

PDHPE **GYMNASTICS** **TEACHING RESOURCE**



**CONTAINS SKILL CARDS
AND EXAMPLE ACTIVITIES**

**2nd
Edition**

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Health and Physical Education

Western Sydney University

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This resource contains a collection of skill cards that model competent movement across a number of gymnastics based skills, and were designed to assist PDHPE teachers in teaching such skills. This resource also includes a number of example activities that include elements of gymnastics. You may utilise and distribute this resource how you see fit.

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BASIC SHAPES



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Angry Cat



Teaching Points

- 1) Begin on hands and knees (neutral spine position)
- 2) Hands should be shoulder width apart, palms flat, and arms straight.
- 3) Hips and knees should be in alignment making sure they are not too far backwards and at a 90° angle
- 3) Chin towards chest
- 4) Arch back upwards by pushing through the shoulders, and HOLD.

Safety Principles

- Angry Cat should be performed on an even surface, free of obstacles. A gym mat can be used for extra support
- Be aware of any students with pre-existing back injuries or medical issues and modify exercise accordingly
- Ensure students back is in the proper position with back arched high, (not overly rounded, nor dipped), and arms not too far ahead to avoid injury
- Teachers should be present and ready to provide support to students, watching for incorrect techniques



Modifications

- Have beginners or students with limited mobility/flexibility perform smaller arch movements, increasing their range of movement gradually over time.
- Provide soft gym mats for those who find it difficult to kneel on the floor
- For students who are unable to kneel to perform Angry Cat, offer a chair to lean on while standing to perform the exercise, or while sitting on a chair.

Equipment

- Equipment is not essential for this activity, although soft gym mats can be used for added comfort.
- Chairs for students unable to kneel on the floor



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Blake Kennard

Forward Support-Skill

1. Start on in a table top position (hands and knees on the floor)



2. Slide knees back and get into a push up position on your knees.



3. Plant toes into the ground, lift hips in the air and allow body weight to be supported by hands and feet.



Tips:

- Remind students to tighten core- this allows balance to be obtained.
- Keep arms straight for best support
- Pair up to allow individuals to provide visual feedback
- **Challenge** add a timer and see how long players can hold a forward support.

Learning intention:

- To allow individuals to build an understanding of balance of their own body weight.

Change it:

Hard-balance or raise one leg and or arm. Roll a ball in pair and try to remain steady.

Easy- keep knees on ground like image 2.

What you need:

- Gym mats

Tuck Sit



Teaching Points

- Chin tucked down into chest
- Legs bent and brought up to chest with arms wrapped around them to keep them stable
- Back slightly rounded (like angry cat position)

Teaching the skill:

- Teach angry cat position
- Reiterate the 'chin tucked' point as this is the most important
- Break it down into the 3 steps
- Use metaphors such as reference to the 'crack the egg' game
- Ensure the student is able to roll onto back and rock on back for proper technique

More difficult progressions of the skill:

- Turn the tuck position into a jump on mini tramp
- Tuck jump off the end of a balance beam
- As a warm up see how many the students can do in one minute from the floor
- 'Crack the egg' game
- Teach a forward roll

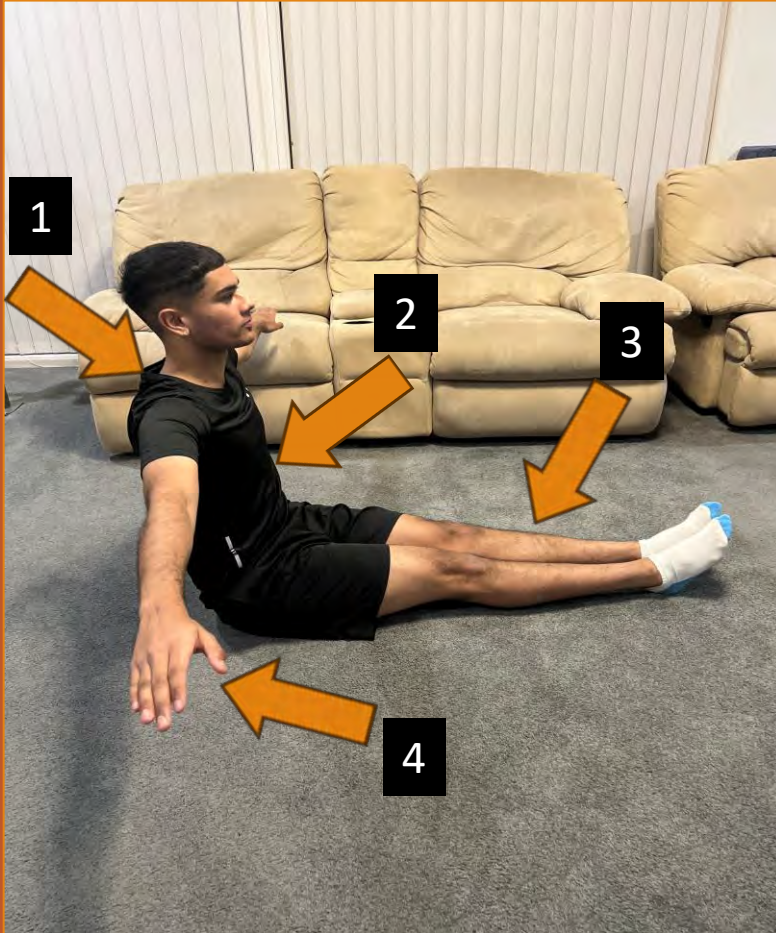
Safety considerations

- Proper technique
- Teacher observation from side view to see all aspects of movement

DMPs:

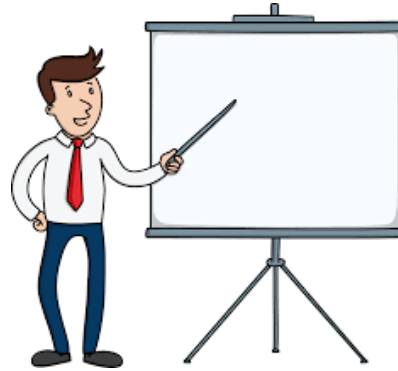
- Static

LSit



Modifications:

- Arms/hands can be fully vertical above the head



Teaching Points:

1. Keep back straight as possible
2. Chest up and strengthen core
3. Move legs together and extend your legs
4. Arms/hands out levelled like a letter "T"

Safety Consideration:

- Do not hunch as it can hurt your back causing incorrect form
- Be in a safe place and make sure the area around you is clear when putting arms/hands out

Equipment:

No equipment is needed for this skill

- Just a clear open space with a flat surface/grass

Dish

Teaching Points

- Chin to chest
- Arms out straight with fingers pointing to toes
- Shoulders and head raised off the ground
- Legs and feet raised off the ground
- Feet together with toes pointed out
- Rounded body shape with head at similar height to feet
- Hold position for at least a few seconds

Variations/ Progression

- For individuals that may struggle with core strength, start performing the skill with feet and head raised lower/higher (depending on what feels more comfortable).
- Individuals could perform the skill with a partner and gamify it by placing their feet together and rolling a ball down their body and to the other person.
- Allow the students to time themselves to see how long they can hold the position or introduce a competition for whoever can hold it the longest.

DMP's

- Static

Safety Considerations

- Perform on mats
- Ensure others performing skills on the mats are staying clear to minimise risk of collisions
- Keep clear of gymnastics or other equipment

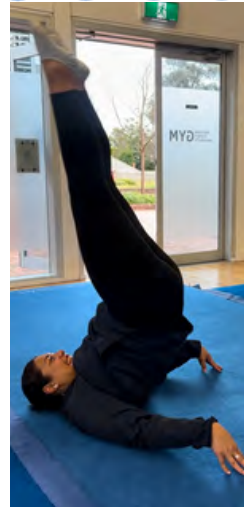


Shoulder stand-Skill



1. Start on your back with knees at a 90 degree angle. With arms placed flat on the floor.

2. Using your hips and hands push up into air. Allowing all weight to be put onto your upper back/shoulder.



3. Use your core and hands to balance your legs straight in the air.

Learning intention:

- To perform a gymnastic skill that incorporates different skills and to broaden understanding.

What you need:

- Gym mats
- Wall (to practice)
- Spacious area
- Bean bag/Ball

Change it:

Hard-start seated and roll back into it.
Easy- Have a peer support and help lift legs up in the air.

Teaching points/tips:

- Pair students to provide support by holding partners legs in the air if needed.
- Practice against a wall first and gradually move away
- Often individuals find it challenging to remain straight- use a bean bag to reinforce legs staying upright.
- Keep space between chest and chin
- Challenge** add a timer and see how long players can hold skill



*This image is often how individuals will complete this. Remind them about an imaginary line (yellow) they must replicate

Time:

- 5-10 minutes

CANDLESTICK ROLL *Additional Information*



Variations and Progressions:

1. Candlestick to Forward Roll: TRANSITION from an inverted CANDLESTICK shape to a FORWARD ROLL by lowering the HIPS, ROLLING onto the upper BACK, and TUCKING into a FORWARD ROLL.
2. Candlestick to Bridge: Upon completing the CANDLESTICK ROLL, elegantly LIFT the HIPS, ARCHING the BACK to TRANSITION into a BRIDGE shape.
3. Candlestick Roll Down: From the inverted CANDLESTICK shape (90°) lower the LEGS down SEGMENT by SEGMENT (90°-70°, 69°-50°, 49°-30°, 29°-10°) until a HOLLOW DISH shape is reached.

Teaching Points

1. Poised Starting Stance: Begin in a STRAIGHT STAND shape with FEET together and ARMS extended overhead, forming a straight, vertical line from FINGERTIPS to TOES.
2. Controlled Forward Bend: Initiate the skill by elegantly BENDING forward at the WAIST, reaching towards the ground with both HANDS while keeping the LEGS straight.
3. Rolling Backward: From the forward BEND, SHIFT the weight backward, allowing the body to smoothly ROLL along the SPINE until the FEET are directly overhead, forming a graceful inverted CANDLESTICK shape.
4. Graceful Unfurling: From that inverted STATIC shape, with CONTROL and PRECISION, ROLL forward along the SPINE, extending the body back to a STRAIGHT STAND shape.
5. Smooth Continuity: Maintain a FLUID and SEAMLESS flow throughout the MOVEMENT, ensuring each phase of the CANDLESTICK ROLL is executed with POISE and ELEGANCE.

Dominant Movement Pattern (DMP) Involved:

- The inverted CANDLESTICK ROLL incorporates a TRANSVERSE ROTATION DMP leading into a STATIC DMP (SHOULDER is BELOW the APPARATUS), as the performer TRANSITIONS from a STRAIGHT STAND shape into an inverted CANDLESTICK shape and back.

Ideal Warm-Up:

- Spine Mobility: Perform gentle BACK BENDS and FORWARD BENDS to warm up the SPINE and enhance its FLEXIBILITY.
- Leg Stretches: Engage in LEG STRETCHES to improve HAMSTRING and HIP FLEXIBILITY, facilitating smooth TRANSITIONS during the ROLL.
- Core Activation: Strengthen the CORE MUSCLES with EXERCISES like LEG LIFTS and PLANK variations which are essential for maintaining control during the CANDLESTICK ROLL.
- Shoulder Warm-up: Perform SHOULDER CIRCLES and STRETCHES to prepare the SHOULDERS for weight-bearing.

Other PE Teaching Tips

- Progression Pathways: Offer VARIATIONS and PROGRESSIONS that cater towards each student's skill acquisition, enabling for confident progression.
- Promote Creativity: Inspire students to explore different TRANSITIONS and incorporate personal flair into their CANDLESTICK ROLLS.
- Verbal Cues: Use CLEAR and CONCISE VERBAL CUES to guide students through each step. Phrases like "lift your legs and hips over your head," and "roll onto your shoulders, keeping your legs extended" can be helpful.

Safety Considerations

Equipment:

- Choose a suitable mat or soft surface for PRACTICING.

Safe Technique:

- Emphasise body ALIGNMENT and CORE engagement.

Spotting Technique:

1. Stand beside the student attempting the CANDLESTICK ROLL.
2. As they BEND backward, place your HANDS on their lower HIPS to offer support.
3. Assist and guide them smoothly through the ROLL, and until they return to a STRAIGHT STAND shape.

Time:

- 5-10 minutes

Motor bike landing-Skill



1.Start in a standing position.



2.Jump in the air by bending the knees and swinging arms into the air.



3.Land with feet shoulder with the part at the same time and knees slightly bent.



4.Results should resolve in individuals looking like that are sitting on a motorbike.

Tips:

- Provide a demonstration and allow players to practice to further their understanding.
- Inform individuals cues like sitting on a motor bike to visually understand.
- Reinforce two feet landing and explain the benefits e.g more control and balance.

Safety consideration:

Bend knees when landing to absorb impact

Learning intention:

- To perform a gymnastic skill that is used broadly across other skills/activities.

What you need:

- Gym mats
- High-medium box to jump from
- Spacious area

Change it:

Hard-add small trampoline to jump and land from.
Easy- remove box height and complete on flat surface.

ACTIVITY - SIMON SAYS

Instructions + Necessary Rules

Simon Says is a listening game where one person instructs the group to perform a skill when asked by Simon. For example, the skill must be performed when asked like this: "Simon says V sit" but when asked like this: "back support" no one can change position otherwise they are out. The rules also include performing the correct gymnastic skill, when the wrong skill is performed they are also out. To create small-sided games to increase participation, smaller groups can be formed such as a class of 24 can be split into 6-8 students.

Safety Considerations

Students must stand in a space arm-width apart to increase safety and reduce the chances of hitting anyone. Students should stand in front of 'Simon' (person deciding the action) and the teacher must stand in a position where all students can be seen.

Set Up + Equipment

No equipment is necessary for this activity. This activity can be set up by asking students to stand apart from each other and in front of the teacher and 'Simon'.

The DMP's It Includes

Static



Teaching Points

Students must learn the gymnastics skills before the game begins. This can be demonstrated by the teacher and taught through reenactment. This includes;

- Standing straight = feet together, legs, torso and arms straight and up to the sky.
- Back support = belly to the sky with feet and arms on the ground supporting the body up
- Star = arms and legs spread apart like a star-shape
- L sit = sitting on the floor with legs straight out and placed together, arms straight up to the sky
- Bridge = similar to back support but the torso is arched into the sky
- Front support = belly to the floor with feet and arms on the ground supporting the body up
- Straddle = sitting on the floor with legs spread apart and arms in front
- V sit = sitting on the floor forming a V shape with torso and thighs, knees bent creating a 45° angle and toes pointed

Gymnastic Skills + Moves

The gymnastic skills involved in this game include: standing straight, back support, star, L sit, bridge, front support, straddle and V sit. These gymnastics skills are demonstrated below in the listed order.



VAULT



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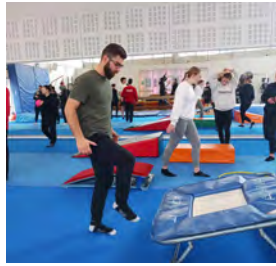


Trampoline

Jumping on and off the Trampoline



Student should time for about a half stride, away from the trampoline to leap from.



One foot leap off the floor, one foot planted giving thrust to land at maximal force on the pad.



Land both feet and use arms to thrust up in the direction of choice. similar to a pike stance

Equipment

- Trampoline
- Crash mat
- Runway space

Placement

Ensure that feet land central to the pad. Lift of one foot but land on the pad two feet then spring from the pad in the direction you want using arms to follow through.

Run up

All students need to accomplish is running up at a suitable speed to the trampoline to become confident with their timing and spacing.

Ensure no obstacles.



Run up + Jump + Landing

Combine all the fundamentals of the run up and the correct form for jumping onto the Trampoline into the final product, giving them one cue word motorbike to land, this can be taught on the floor



SAFETY Environment

Be mindful of surroundings, is the crashmat a suitable size for the students in question, is there any obstacles left and right of the landing zone that are not secured.

Straight Jump on Mini Tramp



Teaching Points

1. Start with a run up to gain max power in your jump.
2. Push off one foot from the floor and then connect your feet together. Two feet need to contact the mini tramp.
3. When jumping on the mini tramp, ensure chest is upright, arms start behind your bottom and swing beside the body as taking off into the jump. This positioning helps gain maximum height.
4. When in the air doing the straight jump position the body needs to be tight, straight arms on ears, legs together, toes pointed, hips tucked under, no arch in back, reaching tall.
5. Landing in motor bike position. Legs bent, arms out in front parallel to shoulders, chest in an upright position, feet together if possible.
6. To ensure height is achieved when jumping on the mini tramp, teaching points include; telling students to not slow down before the mini tramp as this limits power from the run, jumping further away from the mini tramp can also help students gain more power.

Safety Considerations

- Ensure to warm up and stretch the full body before doing any skills on the mini tramp. Warm-up can include any activity that gets the blood pumping and includes stretches like wrist, shoulders, neck, legs, back and ankles.
- Ensure equipment such as the mini tramp is stable and set up correctly to avoid any injuries from occurring when jumping on it e.g. have padding around the tramp to cover the springs.
- Use correct matting such as crash mat to avoid any injuries if falling. This will provide a safe surface to perform the skill.
- Ensure the mats do not slide when landing to avoid injuries.
- Ensure correct technique is used and taught, e.g., jumping onto the mini tramp with one foot and jumping into the air using two feet and landing correctly in a motor bike position to avoid injuries. these steps can be taught on the floor first.
- Ensure students are performing one at a time and no one is running in front or in the way.
- Ensure no gaps between the crash mat and mini tramp.

Variations/ Skill Progressions

- Skill progression includes; tuck, star, straddle, pike, half and full turn jump or dive rolls.
- When getting students to jump onto the mini tramp if they are struggling with pushing off one foot and jumping with two feet, this can be modified by using hoops to get the right timing of the jump. For example; set out three hoops the first hoop requires one foot push off, the second hoop requires two feet push and the third hoop is landing in motor bike.
- Students can also practice running across the mini tramp before progressing into the jump.
- The actual straight jump skill can be practiced on the floor first to get the correct technique before moving onto the mini tramp.

By **Gabriella Farrugia**
20408363





MINI TRAMP STRAIGHT JUMP

Dmp: Spring, landing and locomotion

Demonstration



Variations

Teaching Points

1. Identify any safety and hazards associated with mini tramp.
2. Mark on floor where the student will be running from. Students to count how many run steps between the starting mark and the mini tramp.
3. **The one leg jump:** when reaching final step towards mini tramp the student will jump off one leg in the direction of the mini tramp.
4. **2 feet land on tramp:** the student will then land on the mini tramp with two feet.
5. **Straight jump:** The student performs the straight jump, arms straight upwards, head between arms, looking ahead. Back, hips and legs will be straight with knees and feet together with pointed toes.
6. **The motorbike landing:** As the student prepares for landing, they will move their arms straight forward and land with bent knees in a motorbike landing.
7. After the motorbike landing the student will stand up straight and lift arms above their head to signal the finish of their routine.

Safety

Equipment

- Mini Tramp to be set up as per manufacturer's instructions with other equipment to be at a reasonable distance from the area.

Participant

- Do not; wear loose clothing, jewellery, eat, push, engage in inappropriate behaviour, run across mats.
- Tie up long hair and remove shoes and socks.
- Use the appropriate exiting procedure.

Teacher

- Practise and demonstrate straight jump stages on the ground first: **“the run up”, “the one leg jump”, “the 2-foot landing on the tramp”, “the straight jump” and “the motorbike landing”.**
- Ensure only one student is on the mini tramp at any given time and the student must be out of the way before the next begins.
- Position yourself so students can be seen at all times.
- Spot students when performing jumps on the tramp. It is advised to stand next to the tramp to catch any students who misdirect their jump.

STAR JUMP(MINI TRAMP)

Teaching Points

- Start running towards the mini tramp – Running on toes, arms moving horizontally alongside body, start with bigger steps that turn into smaller steps
- Once close enough to the mini tramp, jump off one foot to land in the middle of the mini tramp with two feet – Arms are behind body when landing, chest/shoulders slightly forward, both feet land in the square of the mini tramp
- Then push through legs and ankles while bringing arms up in front of body and while moving with momentum, swing arms and legs out into a star shape – Arms straight, toes pointed, legs straight, move arms and legs at the same time, chest/shoulders up
- Bring arms and legs back together to land on the crashmat in a motorbike landing – Legs slightly apart in landing, arms out straight, knees bent, feet flat

Safety Considerations

- Ensure springs are in place on the mini tramp and cover is down
- Ensure there is no gap in between the crashmat and mini tramp
- Ensure you are landing with bent knees to prevent an injury

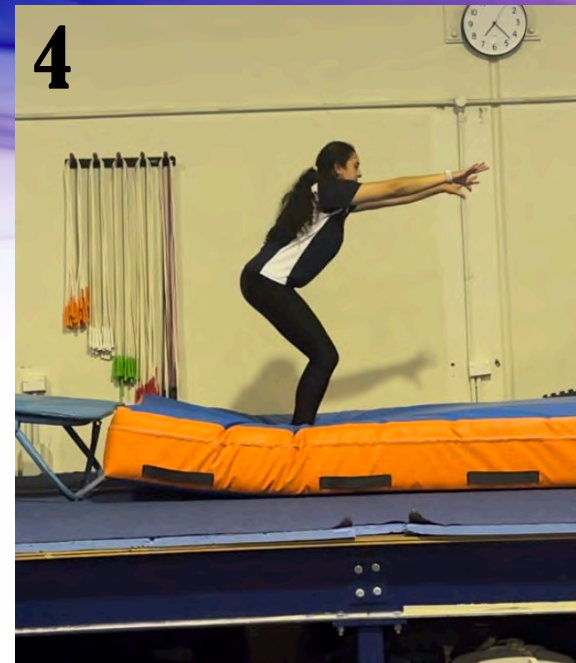
Easier Variations

- Rebound jump on mini tramp
- Straight jump

- Tuck jump

Harder Variations

- Straddle jump
- Pike jump
- Half turn
- Full turn



TUCK JUMP



TEACHING POINTS

- Jump using a '2 foot' take off, off the mini tramp
- Bring your knees up into your chest
- Touch the front of your knees with your hands while you are in the air
- Land in motorbike position, softly on your feet and bend your knees when you land on the crash mat



SAFETY PRINCIPLES

- Emphasis needs to be placed on how a student lands (motorbike) landing to absorb impact and prevent injury.
- Ensure no gap in crash mats
- Teacher can observe and remind students of key cues.



MODIFICATIONS

- Students can then progress to tuck jumps off the mini tramp onto the crash mat
- Students can practice hopping with one foot and landing on two.



EQUIPMENT

- Safe floor area padded with gym mats
- Mini Tramp
- Crash Mat

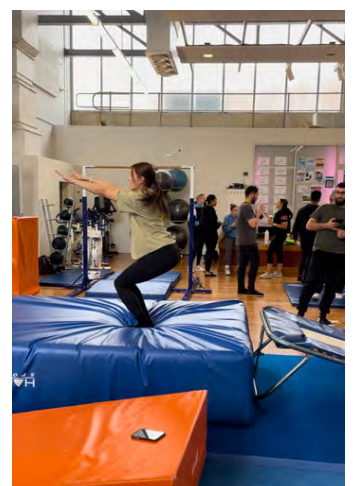


IMPORTANT INFO

- The dominant movement pattern used is landing and spring. Spring movement patterns require great strength and power.



WHAT SHOULD IT LOOK LIKE



Tuck Jump



Performing the skill:

- Run up to the mini tramp
- When you have approached the mini tramp, to get up hop off one foot
- Then jump off two feet and bring knees to chest
- Whilst in the air in the peak of the jump, squeeze your core (should look like how you'd do a cannonball into a swimming pool)
- When you've landed on the crash mat, you will land in the motorbike position
- Then if you like stand up straight with arms up near ears

Teaching points:

- Encourage kids to just run across the mini-tramp and onto a crash pad (this allows them to get onto it with only one foot) to become familiar to how it feels.
- Get kids into the habit of hopping with one foot and landing with two feet together (whatever side seems most natural) by using markers or hoops.
- Tape, chalk, or a hula hoop can be used to mark a small area of space away from the little tramp.
- Encourage kids to run up to the marking and then step off with one foot. Back up the marker gradually.

Equipment required:

- Crash Mat
- Mini Tramp
- Gymnastic mats (for run up)

Safety

considerations:

- give verbal signals like "back straight" or "motorbike landing" to remind students of the technique.
- Make sure there is no gap between the crash mat and mini tramp so no student falls through the gap

STRAIGHT JUMP HALF TURN

Apparatus – Floor / Tramp
DMP – Locomotion, spring & landing



Note: Legs should be kept straight until the landing

Advanced Progressions:

- ❖ Straight jump full turn (360-degree turn)

Ideal Warm-Up:

- ❖ To practice pushing off the floor with 1 foot and hitting the tramp with 2 feet, teachers can place a line of blue and red hoops leading up to the tramp. Students must jump into the red hoops with 1 foot and the blue hoops with 2 feet. This can be incorporated as a warm-up or game prior to practising this skill

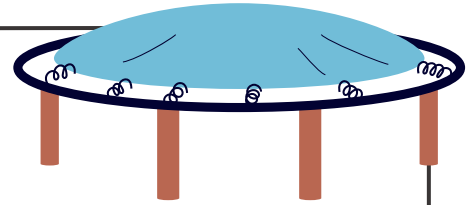
Instructions/Teaching Points:

- ❖ Jog up to the tramp/springboard
- ❖ Once you approach the end of the runway, push off the floor with 1 foot and hit the middle of the tramp/springboard with 2 feet
- ❖ Enter the air in a straight jump position, with the arms up straight above the head, legs straight and toes pointing downwards
- ❖ If turning to the left, bring the right arm across the body towards the opposite hip to produce momentum and perform a 180-degree turn (If turning to the right, use the left arm)
- ❖ Bring the dropped arm back up to the side of the head, resuming the straight jump position as you descend facing the opposite direction
- ❖ Land in a motorbike position that resembles a squat, with knees bent and arms straight out in front of you

Safety Considerations:

- ❖ Ensure students can demonstrate a correct motorbike landing on the floor before progressing to the tramp
- ❖ Students land on a crash mat, not on the floor
- ❖ Ensure the gap between the tramp and crash mat is not too far apart
- ❖ Ensure the tramp cannot move and is up against the crash mat

Half Turn Jump



Teaching Points:

- Swing arms to rotate your body
- Motorbike landing

Safety Considerations:

- Ensure the floor is clear before running
- Ensure large crash mats are stable

How to spot:

Stand next to the mini trampoline and crash mat and assist at the participants hips as they swing their body to face the other side

Easier variations:

- Half turn jump without utilising mini trampoline

DMPs:

- Locomotion
- Stretch
- Landing
- Swing

Difficult progressions:

- Full turn jump on mini trampoline

Warm Up:

- Lunges
- Sitting toe touches
- Ankle rotations
- Calf stretches

Visual Demonstration:



Physical Preparation / ways to develop In PE:

The physical preparations would revolve around safety training around the use of a mini trampoline, as well as core engagement exercises to be able to maintain shapes in the air.



DIVE ROLL (TRAMP)

Dynamic gymnastics move that can be completed on floor or tramp

Safety Considerations:

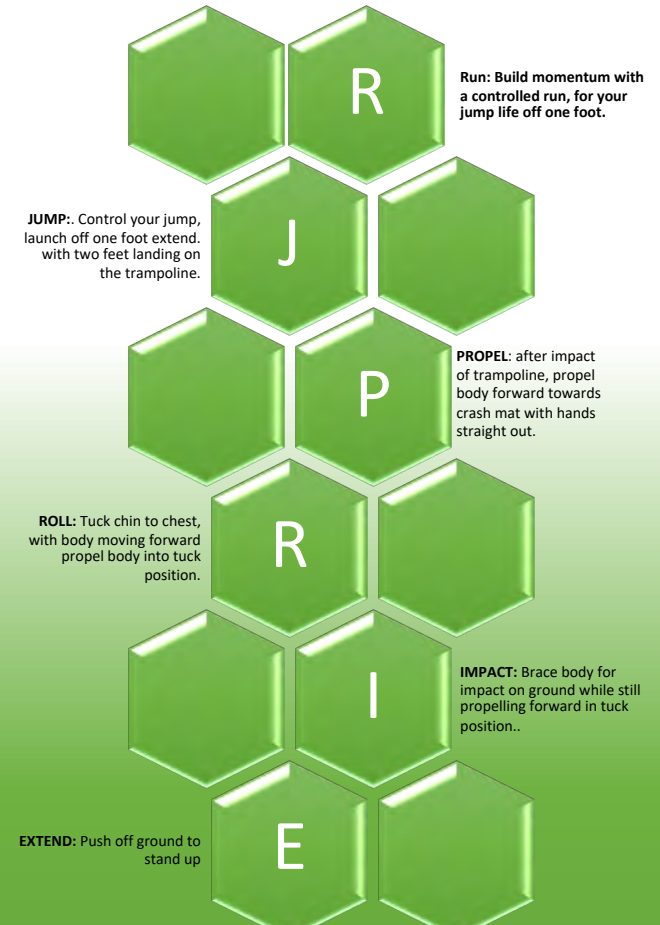
For a movement so dynamic it is vital that participants have had several practice and understand key components of skill.
As teachers ensure we are supervising all the time. With only one each time and waiting until they are complete of crash mat.
Ensuring trampoline is safe to use for takeoff.
Always ensuring we keep ourselves in tuck position until movement is completed.
Continuous practice and development of basic components in skill to develop overall ability.



Modifications:

For such a dynamic movement it is important that you start off slowly and gradually work into a dive roll.
Basic knee drop and roll or tuck jump and roll are easier first steps. Knowing how to do a forward roll is key.
You can progress into to higher jumps or increase height, hula-hoops to jump through.

Teaching Points (RJPRIE)



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By Edmond Matta

DIVE ROLL

Instructions for technique

Starting position: Begin standing, feet shoulder width apart, arms extended forward

Tuck and Dive: Instruct students to tuck their chin to their chest and bend at the waist, leaning forward as if diving into a pool.

Hand placement: have hands placed in front of them, fingers facing forwards.

Push and tuck: Push and Tuck: In mid-air, demonstrate pushing off with the feet and tucking the knees to the chest.

Extend for Landing: extend the body for a balanced landing on your feet.

Safety considerations

Matting: To offer cushioning and minimise impact, always perform the diving roll on proper gymnastics mats.

Area: Ensure the area is free of obstacles or any objects as this can cause serious injury.

Technique: Ensure the technique of the skill is being focused on before attempting as it is vital for safety.

Supervision: Always have a coach or teacher supervise the students to avoid any incidents.

Take breaks: Allow yourself to have rest breaks in between attempts to avoid fatigue related incidents.

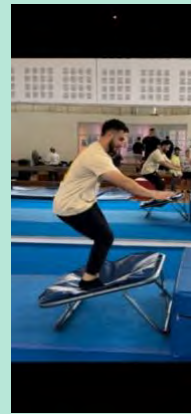
Warm-up before learning the skill

The warm-up session for learning the Dive Roll is to use wedge mats and make 2-3 lines behind each mat. Forward Roll down the mat by first starting in an angry cat position. Participants who are proficient can take a step and then push off into a Dive Roll.

Difficult progressions of the skill

Dive Roll Over Obstacle: Execute the dive roll over a soft obstacle, like a foam block or low barrier, enhancing spatial awareness and timing.

Stand diving roll without vault can be another difficult progression for this skill.



Teaching points

- Safety is the priority so always begin with safety reminders and safe mats.
- Instruct tucking the chin to the chest for neck safety.
- Bend at the Waist: Direct them to bend at the waist, leaning forwards as if diving.
- Use phrases like tuck, roll and extend to get the students familiar with the technique.
- Provide positive feedback for confidence.
- Making sure students are learning step by step to master skill.

Variations of the skill

Dive Roll to Forwards Roll: After the dive roll, smoothly transition into a forward roll.

Dive Roll to Backwards Roll: After finishing the dive roll, transition into a backwards roll.



Handstand Flatback

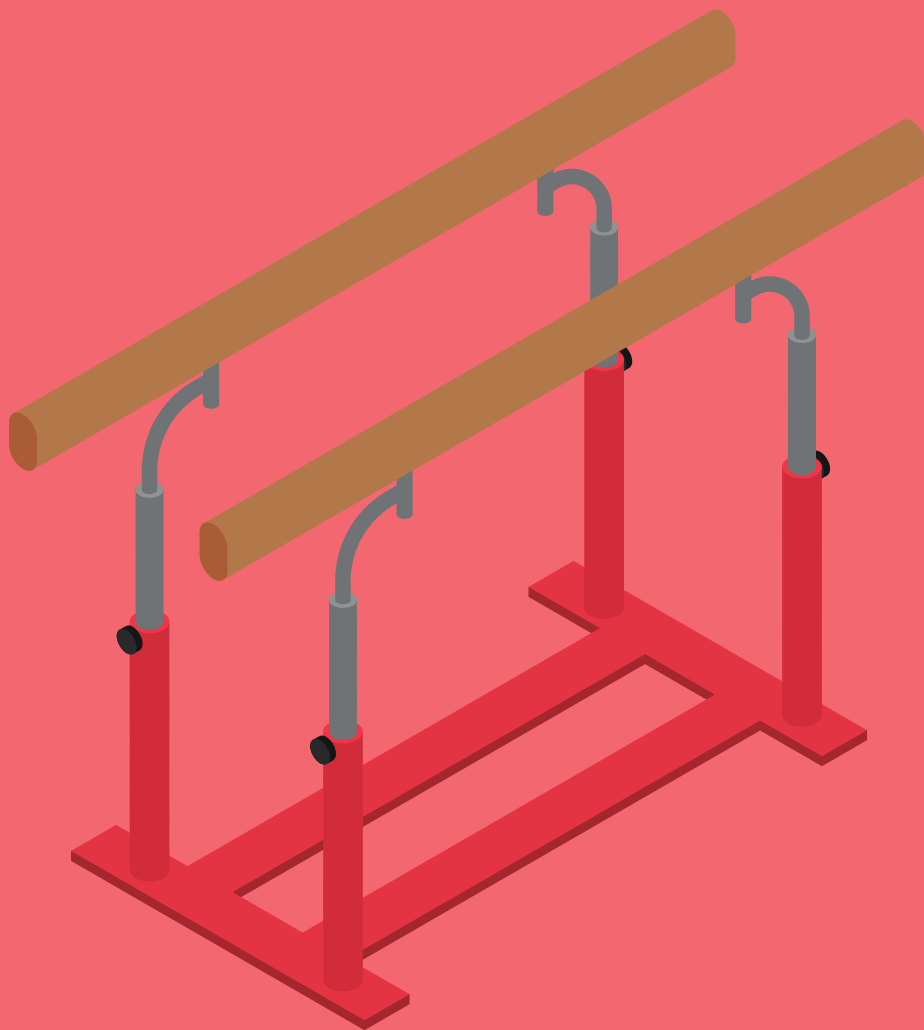
• Instructions/Teaching Points:

- Run towards the tramp using a single leg take off.
- Land onto the jump with both feet.
- Leaning forward with your hands wide and arms extended out in front of you, ready to make contact with the mat.
- Once airborne, lock arms out and extend the legs straight upwards to create the handstand.
- Maintain handstand shape while falling onto the crash mat.

Safety Considerations:

- Ensure tramp is close to crash mat
- Make sure students avoid crossing into the runway.
- One student at a time
- Teachers can be involved as a spotter to ensure correct technique.

BARS



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TUCK SWING



SKILL STEPS

- Run toward the mini tramp
- Raise the arms, whilst putting one foot followed by the other onto the tramp
- Once both feet are both on, bend and push off explosively
- once on the mat, land with both feet together, bending knees and hands out

TEACHING POINTS

- Ensure body is in angry cat position for the upper body and arms
- Ensure hands are kept straight throughout the movement
- Keep knees in a tuck position
- Ensure thumbs are placed on top of the bar
- Return after swing back to original position, behind the bar in motor bike landing

SAFETY POINTS

- Ensure students are supervised at all times
- Ensure that crash mats are underneath bar, to reduce injury if students fall
- Ensure bar is secure before undergoing the movement & is the right height for students

VARIATIONS

For students who need further assistance, breaking down the skill can make the skill more manageable.

- Have students practice tuck position on floor
- have students practice grabbing bar correctly, with correct hand and finger placement
- Have students use the bar with bent leg
- For advanced students have them do a tension swing to build up to going around bar



TUCK SWING

Dmp: Static, swing, landing and locomotion

Demonstration



Variation

Teaching Points

1. Identify any safety and hazards associated with bars.
2. **Mounting the bars** – for beginners it is best to mount bars by the box. Student will then begin the swinging motion. For more experienced students, a leap from the box to bars can be done to begin swinging motion.
3. **Beginning swing** – students will begin the swing by going from a backwards “L” shape to tucking knees into chest. This builds momentum and speed of the swing. Stay in tuck position for four swings.
4. Students may need to “regrip the bar” during back swings (hands come off then regrip back on).
5. **Dismounting** – After last tuck swing, as the student swings backwards they will let go of the bar, landing with a motor bike landing behind the bar and raise your arms above your head to signal the finish of the routine.

Safety

Equipment

- Bars to be set up as per manufacturer’s instructions with other equipment to be at a reasonable distance from bar.
- Mats adequately placed at the base of bars in case of falls and to be regularly checked for no movement in positioning.

Participant

- Do not; wear loose clothing, jewellery, eat, push, engage in inappropriate behaviour, run across mats.
- Tie up long hair and remove shoes and socks.
- Use appropriate exiting procedure.

Teacher

- Practise and demonstrate swing positions on the ground first. Mounting the bars, beginning swing (by moving from knees bent to knees tucked against chest) and dismounting (motor bike landing).
- One student on bars at a time and student to be clear of area before the next begins.
- Position yourself so students can be seen at all times.
- Students to be spotted in case of falls.

Tuck Swing

Instructions

1. Start with your hands straight on the bar. Hands facing forward
2. Use your core body strength and legs to swing forwards on the bar
3. Form a tuck position with your knees coming close to your chest and continue to swing
4. When swinging backwards release your hands from the bar and land in the motorbike landing position

Teaching Points

- Practice with students the static 'tuck' and hollow dish shape on the ground to establish students core strength before their attempt.
- Ensure all students know how to land in a motorbike position. This can be done by practicing by jumping from a slightly higher point.
- Students must have a strong grip of the bar and must not over swing whilst doing the skill.

Safety Points

- Ensure students are well educated on how to perform the skill
- Reiterate the importance of landing on the back swing. If students land forward they can slip and hurt themselves
- Check that the bar is stable and well maintained
- Mats must be surrounding all areas of the bar
- Full student supervision is required by teachers at all times
- Appropriate distance between bar and other equipment and students in the space
- Spot students that need extra support

Equipment

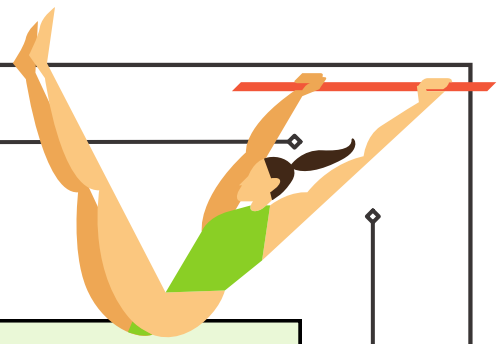
- Gymnastics Bar
- Gym Mats
- Box to assist students to reach the bar (optional)

Modifications

- If the gym/school in use does not have a bar you can let students practice their tuck and dish shapes on the floor. Tell them the importance of core strength in gymnastics skills.



Glide Swing



Teaching Points:

- Keep core tight
- Toes pointed
- Keep arms and legs straight
- Motorbike land where you started the skill
- Thumbs over the bar

How to spot:

Stand next to the bar and as the participant swings forward on the bar, assist with further momentum for them to be able to land adequately

DMPs:

- Spring • Dish • Landing

Warm Up:

- Wrist rotations
- Arm rotations both ways
- Cross body shoulder stretch
- Overhead tricep stretch
- Dish hold

Safety Considerations:

- Check bar for safety prior to allowing the participant on
- Adjust height of bar accordingly
- Place mats underneath the bar

Variations:

- Tuck swing
- Cast

Visual Demonstration:



Physical Preparation / ways to develop In PE:

To physically prepare to perform a glide swing on the bar, safety training would need to be taught as well as core engagement exercises, and grip strength training.



Casts

Teaching points:

- Jump up onto a bar and fully extend arms to hold torso in an upright position above the bar and allow legs to hang straight below the bar.
- Angle the torso forward.
- Swing the legs in front of the bar before swinging the legs backward and allowing the body to become straight and away from the bar in the air.
- Once the hips return to the bar, the movement is complete.

To make the skill less challenging:

- Students complete the movement without allowing their hips to leave the bar.
- Practise a front support on the floor. This is the shape that is made on the bar.

Safety Considerations:

- Ensure that students have a high enough box to jump up safely to the bar.
- Ensure that there are thick gym mats beneath the bar and no equipment that a student may hit when they jump down.

Equipment:

- Bar
- Gymnastics mats
- Box

Dominant Movement Pattern (DMP):
Swing

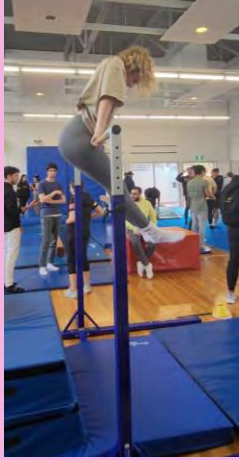


Skill Card 2

BAR

Casts

Movement;



Instructions;

1. Get onto the bar with your hips on the bar, keeping balance and straight arms
2. Once in a front support shape, push legs to go underneath the bar
3. Quickly, using momentum, swing legs back to slightly lift hips off the bar
4. Then shift back into front support shape

Teaching Points;

- Gain balance through front support position
- Keep arms straight whilst performing the skill
- Gain momentum through swinging legs forward
- Keep legs straight whilst performing the skill

Equipment;

- Bar (to the appropriate height for the students)
- Crash Mats
- Blocks (to assist getting on the bar)

Safety Considerations;

- Ensure is at an appropriate height for the students
- Ensure crash mats are underneath, in front of, and behind the bar
- Make sure student have a firm grip before completing the skill
- Hands are place over the bar, not underneath
- Teacher spots the student from the side of the bar, as to not get in the way

The DMP 's of this skill include:

- Static
- Swing
- Landing

Variations;

- Breaking down the skills
 - Practicing getting onto the bar
 - Practicing front support from the ground



FORWARD ROLL TO TUCK HANG (BAR)

DMP - ROTATION

TEACHING POINTS

1. Grip hands on the bar with the back of your hands facing yourself.
2. Start by jumping up onto the bar, holding your self up, locked arms by your side.
3. Slowly start to lean forward and tuck your chin to your chest.
4. Continue to lean forward till you reach the balance point where you are upside down, with your legs bent.
5. Straighten your legs, and bring them out and over the bar
6. Keep your arms straight on the descent and bring your knees to your chest
7. Hang in this tuck position for a few seconds, squeezing your abs.
8. To finish, drop your legs to the ground and let go of the bar.



VARIATIONS

- Students can attempt a similar variation of an L-sit rather than a tuck in the final position of the skill.
- A spotter may be used to assist students when balancing upside down and in the final move to ensure it is controlled.

Equipment needed: Gym Bar, soft mat, box.

SAFETY

- Ensure students are adequately warmed up.
- When rotating on the bar, do not switch grip mid rotation.
- Check equipment prior to use, ensuring it is in working condition.
- Use a mat to reduce the distance that students have to jump to get on top of the bar.

BEAM



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Beam Walk

Toe Walking

Teaching Points

- 1) Step onto the beam
- 2) **Straighten body stance** - chest, hips and feet in a facing frontwards on towards the end of the beam
- 3) Your body/arms can be in either the “**T**” or the “**Y**” shape for stability.
- 4) Pick a fixed point to **focus your eyes** on, preferably the end of the beam.
- 5) Take **slow and controlled steps** on the **tips of your toes** keeping your **heels off the beam** - feeling with your foot where the next step will be before placing weight onto the toes of that foot.
- 6) Maintain **straight body stances** while taking each step until you reach the end of the beam.

Modifications

- Begin with a line on the floor to gain confidence with balance
- Progressive beam height - begin with a low beam
- Use of support person/teacher or railing while walking
- Practice with flat feet rather than toes

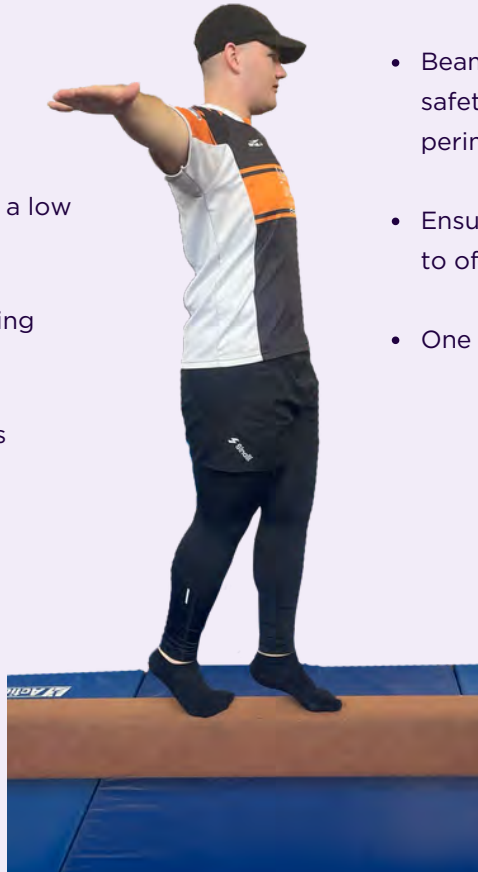
Equipment

- Beam
- Padded safety mats & crash mat for fall protection
- Training/spotting block to assist participant into the beam



Safety Principles

- Remove any obstacles, tripping hazards from and around the beam
- Ensure the beam is free of any hazards (e.g. cracks, splintered wood, moisture)
- Beam **MUST** be on a hard surface with padded safety mats securely connected around the perimeter and at the base of the beam
- Ensure teacher supervision is present at all times to offer assistance, especially for beginners.
- One student on the beam at a time.



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BEAM WALKS: WALKING ON TOES



SKILL STEPS

- Step on beam
- feet one behind each other
- Rise on toes, keeping heels up
- Walk across beam, eyes looking at the end

TEACHING POINTS

- Stand on beam, ensuring that your body is as straight as possible
- Have arms out straight to your sides, start with feet one behind each other (as pictured)
- Stand on toes with heels off the beam, as high as possible
- Walk across the beam with heels up on your toes, keeping legs straight
- Eyes looking at the end of the beam, and continuing till the end

SAFETY POINTS

- Ensure that there is only one student on the beam at all time
- Consistent supervision by teachers
- Ensure there are blue crash mats connected under and around the beam
- Ensure beam is placed directly on floor and not on top of the mats
-

VARIATIONS

For students who need further assistance, breaking down the skill can make the skill more manageable.

- first have students walk on toes on a line on the floor
- Have students then walk with flat feet across the beam
- Try and complete full movement on beam

Walk Triangle

Teaching Points

- Focus is to teach students how to balance the body through their upper body in order to provide stability through the lower body while walking on the beam.



- 1) Arms need to be out to the side, in a T-position to assist with balance. Legs and back should be straight, with one foot in front of the other with heel-to-toe touching.
 - Head remains forward, eyes focused on the end of the beam
- 2) Keeping the body and supporting leg straight, slowly stretch and raise the front leg, keeping it as straight as possible
- 3) With toes pointed, bring the raised leg to meet the other, bending at the knee, making the triangle position
- 4) Slowly lower the foot back into position on the beam
- 5) Then, bring the opposite leg forward, raising it as straight as possible and repeat the process above until the student has walked the length of the beam.

Safety Principles

- Remove any obstacles, tripping hazards from and around the beam
- Ensure the beam is free of any hazards (e.g. cracks, splintered wood, moisture)
- Beam MUST be on a hard surface with padded safety mats securely connected around the perimeter and at the base of the beam
- Ensure teacher supervision is present at all times to offer assistance, especially for beginners.
- One student on the beam at a time.

Equipment

- Beam
- Padded safety mats & crash mat for fall protection
- Training/spotting block to assist participant into the beam
- Tape to mark line on the floor



Modifications

- Beginners and those less confident with the beam begin by practising on a line on the floor, gradually building to low and high beams.
- Encourage beginners to practise heel-to-toe walking along the beam to familiarise themselves with it (without raising legs)
- As skill level and confidence build, have the student walk perform the triangle walk along the entire beam length



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Triangle Walks

Teaching points:

- To begin the movement, stand straight on beam with arms in a T-shape to assist with balance.
- Step forward and shift weight to the front foot.
- Bring the back foot up to the knee so that the leg makes a triangle shape.
- Bring the lower half of the leg horizontal to the beam.
- Step down and repeat.

To make the skill more challenging:

- As the leg comes into the triangle position, come onto the toes of the supporting foot.

To make the skill less challenging:

- Bring the foot up to a lower part of the leg to make a triangle and kick the leg out lower than horizontal.

Safety Considerations:

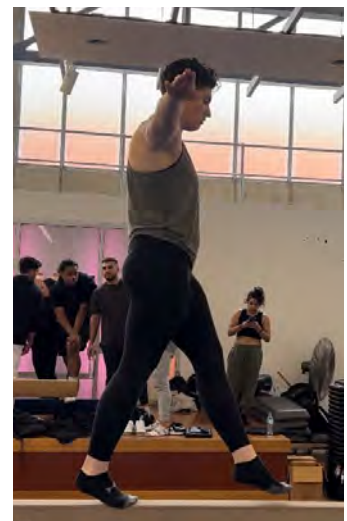
- Ensure that gym mats cover all hard surfaces below the beam.
- Ensure that there are no hard objects for students to fall onto.
- Keep other students away from the sides of the beam.

Equipment:

- Beam
- Gym mats
- Box to get on beam

Dominant Movement Pattern (DMP):

Locomotion



Triangle Walk



Instructions:

1. Begin with arms out in T pose for balance with feet together on beam
2. Keeping the supporting leg as straight as possible while stepping out with opposite leg
3. Bring leg into a triangle pose and placing foot flat on your thigh
4. Extend bent leg back down onto the beam

Safety Considerations

- Use of crash mats on the floor incase the participant does fall off the beam
- Ensure supporting foot is splayed evenly on the beam to increase support and balance

Beam: Triangle walks

DMPs: Triangle walks use locomotion to move through a triangular position with the leg along the beam

Step 1: Stand on the balance beam with one foot in front of the other. Your feet should be toe to heel on the beam. Place arms out to the side



Step 2: Lift one leg up to a triangle position, pointing the toe next to your other knee.



Step 3: Straighten out the leg that's in a triangle, ensuring that your knee and quad stays level. Continue this, altering between legs until you reach the end of the beam.



Teaching points:

- To help balance look out, towards the end of the beam
- Keep every muscle tense
- Centre your feet in the middle of the beam
- Control all movements and move slowly

Safety Considerations:

- One person on the beam only
- ensure beam is surrounded by mats
- Ensure you are bare feet

Variations:

The triangle walks can be done on the floor using a straight line to practice on before getting on the beam

ICE CREAM SCOOPS(BEAM)

Teaching Points

- Start in present which involves arms out horizontally with either legs together or with the front leg in front and the back leg pointed behind – Arms straight, chest up, head up, legs straight, ribs in, shoulders back
- The back leg then comes off the beam to start 'scooping' along the side of the beam while the supporting leg on the beam begins bends to lower the scoop – Scooping leg is straight, toes pointed, supporting leg is bent, arms out straight, ribs in, head up, chest up, supporting foot is flat on the beam
- The back leg continues through the 'scoop' and starts to make its way back up alongside the beam – Toes pointed, arms out straight, chest up, head up, eyes look at the end of the beam, supporting leg is bent, foot is flat on the beam
- The back leg then steps forward onto the beam and the skill is repeated with the other leg – Both legs are straight, head up, chest up, ribs ins, arms are straight and out horizontally

Safety Considerations

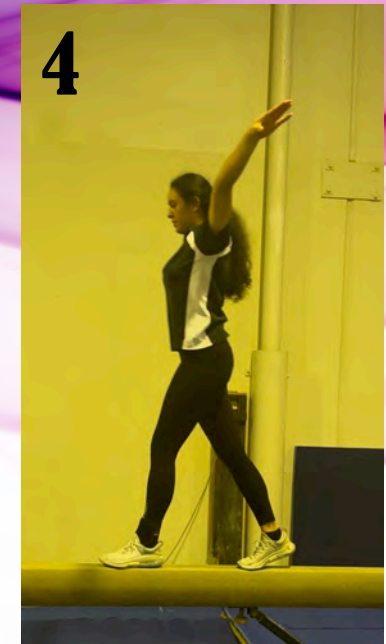
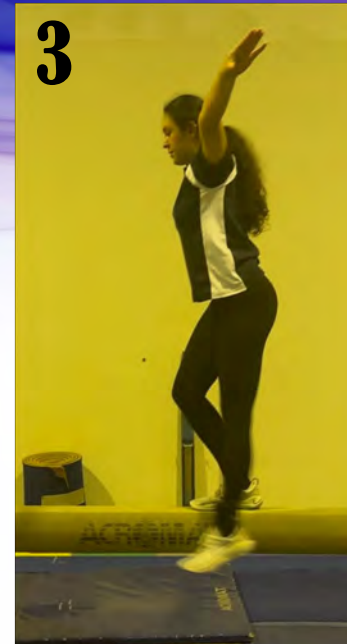
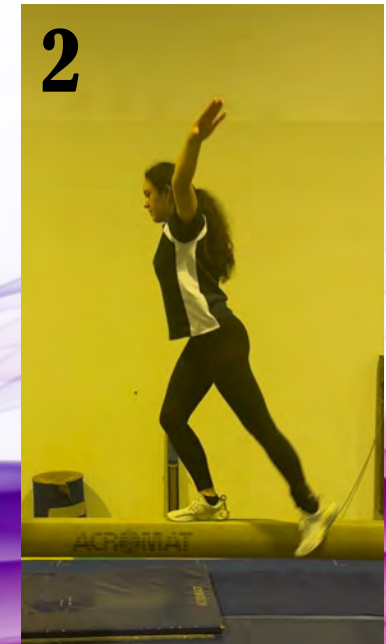
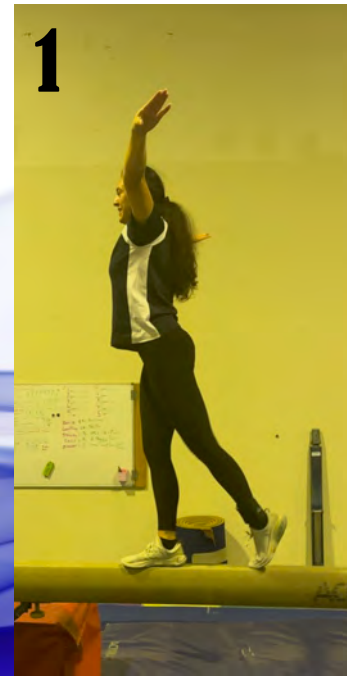
- Ensure the body is squeezed to reduce the risk of a fall
- Ensure there is proper matting under and around the beam
- Keep feet one in front of the other

Easier Variations

- Forward walking on flat feet or relevé

Harder Variations

- Ice cream scoop as low as possible
- Ice cream scoop to passe
- Ice cream scoops on toes

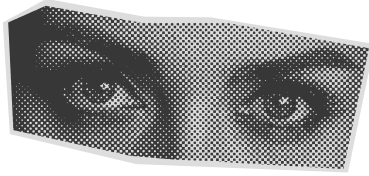


Dip Walk

Start on a line on the Floor.
Progressing onto the beam as the student sees fit, encouraging self efficacy

Students pick a line of sight.

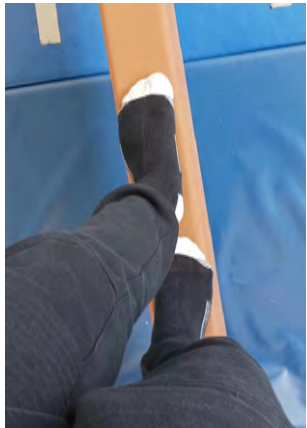
Begin by having feet one in front of the other.



Tip

Get students to look at the end of the beam

Then proceed to move back foot in front of the other landing comfortably in the same line.

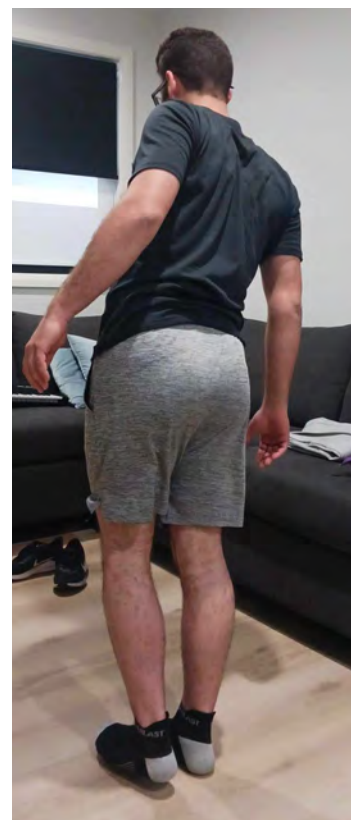


Equipment

- Floor space/ lines
- Low, Medium and High Beam beam

NOTE : if any of the beam equipment is unavailable these are only necessary if student wish to challenge themselves.

Once students are confident with this then begin to begin dipping foot past the other as one steps forward. Almost similar to a swing motion without losing balance

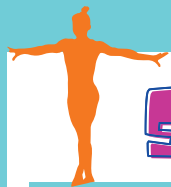


SAFETY

Getting up on the Higher Beams

Try using a box so for students to reach the high beam safely.

Noting that only a small movement of the hip and knee is required.



SKILL - BEAM STEP KICKS



Teaching Points + Instructions

Most importantly feet must be placed together, students must stand up straight with feet forward and together. To the right is an example of wrongly placed feet and correctly placed feet. Legs and upper body must be kept straight, core and bum squeezed in tight to assist balance and arms out straight.

Instructions = Begin with legs and feet together, straight body and arms up and out to the side. Reach out one leg slightly with a pointed toe and raise that leg in an upward motion maintaining a straight leg and body. Bring the leg back down with a pointed toe, feet together facing forward.

WRONG



CORRECT



Safety Considerations + Spotting Techniques

One person on the beam at a time. If there is no beam, ensure there is plenty of space and create a line on the floor so students know where to kick forward. A low beam can be used first and gym mats underneath to build confidence.

As the teacher, position yourself next to the beam where you can see all the students. Ready to assist and catch if students wobble or fall.

Demonstration



Set Up + Equipment

A beam is used for 'beam step kicks' and crash mats are placed underneath for safety. Without a beam, a line can be drawn or utilised to keep students stepping straight.

Variations Of The Skill + More Difficult Progressions

Students can begin this skill on the ground following a line, when confident they can perform the skill on a beam. A low beam can be used first, then a higher beam to challenge students. More difficult progressions can include a variation in the kicking action such as kicking to the side and or back and building up a routine.

The DMP's It Includes

Locomotion



An Ideal Warm-Up

An ideal warm-up will include leg exercises that build strength, stability, flexibility and balance. For example, leg swings back, front and side to side. Core strength is also necessary therefore warm-up exercises can include holding a v sit and or a plank.

Step Kicks

Teaching Points

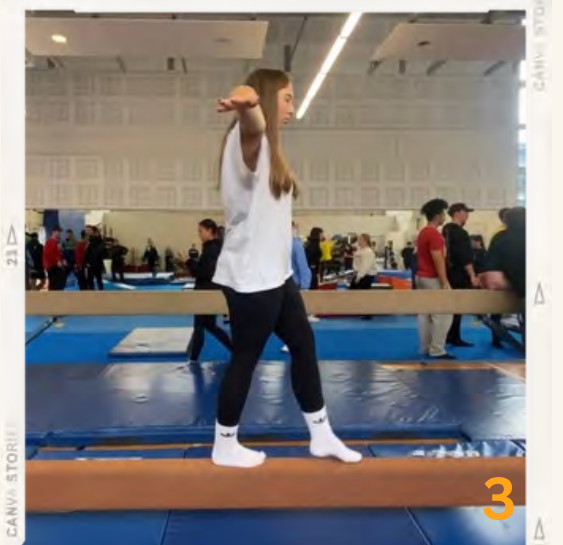
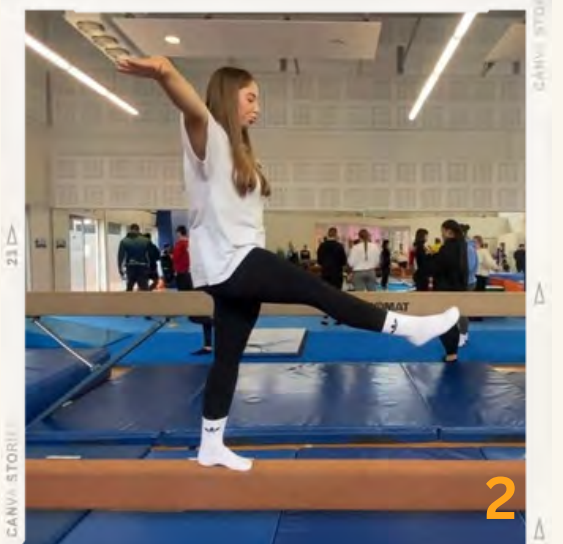
1. Mount the beam with both feet flat. Have one foot in front of the other.
2. Students can have arms wide out (airplane arms) to help them balance.
3. Chin up and looking ahead at a distant point rather than down.
4. Lift the right leg tall and straight to waist height, making sure the foot is pointed. Proceed to step out in front onto the beam
5. Continue these steps along the beam until the end of the beam is reached.

Safety Points

- Teacher supervision at all times
- Ensure students have a clear understanding of the skill
- Get students to practice on the floor first (can tape a straight line for them to walk across)
- Start students on a low beam and those that are confident can use a higher beam if accessible
- Must have gymnastics crash mats underneath, around and at the landing spot of the beam
- The beam must be in a stable location with an even surface underneath

Equipment

- Beam
- Gym Mats
- Tape (optional)





STEP KICKS

DMP: STATIC, LOCOMOTION, LANDING

Demonstration



Variations

Teaching Points

1. Identify safety and hazards associated with the beam the mounting and exiting end.
2. Once on the beam stand in an 'upright position' with dominant foot in front of the other. Upper body should be straight with arms pointing out each side in a "V" position or straight-out position.
3. For balance, focus on a spot directly in front of you at the end of the beam.
4. Step forward with non-dominant foot, this will be the '**start position**' of the step kick.
5. Kick dominant foot forwards towards the end of the beam keeping legs straight, toes pointed and heel on the beam. Once leg has reached 45-135 degree angle the leg can start to descend, toes still pointed with a straight leg until it touches the beam which is the '**end position**'.
6. Bring non dominant foot forward to repeat step 5 again.
7. Once at the end of the beam jump off with a **motor bike landing** onto a mat.
8. After the motorbike landing the student will stand up straight and lift arms above their head to signal the finish of their routine.

Safety

Equipment

1. Beam to be set up as per manufacturer's instructions with other equipment to be at a reasonable distance from beam.
2. Mats adequately placed at the base of beam in case of falls and to be regularly checked for no movement in positioning.

Participant

- Do not; wear loose clothing, jewellery, eat, push, engage in inappropriate behaviour, run across mats, crawl under beams.
- Tie up long hair and remove shoes and socks.
- Use the appropriate mounting box when mounting the beam and appropriate exiting procedure.

Teacher

- Practise and demonstrate step kick procedure on the ground first.
- One student on the beam at a time.
- Position yourself so students can be seen at all times.
- Students to be spotted on either side of beam, keeping arms ready in case of falls.

Bunny Hops on Beam



Teaching Points



Safety Considerations



Variations/ Skill Progressions

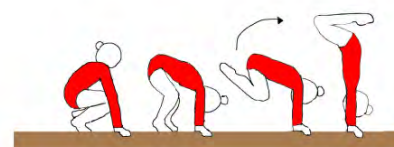


1. Start by performing a bunny hop on the floor to gain the correct technique before doing bunny hops on the beam. Balance on your feet in a tuck shape with hands flat on the floor in front of you, ankles, knees and feet together and have straight arms. The student should have a rounded back pushing through their shoulders in an angry cat shape. Push toes/feet off the ground while keeping hands flat on the floor and chin tucked into the chest, transfer weight onto your hands and kick your bottom. Land back in the same position as you started.
2. When doing bunny hops on the beam, students' hands need to be placed together with their thumbs touching (butterfly hands), straight arms, have a rounded back pushing through their shoulders in an angry cat shape, dominant foot in front and the other foot slightly behind and touching in a squat/tuck position with knees together.
3. Students will push toes/feet off the ground while keeping hands flat on the beam and eyes looking at their hands, transfer weight onto their hands and kick their bottom. Land back on the beam in the same position as you started.

- When performing the bunny hop on beam, ensure the correct technique is being used; straight arms, butterfly hands, knees together, one foot slightly behind the other.
- Ensure to warm up and stretch the full body before doing bunny hops on beam. Warm-up can include any activity that gets the blood pumping and includes stretches like wrist, shoulders, neck, legs and back. Do some bunny hops on the floor first before moving onto the beam.
- A spotter is required if a student has never performed this skill. To spot a bunny hop on beam, position yourself on the side of the student or behind when assisting and ensure you are on a firm, stable surface. Holding the student's hips control and supporting the bunny hop. Ideally, the spotter's shoulder should be roughly the height of the student's hips when fully upside down.
- Use correct matting to avoid any injuries if falling. This will provide a safe surface to perform the skill.
- Ensure students are spaced out, and no other students are in the way when performing the skill.
- Need to ensure students are not over-rotating to the other side.
- When doing bunny hops on beam ensure no socks or shoes are worn.

- Skill progression includes; half handstands, full handstands.
- Students can practice bunny hops on the floor on a line before moving them to the beam. They can also do side bunny hops over the beam before doing static bunny hops on the beam. This can help with getting the correct hand placement technique on the beam.
- Angry cat hold on beam to practice hand placement, strong, straight arms, rounded back.

By Gabriella Farrugia
20408363



ARABESQUE

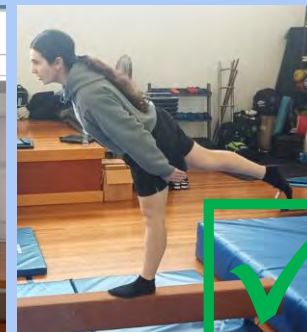
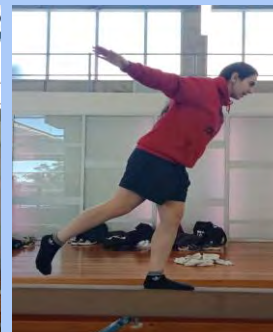
Apparatus – Floor/beam
DMP - Static

Instructions/Teaching Points:

- ❖ Place one leg in front of the other (this will be the standing leg so ideally; you would choose the leg you use to step into a cartwheel or handstand)
- ❖ Initially, both arms should be pointing up towards the ceiling on either side of the head
- ❖ Step onto the front/standing leg, shifting all the weight from your back foot to the front foot
- ❖ Lift the back leg as high as you can, ideally to hip height, ensuring both legs remain straight, and the lifted leg ends up parallel to the beam
- ❖ As you lift the rear leg, squeeze both shoulder blades together, bringing the arms down behind your head until they are in line with the hips/rear leg, ensuring they remain straight throughout the entire skill
- ❖ Additionally, the chest should be kept up as much as possible and you should be looking forward throughout the entire skill
- ❖ Hold the arabesque position for 3-5 seconds, before lowering the rear leg down to the beam whilst bringing the arms out straight in front of the body

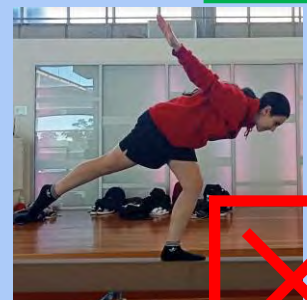
Safety Considerations:

- ❖ Ensure students are spread out and cannot contact each other when performing the skill on beams and floor
- ❖ Crash mats must always be placed underneath and at both ends of the beam prior to practice, ensuring they cover a large enough area
- ❖ If multiple beams are being used, ensure they are adequately spaced apart to prevent students from falling onto adjacent beams and each other
- ❖ Ensure struts/legs that support the beam cannot slide and are correctly tightened/locked into place prior to use



Standing leg is bent, lifted leg is not parallel with beam, arms are not in line with hips, chest & head are in a downward position

Centre of gravity is too far forward = less stability & higher risk of injury



Ideal Warm-up:

Static and dynamic stretches of the arms and legs including:

- ❖ Leg swings
- ❖ Arm swings

Variations:

- ❖ Alternating legs until you reach the end of the beam
- ❖ Performing the skill on beams of various heights

Kneeling Scale



Performing the skill:

- Mount the beam safely, stand up straight and putting one foot in front of the other (toe to heel)
- Whilst looking at the end of the beam put arms out in a T shape, put your non dominant leg out to step with pointed toes, then with the dominant leg make a triangle
- Then once your dominant leg comes back down to the beam, you will then slide the non dominant leg down backwards to come to a knee
- You will then lean forward when on your knee and grab the beam with both hands
- Then swing your dominant leg around and in the angry cat pose put your leg up as high as you can with pointed toes

Equipment required:

- Beam (low or high beam is fine)
- Crash mats

Safety considerations:

- Beam is assembled correctly
- Crash mats must be used
- Taught on floor, then low beam and if confident enough go to high beam
- Landing always in motorbike landing
- One student at a time
- Can have a teacher or student to spot

Teaching points:

- Keeping eyes at the end of the beam
- Having arms out in a T shape and back straight to keep the student balanced
- Having feet toe to heel in front not side to side to keep balanced
- Making a triangle with the leg the leg that steps out
- Ensuring to remember to do the angry cat and front support
- Use of core strength to remain balanced



PDHPE Gymnastics

SKILL: PIVOT TURN ON BEAM



DMP : Rotation

KEY TEACHING POINTS:

- Straight supporting leg
- Ankle on rise
- Bent knee connected to supporting leg
- Arms beside body

Warmup: Stretching & exercises
eg calf raises

SAFETY CONSIDERATIONS:

- Engaged muscles
- Teacher supervision
- Student focussed
- Safety matting

Skill Progressions: 15-20mins

Ankle raises in pivot position (On floor)

KTP:

- Straight supporting leg
- Ankle on rise
- Head neutral
- Foot is attached to supporting leg



Pivot turn on floor line

KTP:

- Straight supporting leg
- Ankle on rise
- Complete rotation
- Foot is attached to supporting leg



Pivot turn on beam

KTP:

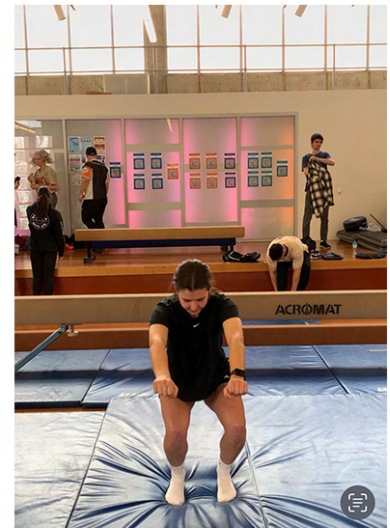
- Straight supporting leg
- Ankle on rise
- Foot is attached to supporting leg
- Engaged core



1/4 TURN STRAIGHT JUMP BEAM DISMOUNT DMP - SPRING/LANDING

TEACHING POINTS

1. In order to dismount off the back side of the beam, begin by placing your left foot in front of the other. (Switch feet if dismounting off the front of the beam).
2. Facing the end of the beam, stand up onto your toes and turn 90 degrees, keeping your feet together.
3. With your arms straight up in the air, bend your legs and jump off the beam.
4. Land in the motorbike position with legs bent and arms straight out in front of you.



VARIATIONS

- Students can attempt a similar variation of the dismount on the end of the bar, called a punch jump dismount.
- A spotter may be used to assist students when turning on the beam.

Equipment needed: Gym Beam, soft mat, box.

- ## SAFETY
- Ensure students are adequately warmed up.
 - When walking on the beam, straighten legs to increase stability.
 - Check equipment prior to use, ensuring it is in working condition.
 - Place mats underneath bar to soften landings.

STRAIGHT JUMP BEAM DISMOUNT



Safety Considerations

- Open space with no obstacles
- Beam has mats surrounding

DMP's

- Spring
- Locomotion
- Landing

Key Teaching Points

- Look at end of beam for balance
- One footy behind the other

Make It Harder

- Speed up on beam, and try to dismount to specified spot

Make It Easier

- Perform along line on floor to remove height from skill

Demonstration

- Scan QR code for video demonstration

Instructions

1. Start by taking a step in stride or from static
2. Then spring off one foot into a feet together position
3. Following this with another spring onto the crash mat
4. Perform a motorbike landing on crash mat

Equipment

- Beam
- Crash mat

Balance beam dismount



Teaching points

- Step up onto the beam
- Place both arms out to the side to help with balance
- Look at a distant point like a wall
- Put one foot in front of the other and go slowly
- At the end of the beam, jump off with your dominant foot
- Land with both feet together and both arms straight out in front. Like your riding a motorcycle

Safety

- Remove shoes before attempting to step onto the balance beam
- Make sure there is a spotter watching each person that is completing the dismount
- Only one person attempting the dismount at a time



Variations of the skill

- Start on the low beam to get comfortable with landing in the motorbike position
- Progress to the high beam once comfortable with the landing
- Add in a tuck jump to add more difficulty to the dismount

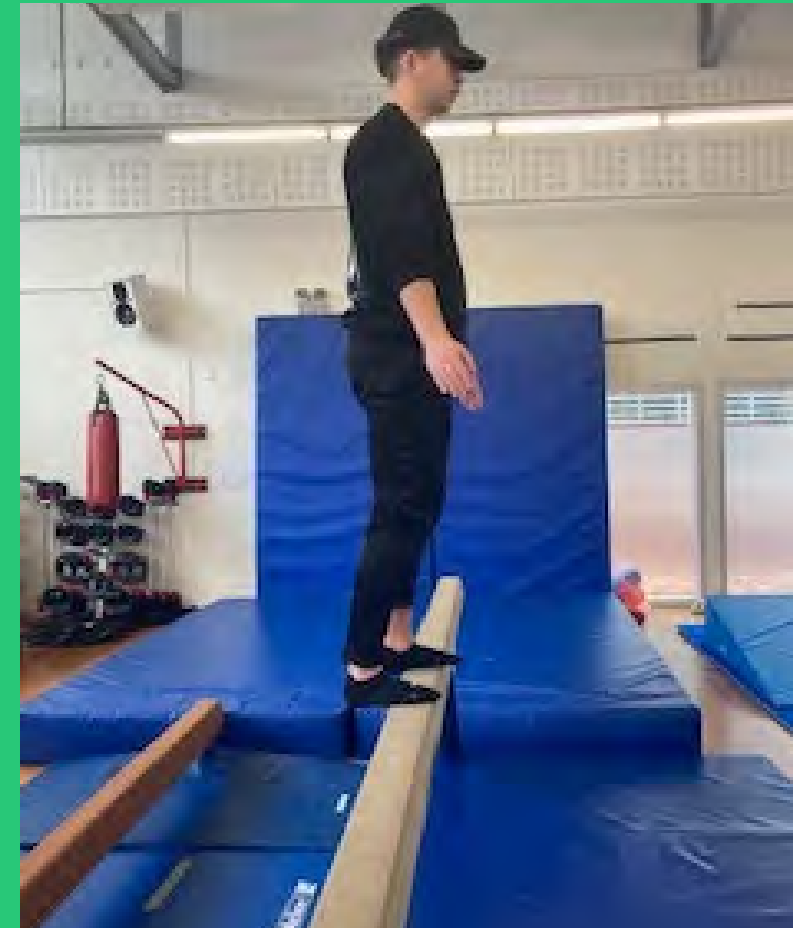
Beam Dismount (1/4 Turn)

Movement Instructions

- Walking along the beam parallel turn one foot at a time to face off the middle of the beam
- Ensure student is standing on their toes
- Lift hands up whilst jumping off pointed toes as if you are reaching to grab an item
- For landing on the way down, arms pointed straight out in front at 90 degrees with bent knees to finish in motorbike landing

Safety Considerations

- Ensure mats are all around the beam and are connected
- Ensure beam is placed on floor not the mats
- Have a teacher be a spotter to assist if needed.
- Skill can be practiced on floor first
- Land in motor bike landing



FLOOR



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Forward Roll

Teaching Points

- 1) Reach out hands and place them flat on the ground/surface in front while crouched down.
- 2) Keeping your head tucked with chin to chest, "bunny hop onto hands by kicking your legs (bouncing you forwards). Remembering to keep legs together.
- 3) With the momentum from the bounce, roll onto the upper back, making sure the neck and legs are tucked in. Once the back has made contact with the ground, move hands to keep legs tucked in.
- 4) Still using the momentum, once your body has rolled enough over, stand up in either in the "Motorbike Landing" position or with "Straight Arms" in the air with palms facing outwards.



1



2



3



4

Modifications

- Using the wedge to aid rotation, adding a box in front of the wedge is optional but may be in need of additional assistance with rotation, however this potentially increases difficulty in the bunny hop.
- Give students who feel unsure the option of practicing a bunny hop over a line to build confidence and skill technique required for a two-foot jump.
- Have students perform Tuck Rocks (rolling back and forth without following through to complete rotation)



1



2



3



4

Safety Principles

- Proper technique is essential. Do NOT roll onto your head when performing the roll - tuck head
- Practice on a padded gym mats
- If using a wedge block, ensure safe and secured placement to avoid movement of wedge (a box/platform can assist with this too).
- Ensure there is a safe perimeter for distance of the roll, free of obstructions

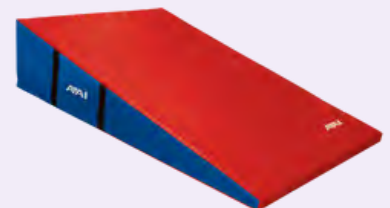


Equipment

- Padded gym mat/s for safety

Optional:

- Wedge block
- Box/platform



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Blake Kennard

FORWARD ROLL



TEACHING POINTS

- Start in a full squat with your hands out in front
- Tuck your chin into your chest
- Push with your legs and place your hands down on the mat first
- Roll on the back part of your head and stay in a tight ball, grabbing your knees as you roll
- Let your momentum carry you around back to your feet



SAFETY PRINCIPLES

- Head needs to be tucked into chest
- Hands flat on floor
- Ensure students feel comfortable to perform skill
- Teacher - next to the student assisting with the forward roll



MODIFICATIONS

- Bunny hop - student can bunny hop over a line to get the 2 feet jump skill
- Tuck rocks - rock forward and back without completing full rotation
- Wedge can be used to assist in completing full rotation



EQUIPMENT

- Wedge
- Safe floor area padded with gym mats



IMPORTANT INFO

- If a student is not confident to roll and not following the key teaching points, encourage them to practice bunny hops and tuck rocks instead
- The dominant movement pattern used is a transverse rotation.



WHAT SHOULD IT LOOK LIKE



Forward Roll On Floor



Teaching Points

1. Start in a stretch position, then squat and place hands flat onto the floor in a tuck shape, knees, feet and ankles together, chin tucked into your chest.
2. Push toes/feet off the ground while keeping hands flat on the floor and chin tucked into the chest (bunny hop action will be performed at this stage); once the hips are above the head, momentum will be created to rotate and roll through a candle stick shape, ending in a tuck position.
3. Stand up without crossing your legs and on two feet in a stretched position to finish the forward roll.
4. If students are not getting the rolling motion and tucking their chin to their chest, this can be helped by placing a bean bag underneath their chin while performing the forward roll.



Safety Considerations

- When performing the forward roll, ensure the correct technique is being used; the head must always be tucked with the chin on the chest to avoid serious neck injuries.
- Hands must be flat on the wedge or floor.
- Ensure to warm up and stretch the full body before doing forward rolls. Warm-up can include any activity that gets the blood pumping and includes stretches like wrist, shoulders, neck, legs and back.
- A spotter is required if a student/gymnast has never performed this skill. To spot a forward roll, position yourself on the side of the student when assisting. Place one hand on the back of the head to ensure it is tucked into the chest and the other hand to assist with the roll.
- Use correct matting to avoid any injuries if falling. This will provide a safe surface to perform the skill.
- Ensure students are spaced out, and no other students are in the way when performing the skill.



Variations/ Skill Progressions

- Skill progression includes; handstand forward rolls, straddle forward roll.
- Variations of the forward roll include;
- Bunny Hops: If students are scared get them to bunny hop and practice the starting technique for the forward roll.
- Tuck rocks: rocking forwards and backwards without completing the full rotation, helps practicing the shape of the roll.
- Forward rolls can be made easier by doing them down a wedge. The angle of the wedge makes the rotation easier, but can make the bunny hop into the forward roll harder. To make the bunny hop into the forward roll easy a box can be added in front of the wedge to decrease the height required for the bunny hop.



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FORWARD ROLL

Apparatus – Floor
DMP - Rotation



Advanced Progressions:

- ❖ Forward roll on the floor
- ❖ Handstand forward roll
- ❖ Dive roll
- ❖ Backward roll

Instructions/Teaching Points:

- ❖ Begin in a standing position with your feet together and arms straight out above the head
- ❖ Bend your knees into a squatting position, placing the palms of your hands flat on the top of the wedge. Hands should be shoulder-width apart, elbows bent, and fingers spread apart and facing forward
- ❖ Drop your head between your knees/down to the wedge, ensuring the chin is tucked into your chest and you are looking at your belly button throughout the entire roll
- ❖ Lifting the hips/bottom up high, push up and forward from the feet performing a bunny hop
- ❖ Roll onto the shoulders and upper back, keeping the chin tucked, and hugging the knees tight into the chest until the feet arrive flat near the end of the wedge
- ❖ Push up with the feet, stretching the arms upwards and forwards to finish in the initial standing position

Safety Considerations:

- ❖ Ensure the student's chin is tucked into the chest and that their head does not touch the floor/wedge
- ❖ Ensure the student rolls onto the shoulders and upper back and does not place pressure on the neck
- ❖ Ensure the skill is performed on a soft surface

Tips for Teaching:

- ❖ A tucked chin can be taught by getting students to hold a bean bag under their chin throughout the roll
- ❖ Performing the skill using a wedge assists students in gaining more momentum
- ❖ Putting a box behind the wedge better simulates forward rolling on the floor as bunny hop doesn't need to be as high

Ideal Warm-up:

- ❖ Rocking backwards and forwards in a tuck shape
- ❖ Bunny hops

Forward Roll



Performing the skill:

- Start by standing up with arms up beside ears
- Then crouch down and place hands in front on you
- Tuck your head, putting your chin to your chest
- Push off your feet
- Whilst tucking head make sure when you roll, you roll through your shoulders and not your head
- After the roll, finishing standing straight with arms up beside ears



Teaching points:

- Ensuring that your chin is tucked to your chest
- Students may use wedge mat for a softer surface and extra momentum

Modifications:

- can use a wedge mat if not confident on a flat surface, for example
- Can do donkey kicks to get used to pushing yourself over
- Once students feel confident with this skill they can develop new rolls e.g. straddle rolls or pike rolls



Safety considerations:

- Letting students choose whether they want to do it on either the wedge mat, softer mat or the floor
- Teacher or Peer can spot if needed
- Only taught on the floor



How to:

Forward Roll-Skill

1. Place hands flat outside of shoulders on the floor and bend knees



2. Tuck neck in and allow body to roll in a forward position.

***Tip-** Use a wedge like this image for individuals to build confidence.

3. Forward motion should look like this image and finish facing forward.



Time:

- 5-15 minutes (depends on rate of success.)

What you need:

- Gym mats (1 per pair)
- 2-3 Wedges

Safety:

- Ensure neck is tucked and reinforced prior to practicing to avoid injury.
- Space out individuals to avoid clashes
- Pair students up and have one go at a time. 1 supervise and 1 forward roll.

Teaching points/tips:

- Use a bean bag to reinforce the idea of tucking the neck. Individuals must hold the bean bag between their chest and chin.
- Allow students to observe one another as it allows students to learn.
- Important to warm up adequately to avoid injuries.

Change it:

Hard-forward roll and attempt stand when complete
Easy- add wedge as the higher platform makes it easier to roll.

Forward roll

Instructions for forward roll:

Principle 1: Bunny hop

1. Stand with your feet shoulder width apart, gently squat down and place your arms straight out in front of you with your palms flat on the ground
2. Gently rocking your weight forward onto your hands push off with feet (bunny hop) keeping your knees close to your body and arms straight

Principle 2: Tuck roll

1. Start on the ground with your back straight and knees slightly out in front of you with your feet flat on the ground and chin tucked in tightly toward your upper chest
2. Gently rock back onto your back maintaining a “c” shape with your back and knees close to your chest

Forward roll:

1. Get students into the bunny hop starting position
2. Students are to perform a bunny hop with more force through their legs/toes so their hips come over their head, the momentum created will help them roll forward. Students are to keep their chin tucked toward their upper chest throughout the entire movement
3. Once rolled over stand up on two feet shoulder width apart with your knees bent and arms straightened out in front of them.

Modifications:

For beginners, using a wedge can make the execution of a forward roll easier as it gives the student a downward angle platform to increase their forward momentum. This will in turn create ease when they push off from a bunny hop to easily get their hips over their shoulders gaining momentum to complete a full forward roll.

Teaching cues/points

- Bunny hop > tuck roll = Forward roll
- Always keep chin tightly tucked toward upper chest
- Keep knees close together when doing a bunny hop
- Ensure your arms are stable and straight when doing a bunny hop
- Maintain a curve or “c” shape in back when rocking back for a tuck roll
- Ensure correct motorbike landing when dismounting from the forward roll into motorbike landing

Safety precautions:

- ☐ Head/ chin tucked to upper chest to protect your neck
- ☐ Hands on a flat stable surface
- ☐ Wedge or box placed securely to ensure it doesn't move when performing the movement
- ☐ Ensure students are able to complete a bunny hop safely before completing a forward roll
- ☐ Teacher positioned on the side of the student to reduce possible risk of injury and ensure safety.
- ☐ Ensure there are no hazards in the surround of the area such as bags, other



Bunny hop start and end position

Bunny hop

Tuck roll start and end position

Rock back position



Forward roll start.



Forward roll push off.



Forward roll landing

Forward Roll

Tuck Shape

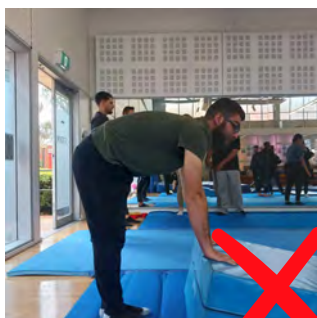
Simply the tuck shape requires a few key things.

- Chin Tucked.
- Knees touching shoulders.
- Arms holding legs.



Chin Tucked into Chest

Ensuring that the students are rolling safely they have to tuck their chins into their chest



SAFETY

Chin down into Chest

If with younger students give them a piece of paper to hold with their chin so to prevent any injury.

Fun Improvements

Once they get confident or if they can kick over with enough power from the wedge they can do a roll on the floor.

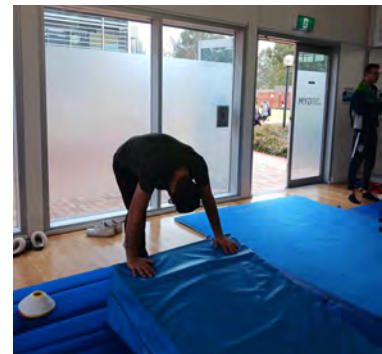
Then even try roll into a stand after, like a landing.

Hands Down

Hands should be straight to start but then bend into the roll to help support the body's weight and reduce injury.

Kick up and over

When student are ready prepare them to roll, teacher can be standing next to students as they perform skill, **guide their momentum** if their kick up wasn't sufficient





FORWARD ROLL



WARM UP 1 MIN EACH EXERCISE

Neck, Arm and Hip Circles = gently roll the neck, make small circles with your arms, and make clockwise actions with hands on hips for hip rotations. Perform each exercise for 10–15sec each. These mobilised key areas of the body and helps blood flow support when performing a roll.

Knee Hugs = stand straight, bring one knee towards chest and give it a gentle hug. Alternate legs.



Scan the QR Code to watch how to perform the exercise



TEACHING POINTS

- Begin in a handstand position with feet together. Ensure practice area is clear of obstacles and safe for rolling.
- Start with arms extended overhead. Bend at the waist and reach hands towards the floor in front of you.
- Tuck your chin towards your chest to protect your neck. When lowering hands to the floor, initiate a tuck by bending your knees and pulling them towards your chest
- Continue the tuck motion as you start to roll forward over your shoulders. Then roll diagonally across your back, aiming from the upper to lower back.
- Keep arms extended and close to your ears throughout the roll. Should remain in front of you, protecting your head and neck.
- As your feet come over your head, begin to extend your legs to prepare for landing. Land on the balls of your feet, using the momentum to stand up.



VARIATIONS

Continue Rolling = after students perform a roll, they can continue rolling forward and then use their momentum to roll back up into a standing position.

Dive Roll = when students develop confidence, start in a standing position, dive forward, and then rolling into a forward roll. Incorporating the same teaching points and safety considerations.



SAFETY CONSIDERATIONS

Supervision = always provide close supervision, it can be another student, especially for beginners. Spotting the role and being ready to assist can prevent injuries/accidents.

Appropriate Surface = start practicing on a soft surface such as grass or a mat. Avoid hard surfaces initially until students gain more confidence.

Pain or Discomfort = if students feel pain or discomfort at any stage during the roll, they should stop immediately and seek assistance.

FORWARD ROLL



Safety Considerations

- Open space with no obstacles

DMP's

- Spring
- Rotation

Key Teaching Points

- Keep chin tucked close to chest
- Spring at start to help rotation

Make It Harder

- Combine with a handstand or on mini tramp to create more complex skills e.g. handstand roll

Make It Easier

- Use wedge to help with rotation and start position

Demonstration

- Scan the QR code for video demonstration of the skill

Instructions

1. Spring to create forward momentum
2. Following springing, tuck chin to chest and go into a tuck position
3. Use momentum created from spring to allow legs to follow over the top of body thus completing the roll

Equipment

- Flat surface
- Wedge if needed
- Mini tramp/crash mats if advancing



Teaching Points + Instructions

A forward roll is made up of two smaller movements, these are; bunny hop and tuck rock. The following points are most important; chin to chest, head must be tucked in at all times for safety, legs must be tucked as well and pushed over the top of the body to produce the forward roll.

Instructions = In a tuck shape, place both hands out in front. Tuck your chin into your chest and maintain that tucked head throughout the roll. Lift your body off the ground just like a bunny hop and push through, gravity will cause you to roll forward and roll. Stand back up on both feet with legs bent and arms out in front of the body. As the teacher, position yourself next to the student, if they are comfortable you can place your hand on their head to ensure it is tucked and on their back to provide momentum.

Safety Considerations + Spotting Techniques

The student's head must be tucked into their chest, this is to minimise head injury. Beginner students must be confident in performing a bunny hop and tuck rock. The wedge and box must be secured so it won't shuffle or move. Bent elbows support the body and bent legs assist in a tight tuck and roll.

Demonstration



Set Up + Equipment

A wedge and box can be used for beginners as it helps build confidence in rolling over. The wedge is placed behind the box, this supports the students back.

Variations Of The Skill + More Difficult Progressions

Student who are unsure of the movement can begin with a bunny hop and tuck rock as these two movements together make a forward roll. The QR codes show bunny hop and tuck rock demonstrations. The wedge and block can be used first, then removed to progress.



The DMP's It Includes

Locomotion



Rotation



Landing



An Ideal Warm-Up

An ideal warm-up can include the bunny hop and tuck rock movement skills as when put together it forms the forward roll skill. This can be performed until confidence is built, and then a forward roll can be attempted. Stretching the arms and legs is a beneficial warm-up exercise to build flexibility, such as pigeon and quad stretch and arm rotations.

FORWARD ROLL

TEPA FALETOESE 20459084



SAFETY CONSIDERATIONS:

- Head must be tucked forward as the body moves so the neck is not injured
- Make sure the space in front is clear to avoid collision with anything during the roll

VARIATIONS:

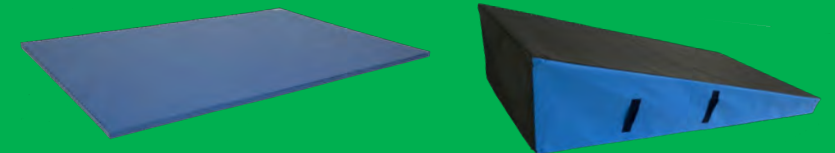
- You can complete this move on a mat or on a block that declines down
- Forward roll to tuck swing on a bar

INSTRUCTIONS:

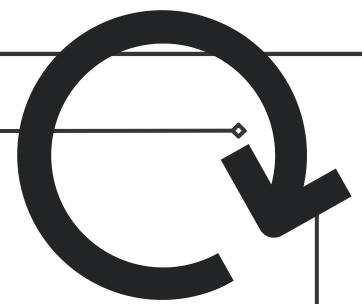
- Begin with arms shoulder width on either side, looking at the position you want to roll from
- Bend down, tuck the head and put hands on the ground ready to roll forward
- Kick your feet back and tuck your head under your body with your chin on your chest
- Ensure your head is properly tucked under and the body is in forward motion.
- Finish by sitting with arms out and legs bent

EQUIPMENT:

- Gym mat
- Triangular gym block



Forward Roll



Teaching Points:

- Tuck your chin
- Round your back
- Maintain shape until you are back on your feet

Safety Considerations:

- Use a mat to avoid Injury
- Ensure your head is not receiving significant weight

How to spot:

Kneeling next to the participant, place one hand on their neck to ensure they maintain their tucked chin, with the other hand, assist their hips to provide momentum for the rotation.

Easier variations:

- Forward roll on wedge

Difficult progressions:

- Forward roll from mini trampoline
- Dive roll from mini trampoline

DMPs:

- Tuck sit
- Transverse rotation

Warm Up:

- Angry cat
- Downward dog
- Neck rotations
- Wrist rotations

Visual Demonstration:



Physical Preparation / ways to develop In PE:

To physically prepare to learn a forward roll, gymnastics fundamental shapes would need to be learnt to ensure the correct form is used to avoid Injury.



Forward Roll

Safety points:

- Ensure hands are placed firmly on the ground
- Make sure your chin is tucked into your chest
- Do the skill on a padded floor/mat

Warm up:

- Stretch out the neck by rotating your head in circles

DMP:

Rotation: The body must rotate using the force of the initial bunny hop. The body staying in a tucked position will reduce inertia and allow for the complete rotation.

Landing: The correct landing for a forward roll is a motorbike landing.

Step by Step:

Step 1: Start in a crouched position (knees and feet together) with hands placed firmly on the ground in front of you



Step 2: Tuck chin into chest, looking in towards your belly button



Step 3: Kick off both legs and do a small bunny hop, keeping your arms strong



Step 4: Stay in the crouched position and place the back of your shoulders onto the ground first, followed by the complete rotation



Step 5: Land in a motorbike position



Variations of skills:

The forward roll can be completed on a wedge to assist with angular velocity and rotation.



Forward Roll – Wedge



Instructions

1. Stand up tall and straight behind the wedge.
2. Bend your knees and place hands on top of the wedge.
3. Make your arms strong and straight and lock your elbows in to support weight.
4. Ensure your neck is tucked in - Chin to chest.
5. Jump off your feet and begin to turn your body into a tuck position whilst rolling down the wedge.
6. Land in motorbike position.

Equipment

- Gym Wedge
- Gym Mats

Modifications

- For confident students allow them to perform the forward roll on the floor (gym mat)

Teaching Points

- Bend knees
- Strong core
- Make extra note on the importance of chin to chest
- Can be done on gym mats for confident students

Safety Points

- Assess the area being used and make sure students are not near each other when performing the roll
- Ensure students are tucking their chin to chest to prevent neck injuries
- Have gym mats surrounding the wedge or on the floor if students do not require the wedge
- Teachers may assist students by supporting their neck whilst they roll
- Supervision of all students is required

HANDSTAND



TEACHING POINTS

- Reach up with both arms so body is straight
- Kick one leg out in front of the other to create a forward momentum
- Place both hands on the floor and push the other leg into the air
- Allow both feet to meet vertically in the air, ensuring to keep a tight core



SAFETY PRINCIPLES

- Students must perform skill on safe surface
- Need to ensure students are not over rotating to the other side
- Correct positioning needs to be held in order to minimise risk of injury.
- Teacher can spot student adequately during skill
- Ensure no other students are in the way prior to performing skill



MODIFICATIONS

- Students can begin with tuck handstands and then progress to half leg handstands
- If too easy, students can progress to handstand hold



EQUIPMENT

- Safe floor area padded with gym mats



IMPORTANT INFO

- The dominant movement pattern used in a handstand is static as it is a still movement, however it can be argued that it also includes a spring, to assist in getting both legs up in the air.



WHAT SHOULD IT LOOK LIKE





Teaching Points

1. Start with straight arms above your head, squishing your ears with your arms and your dominant leg starting in front.
2. Step forward with your dominant leg into a lunge position keeping your arms straight and next to your ears, head in a neutral position looking at the floor.
3. Kick up into the handstand, ensuring you are in a straight, vertical line with your body and try to hold the straight body position by squeezing your core, bottom, and legs and pushing through your shoulders. Ensure your hands are flat on the ground and your eyes are looking directly at the hands.
4. When landing, the dominant leg will split and land first, then join the other leg together and lift your chest to stand upright.
5. When teaching a handstand, key points include extending fully through the shoulders, chest in and back rounded, bottom tight with hips under, toes pointed.

Safety Considerations

- Ensure to warm up and stretch the full body before doing handstands. Warm-up can include any activity that gets the blood pumping and includes stretches like wrist, shoulders, neck, legs and back.
- A spotter is required if a student has never performed this skill. To spot a handstand, stand or kneel on the side away from the dominant leg to position you closer to the first leg kicking up. As they transfer their weight onto their hands, catch the first leg between the knee and ankle when it is vertical. The second leg will quickly follow and stop beside the first. Hold their legs with one hand whilst adjusting the technique with the other hand. Let them bring one leg down first to return to standing, and the other will follow.
- Use correct matting to avoid any injuries if falling. This will provide a safe surface to perform the skill.
- Ensure correct techniques is used, e.g., straight arms when in a handstand to avoid injuries.
- Ensure students are spaced out and no other students are in the way when performing the skill.
- Need to ensure students are not over rotating to the other side.

Variations/ Skill Progressions

- Bunny hops: Hands are placed flat onto the floor with straight arms, fingertips facing forward. Ensure your feet are together, jump off them, try to get your feet to touch your bottom and then land back onto your feet.
- Handstands against a wall: Stand with your back against the wall, place your hands on the floor in front of you and slowly walk your feet up the wall until your stomach is flat against the wall and your body is in a straight vertical line. Then walk your feet back down the wall.
- Half Handstand: For a half handstand, you start with straight arms above your head, dominant leg in front, step forward into a lunge position and kick up into a half handstand, making an L-shape with your legs, ensuring a tight body and then landing the same as a full handstand. This L-shape can also be practised by using a big box and holding the L-shape with hands close to the box placed on the floor and one leg up in the air vertically, and the other leg balancing on the box horizontally.
- Tuck Handstand: Use a box and place hands closely to the box; knees will be on the edge of the box, and hold this position to practice alignment and gain strength.
- Handstand progression includes adding a forward roll, placing onto a beam, handstand flat back etc.

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H A N D S T A N D



WARM UP 30-60SEC EACH EXERCISE

Crab Walk = Students will need to sit on the ground with hands behind them, lift their hips up and start walking with their hands and feet like a crab.

Bear Walk = Students need to get on all fours like a bear, and walk using both hands and feet with hips in the air.



Scan the QR Code to watch how to perform the exercise



TEACHING POINTS

- Stand with your feet hip-width apart, arms extended overhead
- Begin by placing your hands on the ground about shoulder-width apart, fingers spread wide. Keep your arms straight and strong.
- Lean forward slightly and kick one leg up while pushing off the ground with the opposite foot.
- As your legs go up, engage your core muscles to maintain balance. Imagine pushing the ground away with your hands.
- Aim for a straight line from your hands to your feet. Keep your body tight and avoid arching or piking at the hips.
- Look at a spot on the ground between your hands to help maintain balance
- To come down, bend your knees slightly and lower one leg at a time, bringing your feet back to the ground



VARIATIONS

Wall-Assisted Handstand = person performs a handstand facing a wall, using the wall for balance and support. Helps build confidence and strength while correcting their body alignment. Supports beginners.

Straddle Handstand = legs are kept apart instead of close together whilst in the handstand position. This variation requires more core and flexibility. This is for advanced students.



SAFETY CONSIDERATIONS

Spotter = If you're new to handstands, consider having a spotter assist you until you're comfortable with the balance.

Clear Space = Ensure there's enough room around you to kick up and come down safely.

Avoid Overarching = Keep your body straight, don't arch your back excessively, as it could strain your lower back.



SKILL - HANDSTAND



Teaching Points + Instructions

The following points are most important; keeping a tight core, both hands on the floor to hold body weight, angry cat shoulders and maintaining balance. As the teacher position yourself where you can see the student, preferably side on as you can see their technique and skill development.

Instructions = Standing with feet together, extend the arms out and in front beginning to create a lunge position. Stepping out with the dominant foot reaching down with both arms at the same time keeping a straight back with angry cat shoulders. Using the dominant leg power, kick the back leg up and follow through with the other leg. Attempt straight legs and pointed toes, however, beginners may start with half handstands.

Safety Considerations + Spotting Techniques

There must be substantial space around the student before performing to minimise the risk of kicking someone. Can be performed on a gym mat to increase safety when falling over. Ensure students are not over-kicking and landing on their backs. Arms must be kept stable to keep the head up as it does not touch the ground.

Demonstration

As demonstrated, you can see that the head does not touch the ground at any stage. Knees are kept bent and never locked or hyperextended. Arms are relaxed with a slight bend bearing body weight. Legs should be up straight with feet together.



Set Up + Equipment

For student safety, a gym can be used to build their confidence in case of falling over and support their wrists and feet. Setting up a handstand requires large space.

Variations Of The Skill + More Difficult Progressions

Variations of the skill can be watched using the QR code. The skill can begin with a smaller movement where a half kick is performed to build confidence. More difficult progressions can include holding the handstand position. Students should only advance to this stage if comfortable



The DMP's It Includes

Locomotion



Landing



An Ideal Warm-Up

An ideal warm-up should incorporate the muscles used in the movement skill, such as:

- Leg stretches; leg swings, quad stretches + pigeon stretch
- Arm stretches; arm rotations/swings + wrist pulls
- Introduction to movement; bunny hops
- Jog to increase heart rate and circulate blood

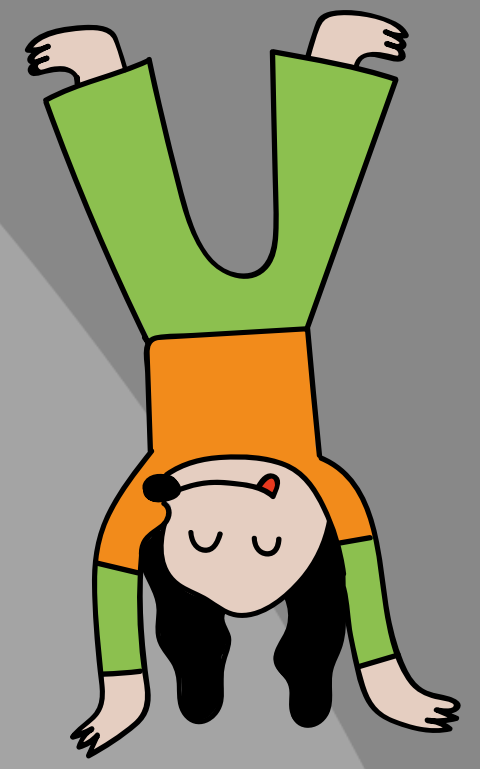
Handstand

Warmup:

Rotate arms in a swinging motion forwards and backwards to warm up the shoulders and arm.

Safety points:

- Ensure arms are locked in and straight
- Keep head in-between arms
- Ensure you are in an open space with no obstacles



Variation 1:

To begin learning to do a handstand you can start off with bunny hops.

- 1. Start in a crouched position with both hands on the floor in front to you



- 2. Kick off with both feet, keeping knees together



Variation 2:

To begin learning to do a handstand you can start off with bunny hops.

- 1. Crouch facing away from a wall



- 2. Place hands in front of you and place both feet on the wall



- 3. Start walking your legs up the wall and hands closer in until you are vertical

Teaching points:

- Start with your dominant leg pointed out in front of you and your hands stretched up straight next to your ears (photo)
- Step on your dominant leg with a bent knee and place both hands (shoulder width apart) on the ground in front of you (photo).
- Kick your non-dominant leg up into the air, followed by the dominant leg
- Both legs should meet at the top, putting the entire body in a straight vertical line.

Video Demonstration of complete handstand:



DMP:

Static: The goal of the handstand, once in the vertical position is to become static. To do this all muscles need to be engaged, especially the abdominals, deltoids and glutes.

Landing: The landing of a handstand must be one foot at a time, with hands up by your ears.

HANDSTAND

Additional Information



Watch
Demonstration
Here

Teaching Points

1. **Body Positioning and Preparation:** Begin with **HANDS** shoulder-width apart on the **ground**, **FINGERS** spread wide, and **PALMS** firmly pressed against the **floor**.
2. **Controlled Kick-Up:** KICK **ONE** (1) **LEG** upward while **PUSHING OFF** with the other **FOOT**, **generating** momentum to bring both **LEGS** overhead.
3. **Body Alignment:** Keep the body straight and elongated, **engaging** the **CORE MUSCLES** to maintain a sturdy and straight line from **HANDS** to **FEET**.
4. **Steady Balance:** **GAZE** intently between the **HANDS**, and adjust the **weight** distribution to find the **perfect equilibrium**, maintaining **BALANCE**.
5. **Descending Safely:** To **DISMOUNT**, lower **ONE** (1) **LEG** down at a time with **control**, returning to a **STRAIGHT STAND** shape.

Other PE Teaching Tips

- **Encourage Perseverance:** Remind students that mastering the **HANDSTAND** takes **TIME** and **PERSISTENCE**, urging them to embrace the **LEARNING PROCESS**.
- **Bolster Confidence:** Celebrate each student's **PROGRESS** and **ACCOMPLISHMENTS**, fostering a sense of **SELF-ASSURANCE** and **MOTIVATION**.
- **Verbal Cues:** Use **CLEAR** and **CONCISE VERBAL CUES** to guide students through each step. Phrases like "place your hands shoulder-width apart," "focus your gaze between your hands," and "keep your legs straight and together" can be helpful.

Variations and Progressions:

1. **Pike Handstand Hold on Box:** In a **FRONT SUPPORT** shape, place **HANDS** shoulder-width apart on the **ground** and **FEET** on the **box** while **LEANING** forward to **FORM** and **HOLD** an inverted "V" shape.
2. **Wall Walk-Up:** Start in a **FRONT SUPPORT** shape, **WALK FEET** up wall while **WALKING HANDS** towards the wall until a **HANDSTAND** shape is reached, then lower down with **control**.
3. **Wall-Assisted Handstand:** KICK UP into a **HANDSTAND** shape with **FEET** **RESTING** on the wall, **reducing** support to achieve **BALANCE**.
4. **Frogstand to Handstand:** **TRANSITION** from a **FROGSTAND** to a **HANDSTAND** by **SHIFTING** forward and **LIFTING FEET** off the **ground**.
5. **One-Leg Handstand:** LIFT **ONE** (1) **LEG** off the **ground** and extend it vertically while **maintaining** **BALANCE** with the other **LEG**.

Dominant Movement Pattern (DMP) Involved:

- The **HANDSTAND** embodies a **STATIC DMP**, specifically the **BALANCE VARIATION** as the performer engages **CORE MUSCLES** and executes fine-tuned **MOVEMENTS** to maintain a **POISED** and **ELEGANT** inverted shape on their **HANDS** with a **small** base of support.

Ideal Warm-up:

- **Wrist Mobility:** Gently warm-up the **WRISTS** with "WRIST CIRCLES" and **STRETCHES** to prepare them for weight-bearing.
- **Core Activation:** Engage the **CORE MUSCLES** with **EXERCISES** like a **PLANK**, in a **FRONT SUPPORT** shape, to fortify the **midsection** for maintaining **BALANCE** during the **HANDSTAND**.
- **Shoulder Stretches:** Perform **SHOULDER STRETCHES** and **ROTATIONS** to enhance **FLEXIBILITY** and **MOBILITY**, crucial for a **HANDSTAND**.
- **Wall Drills:** Practice **KICKING UP** against a wall to acclimate the body to the inverted shape and build confidence.

Safety Considerations

Equipment:

- Use a suitable mat or soft surface for **PRACTICING**.

Recommendation:

- Encourage students to **PRACTICE** against a wall for **stability**.

Safe Technique:

- Ensure students **PRACTICE HANDSTANDS** with proper body **ALIGNMENT**, controlled **KICK-UPS**, and **BALANCE**.

Spotting Technique:

1. Stand behind the student attempting the **HANDSTAND**.
2. Place your **HANDS** on their lower **BACK** or **HIPS** for **stability**.
3. Guide and support their **LEGS** to help them find **BALANCE**.
4. Communicate with them throughout the **HANDSTAND**.
5. Assist them in safely lowering their **LEGS** back down.

Floor - Handstand

Instructions on how to safely do a Handstand.

- Start with the body standing straight with arms reaching above the head
- Step one leg out in front preferably your non dominant foot
- Lower both hands onto the floor and kick the back leg towards the roof
- Create enough momentum to have both legs staying upright but not to much that you fall over
- DMP = Static support, balance

Teaching points

- Ensure students are utilizing core to have stability and balance
- When leaning forward have both hands on the mat at the same time
- Start off doing it on a wall with a mat behind to understand the dynamics
- Reach toes to the sky
- Arms to be straight when handstand performed

Safety Considerations

- Students are to not do this activity on hardwood floors only to be done on top of the soft-landing mats
- Have the safety mat up against a wall to start with
- Check space around each person before attempting the activity
- Teachers to be supervising

Variations

- Due to this task generally being difficult for most, it is great to start on the wall in a tuck handstand position and progress into a full handstand
- Those who are advanced can-do longer handstand holds and dismount into a forward roll safely.

Equipment

- Gym mats/Crash mats
- Adequate space



4



3



2



1

How to Perform a Handstand

Safety Considerations

- Open space with no obstacles
- Perform skill on soft and flat ground
- Spotter when performing
- When performing, avoid arching your back to maintain a neutral stance.
- Don't hasten the movement because the possibility of you falling over increases with more force.

Instructions

1. Make sure you have a spotter next to you facing towards the side of your body
2. Stand up straight with your feet comfortably shoulder-width apart
3. Put your dominant foot forward and raise your arms straight and above your head, next to your ears
4. bend your dominant leg to naturally force your body to tip forward
5. Balance your weight on your straight arms and straighten your legs and torso towards the sky

Dominant Movement Patterns (DMP)



Static



Landing

Teaching points

Focus on straight locked arms
Spread hands to increase stability and balance
Arms to Ears

Warm Up

10x Wrist Rotations
10x Wrist Flicks
10x Downward Dog



Demonstration



Make it easier

- Bunny hop handstands
- half handstand at wall

Make it harder

- Walking handstands
- Handstand push ups

Handstand



- **Instructions:**

- Start with a lunge position
- Reach down to the floor with both hands, while also lifting your back leg up.
- Using the leg which is still on the floor to kick up and bring both legs together.
- Keep your body as straight as possible (arms, head, back and legs).
- When returning back to the floor go in reserve of the steps prior.

Safety Considerations:

- Remind students to take their time. Rushing a handstand can increase the risk of becoming unbalanced and unstable, resulting in students landing unsafely causing injury.
- Ensure students are spaced out to avoid collision.
- Involve the use of mats to cushion falls.

- **Teaching Points:**

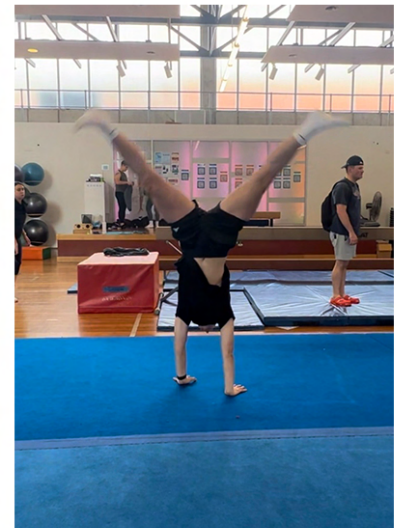
- Staggered stance on the balls of your feet.
- Kick up forcefully
- Locking out

CARTWHEEL

DMP - ROTATION

TEACHING POINTS

1. Start with your hands in the air
2. Put preferred foot forward in a lunge position
3. Lower chest towards the floor and place hands in line with front foot
4. Using the downward momentum swing back leg up and over hips
5. Shift weight onto hands and rotate through the movement, with your body in a star shape
6. Bring lead leg down, and lift body up into an upright position
7. Sequence of foot and hand placement is: FOOT, HAND, HAND, FOOT, FOOT.



VARIATIONS

- Students can begin keeping their legs bent and bunny hopping through the movement. As they become more competent they can practice with straight legs.
- Students can also challenge themselves and attempt a running start or even a round off.
- A spotter may be used to assist students in completely rotating in the star position.

SAFETY

- Ensure students are adequately warmed up.
- Keep arms straight in order to protect neck and head.
- Ensure there is no other equipment around and there is enough space to perform the skill.

Cartwheel

Teaching points:

- Step preferred leg in front and raise hands straight above head.
- Lean forward and place hands on the ground while lifting the back leg.
- Kick back leg up until the body begins to rotate over, allowing the second leg to follow.
- Legs follow through and land one at a time on the ground.
- Finish facing the opposite way from the beginning of the movement.

To make the skill more challenging:

- Challenge students to complete the movement with a small run up.
- Challenge students to string together a few cartwheels in a row.

To make the skill less challenging:

- Bunny hop cartwheel bend down and place hands on floor in the same direction as a full cartwheel, 'hop' feet together from one side of hands to the other.

Safety Considerations:

- Ensure students cartwheel in the same direction to avoid collisions
- Ensure that students have enough space to fall without hitting objects
- If necessary, spot during the mid phase of the cartwheel when both feet are off the ground by placing hands on the student's torso.

Equipment:

- Gym mats

Dominant Movement Pattern (DMP):

Rotation



Cartwheel

Instructions

1. Start in a lunge position with one or both hands above your head
2. Put both hands on the ground on a 90 degree angle and ensure arms are straight and elbows are locked in
3. Kick your feet over your head. Try keeping them as straight as possible.
4. Rotate your body at speed
5. Land on your two feet.

Beginners Guide

1. Start in a lunge position
2. Place your hands at a 90 degree angle and jump your feet to the opposite side with your hands remaining on the floor
3. Then practice this with your legs elevated higher, knees bent and donkey kick whilst in the air
4. Once confident enough, attempt to straighten your legs and kick them higher over your body.

Teaching Points

- Students must have strong straight arms to hold up their body weight
- Ensure their arms are shoulder width apart when performing the skill
- Legs must be straight
- Push off with the leg planted on the floor to maximise speed when rotating
- The body must rotate 180 degrees
- The cartwheel should be done in a straight line

Safety Points

- Ensure students start by practising on gym mats, those that are more confident can progress onto the floor
- Make sure there is enough space between students performing the skill
- Cartwheels are to be done on an even flat surface
- Have full student supervision at all times
- Teachers can spot less confident students by assisting them to rotate their legs
- Students must know the importance of having straight arms and locked in elbows to prevent neck or head injuries

Equipment

- Gym Mats



CARTWHEEL



TEACHING POINTS

- Reach up with both arms so body is straight
- Kick one leg out in front of the other to create a forward momentum
- Place both hands on the floor and push the other leg into the air while slightly rotating the body
- Allow both feet to move in a fan like motion above the body
- Land safely and finish in a star like position.



SAFETY PRINCIPLES

- Ensure consistent supervision by qualified teacher
- Ensure crash mats are present and not sliding
- One student conducting skill at a time in designated area
- Warm up to reduce risk of injury



MODIFICATIONS

- Students can practice bunny hops over an object
- Students may like to add a run before the cartwheel to progress in this skill



EQUIPMENT

- Safe floor area padded with gym mats



IMPORTANT INFO

- The dominant movement pattern used in this skill is an anterior/posterior rotation



WHAT SHOULD IT LOOK LIKE

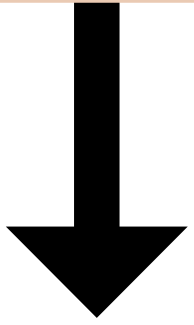


Cartwheel

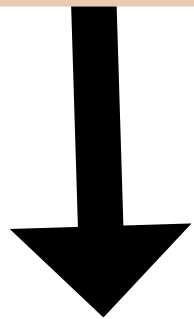


Variations:

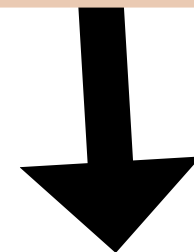
Step 1. Start in a crouched position with both hands on the floor next to you



Step 2. Kick off with both feet, keeping knees together and land on the opposite side



Step 3. Once you have mastered this you can repeat but jumping off one leg, followed by the other. Also landing one leg at a time



4. As you get more comfortable you can bring the legs higher up.

Teaching points:

- Keep your arms locked
- Keep head between arms
- Straighten legs and point feet
- Land one leg at a time



Video tutorial of how to do a complete cartwheel:



DMPs:

Rotation: The body must rotate using the force of the initial leg kicking over. Both legs must complete a full rotation to land on the opposite side. The arms also rotate with the body's trunk and head.

Begin learning to do a cartwheel:

Warmup: Rotate arms in a swinging motion forwards and backwards to warm up the shoulders and arm.

Safety Considerations:

- Ensure arms are locked in
- Keep head in between arms
- Ensure you are in an open space with no obstacles
- when first learning do it on a soft surface such as a mat or grass



SKILL - CARTWHEEL



Teaching Points + Instructions

The following points are most important; keeping your arms straight throughout the movement, thinking of a star shape, maintaining that throughout the movement and never letting the head touch the ground. As the teacher position yourself where you can see side on as you can detect where students are making errors. Instructions = Begin with a star shape, lean and lunge towards the ground with the dominant leg extending both hands onto the floor. Both legs will follow through and rotate 180° maintaining a star shape, legs straight and apart with toes pointed, landing back on both feet.

Safety Considerations + Spotting Techniques

Make sure there is plenty of safe space for the student to perform the skill. A gym mat and or crash mat can be used in case of falling over to increase safety. If the student is comfortable, the teacher can guide the student's legs over their body by pushing the legs over in the 180° rotation. The head should never touch the ground, arms must be slightly locked to bear body weight. Both hands must touch the ground at the same time to reduce wrist injury.

Demonstration



Set Up + Equipment

To set up, ensure there is enough space around the student so no one is accidentally kicked. A gym mat can be used in case of falling and to build student confidence.

Variations Of The Skill + More Difficult Progressions

The first QR code is a video of a smaller cartwheel that incorporates a bunny hop. The second QR is a video of a larger bunny hop that is almost a full cartwheel. These two variations are to help students build confidence as well as the rotating and spring skill.



The DMP's It Includes

Locomotion



Rotation



Spring

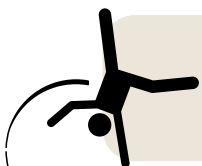


Landing



An Ideal Warm-Up

An Ideal warm-up will include movements that build to a cartwheel skill such as; forward walking kicks as well as strength and flexibility building stretches like arm rotations and swings, quad and pigeon stretches. Core stretches are ideal as a cartwheel requires core strength, this could include holding a plank and or v sit.



CARTWHEEL



WARM UP 15 - 20SEC EACH EXERCISE

Jumping Jacks = classic warm up. Increase students heart rate and warms up the entire body.

Leg Swings = stand next to a wall, hold on and start swinging legs forward and backwards. Switch legs after a few swings. Warms up hips and leg muscles.

Shoulder Stretch = extend one arm across body at shoulder height and use opposite hand to gently press the arm to the chest. Switch sides.



Scan the QR Code to watch how to perform the exercise



TEACHING POINTS

- Begin in a standing position with feet together. Clear area and safe practice area.
- Raise one arm (lead arm) overhead while the other arm (trailing arm) stays by your side. Open the lead arm slightly outward to create diagonal line with your body.
- The leg opposite the lead arm (trailing leg should move first. Lift this leg off the ground and start to reach it up and over.
- Step forward with the trailing leg into a lunge position, bending the knee. Keep the leg extended straight in front of you.
- Place your lead hand on the ground, slightly ahead of your lead foot. Hands should be slightly wider than shoulder-width apart, spread fingers for stability.
- As your press through the lead hand, transfer your weight onto it. Kick the trailing leg over the body while keeping the hips lifted.
- As the trailing leg kicks over and the lead hand supports your weight, both hands will be on the floor and one leg is in the air.
- Begin to lower the lead leg down towards the ground as the trailing leg continues its arc over the top. Both feet should land together after this action, facing the opposite direction.
- Finish in a straight upwards stance when completed.



VARIATIONS

One-handed Cartwheel = this is for advanced students only. This variation requires more core strength and balance of whole body.

Partner Cartwheels = students can perform their cartwheels 'side-by-side' with their partners, mirroring each other's movements. This adds a social and cooperative element to practice.



SAFETY CONSIDERATIONS

Hand placement = teach and show students to place their hands correctly on the ground, slightly wider than shoulder-width for stability.

Controlled movement = emphasise to students about controlled movements over speed. Students should focus on balance and control throughout the whole movement.

Supervision = maintain close supervision with your peers, especially during practice sessions and address any concerns or unsafe practices urgently.

CARTWHEEL



Watch
Demonstration
Here

Teaching Points

1. **Body Positioning and Preparation:** Begin in a LUNGE shape with **ONE (1) FOOT** forward, **ARMS** extended overhead, and **FINGERS** spread wide.
2. **Hand Placement:** Place the **HAND** of the **FRONT FOOT** firmly on the **ground**, slightly turned outward, creating a solid foundation.
3. **Kicking and Rotation:** KICK the **BACK LEG** up while **PUSHING OFF** the **FRONT FOOT**, creating a rotation as the **body** turns sideways.
4. **Hand Sequence:** As the **FRONT FOOT** presses into the **ground**, the **BACK HAND** follows, maintaining a **STAGGERED HAND** placement.
5. **Straight Body Line:** Aim for a straight line from **HANDS** to **FEET**, keeping the **body** extended throughout the **CARTWHEEL**.
6. **Focus and Spotting:** Identify a specific spot on the **ground** between the **HANDS** to keep a **fixed GAZE** on during the **CARTWHEEL**.
7. **Landing and Balance:** Place the **BACK FOOT** down followed by the **FRONT FOOT**, landing in a **LUNGE** shape for **balance**.

Other PE Teaching Tips

- **Incremental Progression:** Celebrate small successes, acknowledging incremental improvements in **FORM** and **EXECUTION**.
- **Practice Makes Perfect:** Encourage regular **PRACTICE** to build **MUSCLE MEMORY** and **CONFIDENCE** in performing **CARTWHEELS**.
- **Verbal Cues:** Use **CLEAR** and **CONCISE VERBAL CUES** to guide students through each step. **Phrases** like "position your feet hip-width apart," "push off the ground with your back foot," and "keep your gaze focused on the ground" can be helpful.

Additional Information

Variations and Progressions:

1. **Closed Cartwheel:** Begin with a **SMALL JUMP** or **HOP** between **HAND** placements in the **CARTWHEEL**, while **progressively increasing** the **HEIGHT**, **DISTANCE**, and **CONTROL** of the **JUMP** over time.
2. **"V" Cartwheel:** **CARTWHEELING** in a "V" shape, **providing more CONTROL** and reducing **MOBILITY** demands. This could be **progressed** with **wider angles** and **KICKING** the **BACK LEG** higher to **ALIGN** the **TORSO** above the **HIPS**.
3. **One-Handed Cartwheel:** **Challenge** your **BALANCE** and **COORDINATION** by performing the **CARTWHEEL** with **ONE (1) HAND** on the **ground** while extending the other **ARM**.

Dominant Movement Pattern (DMP) Involved:

- The **CARTWHEEL** exemplifies an **ANTERIOR/POSTERIOR ROTATION DMP** as the performer **laterally ROTATES** their **body** around the **AXIS** of their **HANDS** to **perform** the **CARTWHEEL** with **GRACE** and **COORDINATION**.

Ideal Warm-up:

- **Shoulder Warm-up:** Perform gentle **SHOULDER CIRCLES** and **STRETCHES** to **enhance FLEXIBILITY** and **MOBILITY** for the **CARTWHEEL'S SWINGING** motion.
- **Leg Swings:** Engage in **LEG SWINGS** to **improve HIP MOBILITY** and **LEG COORDINATION**, crucial for the dynamic **MOVEMENT** of the **CARTWHEEL**.
- **Core Activation:** Strengthen the **CORE MUSCLES** with **EXERCISES** like **LEG LIFTS** and **PLANK variations** to **ensure stability** during the **CARTWHEEL**.
- **Wrist Prep:** Warm-up the **WRISTS** with "WRIST CIRCLES" and **STRETCHES** to **prepare** for weight-bearing during the **CARTWHEEL**.

Safety Considerations

Equipment:

- Choose a **suitable mat** or **soft surface** for **PRACTICING**.

Safe Technique:

- **Ensure** students keep their **ARMS** extended and **FINGERS** spread, facing forward for **stability**.

Spotting Technique:

1. **STAND** beside the student attempting the **CARTWHEEL**.
2. **Use** your **HANDS** to offer **support** and **guidance** during the **CARTWHEEL**.
3. Be prepared to **assist** (if needed) to **ensure** a **controlled execution**.

Cartwheel



Teaching points

- Start in a lunge
- Place hands on the ground
- Kick your feet over your head
- Land in a lunge

Safety

- Ensure that you tuck your head in while attempting a cartwheel
- Watch out for others. Before trying a cartwheel make sure no one is around for you to kick
- Never try a new skill without supervision.
- Remember to not rush as technique is the most important



Variations of the skill

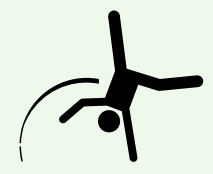
- Start with a baby cartwheel which involves kicking legs around the side instead of vertically overhead. It will look like a frog jumping from side to side
- Slowly progress to the actual cartwheel which involves your legs going vertically overhead

How to Perform a Cartwheel

Safety Considerations

- Open space with no obstacles
- Soft ground
- One student performing on the apparatus at a time
- Spotter can support guiding ankles during the flipping over motion

Dominant Movement Patterns (DMP)



Rotation



Spring



Landing

Teaching points

Focus on straight arms
Start off with easier variation

Warm Up

- 10x Shoulder Shrugs
- 10x Downward Dog
- 10x Wrist Rotations
- 10x Lateral Leg Swings

Instructions

1. Lunge your dominant leg in front of your body with a slight bend and your back leg should be straight.
2. Arms should be above your head, next to your ears
3. Put your hands on the ground while kicking your feet over your head (one foot at a time)
4. Land in a lunge facing the opposite direction you started from



Demonstration



Make it easier

- Bunny hop cartwheels with two feet
- Bunny hop with one foot at a time

Make it harder

- One-handed cartwheel
- Round-off



Split Leap

Safety Considerations:

- Do not wear shoes
- Perform on non slip surfaces

DMPs:

- Locomotion
- Spring

Warm Up:

- Lunges
- Sitting toe touches
- Ankle rotations
- Calf stretches

Physical Preparation / ways to develop In PE:

To develop the skill set to learn a split leap, In class you would teach the fundamental shapes of gymnastics, and the dominant movement patterns to apply their knowledge Into the skill.

Teaching Points:

- Leap with straight legs
- Same leg always leaps
- Point toes

Easier variations:

- Triangle walks

Difficult progressions:

- Triangle walks on beam
- Split leap on beam

Visual Demonstration:



Split Leaps

Teaching points:

- Step forward onto one leg.
- Bring the other leg up to the knee in a triangle shape.
- Kick leg outwards so that it is straight.
- Jump off the leg on the floor and land on the leg that was kicked out in front.
- Bring both legs back together and stand.

To make the skill more challenging:

- Attempt to string a few split leaps together.
- Attempt a run up.

To make the skill less challenging:

- Allow the legs to remain bent.
- Perform the skill slowly, broken down into its parts.

Safety Considerations:

- Ensure that the ground is flat and there is nothing on the floor for students to trip on.
- Have students all complete their split leaps in the same direction.

Dominant Movement Pattern
(DMP):
Locomotion



How to Perform a Split Leap

Safety Considerations

- Open space with no obstacles
- Perform on soft ground
- One student performing on the apparatus at a time
- Maintain a neutral spine while performing movements

Dominant Movement Patterns (DMP)



Teaching points

- Focus on foot movement first
- Engage core to maintain a neutral spine

Warm Up

- 10x Leg Swings
- 10x Lunges
- 10x Downward Dogs

Instructions

1. Stand up straight with arms out straight to your side
2. Put your dominant foot forward
3. Bend your dominate foot towards your body so the toes of your dominant foot are touching the side of your knee
4. Straighten your dominant foot out in front of you and push off you back leg to leap, making sure both legs are straight
5. Land with your non-dominant foot to step forward onto your dominant foot
6. Continue this process until the end of the pathway



Make it easier

- Practice the movement without leaping first
- once movement is mastered add a leap and step for the next leap

Demonstration



Make it harder

- Alternating split leaps



PIROUETTE



WARM UP 15 - 20SEC EACH EXERCISE

Lunges and Rotations = step into a lunge position and gently twist the upper body from side-to-side, allowing the arms to swing naturally. This warms up the spine, core, and legs.

Ankle and Foot Mobility = sit down and move the ankles in circles to warm up your feet and ankles.

Pirouette Prep Stretch = finish with a gentle pirouette stretch, where you practice the basic alignment of a pirouette position without spinning.



Scan the QR Code to watch
how to perform the exercise



TEACHING POINTS

- Begin in a proper ballet stance with your feet turned out in first and fifth position. Arms are rounded and lifted slightly above waist level.
- Choose a fixed position in front of you, slightly above eye level. This “spotting point” helps maintain balance and prevent dizziness during the turn.
- Bend your supporting knee slightly to create tension and resistance in the standing leg. Keep the core engaged for stability.
- Begin with a bend in the supporting leg to gather energy. As you straighten the supporting leg, transfer your weight to the ball of the foot.
- Lift the working leg into position, where the foot is positioned at the knee of the supporting leg. Keep hips squared and the toes of the working foot pointed.
- As you turn, initiate the rotation by turning the hips and shoulders toward the spotting point. Keep core engaged to control the turn.
- Once you have turned 360 degrees, lower the leg back to the floor in a controlled manner.



VARIATIONS

Double Pirouette = the students complete two rotations when spinning instead of one. This variation requires increased spotting, control, and core strength.

Multiple Pirouettes = students can aim for multiple rotations, such as three or four pirouettes. this is for advanced students who are confident in this skill.

SAFETY CONSIDERATIONS



Floor Conditions = students must practice on a suitable dance floor that provides appropriate traction and cushioning to prevent injuries from slipping or impact.

Clear Practice Area = ensure that there are no obstacles or hazards in the practice area that could interfere with students spinning/turning.

Appropriate Speed = encourage students to maintain a speed that allows them to maintain control and proper form. Avoid attempting turns that are too fast before mastering the technique.

Spotting = teach students to correct spotting technique to prevent dizziness and maintain balance. Also remind them to whip their head around after each turn.

Pirouette

Movement;



Equipment;
N/A

Safety Considerations;

- Being aware of the surface students are on, on tile one will spin more but may fall over and hurt themselves compared to a soft surface
- Ensure sufficient space is provided to avoid collisions between students

The DMP 's of this skill include:

- Static
- Rotation

Instructions;

1. Position legs so that the spinning leg is in front of the leg that will create a triangle shape with
2. Step forward with the front foot and push off the floor with the back foot to create momentum to spin
3. Move the arm that's on the same side as the triangle leg across the body at the same time to create more momentum
4. Simultaneously bring the back foot into a triangle shape close to the spinning leg, without them touching
5. Whilst mid spin, arms should move out a circle position above the head naturally

Teaching Points;

- Turning forward when completing the pirouette
- Triangle leg pulled across the body as quick as possible
- Keep the leg that is being spun on straight

Variations;

- Try completing multiple pirouettes while maintaining balance
- Try with/without using your arms, see how it makes a difference



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PIROUETTE



Safety Considerations

- Open space with no obstacles

DMP's

- Rotation

Key Teaching Points

- Arm out same side as leg performing triangle
- Reducing total space by bringing limbs closer to body will increase speed
- Spin on ball of foot

Make It Harder

- Try to perform multiple

Make It Easier

- Practice $1/2$ and $1/4$ turns to break skill down into achievable goals

Demonstration

- Scan QR code for video demonstration

Instructions

1. Bring chosen foot up to knee to form a triangle
2. Extend arm from same side out to your side, and keep opposite arm tucked in close
3. Draw the matching arm and leg towards the centre of your body creating rotational momentum
4. Spin on ball of foot to perform pirouette

Equipment

- Flat surface with minimal friction e.g. hall not concrete

How to Perform a Pirouette

Safety Considerations

- Open space with no obstacles
- Practice on floor with soft ground before moving to beam
- Take off socks

Dominant Movement Patterns (DMP)



Rotation



Swing

Teaching points

Spin towards your body
Keep core tight

Warm Up

10x Ankle Rotations
10x Calf Raises
10x Inchworms

Instructions

1. Standing up straight with feet shoulder width apart, placing your arms out straight to the sides
2. Point your non-dominant foot out in front of your body
3. Bend your non-dominant foot, so your non-dominant foot is touching the side of your knee while on the your arms bend on towards you chest
4. Spin one full circle towards your body on your dominant foot with your arms bend into your body
- 5.Landing with your non- dominant foot behind your dominant foot and your arms straight out to side



Demonstration



Make it easier

- Do a half turn instead of a full turn
-

Make it harder

- Perform this on a beam

FAST START WARM-UP GAMES



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ACTIVITY - ANIMAL WALK BULL RUSH

Instructions + Necessary Rules

Bull rush is a game played in a marked rectangle field where each end is considered to be a safe zone. One or multiple people are in and their job is to tag the other students while they move across to the other side of the field. When tagged, the student must stand still in that spot until the game has ended. The game finishes when one student is left to tag. Animal walk bull rush has the same instructions and rules as normal bull rush, however, instead of running across to the other safe zone students must perform an animal walk. Each round is a different animal walk. The people who are in and tagging other students must also perform the animal walk. Once tagged the student can sit down on their bottom.

Safety Considerations

The field must be large enough for all students to perform the animal walk. Students must know how to perform the movement safely to reduce the risk of injury. Students must be made aware to look where they are moving too to avoid any collisions.

Set Up + Equipment

Cones can be used to set up a large rectangular field. The size can be modified to suit the skill level of the class. Cones are the only equipment necessary.

The DMP's It Includes

Locomotion



Teaching Points

Using the QR code a video can be watched that demonstrates each animal walk.

- Crab walk = back support whilst moving backwards
- Dog with sore leg = one leg in the air the entire time, the other leg supports the body and jumps forward after both hands progress forward
- Frog jump = positioned like a frog, jumping forward with arms out in front keeping legs bent
- Bear crawl = crawling motion with bum up to the sky
- Donkey kick = hands and feet stay together, arms move out in front followed by an upwards kicking motion, back down and moving forward



Gymnastic Skills + Moves

CRAB WALK



DOG WITH A SORE LEG



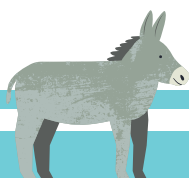
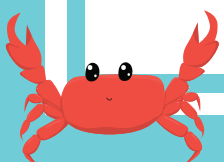
FROG JUMP



BEAR WALK



DONKEY KICK



ANIMAL BULLRUSH



TEACHING POINTS

- Start on one side of the playing field with one student in the middle of the field
- Person in the middle yells the type of walk that should be used
- Students have to get to the other side using that walk without getting tapped
- People who get tapped are now in an assist in tapping the rest of the students.



SAFETY PRINCIPLES

- Students need to be 0.5m apart to avoid collision
- Ensure hands are flat on ground to avoid wrist injuries.



MODIFICATIONS

- Change the size of the field so make it bigger or smaller
- Time limit to reach other side
- Add more difficult animal walks



EQUIPMENT

- Playing field area



IMPORTANT INFO

- This game promotes physical activity and encourages students to think creatively and critically when participating in this game.



WHAT SHOULD IT LOOK LIKE



Dog with Sore Leg



Bear Walks



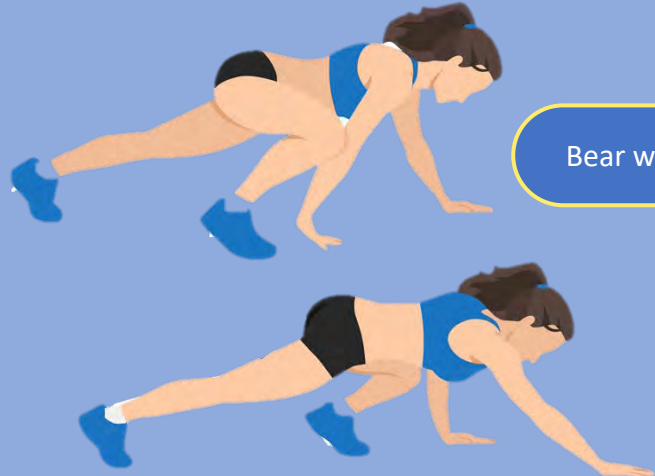
Crab Walks

BEAR WALK BULL-RUSH

Duration: 10
minutes

Instructions/rules

1. Students will form a horizontal line on one end of the playing area.
2. One student will be assigned as the tagger.
3. The tagger will shout “bull-rush”, and all students will have to bear walk their way toward the end line, opposite their end of the playing field without getting tagged.
4. The taggers are also required to bear walk.
5. Those who are tagged join the tagger in the middle and the game continues until one person is remaining.



Animal walk variations



Crab walk



Crocodile
walk



Modifications

- ☐ Adjust the size of the playing field to increase or decrease challenge (e.g., shorter or longer distance to travel).
- ☐ Set a specified time for students to reach the opposite end of playing field to make it more challenging.
- ☐ Incorporate other animal walk variations within the game including crab walks, dog with sore leg, crocodile walk.

Safety Considerations

- ☐ Ensure students are spread far enough apart to avoid head-on collisions.
- ☐ Ensure activity is done on soft floors to avoid injuries.
- ☐ Ensure all students hands are flat on the ground to avoid injuries to wrist/fingers.

Time:

- 10-15 minutes

Candle Stick Bullrush

How to play:

1. Allocate 2-4 individuals that are known as the 'tippers'.
2. Individuals must stay in playing area and avoid the 'tippers'. They must run from side to the other and avoid getting tipped.
3. If tapped by the 'tipper' you must turn into a candle stick
4. You must remain a candle stick for 2 rounds or you can be saved by another participant. In order to be saved you another individual who has not yet been tipped must complete the candlestick movement.
5. Repeat until no players left and switch 'tippers'.

How to Candlestick:

1. Start with back on ground and knees tucked. Place hands next to hips.



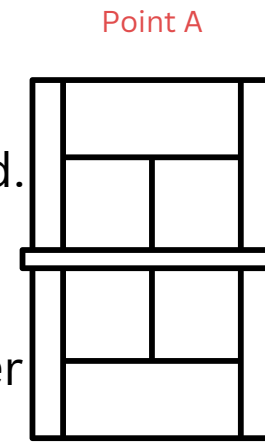
2. Use hips and arms to push up legs into the air.

Tips for candle sticks:

- Practice movement against a wall
- Use a ball/bean bag and balance on feet
- Pair up and allow individuals to provide feedback

What you need:

- Coloured bibs
- Cones for outline (if not court available)



*Group must attempt to run from point A to B without getting tipped

Point B

Change it:

Hard-more 'tipper's' to make it challenging to not get tipped. Small playing area.

Easy- less 'tipper's' allows more of a flow if individuals are finding it hard to achieve their goals. Bigger playing area.

Alternate: stand up candle movement

Safety:

- Ensure enough space in playing area.
- Tippers are to only tap and not push.

Gymnastics Octopus

Objective:

The objective of this game is to help individuals remember and complete a variety of gymnastics poses whilst having fun and creating a friendly competition

Instructions:

- 1 Person is chosen to be in (the octopus)
- The octopus stands in the middle of the room and everyone else lines up along one side of the room
- Everyone chooses 1 gymnastics pose to be in
- The octopus will be turned away from the class and will call out a gymnastics pose
- Everyone in that pose must get up and run to the other side without being tagged
- If you get tagged you are now in. You must connect arms with the octopus and help them tag everyone else.

Rules:

- No pushing and shoving
- You must only choose from the gymnastics poses that the teacher provides
- All people who are in must stay connected at all times

Equipment/environment

- A wide open space
- Cones to create an out of bounds area

Time required:

15min-1hr

Examples of gymnastic poses to use:

Bear walk



Inchworm



Crab walk



Scorpion



STUCK IN THE MUD (DMP EDITION)

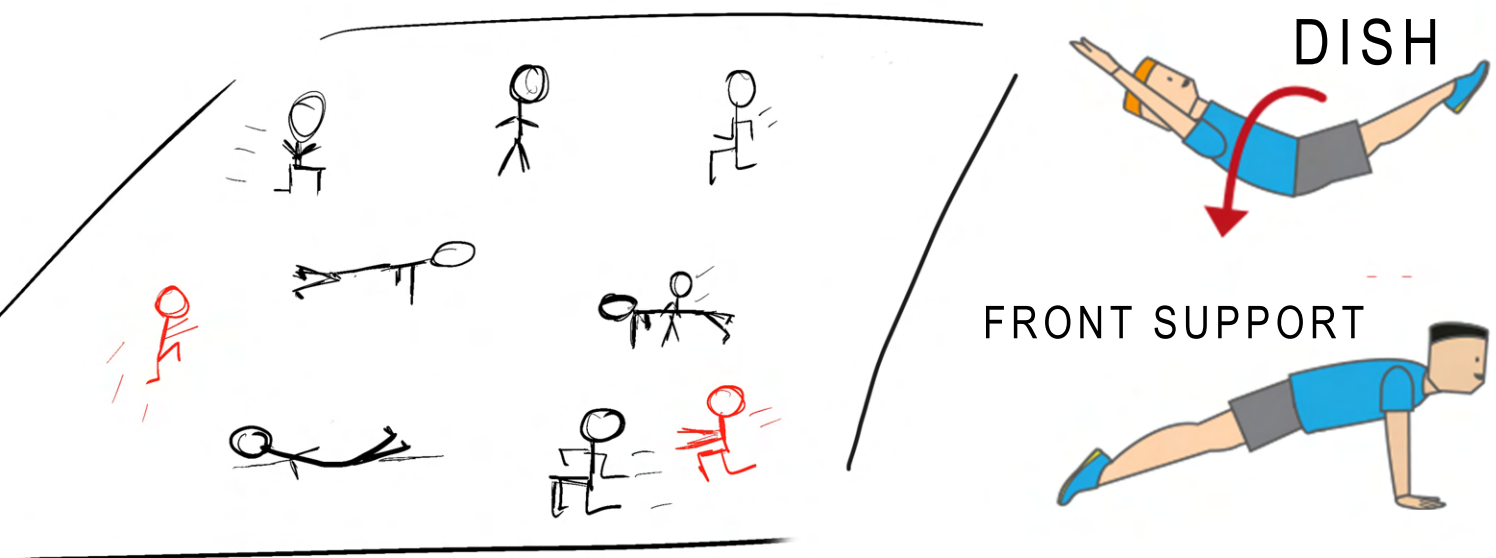
TIME: 10 MINUTES

EQUIPMENT: CONES

INSTRUCTIONS/RULES

1. Pending on the size of the group, two students are selected to be taggers.
2. Students run/skip/jog around the area and try not to get tagged.
3. The taggers try and tag as many people as possible during the time frame.
4. Once someone is tagged they stop where they are and either hold a 'front support' or a 'dish'.
5. Students musn't move from the position unless they are tagged by another student. In which they can continue running around.
6. After a few minutes, rotate through the taggers.

Playing area; Approixamtely 15m x 15m or Basketball sized court.



MODIFICATIONS

- Can change run/skip/jog to various gymnastics animal walks. I.e. bear walk, crab walk etc.
- To make it more difficult decrease playing area, or increase number of taggers.

SAFETY

- Ensure playing area is free from dangers and in good condition.
- Make sure students are looking where they are running to reduce collisions.
- Play this game on a surface that is safe for running and lying down on.
- Ensure proper technique when performing the gymanstics skills.

Stuck in the Mud

With a Gymnastics Twist!

- Select two or more students (depending on the size of the group) to be a tagger.
- The rest of the students line up along one edge of the playing area.
- One of the taggers calls 'Go!' and the rest of the students attempt to make it across the playing area without being tagged by the tagger.
- When students are tagged, they must pause and hold a front support (students may rest in the angry cat position) until they are 'freed' by another student placing their foot underneath their shape.
- The taggers win when all other students are 'stuck'.

Safety:

- Students must pause before putting foot below gymnastics shape.
- Ensure that students run around the students that are 'stuck' rather than jump over if they are avoiding being tagged.

Equipment:

- Basketball court
- 4 markers to mark playing area

Variations:

- Add more taggers
- Select more or different taggers during one single match
- Call out different gymnastics shapes for students to hold while 'stuck' (back support, dish, tuck)



Front support teaching points:

- On hands and toes, hands splayed
- Rounded shoulders, tight core

Tuck teaching points:

- Knees to chest
- Arms around legs



Back support teaching points:

- On hands and feet, hands splayed
- Tight core

Dish teaching points:

- Arms and legs extended
- Tight core
- Lower legs is harder



Stuck in the mud (Gym addition)

Objective:

This game can be used as a warm up game to get everyone's muscles moving. This game also helps to work on stamina

Instructions:

- This is very similar to normal stuck in the mud
- 1 person is chosen to be in
- That person must run around and tag everyone
- Once you have been tagged you must stop and go into a front support or angry cat and wait for a team member to crawl under you
- Once you have had someone go under you, you can now get up and start running around again

Rules:

- Only members who haven't been tipped can crawl under others to let them out
- Once you have been tipped you are stuck straight away
- If the game exceeds 30min an extra person can be added in to help tip everyone else

Time required:
15min-1hr

Equipment/environment

- A wide open space
- Cones to create an out of bounds area



Front support

Teaching points:

- Ensure top of back is curved
- Straight arms and legs
- Push chest toward ceiling



Angry cat

Teaching points:

- Ensure top of back is curved
- Straight arms
- Push chest and shoulders toward ceiling



STUCK IN THE MUD

Instructions

- Students will be asked to spread out on the floor and depending on the number of students present, will determine the number of tippers
- Once the tippers have been established students will move around the floor in various ways which will be given out by the coach/teacher (examples include; Bear walks, crab walks, skipping, jumping, hopping)
- If a student gets tipped, the student will get into a front support shape and wait for someone to get them back into the game
- To get back into the game, someone else must come to that student and do two bunny hops over that students' back and then they can join back in

Additional Information

- This would be ideal for students to engage in their tactical and creative movements by 'assessing rules, strategies and tactics and how they influence movement and performance when applied across different movement contexts' (NSW Education Standards, n.d.).

Safety Considerations

- Ensure the floor area is clear of any obstructions
- Ensure you have a big enough area for the students to move around in to reduce the chance of some of them clashing into each other
- Ensure the person in front support has a round back so if someone comes and does a bunny hop, it can be performed safely

Modifications

- If a student can hold a front support for the amount of time, this can be changed into an angry cat variations

Teaching Points

- *Front support* – Round back, arms straight, wrists/shoulder in line

How to get back into the game





FLOOR IS LAVA



EQUIPMENT

- Gymnastics mats
- Jumping boxes
- Balance beams
- Any equipment in the gymnasium where students can sit or lay on



GAME SET-UP

- Place all equipment in random spots of the gymnasium
- Make sure there is enough playing room for participants to move around in



GAME PLAY

- Students will start off in a 'bear-crawl' position
- Instructor will say 'crawl', where students will start crawling like a bear
- Once teacher yells out 'floor is lava', students must find a piece of gym equipment to jump on, so they are not touching the floor
- Students will have 5sec to find the closest equipment to them
- Fail to do so will require them to complete either 10 star jumps or 5 burpees
- There will be two rounds of bear-crawls. After the second round, students will then perform a 'donkey' pose, where they kick their legs up behind them on all fours. Same rules apply
- Every two rounds a new pose will be introduced
- Whoever doesn't stay in their position the entire time will complete 20 sit-ups



DURATION

- Each round may be performed from anywhere between 10-30sec
- Some rounds may be shorter, some may be longer, depending on the instructor's decision



Scan the QR Code to watch how to perform the activity

The Floor Is Lava!

Objective:

The floor Is lava will overall broaden the participants gymnastics fundamental movement skillset as well as critical and creative thinking.



Instructions:

While everyone Is passing the ball around, while trying to avoid touching the lava, the person who Is In Is trying to Intercept and catch the ball to win.

Rules:

- Only one person allowed on each equipment to avoid lava
- The person who Is In, Is allowed on the lava and must only hop or skip to move
- If someone falls Into the lava, they are now also In
- You must move to a different place after you catch the ball
- Before you catch the ball, you must do a jump variation (e.g., tuck, star, straight, etc)

Equipment required:

- | | | |
|-------------------------|----------|--------------|
| • Ball | • Wedges | • Hula hoops |
| • Variety of floor mats | • Boxes | • Beam |



Additional Information:

- Ideal group size Is dependent on the size of the hall and amount of equipment available
- Roughly 10 participants If there Is 20 pieces of equipment
- Time taken: Approx. 20 minutes

PDHPE Gymnastics

ACTIVITY : FLOOR IS LAVA

Duration: 15 -20 mins

Equipment:

- **5 wedges**
- **Beam**
- **Boxes**
- **Trampoline**
- **Bars**
- **Vault**

Modifications

1. Students travel around using different skills eg bunny hops, crocodile walk etc
2. Students may only allowed to touch a certain piece of equipment eg beams only etc

Diagram



Rules

1. Students travel around floor eg bear walks, crab walks etc
2. When teacher says "Floor is lava", students have 5 seconds to get off floor by standing on a piece of equipment
3. If students fail to do so, they must do 10 burpees to join back in.

Kirra-Lee
Baker
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Rob the Nest

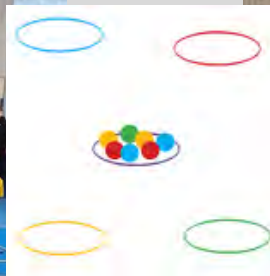


How to Play:

- Have the class split into four even groups and stand behind the hula hoop
- The teacher will then say a certain animal walk, you will then have to walk to collect only one 'egg' to return to your nest
- Once all of the 'eggs' are out of the nest you can begin stealing
- you will have 5 minutes until the game is up
- the team with the most eggs wins

Equipment:

- x5 hula hoops
- x5 bean bags
- x5 tennis balls



Safety Considerations:

- ensuring that there is enough space for everyone in each group to have a turn
- not having the hula hoops close together so there are no running into each other

Activity Observation/Rationale:

- This well known activity that is regularly played in PDHPE classes, incorporates gymnastics walks to show the diversity these quick PDHPE warm ups allow students to engage and adapt quickly to different calls. Having this quick and easy game to begin with allows for a more easy going environment for future lessons.

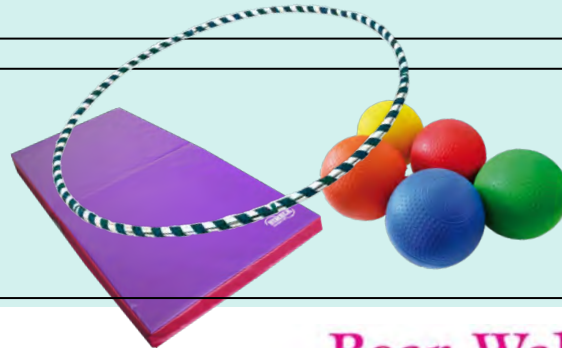
Rob the Nest – Gymnastics Activity

Instructions/ Rules:

- The class will split into 4 groups and each group will stand in 1 of 4 corners In the room
- each group will have a hoola hoop in front of their team
- there will be 1 hoola hoop in the center of the square with several hacky sacks and small balls inside
- One student from each team will either perform a **Crab** or **Bear walk** to the center of the square and race to get as many hacky sacks and balls as possible into their groups hoola hoop
- once all the hacky sacks and balls are depleted from the middle hoola hoop, students will then need to steal hacky sacks and balls from other teams hoola hoops
- The aim of the game is to steal as many hacky sacks and balls as possible and into your hoola hoop whilst protecting your hoola hoop
- The game will last 3 minutes, and the winning team is wherever the most balls and hacky sacks are

Equipment required:

- Hoola Hoops
- Hacky Sacks
- small rubber balls
- crash mats



Safety considerations

- Teacher supervision always incase of injury or student misbehavior
- No shoes incase student is to step on a finger or toe of other student
- Thin crash matts laid for a soft surface for students to perform crab or bear walks on without hurting hand on rough surface

Time required:

- This game can be modified to suit any specific time restraints
- a timer is set on the game and can be set to 3 minutes, or even up to 10 minutes before students may lose interest

Modifications:

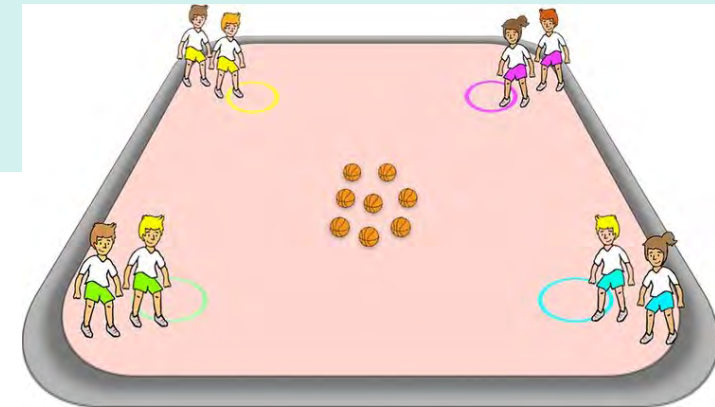
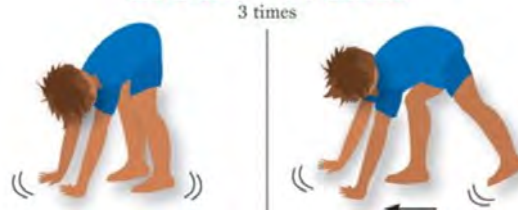
- incase students are unable to keep legs straight during a bear walk, this can be modified for students to bend their legs slightly
- this game can be progressed more difficult by placing wedges and bigger crash matts that students may need to climb over to get to the hoola hoop.

Crab Walk



OR

Bear Walk





RELAY RACE



EQUIPMENT

- Bibs to establish 3 different teams
- Cones/lines to show each teams lanes when they are racing



GAME SET-UP

- Set up 3 lanes using the cones. 2m wide, 10m long
- Then each team will be wearing a different coloured bib and can associate their team's name by what colour bib they have. For example, Green bibs team name can be "Hulk" (be creative!!)



Scan the QR Code to watch how to perform the activity



GAME PLAY

- Each team will line up behind their respective lane
- The aim of the game is to touch the furthest cone in their lane, spin around, and come back to the beginning of their line and tag the next person
- However, all teams will be completing a gymnastics pose given by the instructor when touching the furthest cone. For example, crab-walks only, crocodile walks only, etc.
- Students MUST touch the cone and the end and their teammates hand before they start
- First team where all students complete the gymnastics poses wins
- Each round will be a brand new set of poses, which will increase the difficulty level



DURATION

- This activity can go on from anywhere between 5-10min
- Each activity will be performed for around 1min each, depending how fast students complete each pose correctly

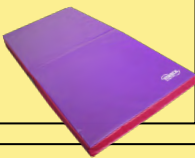
Animal Walk Relay Races

Instructions/ Rules:

- The class will split into 3-4 teams
- Each team will line up half on one side of the room, the other on the opposite side
- The aim is to perform a random animal style gymnastics walk as fast as you can to beat the other team in a relay race.
- The teacher will call out a random animal style walk for each student from one team to perform and race all the way to the other side to meet the next person on the team.
- These animal walking styles can vary from a **crab walk, bear walk, Donkey kicks, crocodile walk, caterpillar walk, scorpion walk and the inch worm walk.**
- Each member of the team must participate in one relay
- Once each member has performed a walk, the quickest team to finish wins

Equipment required:

- Crash Mats
- tape or chalk to provide clear lanes for teams to stick within



Safety considerations:

- Ensure students have enough room between lanes so no one is kicked or injured
- surface area should be clear of all objects
- monitoring students for any bad behavior

Modifications:

- if students cannot straighten legs for bear walk, modify this to bent knees
- if student cannot kick legs high in air for donkey kicks, modify this to small bunny hops
- if students cannot keep legs straight when walking legs in for caterpillar or inch worm walk, slightly bend knees

Crab Walk 	Bear Walk 3 times 	Donkey Kick 3 times 	Caterpillar Walk 
- Students start by sitting on the floor with legs bent and feet flat - hands flat on the floor by the side of your body with hands facing away - lift hips so body becomes the shape of a 'Tabletop' - begin walking, alternating hands and feet	- Students start on all fours (hands flat on the ground and ball of foot on the floor) with knees only slightly bent - lift right hand and left foot forward - lift left hand and right foot forward - continue this process	- Begin with hands flat on the floor and the ball of the foot on the floor with legs bent at the knees - engage core and explosively kick legs up together to create a 'V' shape with your body - whilst legs are in the air begin to walk hands forward slowly	- Students start on all fours (hands flat on the ground and ball of foot on the floor) with knees only slightly bent - Walk hands forward until the body is extended without touching the floor - walk feet into meet hands - repeat process
Scorpion Walk 	Crocodile Walk 	Inch worm Walk 	
- students begin with hands flat on the floor with one foot on the floor, knee bent, and the other leg extended out straight - walk hands forward whilst hopping your leg in and keeping your leg extended - repeat this process	- Begin skill in a push up position, hands flat on the floor directly under shoulders - legs will be shoulder-width apart and on toes - lower closer to the ground - begin walking by bringing knee close to elbow whilst simultaneously bringing another arm forward	- start with hands flat on floor, a little in front of shoulders - balancing on toes with bottom slightly elevated In the air - walk legs into hands, keeping legs straight - then walk hands forward - Repeat this process	

ANIMAL RELAY RACE

This activity is ideal for a starter activity to get the body moving and warm.

Instructions / Rules:

1. Students split up into a group of 3 or 4 depending on the numbers
2. The students will have to complete 1 lap at a time of a total 15m (up and back)
3. One student from each team will complete a lap of an animal. Once everyone on your team has completed that animal, you will move on to the next animal and so forth
4. The sequence will be a dog with a sore leg, crab, bear crawl and caterpillar.
5. The team that finishes all the animals first, wins!

Equipment:

- Gym mats
- Can have images of each animal for demonstration
- Cones for each group

Time:

10 min

Safety considerations:

- ✓ One person from each team at a time to avoid collision
- ✓ Cones to separate each team into lanes to avoid collision

Dog with a sore leg



Crab



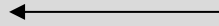
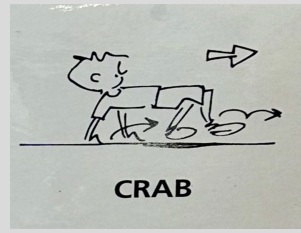
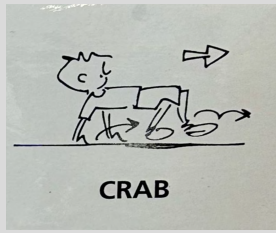
Bear crawl



Caterpillar



CRAB WALK RELAY



Game setup

- Form two teams where each team should have an equal number of members.
- On the floor, draw a beginning and ending line. The distance between the lines will be determined by the amount of area available and the level of difficulty desired for the relay.

Instructions

- Start the first participant from each team in a crab walk position at the starting line. Students perform the crab walk by sitting on the ground, lifting their hips off the floor, and supporting themselves with their hands and feet while facing upwards.
- When the signal is given the students crab walk to the opposite line where they will crawl around the cone and return to the starting position.
- The tagged participant crab walks back to the starting line, and the process is repeated until all team members have completed the relay. The first team to complete the relay wins.

Equipment needed

- **Markers or cones:** Use markers or cones to indicate the relay's starting and finishing lines.
- **Whistle or Signal:** A whistle or other signalling device can assist in starting and stopping relay races.

Safety considerations

- **Clear the Area:** Clear the relay path of any obstacles, or potential hazards to avoid tripping or accidents.
- **Hydration:** Make sure participants have access to water throughout the exercise.
- **Supervision:** Ensure there is complete supervision to avoid any injuries.
- **Proper technique:** Ensure proper technique is used to avoid any back or arm injuries from this activity.

Estimated time

Allow up to 15 minutes for this activity due to its high competitiveness.



**TIME:**

- 10 - 15 minutes

MODIFICATIONS:

- If the length of the relay race is too short, lengthen it
- If the relay race is too long, shorten it
- If there is one team winning consecutively, swap the teams up each round
- If the students are struggling with bunny hops, alternatively get them to do bear walks

BUNNY HOP RELAY

INSTRUCTIONS:

1. Split the class into even groups for the space provided
2. One student at a time, per group, will bunny hop to the end of the mat, turn around and bunny hop back towards their group
3. They must then high five the next person in their line for them to start
4. The first group where all students have completed the relay race must sit down

SAFETY CONCERNS:

- Making sure the students' legs stay together and arms stay straight to decrease the chance of falling over and causing injury

EQUIPMENT:

- Gymnastics mat
- Large enough space for students to go up and back

WARM UP:

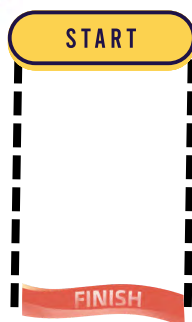
- Bunny hops on the spot
- Stretching
- Jogging on the spot

Tuck Sit Relay

Set Up/Equipment



30x Bean Bags



Tuck Sit



- Sit with both knees against your chest
- Elevate feet off the floor and use core strength to hold them up
- Can wrap arms around knees to secure the shape

Safety Considerations

- Ensure students know the correct form and technique to hold a tuck sit to prevent them straining their back
- Teacher supervision is essential at all times
- The area this activity is done in must be safe and students must not be too close to each other

Instructions

- Split the class into two even groups
- Get the students to sit in two lines facing each other
- Once the students are evenly spread out and there lines are symmetrical place 15x bean bags next to each player at the start of the line
- Ask the students to sit in a tuck position with their feet off the ground which will allow them to use their core strength
- Signal the students at the start of the line to begin the race.
- They must pass all 15 of the bean bags down the line until they have reached the last player.
- Once all bean bags have made it to the end student the game is finished.
- The first team to do so are the winners.

Modifications

Equipment

- If bean bags are unavailable you can use any small item such as cones, tennis balls etc.

Rules

- Can alternate the positions of the students to front support, plank, angry cat etc.
- Can change the rule that students must not pass the bean bag until the first one has reached the end player.

FROGS AND LILY PADS

TIME: 10 MINUTES

EQUIPMENT: HOOPS,
MUSIC (SPEAKER), CONES

INSTRUCTIONS/RULES

1. Different coloured hoops are layed out in a designated area.
2. Players continuously jump from lily pad to lily pad using both feet to land and take off.
3. Music is played while the students jump around, when the music stops, students must jump on a lily pad.
4. They cannot jump on a lily pad that is occupied by another player.
5. Different coloured lily pads are worth different points. Instruct students to keep their own score.
6. Points are recorded once everyone is on a lilypad.
7. Music begins playing again, and students continue jumping around.

Playing area; Approixamtely 15m x 15m or Basketball sized court.



MODIFICATIONS

- Can change jumping to various other gymnastics animal walks. I.e. bear walk, crab walk etc.
- Question? - Ask students where they should position themselves in the pond to score the most points?

SAFETY

- Ensure playing area is free from dangers and in good condition.
- When landing the jump, players should use the motorbike landing.
- Ensure proper technique when performing the gymastics skills.
- 'Lily pads' can be taped down to ensure they don't move out of place and become a trip hazard.

Traffic Trial

FINISH

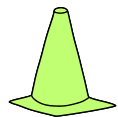
Set Up/Equipment



Stop/Freeze
1 x Red cone



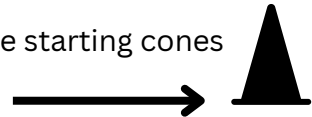
Hold Back Support
1 x Orange cone



Crab Crawl towards finish line
1 x Green cone



2 x white starting cones



Instructions

- Students line up between the two start cones. Ensure there is a wide space and students have plenty of room to move
- The teacher stands at the finish line with three cones in hand, (1x red, 1x orange/yellow, 1x green).
- When the teacher holds up the red cone students must stop/freeze whilst standing and are unable to move forward
- When the teacher holds up the orange cone students must get into a back support position and hold that shape until the cone is changed
- When the teacher holds up the green cone students must crab crawl towards the finish line
- The first student to reach the finish line is the winner
- The teacher or person in control of the “traffic lights” (cones) can show them in any order they like.
- This activity is building core strength, reaction time, speed, and spatial awareness in students.

Back Support and Crab Crawl



Back Support

Crab Crawl

Safety Considerations

- Ensure students are using the correct technique when crab crawling and in back support
- This is recommended to be played on a smooth flat surface such as a gym or hall or on gymnastics mats
- Make sure students are under full teacher supervision and have enough room to participate

Modifications

Equipment

- If the traffic coloured cones are not available use different colours instead

Rules

- Can alternate the meaning of each cone and change the walks, crawls or holding positions

Equipment

- Floor Mats (if possible)
- Floor Space

Crocodile Walk

Students start in a front support position, then simply walk right arm with left leg and vice versa low on the ground



Challenges

- Students can incorporate other "stages" of the game such as an other animal walk when something happens to a crocodile player.
- Students can even pick a different kind of animal walk.

Structure

This is a fun activity to get the students heart rates up and their bodies warmed up ready for the next task.

- Select students to be Crocodiles
- Select students to be Crabs.
- Each student animal must perform their animal walk to move.

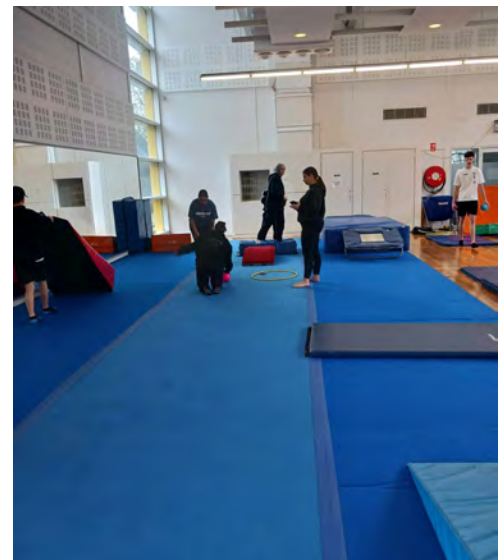
Crab Walk



SAFETY

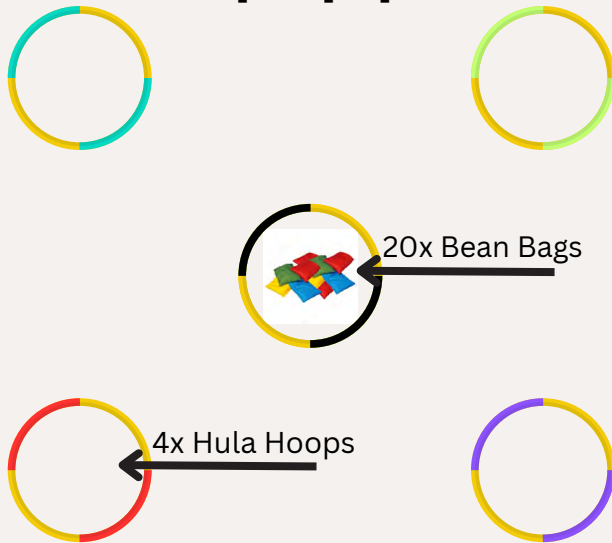
Obstacles

Ensure that unless reason is given keep the area clear from obstacles this can be from phones, clipboards, papers and even other gym equipment.



Bear Burglars

Set Up/Equipment



How to Bear Crawl



1. Place hands and feet shoulder width apart
2. Legs and arms must be straight
3. Move with an alternative movement pattern. As you move your right foot forward move your left hand forward etc.

Safety Considerations

- Ensure students are using the correct technique when bear crawling
- This is recommended to be played on a smooth flat surface such as a gym or hall or on gymnastics mats
- Make sure students are under full teacher supervision and the hoops are spaced out to avoid any collisions

Instructions

- Split students into 4 even groups and designate the groups a hula hoop each. This is their base
- The hoop in the middle is where the bean bags will remain at the start of each round
- When the whistle is blown one student from each group must bear crawl out to the middle hoop and take 1 bean bag back to their base
- Once they reach their base and the bean bag is in the hoop the next player can crawl out
- When all bean bags from the centre hoop are taken the teacher can announce “Bear Burglaring Begins”, this means students can start stealing from any of their opponents hoops
- Once students are beginning to show fatigue blow the whistle and stop the game
- The team at the end with the most bean bags are the winners

Modifications

Equipment

- If hoops and bean bags are not available you could use cones and tennis balls instead

Rules

- Can alternate the types of walks/crawls students do such as crab crawl or commando crawl

Gymnastics Statues

Instructions

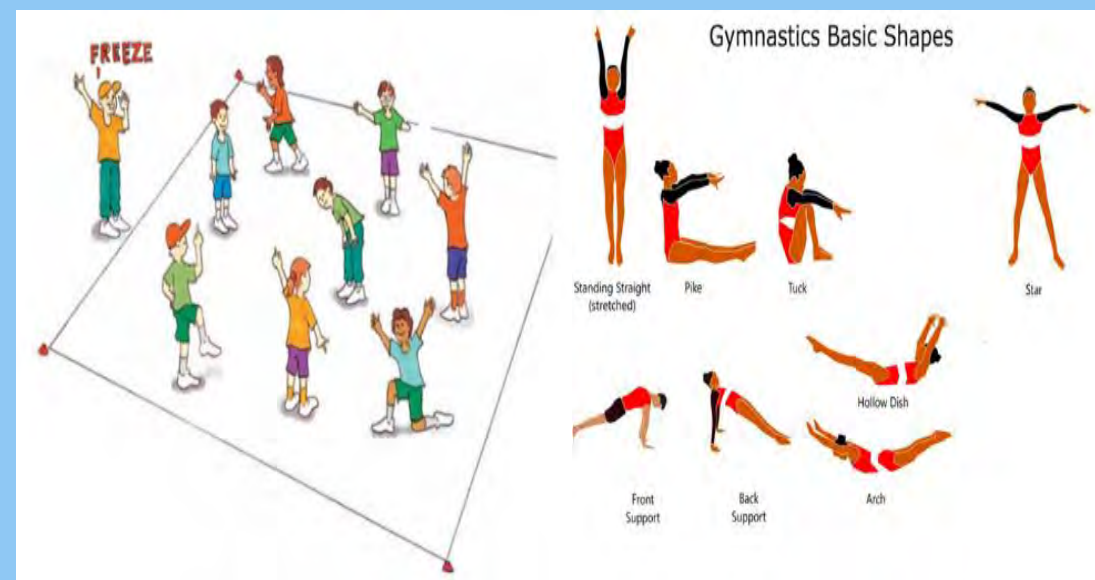
Player's dance or move freely around the hall. When the music stops, players must freeze and form a gymnastics pose as a statue. Students cannot do the same gymnastics position twice in a row and must go through each gymnastics pose or they are out. Once a student is out, they will help identify the last person to make the pose and assist in the judging. This game would be best to be played in small-sided games 6-10 people this allows less sit out time.

Rules – no mucking around

Equipment: 4-12 markers depending on size of game

Playing space: small games: 5m x 5m square, larger games 10m x 10m

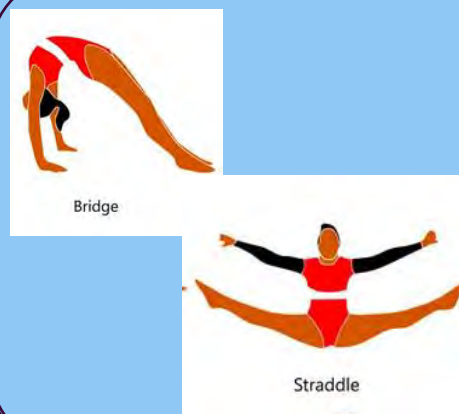
Game play time: general length of game 8-12 minutes



Variations

- Students run around, dance around or forward roll or side roll around.
- Harder gymnastics poses can be introduced.
- Game can be switched to teacher calling out designated gymnastics pose instead of freeze this is where students quickly hop into that position.

Variation Card



Modifications

- Students can earn there way back into the game by doing 5 push ups, sit ups, burpees, squats, etc.
- Create a 1 turn safe zone
- You can have more than a certain amount of students doing the sam gymnastics pose ie after 3 people have take that pose others will have to rapidly change
- Smaller playing area
- Biger playing area
- Small sided games

Safety

- Ensure the playing area is free of obstructions and is flat
- Spatial awareness of other players
- Slips, trips and falls
- No pushing or shoving

References

Variation pic and gymnastics poses - <https://completegymnastics.com/gymnastics-skills-list-basic-shapes/>

Game simulation diagram -

https://www.sportaus.gov.au/p4l?queries_learning_bands_query_posted=1&queries_social_query_posted=1&queries_activity_focus_query_posted=1&queries_physical_query_posted=1&result_697283_result_page=4&queries_psychological_query_posted=1&queries_cognitive_query_posted=1&search_page_697283_submit_button=Search%20&queries_game_category_query=&queries_game_category_query_posted

Bear walk naughts and crosses

TIME: 5-10 minutes

Safety precautions:

- ❑ Ensure there are no hazards such as bags and/or other possible hazards
- ❑ This exercise is best performed on soft ground, such as grass or gymnastic mats, but can be performed on hard surfaces, such as wooden floors with caution.

Teaching cues/points

- To perform a bear walk the student must move the same arm and leg at the same time
- Ensure the hoops are roughly 3-4 metres away from the start position
- Ensure each team has an allocated colour pen or bean bag or "x" and "o" depending on the equipment being used.

Equipment Variations:

1. Hoops, beanbags, coloured bandanas, coloured witches hats
2. Paper, pencil or coloured sharpie

Justification/Rationale:

This activity is great for students to practice control and coordination as well as targeting muscular strength and stability through the shoulders and core

Setup:

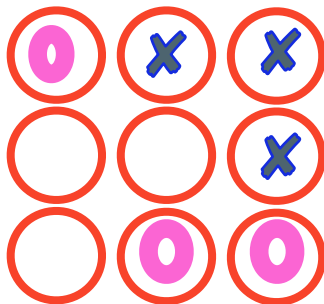
1. Place 9 hoops/paper in column of 3 side by side
2. Give the students a coloured pen per team or apparatus of the same colour. If being played as a group allocate the "x" and "o" for each team.
3. Using a cone or marker mark the start/return line for the students to return to
4. Place the bean bags/pen at the start position

Instructions:

1. Get the students to get into the bear crawl position
2. The students must bear crawl back and fourth from the hoops/paper and place their bean/mark on their chosen space
3. The student must go back to the marker/ start line after placing each apparatus/ symbol
4. The aim of the game is tone the first one to get 3 of your symbol or apparatus in a row (can be vertical or diagonal)

Variations:

- Multiple games can be running at once
- Teachers can also create 2 teams of 3-4 students and increase the amount of hoops to 15 to be more inclusive of a larger class size



SCAN ME

BEAM TIC-TAC-TOE

Equipment:

- ❖ 2 beams
- ❖ Crash mats
- ❖ 6 bean bags (3 of each colour)
- ❖ 9 hula hoops

Duration/Purpose of Activity:

- ❖ 10 to 15-minute activity to practice balancing and performing skills on the beam with an added element of strategy, problem-solving, and teamwork



Rules:

- ❖ Each team will line up behind a beam, with the first 3 students in both teams getting 1 bean bag each
- ❖ When the game begins, the first student from each line must walk along the beam as fast as they can
- ❖ Once they cross the beam, they will use their bean bag to either help their team score or block the other team from scoring by placing it in an empty hula hoop
- ❖ Once the bean bag is put down, they will walk back along the beam, tapping the next person in line to signal their turn
- ❖ The first team to get 3 of their bean bags in a row, either vertically, horizontally or diagonally, wins
- ❖ If all bean bags have been put down and there is still no winner, the remaining students in line are able to move 1 of their own team's bean bags into an empty hoop to either win or block the other team
- ❖ If a student loses balance and falls off the beam they must go back to the start of the beam and try again

Modifications:

- ❖ The first 3 students must walk across the beam whilst balancing the bean bag on top of their head
- ❖ Remaining students must either walk backwards or perform scoops/lunges as they cross the beam

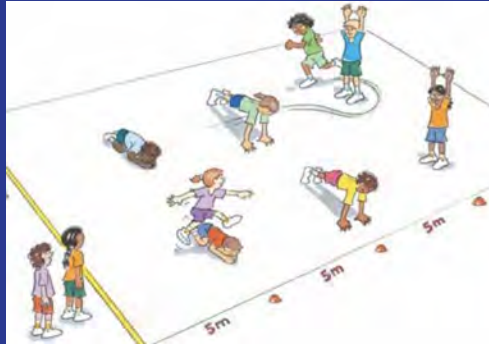
Stone, Bridge and Tree

RULES

Teams of 6–8 players line up behind starting cones. When you say 'GO!', the first player runs out to their first cone and forms a stone. The second player jumps over the 'stone', and then runs to the second cone to form a bridge. The third player jumps over the 'stone', crawls under the 'bridge', and then runs to the third cone to form a tree. The fourth player jumps over the 'stone', crawls under the 'bridge', runs around the 'tree' and back to take the place of the 'stone'. The 'stone' takes the place of the 'bridge'. The 'bridge' then takes the place of the 'tree', who then runs to the end of the line. The game finishes when all players have had a turn at each of the positions. This activity combines movement with the chance to practise holding static body positions. This helps to develop physical abilities associated with muscle control, especially in the lower back and abdomen, and forms the basis of many other activities.

EQUIPMENT

- An indoor/outdoor playing area 20 metres in length
- A starting cone for each team and three cones spaced 5 metres apart



SAFETY



CONSIDERATIONS

- Make sure the 'stone' participant has their head securely positioned before others jump over them, have their head tucked.
- Make sure the runners are careful when going over, under and around other students
- Have a soft ground such as grass or soft mats

MODIFICATIONS

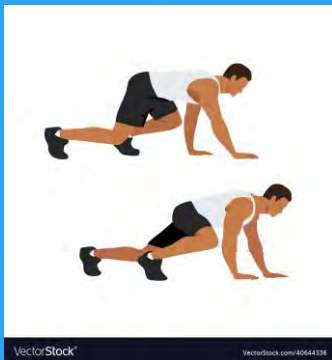
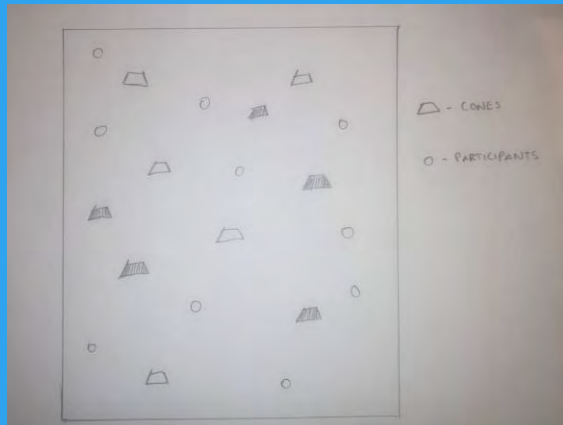
- To make it easier, players stand upright with their legs wide apart to form the bridge.
- Another way to simplify this activity is to have players jump over the stone's legs instead of their lower back.
- Players can make it harder by skip to the stone, leaping to the bridge and running to the tree.
- Ask players to come up with new shapes and movement skills. Allow each group to make up one new relay for the class to try

BEAR CRAWL CONE FLIP

Equipment:

- Hall
- Cones
- Mats

Diagram



Instructions:

1. Students will be separated into two teams and each team are designated either a white or red cone to each student.
2. Students must remain in a bear crawl for the duration of the activity.
3. The objective for each team is to try and flip the opposing team's cones upside down.
4. They can also defend their cones by flipping it back over to the correct position.
5. Teams will be given 2 minutes to flip opposing cones and defend their cones before the activity is halted and cones will be counted to begin a tally.
6. The first team to win 5 games wins the activity.

Physical Education Notes:

- Duration: 10-15 minutes
- Perform this activity on mats to ensure more comfort for students.
- This activity improves muscular strength and informs students on how to perform a certain movement for skill development.
- Students must also interact with each other to strategise, such as assigning half the group to defend, and the other half flipping opposing cones or communicate to avoid harming each other by crawling into one another.
- This activity focuses primarily on teamwork and strength specific to gymnastic related skills.

Safety:

- Students must watch for surroundings so inform students to keep their head up and look around when in motion.
- Make sure there is enough room for all students to adequately move around to avoid collisions.
- No loose clothing to avoid hands and feet pinching.

Time: 10 minutes

BEARS AND CRABS

TEPA FALETOESE 20459084

This activity is helpful in assisting students to practice bear walks and crab walks



VARIATIONS:

- You could also add in different skill moves to this game to make it more interesting

INSTRUCTIONS:

- Students are spread out in an open space on a soft surface (Gym mat, grass)
- Mark space with markers or cones
- All the students must move around the space in a bear walk
- One student is selected to be the initial tagger
- This student can only move around by performing a crab walk
- When a student is tagged by the crab, they must do a crab walk also and join the other tagger
- The game ends when all the bear walkers have been tagged into crab walkers

RULES:

- Stay in the marked play zone
- Once tagged change to crab walk straight away

EQUIPMENT:

- Markers or cones
- Minimal equipment is required. Great warm up activity

Cops and Robbers

Time: 15 – 20 minutes

Instructions/Teaching Objectives:

1. Split class into two even teams. One team will be 'cops' and one team will be 'robber's'.
2. The purpose of the game is for the cops to try and move the 'gold' (beam bags) safely into the hoola hoop on one side of the room while the robbers move the 'gold' in their hoola hoops on their side of the room.
3. Teams can only nominate one player to 'protect' their loot (goalkeeper), by team can run interference in no-mans-land.
4. In order to move loot successfully, both cops and robbers must bear walk, crab walk, snake crawl, or Lizard walk until they reach their hoola hoops.
5. Loot begins in no-mans-land.

Equipment:

- o Beam Bags
- o Hoola Hoops



Safety Considerations:

- Students must be supervised at all times
- Conduct game in the school gymnasium covered in gym mats or carpet
- Ensure students have an arms length distance of free space to prevent bumping into each other.
- Observe student's walks to make sure there is no risk of an injury (or cheating).

Animal Walk D1, D2

Instructions

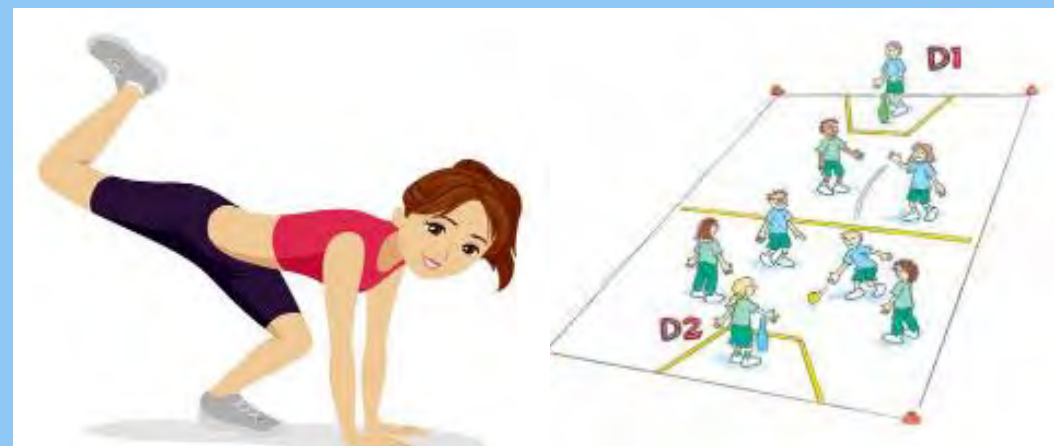
The idea of this game is to knock the other team's marker (skittle/bowling pin/witches hat) down by passing a ball to players on your team until one is close enough to knock the skittle down with a throw, scoring a point. Each player will spread out in the gaming area and the only way to move around is by scorpion walking or wounded dog. It is best to play this game with small-sided games.

Rules – players must stay in gaming area

Equipment: 4-12 markers depending on size of game, 2x skittle, bowling pin or witches hat

Playing space: small games: 5m x 5m square, larger games 10m x 10m

Game play time: general length of game 8-12 minutes



Variations

- Bear walk.
- Caterpillar crawl.

Other animal walks could be used see variation card.

Variation Card



Modifications

- Safe zone
- Easier animal walks
- Large game
- Smaller game
- More players
- Less players
- More markers (skittle/bowling pin/witches hat)
- Less markers (skittle/bowling pin/witches hat)

Safety

- Ensure the playing area is free of obstructions and is flat.
- Spatial awareness of other players
- Slips, trips and falls
- No pushing or shoving

References

Wounded do walk - <https://pe4everykid.weebly.com/this-week-in-pe/this-week-in-phsyed-with-mr-graham7175871>

Game simulation diagram -

https://www.sportaus.gov.au/p4l?result=697283&result_page=2&queries=learning_bands_query_posted=1&queries=activity_focus_query_posted=1&queries=game_category_query_posted=1&queries=game_category_query=&queries_physical_query_posted=1&queries=psychological_query_posted=1&queries=social_query_posted=1&queries=cognitive_query_posted=1&search_page=697283&submit_button=Search

Scorpion walk photo girl - <https://www.alamy.com/stock-photo/with-scorpion-exercise.html?sortBy=relevant>

ACTIVITIES THAT BUILD STRENGTH



WESTERN SYDNEY
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DISH PASSING

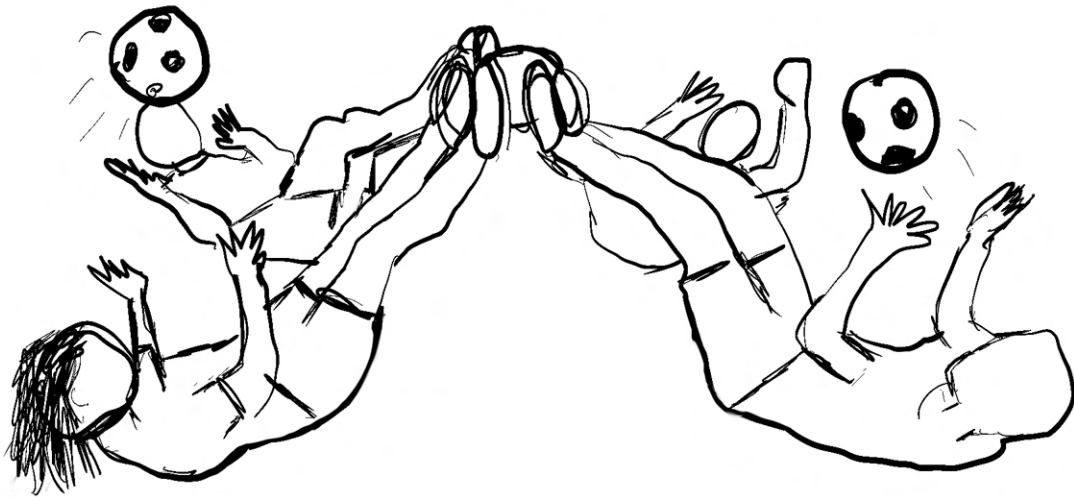
TIME: 10 MINUTES

EQUIPMENT: SOCCER BALLS
(OR SIMILAR SIZE)

INSTRUCTIONS/RULES

1. Place students into groups of approximately 4 people per group.
2. Students lie on the floor in a circle, in the dish position with their feet touching a ball in the middle.
3. Students must hold themselves and the ball up in the middle.
4. While passing the ball around in a circle, students count the number of successful catches.
5. Students aim to improve their best number of passes each time.

Playing area; Approximately 5m x 5m per group.



MODIFICATIONS

- The type of ball can be made bigger or smaller to increase or decrease difficulty.
- Adding multiple balls at once to increase difficulty
- Remove the ball from the middle so the students have to hold the dish position with no assistance from the ball.

SAFETY

- Ensure playing area is free from dangers and in playing condition.
- Make sure the type of ball is appropriate and not too heavy.
- Play this activity on grass or soft mats as it requires lying down on the ground.
- Ensure proper technique when performing the dish skill.

Angry Cats Yarn



Teaching Points

- 1) Similar to tunnel ball, students are split into even teams of between 4-6.
- 2) Mark out a straight line and have each team line up in the angry cat position, forming a 'tunnel' - all students in a team must be facing the same direction with their hands touching the marked line (see diagram)
- 3) Each team competes to get the ball through the tunnel. The student at the top of the tunnel will roll the ball to the end, the last student
- 4) Once receiving the ball, the player at the end of the line will pick the ball up and run to the front of the line. Once in the Angry Cat position, it is their turn to roll the ball through the tunnel.
- 5) Teams continue doing this until all team players have had a turn. The winning team is first to finish.

Equipment

- This activity requires a ball for each team.
- If there is no natural 'line' to have students for their tunnel, create one by using tape along the ground.



Modifications

- Space team members out, creating a longer tunnel. Have the last student grab the ball and 'Leap Frog' over the top of each student doing an angry cat position to get to the front of the line.
- Instead of using a ball, have the students line up alternating in the Angry Cat position and plank position. The student at the front of the line will then step over or leapfrog over the players in line until they reach the end.

Safety Principles

- To avoid pain or injury, students must understand how to safely perform the Angry Cat exercise
- Playing area should be free from obstacles and debris (remove any trip hazards and ensure surface is slip-free)
- Teams should be well spaced out
- Ensure students understand game instructions before commencing
- Teacher supervision at all times - spotting for signs of pain or injury and addressing these



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CANDLESTICK BALL PASS CHALLENGE

Diagram

Objective: The Candlestick Ball Pass Challenge enhances balance, coordination, core strength, teamwork, focus, confidence, sportsmanship, timing, adaptability, creativity, and physical endurance among the participants.



Rules & Instructions

- Rationale:** Explain the **OBJECTIVE** of the "Candlestick Ball Pass Challenge" to students. (1 minute)
- Formation & Setup:** Arrange groups of **FOUR** (4) students into a **PYRAMID** formation, with their **FEET TOUCHING** at the **center** to form a **stable CANDLESTICK** shape. (1-2 minutes)
- Ball Placement:** Place a **BALL** within an **ARM's** reach at the **center** of each group's **PYRAMID** formation. (1 minute)
- How to Play:**
 1. **Start** the **challenge** by having **ONE** (1) student in each group **PICK UP** the **BALL** using only their **HANDS** while keeping their **LEGS** **straight** and **FEET** connected to their peers.
 2. The student with the **BALL** must then **PASS** it to any of their peers using only their **HANDS**, without breaking their **CANDLESTICK** shape.
 3. Each group keeps **count** of the **CONSECUTIVE** **PASSES** they are able to achieve.
 4. If either groups **PYRAMID** formation and students **CANDLESTICK** shape is broken, or if the **BALL** is **FUMBL**ED and **TOUCHES** the **ground**, the group can reset their total **CONSECUTIVE** **PASSES** score and start again.
- Challenge Duration:** The **challenge** continues until students begin to **TIRE** or a **TIME** of **TEN** minutes (10 minutes) is exceeded

Additional Information

- Positive Peer Support:** Encourage students to **COMMUNICATE**, **WORK TOGETHER**, and **STRATEGISE** the best ways to **PASS** the **BALL** smoothly and efficiently.
- Technical Guidance:** Provide guidance and feedback on proper **CANDLESTICK** shape, emphasising the importance of **body ALIGNMENT** and **CORE** engagement.
- Progressive Complexity:** Start with a **LARGER BALL** and gradually switch to **SMALLER** ones, making the "Candlestick Ball Pass Challenge" more difficult as the game progresses.
- Estimated Time:** 12-15 minutes

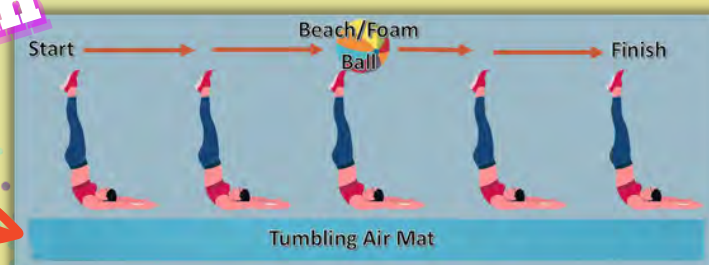
Variation/Modification

- Formation & Setup:** Arrange groups of **FOUR** (4) or **FIVE** (5) students in a **straight line**, facing the same direction, while **STANDING** up.
- Signaling Victory:** The students in each group then establish a **UNIQUE** and **DISTINGUISHABLE** word to signal their completion of the **activity**.
- How to Play:**
 1. Each group must begin the **challenge** with the **BALL** in **possession** of the student positioned at either end of their **straight line**.
 2. **After** the whistle is **BLOWN**, the student in **possession** of the **BALL** must fall into a complete **CANDLESTICK** shape before they are able to **PASS** the **BALL** to the student **STANDING** behind.
 3. The following student then repeats this process of forming a **CANDLESTICK** shape before **PASSING** the **BALL** until the final student **SPEAKS** their group's chosen word and has **possession** of the **BALL**.
 4. The group who then meets this **OBJECTIVE** the fastest wins.

Equipment Required

- Gymnastics mats or soft landing surfaces
- A soft, lightweight ball (e.g., foam ball or beach ball)

Diagram



Front Support Goals

5-8 minute activity

Perfect for a warm-up!

- Students in front positions with heads approximately 50cm apart.
- Students take turn rolling the ball toward the gap between their opponent's hands.
- As the ball is rolled toward them, students attempt to stop the ball.
- A point is scored when the ball successfully goes through the gap.

Safety:

- Use a soft ball (like a dodgeball or other foam ball) rather than a soccer ball to reduce the potential of hard collisions

Equipment:

- Foam ball

To make the activity less challenging:

- Students may scale the front support so that their knees rest on the floor

To make the activity more challenging:

- Students move further apart
- Students use a smaller ball



Front support teaching points:

- On hands and toes, hands splayed
- Rounded shoulders, tight core

Front Support Pass & Go



How to Play:

- Put students into groups of 3-5.
- Ensure that there is enough space and put students into lines within their groups.
- The student in front will start with the ball and everyone in their group including the one with the ball will be in front support.
- They are to roll the ball from the front of the line to the end.
- The end person who touches the ball last will then run to the front and continue this until everyone has been first in line.

Teaching Points:

- Front support: angry cat with straight legs, and strong arms.
- When playing you are to move whilst in front support so core should be engaged
- When rolling the ball, try and do it slowly and straight as possible to that you can move to the front quicker.

Safety Considerations:

- Could bump heads with team mates when getting up or moving down the line.
- When holding the ball could roll and fall/lose balance

Modifications/Equipment:

- Can change the position they are in to make it more tricky
- e.g. Crab sit, angry cat.
- 1 foam ball to each team (5 balls for 5 teams)

Activity Objective/Rationale:

- The purpose of this activity is to incorporate strength-based exercises and make a game to progress either their knowledge for physical activity in the future. By involving this game by using this gymnastics positions (or others) can make the students more engaged.

The Bears Honey

Teaching Points

- 1) Similar to Rob the Nest, have all students start the game in a bear crawl position (on hands and feet), lined up along the perimeter of the play area
- 2) Instruct the students that this is a no-contact activity for safety - e.g, no kicking, whacking, hitting, or pushing.
- 3) Place balls in a pile at the centre of the play area
- 4) Game play begins with the teacher saying 'GO' and students make their way to the pile of balls in bear crawl position
- 5) The aim is for students to collect as many balls as they can by keeping them in their possession at all times (on the ground, underneath their chest), and for as long as possible before the timer runs out.
- 6) Students can 'steal' balls from each other but must remain in the bear crawl position (on three limbs minimum) to do so. Only balls in the student's possession will be counted when time is up.
 - NOTE:- Rounds should be short, 2-3 minute duration to avoid muscle fatigue

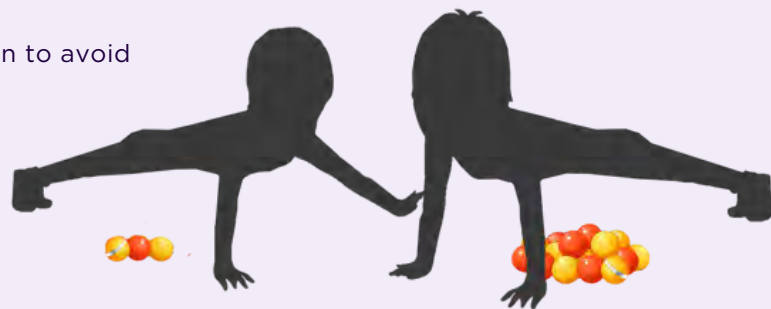


Safety Principles

- Ensure playing field is free of obstacles and debris, suitable for hand-foot crawling
- Ensure students understand instructions and importance of safe play
- Teacher is to be present and attentive, observing for possible safety risks or injuries
- For larger groups, it is important to have more than one teacher monitoring play

Equipment

- Various size balls, approximately one/per student (ball size can be dependent on group size, e.g. tennis ball size - soccer ball size)
- Cones to mark of the play area (As big as needed per group)



Modifications

- Adding the home base for students to store their balls, though this can be 'robbed' when left unattended
- Gradually decrease the number of ball in play with each round
- Add in larger balls, which are harder to carry - or give balls a point value
- Warm-up activity is practising bear crawling and ball 'stealing' in pairs



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Front Support Relay Race



Instructions/ Rules:

- Students are required to get into groups of 4-5, depending on the size of the class. In their groups, they need to get into a front support position, ensuring they are touching shoulder to shoulder.
- When the teacher says "Go", the student at the end of the line will have to crawl underneath their team to the front of the line and then get into a front support position again.
- Once they have crawled the whole way through and are at the front of the line in front support the next student will crawl their way through. This is a race with other teams, so needs to be done as fast as possible.
- This will be repeated until each person in the group has had a go at crawling underneath.
- The students cannot drop out of the front support unless they are the ones crawling or their whole team has finished.

Modifications/ Equipment Required:

- Vary the number of students required in groups. The larger the group, the more strength required to hold the position longer.
- Students can do this in other positions like rear support or angry cat.
- Gymnastics skills can be included, like inchworm walking beside the team instead of crawling underneath teammates.
- No equipment is required other than the floor space.

Safety Considerations:

- Ensure students are in a safe space and environment with no hazards nearby e.g. uneven mats or boxes that could fall.
- Ensure instructions for the game are clear, and the correct technique is applied to avoid any injuries.
- Allow and encourage hydration, such as water breaks if needed and if the weather is hot.
- Ensure the teacher always has a clear view of everyone at all times.
- Have access to medical equipment if needed in case of an emergency.
- Modify activity to suit individuals' capabilities and be safe for the students if needed.
- Ensure students are evenly spread out when doing the front support relay races against other teams.

Learning Objective/Teaching Points:

- The learning objective of the front support relay races is to build strength in a fun, engaging and competitive way while also using teamwork skills.
- This activity provides dominant movements and fundamental gymnastics skills such as front support, angry cat and rear support, which helps in building strength for harder and future gymnastics skills.
- This game strengthens students' core, arm and leg muscles and allows them to practice fundamental gymnastics skills repetitively by holding the position for a long time.
- When teaching, ensure students are using the correct technique e.g hands facing forward and flat and straight arms & legs in front support.



Protect the Plank

Teaching Points

- Focus of this activity is on strength, stability and balance.

1) Students are paired up. Have them face each other in a push-up position, with hands shoulder width apart and almost touching each other's fingertips.

2) The aim of the game is to remain balanced while each player has a turn trying to make the other lose balance and fall over by GENTLY 'swiping' or forcing one their opponent's wrist off the ground, causing the opponent to collapse onto their chest.

3) Giving safe and clear instructions is important. Instruct and demonstrate to the student how to perform the push-up position, ensuring their heads remain higher than their bottoms, keeping their backs, arms and legs as straight as possible.

4) Demonstrate safe play moves - this includes how to safely move opponents arm and how to safely fall once an arm has been knocked from under the player

Safety Principles

- Teacher supervision is required (more than one teacher for larger groups)
- Ensure students are performing the push-up correctly and safely to protect the back and muscles
- Encourage students to 'drop/fall' onto their side rather than their elbow to avoid injuries
- Ensure students are not hitting or aggressively pushing their opponent
- Space pairs out to avoid falling on each other

Modifications

- Free for all - the rule change here is that the feet must remain on the ground at all times, however the player can move in a circular motion, making it possible to swipe more than one player's arm. The last player remaining wins.
- Rather than forming a plank position, student form a crab position - reverse push-up on hands and feet, with knees bent
- Gym mats can be used to pad the play area

Equipment

- Equipment is not necessary for this activity, however teacher supervision is essential.



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ANGRY CAT TUNNEL BALL

**Duration: 10
Minutes**

Instructions/Rules

1. Divide students into groups of 6.
2. Students to kneel side by side in an angry cat position.
3. One participant will roll the ball through, and the participant at the end of the tunnel is required to grab the ball and run over to the front. The other participants shuffle back.
4. The students will work toward getting the ball through to the end of the tunnel until the line leader returns to the front of the line.

Modifications

- ☐ Modify movement position: Instead, participants will lie side by side in front support position with the same instructions/rules. Log roll to shuffle back.

Equipment

- ☐ Light, medium sized balls.
- ☐ Soft mat

Angry Cat Position:

- ☐ Tuck chin to chest
- ☐ Arch upper back
- ☐ Push arms and shoulders into floor.



Safety considerations

- ☐ Ensure there is sufficient space for all participants.
- ☐ Use light, medium sized balls to avoid injury.
- ☐ Ensure playing area has mats to kneel on to prevent any injuries in knees.





C R A B S O C C E R



EQUIPMENT

- Soccer ball/any soft round ball that can be kicked easily
- Cones/markers
- Smooth or cushioned surface area



GAME SET-UP

- Use cones or markers to create goals at opposite ends of the playing area. The goals can be small and wide to accommodate the crab-walking players
- Next, divide players into two teams. The number of players on each team can vary based on the available space and size of the group
- Mark boundaries of the playing area to ensure that players stay within the designated space during the game



GAME PLAY

- Assume the crab walk position: players will sit on the ground with their hands and feet on the floor. They lift their hips off the ground and move using their hands and feet, like a crab
- Place the ball in the centre of the playing area. When the game begins, players on both teams crab-walk towards to ball to kick it
- Players then use their feet to kick the ball while remaining in the crab-walk position.
- Objective is to kick the ball by only using your feet into the oppositions goal. a goal is scored when the 'whole' ball has crossed over the line
- Players must remain in the crab-walk position at all times during the game. They cannot stand up at any given time
- Goalkeepers are the only players that can use both their hands and feet to prevent the opposition team scoring



DURATION

- Each game is played for 1min each
- This ensures quick turn overs and game is played at a high intensity
- Each team will be about 5-10 games, depending on fitness levels



Scan the QR Code to watch
how to perform the exercise

FRONT SUPPORT HOCKEY



TEACHING POINTS

- Students get into pairs or groups and face their opponents
- Holding the front support position, using a bean bag, each student slides the beanbag across the floor
- Aim is to get the beanbag beyond the opposition's body however not unrealistically far



SAFETY PRINCIPLES

- Students need to be in correct front support to prevent the injury of wrists
- Ensure students are 0.5m apart to avoid collision



MODIFICATIONS

- Game can be made small sided such as 2v2
- Distance between opponents can be increased or decreased
- If front support is too difficult students can drop to their knees



EQUIPMENT

- Playing field area
- Beanbags

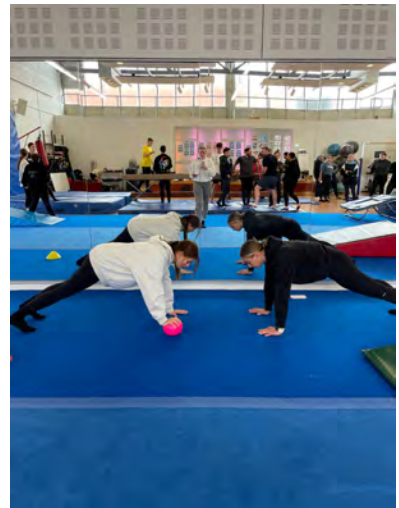


IMPORTANT INFO

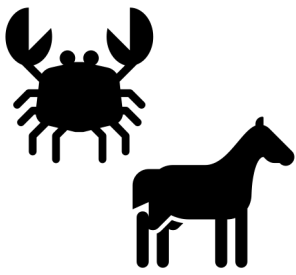
- This game promotes physical activity and demonstrates creativity through a wide variety of locomotion skills
- This activity allows enhanced students' overall strength and engagement in physical activity contexts.



WHAT SHOULD IT LOOK LIKE

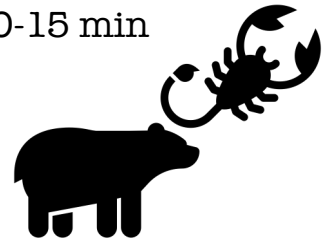


Front Support - Rounded shape through the shoulders and ensuring arms and legs are strongly supporting



10-15 min

Animal Walk Soccer



- Students are divided into two teams and one goalie is selected per team.
- Students aim to kick the ball into the other team's goal.
- If the ball touches a player's hand, the other team gains possession.
- A point is scored once the ball enters the goal, and the ball is returned to the non-scoring team in the middle of the pitch before the game restarts.

Safety:

- Use a soft ball (like a dodgeball or other foam ball) rather than a soccer ball to reduce the potential of hard collisions
- Keep kicks down to avoid collisions with head or body

Equipment:

- Coloured bibs
- Dodgeball or other soft ball
- Markers
- Basketball court

Variations:

- Call out different animal walks throughout the game and have students switch their movement style (crab walk, bear crawl, scorpion walk)
- Add goals and goalies to the sides of the field
- Play with smaller/bigger balls or add more balls to the game



Teaching points for a bear crawl:

- Lift knees off the ground
- Splay fingers and push up through shoulders

Teaching points for a crab walk:

- Splay fingers and push up through shoulders
- Lift rear off floor and squeeze core



ACTIVITY - ANIMAL WALK OZTAG

Instructions + Necessary Rules

Students can be in teams or individually, the aim is to remove a tag from another player as many times as possible. Played inside a field, students must move around in the animal walk movement that is decided for each round. For example, the round is crab walk, all students must play the game performing a crab walk movement the entire time. The duration of the game can be timed or until one person is left with tags on. This game is extremely modifiable, tags can be taken and placed onto your own belt representing 'lives', team versus team, everyone for themselves, no elimination can be played and the gymnastics skill can be changed throughout the game.

Safety Considerations

Students must know how to safely perform the gymnastic movement to reduce the chance of injury. The field must be large enough for all students to move around quickly and safely. Shirts must be tucked in and oztag belts over the top to reduce the change of pulling tops.

Set Up + Equipment

Each student will need an oztag belt and two tags placed on either side of their hips. This activity should be played on a grass field, cones can be used to mark up the size of the field. The size of the field can be modified depending on the class and their skills.

The DMP's It Includes

Locomotion



Teaching Points

Using the QR code a video can be watched that demonstrates each animal walk.

- Crab walk = back support whilst moving backwards
- Dog with sore leg = one leg in the air the entire time, the other leg supports the body and jumps forward after both hands progress forward
- Frog jump = positioned like a frog, jumping forward with arms out in front keeping legs bent
- Bear crawl = crawling motion with bum up to the sky
- Donkey kick = hands and feet stay together, arms move out in front followed by an upwards kicking motion, back down and moving forward



Gymnastic Skills + Moves

CRAB WALK



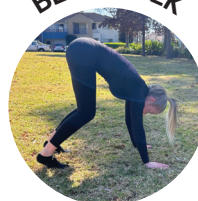
DOG WITH A SORE LEG



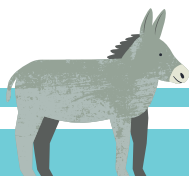
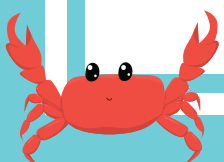
FROG JUMP



BEAR WALK



DONKEY KICK



Oztag Animal Walks

Kirra-Lee
Baker
20616638



How to Play:

- Start with an Oztag belt, fasten that around your waist, then attach two belts to each hip.
- Call out various animal walks (e.g., crab walks, bear walks, crocodile walks) for the students to imitate after the activity has started.
- The kids must attempt to acquire other students tags in various animal walk positions.
- The goal is to end with the most tags; limited time and brief rounds might be used to keep students interested.

Teaching Points:

- Bear crawls: bottom up and opposite arm and leg move together (can modify to same arm same leg)
- Crocodile walks: keeping low on the floor, opposite arm and leg move together
- Crab walks: making sure hips are high off the floor

Equipment Needed:



Safety Considerations:

- Making sure the surface this is played on is either grass or mats or indoors
- Making sure the activity space is clear of any obstacles etc
- Pick animal walks that will put students engaging in them at the least amount of risk; it's best to stay with animal walks and avoid any locomotion that requires kicking (such as donkey kicks).

Activity Objectives/Rationale:

- This exercise's goal is to engage the children and get them warmed up in a good way. The addition of a well-known game (oz tag) with an adaptation of animal walks will keep the warm-up exercise simple to understand, active as quickly as possible, and increase engagement while warming the students up in preparation for the class and working on endurance as well as strength.

PDHPE

Gymnastics

ACTIVITY : TRICEP THROW

Duration: 15 -20 mins

Diagram



Equipment:

- **Ball**
- **Whistle (optional)**

Modifications

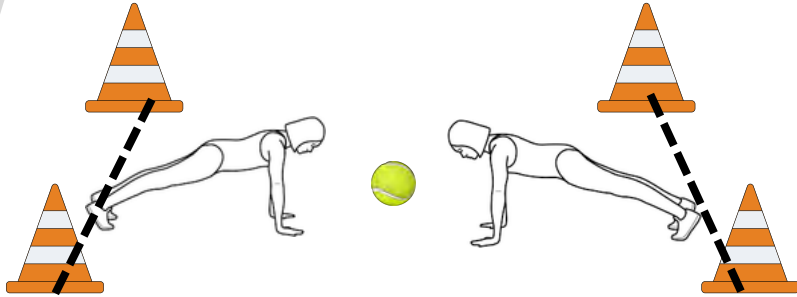
1. Increase the number of tricep dips
2. Perform tricep dip in rear support
3. Increase size of group

Rules

1. Students must get into pairs
2. One ball to each pair
3. The students must throw ball to each other, performing a tricep dip each time

Front Support Soccer

Set Up/Equipment



- 4x cones for goals
- 1x Sponge ball

Front Support



- Have arms shoulder width apart and ensure they are straight and hands are facing forwards
- Have legs out straight and toes touching the floor
- Use core strength to help stabilise your position

Modifications

Equipment

- Can use a range of different balls such as tennis ball, sponge ball, or bean bag

Rules

- Can do this in bigger teams such as 2v2 or 4v4
- Students can drop their knees if they can not hold front support
- Increase or decrease goal size or distance

Instructions

- Get students to pair up into groups of 2
- Place two cones behind each of the players as goals
- Give students a sponge ball, bean bag or tennis ball to use as the “soccer ball”
- They must be in the front support position throughout the game
- They need to use their hands to try and get the ball into the opposition's goal
- Players can use both hands and feet to prevent a goal being scored as long as they stay in the front support position
- If they get a goal it is worth 1 point
- The player at the end of the 5 minute timer with the most points scored is the winner

Safety Considerations

- Ensure students know the correct form and technique to hold a front support to prevent any injuries
- Teacher supervision is essential at all times
- The area this activity is done in must be safe and students must not be too close to each other



ELBOW TAPS



EQUIPMENT

- No equipment needed
- Ensure the playing surface is smooth and comfortable to participate on



GAME SET-UP

- Find an area where you and your partner can comfortably play in
- Use the whole gym area



Scan the QR Code to watch how to perform the activity



GAME PLAY

- Student will find a partner of their choosing. Someone who is similar height, size and weight
- Next, they will be in a 'front support' position, facing one another
- The aim of the game is to try and tap your opponent's elbows as many times as you can within a certain time frame
- Students are not allowed to move around, you must stay stationary, engage your core muscles and upper body muscles to stay in a perfect 'front support' position
- The student who has the most successful elbow taps wins
- After a few rounds, students will then find a brand new partner and start again



DURATION

- Every round will start off with different times
- First round will go for 20sec
- Every round after the first will be increased by 10sec, making it difficult as the activity progresses

Snatch – Gymnastics Positions Edition

Instructions

- Students are to pair up and find space placing the ball in between them and standing next to the witches hats 1M behind the ball facing each other
- The teacher will call out gymnastics positions in which the students follow. (For example: Simon says, “front support”, everyone goes in front support, Simon says “Dish” everyone rearranges to Dish.
- Once the teacher says snatch both students reach for the ball, whoever is fastest and gets the ball wins.
- Once there has been numerous rounds and students are competent within the game, there will be elimination
- Out of each partner one will progress until there is one winner of the class
- DMP = Static, Rotation

Teaching Points

- Engage core when in gymnastics positions
- Be attentive when instructions are being spoken
- Is there any strategies being used to gain advantage
- Whilst holding front support remember to have your back in angry cat position
- When sitting in tuck, always have chin tucked to your chest

Safety Considerations

- Go for the ball in a safe manner
- This game can be played indoors or outdoors, if outdoors ensure hats are worn and closed shoes
- When playing, it is essential to listen carefully and hold the correct positions maintaining space as you do not want to be off balance and crashing into other teams

Variations

- Change the ball shape
- Speed up/ slow down the instructions speed
- Extend the static hold for longer for a intense workout
- Make the gap between the players and the ball further

Equipment

- Tennis ball
- Dodgeball
- Witches hats

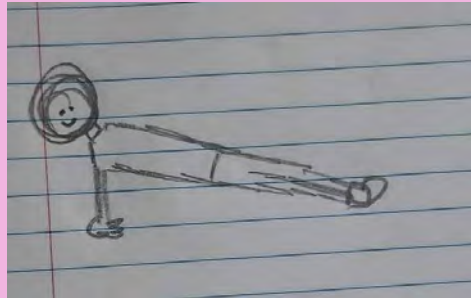


Tunnel Ball

Movement;



Front Support



Rear Support



Angry Cat

Rules/Instructions;

1. Students are split up into teams of 6 people
2. Students line up in a single line
3. The student at the front of the line starts with the ball whilst each student is in one of the three positions from above that the teacher decided
4. The student with the ball will roll it through the gap of the position and once the ball reaches the end of the line each student will move down and the one at the back will move to the front
5. This will be repeated until the student who originally started at the front is back in their original spot
6. Students are to race each other and whoever's team finishes first wins

Equipment;

- Soft Ball
- Crash Mats (at your own discretion, may not be needed)

Safety Considerations;

- Ensure students are using the ball appropriately and completely the game properly (not being silly and throwing it at one another)
- Make sure students are performing the skill properly to prevent risk of injury

Modifications;

- Challenge students to hold the position as long as possible before taking a break



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Tiarhn Dunn 20382171

Dish Ball Relay

What you need:

- 1 ball per group

Learning intention:

- To build an understanding about different ways to transfer the ball within the group.

Safety:

Ensure enough space is in between groups to avoid clashes.

How to play:

1. Allocate players into groups of 4-5.
2. In a line ensure players are in a dish position with head and toes inline.
3. The ball must start at one end and be passed down the line using their legs only.
4. Once the player on the end receives the ball they must pick the ball up and run to the front of the line.
5. Continue this until players are back at their original starting positions.

Dish

position →



Time:

- 5-15 minutes (depends on rate of success.)

Tips:

- Provide a demonstration and allow players to practice to further their understanding.
- Use hands to support/balance

Change it:

Hard-ball must be thrown into the air and legs must remain in the air.

Easy- Hand support when passing and legs can rest in between passes.

Alternate: Front support and roll the ball



Dish position with ball

EQUIPMENT:

- Soccer ball (1 per pair)
- Cones/ collapsible goals

FRONT SUPPORT SOCCER

**RULES/ INSTRUCTIONS:**

1. Students are to be separated into pairs opposite each other around 3-4m apart
2. One soccer ball is allocated per pair
3. On the whistle, each student begins to hold a front support position
4. Aim is to hit the soccer ball with one hand to shoot between cones (goal) behind the opposing player while maintaining front support position
5. A point is earned for every goal and students must stay in their allocated space

**MODIFICATIONS:**

- Change the size of the ball. Too challenging, change to a bigger ball. Too easy, change to a smaller ball
- Create teams and have students verse each other e.g., 2v2, 3v3.
- Increase distance between players/ make the playing field bigger
- Make goals smaller or bigger
- Students struggling to hold front support can drop to their knees for a rest

SAFETY CONSIDERATIONS:

- Ensure activity is on a flat surface to avoid any wrist injuries
- Ensure students hands are flat on the ground during all front support positions
- Most important, ensure the space provided is large enough to accommodate for students. Separate using cones to avoid collisions

TEACHING POINTS:

- Ensure a rounded shape through the shoulders and arms are shoulder width apart during front support
- Encourage students to squeeze muscles in both upper and lower body for a strong support

OBJECTIVE: Adapt, transfer and improvise creative movement skills in increasingly demanding contexts, including varying space, rules, equipment and apparatus, time restrictions and rhythm (PDHPE K-10 Syllabus, 2018) [PDHPE K-10 Syllabus 2018 \(educationstandards.nsw.edu.au\)](https://educationstandards.nsw.edu.au)

JUSTIFICATION: This activity is designed to strengthen muscles used to perform the front support but also to incorporate gymnastics element to a competitive team game.

Crab kick ball

Safety Consideration

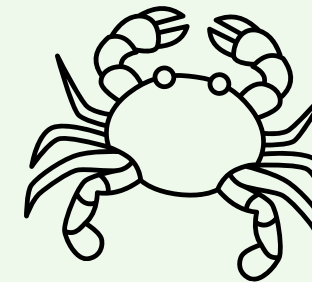
- Make sure everyone is spaced out enough to perform jumps
- Have a soft ground incase of falls

Equipment required

Spacious area
Goals e.g. could use bins or chair
Soccer ball
Minimum 4 people
Maximum 10 people

Estimated Time

30 minutes



Warm Up

10x Wrist Rotations
10x Ankle rotations
10x Overhead Tricep Stretch

Instructions

1. Chose two goals for teams
2. Seperate the group into two equal teams
3. Place each team on opposite sides of the area
4. Put a ball in the centre of both teams
5. When the facilitator yells out start
6. All players must crab walk to the ball and kick it towards their goal
7. If the player does not maintain their position, the other team gets a point
8. Every time a goal is scored the ball is placed in the middle of the teams before resuming



Crab Walk Position

Activity – Front Support Figure 8

Equipment:

- 1 ball for each group (can be any round ball)
- Stopwatch for each group

Teaching Points:

Front support - 

- Legs straight
- Arms parallel (like a push up)
- No low back, keep body tense and straight

Instructions To Play:

Groups of 2

- Get ready in front support position
- Place a ball in the middle of hands, directly under face
- Start with left hand and roll the ball around the right hand and bring back around like a number “8”
- Then repeat same thing with the other hand
- Once completed both side of hands that counts as (1 set) of a figure 8
- Students must complete 5 figure 8’s successfully and the partner will be timing using a stop watch
- Student with the fastest time is the winner



(Figure 8 shape)

Safety Considerations:

- No throwing/pegging or kicking of ball
- No purposely touching or pushing of student when on ground

Modifications:

Students can drop to knees

Chess Rules:

Chess is a two-player strategy game. Each player starts with 16 pieces: one king, one queen, two rooks, two knights, two bishops, and eight pawns. The goal is to checkmate your opponent's king while safeguarding your own. Pieces move in unique ways: pawns advance, capturing diagonally; knights move in an L-shape; bishops diagonally; rooks horizontally/vertically; queens combine bishop and rook moves; kings move one square in any direction. Plan moves, anticipate your opponent, and control the board to achieve victory.

Equipment:

Large Surface Area
Hula-Hoops or Markers for grid area

Teachers Equipment:
Timer



Rules/Instructions:

1. There are two teams, preferably 16 on each. (Less pawn pieces for lesser students).
2. Set up students in a chess board area. 8x8 Grid, cones hula-hoops can mark out each square in grid.
3. Each team will take goes moving their pieces (each individual will be a piece of the set) while in one of the skill positions of Rear/Front Support, L Sit, Angry Cat, Tuck Sit, V Sit, Dish.
4. Students will have a rolling count of 5 minutes as a group to decide their move, once move starts time is transferred to other team.
5. Students will get eliminated by opposing team when they are taken out through the rules of chess.
6. Once king has been taken out or team runs out of time winner is decided.

(Players can change positions if they get tired, can also choose to swap with teammates to do new positions)

Teachers Note;

If students change skill positions make sure everyone knows they have.
Ensure teams know how long they have left.

Strength Building Activity Gymnastics Chess

Duration: 20-30 minutes

Justification:

Being able to communicate and work as a team, while under physical demand only helps individuals grow both physically and mentally.

Objective:

To strengthen body in these skill positions, allowing students to apply themselves, while also problem solving and decision making. Also enhance teamwork

Teaching points:

Students need to maintain one of these five positions depending on what chess piece they are. As teachers identify what chess piece they are before game starts so everyone knows.

It is a group game, get everyone making decisions on where to go, try and make pieces that move more frequently ones that can move e.g. front and rear support.

Modifications:

Make the game smaller, can change to checkers which is a more simple game, where everyone's the same skill position.
Make team swap skill positions every couple of minutes.

**Skill
Position
Ideas**



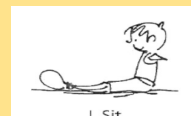
Tuck Sit Support



Rear Support



Front Support



L Sit



Angry Cat

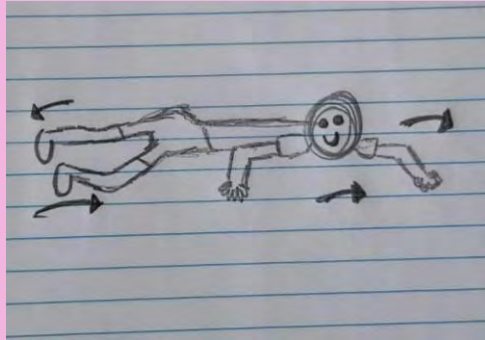
By Edmond Matta

Hockey - REMASTERED

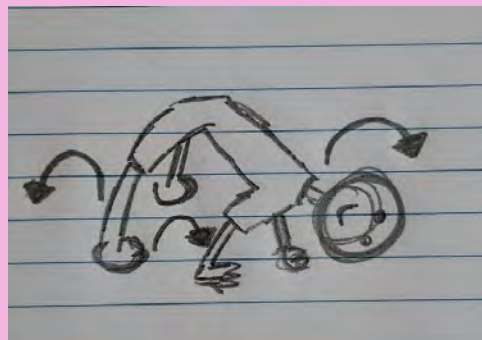
Movement;



Crab Crawl



Crocodile Walk



Bear Crawl

Rules/Instructions;

1. Students are placed in two teams
2. Following the same idea of hockey, students manipulate the ball to score a goal for their team however instead of using sticks, students will use their arms
3. Student will begin the game in a crab crawl position
4. Throughout game time, the teacher will call out a different animal walk to challenge the students on their knowledge. The other animal walks would be the bear crawl or crocodile walk.
5. When having possession of the ball, students can only hit the ball, not hold on to it or throw it

Equipment;
- Soft ball
- Cones (4 to create goals)

Safety Considerations;
- Ensure students are being responsible when hitting the ball to avoid injuries
- Ensure the play area is a reasonable size for the students to play in, whilst in each animal walk position
- Ensure students are performing the animal walks properly to avoid any injuries

Modifications;
- Add additional animal walks/use less animal walks
- Number of passes before scoring a goal
- Changing area of field



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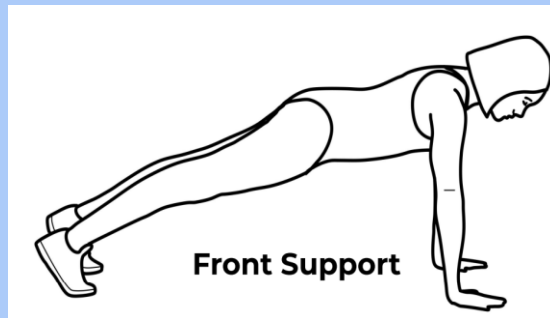
FRONT SUPPORT HOCKEY

Equipment:

- ❖ 1 soft ball per pair or 3-4 balls of various sizes for a large group
- ❖ 4 cones per pair

Duration/Purpose of Activity:

- ❖ This activity could be used as a brief 5 to 10-minute warm-up after introducing students to the front support position for the first time or can act as a more enjoyable and collaborative alternative to mundane muscle-strengthening and physical conditioning activities such as push-ups



Rules:

- ❖ Students face their partner in a front-support position, at least 2 metres apart.
- ❖ The front support should replicate the position performed in the upward phase of a push-up. Hands should be shoulder-width apart, arms, back, and legs should be straight with feet together and weight on their toes
- ❖ Once in this position, students will maintain balance with 1 arm, and use the other to hit the ball into their partner's goal/defend their own goal. The goals will be indicated using cones and 1 point will be awarded per goal
- ❖ If a student breaks out of the front support position before a goal is scored, a point will be awarded to their partner

Modifications:

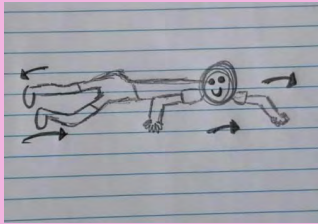
- ❖ Students create a circle of front supports and score by hitting the ball in the gap between a player's hands. This introduces ambiguity regarding who the ball will be passed to, hence requires more concentration. The larger the group, the better.
- ❖ Multiple balls of various sizes can be added to increase the game's difficulty.
- ❖ Distance between the goals can be increased/decreased depending on the difficulty

Animal Walk Mirror Game

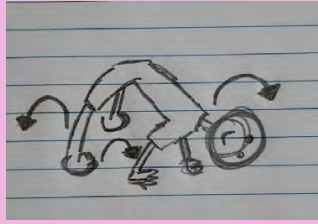
Movement;



Crab Crawl



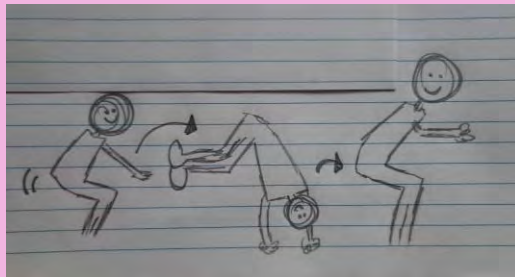
Crocodile Walk



Bear Crawl



Scorpion Walk



Donkey Kicks

Equipment;

- Crash Mats (at your own discretion, may not be needed)

Safety Considerations;

- Ensure there is enough space for the students walk around freely and not collide and crash into each other
- When students complete donkey kicks, make sure the students are completing the skill properly with enough space so they don't kick anyone
- Ensure there is no loose equipment and the area students are in is free to avoid students going underneath equipment for example

Rules/Instructions;

1. Students partner up and select one person to be the leader and the other will be the follower
2. Students simply complete different animal walks of their choice, the follower is mirroring the leader to copy whatever they do
3. After a sufficient amount of time the students will swap roles so that all followers have a chance to lead.

Modifications;

- Teacher can call what positions need to be completed, to make sure students switch it up
- Encourage students to switch walk styles to try to trick their partner



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Grab the ball

Equipment:

- Multiple balls

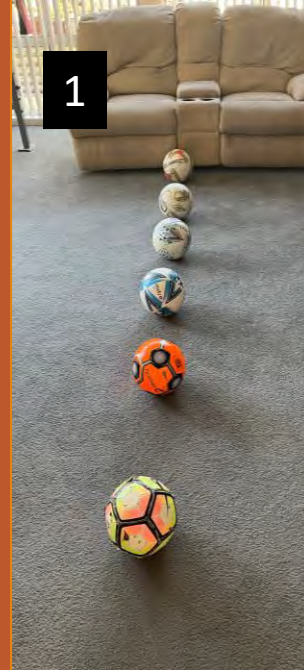
Keep in mind how many students are present and adjust the balls to the numbers (if balls are not available use cones instead)

Instructions To Play :

- Split class into 2 teams. **Example, 16 students, 2 teams of 8 and have 8 balls**
- The length of the setup is 12x12 metres with the balls lined perfectly in the middle
- Students must crocodile, crab or bear walk
- Both teams to be in a line horizontally
- Teacher says "Go" on there call
- Students race to grab the balls and have to finish on the other side trying to secure the ball to the other side
- Students without a ball can try to win the ball back

Teaching Point:

You will have plenty of students, show them a video of the skills (search videos on Youtube and present on a smart board or ipads)



Crocodile walk



Crab walk



Bear walk



Warm up:

As this is strength based and can be tiring for some. Start the rounds by walking to grab the balls, then jogging and then followed by running (do this for about 5-7 minutes)

Safety Considerations:

- Be mindful some students may be silly and will try to tackle or push other students (make sure as the teacher set it clear prior)

Modifications:

- If there is odd number/s have the person/s not in a team to be in the middle trying to stop the others from getting the ball = **IMPROVISE** (they must also be doing crocodile walk, crab walk or bear walk)
- Students can do this on knees if unable to perform the crocodile, crab or bear walks
- Add in scorpion and donkey skill if wanting to change it up

Hungry Hippos

Instructions / rules:

Each game should have 4-6 students each with a hoola hoop under them, evenly spaced and positioned 0.5m away from the balls placed in the centre. Holding a front support position (plank on hands), students should reach out with one arm and collect one ball at a time from the middle, placing it in their hoop. Once all the balls from the middle have been collected, the students can steal from each other's hoops reaching to the hoops of the students next to them keeping stable in the front support position. Once the time is up, the student with the most balls in their hoop wins.

Modifications

- Timing of rounds to make it longer or shorter
- Size of balls to make it easier or more challenging
- Students can animal walk to other peoples hoops to steal balls instead of staying still
- Add a push up in between each ball collection
- Students can drop to holding front support on their knees to make it easier

Safety

- Even distance between students
- One ball collected at a time
- Non contact game
- Teacher observation from side of game

Equipment

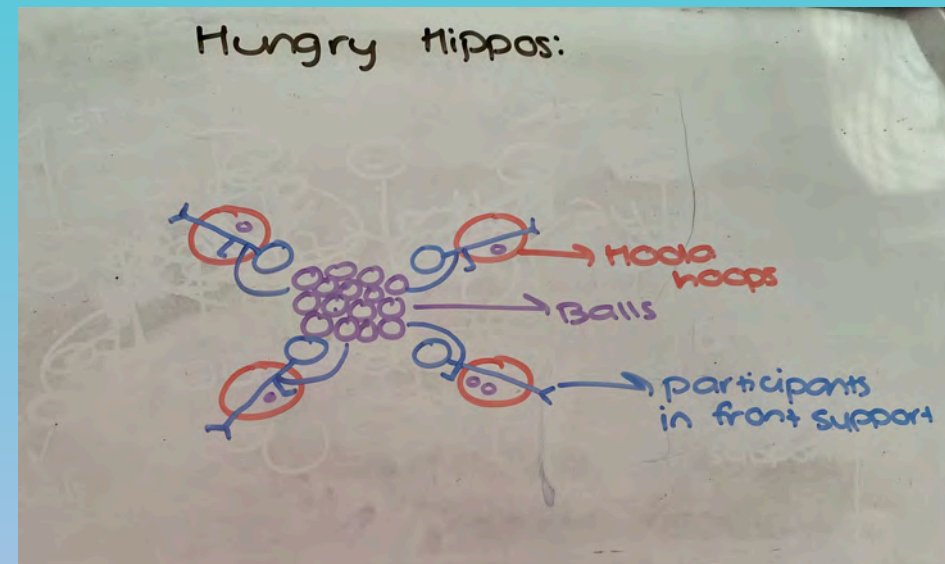
- 20 balls (tennis balls are recommended)
- 4-6 hoola hoops

Playing area

10m x 10m

Time

2 minutes per round



V-sit Headers



Equipment

- 1 x Soft ball per pair (about 15 soft balls)

Duration

- 10-15 minutes depending on engagement levels

Variations of the activity

- To make it a bit easier to start, have the students try headers in the L-sit position before trying the v-sit

Safety

- Remove shoes
- Ensure enough space between pairs

Rules/Instructions

- Students are to partner up
- Students are to start on their bottoms with legs straight out on the floor. Like an L-sit position facing their partner
- To start the game raise your legs up so that you are now in the v-sit position.
- The aim is to head the ball to your partner without moving out of the v-sit position
- This activity works on the balance and coordination, and it also involves the static DMP that is a v-sit



Ball Passing whilst in Dish Position

Movement;



Rules/Instructions;

1. Student break off into pairs, with a ball between each pair
2. Student put themselves into a dish position with their feet touching
3. Using the ball they were given student throwing it between each other, maintaining balance in the dish position

Equipment;

- Soft ball (number is up to your discretion)

Safety Considerations;

- Ensure there is enough space for each pair to avoid collision between
- Make sure students are being responsible with the ball
- Ensure students are performing the skill properly to prevent injury

Modifications;

- Count the number of times they can pass the ball before having a rest
- Incorporate a clap before catching the ball when it passed
- Incorporate a second ball



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FRONT SUPPORT RELAYS

Instructions

- Students will be split into groups and then get into a front support next to each person in their group with their heads facing one way and their feet the other way down the mat
- On the count of three, the race will begin and the person on the end of the line will get out of their front support and crawl under all their group members until they reach the other side
- Once at the other side, they will hop up and get back into a front support shape at the end and once in the shape, the next person will repeat this again
- The winner of the relay is the group that make it to the end of their mat without anyone dropping out of their front support shape

Additional Information

- If a student drops their front support shape the group must stop their crawling member, make them get out of the tunnel and all group members must do five push ups. The crawling group member then goes back to the start of the tunnels and begins crawling again
- This would allow students to critically think with other students and understand a fundamental gymnastic shape. This also allows students to gain some self-management skills such as decision-making (NSW Education Standards, n.d.).

Safety Considerations

- Ensure students are close enough to each other for the tunnel
- Ensure area is clear from obstructions

Modifications

- If students cannot perform a push up, they can do push ups on knees, front support shoulder taps or shoulder shrugs

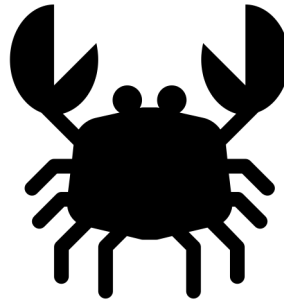
Teaching Points

Front support – Wrists and shoulders in line, arms straight, legs together, round back, bottom down and flat, straight from hips to ankles



Crab Soccer

- **Rules/Instructions:**
 - Students must be in a table-top position.
 - Students can only make contact with the ball via their feet/legs
 - Students can move within the area to try and score a goal.
 - A goal equals 1 point
- **Equipment Needed:**
 - Cones for field size and goals
 - Small foam balls
- **Duration:**
 - 5-10 mins



Dish Pass

- **Instructions/Rules:**

- Students must partner up
 - In a dish shape students must have a ball at the end of feet.
 - Students must maneuver to their partner to pass the ball.
 - Students must maintain the dish shape through the duration of the activity.
 - The most passes with 1- minute wins.
-

- **Equipment:**

- Small foam ball

- **Modifications:**

- Introduce a relay concept
- In a partner's scenario – which ever student has the ball they must complete a 360 while hold the ball in a dish position.

- **Duration:**

- 5-10 minutes.



Crab soccer

Rules

- Students are to get into their crab positions facing each other
- Players can only kick the ball with their feet or use their head. No hands are to be used
- Players are allowed to move side to side like a crab would
- The aim of the game is to kick the ball into the oppositions goal to gain a point

Equipment

- 4 cones per group to set up as goals (approximately 60 cones for the class)
- 1 x soft ball per group (approximately 15 balls for the class)

Setup

- Split the students into pairs
- Place the markers in position to act as the goal line and the boundary

Variation of activity

- TO make it more interesting for the students after the initial pair up, players can then be moved into groups of four for some 2v2.



Duration

- 10-15 minutes depending on engagement levels

The crab position involves getting on hands and feet with your stomach to the sky



Crab Kick ball

TIME:10 minutes

Justification/Rationale:

This is a great team building activity whilst utilising a core gym movement. This soccer style game allows for students to utilise the crab walk skill whilst having an objective to increase motivation.

Safety precautions:

- ❑ Ensure students are spread out and have adequate room to move
- ❑ Ensure there are no hazards such as low hanging lights, students at a clear safe distance and bags and/or other possible hazards
- ❑ This exercise is best performed on soft ground, such as grass or gymnastic mats, but can be performed on hard surfaces, such as wooden floors with caution.

Teaching cues/points

- Demonstrate crab walk before starting the activity
- Use soccer as the guiding sport on how to complete this modified activity
- Determine “field” size based on how many students

Variations:

- Add more balls or goals
- Have 2 games running at once to create smaller teams

Equipment:

1. Gym ball (as shown in picture)
2. Goals or cones

Instructions:

1. Split the class in half creating 2 teams
2. Get the students to spread out on their teams side to an arm length away from the other students
3. Demonstrate a crab walk
4. Using soccer as the guide on how to complete this activity, The students can only kick or hit the ball with their foot/leg (no hands aloud)
5. Minimum 2 students must touch the ball before being able to score and the ball cannot be kicked too high to score (kept below teachers height)
6. The aim is to score on the opposite side of the “field” to which they started on



PROBLEM SOLVING, TEAMWORK, & PARTNER CHALLENGES



BEAM CROSS PATHS

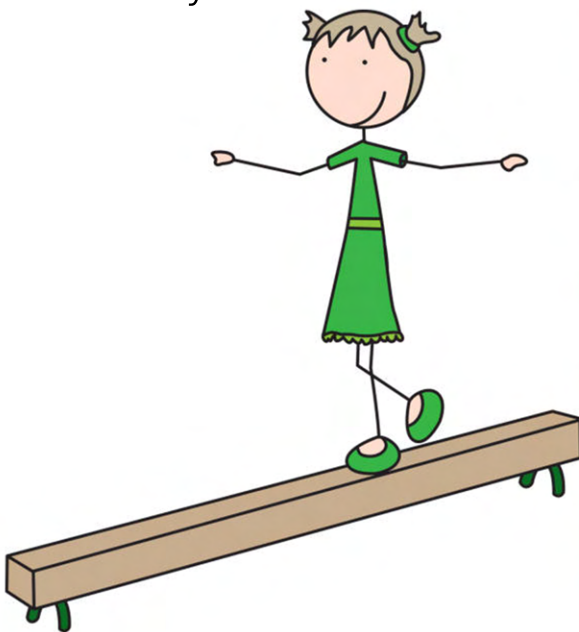
TIME: 10 MINUTES

EQUIPMENT: BEAM
SOFT MATS, BOX

INSTRUCTIONS/RULES

1. Students pair up and are delegated a beam.
2. The pair both begin the activity on the beam.
3. The goal for the students is to swap places on the beam without jumping off.
4. Students must figure out how to swap around without falling.
5. Once time is up students rotate and continue attempting.

Playing area; Multiple gymnastics beams are required to run this activity effectively.



MODIFICATIONS

- Students can practice on lower beams and work their way up to the higher beams.
- To make it more difficult make a rule where students are not allowed to sit down on the beam.
- Increase or decrease time limit.

SAFETY

- Ensure playing area is free from dangers and equipment in good condition.
- Place soft mats underneath bar in case students fall.
- Ensure proper technique when landing off the beam.
- A box at one end of the beam can assist students in getting up onto the bar.

The Miagi Challenge

Students attempt the famous Mr Miagi challenge balancing on one leg with arms extended out like a crane.

Students do not "get out" they simply should strive to beat their amount of of time balanced.

- To do so, suggest paring up so one student times while the other attempts the activity.
- This activity does NOT have to be conducted on beams.
- FUN FACT : This activity is based on a Crane martial art form.

Equipment

- Floor Mats
- Beams
- Space allowed in case of fall
- Box to aid in getting on beam

SAFETY

Bend the Knee

If a student were to lose balance ensure they understand the simple mechanics of their legs to never land with legs extended straight

Challenges

Either way to improve the task would be to increase the height of the beam if possible.

Other ways include adding some flair to the challenge student inspired.

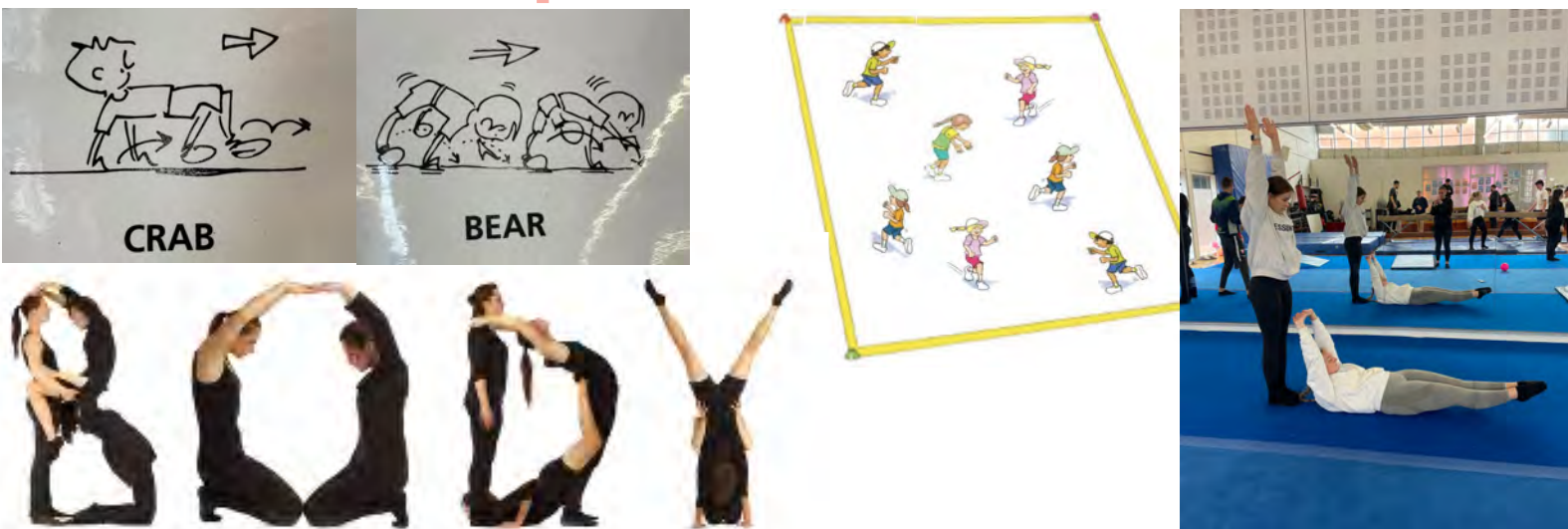
Utilizing Balance



Some points to look out for in students, to ensure balance have arms outstretched, this will help with balance and correction of balance, if students are struggling on a particular foot suggest they try their other leg, potentially their dominate leg may be better suited to be the lifted support leg.



Alphabet Game



Instructions/ Rules:

- When the teacher says “go”, students will move around the floor space using a nominated locomotor movement, for example, bear walks, crab walks, inch-worm walking, straight jumps, lunges etc.
- The teacher will then blow the whistle to stop the locomotor movement and say a letter from the alphabet.
- Whatever letter is called out, students will then form a group of two or more and make the letter using their bodies as a team.
- Ensure students are getting creative with the way they make the letter with their body and include gymnastics-specific skills such as L sits, tuck sits, angry cat, front support, rear support, dish hold, handstands etc.
- Ensure students are in a new group of two or more students every time a new letter is called out to create the shape of that letter, using their bodies.

Modifications/ Equipment Required:

- Vary the number of students required in groups.
- Students must form multiple letters to make up a word.
- You can include gymnastics equipment to help make the letters in groups.
- No equipment is required other than the floor space; extra equipment like boxes can be included making it more challenging.
- Vary the locomotor movements used between each letter.

Safety Considerations:

- Ensure students are in a safe space and environment with no hazards nearby e.g. uneven mats.
- Ensure instructions for the game are clear to avoid any injuries from occurring.
- Allow and encourage hydration, such as water breaks if needed and if the weather is hot.
- Ensure the teacher always has a clear view of everyone at all times.
- Have access to medical equipment if needed in case of an emergency.
- Modify activity to suit individuals and be safe for the students if needed.
- Ensure students are evenly spread out when making the letters with their bodies.

Learning Objective/Teaching Points:

- The learning objective of the alphabet game is to build strength, flexibility, coordination and balancing skills in a fun, engaging and creative way while also using teamwork and problem-solving skills. This also facilitates student autonomy as they choose how to create the different letters.
- This activity also provides basic and essential gymnastics skills such as angry cat, crab walking, dish hold etc., which helps in building strength for harder and future gymnastics skills.
- Not only does this game strengthen students' muscles, but it also allows them to practice basic gymnastics skills repetitively.
- When teaching, ensure students are using the correct technique when performing the skills.



Hoop Relay Race on Beam



Instructions/ Rules:

- Students are required to get into groups of 4-5, depending on the size of the class. In their groups, they need to stand on the beam facing the side and all holding hands. The person at the beginning of the line will be holding the hoop.
- When the teacher says "Go", the student at the start of the line will have to get the hoop over their body and to the other person without touching the hoop with their hands while balancing on the beam.
- Once they have got the hoop around their body, the next person in line needs to do the same thing, and each person needs to complete this to win the race. Without letting go, pass the hoop from one person all the way down the line.
- The team that has reached the hoop to the end of the line first wins the relay.

Modifications/ Equipment Required:

- Vary the number of students required in groups. The larger the group, the more time required to balance on the beam.
- Students can do this on any size beam to make it more challenging it can be done on a big beam.
- If students are scared to stand on the beam it can also be done on the floor balancing on a line.
- Strength activities can be included for the last team to finish the relay, like five sit-ups, straight jumps, push-ups etc.
- The equipment required is beams and hula hoops.

Safety Considerations:

- Ensure students are in a safe space and environment with no hazards nearby, e.g. uneven mats underneath the beam.
- Ensure instructions for the game are clear and the correct technique is applied, e.g. everyone knows how to land if they fall off the beam (motorbike landing) to avoid any injuries.
- When on the beam, students must have bare feet; if on a little beam, socks are ok, but it is best to have nothing as it can be a slipping hazard.
- Allow and encourage hydration, such as water breaks if needed and if the weather is hot and have access to medical equipment if needed.
- Ensure the teacher always has a clear view of all students.
- Modify activity to suit individuals' capabilities and be safe for the students if needed.
- Ensure students are evenly spread out, no teams are on top of each other when doing the relay and no pushing by students on the beam.

Learning Objective/Teaching Points:

- The learning objective of the hoop relay races on the beam is to allow the students to practice their balancing and coordination skills and build confidence when standing on the beam in a fun, engaging and competitive way while also using teamwork skills and critical and creative thinking.
- This activity provides enjoyment that can encourage students to step out of their comfort zone when standing on the beam, as this can be quite scary for some individuals.
- When teaching, ensure students are using the correct technique e.g. if they fall, ensure they are landing in a motorbike position.



BEAM RACE

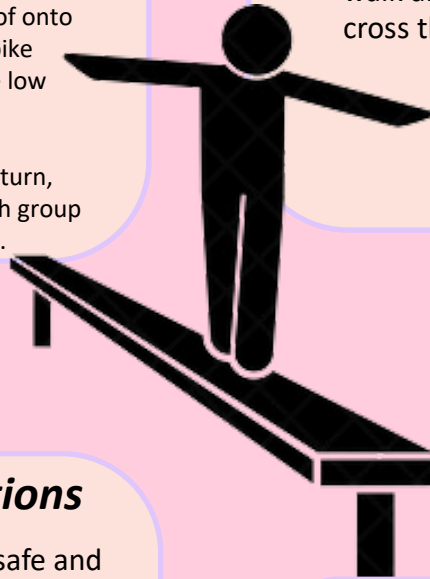
Duration: 15 minutes

Instructions/Rules

1. Divide students into two equal teams of 10.
2. Students will line up behind a marked cone.
3. When the whistle is blown, one participant at a time is required to run around each cone until he/she reach the platform box.
4. They will then jump on the box and gradually make their way across the high beam.
5. After crossing the high beam, participants are required to jump of onto a crash mat and perform a motorbike landing prior to running across the low beam and past the finish line.
6. Each group member will have a turn, and the winner is decided on which group completes the course the quickest.

Modifications

- ☐ Incorporate various skills to get across the beam. May include balancing a bean bag on head, step kicks, triangle kicks, side walks, back kicks.
- ☐ Adjust size of playing field to increase or decrease challenge.
- ☐ Incorporate animal walks within the course (e.g., rather than running, participants will bear walk around the cones and to cross the finish line).



Safety Considerations

- ☐ Ensure is well maintained, safe and correctly set up.
- ☐ Ensure there is an appropriate distance between mats, beams and cones.
- ☐ Ensure participants remove shoes prior to participating to avoid injuries from falling.
- ☐ Ensure crash mats are correctly set up below beams to absorb impact and reduce risk of significant injury due to falling.

Playing field

- ☐ Hall, gymnasium

Equipment

- ☐ Beam
- ☐ Crash mats
- ☐ Markers
- ☐ Stopwatch
- ☐ Bean bags
- ☐ Platform box

Beam Mirror

- Students are split into pairs and stand facing each other on a balance beam.
- Students take turns producing a movement that their partner must copy.
- The aim is for students to try not to fall off the beam.
- Whichever student remains standing the longest, wins that round.
- Students should aim to investigate and experiment with balance and how equipment and movement alters the way that they move.

Safety:

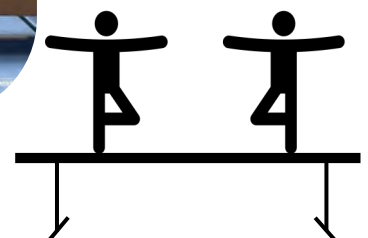
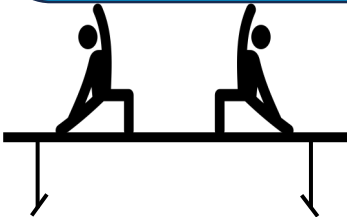
- Ensure that thick gym mats cover the area underneath and surrounding the beam.
- Ensure that equipment is spaced so that if students fall, they cannot hit other equipment.

Equipment:

- Balance beam
- Gym mats
- Box to get onto the beam

Variations:

- Have students stand on a line on the ground rather than on a beam.
- Rather than the students deciding movements, call shapes out to the class and have them complete that shape.



ANGRY CAT STACK



TEACHING POINTS

Angry Cat Shape

- Students need to begin on their hands and knees ensuring shoulders over hands and hips over knees
- Shoulder blades need to be pushed up as high as possible to create the angry cat shape
- Thorough communication is required for this skill



TEACHING POINTS

Angry Cat Stack

- Students who are forming the base of the stack need to position themselves next to each other in an angry cat position.
- The students above the base need to place their hands on the shoulders of those underneath them and their knees in the middle of their back.



MODIFICATIONS

- A hesitant student may like to just be a base support rather than at the top of the stack
- To make this skill more complex, students can make a larger pyramid with more students at the base

EQUIPMENT

- Safe floor area padded with gym mats



SAFETY PRINCIPLES

- Ensure students' backs don't arch down creating a dip, this may cause injury
- Teacher can support by spotting students from behind and also assist as students assemble their pyramids.



IMPORTANT INFO

- When the base students are in their position, their centre of gravity lies directly above the base of support
- This game promotes inclusion amongst students in a health and physical education context and promotes problem solving amongst the group.



WHAT SHOULD IT LOOK LIKE



Advanced
Modification

PDHPE Gymnastics

ACTIVITY : AROUND THE WORLD

Duration: 15 -20 mins

Equipment:

- **Beam**
- **Safety matting**
- **Whistle (optional)**

Diagram



Rules

1. Students must begin sitting under beam with their hands wrapped around
2. On the teachers "GO" signal, the student must try climb on top of beam without standing/jumping/letting go
3. The last student to complete the task, must compete 30 star jumps.

Modifications

1. Introduce a time limit
2. Allow students to do as many as possible

Diamond Beam and Bag Toss

How to play:

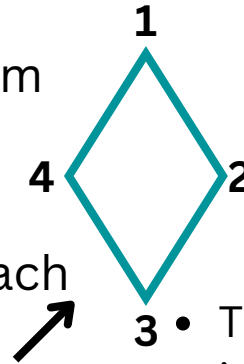
1. Students are to stand/balance on the beam in pairs and face each other.
2. Each pair should have a bean bag
3. Individuals must throw the bean bag to each other in a shape of a diamond (4 points) in order. e.g up, left, down and right.
4. 4 points include up, down, left and right.
5. Motorbike land off beam and rotate throughout all pairs.

Safety:

- Ensure beams have mats underneath for falls.
- Remind individuals to be aware of their surroundings and mindful of hazards.

Time:

- 5-15 minutes



Natalina Suaalii

Natalina Suaalii



Individuals facing each other on beam

What you need:

- Gym mats
- Beams (height dependent on availability)
- Bean bags

Learning intention:

- To collaboratively participate and interrelate different movements/skills.

Tips:

- Remind individuals to keep legs fairly straight for more support/balance.
- When catching distribute weight evenly to avoid falling.
- Maintain a focus point to remain steady
- Remember to motor bike land to avoid injury
- Utilise a line on the mats if individuals are not confident balancing on the beam.

Change it:

Hard-bean bags are thrown in a random order .

Easy- Passing the bean bag back and fourth.

TEAM ACROPOSE

OBJECTIVE

Combining acropose and gymnastics pose, allow students to get creative through the different movements in a fun and enjoyable way.



INSTRUCTIONS/TEACHING POINTS

- Have students listen out for a number. Once the number is called that is the amount of students that need to group together.
- Once grouped together they must form either an acropose or gymnastics poses ensuring that all students are connected through some way
- once pose is formed, have students separate until the next number is called out to be formed
- Before commencing go through acro & gymnastics poses

SAFETY POINTS

- Ensure students are supervised
- Ensure students are aware of other groups
- Ensure students are aware of proper procedures and safety principals

EQUIPMENT/ENVIRONMENT

Environment: Inside gym or padded area
Equipment: students/ group of people

VARIATIONS

Depending on the ability and stage students are at determines the variations.

- Have a time limit on how long they have to get into the pose & ensure they hold it
- For students who need more assistance, create smaller groups
- For students who are progressing well, create larger groups
- Create a points system for different poses

ACRO Style 'Boggle'

Instructions/ Rules:

- Students will arrange themselves into groups of 5-10 students
- On a whiteboard will be a drawn table with 12 empty boxes.
- The teacher will turn the whiteboard around (so students cannot see board) and fill in the boxes with 12 random letters
- The teacher will then turn the board around and students are required to assemble their bodies together to spell a word of their choice
- Students will assemble themselves in different ACRO shapes to make letters
- The group to configure themselves into a word the fastest wins

Safety considerations

- Teacher supervision for loaded skills that require students to be held off the ground
- if the word cannot be spelt vertically, students are able to perform the same skills on the floor
- Teacher supervision for any students misbehaving or taking advantage of enjoyable and fun activity

Equipment required:

- Crash Mats
- White Board (+ Markers)
- A large open area



Time required:

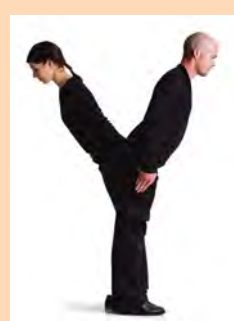
- Time restraints can be modified during this game to allow students to assemble a longer and more complicated word
- this activity can take from 10 minutes to 30 minutes depending on the extent of the activity is taken (A main lesson activity, Warm up activity or fun game to end the lesson)

Modifications:

- Students may spell their chosen words vertically or laying on the floor
- Students should only perform loaded ACRO skills if they are capable and with an extra person to support

Game objective:

- This activity focuses on students gaining problem solving skills, teamwork, and engaging creative thinking to make different words
- this also engages students to practice ACRO skills



A	Y	U	M
T	E	L	I
S	P	O	G

BEAN BAG TOSS ON THE BEAM

Instructions / Rules:

1. Students get into pairs
2. Both stand up on the beam approximately 3 feet from each other
3. Students will be facing each other
4. Students are to throw the bean bag to each other and try to stay balanced on the beam
5. Teacher can nudge hip to test balance
6. Students can throw the bean bag to the left, right, up high or down low to test their balance
7. Students can use the high or the low beam depending on their confidence
8. Students can clap before catching to increase level of difficulty

Students learn how to balance on the beam

Equipment:

- Thin crash mats
- Beam (high and low)
- Box to help get on beam
- Bean bags

Time:

15 min

Safety considerations:

- ✓ Adequate space between pairs
- ✓ Crash mats below beams
- ✓ Remind students to use beam that they feel confident on
- ✓ No pushing others off beam



3 Hands 2 Feet

RULES

On 'GO!', pairs move freely around the room holding hands until they hear your signal. Call out combinations including any of the following: feet, bottom, shoulders, knees, hands, backs, elbows. Students must then find a mat and assume the position called (e.g. if you call out 'THREE HANDS, TWO FEET!', pairs form a balance with only these number of body parts touching the ground). Players hold their position for about 5-10 seconds depending on the group and teachers preference.

Note that players must always be in contact with one another to maintain balance. This activity develops teamwork and safe entry and exit for balancing activities, students are able to learn to hold basic shapes in groups. This activity is a very good introduction to the fundamental movements and holds used in multiple gymnastic skills.

SAFETY

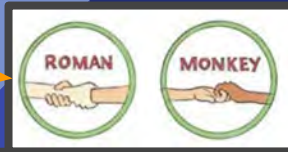


CONSIDERATIONS

- Make sure players are performing their balance on their mat or soft surface.
- Do not allow players to use their head as a balance option.
- Make sure players securely 'brace' one another with appropriate hand grips, teach them the monkey grip or Roman grip before playing as these must be firm and strong.

EXAMPLE

GRIPS



EQUIPMENT

- 1 scatter mat per pair or a soft grassed area

MODIFICATIONS

- Balance with a partner who is a different size.
- Use equipment such as hoops, balls and bean bags that must also be incorporated in the balance.
- Can make one of the callouts to include larger groups which could also allow for mini pyramids to be incorporated. This could change things up a bit as if it is called out then the students would have to be in groups of four where two kids are at the base in angry cat position and then one is on top and another spotting.

MODIFICATION
EXAMPLE



Teaching Points/Notes & Safety Considerations:

Try to encourage groups to be without friends, will make communication within teams harder and ideas will be very different.

If students are stacking ensure correct form and posture is used for angry cat and front support positions.

Duration: 20-30 minutes



Some Ideas for Trio Balances

Justification:

In PE it is important students develop coordination skills and communication skills working in a team. Being able to listen to others' ideas and take them on board is a way of improving social competence.

Objective:

Gives students the opportunity to work together as a team to be creative and use the skills they have learnt. To be able to produce new and creative trio balances helps improve comradery within the cohort.

Instructions/Rules:

Students will get into groups of 3.

1. All groups at the same time will be given a 2-minute interval to set themselves up into a trio balance.
2. This balance skill can be easier or hard BUT it can't be the same as anyone else's
3. During the 2 minutes teams can change whatever they have built.
4. When the 2 minutes is up students must be holding their position for 10 seconds.

How to get out:

- Trio hasn't got anything when the 2 minutes is done means they are out
- If two trios have the same creation both are out
- If students fall within the 10 seconds after the 2 minutes they are out

Modifications:

Groups can be reduced too 2 or even made bigger. The bigger the group the more creative.

CREATE THE NUMBER / SHAPE

Instructions / Rules:

1. Students will be standing as a class on the gym mat
2. The teacher will call out a number or shape
3. Students have to get into groups in order to perform said number or shape
4. For example, see image 1 is a square, image 2 is number 5, image 3 is a circle.
5. Other ideas include: Love heart, triangle, pyramid, number 10.

This activity promotes student's creativity, problem-solving, team-work and communication

Equipment:

- Gym mats
- Examples of Acro skills

Time:

15 min

Safety considerations:

- ✓ Adequate space between groups
- ✓ Remind students to be aware of surroundings ie (other students may have their head near their feet)
- ✓ Crash mats in case of falls

Square



2



Number five

3



Circle



Beam balance

TIME:10 minutes

Justification:

This activity aims to improve the students balancing ability on the beam by challenging their stability through changes in stance/throwing hand. This activity can be completed on the ground without a beam to cater to large amounts of students by having a line on the ground that they must stay on with the same rules/instructions.

Instructions:

1. Using 2 beams side by side get 1 student to stand on each in the centre
2. Start by getting them to throw the ball to each other using their dominant hand and both feet firmly on the beam to begin
3. Once comfortable get the students to alternate between raising one leg or catching/throwing with their dominant and non dominant arm to increase difficulty
4. The aim is to maintain balance and balance as long as possible with the increased difficulties
5. Students are to do appropriate straight passes with acceptable force to prevent injury

Variations:

- This activity can be completed on the ground without a beam to cater to large amounts of students by having a line on the ground that they must stay on with the same rules/instructions.

Teaching cues/points

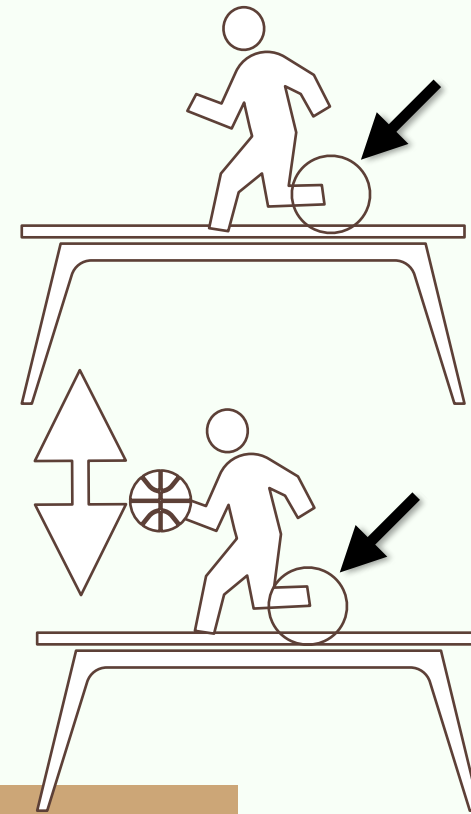
- Do not position the beams far apart, 1-2 metres is optimal to reduce force needed to throw the ball.
- Get students to practice balancing on the beam before hand, get them to take note of their foot position when having the most and least stability on the beam to help them during the activity

Safety precautions:

- ☐ Place mats underneath and beside the beams, do not place beam on gym mats
- ☐ Ensure the beams are on a flat stable surface
- ☐ Ensure the teacher is near the student if using a full height beam to monitor students safety
- ☐ One student at a time on each beam
- ☐ Ensure there are no hazards such as low hanging lights, students at a clear safe distance and bags and/or other possible hazards
- ☐ Do not use a heavy/hard ball such as a basketball as it can cause injury

Equipment:

1. Ball (Medium sized ball such as a foam or dodgeball)
2. Beam of age appropriate height
3. Safety mats/ gym floor mats



Switch

Safety Consideration

- Make sure everyone is spaced out enough to perform jumps
- Have a soft ground incase of falls

Equipment required

Preferably mats or soft ground
like grass
Spacious area
Balance Beam
Minimum two participants

Estimated Time

20- 30 minutes

Warm Up

10x Ankle Rotations
10x Wrist Rotations
10x Inchworms

Instructions

1. Two participants stand on the opposite ends of the beam
2. Once they meet in the centre, they must switch sides in any possible way, e.g. twist, bend, turn.
3. They cannot step off the balance beam or lift the other person off
4. The participants with the most successful attempt changing positions wins



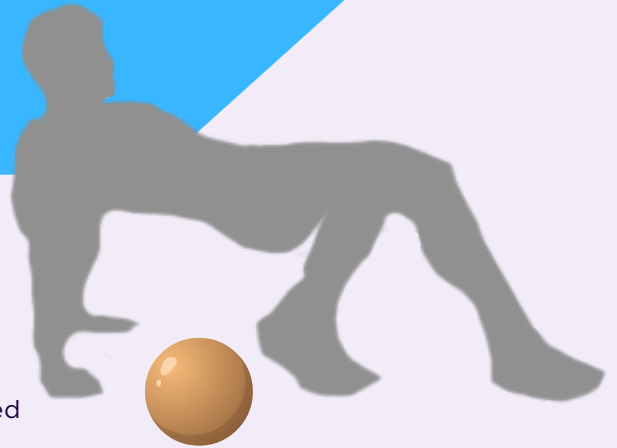
GYMNASTICS ACTIVITIES



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Crabs and Bears



Teaching Points

Focus is on strength, balance and familiarity getting into both a bear crawl and crab crawl position.

- 1) Aim for teams to work together to get the ball into their marked goal zone while switching between the two crawl positions (be sure to mark out the goal area with cones)
 - Safety is important. Teach/demonstrate a crab and bear crawl to the students. Emphasis there is to be no pushing, hitting, or kicking to minimise risk of injury
- 2) Have students form two equal teams. Teams can be spread out across the playing area and can pass the ball to others BUT can only use one hand to roll (not toss) the ball.
- 3) HOWEVER, the ball can only be whacked/rolled once the player switches from a bear crawl position to a crab crawl position. This builds balance and skills.
- 4) Play begins when the teacher tosses the ball into the centre of the playing area. The ball is tossed back into the play area, closest to the point it exited, if it goes out of boundary.
 - The winning team is first to reach a set goal amount.

Modifications

- Have more than one ball in play at a time
- For more skilled players- allow the ball to be thrown or kicked
- Increase the number of goals areas

Equipment

- Cones to mark out the play area and goals
- Soccer ball(s)
- Team bibs or sashes
- Large playing area



Safety Principles

- Teacher supervision at all times. Two teachers, or one teacher and a spotter is most ideal.
- Ensure playing area is free of obstacles and debris
- Demonstrate safe 'falling' for students who become unbalanced
- Adherence to instructions is important to avoid injuries - no aggressive grabbing, scratching or pulling
- To avoid injuries, no kicking permitted in this game
- Ensure playing area can accommodate larger team groups
- Clearly identify playing area by marking it out



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Blake Kennard

GYMNASTICS GOALKEEPING CHALLENGE

Diagram

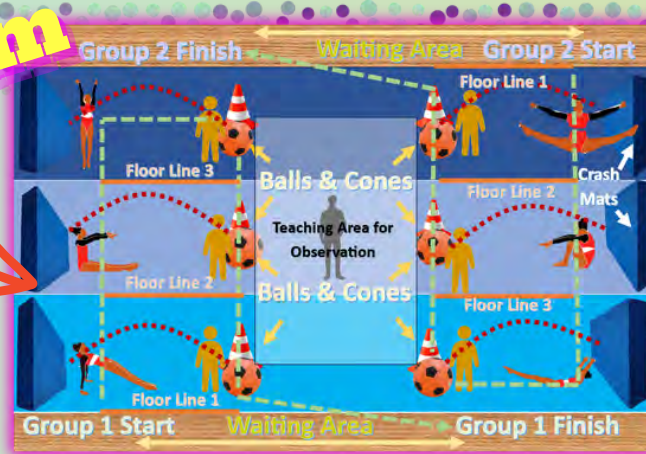
Objective: The objective of the Gymnastics Goalkeeping Challenge is to enhance student's knowledge, and skills of the various gymnastics shapes through a reaction-based activity.

Rules & Instructions

- Rationale:** Explain the **OBJECTIVE** of the "Gymnastics Goalkeeping Challenge" to students. (1 minute)
- Group Allocation:** Divide students into **TWO** (2) groups positioned at opposite ends of the **GYM** to ensure **SAFETY** and **ORGANISATION**. This will be the "waiting area". (1-2 minutes)
- Positioning:** Both groups will nominate **SIX** (6) students to start: **THREE** (3) students at the **CONES** and **THREE** (3) students **STANDING** on the **taped floor lines ONE** (1), **TWO** (2), and **THREE** (3). (1 minute)
- How To Play:**
 - Students at the **CONES** will call out a **LOCOMOTIVE GYMNASTICS** skill (like a **FORWARD ROLL** or **CARTWHEEL**) and a **shape** (like **STRADDLE** or **PIKE**) for their peers positioned at the **taped floor lines** to **EXECUTE**.
 - During this **EXECUTION**, the students at the **CONES** will **PICK UP** a **BALL** and **THROW** it at the **CRASH MAT "GOAL"** across the **GYM** trying to "**SCORE A GOAL**".
 - The student who just **PERFORMED** the **LOCOMOTIVE GYMNASTICS** skill and shape will now act as a "goalkeeper" and try to **PREVENT** the **BALL** from **HITTING** the **CRASH MAT "GOAL"**.
 - Once done, students will **MOVE** to the next **CONE**, **taped floor line**, or **FILE** into the **waiting area**.
- Challenge Duration:** The **challenge continues** until students begin to **TIRE** or a **TIME** of **TEN minutes (10 minutes)** is exceeded, **maintaining** **ENGAGEMENT** while considering students' energy levels.

Equipment Required

- **x 6** Crash Mats
- **x 6** Strips of Tape
- **x 6** Cones
- **x 6** Foam Balls



Organisation & Setup

- Crash Mats:** Position **SIX** (x6) **CRASH MATS** (measuring 2000 x 1800 x 300mm each) against a **wall**, effectively creating **SIX** (x6) goal areas.
- Cones:** Place **SIX** (x6) **CONES** at a **distance** of approximately **EIGHT meters** (8m) from each corresponding **CRASH MAT**.
- Foam Balls:** Station **SIX** (x6) **FOAM BALLS** beside each **CONE**. These **FOAM BALLS** will be used for **AIMING** at the **CRASH MAT "GOAL"**.
- Taped Floor Lines:** Utilise **COLOURED TAPE** to establish **SIX** (x6) distinct **floor lines** on the **floor**, maintaining a **separation** of approximately **FIVE meters** (5m) between each **line**. These **floor lines** will indicate where the students **EXECUTING** the **LOCOMOTIVE GYMNASTICS** skills and shapes should **STAND**.

Additional Information

- Equipment Care:** Ensure that the **APPARATUS** are well **MAINTAINED**, **SAFE**, and **CORRECTLY** setup.
- Promote Creativity:** Encourage students to **COMBINE** and **EXPLORE** various **GYMNASTICS** skills and shapes.
- Safety and Personal Space:** Emphasise safety and respect for personal space.
- Positive Peer Support:** Encourage students to cheer for their classmates and support each other throughout the **activity**.
- Observing from a Distance:** **MOVE** within your allocated "**Teaching Area**" to **OBSERVE** students from a safe **distance** and **ONLY** step out to **INTERVENE** if necessary.
- Estimated Time:** 12-15 minutes

Mini Trampoline Circuit

Equipment

- Floor Mats
- Mini Trampolines
- Crash Mats



Students all get into teams (numbering based on available trampolines) and all have a go and different trampoline jumps and then sticking the Motorbike landing. Different jumps can be offered different "points" if landings are completed.

SAFETY

Falls and Surroundings

Trampoline activities always carry a level of safety consideration from space to activity conducted, the baseline is ensuring obstacles are secured away from landing zones and that there is adequate space for error.



Challenges Or Modifications

- Students catch a variety of object in the air thrown at then by team mates.
- Or if space is provided have a modified dodge ball game where students launch from opposite trampolines and attempt to strike the other with the ball or object.

What to Expect

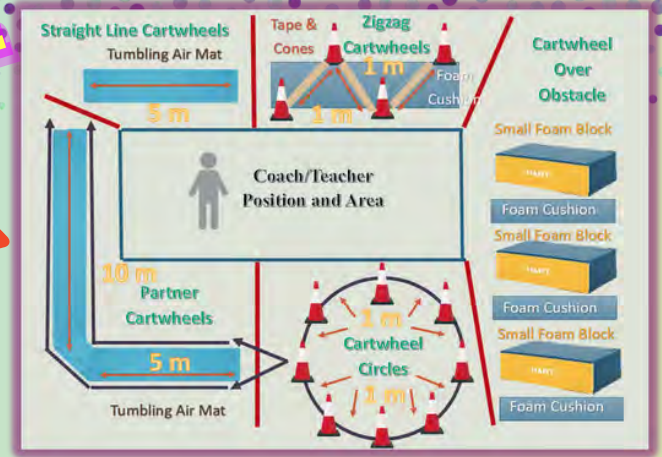
This activity is highly effective in gauging the technique and learned skills of students regarding the trampoline. this circuit combines multiple trampolines with crash mats and team mindset to ultimately encourage self efficacy, communication, awareness and sportsmanship.



CARTWHEEL CHALLENGE CIRCUIT

Diagram

Objective: The objective of the Cartwheel Challenge Circuit is to enhance cartwheel skills, body control, and spatial awareness through a series of cartwheel challenges.



Rules & Instructions

- 1. Rationale:** Explain the **OBJECTIVE** of the "Cartwheel Challenge Circuit" to students. **(1 minute)**
- 2. Station Explanations and Demonstrations:** Briefly **EXPLAIN** and **DEMONSTRATE** to students each **station** of the "Cartwheel Challenge Circuit". **Refer** to "Challenge Circuit Setup". **(2-3 minutes)**
- 3. Pair Allocation:** **Divide** students into pairs (of 2) and **allocate TWO** pairs (4 students) to each **station** to **ensure** a safe and organised experience. **(1-2 minutes)**
- Circuit Flow:** Students will **MOVE** through the **circuit** both **INDIVIDUALLY** and **COLLECTIVELY** (in pairs), **completing** each **challenge before** **MOVING** on to the next.
- Circuit Duration:** This **circuit** will be **continuous** until students are feeling **TIRED**, or a **TIME** of **TEN minutes (10 minutes)** is exceeded.

Additional Information

- Competent Student Representative:** **Ensure** that **ONE (1)** student in each group is competent enough in their **UNDERSTANDING** and **EXECUTION** of the **CARTWHEEL**.
- Equipment Care:** **Ensure** that the **APPARATUS** are well **MAINTAINED**, **SAFE**, and **CORRECTLY** setup.
- Safety and Personal Space:** **Emphasise** safety and respect for personal space.
- Positive Peer Support:** **Encourage** students to cheer for their classmates and support each other throughout the **activity**.
- Technique Guidance:** **Provide** guidance and feedback on proper **CARTWHEEL** technique, **emphasising** the importance of **straight ARMS** and **LEGS**, **CONTROLLED** body **MOVEMENTS**, and safe **LANDINGS**.
- Observing from a Distance:** **MOVE** within your allocated "**Teaching Area**" to **observe** students from a safe **distance** and only step out to **INTERVENE** if necessary.
- Estimated Time:** 12-15 minutes

Challenge Circuit Setup

- 1. Straight Line Cartwheels:** Place **ONE (x1)** **TUMBLING AIR MAT** where students can **PERFORM** a series of **CARTWHEELS** along a straight line.
- 2. Zigzag Cartwheels:** Arrange a series of **FOUR (x4)** **CONES** **ALIGNED** through strips of **COLOURFUL TAPE (x4)** in a zig-zag pattern where students perform a **CARTWHEEL** cone-to-cone, alternating sides with each **CARTWHEEL**.
- 3. Cartwheel Over Obstacle:** Place a series of **THREE (x3)** **SMALL FOAM BLOCKS** on the **floor** for students to **CARTWHEEL** over and **LAND** safely on a **FOAM CUSHION (x3)**.
- 4. Cartwheel Circles:** Create a **LARGE** circle on the **floor** using **EIGHT (x8)** **CONES** for students to **CARTWHEEL** around, focusing on staying within the **boundaries**.
- 5. Partner Cartwheels:** Place **ONE (x1)** **TUMBLING AIR MAT** (with some **curvature**) for students, in their allocated pairs to take turns supporting each other's **LEGS** during **CARTWHEELS**. This helps develop **BALANCE**, **BODY CONTROL**, and **TRUST** between partners.

Equipment Required

- **x 2** Tumbling Air Mats
- **x 3** Strips of Tape
- **x 12** Cones
- **x 5-6** Air Cushions
- **x 3** Small Foam Blocks

Stick It on Mini Tramp



Instructions/ Rules:

- The teacher will call out a variety of gymnastics skills to perform on the mini-tramp, starting from easy and gradually getting harder. Start with a straight jump, then star, tuck, straddle, pike, half turn, full turn, dive roll etc.
- Each student lines up and gets a go on the mini-tramp performing the skills instructed by the teacher.
- The goal is to correctly perform the jump instructed, correct technique and motorbike landing without any fumbles or falls. If the skill is done correctly and landed without any fumbles, they get to move on to harder/ challenging skills on the mini-tramp. If the jump is not landed correctly they will have to repeat the skill before moving onto a new skill.
- All skills performed must land in a motorbike position, legs bent, arms out in front parallel to shoulders, chest in an upright position, feet together if possible.

Modifications/ Equipment Required:

- The teacher can make students perform the skill correctly more than once before moving on to new gymnastics skills.
- Students can perform the skills off a beat board (vault) instead of the mini-tramp.
- If students are scared to run up and jump onto the mini-tramp, they can practice the run and jump by using hoops on the floor. Set out three hoops; the first hoop requires one foot push off, the second hoop requires two feet push, and the third hoop is landing in motorbike.
- The equipment required is a crash mat, floor run-up and mini-tramp or beat board.

Safety Considerations:

- Ensure to warm up and stretch the full body before doing any skills on the mini-tramp.
- Ensure equipment such as the mini-tramp is stable and set up correctly to avoid any injuries from jumping on it, e.g., padding around the tramp to cover the springs and ensure no gaps between the crash mat and mini tramp.
- Use correct matting, such as a crash mat, to avoid any injuries if falling. This will provide a safe surface to perform the skill and ensure the mats do not slide when landing to avoid injuries.
- Ensure correct technique is used and taught, e.g., jumping onto the mini-tramp with one foot, jumping into the air using two feet, and landing correctly in a motorbike position to avoid injuries. These steps can be taught on the floor first.
- Ensure students are performing one at a time and no one is running in front or in the way.

Learning Objective/Teaching Points:

- The learning objective of stick it on mini-tramp is to allow students to practice the dominant movement of spring and static skills and practice their landings after performing gymnastics skills.
- This activity provides enjoyment that can encourage students to improve and progress with their fundamental gymnastics skills.
- This game utilises basic gymnastics skills like straight, tuck and star jumps and increases the participation level of students when practising their landings.
- It also focuses on coordination and development of gymnastics skills on the mini-tramp.
- When teaching, ensure students are using the correct technique, e.g. correct jumping technique and landing in a motorbike position.



HANDSTAND BALANCING ACT

Objective: The objective of the Handstand Balancing Act is to challenge students' handstand skills and balance while incorporating a fun and interactive element.

Rules & Instructions

- Preparing the Area:** Set up the playing area with ample space for students to MOVE and PRACTICE HANDSTANDS. (2 minutes)
- Group Formation:** Divide the students into SMALL groups of THREE (3) or FOUR (4). (2 minutes)
- Role Assignments:** In each group, assign ONE (1) student to be the "Balancer," another student to be the "Wall", and the others to be the "Spotters." (1 minute)
- How to Play:**
 - The Balancer starts by ATTEMPTING a HANDSTAND using the student who is the "Wall" as their support.
 - The Spotters STAND around the Balancer and "Wall", providing support and guidance to maintain safety during the HANDSTAND.
 - After a set time or when the Balancer achieves a personal goal (e.g., HOLDING a HANDSTAND for 20 seconds), ROTATE roles within the group.
 - Each student in the group takes turns being the Balancer, and the other group members become the Spotters.
- Challenge Duration:** The activity continues until students begin to TIRE or a TIME of TEN minutes (10 minutes) is exceeded

Equipment Required

- x5 Tumbling Air Mats (1 per group) or soft landing surfaces



Additional Information

- Dynamic Handstand Evolution:** Challenge the Balancer to PERFORM various HANDSTAND variations, such as HOLDING ONE (1) LEG in the air, doing a HANSTAND with EYES closed, or SHIFTING weight from ONE (1) HAND to the other.
- Positive Peer Support:** Encourage positive feedback and support within each group as they challenge themselves and each other in DIFFERENT HANDSTAND variations.
- Spotters:** Safety is PARAMOUNT, and students should always have Spotters who guide and support the Balancer throughout their HANDSTAND.
- Safe Technique:** Remind students to focus on maintaining proper FORM and ALIGNMENT during their HANDSTAND to prevent injuries.
- Estimated Time:** 12-15 minutes

Variations/Modifications

- Right Angle Handstand:** "Wall" STANDS upright and REACHES for their TOES with FEET together. The Balancer places both FEET on the "Wall's" BACK while maintaining a HANDSTAND shape.
- One Legged Handstand:** "Wall" TRANSITIONS into a PLANK shape with an arched BACK. The Balancer rests ONE (1) FOOT on the "Wall's" BACK while extending the OTHER FOOT upwards maintaining a HANDSTAND shape.
- Mexican Handstand/Hollow Back:** "Wall" STANDS upright and REACHES for their TOES with ONE (1) FOOT in front of the other. The Balancer facing the BACK of the "Wall" RESTS and arches their BACK against it and while maintaining a HANDSTAND shape.
- Handstand Splits:** "Wall" assumes a PIKE shape and uses their ARMS to support the Balancer in a HANSTAND shape with SPLITS.

Netball – Gymnastics Variation

Instructions

- The game will require 2 even teams of 8 players
- The objective is to instead of scoring in a regulation netball hoop there will be a hula hoop with a player in the hoop performing a gymnastics movement
- The movement to start with will be to hold dish position
- The game will have the same rules as regular netball so no running with the ball and no bouncing
- Once a team throws a ball to their team member in the hoop that person will swap roles allowing rotation
- When that new player is in the hula hoop a new gymnastics movement is implemented for both goal scorers, they can choose from L sit, Front support, Tuck hold and dish hold
- Games will go for 5 minutes before teams are rotated with new members.
- DMP = Static, Locomotion, Rotation

Teaching Points

- Encourage the person in the hoop to stay in the allocated gymnastics position for the duration
- Provide constructive criticism for those playing as well as tactical strategies
- Keep core engaged when performing front support, dish and L sit
- Continually be watching for those trying to score whilst maintain the position

Safety Considerations

- Make sure there is adequate space for the game to occur
- Encourage students to play consciously with intent, rushing can cause injuries
- No throwing the ball too hard in attempts to score, to remember the person is in a gymnastics position
- Everyone is to either be on the safety mats without shoes or all outside on the court with enclosed shoes and hats

Variations

- Change the ball size
- Implement a different field size
- Incorporate new gymnastics holds
- Add more hula hoops as goals with more people in static gymnastics position holds

Equipment

- Netball
- Dodgeball
- Safety mats
- Hula hoops



Dish Hold



L Sit



Tuck Sit



Front Support

Simons says “Jump”(Mini Tramp jump activity)

TIME: 5 minutes

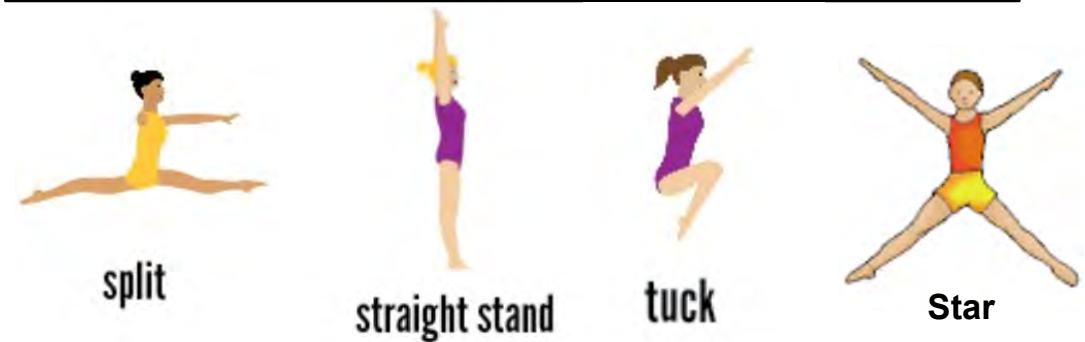
Justification:
This game teaches students a range of different jumps in preparation for using the mini tramp, The Simon says inspired game allows for repetition of core movements for the mini tramp. This activity is a great tool when teaching a large class as the whole class can participate at the same time and the teacher can identify what skill needs more work. This activity also requires no tangible equipment, therefore is super easy to perform for students of all ages. This activity can be replicated using other gymnastics movements such as angry cat, crab walk, bear walk, front support and movements alike.

Safety precautions:

- ❑ Ensure students are spread out and have adequate room to move without hitting another student or wall
- ❑ Ensure there are no hazards such as low hanging lights, students at a clear safe distance and bags and/or other possible hazards
- ❑ This exercise is best performed on soft ground, such as grass or gymnastic mats, but can be performed on hard surfaces, such as concrete or wooden floors with caution.

Teaching cues/points

- Demonstrate each jump before starting the activity
- Do a practice round/ warm up so students understand the game
- Students are to land in a motorbike landing to ensure safety and practice



Instructions:

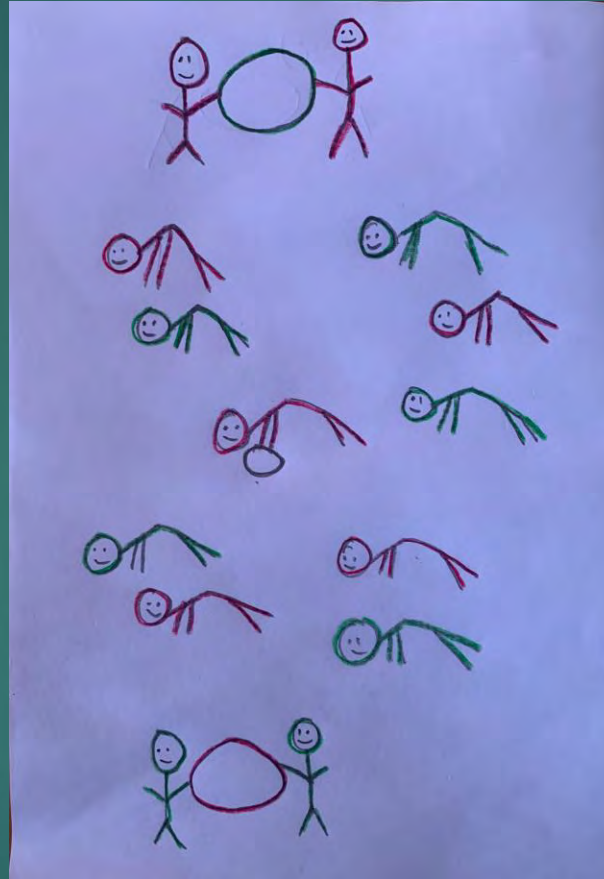
1. Teacher will demonstrate the four different styles of jump that the students will be performing. The styles include;
A. Star jump
B. Tuck jump
C. Split jump
D. Straight jump
2. Students will spread out ensuring that they are at least arm distance apart from all other students
3. The teacher demonstrates each style of jump before starting
4. The students will perform each style of jump to ensure understanding before the game begins
5. The activity will then begin where the Teacher will call out. “Simon says” followed by the jump of their choice in a randomised order. Students will then proceed to perform the jump.



Quidditch

Instructions/Rules

1. Students are split into two even teams. Each team will pick two people to stand at the end of the playing area to hold the opposition team goal (hula hoop).
2. One team will start with the ball in the middle of the playing area. Players are then required to pass the ball to their teammates and try and throw it into their goal.
3. Players are not allowed to move with the ball but must use the bear walk to move around and find space. Players must also shoot from the bear walk position.
4. Players holding the opposition team goal may move the hoop around to try and avoid being scored against but they must always have at least one hand on the goal and are not permitted to move their feet.
5. When a team scores, the opposite team restarts from the middle.



Time Required

- 10-15 minutes

Modifications/Teaching Tips

- If players are doggy guarding, mark out a boundary line with chalk or cones that defenders cannot enter.
- Switch or introduce other animal walks such as crab walks.
- Switch the goal keepers around frequently to allow everyone to have a go
- Introduce a three-pass rule or similar where each team must pass the ball a certain amount of times before shooting for a goal.
- Use colours to identify team members with their goal (e.g., green bibs and green hula hoop - see diagram).

Safety

- Play game on mats if possible
- Use a soft ball
- Clear area of equipment
- Mark out playing area boundaries with cones/lines

Equipment

- 2 hula hoops
- Bibs (approx. 20)
- A round foam ball (or similar)

JUMP POINTS



OBJECTIVE

The objective is to allow students to practice the different types of jumps on a mini tramp. The points in conjunction with the different points for each jump allow the flexibility for the students to do what they feel most comfortable with. In addition, introduces a friendly competitive nature.

INSTRUCTIONS/TEACHING POINTS

- Have students understand the different jumps through a demonstration and the different points they each hold.
- each student has a go at completing a jump on the mini tramp, it is their choice as to which jump they choose. Once completed have them keep tally of the points they retain.
- Next time, have them try to better their individual score

SAFETY POINTS

- Ensure students are supervised
- Ensure crash mats are placed on running surface, under trampoline with a crash mat for landing
- Ensure only one student is going at one time

EQUIPMENT/ENVIRONMENT

Environment: Inside the gym
Equipment: 2 different set ups of 1 Mini tramp, 1 crash mat and floor mats

VARIATIONS

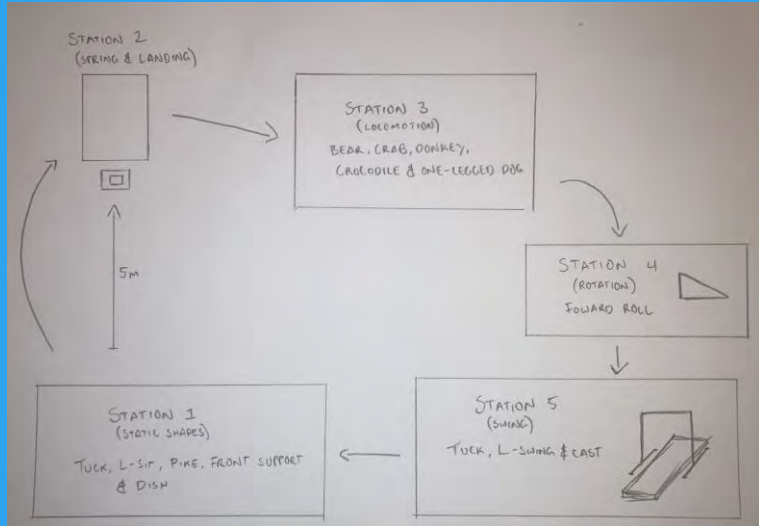
- Have students form teams, each student can still perform what they feel comfortable with. The team with the most points win
- Narrow the amount of jumps available to them to ensure they are perfecting technique etc.
- Have a jump as a bonus point, encourages students to try something new for those who are able
- if students are struggling, have them try the jumps on the floor, then progress to a mini tramp

GYMNASTIC CIRCUIT

Equipment:

- Hall
- Foam Triangle
- Bar
- Crash Mats
- Mini-Trampoline
- Skill Cards

Diagram



Instructions:

1. Students will be split into 5 groups; each group will be assigned one station until the teacher informs them to move on to the next station.
2. Each station will prioritise at least one of the 6 Dominant Movement Patterns (DMP):
 - Station 1 (Static Shapes): Students will be given a skill card with 5 different static holds to perform (Tuck, L-sit, Pike, Front Support and Dish). they are required to hold each position for at least 10 seconds.
 - Station 2 (Spring & Landing): Students will use a mini-tramp to perform a spring jump into a tuck position. They will then perform a motorcycle landing before getting off the crash mat.
 - Station 3 (Locomotion): The group will be given a skill card with 5 different types of animal walks (Bear, Crab, Donkey, Crocodile and One-Legged Dog) where they are required to perform each walk for at least 10 seconds.
 - Station 4 (Rotation): Students will perform a forward roll using either a foam triangle for more support or performing the movement on the floor.
 - Station 5 (Swing): Students will perform a variety of different swings from a bar which may include a tuck swing, L-swing and a cast hold on the bar.
3. Each group will spend 3 minutes on each station before moving to the next station.

Physical Education Notes:

- Duration: 15 minutes
- Instruct students to only engage with the equipment one at a time on the bar, trampoline and foam triangle.
- Designate enough room for each station to prevent any collisions between groups.
- Each station is designed to target each of the DMP and includes movements specific to its designation.
- Students can develop skills associated with various DMP in an efficient manner.

Safety:

- Ensure mats are placed at each station to prevent any injuries.
- Stay within visible distance of students to provide immediate support and monitor student behaviour.
- Provide additional support for stations 2 and 5 as it involves potentially dangerous equipment.

GYM WARRIOR COURSE



OBJECTIVE

Have students complete a range of different gymnastics movements in a fun and creative way.

INSTRUCTIONS/TEACHING POINTS

- Once students have practiced each movement and is confident, have the different stations set up around the gym, mimicking a course in order to get students performing a range of skills.
- station 1: star jump on mini tramp, station 2: cartwheel, station 3: tippy toe walk on beam, station 4: tuck jump on bars. station 5: angry cat pose on floor.
- Ensure that all movements must be completed with correct technique, despite being timed.

SAFETY POINTS

- Ensure students are supervised
- Ensure crash mats are placed around the gym & crash mats for landings
- Ensure all equipment is in working order
- one student on an apparatus at a time

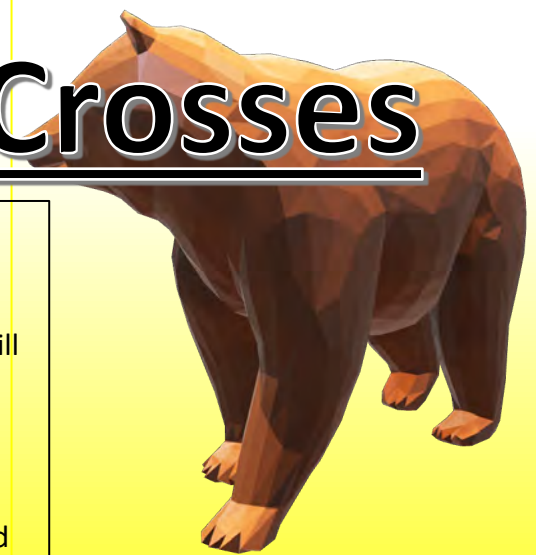
EQUIPMENT/ENVIRONMENT

Environment: Inside gym
Equipment: Mini tramp, crash mats, floor mats, beam, bar

VARIATIONS

- Once students have gained confidence in the course, change/ alternate different movements
- if possible, make course have alternative routes
- once confident have it timed
- if students are not confident, have them complete 3 of the ones they feel comfortable with or choose alternative movements for them

Bear Crawl Knots & Crosses



Teaching points/notes:

Encourage individual strategic thinking, make individual's make own choices when moving markers helps them work under pressure.

If students can't bear crawl get them to either crawl or do a crocodile crawl.

Objective:

To increase blood flow and increase the heart rate. Also switching on both arm and leg muscle groups.

Rules/Instructions: 10-15minutes Warm-Up Game.

Setup: Create a knots and crosses grid on the ground using markers or hula-hoops. Make this grid 5 meters away from starting line. Leave 3 red markers and 3 blue markers (these will be the knots and crosses).

Gameplay:

1. Players will be in teams.
2. One player from each team will bear crawl from the starting line to the grid moving their marker into the grid strategically.
3. Once placed they have to bear crawl back to start before the next person goes.
4. They now do the same thing, bear crawl up and place one of their markers.
5. As there is only three markers team will have to bear crawl back fast so they get an advantage of putting the marker where they want.
6. Once a team gets 3 in a row they win.

Equipment:

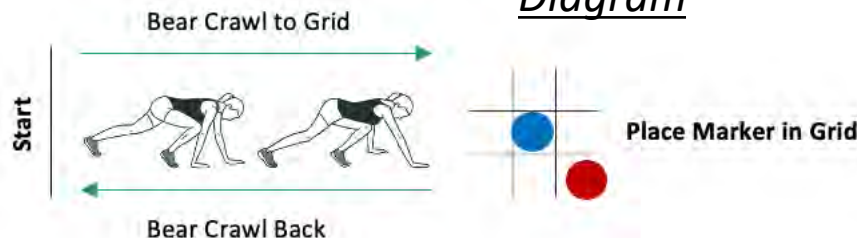
Open Area 10x10m.

A Knots and Crosses grid made out of either hula-hoops or markers.
3 markers of one color, 3 markers of a different color.

Safety Considerations:

Correct setup and room for game to be played.
Ensure all students are doing correct bear crawl form to help prevent likelihood of any injuries.

Diagram



Justification:

This is a great warm up activity. As it includes a basic skill movements that in cooperate upper and lower body movement. It also promotes strategic thinking, problem solving and commination skills.



Straight jump and motorbike landing in hula-hoops

Tuck jump on tramp and motorbike landing

Cartwheel

Handstand into forward roll

NINJA WARRIOR

Students practice skills in an engaging circuit where they choose which level of difficulty they partake in

Equipment:

- Gym mats
- Hula-hoops
- Mini-tramp
- Crash mat
- Cheese wedge mat

Time:

20 min

Instructions / Rules:

1. Students to watch a video of what Ninja Warrior is
2. Teacher to walk through Gym Ninja Warrior circuit
3. Starting at hula-hoops. Students are to practice straight-jumping and motorbike landing in each hula-hoop. (modification: students can do a 180 turn when doing a straight jump)
4. Then students do a tuck jump on the mini-tramp and land in the motorbike landing
5. Cartwheel (modification: can do a round-off)
6. Handstand into a forward roll. Can use a cheese wedge if need extra support.
7. Once a student is onto the cartwheel the next student can start the circuit
8. Only one student on each activity at a time

Safety considerations:

- ✓ Adequate space between stations
- ✓ Mats where necessary (mini-tramp, handstand, forward roll)
- ✓ Caution students not to land on hula-hoops when doing straight jumps
- ✓ Remind students to use mini-tramp responsibly and safely – show demonstration



Recommended player count:

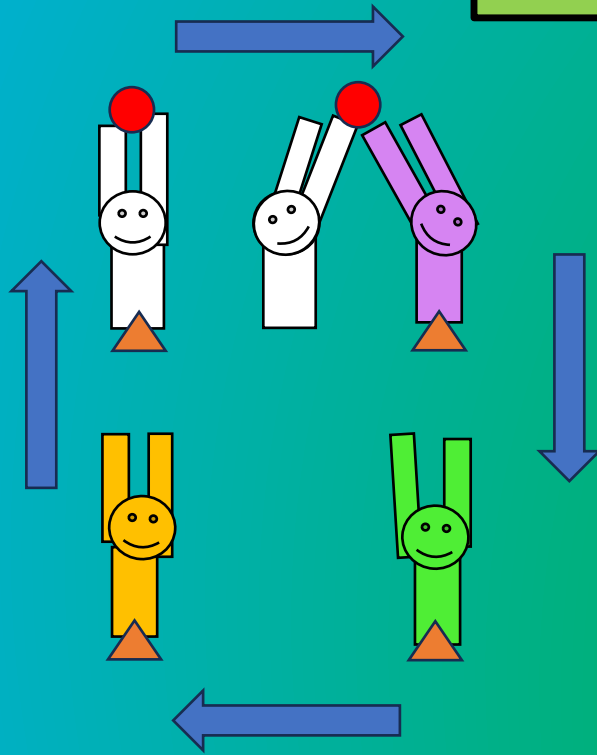
- 3 vs 3, 4 vs 4, 6 vs 6

Time: 7 minutes

CRANE BALL

TEPA FALETOESE 20459084

This activity is great for helping students develop proper *straight jump technique*



INSTRUCTIONS:

- 2 teams are divided with each player standing at a cone.
- The cones are laid out with about 3 metres space between in a shape depending on the number of players. (If it is two teams of 4 then each cone will be positioned to form a square. If it is a team of 3 the cones will be in a triangle)
- One player from each team will be given a ball to hold over their head.
- The player with the ball must perform straight jumps towards their teammate
- They must pass the ball to the next player whilst still in a straight jump position (Arms straight above the head moving like a crane)
- The player who receives the ball must now straight jump to the person on the next cone to pass the ball.
- The team must pass the ball three times around the circle to win.

Rules:

- Players must only move around jumping in a straight jump position. Breaking this rule will mean you will have to go back to your cone and start again
- Players must only pass the ball with arms above the head

VARIATION:

- This game can also be a timed competition or test as well
- See how many times a team can pass the ball around in the circle for 30 seconds or who can get the ball around to everyone in the fastest time.

EQUIPMENT:

- Cones/Markers
- 2 Balls
- Stopwatch (if timed)

Gymnastics Circuit Challenge

Time: 15 – 20 minutes



Safety Instructions/Teaching Objectives:

1. Divide class into four sections: beams, trampoline, bars, and floorwork.
2. Evenly distribute students into these four groups. Students will rotate every 5 minutes to ensure all circuit sections are completed.
3. Section 1: Beam – students practice step kick or triangle walks.
4. Sections 2: Trampoline – students can practice straight jumps or tuck jumps.
5. Section 3: Bars – students can practice tuck swings or slide swings.
6. Section 4: Floorwork – students can practice forward roll, floor handstands, or cartwheels depending on what they are comfortable with.

Equipment:

- o Gym Mats
- o Gym Beam
- o Mini Trampoline
- o Wedge
- o Whistle (to swap)



Safety Considerations:

- Conduct game in school gymnasium area covered in gym mats or carpet.
- Make sure there are not sharp objects in and around the circuit area.
- Ensure students are supervised at all times.
- Ensure there is sufficient space for the whole class to move freely.

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