

M: Course Objectives / Learning Outcomes

After having completed the course as outlined below, students will be able to demonstrate:

1. understanding of gymnastics classification systems and their application to the teaching of gymnastics in elementary physical education,
2. teaching progressions from beginner to advanced for selected gymnastics skills,
3. effective teaching strategies and evaluation procedures for developmental gymnastics taught in elementary physical education,
4. theoretical and practical knowledge of risk management and safety issues, including warm-up, cool down, safe-landing methods, and standards of care in supervision and equipment selection,
5. effective lesson planning and/or unit planning for teaching of developmental gymnastics in elementary physical education, and
6. identify a number of gymnastics resources available to aid in the teaching of developmental gymnastics.

N: Course Content:

1. Lesson and unit planning for developmental gymnastics
 - 1.1. safety considerations (see section 2 below)
 - 1.2. learning outcomes
 - 1.2.1. curriculum considerations (BC PE IRP K-7)
 - 1.2.2. student considerations
 - 1.2.2.1. motor learning stages
 - 1.2.2.2. behavioural considerations
 - 1.3. equipment needs
 - 1.4. planned activities
 - 1.4.1. developmentally appropriate progressions
 - 1.4.2. allowing for individual difference
 - 1.4.3. space and time utilization
 - 1.5. feedback, assessment and evaluation strategies

2. Risk Management

- 2.1. safe landing methods
- 2.2. handling and setting equipment
- 2.3. spotting and non-spotting approach to gymnastics
- 2.4. warm-up and cool down
- 2.5. flexibility
- 2.6. supervision

3. Applied movement patterns and fundamental skills of gymnastics

Analysis and application of the following movement themes and skills of gymnastics will take place in the practical sessions of the course. The course will emphasize innovative ways for students to develop gymnastics skills in the most safe and developmentally appropriate way.

- 3.1. take-off and landings
- 3.2. locomotions/travels
- 3.3. flights
- 3.4. rotations
- 3.5. static positions/balances
- 3.6. swings
- 3.7. springs

4. Rhythmic Gymnastics

The following topics will be introduced and a sample will be selected for integration by students and the instructor for demonstrations, lesson plans, and student-lead teaching.

- 4.1. ribbon
- 4.2. rope
- 4.3. scarf
- 4.4. ball
- 4.5. hoops

5. Artistic gymnastics

A selection of the following topics will be introduced and a sample will be selected for integration by students and the instructor for demonstrations, lesson plans, and student-lead teaching. **Note:** many of these traditional gymnastics forms are no longer supported in school-settings due to safety concerns and insufficient equipment. These issues will be explored and only techniques supporting safe developmental gymnastics will be covered in the course.

- 5.1. supportive exercises:
 - 5.1.1. floor exercise
 - 5.1.2. tumbling
 - 5.1.3. balancing exercise
 - 5.1.3.1. box
 - 5.1.3.2. bars
 - 5.1.3.3. balance beam
- 5.2. Hanging exercises:
 - 5.2.1. rings
 - 5.2.2. high bar
 - 5.2.3. pole climbing
 - 5.2.4. rope climbing

O: Methods of Instruction

Lecture
 Practical application
 Video observation

P: Textbooks and Materials to be Purchased by Students

A list of recommended textbooks and materials is provided on the *Instructor's Course Outline*, which is available to students at the beginning of each semester.

Q: Means of Assessment

The selection of evaluation tools for this course is based upon:

1. Adherence to college evaluation policy regarding number and weighing of evaluations, for example a course of three credits or more should have at least three separate evaluations.
2. A developmental approach to evaluation that is sequenced and progressive.
3. Evaluation is used as a teaching tool for both students and instructors.
4. Commitment to student participation in evaluation through such processes as self and peer evaluation, and program/ instructor evaluation.

The following is presented as an example assessment format for this course

Practice teaching – mini lessons	30%
Unit plan or Resource Binder Project	30%
Quizzes	20%
Preparation & participation	<u>20%</u>
	100%

R: Prior Learning Assessment and Recognition: specify whether course is open for PLAR

Yes

Brian Storey/Zefo Bernath
Course Designer(s)

Education Council / Curriculum Committee
Representative

Dean / Director

Registrar
