

<b>Lesson no.</b> <b>1</b>	<b>Subject:</b> Trampolining	<b>Lesson description:</b> Seat landing & Swivel Hips	<b>Year:</b> <b>9</b>	<b>Group:</b>	<b>Ability:</b>	<b>Day:</b>	<b>Period:</b>	<b>Duration:</b>	<b>Total No.: M: F:</b>  <b>SEN:</b>
<b>Objectives:</b>		To be able to confidently perform with accuracy, a technically correct seat landing and swivel hips. To be able to confidently perform with accuracy, the skills into and out of movements. To understand how the seat landing and swivel hips can alter the dynamics and add variation to a sequence.							

Follow all national guidelines, procedures and legal requirements for the Safety, Setup and Spotting requirements found in trampolining. You must be legally qualified to instruct, teach, set up and be constantly safe when students are performing, spotting and assisting.

Activity	Description	Objectives	Teaching Points	Differentiation	Assessment and Evaluation of Performance	Creativity, Resilience and Tactics	Maths / English / Science / Cross Curricular	Link to Theoretical PE Aspects	
<b>Warm Up &amp; Stretching</b>	The pairs chosen last lesson lead the warm up	To be able to lead the group through heart raising exercises.	Listen to and follow instructions of those leading the warm-up	Ask students how they could make warm up easy / harder / intense	Observe pupils performances	<b>R+</b> Keep things in perspective and maintain a hopeful outlook.	<b>Science:</b> Friction / Forces  <i>Objectives:</i> Describe friction as a rubbing force. Give examples and then come up with some ideas of how friction can be useful and we can make more, or where it isn't useful and how we reduce it.  <i>Student expectations:</i> I can describe what friction is. I can give some examples of how friction is good or bad and what we do to make more friction or get rid of friction	<b>Guidance and feedback on performance</b> Students are introduced to the types of guidance with links to; <ul style="list-style-type: none"> <li>Visual (seeing)</li> <li>Verbal (hearing)</li> <li>Manual (assisting movement)</li> <li>mechanical (using objects and/or aids)</li> </ul> Students need to be introduced to justifying which types of guidance are most suitable for beginners and/or elite level performers.	
Seat landings	Seat landing – Feet - Half Twist – Seat landing	To be able to confidently perform with accuracy, a technically correct seat landing To be able to confidently perform with accuracy, the skill into and out of movements To understand how the seat landing can alter the dynamics and add variation to a sequence. To use imaginative ways to solve problems and overcome challenges. To be able to modify and refine skills into techniques To develop the variety of skills they use in the seat landing	<u>On down</u> At the start of the drop raise legs 90 degrees so that heels to hips land flat on bed Have toes pointed and good body tension Hands pressed flat onto the bed pointing forward <u>On rise</u> Push Hips forward and press legs down Raise arms above head which causes body to rise and to return to an upright position <u>Seat landing to Half twist</u> As you come out of the seat landing, your arms are raised, twist shoulders and his to rotate the body 180 degrees to land two footed <u>Half twist to Seat landing</u> Make sure the 180 degree turn is complete before entering the seat landing	↑ Increase the height of bounces ↑ Limit number of bounces	<i>ASSESSMENT SKILL SHEETS THE PERFORMANCE</i>  <input checked="" type="checkbox"/> Partners start to evaluate aesthetic performances  Q & A : Are the arms moving in symmetry when performing the half twist and seat landing	Pupils devise a routine to incorporate seat landings  <b>R+</b> How does a student refocus straight after a poor effort	<b>Maths:</b> Symmetry when rotating on the bed  <i>Objectives:</i> To be able to find rotational and line symmetry  <i>Student expectations:</i> I know how to find rotational and line symmetry	Students should look at examples used in this lesson and other examples in trampolining.	
Swivel Hips	Seat landing – Half Twist – Seat landing (Swivel hips)	To be able to confidently perform with accuracy, a technically correct swivel hips To be able to confidently perform with accuracy, the skill into and out of movements To understand how swivel hips can alter the dynamics and add variation to a sequence.	Swivel Hips <u>On down</u> At the start of the drop raise legs 90 degrees so that heels to hips land flat on bed Have toes pointed and good body tension Hands pressed flat onto the bed pointing forward <u>On rise</u> Push Hips forward and press legs down Raise arms above head which causes body to rise and add a half twist Before landing the half twist raise legs horizontally into a second seat landing Make sure the legs and body are vertical when coming out of the half twist, before going horizontal and completing the second seat landing	↓ Add control bounces	Ask pupils for feedback and analysis of performances in regards to form, height, speed, consistency, accuracy and effort	Pupils devise a routine to incorporate swivel hips <b>R+</b> Students must show an optimistic and positive outlook.	<b>Maths:</b> Symmetry when rotating on the bed  <i>Objectives:</i> To be able to find rotational and line symmetry  <i>Student expectations:</i> I know how to find rotational and line symmetry		
Competition	How many swivel hips can a performer complete whilst still keeping good posture and tension during the move (especially throughout the half twist)	To use imaginative ways to solve problems and overcome challenges. To be able to modify and refine skills into techniques To develop the variety of skills they use in the swivel hips	Push Hips forward and press legs down Raise arms above head which causes body to rise and add a half twist Before landing the half twist raise legs horizontally into a second seat landing Make sure the legs and body are vertical when coming out of the half twist, before going horizontal and completing the second seat landing	↑ Increase the time period	Q & A : Are the pupil returning to an upright vertical position during the half twist, before entering the seat landing	<b>R+</b> What mind-set do they have when winning? <b>R+</b> What mind-set do they have when they have lost?	<b>English:</b> Understanding conventions of text, purpose and audience.  <i>Objectives:</i> Read a variety of sports and societies travel writing, websites and brochures to understand text type, purpose, audience and techniques.		
Routine	Seat landing – Half Twist – Seat landing – Tuck – Swivel hips – Tuck – Swivel hips – Pike – Swivel Hips	To be able to link the swivel hips and seat landings learned previously, to form an aesthetically pleasing routine To select and use skills and compositional ideas effectively in a routine	- Show constituency on height of jumps - Show control on bed - Show good form (toes pointed, good tension and posture) - Show fluency, strength, mobility, creativity and imagination to confidently perform with accuracy, a sequence	↓ Add control bounces ↑ Increase the height of the bounces ↓ Repeat the first three moves until remembered then gradually add other moves ↓ Write the routine down	<input checked="" type="checkbox"/> Pupils highlight weaknesses and good points the routine  Assess what movements were or were not successful in the routines	<b>R+</b> Students develop his or her own routines.	<b>Objectives:</b> Read a variety of sports and societies travel writing, websites and brochures to understand text type, purpose, audience and techniques.		
<b>Leadership &amp; Coaching</b>	Analyse and coach the Strengths and Weaknesses of the skills used in the routines and develop all the components	To be able to analyse performances, identifying strengths and weakness in performances, components, strategies, tactics and competence in their swivel hips and seat landings	Coaches must give feedback and evaluation of performances	↓ Write the routine down ↑ Pupils evaluate and identify variations	Students state, the strength and weakness in their routines, decisions made and developments needed	<b>R+</b> Be able to tackle the stresses when coaching.	<i>Student expectations:</i> Reading for meaning and technique. Information retrieval and inference. Learning new vocabulary and technical terms.		
Cool down	Pupils accurately replicate and perform 10 gentle bounces and a stop	To understand why you Cool Down and do rhythmical movement after exercise	Accurately replicate and perform the bouncing and stretching safely	↑ Ask pupils questions why a Cool down is essential after exercise	Ask students for feedback about their performances	<b>R+</b> Highlight how social support strengthens resilience.	<i>Skills:</i> Background reading: travelogues, websites, holiday brochures.		
<b>Active lifestyle &amp; Social Guidance</b>		Highlight the pathway to be an elite performer in Trampolining							
<b>Equipment</b>		School own risk assessment and safety policy, Trampolines, Crash Mats, Safety mats, Analysis sheets, Digital camera, Video recorder, Video, TV,							
<b>Healthy Lifestyles and well being</b>		Follow all national guidelines, procedures and legal requirements for the Safety, Setup and Spotting requirements found in trampolining. You must be legally qualified to instruct, teach, set up and be constantly safe when students are performing, spotting and assisting. Also, follow school procedures.							