## UNIT PLAN – Gymnastics Grade 9

**SUBJECT:** PHYSICAL EDUCATION  
**GRADE:** 9  
**DURATION:** 7 x 82 min.

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>SWBAT</th>
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<tbody>
<tr>
<td>• A2 explain how physical activity relates to health related components of fitness (muscular strength, muscular endurance, cardiovascular endurance and flexibility) skill related components of fitness (agility, speed, reaction time, co-ordination, balance)</td>
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<thead>
<tr>
<th>Participation</th>
<th>SWBAT...</th>
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<tbody>
<tr>
<td>• A7 demonstrate a willingness to participate in a wide range of physical activities including individual and dual activities, games and rhythmic movement activities including dance and gymnastic activities</td>
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<tr>
<th>Movement</th>
<th>SWBAT...</th>
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<td>• B5 apply a range of movement concepts (including concepts associated with body awareness, spatial awareness, qualities of movement and relationships) to improve their performance of activity based movement skills</td>
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<tr>
<th>Safety, Fair Play and Leadership</th>
<th>SWBAT…..</th>
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<td>• C1 apply safety procedures in all physical activities across the activity categories</td>
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<td>• C2 demonstrate proper use of equipment and facilities</td>
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<td>• C4 exhibit leadership in a range of physical activities</td>
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### Lesson Specific Lesson Outcomes SWBAT...

<table>
<thead>
<tr>
<th>Lesson 1</th>
<th>Specific Lesson Outcomes</th>
<th>SWBAT...</th>
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</table>
| **Landings/ Statics Rotations** | • understand the safety precautions of gymnastics  
• know the 6 fundamental movement patterns  
• perform 3 of the FMP’s  
• control their body in space  
• differences between male/female gymnastics Olympic apparatus | Circle stretch – use whole class instruction method. Teach landings, statics  
• Teach rolls, handstands, cartwheels,  
• Each student on a mat  
• Sticky tack cards to wall  
• Show video clip of beam and floor routine, show boys pommel and floor  
• Show gymnaestrada routine |
| | • Teacher knowledge  
• task cards  
• wall charts  
• routine examples  
• mats | • student observation and listening/participation  
• Self assessment using SRS scale |

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<th>Lesson 2</th>
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| **Locomotions** | • Perform gymnastics leaps and turns  
• Perform 2,3,4, 5 point balances  
• Perform sequences of leaps and turns  
• Understand how to put skills together in a routine so they flow | Different point balances - demo  
• Floor leap/turn complex  
• Mats in a square  
• Add bench/beam station  
• Self discovery – practice skills learned the first day and today  
• Link moves together – teacher demo  
• 15 min. flexibility complex |
| | • Teacher knowledge  
• Leap complex  
• Lesson plan  
• Task cards  
• Wall charts  
• Mats  
• Benches and beam | • self assessment/teacher observation |

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<tr>
<th>Lesson 3</th>
<th>Specific Lesson Outcomes</th>
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| **Springs/ swings** | • spring from their feet  
• understand the mechanics/safety behind springing  
• swinging – no bars but explain  
• perform different gymnastics jumps  
• perform jumps in a sequence | Jump complex – in lines across floor  
• Practice skills from 2 previous lessons  
• begin to think about routines, break into groups (student choice)  
• add box station with spring board  
• Student/teacher to demo artistic floor routine pattern |
| | • Teacher knowledge  
• Task cards, wall charts  
• Lesson plan  
• Jump complex  
• Stereo  
• Floor music  
• Mats, benches, beam, box and spring board | • Self assessment/teacher observation |

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<th>Lesson 4</th>
<th>Specific Lesson Outcomes</th>
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| | • Understand the difference  
• Turn to partner share prior knowledge | |
| | • Teacher knowledge | • Self assessment/teacher |
| Rhythmic Ribbons | between rhythmic gymnastics and artistic gymnastics  
• Learn how to use the Rhythmic ribbons  
• Learn that rhythmic gymnastics has 4 apparatus  
• How to safely use the ribbons | what do you think Rhythmic gymnastics is?  
• Show video clip of all apparatus, rope, hoop, ball, clubs  
• Circle demo  
• Partner practice/mirroring  
• Self discovery with the ribbon – play music  
• Create a routine using the skills taught or add in your own  
• Teach routine to someone  
• Time at all stations | • Task cards, wall charts  
• Lesson plan  
• Ribbons/scarves  
• Stereo  
• Floor music  
• Mats  
• Benches, beam, box and spring board | observation |
| --- | --- | --- | --- |
| Lesson 5 Hoops | • Learn how to use the Hoops as another rhythmic gymnastics apparatus  
• Listen to directions and consequences  
• Have success performing Hoop movements  
• Have fun learning how to control their bodies with an apparatus  
• Create a mini hoop routine individually – teach someone your routine | • Circle demo  
• Partner practice/mirroring  
• Self discovery with the hoop  
• Create a routine using the skills taught or add in your own  
• Teach routine to someone  
• Time at all stations | • Teacher knowledge  
• Task cards, wall charts  
• Lesson plan  
• Hoops  
• Stereo  
• Floor music  
• Mats  
• Benches, beam, box and spring board | • Self assessment/teacher observation |
| Lesson 6 | • Create a criteria for a gymnastics routine as a group  
• Learn how to give and take constructive feedback  
• Make a gymnastics routine  
• Understand how gymnastics could be a way to stay fit while aging | • Sticky tack routines to the wall  
• Have students partner up and make routines and judge each other – offer constructive feedback (peer evaluation) | • Teacher knowledge  
• Task cards, wall charts  
• Lesson plan  
• Stereo  
• Floor music  
• Mats  
• Benches, beam, box, spring board | • Peer evaluation – criteria on board – created by class |
| Lesson 7 Routines | • Practice group routine construction  
• perform routines  
• develop positive behaviours while watching and demonstrating routines | • allow time for routine practice can be in groups of as many students as they like  
• formative feedback to each group prior to show routine | • Teacher knowledge  
• Example routine sheets  
• Criteria sheets for assessment | • gymnastic routine criteria |