

PESS Approach to Teaching Gymnastics
Unit 16 Overview

Outcomes for Unit 16

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

- Practise a range of progressions for a Headstand and Backward Roll
- Co-operate with others and observe appropriate conduct
- Develop further an increasing variety of imaginative ideas
- Describe and demonstrate an understanding of sequence development
- Describe and perform a variety of spatial arrangements within their trio
- Create and perform a trio that demonstrates a variety of spatial arrangements and includes moments of stillness and repetition
- Recognise the importance of rules and safety procedures and apply them consistently
- Describe how they feel doing different activities and show some understanding of the importance of physical activity to health, fitness and well-being

Outcomes Lesson 1

- Practise a range of progressions for a Headstand
- Co-operate with others and observe appropriate conduct
- Describe a variety of spatial arrangements within their trio
- Create and perform a trio that demonstrates moments of stillness
- Recognise the importance of rules and safety procedures and apply them consistently

Outcomes Lesson 2

- Practise a range of progressions for a Headstand
- Co-operate with others and observe appropriate conduct
- Describe a variety of spatial arrangements within their trio
- Create and perform a trio that demonstrates moments of stillness
- Recognise the importance of rules and safety procedures and apply them consistently
- Describe how they feel doing different activities and show some understanding of the importance of physical activity to health, fitness and well-being

Outcomes Lesson 3

- Practise a range of progressions for a Backward Roll
- Describe and perform a variety of spatial arrangements within their trio
- Create and perform a trio that demonstrates a variety of spatial arrangements and includes moments of stillness and repetition

Outcomes Lesson 4

- Practise a range of progressions for a Backward Roll
- Develop further an increasing variety of imaginative ideas
- Describe sequence development
- Create and perform a trio that demonstrates a variety of spatial arrangements and includes moments of stillness and repetition
- Describe how they feel doing different activities and show some understanding of the importance of physical activity to health, fitness and well-being

Outcomes Lesson 5

- Practise a range of progressions for a Backward Roll
- Co-operate with others and observe appropriate conduct
- Develop further an increasing variety of imaginative ideas
- Describe sequence development
- Create and perform a trio that demonstrates a variety of spatial arrangements and includes moments of stillness, repetition and at least one other choreographic device
- Recognise the importance of rules and safety procedures and apply them consistently

Outcomes Lesson 6

- Practise a range of progressions for a Backward Roll
- Develop further an increasing variety of imaginative ideas
- Describe and demonstrate an understanding of sequence development
- Create and perform a trio that demonstrates a variety of spatial arrangements and includes moments of stillness and repetition
- Describe how they feel doing different activities and show some understanding of the importance of physical activity to health, fitness and well-being

Outcomes for Unit 16

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

- Practise a range of progressions for a Headstand and Backward Roll
- Co-operate with others and observe appropriate conduct
- Develop further an increasing variety of imaginative ideas
- Describe and demonstrate an understanding of sequence development
- Describe and perform a variety of spatial arrangements within their trio
- Create and perform a trio on the floor that demonstrates a variety of spatial arrangements and includes moments of stillness and repetition
- Recognise the importance of rules and safety procedures and apply them consistently
- Describe how they feel doing different activities and show some understanding of the importance of physical activity to health, fitness and well-being

Outcomes Lesson 1

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

- Practise a range of progressions for a Headstand
- Co-operate with others and observe appropriate conduct
- Describe a variety of spatial arrangements within their trio
- Create and perform a trio on the floor that demonstrates moments of stillness
- Recognise the importance of rules and safety procedures and apply them consistently

Recap

Warm up using a combination of Caterpillar Walking and Wheelbarrow Tag. All learners caterpillar walk around the space; on command, they move to the closest person and play Wheelbarrow Tag until teacher gives another command and then learners Caterpillar Walk again, and so on.

Explore

Set up Inclusive stations for the Headstand family. Show learners the skills using the video clip on the CD-Rom. Learners work individually, moving to the next activity when they feel they are ready. Teacher must monitor to ensure learners are appropriately challenged. Ensure learners explore actions into and actions out of Headstand activities. Explore actions as a trio. Explore different spatial arrangements as a trio.

Create

Create a trio that demonstrates moments of stillness. Use 'deal & choose' pedagogy. Give learners a set number of Resource Cards for moments of stillness/Balances - for example, five, and they have to choose three that they must include in their sequence. Use this methodology to present differentiated activities for learners. Learners decide whether they all perform the same Balance or different Balances. The sequence must also include an activity from the T Balance and Bridge families.

Intervene

Discuss working as a trio. How is it different to working as a pair? Highlight learners who co-operate effectively. Discuss ways of ensuring all learners' ideas and contributions are considered and reflected in the sequence. Ask the learners to share some of the spatial arrangements they have tried so far. Discuss others: which of these would they like to try? Discuss 'deal & choose': how well are they co-operating to make a decision on which balances to include? Some balances may involve learners supporting one another; discuss safety procedures and the need to apply these consistently.

Perform

All trios perform at the same time.

Evaluate

Teacher-led self-evaluation. Use Dart Board evaluation strategy. Give learners an acetate sheet that they place a dot on to represent how closely they agree with the statement 'I have effectively co-operated today?' The closer to the centre the closer they agree. Lay each learners acetate one upon the other and discuss as a class how effect their cooperation has been and reflect on how this could be more effective. What was your favourite spatial arrangement? Which is the most difficult and why? Did you make the correct choice of moments of stillness to include in your sequence? How can you

improve your sequence next lesson? What have you done today that has ensured yours and others' safety? 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 16 Lesson 2
<p>Outcomes for Unit 16 By the end of this unit pupils will be able to:</p> <ul style="list-style-type: none"> - Practise a range of progressions for a Headstand and Backward Roll - Co-operate with others and observe appropriate conduct - Develop further an increasing variety of imaginative ideas - Describe and demonstrate an understanding of sequence development - Describe and perform a variety of spatial arrangements within their trio - Create and perform a trio on the floor that demonstrates a variety of spatial arrangements and includes moments of stillness and repetition - Recognise the importance of rules and safety procedures and apply them consistently - Describe how they feel doing different activities and show some understanding of the importance of physical activity to health, fitness and well-being 		
<p>Outcomes Lesson 2 By the end of this lesson pupils will be able to:</p> <ul style="list-style-type: none"> - Practise a range of progressions for a Headstand - Co-operate with others and observe appropriate conduct - Describe a variety of spatial arrangements within their trio - Create and perform a trio on the floor that demonstrates moments of stillness - Recognise the importance of rules and safety procedures and apply them consistently - Describe how they feel doing different activities and show some understanding of the importance of physical activity to health, fitness and well-being 		
<p>Recap Warm up by playing the same game as last lesson but play for longer. Discuss how they feel during this activity. Discuss the importance of physical activity to health, fitness and well-being. Recap sequence from last lesson, trying to implement improvements identified.</p>		
<p>Explore Introduce Frog Stand. Explore actions into and out of Frog Stand. Set up Inclusive stations for Headstand. Learners work individually, moving to the next activity when they feel they are ready. Teacher must monitor to ensure learners are appropriately challenged. Ensure learners explore actions into and actions out of Headstand activities.</p>		
<p>Create Create a trio that demonstrates moments of stillness. Use 'deal & choose' pedagogy. Give learners a set number of Resource Cards for Spatial Arrangements - for example, five, and they have to choose three that they must include in their sequence. Use this methodology to present differentiated activities for learners. The sequence must also include an activity from the Headstand family. Learners decide which actions they perform to demonstrate the spatial arrangements. Learners to use digital cameras to review the various spatial arrangements they are considering and amend as necessary as a result of reviewing these images.</p>		
<p>Intervene Highlight learners who co-operate effectively. Highlight creative/effective use of spatial arrangements. What is good about this; why do you like it? What could you learn from this to improve your trio? How have you improved your co-operation from last lesson? How well are you working together as a three? Are you still working safely? How could you work more safely/responsibly? How can you have even greater impact on your health, fitness and well-being? Being active for longer, undertaking more demanding activities, performing these activities more regularly; eating healthily, drinking lots of water, etc.</p>		
<p>Perform Perform to another trio. Give the observing trio the spatial arrangement cards you had to choose from, so they can watch and identify which ones you have included.</p>		
<p>Evaluate Teacher-led peer-evaluation. Which spatial arrangements have the trio included? How effective were these? Which did you like best and why? How did they perform their moments of stillness, all doing the same balance or different balances? Which was your favourite and why? Home learning: learners to set a target to be more active between now and next lesson and keep a record of their activities. Each learner within the trio to create a Resource Card presenting a spatial arrangement that they have used in their sequence. Learners can use ICT to enhance their presentations if they wish. Ensure learners record their progress on the skill record card and that you agree with the progress they have identified. Issue learners with a Headstand Family Certificate.</p>		

Module 3	Example Lesson Plan	Unit 16 Lesson 3
<p>Outcomes for Unit 16 By the end of this unit pupils will be able to:</p> <ul style="list-style-type: none"> - Practise a range of progressions for a Headstand and Backward Roll - Co-operate with others and observe appropriate conduct - Develop further an increasing variety of imaginative ideas - Describe and demonstrate an understanding of sequence development - Describe and perform a variety of spatial arrangements within their trio - Create and perform a trio that demonstrates a variety of spatial arrangements and includes moments of stillness and repetition - Recognise the importance of rules and safety procedures and apply them consistently - Describe how they feel doing different activities and show some understanding of the importance of physical activity to health, fitness and well-being 		
<p>Outcomes Lesson 3 By the end of this lesson pupils will be able to:</p> <ul style="list-style-type: none"> - Practise a range of progressions for a Backward Roll - Describe and perform a variety of spatial arrangements within their trio - Create and perform a trio that demonstrates a variety of spatial arrangements and includes moments of stillness and repetition 		
<p>Recap Warm up by playing <u>Support Train Walk</u>. Attempt this in pairs initially; if very competent, learners could attempt this in threes. How hard is this activity? What could you practise to be more successful at this activity? In pairs or threes, discuss activity targets from last lesson - have they achieved their target, and if not why not; if yes, how do they feel?</p>		
<p>Explore Set up the Inclusive Stations for Backward Roll family. Show learners the skills using the video clip on the CD-Rom. Learners work individually moving to the next activity when they feel they are ready. Teacher must monitor to ensure learners are appropriately challenged. Ensure learners explore actions into and actions out of Backward Roll activities. Explore actions as a trio.</p>		
<p>Create Create and perform a trio that demonstrates a variety of spatial arrangements and includes moments of stillness. Use 'deal & choose' pedagogy. Give learners a set number of Resource Cards for Body Schooling actions - for example, five, and they have to choose three that they must repeat in their sequence. Use this methodology to present differentiated activities for learners. The sequence must also include an activity from the Headstand and Backward Roll families. Learners must decide how they repeat the actions, exactly the same or in a different direction, or at a different level, or at a different speed, or following a different pathway. Teacher could give learners Resource Cards that dictate which aspect they have to vary in repeating the actions.</p>		
<p>Intervene Highlight learners who co-operate effectively. Highlight creative/effective use of spatial arrangements. What is good about this and why do you like it? What could you learn from this to improve your trio? How have you improved your co-operation from last lesson? Highlight learners who have creatively/effectively repeated actions in their work. Why is this effective and what do you like about it? What else could they do? How could you improve the use of repetition in your sequence?</p>		
<p>Perform Perform to another trio.</p>		
<p>Evaluate Teacher-led peer-evaluation. What did the trio repeat? How did they repeat it? What did they vary? What did you like best about their sequence? What one aspect could they improve next lesson? 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 16 Lesson 4
<p>Outcomes for Unit 16 By the end of this unit pupils will be able to:</p> <ul style="list-style-type: none"> - Practise a range of progressions for a Headstand and Backward Roll - Co-operate with others and observe appropriate conduct - Develop further an increasing variety of imaginative ideas - Describe and demonstrate an understanding of sequence development - Describe and perform a variety of spatial arrangements within their trio - Create and perform a trio that demonstrates a variety of spatial arrangements and includes moments of stillness and repetition - Recognise the importance of rules and safety procedures and apply them consistently - Describe how they feel doing different activities and show some understanding of the importance of physical activity to health, fitness and well-being 		
<p>Outcomes Lesson 4 By the end of this lesson pupils will be able to:</p> <ul style="list-style-type: none"> - Practise a range of progressions for a Backward Roll - Develop further an increasing variety of imaginative ideas - Describe sequence development - Create and perform a trio that demonstrates a variety of spatial arrangements and includes moments of stillness and repetition - Describe how they feel doing different activities and show some understanding of the importance of physical activity to health, fitness and well-being 		
<p>Recap Warm up playing Support Train Walk. Explore actions into and out of Support Train Walk. Explore walking in different directions. Explore combining different support positions. Recap aspects for improvement identified last lesson and try to implement them.</p>		
<p>Explore Set up the Inclusive stations for Backward Roll family. Show learners the skills using the video clip on the CD-Rom. Learners work individually, moving to the next activity when they feel they are ready. Teacher must monitor to ensure learners are appropriately challenged. Ensure learners explore actions into and actions out of Backward Roll activities. Explore actions as a trio.</p>		
<p>Create Create and perform a trio that demonstrates variety and contrast and a range of spatial arrangements and includes moments of stillness and repetition. Use deal & choose' pedagogy. Give learners a set number of Resource Cards for Choreographic Devices - for example, five, and they have to choose three that they must use in their sequence. Use this methodology to present differentiated activities for learners. The sequence must also include a Support Train Walk and an activity from the Backward Roll family. Learners must decide how they apply and order the choreographic devices. Learners can refer to PESS Approach to Teaching Dance KS2 CD-Rom for further help.</p>		
<p>Intervene Highlight learners who demonstrate increasingly imaginative ideas. What is imaginative about their work? How could you make your work more imaginative? Consider using SCAMPER(see PESS Approach to Teaching Dance KS2 CD-Rom section on creativity). Discuss sequence development; how can sequences be made more complex, challenging, etc? Identify ways they can further develop their sequences. Highlight learners using spatial arrangements effectively. What makes these arrangements effective? Ask learners to share what and how they have repeated in their sequence. Discuss other ideas. Trios discuss what they want to practise. How do you feel as your sequences become longer and more demanding by including more actions, etc.? Discuss the relationship between physical activity and health, fitness and well-being. Refer to the PESS Health, Fitness and Well-being CD-Rom for further information and ideas.</p>		
<p>Perform Perform to another trio.</p>		
<p>Evaluate Teacher-led peer-evaluation. Which aspect was the most imaginative and why do you think this? Which spatial arrangement did you think was the most effective and why? What and how did they repeat in the sequence? Is the sequence physically challenging enough for the trio? (Do they puff and lose control towards the end? Can they perform it easily? etc.) Suggest how they can make</p>		

their sequence more physically challenging. Trios discuss the physical challenge provided by their sequence and discuss ways to ensure that they are challenged appropriately next lesson. Ensure learners record their progress on the skill record card and that you agree with the progress they have identified. Home learning: trios design a warm-up for themselves for next lesson.

Module 3	Example Lesson Plan	Unit 16 Lesson 5
<p>Outcomes for Unit 16</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 a Headstand and Backward Roll- Co-operate with others and observe appropriate conduct- Develop further an increasing variety of imaginative ideas- Describe and demonstrate an understanding of sequence development- Describe and perform a variety of spatial arrangements within their trio- Create and perform a trio that demonstrates a variety of spatial arrangements and includes moments of stillness and repetition- Recognise the importance of rules and safety procedures and apply them consistently- Describe how they feel doing different activities and show some understanding of the importance of physical activity to health, fitness and well-being		
<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 a Backward Roll- Co-operate with others and observe appropriate conduct- Develop further an increasing variety of imaginative ideas- Describe sequence development- Create and perform a trio that demonstrates a variety of spatial arrangements and includes moments of stillness, repetition and at least one other choreographic device- Recognise the importance of rules and safety procedures and apply them consistently		
<p>Recap</p> <p>Learners engage in self-designed warm-ups. Use the jigsaw method to ensure learners experience a variety of warm-ups.</p>		
<p>Explore</p> <p>Set up the Inclusive stations for Backward Roll family. Show learners the skills using the video clip on the CD-Rom. Learners work individually, moving to the next activity when they feel they are ready. Teacher must monitor to ensure learners are appropriately challenged. Ensure learners explore actions into and actions out of Backward Roll activities. By this stage some learners will be attempting the Activity Cards at the end of the Backward Roll family and you will need to discuss and reinforce the need to work safely and responsibly. Ensure that all learners are aware of the safety issues in relation to incorrect rolling. Explore actions as a trio.</p>		
<p>Create</p> <p>Create a trio that demonstrates a variety of spatial arrangements and includes moments of stillness and repetition. The sequence must also include an activity from the Bridge and Backward Roll families.</p>		
<p>Intervene</p> <p>Discuss the opportunities you have had so far in this lesson to co-operate with others. How well have you co-operated? How could you improve your co-operation? Identify one safety rule you have followed today. What do you think your most imaginative ideas are and why do you think they are imaginative? How can you develop these ideas still further? What is sequence development? How many of these aspects have you included and do you want to consider anything different? Highlight imaginative use of moments of stillness and repetition.</p>		
<p>Perform</p> <p>Everyone to perform together. All trios to perform their sequence twice.</p>		
<p>Evaluate</p> <p>Teacher-led self-evaluation. Identify two stars and a wish for co-operation, spatial arrangements and choreographic devices. Home learning: learners continue to develop warm-up ideas.</p>		

Module 3	Example Lesson Plan	Unit 16 Lesson 6
<p>Outcomes for Unit 16 By the end of this unit pupils will be able to:</p> <ul style="list-style-type: none"> - Practise a range of progressions for a Headstand and Backward Roll - Co-operate with others and observe appropriate conduct - Develop further an increasing variety of imaginative ideas - Describe and demonstrate an understanding of sequence development - Describe and perform a variety of spatial arrangements within their trio - Create and perform a trio that demonstrates a variety of spatial arrangements and includes moments of stillness and repetition - Recognise the importance of rules and safety procedures and apply them consistently - Describe how they feel doing different activities and show some understanding of the importance of physical activity to health, fitness and well-being 		
<p>Outcomes Lesson 6 By the end of this lesson pupils will be able to:</p> <ul style="list-style-type: none"> - Practise a range of progressions for a Backward Roll - Develop further an increasing variety of imaginative ideas - Describe and demonstrate an understanding of sequence development - Create and perform a trio that demonstrates a variety of spatial arrangements and includes moments of stillness and repetition - Describe how they feel doing different activities and show some understanding of the importance of physical activity to health, fitness and well-being 		
<p>Recap Learner-designed warm-ups.</p>		
<p>Explore Set up the Inclusive stations for Backward Roll family. Show learners the skills using the video clip on the CD-Rom. Learners work individually, moving to the next activity when they feel they are ready. Teacher must monitor to ensure learners are appropriately challenged. Ensure learners explore actions into and actions out of Backward Roll activities. By this stage some learners will be attempting the Activity Cards at the end of the Backward Roll family and you will need to discuss and reinforce the need to work safely and responsibly. Ensure that all learners are aware of the safety issues in relation to incorrect rolling. Ensure learners record their progress on the skill record card and that you agree with the progress they have identified.</p>		
<p>Create Create a trio that demonstrates a variety of spatial arrangements and includes moments of stillness and repetition. Repeat the entire sequence. Learners must link the two sections together fluently. Learners use the two stars and a wish they created last lesson to continue to improve their work.</p>		
<p>Intervene Highlight learners who have linked their two sequences together imaginatively and fluently. Identify what makes it imaginative and fluent. What do you have to do to your linking to improve the fluency? Use a word wall to ensure learners are considering as many aspects as they can, body schooling activities, variety, spatial arrangements and choreographic devices.</p>		
<p>Perform Perform to another trio.</p>		
<p>Evaluate Teacher-led peer-evaluation. What is your favourite part of the sequence and why? Give the trio a mark out of 10 for the fluency of their sequence and justify your mark. Identify one aspect for improvement next time. Teacher-led self-evaluation. How did you feel having to repeat your sequence? Were you strong enough to maintain control throughout the longer sequence? How breathless were you? How can this type of activity contribute to developing your health, fitness and well-being? Set yourself a target to help you cope</p>		

with the physical demands of this type of work more easily in the future. Ensure learners record their progress on the skill record card and that you agree with the progress they have identified. Issue learners with Backward Roll Family Certificate.