

## 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>.*

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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.

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### 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.

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SUGGESTED BLOCK PLAN

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