

PESS Approach to Teaching Gymnastics
Unit 15 Overview

Outcomes for Unit 15

By the end of this unit pupils will be able to:

- Practise a range of progressions for the Bridge and T Balances
- Explore moments of stillness
- Practise a range of lead & follow actions in a pair
- Perform a paired sequence using apparatus that includes lead & follow and symmetry & asymmetry and that demonstrates improved co-ordination and control
- Perform with increasing efficiency and effectiveness
- Begin to perform with increasing accuracy and sustain over longer periods of time
- Take some responsibility for their own actions and understand some of the associated risks
- Communicate clearly and effectively
- Use ICT to improve the impact of their work

Outcomes Lesson 1

- Practise a range of progressions for T Balances
- Practise a range of lead & follow actions in a pair
- Perform a paired sequence using apparatus that includes lead & follow
- Communicate clearly and effectively

Outcomes Lesson 2

- Practise a range of progressions for T
- Explore moments of stillness
- Practise a range of lead & follow actions in a pair
- Perform a paired sequence using apparatus that includes lead & follow
- Communicate clearly and effectively

Outcomes Lesson 3

- Practise a range of progressions for T Balances
- Perform a paired sequence using apparatus that includes lead & follow and symmetry & asymmetry
- Take some responsibility for their own actions and understand some of the associated risks
- Communicate clearly and effectively

Outcomes Lesson 4

- Practise a range of progressions for the Bridge
- Perform a paired sequence using apparatus that includes lead & follow and symmetry & asymmetry
- Begin to perform with increasing accuracy and sustain over longer periods of time
- Use ICT to improve the impact of their work

Outcomes Lesson 5

- Practise a range of progressions for the Bridge
- Explore moments of stillness
- Perform a paired sequence using apparatus that includes lead & follow and symmetry & asymmetry, and that demonstrates improved co-ordination and control
- Perform with increasing efficiency and effectiveness
- Begin to perform with increasing accuracy and sustain over longer periods of time
- Use ICT to improve the impact of their work

Outcomes Lesson 6

- Practise a range of progressions for the Bridge
- Perform a paired sequence using apparatus that includes lead & follow and symmetry & asymmetry, and that demonstrates improved co-ordination and control
- Perform with increasing efficiency and effectiveness
- Begin to perform with increasing accuracy and sustain over longer periods of time
- Take some responsibility for their own actions and understand some of the associated risks
- Use ICT to improve the impact of their work

Module 3	Example Lesson Plan	Unit 15 Lesson 1
<p>Outcomes for Unit 15</p> <p>By the end of this unit pupils will be able to:</p> <ul style="list-style-type: none"> - Practise a range of progressions for the Bridge and T Balances - Explore moments of stillness - Practise a range of lead & follow actions in a pair - Perform a paired sequence using apparatus that includes lead & follow and symmetry & asymmetry, and that demonstrates improved co-ordination and control - Perform with increasing efficiency and effectiveness - Begin to perform with increasing accuracy and sustain over longer periods of time - Take some responsibility for their own actions and understand some of the associated risks - Communicate clearly and effectively - Use ICT to improve the impact of their work 		
<p>Outcomes Lesson 1</p> <p>By the end of this lesson pupils will be able to:</p> <ul style="list-style-type: none"> - Practise a range of progressions for T Balances - Practise a range of lead & follow actions in a pair - Perform a paired sequence using apparatus that includes lead & follow - Communicate clearly and effectively 		
<p>Recap</p> <p>Warm up by playing Crabs and Scorpions. Recap previous learning - Forward Roll family, Caterpillar Walking and V Sit.</p>		
<p>Explore</p> <p>Set up the Inclusive stations for the T Balance family. Show learners the skill using the video clip on the CD-Rom. Learners work in pairs with one learner taking the role of the 'teacher' and the other as the 'doer'. Reciprocal teaching style. 'Doer' makes the initial choice as to where to start and then is guided by the 'teacher' thereafter. Ensure learners are challenged appropriately but intervening with the 'teacher'. Learners explore the appropriate activity together and move on when the 'teacher' feels they are ready. Encourage 'teacher' to refer to the video clips on the CD-Rom and to compare the 'doer's' performance to that of the gymnast in order to identify next steps. Need to ensure both learners have the opportunity to experience both roles. Ensure learners explore actions into and actions out of T Balance activities. Explore lead & follow with a partner exploring ways of including activities from the T Balance family. Get out teacher designed apparatus.</p>		
<p>Create</p> <p>Create a paired apparatus sequence that includes lead & follow and activities from the Forward Roll family, Caterpillar walking, V Sit and paired linked actions.</p>		
<p>Intervene</p> <p>Discuss the reciprocal teaching. How clear and effective was the 'teacher's' communication? Highlight learners using clear and effective communication. What makes it clear and effective? How can you improve your communication as the 'teacher'? Highlight learners who are demonstrating creative lead & follow actions. Discuss other possibilities for lead & follow, for example different spatial arrangements, different use of apparatus, different directions, levels, pathways, speed, size, etc. How can you make your lead & follow actions more creative? What are you going to try?</p>		
<p>Perform</p> <p>All pairs perform at the same time.</p>		
<p>Evaluate</p> <p>Teacher-led self-evaluation. What were you pleased with about your communication? What would you like to improve? How are you going to achieve this next lesson? What sequence are you most pleased with? What would you like to improve? How are you going to achieve this next lesson? Put the apparatus away. Ensure learners record their progress on the skill record card and that you agree with the progress they have identified</p>		

Module 3	Example Lesson Plan	Unit 15 Lesson 2
<p>By the end of this unit pupils will be able to:</p> <ul style="list-style-type: none"> - Practise a range of progressions for the Bridge and T Balances - Explore moments of stillness - Practise a range of lead & follow actions in a pair - Perform a paired sequence using apparatus that includes lead & follow and symmetry & asymmetry, and that demonstrates improved co-ordination and control - Perform with increasing efficiency and effectiveness - Begin to perform with increasing accuracy and sustain over longer periods of time - Take some responsibility for their own actions and understand some of the associated risks - Communicate clearly and effectively - Use ICT to improve the impact of their work 		
<p>Outcomes Lesson 2</p> <p>By the end of this lesson pupils will be able to:</p> <ul style="list-style-type: none"> - Practise a range of progressions for T Balances - Explore moments of stillness - Practise a range of lead & follow actions in a pair - Perform a paired sequence using apparatus that includes lead & follow - Communicate clearly and effectively 		
<p>Recap</p> <p>Warm up playing <u>Balance Tag</u>. Discuss the aspects for improvement identified last lesson.</p>		
<p>Explore</p> <p>Set up the Inclusive stations for the T Balance family. Learners continue to work reciprocally. Revisit target set last week. Ensure learners are challenged appropriately but intervening with the 'teacher'. Learners explore the appropriate activity together and move on when the 'teacher' feels they are ready. Encourage 'teacher' to refer to the video clips on the CD-Rom and to compare the 'doer's' performance to that of the gymnast in order to identify next steps. Need to ensure both learners have the opportunity to experience both roles. Ensure learners explore actions into and actions out of T Balance activities. Explore lead & follow with a partner exploring ways of including activities from the T Balance family. Get out teacher designed apparatus.</p>		
<p>Create</p> <p>Create a paired apparatus sequence that includes lead & follow and at least one moment of stillness plus activities from the Forward Roll family, the T Balance family, Caterpillar walking, V Sit and paired linked actions.</p>		
<p>Intervene</p> <p>Highlight pairs which are demonstrating creative moments of stillness. Why do you like these? What is good about them? What other activities have you learned that are moments of stillness/Balances? Discuss the reciprocal teaching. How clear and effective was the 'teacher's' communication? Highlight learners using clear and effective communication. What makes it clear and effective? How can you improve your communication as the 'teacher'? Highlight learners who are demonstrating creative lead & follow actions. Discuss other possibilities for lead & follow, for example different spatial arrangements, different use of apparatus, different directions, levels, pathways, speed, size, etc. How can you make your lead & follow actions more creative? What are you going to try?</p>		
<p>Perform</p> <p>All pairs perform at the same time.</p>		
<p>Evaluate</p> <p>Teacher-led self-evaluation. Use carousel evaluation with questions on flipchart/white boards at various points around the space. What sequence are you most pleased with? Which is your favourite moment of stillness and why? What would you like to improve? How are you going to achieve this next lesson? What were you pleased with about your</p>		

communication? What would you like to improve? How are you going to achieve this next lesson? Feedback on reflections. Put the apparatus away. Ensure learners record their progress on the skill record card and that you agree with the progress they have identified.

Module 3	Example Lesson Plan	Unit 15 Lesson 3
<p>By the end of this unit pupils will be able to:</p> <ul style="list-style-type: none"> - Practise a range of progressions for the Bridge and T Balances - Explore moments of stillness - Practise a range of lead & follow actions in a pair - Perform a paired sequence using apparatus that includes lead & follow and symmetry & asymmetry, and that demonstrates improved co-ordination and control - Perform with increasing efficiency and effectiveness - Begin to perform with increasing accuracy and sustain over longer periods of time - Take some responsibility for their own actions and understand some of the associated risks - Communicate clearly and effectively - Use ICT to improve the impact of their work 		
<p>Outcomes Lesson 3</p> <p>By the end of this lesson pupils will be able to:</p> <ul style="list-style-type: none"> - Practise a range of progressions for T Balances - Perform a paired sequence using apparatus that includes lead & follow and symmetry & asymmetry, and that demonstrates improved co-ordination and control - Take some responsibility for their own actions and understand some of the associated risks - Communicate clearly and effectively 		
<p>Recap</p> <p>Warm up by playing <u>Balance Tag</u> and include some of the Balances from the T Balance family of activities.</p>		
<p>Explore</p> <p>Set up the Inclusive stations for the T Balance family. Learners continue to work reciprocally. Revisit target set last week. Ensure learners are challenged appropriately but intervening with the 'teacher'. Learners explore the appropriate activity together and move on when the 'teacher' feels they are ready. Encourage 'teacher' to refer to the video clips on the CD-Rom and to compare the 'doer's' performance to that of the gymnast in order to identify next steps. Need to ensure both learners have the opportunity to experience both roles. Ensure learners explore actions into and actions out of T Balance activities. Explore Lead & Follow including activities from the T Balance family. Discuss symmetry & asymmetry. Which of the T Balance activities are asymmetrical? Get out teacher designed apparatus.</p>		
<p>Create</p> <p>Create a paired apparatus sequence that includes lead & follow and at least one asymmetrical moment of stillness, and that demonstrates improved co-ordination and control. The sequence must also include an activity from the T Balance family. Learners may be attempting difficult Balances on apparatus. Ensure they work responsibly.</p>		
<p>Intervene</p> <p>Highlight learners who are demonstrating creative asymmetrical moments of stillness. Can you suggest any others they might have included? Discuss coordination and control. How can this be improved? Look at these video clips and compare your performance to the video clip. What do you still need to do to improve your performance in relation to coordination and control? Highlight learners who are taking some responsibility for their own actions. Discuss the risks associated with these activities. How can learners minimise these risks? What else can you do to ensure you work safely?</p>		
<p>Perform</p> <p>Perform to another pair.</p>		
<p>Evaluate</p> <p>Teacher-led peer-evaluation. Which is your favourite asymmetrical moment of stillness? What do you like most about their lead & follow actions? How coordinated and controlled was their performance? Which one thing needs to be improved and why? Make a suggestion as to how the pair might improve this aspect.</p> <p>Teacher-led self-evaluation. How responsibly have you worked today? How can you work more responsibly in the future? Put apparatus away. Ensure learners record their</p>		

progress on the skill record card and that you agree with the progress they have identified. Issue learners with T Balance Family Certificate.

Module 3	Example Lesson Plan	Unit 15 Lesson 4
<p>By the end of this unit pupils will be able to:</p> <ul style="list-style-type: none">- Practise a range of progressions for the Bridge and T Balances- Explore moments of stillness- Practise a range of lead & follow actions in a pair- Perform a paired sequence using apparatus that includes lead & follow and symmetry & asymmetry, and that demonstrates improved co-ordination and control- Perform with increasing efficiency and effectiveness- Begin to perform with increasing accuracy and sustain over longer periods of time- Take some responsibility for their own actions and understand some of the associated risks- Communicate clearly and effectively- Use ICT to improve the impact of their work		
<p>Outcomes Lesson 4</p> <p>By the end of this lesson pupils will be able to:</p> <ul style="list-style-type: none">- Practise a range of progressions for the Bridge- Perform a paired sequence using apparatus that includes lead & follow and symmetry & asymmetry- Begin to perform with increasing accuracy and sustain over longer periods of time- Use ICT to improve the impact of their work		
<p>Recap</p> <p>Warm up playing Sunbathing Crabs.</p>		
<p>Explore</p> <p>Set up the Inclusive stations for the Bridge family. Learners to work in pairs but taking responsibility for their own learning using self-check methodology. Partner to record attempts digitally. Taking it in turns to work and film. Performer to review digital footage and use this to identify aspects for improvement. Need to ensure both learners have the opportunity to experience both roles. Ensure learners explore actions into and actions out of Bridge activities. Explore lead & follow with a partner exploring ways of including activities from the Bridge family. Discuss symmetry & asymmetry. Which of the Bridge activities are symmetrical? How could they be made asymmetrical? Get out teacher designed apparatus.</p>		
<p>Create</p> <p>Create a paired apparatus sequence that includes lead & follow and at least two symmetrical travels and one asymmetrical moment of stillness. Encourage learners to work for longer periods of time and with increasing accuracy. Learners may be attempting difficult Balances on apparatus. Ensure they work responsibly. Their sequence must also include an activity from the T Balance and Bridge Families. Continue to record work digitally as learners develop their sequences.</p>		
<p>Intervene</p> <p>Look at video clips and compare performance to the video clip. Use ICT techniques to compare video footage. Encourage learners to analyse teaching points and performance factors critically. Encourage learners to use correct terminology. Discuss the key features. What do you still need to do to improve your performance? Discuss accuracy. Highlight learners who are beginning to demonstrate increasing accuracy. Encourage learners to compare their performance with that being highlighted. How are they going to increase the accuracy of their performance?</p>		
<p>Perform</p> <p>Perform to another pair. Observing pair to record performance digitally.</p>		
<p>Evaluate</p>		

Put apparatus away. Learner-led self-evaluation. Learners analyse video footage to identify aspects for improvement. Learners set targets for next week. Ensure learners record their progress on the skill record card and that you agree with the progress they have identified. Home learning: design apparatus lay out to explore next lesson.

Module 3	Example Lesson Plan	Unit 15 Lesson 5
<p>By the end of this unit pupils will be able to:</p> <ul style="list-style-type: none"> - Practise a range of progressions for the Bridge and T Balances - Explore moments of stillness - Practise a range of lead & follow actions in a pair - Perform a paired sequence using apparatus that includes lead & follow and symmetry & asymmetry, and that demonstrates improved co-ordination and control - Perform with increasing efficiency and effectiveness - Begin to perform with increasing accuracy and sustain over longer periods of time - Take some responsibility for their own actions and understand some of the associated risks - Communicate clearly and effectively - Use ICT to improve the impact of their work 		
<p>Outcomes Lesson 5</p> <p>By the end of this lesson pupils will be able to:</p> <ul style="list-style-type: none"> - Practise a range of progressions for the Bridge - Explore moments of stillness - Perform a paired sequence using apparatus that includes lead & follow and symmetry & asymmetry - Perform with increasing efficiency and effectiveness - Begin to perform with increasing accuracy and sustain over longer periods of time - Use ICT to improve the impact of their work 		
<p>Recap</p> <p>Warm up by playing Sleeping Camels. Introduce Wheelbarrow Tag. Discuss why this is more difficult than Sleeping Camels. Get apparatus out. Review target set last lesson. Try to implement target.</p>		
<p>Explore</p> <p>Set up the Inclusive stations for the Bridge family. Learners to work in pairs but taking responsibility for their own learning using self-check methodology. Partner to record attempts digitally. Taking it in turns to work and film. Performer to review digital footage and use this to identify aspects for improvement. Need to ensure both learners have the opportunity to experience both roles. Ensure learners explore actions into and actions out of Bridge activities. Explore lead & follow with a partner exploring ways of including activities from the Bridge family. Discuss symmetry & asymmetry. Explore further ways of developing a/symmetrical Balances using some of activities in the Bridge family. Get out learner designed apparatus. Explore this apparatus and make amendments as required.</p>		
<p>Create</p> <p>Create a paired apparatus sequence that includes lead & follow and at least two symmetrical travels and one asymmetrical moment of stillness. Learners must also include an activity from the T Balance and Bridge Families. Learners should extend and develop their previous sequences. Encourage learners to work for longer periods of time and with increasing accuracy. Perform these sequences with increasing efficiency and effectiveness. Learners may be attempting difficult Balances on apparatus. Ensure they work responsibly. Continue to record work digitally as learners develop their sequences.</p>		
<p>Intervene</p> <p>Encourage learners to estimate how long their sequence lasts. Learners to time their sequences. Discuss health benefits. Discuss how they can judge how accurate their work is. Use ICT to consider aspects of accuracy. Discuss effectiveness and efficiency. Highlight learners who are demonstrating these qualities. Discuss how they can be achieved. Learners to compare their own performance to that of the gymnasts on the CD-Rom to identify aspects for improvement in relation to these aspects.</p>		
<p>Perform</p> <p>Perform to another pair. Observing pair to record performance digitally.</p>		
<p>Evaluate</p> <p>Put apparatus away. Learner-led self-evaluation. Learners analyse video footage to identify aspects for improvement particularly in relation to effectiveness, efficiency and accuracy. Ensure learners record their progress on the skill record card and that you agree with the progress they have identified. Home learning: learners prepare a presentation identifying targets for next week.</p>		

Consider ICT methods of annotating video footage.

Module 3	Example Lesson Plan	Unit 15 Lesson 6
<p>By the end of this unit pupils will be able to:</p> <ul style="list-style-type: none">- Practise a range of progressions for the Bridge and T Balances- Explore moments of stillness- Practise a range of lead & follow actions in a pair- Perform a paired sequence using apparatus that includes lead & follow and symmetry & asymmetry, and that demonstrates improved co-ordination and control- Perform with increasing efficiency and effectiveness- Begin to perform with increasing accuracy and sustain over longer periods of time- Take some responsibility for their own actions and understand some of the associated risks- Communicate clearly and effectively- Use ICT to improve the impact of their work		
<p>Outcomes Lesson 6</p> <p>By the end of this lesson pupils will be able to:</p> <ul style="list-style-type: none">- Practise a range of progressions for the Bridge- Perform a paired sequence using apparatus that includes lead & follow and symmetry & asymmetry, and that demonstrates improved co-ordination and control- Perform with increasing efficiency and effectiveness- Begin to perform with increasing accuracy and sustain over longer periods of time- Take some responsibility for their own actions and understand some of the associated risks- Use ICT to improve the impact of their work		
<p>Recap Warm up by playing Wheelbarrow Tag.</p>		
<p>Explore Set up the Inclusive stations for the Bridge family. Learners to work in pairs but taking responsibility for their own learning using self-check methodology. Partner to record attempts digitally. Taking it in turns to work and film. Performer to review digital footage and use this to identify aspects for improvement. Need to ensure both learners have the opportunity to experience both roles. Ensure learners explore actions into and actions out of Bridge activities. Explore lead & follow with a partner exploring ways of including activities from the Bridge family. Discuss symmetry & asymmetry. Explore further ways of developing a/symmetrical Balances using some of activities in the Bridge family. Ensure learners record their progress on the skill record card and that you agree with the progress they have identified. Get out learner designed apparatus. Explore this apparatus and make amendments as required.</p>		
<p>Create Create a paired sequence using apparatus that includes lead & follow and symmetry & asymmetry, and that demonstrates improved co-ordination and control, as well as increasing effectiveness, efficiency accuracy and sustain over longer periods of time.</p>		
<p>Intervene Use ICT to consider aspects of accuracy. Discuss effectiveness and efficiency. Highlight learners who are demonstrating these qualities. Discuss how they can be achieved. Learners to compare their own performance to that of the gymnasts on the CD-Rom to identify aspects for improvement in relation to these aspects.</p>		
<p>Perform Perform to another pair. Observing pair to record performance digitally.</p>		
<p>Evaluate</p>		

Put apparatus away. Learner-led self-evaluation. Learners analyse video footage to identify aspects for improvement, particularly in relation to coordination, control, effectiveness, efficiency and accuracy. Ensure learners record their progress on the skill record card and that you agree with the progress they have identified. Issue learners with Bridge Family Certificate. Home learning: learners prepare a presentation identifying targets for next unit. Consider ICT methods of annotating video footage.