


<b>Title and Theme of Lesson:</b>	
Gymnastics & Gender Equality	
<b>Subject Area:</b> Physical Education	<b>Class:</b> 2 <sup>ND</sup>
<b>Duration:</b> 1 hour	
<b>Notes:</b>	
<b>Learning Outcomes</b>	<ul style="list-style-type: none"> <li>• Examine the link between gender equality and gymnastics</li> <li>• Consider actions student can take break these gender stereotypes</li> <li>• Explore the connection between the effects of gender equality and progression rates in gymnastics.</li> <li>• Identify how to assist in the prevention of injuries when jumping and landing (bend knees, soft knees, back straight, bend at hips, arms out).</li> <li>• Perform actions relating to the themes of travelling, balancing and weight transference (crocodile, bunny jumps, caterpillar, bear, crab, pencil jump, jump and turn, jump, catch and turn, tuck jump, straddle jump)</li> </ul>

<b>Materials &amp; Resources</b>	Travelling task cards  Men's artistic gymnastics video clip (downloaded from youtube) Worksheet on components of fitness Video clip Mini-whiteboards & board markers Facts on gender gymnastics resource card Post-its
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Student Activity	Teacher Activity	
Pre-lesson (Homework check etc)	Get changed, line up outside changing rooms for the roll call,  Learning outcomes displayed on the white board.	Learning outcomes explained
5 + 5		Register called

<p><b>Introduction</b></p> <p>10</p>	<p>Show the men's artistic gymnastics video. (Highlights that both genders have their strengths in gymnastics).</p> <p>Warm up: From groups of 4 (mixed boys and girls)</p> <p><b>Explore different ways of travelling around the room on feet</b></p> <ul style="list-style-type: none"> <li>• <b>Bear crawl</b></li> <li>• <b>Crippled monkey</b> – one leg in air</li> <li>• <b>Brazilian get up</b> – roll onto back, then get up using one hand</li> <li>• <b>Monkey walk</b> – hands and knees on mat</li> </ul> <p>Question students on the components of fitness needed and get them to select who they think is the best in their group.</p> <p>Feedback taken from each group and discussed. Highlight that gender equality stereotypes are just that – stereotypes.</p>	<p>Show video</p> <p>Travelling cards distributed</p> <p>Take feedback and discuss</p>
<p><b>Development</b></p> <p>15</p> <p>15</p>	<p><b>Introduce basic modes of travelling</b></p> <p>Motions:</p> <ul style="list-style-type: none"> <li>• Crocodile</li> <li>• Bunny Hop</li> <li>• Caterpillar</li> <li>• Bear</li> <li>• Crab</li> <li>• Links</li> </ul> <p><b>Give key teaching points and feedback:</b></p> <p>Body erect approaching the hurdle, lean upper body forward, knee bend, drive HEEL over centre of the hurdle, swing trail leg to the side of the body, continue stride pattern.</p> <p><b>Basic jumps</b></p> <ul style="list-style-type: none"> <li>○ Jump, catch a ball and land (needs a bench)</li> <li>○ Jump and turn</li> <li>○ Tuck jump</li> <li>○ Straddle jump</li> </ul> <p>Feedback taken from and discussed from questioning on the key strengths each person has.</p> <ul style="list-style-type: none"> <li>• <b>Create a sequence of movement</b></li> </ul> <p>Go into 4 groups. Make a sequence of movement with a definite start, 2 strengths of the males in the group, 2 strengths of the</p>	<p>Explain activities</p> <p>Take feedback and discuss</p> <p>Support students with their planning-use facts on gender in gymnastics resource card</p>

	<p>females in the groups and a definite finale.</p> <p>Highlight that for artistic gymnastics it is beneficial to have a mixed gender group and that the common stereotypes on gender in gymnastics are misleading.</p>	
<p><b>Closure and get changed</b></p> <p><b>5 + 5</b></p>	<p>One thing I learned today one thing, I want to know more about (done while stretching).</p>	<p>Post its given to students and placed on learning outcomes whiteboard</p>

Follow-on: Materials on schoology.