO" move to an assessment station. Collect a worksheet and crayon. When finished filling out the worksheet give it to me and then line up. 		

ASYMMETRICAL

(adjective)

Any shape that does not make a mirror image when divided in half.

Josie's balance is asymmetrical because she has one arm up and one arm down.



BALANCE

(noun)

The ability to adjust the distribution of weight in order to remain upright and steady.

Kurt was kept his balance by holding his muscles tight and strong.



BASE OF SUPPORT

(noun)

The area beneath a person that includes all points of contact the person makes with the supporting surface.

Shawn created a wider base of support that would feel more stable while holding a balance.



BODY AWARENESS

(noun)

**Knowing the body's position
in space and in relation to itself
and other objects.**

Andrea demonstrated good body awareness when she kept tucked position during a forward roll.



BODY CONTROL

(noun)

The ability to start, stop, and continue movement while safely maintaining balance and form.

Nichole showed great body control when leaping over the jump rope.



CENTER OF GRAVITY

(noun)

A single point from which the entire weight of an object acts and is concentrated so that if it were the point of support on a level surface, the object would remain perfectly balanced.

Nick kept his center of gravity low so that it was easier to stay balanced.



COMBINATION

(noun)

The result of bringing two or more things together to create a sequence or a set.

Aaron created a combination of skills that included a forward roll and a jump.



COORDINATION

(noun)

The ability to synchronize, or combine at the same time, movements of several parts of the body.

Brian demonstrated coordination and balance by changing from one foot position to another.



COUNTER TENSION

(noun)

A state of balanced pull between two or more things.

Andi and Brigitte created counter tension by holding hands and leaning apart from each other until they found their balance.



COUNTERBALANCE

(noun)

A state of balanced push between two or more things.

José created counterbalance by pushing against the wall and moving his feet out until he found a balanced position.



CREATIVITY

(noun)

The use of imagination and original ideas in the making of something.

Elyse's group used their creativity to improve their gymnastics sequence.



DIRECTION

(noun)

The course along which something moves.

Victoria decided to slide in a sideways direction during the tag game.



FLEXIBILITY

(noun)

The ability to bend and move the joints through the full range of motion.

Zoe improved her flexibility by stretching her muscles every day.



FLOW

(noun)

**To move in a smooth
and continuous way.**

Charlotte showed a continuous flow through the skills in her gymnastics routine.



GALLOP/CHASSÉ

(noun)

**A sliding movement
in a forward direction.**

Ms. Wilder taught us that a gallop in gymnastics is called a chassé.



GENERAL SPACE

(noun)

The area within a boundary in which a person can move safely.

Henry moved safely in general space during our game of tag.



INVERTED

(adjective)

When something is upside down, or when a person's head is lower than their waist.

Chloe decided to balance in an inverted position by doing a headstand.



LEAP

(verb)

To perform a locomotor skill in which you take off of one foot and land on the opposite foot.

James decided to leap over the jump rope during physical education class.



LEVEL

(noun)

Position of the body or its parts in relation to the floor, a person, or a piece of equipment.

Will jumped from a low level to a high level.



MUSCLE TENSION

(noun)

The force generated by the contraction of the muscle.

The students felt muscle tension in their arms when holding plank position.



MUSCULAR ENDURANCE

(noun)

The ability of a muscle to continue to perform without fatigue.

Crystal practiced a plank hold every day in order to build up her muscular endurance.



MUSCULAR STRENGTH

(noun)

The maximum amount of force a muscle can produce in a single effort.

Chris was able to jump really high during a straddle jump because of the muscular strength in his legs.



PATHWAY

(noun)

A course or track along which a body or object moves as it travels through general space.

Susan moved in a straight pathway when performing a log roll.



PERSONAL SPACE

(noun)

The area around a person in which they feel comfortable but would become uncomfortable if someone or something enters.

Julie told Thomas that he was in her personal space and politely asked him to give her some extra room.



RELATIONSHIP

(noun)

The way that two or more concepts, objects, or people are connected.

As the students played tag, they thought about their relationship to the area boundaries and to their classmates.



ROLLING

(verb)

To move across a surface by turning over and over on an axis.

The students enjoyed rolling in different body positions.



ROTATION

(noun)

One complete turn.

Joseph completed one rotation during his forward roll.



SAFETY

(noun)

The condition of being protected against physical, social, and emotional harm.

The students understood that safety is very important and carefully followed their teacher's instructions.



SEQUENCE

(noun)

A set of related events, movements or things that follow a particular order.

Dan made sure that his sequence of movements began and ended with perfect balance.



SPEED

(noun)

The ability to propel the body or a part of the body quickly from one point to another.

Shannon used a moderate speed to travel through general space so she could maintain control and balance.



SYMMETRICAL

(Adjective)

Any shape that makes a mirror image when divided in half.

Marcus chose to make the letter "T" with his body as a way to create a symmetrical shape.



TRANSFER OF WEIGHT

(noun)

A change in the center of gravity beyond its base of support in order to create movement or generate force.

Kristen demonstrated a transfer of weight from her feet to her hands when she did a cartwheel.



TRANSITION

(noun)

The process of changing from one movement or position to another.

Isabella used a gallop as the transition between her roll and her final balance position.



UPRIGHT

(adverb)

When a person is in a vertical position with their head above their waist.

Michael was moving upright as he skipped through general space.



BALANCING ACT ACTIVITY CARD

<p>Letters and Shapes</p>	<ul style="list-style-type: none"> • Letter S • Letter C • Letter X • Curved Shape • Straight Shape
<p>Symmetrical and Asymmetrical</p>	<ul style="list-style-type: none"> • Symmetrical Shape • Asymmetrical Shape
<p>Inverted and Upright</p>	<ul style="list-style-type: none"> • Upright Shape • Inverted Shape • Upright and Curved Shape • Inverted and Asymmetrical Shape
<p>Wide and Narrow</p>	<ul style="list-style-type: none"> • Wide shape with a Straight body position • Narrow shape that is Symmetrical
<p>With Partner/Group</p>	<ul style="list-style-type: none"> • Create the letter O • Create the letter T • Create an Asymmetrical Shape • Create a Narrow Shape in a Curved body position
<p>With Equipment</p>	<ul style="list-style-type: none"> • With bean bag or scarf balancing on head or shoulders: <ul style="list-style-type: none"> • Balance on one foot. Shift to balance on the other foot. • Sit and then stand again. If the beanbag or scarf falls, try again. • In plank position with bean bag/scarf on back, slowly slide your feet around in a circle. • Walk around the activity area.

THE EQUALIZER ACTIVITY CARD

<p>INDIVIDUAL CHALLENGES</p>	<ul style="list-style-type: none"> • Using a wall, fence, or object: <ul style="list-style-type: none"> ○ Perform a counterbalance (push until center of gravity is outside base of support) ○ Perform a counter tension (pull object until center of gravity is outside base of support)
<p>INDIVIDUAL DICE CHALLENGES</p>	<ul style="list-style-type: none"> • Roll the die to determine whether you perform an individual counterbalance or a counter tension position. <ul style="list-style-type: none"> ○ Even number = counterbalance ○ Odd number = counter tension
<p>PARTNER CHALLENGES</p>	<ul style="list-style-type: none"> • Upright counterbalance • Inverted counterbalance • Symmetrical counter tension • Asymmetrical counter tension
<p>PARTNER DICE CHALLENGES</p>	<ul style="list-style-type: none"> • Roll the die to determine whether you perform a counterbalance or a counter tension position with your partner. <ul style="list-style-type: none"> ○ Even number = counterbalance ○ Odd number = counter tension
<p>WITH EQUIPMENT</p>	<ul style="list-style-type: none"> • Your group should choose one of the following: <ul style="list-style-type: none"> ○ Hoop, scarf, or jump rope • Integrate the equipment you chose into: <ul style="list-style-type: none"> ○ An upright counter tension ○ An inverted counterbalance ○ A symmetrical counter tension ○ An asymmetrical counterbalance

ROCK AND ROLL STATION CARD 1

Station 1: Straight Body Rolling Actions

**Individual
Challenges**

- Log Roll
- Steamroller Log Roll (faster speed)

**Partner
Challenge**

- Simultaneous Log Rolls (students on two different mats roll at exact same time)

Learning Cues:

- Keep arms and legs completely straight
- Keep shoes touching while rolling
- Squeeze abdominal muscles
- Stretch arms as tall as possible

Safety Considerations:

- Only one student should roll on the mat at a time
- Be considerate of your classmates by waiting patiently for your turn on the mat

ROCK AND ROLL STATION CARD 2

Station 2: Curled Body Rolling Actions

Individual Challenges

- Rock and Roll
- Egg Roll
- Forward Roll
- Backward Roll

Partner Challenge

- Simultaneous Rolls (students on two different mats perform same roll at exact same time)

Learning Cues:

- Begin in a squat position, then transfer weight as you begin the roll
- Keep body in a curled (or rounded) shape while rolling
- Try to keep your chin on your chest
- Eyes look towards your belly button

Safety Considerations:

- Only one student should roll on the mat at a time
- Be considerate of your classmates by waiting patiently for your turn on the mat

ROCK AND ROLL STATION CARD 3

Station 3: Rolling Actions with Equipment

Individual Challenges

- Perform a roll with a scarf held between your shoes – don't let it fall out!
- Perform a curled shape roll with a scarf held between your chin and your chest

Partner Challenge

- Have a partner hold a hula hoop upright at the end of a mat, and you perform a forward roll through the hoop

Learning Cues:

- Keep body in the correct shape while rolling (curled or straight)
- Try to keep your chin on your chest and look towards your belly button for a curled shape roll

Safety Considerations:

- Only one student should roll on the mat at a time
- Be considerate of your classmates by waiting patiently for your turn on the mat

ROCK AND ROLL STATION CARD 4

Station 4: Safety Roll Challenges

Individual Challenges

- Perform a safety roll and stand up on two feet
- Perform a safety roll and see if you can stand up on only one foot (try both right and left!)
- Perform a safety roll with a tuck jump as you stand up
- Perform a safety roll with a star (or straddle jump) as you stand up

Partner Challenge

- Have a partner stand directly in front of you with a noodle extended out in front of them. The person performing the safety roll grabs hold of the noodle as they stand up (this can assist if you are still working towards being able to stand up on two feet, or on one foot, by yourself)

Learning Cues:

- Keep body in a curled shape while on the mat during the safety roll
- Try to stand up without using your hands to push off the mat
- Transfer your weight onto your feet (or foot) as you stand up by leaning forward slightly

Safety Considerations:

- Only one student should roll on the mat at a time

ROCK AND ROLL STATION CARD 5

Station 5: Rolling Action Sequences

**Individual
Sequence
Challenges**

1. Balance + Roll + Balance
2. Balance + Roll + Balance with equipment!
3. Roll + Traveling Action + Balance
4. Roll + Traveling Action + Balance with equipment!

Learning Cues:

- Try to be creative with the skills you put together in your sequence
- Make sure to hold your balances for at least 3 seconds
- Try to have the skills you have chosen flow together from one skill to the next

Safety Considerations:

- Only one student should perform a sequence at a time on the mat
- Remember the learning cues for curled shaped rolling actions so you protect your head and neck

STEP IT UP ACTIVITY CARD

<p>Rolling</p>	<ul style="list-style-type: none"> • Rolling is an example of transferring weight from one body part to another. Let's try the following rolling actions: <ul style="list-style-type: none"> ○ Log roll (from back to stomach) ○ Rock and roll (from bottom to back) ○ Safety roll (from feet to back)
<p>Tabletop and Bridge</p>	<ul style="list-style-type: none"> • Another example is performing a tabletop and/or a bridge. Let's try these challenges: <ul style="list-style-type: none"> ○ Tabletop: Sit in a tuck position with your hands on the ground behind you and feet flat in front. Lift up your hips to make a flat position from your shoulders to your knees. ○ Bridge: Lay on your back with your knees bent and feet flat on the floor, with your palms flat on the ground next to your ears (elbows point up). Push your belly button towards the sky by pushing through your arms and legs to make a bridge position with your body. ○ Additional challenge: push up into a tabletop or bridge position, and then lift one leg or one arm up at a time.
<p>Step Like Actions</p>	<ul style="list-style-type: none"> • Now let's transfer weight from our feet to our hands. Let's try these challenges: <ul style="list-style-type: none"> ○ Donkey Kicks (from two feet to two hands) ○ Handstand Leg Switcheroo (begin in a squat with hands on the floor – then kick one leg up at a time so they switch while in the air) ○ Handstand (can begin in squat or from a stand, legs come together in the air) ○ Cartwheel Jumps (begin in a squat with feet on the outside of one of your hands, then jump to the other side of your hands) ○ Cartwheel (can begin in squat or from a stand – kicking one foot to the other side at a time like a rainbow) ○ Round off (similar to a cartwheel, except you land on two feet at the end)
<p>Student Challenge</p>	<ul style="list-style-type: none"> • Now that we have practiced different types of weight transfers, can you work with the partners on your mat to come up with a new one of your own? <ul style="list-style-type: none"> ○ Come up with a creative way to transfer weight from one body part to another. ○ Prepare to share what you created and the body parts you are transferring to/from.

MIX AND MATCH ACTIVITY CARD

<p>3 Skill Sequences (Individual)</p>	<p>We are going to combine some of the gymnastics skills we learned into a sequence. Let's try the following:</p> <ul style="list-style-type: none"> ○ Balance + Roll + Balance ○ Balance + Weight Transfer + Balance ○ Balance + Traveling Action + Balance ○ Challenge: Incorporate equipment into one of the sequences above.
<p>4 Skill Combinations (Individual)</p>	<p>Now we are going to create combinations of even more skills. Let's try the following:</p> <ul style="list-style-type: none"> ○ Balance + Traveling Action + Roll + Balance ○ Balance + Weight Transfer + Traveling Action + Balance ○ Balance + Roll + Weight Transfer + Balance ○ Challenge: Incorporate equipment into one of the sequences above.
<p>5 Skill Combinations (Individual)</p>	<p>We are going to combine all of the different skills into one combination now. Let's try the following:</p> <ul style="list-style-type: none"> ○ Balance + Roll + Traveling Action + Weight Transfer + Balance ○ Balance + Traveling Action + Roll + Weight Transfer + Balance ○ Balance + Weight Transfer + Roll + Traveling Action + Balance ○ Challenge: Incorporate equipment into one of the sequences above.
<p>Student Created Combinations (Group/Partner)</p>	<p>Now that we have practiced different types of combinations, can you work with the partners on your mat to come up with a group combination?</p> <ul style="list-style-type: none"> ○ Come up with a creative and unique way to combine the following skills into a combination that flows from one skill to the next: <ul style="list-style-type: none"> ▪ Balances, Rolling Actions, Traveling Actions, Weight Transfers ▪ You can integrate equipment if your group chooses

GYMNASTICS CARDS

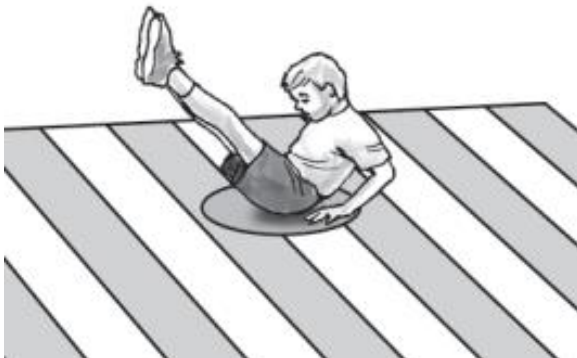
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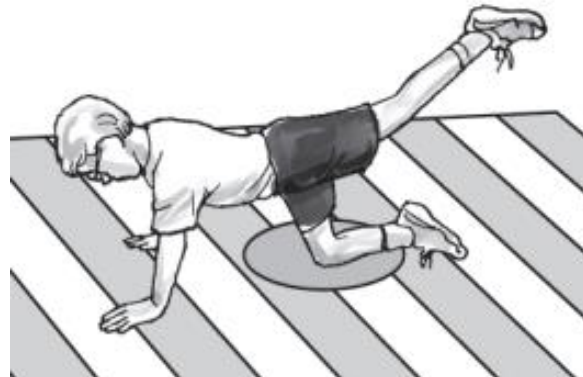
Upright



Inverted



Symmetrical



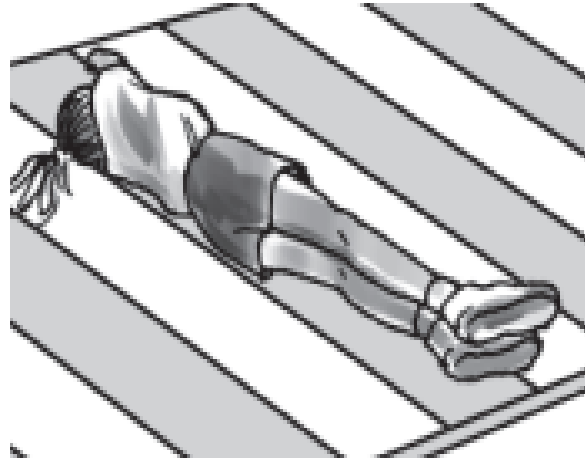
Asymmetrical

GYMNASTICS CARDS

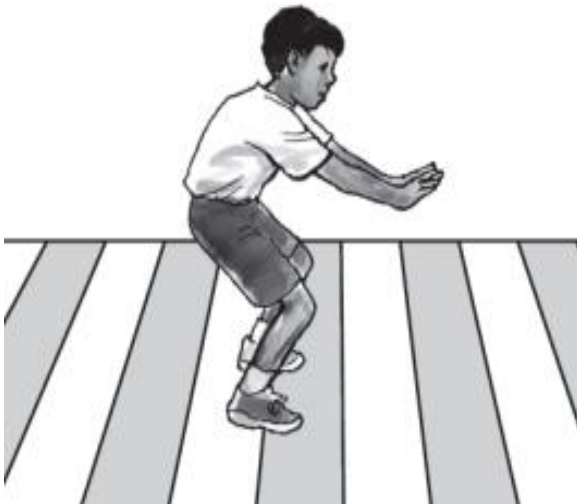
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Curled



Straight



Safety Landing



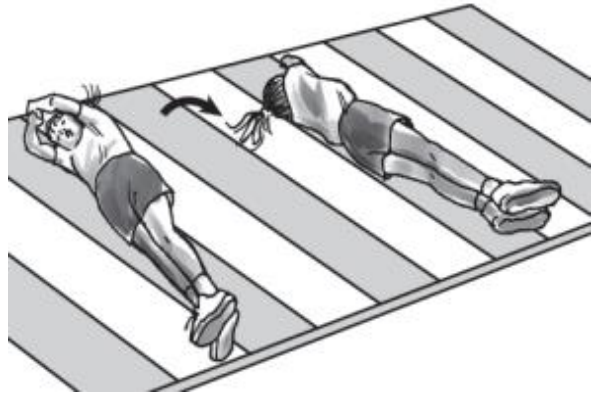
Tuck Jump

GYMNASTICS CARDS

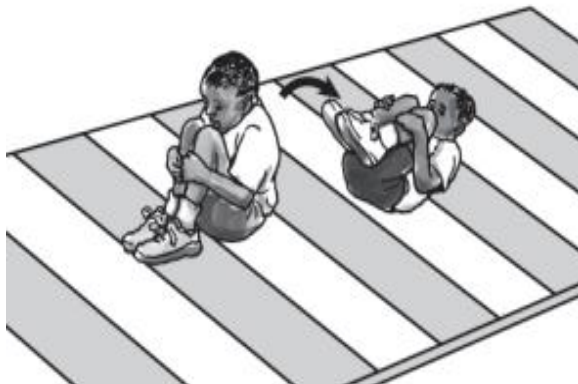
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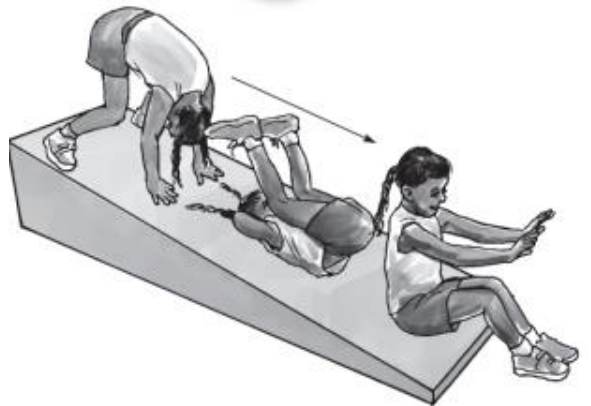
Star/Straddle Jump



Log Roll



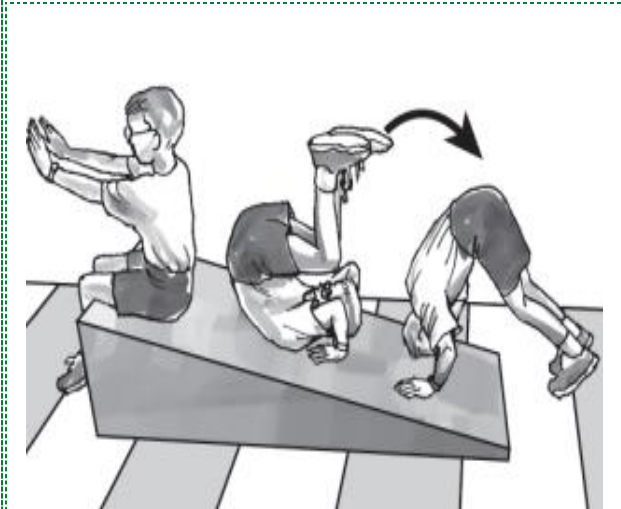
Rock and Roll



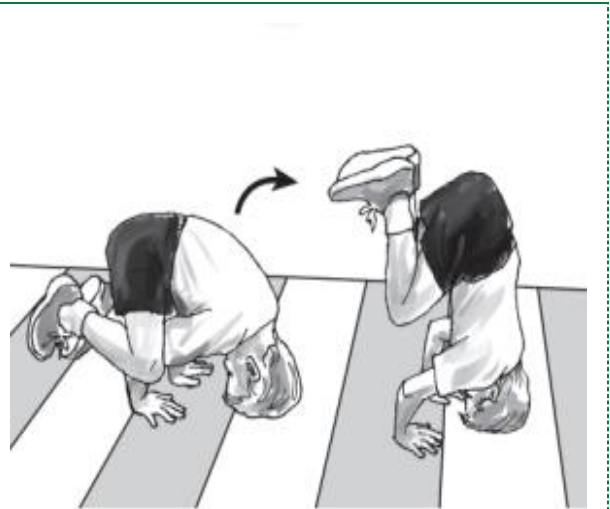
Forward Roll

GYMNASTICS CARDS

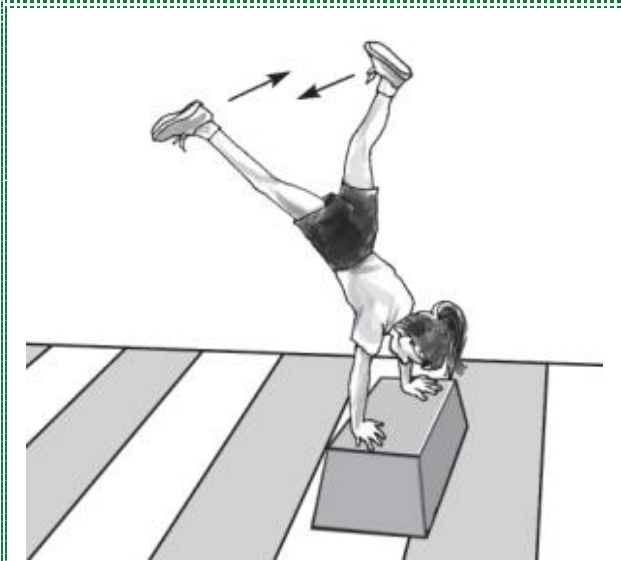
Print, Cut, Laminate



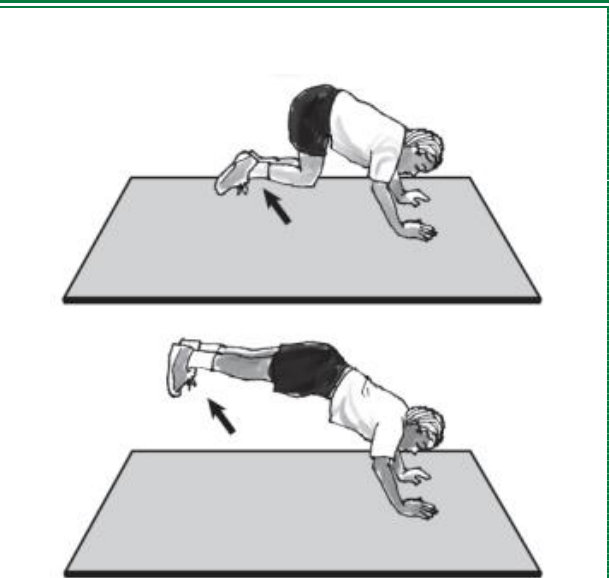
Backward Roll



Headstand



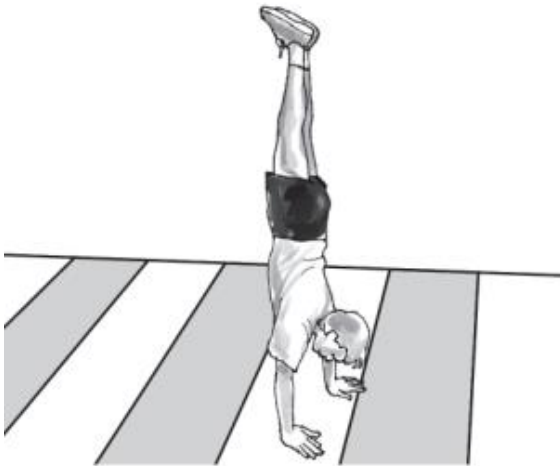
**Handstand Leg
Switcheroo**



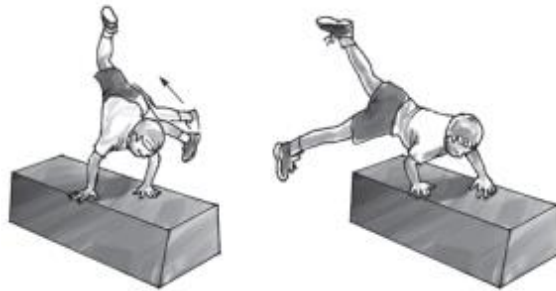
Donkey Kick

GYMNASTICS CARDS

Print, Cut, Laminate



Handstand



**Cartwheel Over
Mat/Object**



Tip Up



Squat Turn

UNIVERSAL DESIGN ADAPTATIONS

Universal Design for Learning (UDL) is a strategy for eliminating instructional and environmental barriers for every member of a learning community in order to meet the needs of all students across the continuum of physical, intellectual, and emotional abilities. Although we acknowledge that it would be impossible to build one curriculum to meet the needs of every single child, we strongly believe that striving to maximize the active and meaningful participation for all students is a core responsibility of every educator.

OPEN has embraced this responsibility by working to create suggested Universal Design Adaptations intended to serve as baseline recommendations for modifying learning activities. The text *Strategies for Inclusion: A Handbook for Physical Educators* by Lauren J. Lieberman and Cathy Houston-Wilson provides the foundation for our work in this area.

The table below offers additional adaptations in an effort to move closer to the ideal of Universal Design.

Potential Universal Design Adaptations for Educational Gymnastics

Equipment	Rules	Environment	Instruction
<ul style="list-style-type: none"> • Provide activity cards in large-print versions or use an LCD projector • Provide movement aids when possible • Use video or live demonstrations of body positions and activities 	<ul style="list-style-type: none"> • Allow students to work in pairs • Allow students an opportunity to choose movements that they feel comfortable with and provide modifications that are appropriate for all 	<ul style="list-style-type: none"> • Provide visual cues and safety reminders throughout activity areas • Set up activity stations in various challenge levels and allow students to choose their level of challenge 	<ul style="list-style-type: none"> • Provide ongoing verbal cues • Use peer tutors to assist with instruction and participation • Use pictures and/or videos for instruction • Individualize instruction with one-to-one interactions

Lieberman, L.J., & Houston-Wilson, C. (2009). *Strategies for Inclusion: A Handbook for Physical Educators (2nd ed.)*. Champaign, IL: Human Kinetics.

SAFETY CHECKLIST FOR TEACHERS

Educational Gymnastics includes activities that are designed to develop movement concepts and body control. Educational gymnastics is not the same type of gymnastics seen on TV during the Olympics. It focuses on teaching introductory skills and concepts in a safe way related to traveling, balancing, rolling, and the transfer of weight. High level skills that require advanced spotting techniques (e.g., back handsprings) are not included as a part of this educational gymnastics module. Our focus remains on safe movement exploration versus competitive gymnastics proficiency. Activities in this module provide fun challenges to students of all ability levels with safety always the priority.

The table below offers safety considerations that all teachers should review prior to beginning instruction in educational gymnastics. This is not an all-inclusive list, as each teacher has different opportunities and challenges based on their student population, equipment availability, and teaching space. However, the checklist below provides a good start to the planning process to ensure safety is addressed prior to instruction.

Safety Considerations Checklist for Educational Gymnastics

Equipment	Planning	Rolling/Inverted Positions	Instruction
<ul style="list-style-type: none"> • Use gymnastics or yoga mats that provide a soft, safe surface for skill exploration • Mats can sometimes slide if any sand, dirt, etc. is on the floor under them. Work with custodial staff to sweep or blow off sand from teaching space each day • Provide visual cues and safety reminders throughout activity area 	<ul style="list-style-type: none"> • Ensure that teacher comfort level and maturity of students are factored into planning process for all activities and tasks • Plan lessons that include opportunities for students to choose movements during lessons/activities that they feel comfortable with • Provide modifications that are appropriate for all students 	<ul style="list-style-type: none"> • Review IEP's and/or 504 Plans to ensure it is medically safe for students to participate in rolling actions or inverted balance positions (this is especially important for students with Down Syndrome) • Use incline mats when available to introduce forward and backward rolls • Emphasize cues of looking towards belly button and chin on chest to protect head/neck 	<ul style="list-style-type: none"> • Focus on movements and body positions not skill proficiency • Use video or live demonstrations of body positions and activities when possible • Allow for student choice during lessons if they are uncomfortable or feel unsafe with a skill/task • Set up activity stations in various challenge levels and allow students to choose their level of challenge

SELF-ASSESSMENT

NAME: _____ GRADE: _____ CLASS: _____

Choose the level that describes your current skills and color that number of stars in the space provided for your assessment. If this is your pre-assessment, choose another level in the “Goal” column to show how much you’d like to improve your skills after some practice and hard work.



Level 1:

I’m in the **Minor Leagues**.
I wish I could do this better.
And so I will keep trying my best to improve.



Level 2:

I’m in the **Major Leagues**.
Practice is helping and I will keep trying my best to improve.



Level 3:

I’m an **All Star**.
I can do this well. Practice worked, and now I want to keep learning more!

SKILL	PRE	GOAL	POST
Balancing	★ ★ ★	★ ★ ★	★ ★ ★
Traveling, Leaping & Jumping	★ ★ ★	★ ★ ★	★ ★ ★
Rolling	★ ★ ★	★ ★ ★	★ ★ ★
Weight Transfer	★ ★ ★	★ ★ ★	★ ★ ★
Creating Sequences & Combinations	★ ★ ★	★ ★ ★	★ ★ ★

HOLISTIC PERFORMANCE RUBRIC

GRADE: _____ CLASS: _____

Proficient 4	Consistently performs balancing, traveling, rolling, weight transfer and combinations/sequences using critical cues. Executes each skill and combination/sequence with proficiency and is always open and willing to try new educational gymnastics challenges. Conducts himself/herself safely and with consideration of others.
Competent 3	Performs skills with occasional errors in form and outcome. Can perform 4 out of the 5 skills (balancing, traveling, rolling, weight transfer and combinations/sequences) with competence. Conducts himself/herself safely without disrupting the learning environment.
Lacks Competence 2	Performs skills with frequent errors in both form and outcome. Rarely displays competence in the educational gymnastics skills of balancing, traveling, rolling, weight transfer and combinations/sequences. Occasionally creates unsafe situations.
Well Below Competence 1	Displays unsatisfactory effort toward skill development and an unwillingness to attempt educational gymnastics tasks and challenges. Often breaks safety rules and disrupts the learning environment.

Student Name	Score	Comments
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HOLISTIC DUAL PERFORMANCE RUBRIC

GRADE: _____ CLASS: _____

	Skill	Personal & Social Responsibility (PSR)
Proficient 4	Consistently performs balancing, traveling, rolling, weight transfer and combinations/sequences using critical cues. Executes each skill and combination/sequence with proficiency.	Conducts herself/himself safely and with consideration for others and is always open and willing to try new educational gymnastics challenges.
Competent 3	Performs skills with occasional errors in form and outcome. Can perform 4 out of the 5 skills (balancing, traveling, rolling, weight transfer and combinations/sequences) with competence.	Conducts herself/himself safely without disrupting the learning environment.
Lacks Competence 2	Performs skills with frequent errors in both form and outcome. Rarely displays competence in the educational gymnastics skills of balancing, traveling, rolling, weight transfer and combinations/sequences.	Occasionally creates unsafe situations.
Well Below Competence 1	Displays unsatisfactory effort toward skill development and an unwillingness to attempt educational gymnastics tasks and challenges.	Often breaks safety rules and disrupts the learning environment.

Student Name	Skill	PSR	Comments
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ACADEMIC LANGUAGE QUIZ

1

The ability to adjust the distribution of weight in order to remain upright and steady.

- a. Coordination
- b. Balance
- c. Rotation
- d. Sequence

2

Any shape that makes a mirror image when divided in half.

- a. Asymmetrical
- b. Body Control
- c. Upright
- d. Symmetrical

3

The maximum amount of force a muscle can produce in a single effort.

- a. Muscular Strength
- b. Muscular Endurance
- c. Muscle Tension
- d. Personal Space

4

A change in the center of gravity beyond its base of support in order to create movement or generate force.

- a. Transition
- b. Transfer of Weight
- c. Rotation
- d. Relationship

5

Being protected against physical, social, and emotional harm.

- a. Speed
- b. Level
- c. Safety
- d. Locomotor

6

The ability to bend and move the joints through the full range of motion.

- a. Flexibility
- b. Leap
- c. Direction
- d. Flow

7

The area beneath a person that includes all points of contact the person makes with the supporting surface.

- a. Counterbalance
- b. Body Awareness
- c. Body Control
- d. Base of Support

8

In a vertical position with your head above your waist.

- a. Inverted
- b. Upright
- c. Curved
- d. Straight

Teaching Dates of Module:	School Year:
General Comments / Notes for Planning Next Year's Module	
<ul style="list-style-type: none"> ✓ Comment 1 ✓ Comment 2 ✓ Comment 3... 	
Self-Reflection Across Danielson's Four Domains of Teaching	
Domain 1: Planning & Preparation	
1a: Demonstrating Knowledge of Content/ Pedagogy	1d: Demonstrating Knowledge of Resources
1b: Demonstrating Knowledge of Students	1e: Designing Coherent Instruction
1c: Selecting Instructional Outcomes	1f: Designing Student Assessments
<ul style="list-style-type: none"> ✓ Reflection 1 ✓ Reflection 2 ✓ Reflection 3... 	
Domain 2: Classroom Environment	
2a: Evidence of Respect and Rapport	2d: Managing Student Behavior
2b: Establishing a Culture for Learning	2e: Organizing Physical Space
2c: Managing Classroom Procedures	
<ul style="list-style-type: none"> ✓ Reflection 1 ✓ Reflection 2 ✓ Reflection 3... 	
Domain 3: Instruction	
3a: Communicating with Students	3d: Using Assessment in Instruction
3b: Using Questioning and Discussion Techniques	3e: Demonstrating Flexibility and Responsiveness
3c: Engaging Students in Learning	
<ul style="list-style-type: none"> ✓ Reflection 1 ✓ Reflection 2 ✓ Reflection 3... 	
Domain 4: Professional Responsibilities	
4a: Reflecting on Teaching	4d: Participating in a Professional Community
4b: Maintaining Accurate Records	4e: Growing and Developing Professionally
4c: Communicating with Families	4f: Showing Professionalism
<ul style="list-style-type: none"> ✓ Reflection 1 ✓ Reflection 2 ✓ Reflection 3... 	
Self-Rating with Rationale	
Choose One:	
Innovative (4); Proficient (3); Basic (2); Unsatisfactory (1)	
Provide rationale:	
<ul style="list-style-type: none"> ✓ Evidence 1 ✓ Evidence 2 ✓ Evidence 3 	