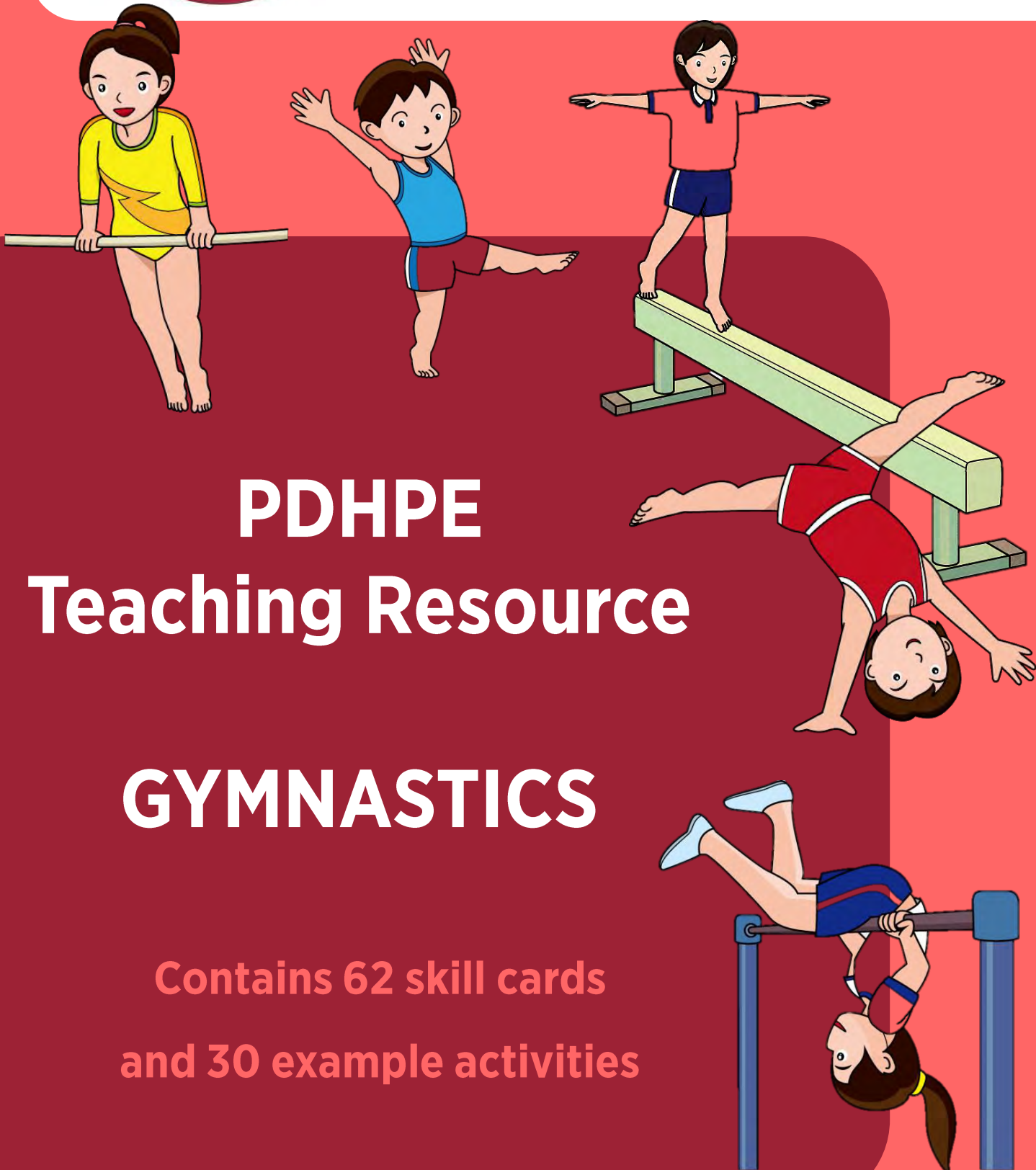




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PDHPE Teaching Resource

GYMNASTICS

Contains 62 skill cards
and 30 example activities



Health and Physical Education

Western Sydney University

Western Sydney University ©

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.

Suggested citation

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VAULT



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Vault - Straight Jump

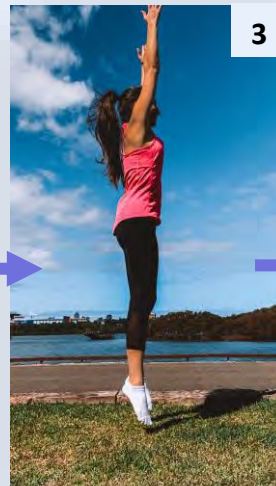
Teaching Points



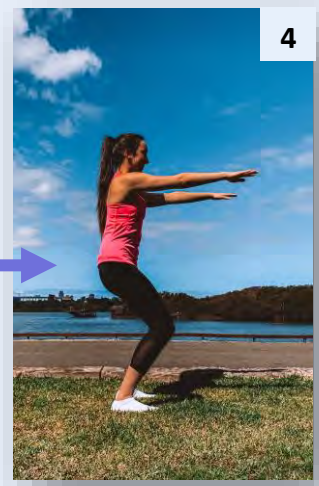
Push off one foot off the floor



Two feet contact the mini tramp



When jumping on the mini tramp, keep legs straight as possible and push off toes instead of bending knees.



Land in motorbike position – legs bent, arms out in front parallel to shoulders, looking at your hands, back nice and straight.

Safety Principles

- Crash mats 30cm high secure directly in front of tramp.
- Padding around the tramp in place to cover all the springs.
- Safe landing (motorbike position) needs to be taught before they attempt it on the crash mat.

Straight Jump Position – hips tucked under, body as straight as possible (no arch in back). Pull strong through your shoulders, reaching to the ceiling.

Tips

Make the distance between the one foot your jumping off the floor with and the trampoline as long as possible. This is where students squeeze their legs.



Equipment

Mini Tramp
Crash mats
Hoola Hoops (Optional)
Masking Tape (Optional)

If students “can’t jump high” on the mini tramp get them to jump further away from the trampoline. This will propel power when the student hits the mini tramp. The more force placed on the mini tramp the more force will be compelled off the mini tramp. Don’t slow down before the mini tramp as it stops the power created from the run.

Rebounding off the balls of your feet off the mini tramp is a faster jump compared to bending knees for the jump.

Remind students of leg squeeze as they are hitting the mini tramp.

Modifications

If students are hesitant to jump on the mini tramp – use masking tape to mask out a square on the floor instead of jumping on the mini tramp.

Students can run across the mini tramp before progressing to jumping on the mini tramp.

Timing – place hoops before the mini tramp, students run with foot in the first, two feet in the second, one foot in the third, two feet in the fourth etc to get them used to the movement pattern.

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Shannon Murrie

Mini tramp - Straight jump



Instructions for a straight jump on mini tramp

- ▶ Run up to the mini tramp, using a single leg take off from the floor
- ▶ Two feet land on the mini tramp with straight body and arms slightly raised
- ▶ Keeping the body tight with legs straight together and arms overhead or by the side of the body
- ▶ Land on crash mats with two feet together, legs slightly bent, and arms outstretched in front for balance

Teaching points

- ▶ Single leg take off
- ▶ Two feet together on the trampoline
- ▶ Body to stay tight and upright during flight
- ▶ Motorbike position when landing on the mats

Safety considerations

- ▶ Safety pads on all equipment
- ▶ Crash mats must be used
- ▶ One student at a time
- ▶ Skills and landing must always be controlled
- ▶ When more difficult skills are performed teacher supervision and spotting is strongly recommended opposed to student spotting

Variations or build ups

- ▶ The straight jump is the most basic mini tramp movement, for beginner students work on speed and proficiency of this basic skill before moving to more difficult skills
- ▶ For more advanced students progress to tuck jumps, straddle jumps, or dive rolls.

Gymnastics Australia. (ND). *GymMix Online Lesson Planner*. Retrieved from Launchpad Gymnastics: http://www.launchpad.org.au/LaunchPad/Resources/GymMix_Online_Lesson_Planner.aspx

Gymnastics South Australia. (2011, March). *GSA Gym for All Gym Challenge - Training Manual*. Retrieved from Gymnastics South Australia: <https://sa.gymnastics.org.au/images/sa/SMCS/GfA/Training%20Manual.pdf>

Tuck Jump (Mini-tramp)

Progression activities and modifications

Students can be hesitant to use a mini tramp, so the following progression activities can help overcome their fear and guide technique:

- 1) Get students to simply run across the mini-tramp and onto a crash mat (gets student's accustomed to how the mini-tramp feels and helps them get onto it using only one foot).
- 2) Using markings or hoops, get students into a rhythm of hopping with one foot and landing with 2 feet together (whichever side feels most natural).
- 3) Mark out a small distance away from the mini-tramp using tape, chalk or a hula hoop. Get students to take off from the marking with one foot from their run up. Slowly move the marking back.

Teaching Points

1. From the run up, hop off one foot onto the mini-tramp. (**Image 2**)
2. Whilst mid air, squeeze every muscle in legs quickly. This will force the legs together so students land on the tramp with 2 feet.
3. Keep back and legs straight when landing on the mini-tramp to maximise height. (**Image 3**)
4. At the peak of the jump, get into the tucked position with knees up to chest. Should look like they are trying to do a cannonball into a pool. (**Image 4**)
5. Land in the motorbike position – legs bent, back straight. (**Image 5**)

Safety Considerations

Technique: From the teaching points, an emphasis should be placed on how students land with legs bent and their back straight (motorbike landing). This is to absorb the impact of the landing and avoid hyperextension or strains

- Teacher can observe and provide verbal cues to remind students of technique – “back straight” “motorbike landing”

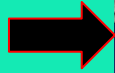
Equipment: Ensure no gap between crash mat and mini-tramp. Also using gymnastics mats for the run up is preferable in case of a fall/trip on the run up.



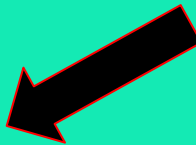
Mini-Tramp/Vault

Skill: Star Jumps on Mini-Trampoline

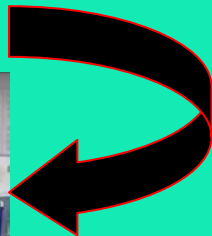
Demonstration & Teaching Points



Running up jumping on one foot and landing on the tramp on both feet.



Motorbike landing: Back straight, knees bent and arms out.



Safety Considerations

- Use a mat on the floor for the run up with no bumps or holes.
- No shoes or socks while performing the jump.
- Use a crash mat to land on.
- Ensuring no one else is using or is on the equipment when performing the skill.

Variations

- To build skills on proper star jumping, it can be practiced on the floor excluding the trampoline steps. However still incorporate the run up and landing as this is critical for a safe and skilled performance.

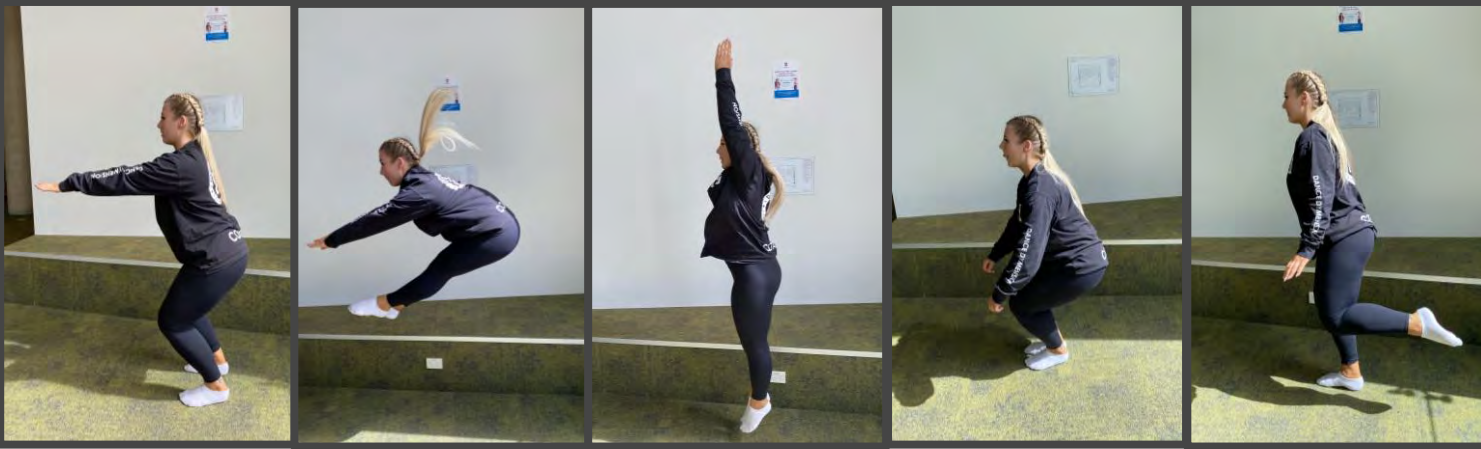
Additional Information

If students struggle with the star jump, break down the vault into steps: star jump on floor, run up on the mini-tramp, landing, etc.



MINI TRAMPOLINE PIKE JUMP

Monique von zum Hof, 19012937



Instructions:

- Run towards the mini trampoline
- Jump on the mini trampoline, and perform a 'straight jump'
- During the jump extend your legs in front in your body, folding at the hips to create the 'pike' position
- Land the jump on the crash matt in the 'motorbike' position

Teaching Points:

- Use full strides in your run to gain better momentum for your jump
- On the last stride onto the mini-tramp, bring your second leg together in a swish motion to begin the jump off the mini-tramp with two feet instead of one to create more force
- 'Glue' your legs together to create a better 'pike' position
- Land the jump in a motor bike position to ensure stable landing

Safety Considerations:

- Land the jump on the crash pad with legs bent, absorbing the impact to reduce risk of injury
- Do not run across the matts to avoid collisions with other participants, make sure there is no one commencing their run before you walk back
- Only one person to complete movement at a time to avoid collision, and the next person must wait until the person before them has cleared the matt before commencing their motion.
- Use of a crash matt behind the mini tramp to land on, and one against the wall in case of a jump with more force and unstable landing.

Variations:

- Straight jump
- Use of vault instead of a mini trampoline
- Can perform pike on a 'dead' floor without use of trampoline

Half turn (180-degree turn) Mini tramp jump



Teaching Points/ Safety Precautions	Equipment
- When students jump in the air ensure they use their arm to rotate and not their stomach. This is so that when they turn it is not wonky and difficult to land.	- Soft Mat - Mini Tramp - 1 hula hoop - crash mat

Instruct students to:

Step 1

Instruct students to run along the floor onto the tramp and onto the crash mat. This will help break down the fear and barrier if it is their first time jumping on a mini tramp



Step 2

Add one hoop directly Infront of the mini tramp. This will help students to indicate that they must step in the hula hoop with one foot and onto the mini trampoline with both feet



Step 3

Jump onto the mini tramp with both feet together



Step 4

As they jump in the air to rotate, the way students prefer to turn they should use their opposite arm to facilitate the turn and bring it by their side. Land with knees slightly bent and arms extended forward



Step 5

Land with knees slightly bent and arms extended forward



MINI TRAMP- BASIC LEAD UP SKILL

The lead up vault is a locomotor skill which allows students to learn the basic foot work required for jumping on to the tramp or vault.

EQUIPMENT: Hoola Hoops, Mini Tramp or Vault, crash mat

STEP 1



First student starts off by placing one foot in the first hoop and two feet in the second hoop.

Every second hoop is continued as 1 then 2

TEACHING POINTS

- Exercise must be performed at a medium pace
- Concentrate
- Praise good efforts

SAFETY CONSIDERATIONS

- Crash Mats should be placed so they cannot slip
- Only one student on the tramp at once

STEP 2



The final hoop should allow students to finish on one foot which demonstrates the basic skill of using one foot to take off before hitting the tramp

TEACHING POINTS

- Exercise is not beneficial if students stop
- Keep eyes focused in front

SAFETY CONSIDERATIONS

SAFETY CONSIDERATIONS

- Coach or teacher must spot the students

STEP 3



Using one foot to push off on the last hoop students must hit the mini tramp with two feet then follow with a motor bike landing on the crash mat

TEACHING POINTS

- Do not allow a hopscotch skip during stepping through the hoops must be a one-step then two step bounce

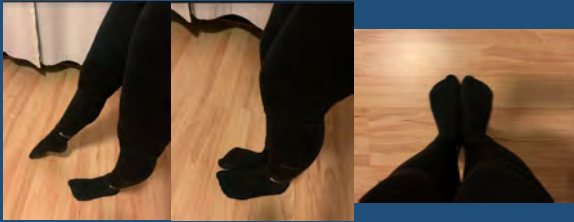
SAFETY CONSIDERATIONS

- Students must land in motor bike position
- All students must walk forward off the mat

MINI-TRAMP

SKILL: STRAIGHT JUMP

DEMONSTRATION:



CUE: "STEP-JOIN FEET TOGETHER"



MOTORBIKE LANDING



STRAIGHT JUMP

TEACHING POINTS:

Run-ups:

1. Students run across vault onto crash mat to practice stepping off one foot
2. Place 8 hoops in a straight line up to the vault. Practice landing with two feet by jumping from one foot, step (in one hoop) and jump to two feet (in the next hoop). CUE: "Step – join feet together" or "one-two." Take one hoop away and use the vault as the last jump.
3. Using one hoop get students to run up to the vault take one step in the hoop and land with two feet on the vault. Slowly move this hoop back further and further each practice so that students develop longer and create more powerful jumps.

Landing:

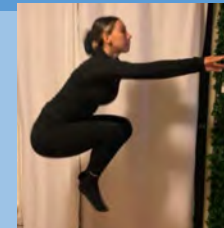
4. Motorbike landing (knees bent, arms out in front, back straight) practice landing on the floor first.
5. Practicing jumping with straight legs by placing a box in front of the mini-tramp, place one leg out and jump with both feet and straight legs on to the mini-tramp

Jump:

6. Practice straight jumps on the ground first – bend knees and lower arms, then push off feet to vertically jump in the air (keeping toes pointed), squeeze hips and tuck bottom under, keep body straight as possible, swing arms up by ears, keeping a slight angry cat shape (rounded) through back.
7. Run jump on the mini-tramp, straight jump and land in motorbike position.

VARIATIONS:

Perform the same teaching points with these jump variations:



TUCK JUMP



STAR JUMP



STRADDLE JUMP



PIKE JUMP

SAFETY CONSIDERATIONS:

Participation

- No loose clothing, jewellery, eating, pushing, inappropriate behaviour, running across mats, crawling under mini-tramps, dive rolls and must tie up long hair.

Equipment

- Well maintained, safe and correct set up of mats and mini-tramp
- Appropriate distance and pathways between mats and mini-tramp

Teacher

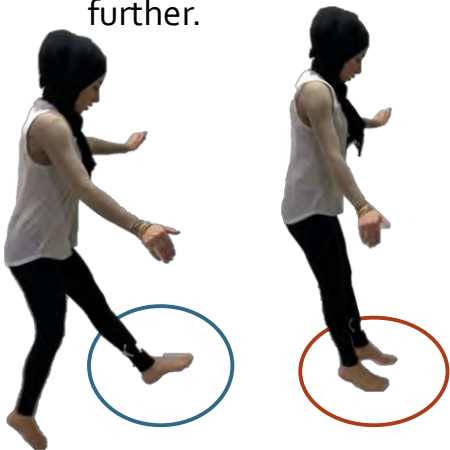
- Position yourself so that you are able to see everyone at all times
- Spotting: When students are performing jumps on the mini-vault stand to the side at the end of the vault and start of the mat. Be ready to catch student in case of a misdirected jump or poor landing.

Straight Jump

Teaching tips:

Practice for board entry

- I. Students become hesitant before the mini trampoline therefore get students to run across 3 times without slowing down.
- II. Have a couple of hoops lined up before the trampoline and get students to jump with one foot two foot on the hoops
- III. Get rid of all hoops, place only one before the mini trampoline
- IV. When students understand the concept of two feet make the gap between the hoop and trampoline further.



Teaching points:

1. Run toward the mini trampoline
2. Raise the arms up
3. Jump high straight
4. Extend the legs explosively
5. Head in the middle position
6. Bend legs when landing
7. Arms level with chest

Equipment:

Mini trampoline and crash mats or just on the floor.



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Safety points:

- Activity needs to be supervised at all time
- Appropriate distance and pathways between apparatus
- Two crash mats
- Adjust Height of apparatus according to ability and experience level.



1



2 3 4



5 6



Straight Jump



Skill Steps

1. Approach the mini-tramp with a run,
2. One-foot take-off from the ground,
3. Two-feet landing on the mini-tramp,
4. Two-feet bounce off the mini-tramp,
5. Two-feet landing on the mat.

Safety Principles

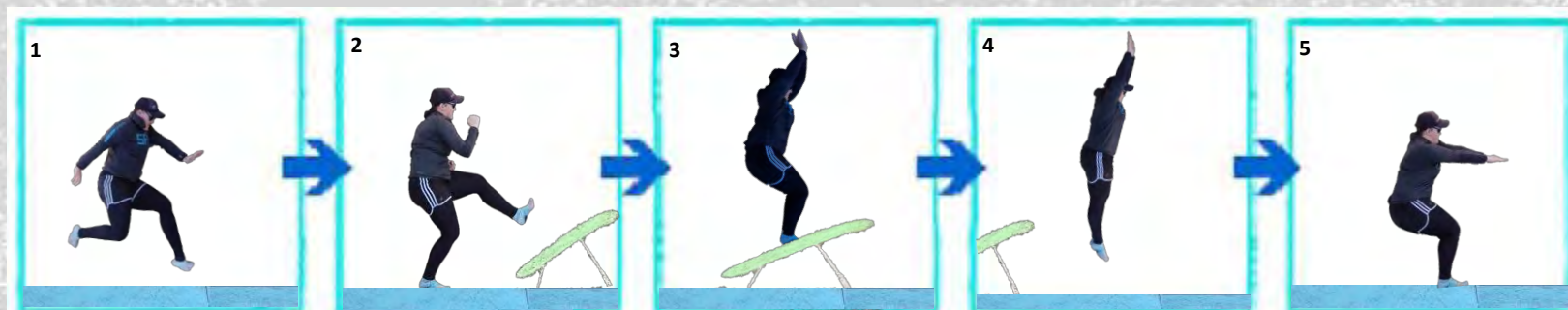
- One student on the apparatus at a time.
- Constant supervision by a qualified teacher.
- Ensure crash mats are present and not sliding during use.
- Ensure all equipment are serviceable before use.
- Land on the mini-tramp and mat with bent knees to reduce injury risk.

Teaching Points

- Run naturally towards the mini-tramp and do not stop before your one-foot take-off **(1)**.
- Skill sequence - One-foot take-off **(2)**, two-feet landing **(3)** two-feet take-off **(4)**, and two-feet landing "1-2-2-2" **(5)**.
- The distance between one foot take-off and two-feet landing on the mini-tramp is what determines the height of the jump and not the effort put in during rebound on the mini-tramp **(2,3)**.
- Squeezing your legs together after the one-foot take-off as this will assist in generating power during the jump **(2)**.
- Pushing of the balls of your feet to generate more speed during take-offs **(2,4)**.
- Use your arms to continue the momentum generated during the run and take-offs **(2,3)**.
- The take-off of the mini-tramp is like a rocket taking off; straight body, legs together, arms straight above your head **(4)**.
- The straight shape in the air is like a pencil; legs together, arms straight above your head **(4)**.
- Do not arch your back, lean forward, or push your hips backwards during the straight jump **(4)**.
- Landing on the mat with bent knees, hands out front, chest in (motorbike landing) **(5)**.

Progression

- Before attempting to complete a straight jump off the mini-tramp, try the following movements on a flat surface first:
 - ❖ Practice running through the mini-tramp without trying to bounce on it; this will build up speed confidence,
 - ❖ Using hula hoops, practice one-foot take-off in one hula hoop, then landing two-feet in the next hula hoop,
 - ❖ Practice motorbike landing technique,
 - ❖ Practice straight jumps in one position, bouncing on the balls of your feet.
- After mastering the straight jump on the mini-tramp, try and substitute the straight jump with one of the following static shapes:
 - ❖ Straddle, star, pike, tuck, half turn, full turn.



NOTE: The Skill Steps numbers and the numbers in bold and brackets in the Teaching Points corresponds with the numbers in the pictures.



VAULT SKILL: TUCK JUMP

MOVEMENT



REGRESSION



MOVEMENT INSTRUCTIONS (TEACHING POINTS)

STEPS

1. Move towards apparatus (jog/run).
 2. Jump off one foot up toward apparatus.
 3. Bring feet together before impacting with apparatus.
 4. Bounce off apparatus with slight bend in knee hands out in front.
 5. When in air tuck knees to chest until apex is reached.
 6. When traveling down relax hips and leave slight bend in the knee.
 7. Land on mat with knees slightly bent and arms pointing forward.
- For regression follow steps 4 - 7 starting movement by initiating jump from spotting block.

EQUIPMENT

- Spring board or Mini-tramp
- Crash mat
- Spotting block

TIPS

- For participants struggling with movement remove first 3 steps and focus on the tuck jump portion of the skill. Once participant is comfortable with movement start to reintroduce the approach to apparatus with varied speeds.
- Make sure participants have enough space around them to execute movement safely and are set up to land safely on crash mat. Cover areas around apparatus not just in front.

JUSTIFICATION

- Skill works on balance and coordination which is fundamental for development of gymnastics skills.

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NAME: TODD WILLIAMS

OBJECTIVE: Move with competence, confidence and creativity within and across various physical activity contexts (PDHPE K-10 Syllabus, 2018) <https://www.educationstandards.nsw.edu.au/wps/wcm/connect/2f657694-dc52-48ba-a440-9256e92c00e3/pdhpe-k-10-syllabus-2018-pdf.pdf?MOD=AJPERES&CVID=>

MINI TRAMP – TUCK JUMP



TEACHING POINTS

- Fast run up approaching mini tramp, keep eyes focused on middle of mini tramp
- Hit tramp, knees bent and bounce off of tramp with arms swung upwards at shoulder height
- Whilst airborne, bring knees up towards chest and arms downwards grasping shins – this is the **TUCK** position
- Straighten legs back down in preparation for landing, bring arms straight pointing forwards
- Land with knees bent, arms straight pointing forwards
- Recover and stand upright, swing arms upwards to finish in position



SAFETY POINTS

- Students need to stay focused on tramp during run up to ensure they don't trip
- When jumping on the tramp, aim for height, not distance (this aids for a more stable landing)
- Flex hip and knee joints when landing to absorb impact



VARIATIONS

- Start on tramp with 3x bounces, then jump
- Jump with knees bent, arms forward to help brace for landing
- Master jumping with legs straight and secure landing, proceed to gradually tuck knee's to chest, keep arms straight and forwards for balance

BARS



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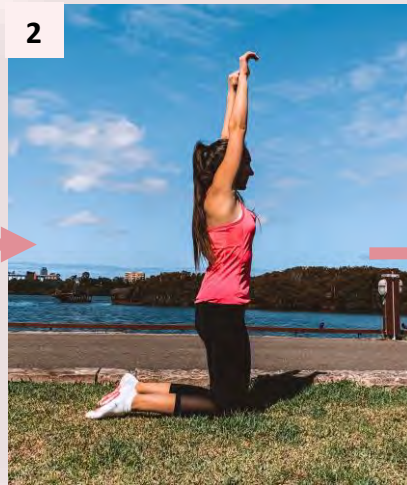
Bar - Tuck Swing

Teaching Points

Start by either jumping to the bar or starting with hands on the bar (thumbs on top)



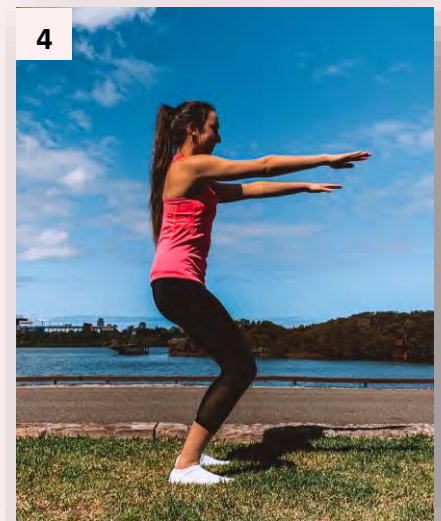
Catch the bar: round dish shape through the shoulders, ears between arms, straight through the hips and legs hanging out the back



Hanging underneath the bar: Straight through the upper body, with a slight curve through the shoulders, straight through the hips, legs bent at knees and create a 90 degree angle out the back



Swing Forward: As swinging forward, shape changes to slight dish shape, and legs bent



Dismount: Land on the side of the bar you started in a motorbike position

Safety Principles

1. Ensure crash mat is securely placed under the bar with the bar in the middle of the mat.
2. Always dismount off the bar on the back side of the bar – DO NOT let go on the front side – as you swing forward hands start to slip off the bar and fix it on the back swing hence always let go at the back.
3. Ensure students have a good grip on the bar.
4. Always keep thumbs on top next to other fingers, not gripped underneath the bar.
5. Teacher position – to the side of the bar out of the way of the landing area of the student.

TIPS

Re Grip: Re grip occurs on the back swing, hands come off the bar and grip back on top of the bar.

Modifications

- Use a box to assist students to reach the bar
- Students can start holding onto the bar instead of jumping to the bar

Equipment

Crash mat
Bar
Box (optional)
Chalk (optional)

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Shannon Murrie

Safety Considerations

- Stand next the bar and help the students with the tuck swing and landing.
- Place a crash mat underneath the bar and in front of the bar for a safer landing.
- Check all equipment before use.
- Students can use hand chalk to help with grip.

Variations

- Place a box near the bar if students are not comfortable with jumping on the bar.
- Practice the tuck movement by sitting on the floor.

Additional Information

The skill can be broken down into sections to build up a better performance.

BARS

Skill: Tuck Swing

Demonstration & Teaching Points



Jump onto the bar with a firm grasp. Then swing the body with knees bent and tucked. As you swing backwards re grip the bar by letting go and regripping quickly. Repeat this process.



When landing use the motorbike stance (knees bent, arms straight out in front of your body and back straight) finish by standing up straight with arms up.



When dismounting on the backward swing, let go of the bar and land using the motorbike landing with knees bent and arms out in front of you.

BARS TUCK SWING

Monique von zum Hof, 19012937



Instructions:

- Grip hands on the 'back' of the bar with body positioned on and angle to allow for momentum in the swinging motion
- Commence swinging motion by lifting feet off the floor and into the tuck position
- Swing forward with arms straight and swing back, releasing the grip once passing through to behind the bar and landing on the matt

Teaching Points:

- Angry cat position for upper body and arms
- Keep arms straight throughout the entire motion of the swing
- keep knees bent at a 90-degree angle, tuck at knees not hips

Safety Considerations:

- Use of crash matts incase participants release from grip at the wrong point of the swing and fall

Variations:

- Glide swing
- Jump towards bar to maintain grip, instead of starting with grip already placed

Tuck swing



Teaching Points/ Safety Precautions	Equipment	Useful teaching tips / modifications
- The position of the thumb should be on top of the bar, not wrapped around it. - When landing, students must return to the back side of the bar (where they started).	- Bar - Soft Mat - Box	- If a student is hesitant or too short to jump onto the bar, put a box to lift them up so they can reach the bar. - Teacher can also stand near the bar and hold students wrist in case the student lets go of the bar early. This will help to slow them down.

Instruct students to:

Step 1

Students jump onto bar and grab it with both hands. When students grab onto the bar, ensure that their thumb placement is on top, and not at curled onto the bar. This will allow for better grip.



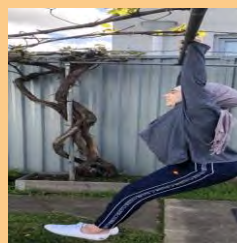
Step 2

Arms hanging beside the ears with head facing straight.



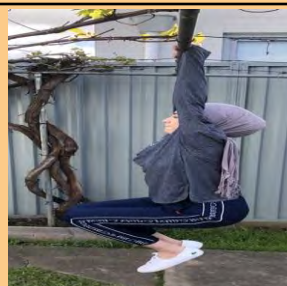
Step 3

Swing forward and slightly tuck stomach into the back.



Step 4

knees and feet must be stuck together to create a right angle as they swing back and forward.



Step 5

When landing, knees will be slightly bent like a squat and arms extending directly Infront of them for better balance. Landing must occur on the back side of the bar where they started.



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Noora Saboune

**Equipment needed:**

- Bar
- Low block
- Gym mats

Beginner/advanced Pointers:

- Beginner students may stand directly underneath bar, instead of leaning into it, and lift legs into tuck position.
- Students with gymnastics history may jump towards the bar to then grip it, instead of leaning inwards.

Performing the skill:

1. Begin standing on low block with gym mat and bar in front.
2. Lift arms directly above the head.
3. Lean body forward and grip the bar.
4. Lift legs up into tuck position and swing forward through momentum.
5. As body swings back, place legs back onto block.
6. Swing body back to standing position.

Teaching Points:

- Ensure students are lifting bent legs into tuck position, with upper legs bent perpendicular to body.
- Have tight grip.
- Ensure eye contact to the bar when leaning into it.
- Lean into bar with straight legs and body.
- Activate core and arm muscles so that the body is being lifted rather than hanging.

Safety Considerations:

- Gym mat underneath bar.
- Check for any risks on bar before using, i.e. unsteadiness.
- Teacher watching at all times.
- Ensure focusing when leaning to grab bar.

Glide Swing (Bars)

Progression activities and modifications

- Practicing static gymnastics shapes, such as the L-sit and dish in an activity before using the bar may enhance enforce teaching points for correct technique.
- Consider using a raised platform initially to simplify the start of the swing. Instead of needing to jump for the bar, students can simply lean and reach.
- Bars may be daunting to some students, so turning the skill into an activity may distract them from the difficulty and make skill learning more enjoyable.
 - i.e. students have a ball thrown to their legs at the end of the swing which they kick into a hoop

Teaching Points

1. To start the swing, we jump up or lean to the bar and grab it in a dish position. (**Image 1**)
2. During the swing, legs come forward into an L-shape, or pike, with legs together and straight. (**Image 2**)
3. As the feet come past the ground and you're swinging up, body re-straightens into a dish shape. (**Image 3**)
4. Come back through the swing with legs straight (keep feet off the ground). (**Similar to image 2**)
5. Let go of the bar at end of backswing and land in motorbike landing – knees bent and back straight. (**Image 4**)

Safety Considerations

Instruct students to let go of the bar only at the end of the backswing – letting go at the end of the forward swing can be dangerous.

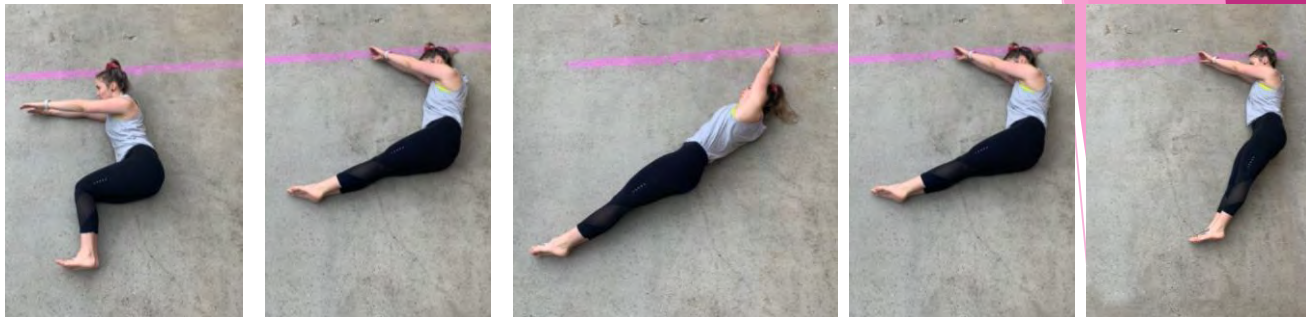
- Can remind students during swings at the side

Ensure apparatus is safely set up, with the bar tightly secured and safety mats below the bar:

- The photo below can be a basic reference point
- Consider adding thicker mats, or lowering the bar for novices in case landing technique is faulty



Bars - Glide swing



Instructions for a slide swing

- ▶ Grip the bar with both hands and lock shoulders into the angry cat position
- ▶ Swing underneath the bars keeping toes pointed raising legs slightly to clear the floor
- ▶ On the bar straighten legs and body out with pointed toes
- ▶ Swing backwards underneath the bar raising legs to clear the mat
- ▶ Dismount the bar by letting go of the bars and landing upright with the motor bike stance

Teaching points

- ▶ Angry cat position in the shoulders
- ▶ Squeeze legs and core tight
- ▶ Looking at toes with head in a neutral position
- ▶ Legs swing long and low
- ▶ Full swing to other side of the bar

Safety considerations

- ▶ No clothing that is zipped or slippery on the bars
- ▶ Chalk should be used
- ▶ Movements should be progressed at students' level of achievement
- ▶ Correctly assembled with appropriate crash mats
- ▶ Spotter must always be used
- ▶ One student on the bars at any time

Variations or build ups

- ▶ In beginner students start with the bent leg swing to get used to being on the bar
- ▶ In advanced students build up to a tension swing to begin the transition to around and above bar skills

Gymnastics Australia. (ND). *GymMix Online Lesson Planner*. Retrieved from Launchpad Gymnastics: [http://www.launchpad.org.au/LaunchPad/Resources/GymMix Online Lesson Planner.aspx](http://www.launchpad.org.au/LaunchPad/Resources/GymMix%20Online%20Lesson%20Planner.aspx)

Gymnastics South Australia. (2011, March). *GSA Gym for All Gym Challenge - Training Manual*. Retrieved from Gymnastics South Australia: <https://sa.gymnastics.org.au/images/sa/SMCS/GfA/Training%20Manual.pdf>

BARS

SKILL: TUCK SWING

DEMONSTRATION:



TUCK SHAPE



MOTORBIKE LANDING

TEACHING POINTS:

1. Practice the static 'tuck shape' on the ground – kneel on knees with legs out the back, keeping a straight upper body, with a slight angry cat - rounded disc shape through shoulders, keep arms straight next to ears, squeeze glutes so are not arching through back.
2. Landing: Practice motorbike position (knees bent, arms out in front, back straight) by landing on the floor first.
3. Begin by jumping to the bar (use a box if student cannot reach), swing through to tuck shape (slight disc shape, legs bend), swing back (keeping legs bent behind body) and land in motorbike position on the mat.
4. When completing multiple swings, 'regrip the bar' by catching the bar on the back swing (hands come off then regrip back on top).

VARIATIONS:

Perform the same teaching points with this swing variation:

GLIDE SWING



SAFETY CONSIDERATIONS:

Participation

- No loose clothing, jewellery, eating, pushing, inappropriate behaviour, running across mats, crawling under bars and must tie up long hair

Equipment

- Well maintained, safe and correct set up of mats and bars
- Appropriate distance and pathways between setups

Teacher

- Position yourself so that you are able to see everyone at all times
- Use a box to help students jump to the bar for those that cannot reach
- Instruct students to 'regrip' if doing more than one swing
- Spot students by standing on the side of the bar with arms ready to catch student in case of a sudden fall/slip.

Tuck Swing



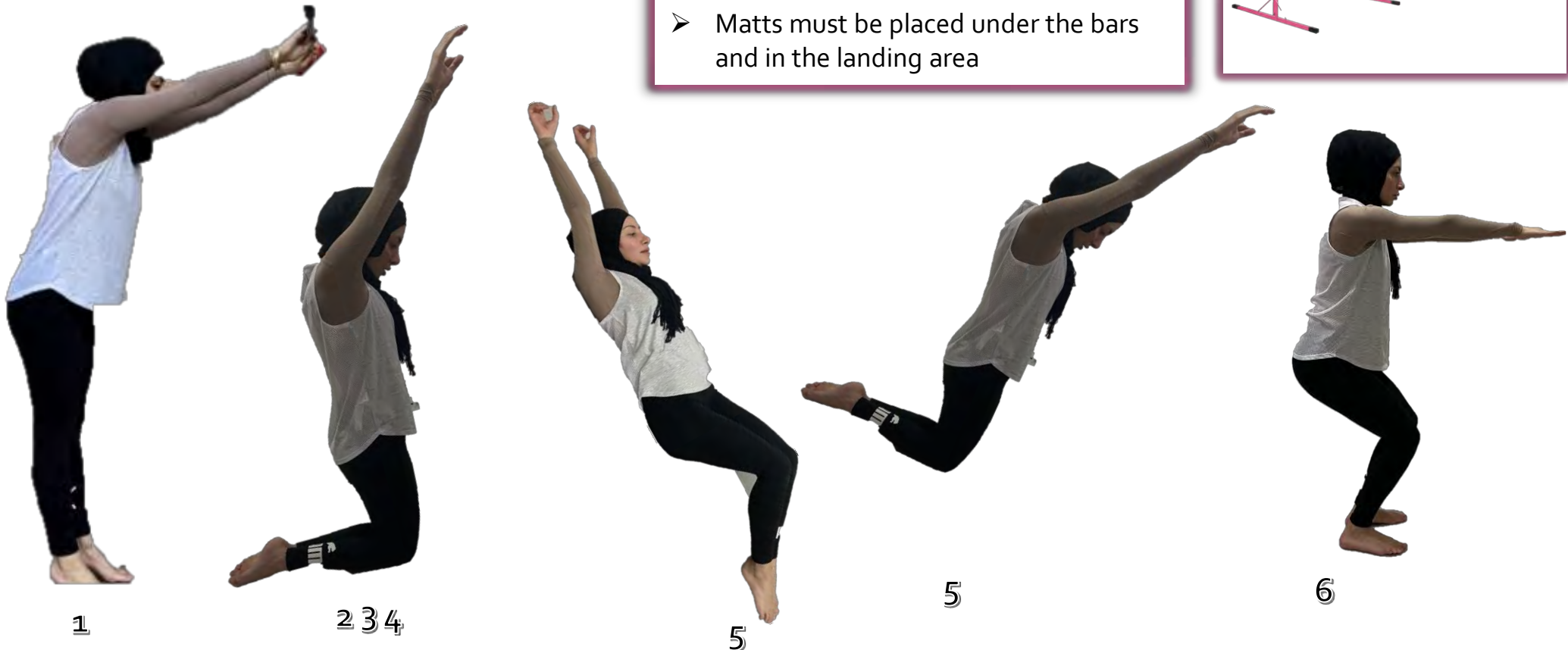
Teaching points:

1. Jump to the bar or just start with hands straight on to the bar
2. Round dish shape through shoulders
3. Squeeze glutes
4. Straight from hands to knees
5. Swing forward with bent legs and straight feet
6. Land behind the bar

Safety points :

- Do not arch back
- Head facing forward
- landing behind the bar
- Spot students from waist on the side of the bar
- Matts must be placed under the bars and in the landing area

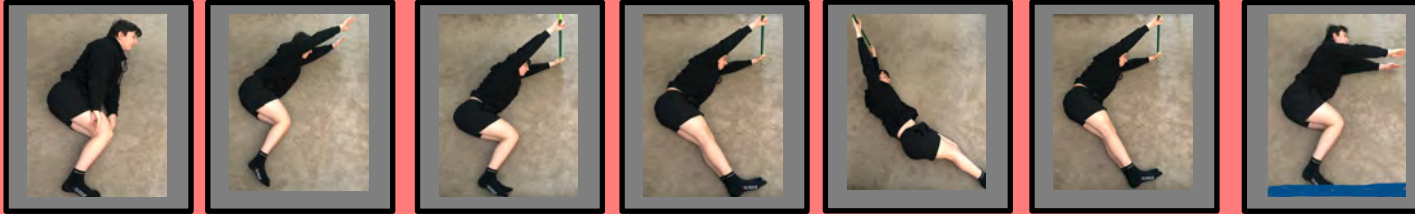
Equipment:



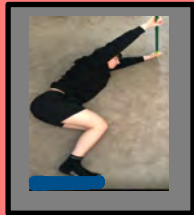


BAR SKILL: GLIDE SWING

MOVEMENT



REGRESSION



EQUIPMENT

- Horizontal bar
- Crash mat
- Spotting block

TIPS

- For participants struggling with jump to horizontal bar use spotting block just outside of horizontal bar and allow students to grip bar before initiating the swing.

SPOTTING

- When spotting the glide swing place one hand on lower back and one hand on back of thigh during straight of the movement.
- Make sure participants have enough space around them to execute movement safely and are set up to land safely on crash mat.

MOVEMENT INSTRUCTIONS (TEACHING POINTS)

STEPS

1. Standing on mat, bring hands to side and create a slight bend in knees and hip, feet together.
 2. Jump toward bar with arms reached tall creating full extension.
 3. Grip bar with a straight arm, elbows locked.
 4. Maintain hip bend, engage core and muscles of the upper leg, point toes and initiate swing.
 5. Travel under the bar onto opposite side and bring body to full extension.
 6. As momentum shifts and body begins to return under bar, engage hip and close hip hinge to starting position.
 7. When back on starting side of the bar release grip and land with knees slightly bent, arms pointing forward.
- For regression start movement while standing on spotting block.

JUSTIFICATION

- Skill works on strength and coordination which is fundamental for development of gymnastics skills.

OBJECTIVE: Move with competence, confidence and creativity within and across various physical activity contexts (PDHPE K-10 Syllabus, 2018) <https://www.educationstandards.nsw.edu.au/wps/wcm/connect/2f657694-dc52-48ba-a440-9256e92c00e3/pdhpe-k-10-syllabus-2018-pdf.pdf?MOD=AJPERES&CVID=>

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NAME: TODD WILLIAMS

Tuck Swing



Skill Steps

1. Mount the bar,
2. Back of swing,
3. Hanging from the bar,
4. Front of swing,
5. Hanging from the bar,
6. Back of swing,
7. Dismount from bar.

Safety Principles

- One student on the apparatus at a time.
- Constant supervision by a qualified teacher.
- Ensure that the bar is serviceable before use.
- Ensure there are crash mats underneath the bar.
- Ensure the bars are not above eye height.
- Teacher can assist the dismount by holding student's wrist.
- Students should never dismount the bar on the front of the swing, as your momentum may not be controlled when landing and you can land flat on your back.

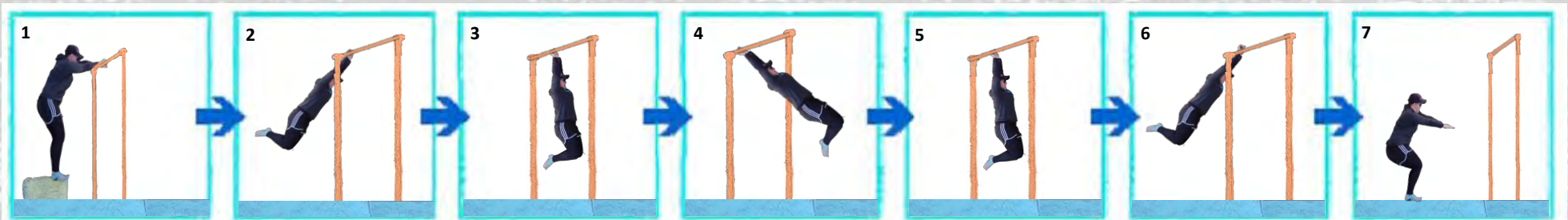
Progression

- Before attempting to swing on the bar, student should be competent in the landing position (dismount).
- Students can build confidence in mounting the bar by starting on an object.
- When confident, mount the bar from the ground with a jump if needed.
- When confident and competent, students can string together multiple tuck swings together by adding regripping the bar on the back swing.



Teaching Points

- Mount the bar either from:
 - An object with hands on the bar **(1)**, or,
 - On the ground, jumping to catch the bar.
- The back of swing **(2)** and hanging from the bar **(3,5)** positions are both straight shapes:
 - Rounded dish shape through the shoulders/upper back,
 - Squeezing the glutes to reduce arched back,
 - A 90° bent at the knees with feet out back.
- The front swing position is shaped like a dish **(4)**,
- During the swing the following happens **(2-6)**:
 - Bent knees,
 - Straight shape through upper body,
 - Squeeze legs together to keep them together (not loose like noodles),
 - Strong arms,
 - Tight tummy,
 - Head looking straight and not up or down during the swing,
 - Grip movement the bars is like rotating motorbike handles.
- Dismount is always during the back swing to control the landing on your feet **(6)**,
- Motorbike landing with arms out front and knees bent **(7)**.



NOTE: The Skill Steps numbers and the numbers in bold and brackets in the Teaching Points corresponds with the numbers in the pictures.

BAR-PULL OVER

The pull over is a fundamental bar exercise that involves pulling the body up and bring the legs over and around the bar.

EQUIPMENT: Bar, Crashmat, Box platform



STEP 1: Ensure body and shoulders are underneath the bar and body is held nice and close in chin up position

Teaching Points: Students must hold body in tight in chin up position

Safety considerations: Ensure back and body is in close



STEP 3: Follow through by pushing the other leg up and use the momentum to pull self up and around the bar

Teaching Points: Push students up if struggling to make it up over the bar

Safety considerations: Ensure student is not wearing loose clothing



STEP 2: Hold hands gripped with both and use one leg to step forward

Teaching Points: Add modifications if students are struggling to hold themselves up

Safety considerations: Ensure back and body is in close

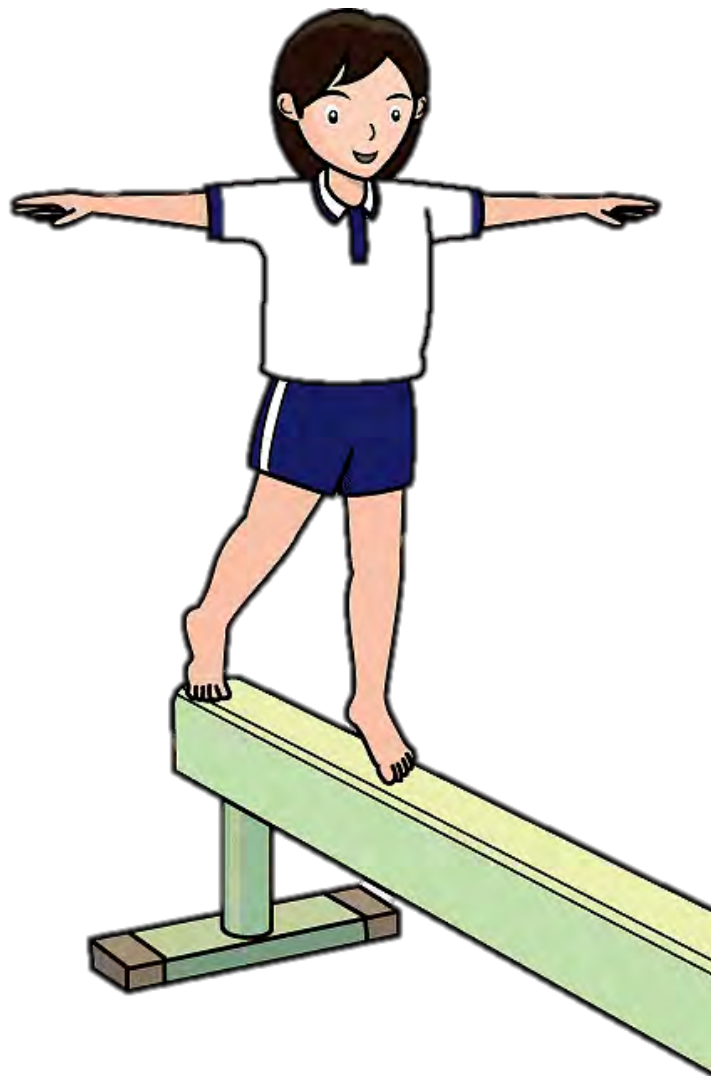


STEP 4: Hold body in a front support position then drop down safely in a motor bike landing position

Teaching Points: Focus eyes forward not looking down

Safety considerations: Ensure the area is clear of any objects for safe landing

BEAM



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Beam - Walking on Toes

Teaching Points



1. Stand as straight as possible through legs and hips.
2. Arms can either be out straight (aeroplane formation) or up in a V shape.
3. Stand on toes, as high as possible with heels completely off the beam.
4. Walk across the beam on toes with your legs straight.
5. Eyes are to be looking at the end of the beam.
6. Feel where the beam is underneath your foot before placing your weight onto that foot.



Safety Principles

- Ensure mats are connected underneath and beside the beam.
- Ensure the beam is on the floor NOT on top of the blue mats.
- Position of teacher – Next to the beam if students need assistance.



Equipment

Beam
Gym mats (for safety)
Crash Mat (to be placed at the end of the beam)
Box – assist with getting onto the beam

Modifications

- Walk flat feet across the beam instead of on toes.
- Students can walk on a line on the floor if not comfortable to balance on the beam.

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Shannon Murrie

Walking Backwards (Beam)

Teaching Points

Before the walk:

- To stay balanced on the beam, students feet should be touching (one foot in front of the other).
 - Feet can be straight or turned out.
- Legs and body straight to maintain balance (squeeze glutes and core muscles).
- Arms can be out straight to the sides if students find it helpful.

During the walk:

- To backwards walk, students will start with a gap between their feet, their weight shifted over to the back leg, and front leg pointed just touching the beam. (**Image 1**)
- Glide the front foot beside the beam (**Image 2**) and use the toes to feel for where you will place it. (**Image 3**)
- Once students find the beam with this foot, they should place it flat down and shift their weight over it. (**Image 4**)
- Simply repeat until students run out of beam space (if they feel for the beam and can't find it they should not continue stepping back)

Safety

Equipment: The idea of walking on a thin elevated platform can be confronting to some students, so:

- Using low beams for less confident or capable students can reduce fear and potential fall injuries
- Always ensure the use of gymnastics mats if using the beam over hard surfaces

Technique: Dismounting the beam at any point during a skill requires a safe landing that minimises risk of injury:

- Land on floor with legs bent and back straight (motorbike landing)

Teacher: Teacher can provide verbal cues beside students as they are performing the backwards walk over the beam

- Can ease students urge to turn back to see where they are going and thus fall
- Cues can guide technique and reduce falling i.e. "feel for the beam", "shift your weight onto the back foot"

Progression Activities and teaching notes

It may be appropriate to teach students how to walk forward and sideways on beam before backwards to build confidence in somewhat easier skills

Also, learning how to balance on the beam whilst moving can be made into fun cooperative or competitive activities:

- Games where multiple people on the beam join hands and have to move a hula hoop from one end of their team to the other can build teamwork and balance (in addition to being fun)



Beam - Step kick



Instructions for a step kick

- ▶ Mount the beam safely, stand up, one foot in front of the other and arms outstretched for balance
- ▶ With toes pointed lift one leg up to create a triangle from the hip to knee
- ▶ Point leg straight out with toes pointed and place back on the beam
- ▶ Repeat with other leg, ensuring body is upright and arms are out for support
- ▶ Continue until the end of the beam

Teaching points

- ▶ Back straight and arms out to balance
- ▶ One foot behind the other not side to side
- ▶ Triangle position for leg before kicking out
- ▶ Stretch leg out as straight as possible when kicking with pointed toes
- ▶ Supporting leg should be kept straight

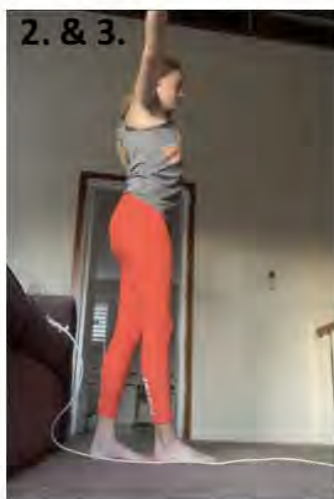
Safety considerations

- ▶ Beam is assembled correctly
- ▶ Crash mats must be used
- ▶ Skills to be taught on the floor before taught on the beam
- ▶ Skills and landing must always be controlled
- ▶ One student on the beam at a time

Variations or build ups

- ▶ In beginner students start with walks forward to get them used to moving on the beam
- ▶ In more advanced students $\frac{1}{2}$ turn on one foot to enabled them to start performing harder skills

Gymnastics South Australia. (2011, March). *GSA Gym for All Gym Challenge - Training Manual*. Retrieved from Gymnastics South Australia: <https://sa.gymnastics.org.au/images/sa/SMCS/GfA/Training%20Manual.pdf>

**Equipment needed:**

- Beam
- Gym mats/crash mat
- Block (or type of step)

Beginner Pointers:

- If first time using a beam, teach students this skill on the ground, and once accomplished, move to the beam.

Performing the skill:

1. Start by stepping up onto the beam by using a step (e.g. a block).
2. Starting position once first foot is stepped onto the beam should be right foot in front of left, touching.
3. Place arms out to either side of body at shoulder level and stand with body tall and lifted.
4. Take the behind left foot and kick it out in front
5. Bring the left foot down in front of the right foot, touching again.
6. Repeat these steps until reaching the end of the beam.
7. Safely step off the beam onto the block.

Teaching Points:

- Keep feet touching, one in front of the other except when kicking.
- Keep body straight.
- Students have to ensure core is activated to keep balance

Safety Considerations:

- Place gym mats/crash mats underneath beam, around the legs of the beam and where the students will be stepping off.
- Have a stable block/step up to the beam and block/step off if beam is off the ground.
- Teacher to spot students whilst on the beam.
- Ensure all students are out of the way when an individual is using the beam.
- Ensure students are focusing on the instructions as an extra safety precaution, not hearing the instructions may lead to injury.

Beam Step Kicks



Teaching Points/ Safety Precautions	Equipment	Teaching tips / modifications
-Body and legs must be straight. Ensure students tightly squeeze their glutes and core muscles so that the back is not arched. This will help students balance better on the beam - During the kick, student can kick however high they can. There is no specific kick height that they must reach. - Ensure the kicking foot is stretched and pointed directly towards the beam.	- 2 crash mats to put on both sides of the beam - Beam	Instruct student to extend their arms out wide like a birds wing to help them balance on the beam.

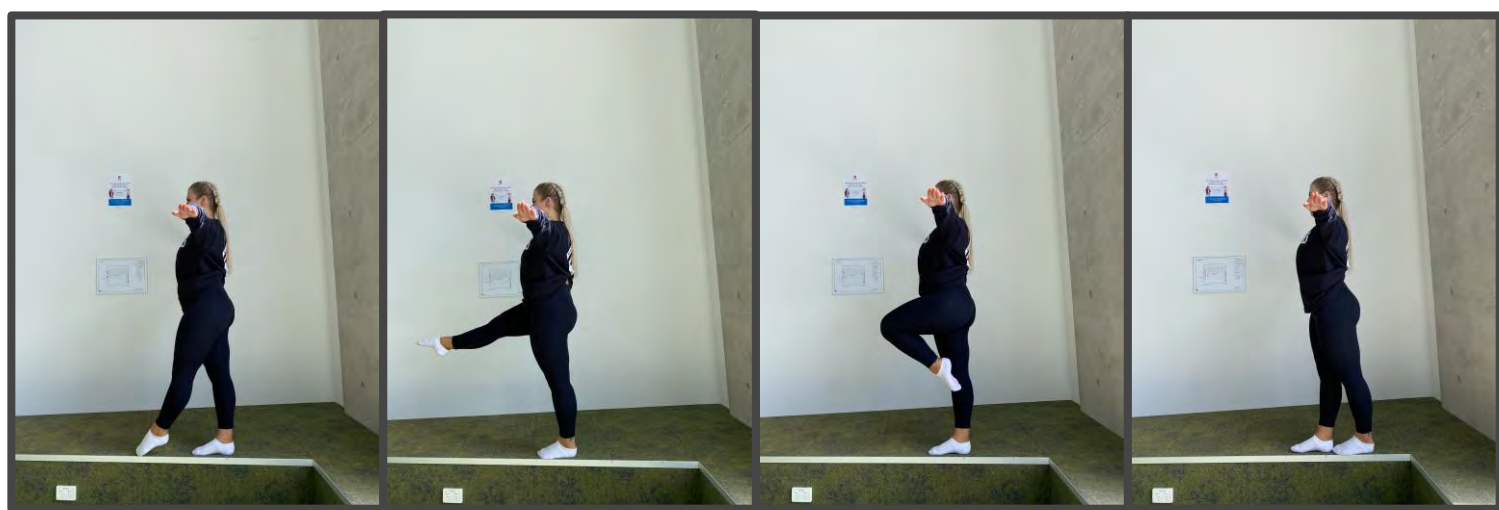
Instruct students to:

Step 1 Start off by having the student standing on the balance beam with one foot in front of the other foot.		
Step 2 Instruct students to slowly walk normally on the beam, one step at a time.		
Step 3 When student feels comfortable with walking on the beam, instruct them to add the step kicks.		
Step 4 Student must step flat with the foot in front.		
Step 5 Next, with the back foot, students kick forward as high as they can and step Infront of the front foot.		



BEAM TRIANGLE WALKS

Monique von zum Hof, 19012937



Instructions:

- Begin with arms out in a T-position with feet together (feet are placed one in front of the other, touching)
- Keeping the supporting leg as straight as possible, step forward onto the beam
- Pull the second leg into the 'triangle' position, bent at the knee, the toe is pointed and connected to the supporting leg's knee

Teaching Points:

- Arms out in a T-position to assist with balance
- Thigh flat in a tabletop position

Safety Considerations:

- Keep legs and body in a straight position to avoid losing balance and falling off the beam causing injury
- Ensure supporting foot is splayed evenly on the beam to increase support and balance
- Use of crash mats on the floor in case the participant does fall off the beam

Variations:

- Progress to extending the leg from the knee once in a stable 'triangle' position

Beam

Skill: Change Jump

Variations

The skill can be broken down into sections using the beam or practicing on the floor.

Additional Information

Ensure that the students feel comfortable with the movement and height of the bar as it can be daunting for students learning a new skill.

Safety Considerations

Walk alongside the bar to help the students with balance if needed.

If students need more time to work on balancing on the bar, they could use a bar that is closer to the ground so the fear of falling and getting hurt is limited.

Demonstrations & Teaching Points



Start with feet "together" on the beam.
Arms up and balancing on your toes.



Jump in the air. As you jump you switch the position of your feet (the back one comes forward and vice versa), arms should come up as well.



Arms come down to the side and knees bending.



When beginning to land feet go back into original position, land with bent knees and arms in front (in the motorcycle landing position) once landed and balance restored finish landing with arms up.





Sideways Walking



Skill Steps

1. Start on the beam in a T shape,
2. Slide one-foot along beam to form a star shape,
3. Slide the other foot towards the previous foot reforming the T shape,
4. Repeat steps 2 and 3 until you are at the end of the beam.

Teaching Points

- Skill sequence – feet together **(1)**, feet split **(2)**, feet together **(3)**, and so on.
- The T shape is a straight shape but with your arms stretched out to either side, not up in the air **(1)**.
- When sliding your feet along the beam keep your bodyweight on the stationary foot **(2,3)**.
- Slide your foot until shoulder width apart forming a star shape **(2)**.
- Keep your arms up for balance like wings on an aeroplane.
- Keep your legs straight whilst sliding.
- To assist in balance on the beam, looking forwards, not down or sideways.
- Wearing socks or bare feet will assist in the sliding and feeling where to go next without looking.

Safety Principles

- One student on the apparatus at a time.
- Constant supervision by a qualified teacher.
- Ensure there are crash mats under the beams to reduce injury risk.
- Ensure the beam is serviceable before use.
- Ensure the crash mats are not sliding around.
- Teacher can assist the students to balance on the beam by holding their wrist (low beam) or lower back (high beam) during the movement.

Progression

- Students can start on a floor with a line drawn to practice the movement.
- When confident, progress to a low beam to assist in building confidence with balancing on the beam.
- When confident, progress to try the movement on a high beam.
- When confident on the high beam, try other types of sideways walking instead of sliding across the beam, such as:
 - o crossing your legs over each other like a grapevine movement,
 - o tip toeing sideways walking instead of flat foot sliding.



NOTE: The Skill Steps numbers and the numbers in bold and brackets in the Teaching Points corresponds with the numbers in the pictures.

BEAM- TRIANGLE WALKS

Triangle walks are a locomotor skill which allows students to learn basic balance, posture and positioning on a beam.

EQUIPMENT

Balance beam

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STEP 1

Ensure feet are vertically touching each other on the beam toe to heel, then step forward with one foot

Teaching Points:

Concentrate with eyes looking out forward
Ensure Beam posture is maintained with arms out wide for balance

Safety considerations:

Spot is important for any students who are unconfident or hesitant on the beam



STEP 2

Lift the other leg forward and bend to make a triangle shape with the other leg

Teaching Points:

This activity is performed slow and has no time limit
Feet must be centred in the middle of the beam for sufficient balance

Safety Considerations:

Ensure no student is rushing as this can cause falls



STEP 3

Then ensure the quad stays straight and lift leg straight out
Rotate triangle between each leg until you get to the end of the beam.

Teaching Points:

Do not kick leg out, gently straighten out

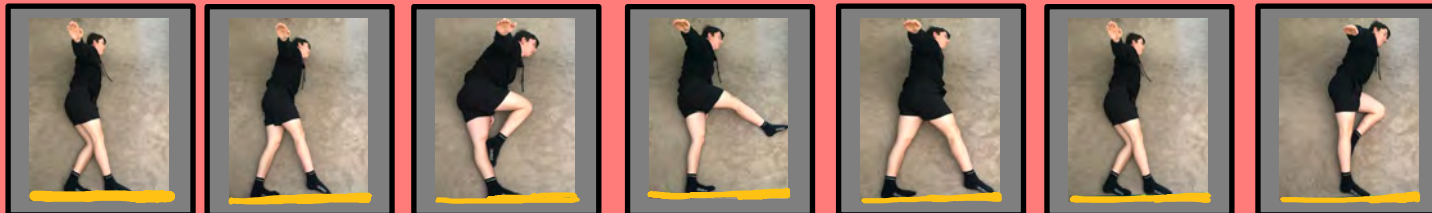
Safety Considerations:

Provide help to students getting up and down the beam

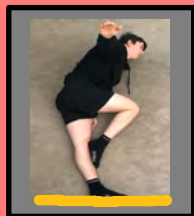


BEAM SKILL: TRIANGLE WALKS

MOVEMENT



REGRESSION



EQUIPMENT

- Beam
- Crash mat

TIPS

- When teaching skill first practice movement on floor and then low beam before taking the skill to the high beam.

MOVEMENT INSTRUCTIONS (TEACHING POINTS)

STEPS

1. Stand on beam flat footed with arms lengthened away from body.
2. Engage calf on front foot and point toe.
3. Raise knee to come in line with hip and place base of foot on shin of opposite leg.
4. Maintain knee level with hip and extend leg forward with toes pointed.
5. Lower leg while maintaining pointed toe until making contact with beam.
6. Transition wait from toe into flat foot.
7. Repeat movement until end of beam is reached.

JUSTIFICATION

- Skill works on balance and coordination which is fundamental for development of gymnastics skills.

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OBJECTIVE: Move with competence, confidence and creativity within and across various physical activity contexts (PDHPE K-10 Syllabus, 2018) <https://www.educationstandards.nsw.edu.au/wps/wcm/connect/2f657694-dc52-48ba-a440-9256e92c00e3/pdhpe-k-10-syllabus-2018-pdf.pdf?MOD=AJPERES&CVID=>

NAME: TODD WILLIAMS

BEAM

SKILL: STEP KICKS

DEMONSTRATION:



“STAND TOGETHER”



STEP KICKS

TEACHING POINTS:

1. “Stand together” = standing closely with one foot in front of the other touching. Stand with legs and upper body straight, glutes and core squeezed tight. Arms out straight to the side in a V-position.
2. Step flat onto your forward foot
3. Kick on the spot with the other leg out in front (keep legs straight and heel on the beam). Point toes, as the leg descends, rest pointed foot on the beam.
4. Use the pointed foot to step on and repeat the kicking cycle.
5. Kick as high as you can (it is best to kick knee length for beginners so that their kicks remain controlled and straight).

VARIATIONS:

Perform the same teaching points with these variations of kicks:



SIDE KICKS



BACK KICKS



TRIANGLE WALKS

SAFETY CONSIDERATIONS:

Participation

- No loose clothing, jewellery, eating, pushing, inappropriate behaviour, running across mats, crawling under beam and must tie up long hair

Equipment

- Well maintained, safe and correct set up of mats and beam
- Appropriate distance and pathways between setups

Teacher

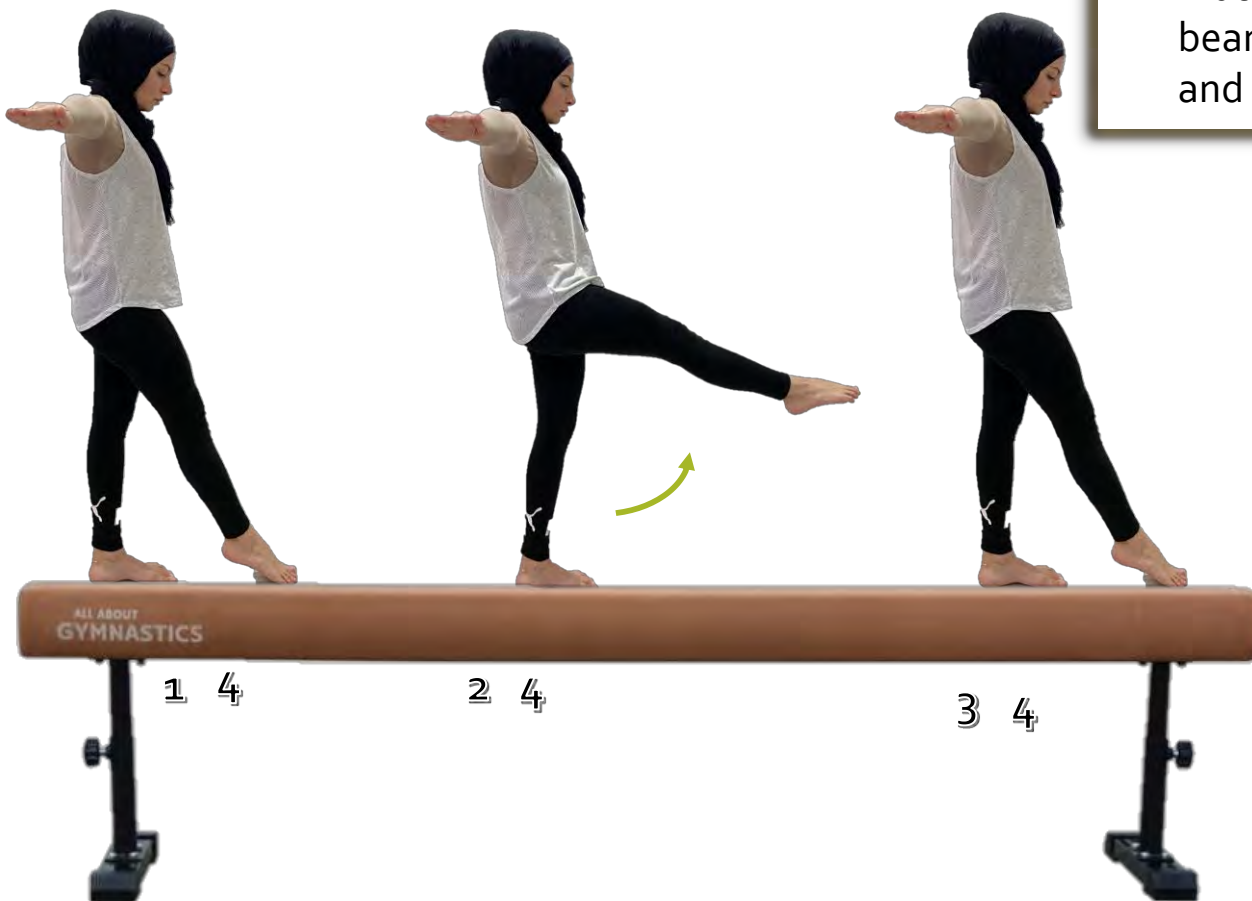
- Position yourself so that you are able to see everyone at all times
- Use a box to reach the beam if student cannot reach the beam height
- Spot students by standing on the side of the beam with arms ready to catch student in case of a sudden fall/slip
- Teach “stand together position” and how to hold arms in V position for balance



Step Kicks

Teaching points:

1. Everything straight as possible including legs
2. Step flat and kick on the spot
3. Arms wide out and keep both legs straight
4. looking at the end of the beam



Safety points:

- Supervision at all time
- Teach the skill on the floor or gum beam
- Low beam if competent enough
- High beam when competent
- Matting must be placed under the beam, around the leg supports, and on the landing area

Equipment



BEAM – FRONT SCALE



TEACHING POINTS

- Mount beam, stand with one foot in front of the other, arms straight upwards
- Bring arms straight downwards in line with shoulders, lean forward, bring arms forward in front of person
- Straighten one leg upwards towards the sky, toes pointed, while balancing on other straight leg, head down
- Finish in an 'L' shape with one leg pointing straight as high as possible



SAFETY POINTS

- Student's need to be competent in balancing on one leg whilst on the beam
- Ensure beam is standing over mats to brace for a possible fall
- Ensure balancing foot is centered in middle of beam to aid in balance



VARIATIONS

- Perform kip on soft, short beam on mat
- Have a partner hold student's hand when balancing on beam
- Bring straight leg only half way up, with toes just off beam

FLOOR



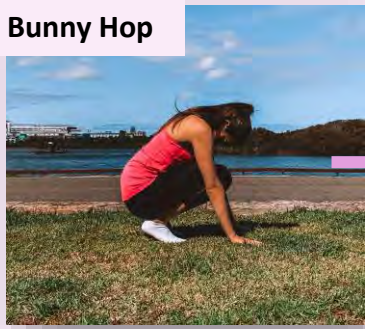
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Floor - Forward Roll

Teaching Points

Forward Roll = Bunny hop + tuck rock joined together

Bunny Hop



Start with balancing on your feet, in the tuck shape, hands out in front.

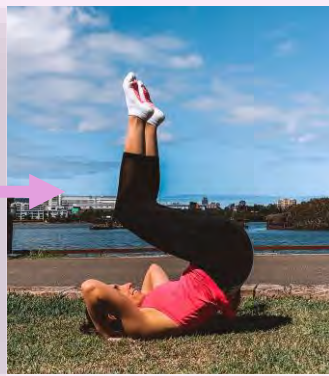


Lift up off the group, hands go flat on the ground, do a bunny hop and back to a tuck shape. Tuck to bunny hop to tuck

Tuck Rock



Start in a tuck position, with hands on top of shoulders



Rock onto your back and rock forward to the tuck position, with chin tucked to chest

Safety Principles

- Head needs to be tucked - chin to chest
- Hands flat on the floor or wedge
- Wedge and box securely placed to reduce movement of equipment
- Ensure students have a strong handstand and forward roll first before attempting handstand to forward roll (modification).
- Teacher position – can be next to the student if assisting with their forward roll.

TIPS

If students are too afraid to roll and they are looking at their hand instead of tucking their head under don't pressure them to forward roll and encourage they practice bunny hop and tuck roll first.

How to spot a student

Place one hand on students back of head to ensure it is tucked to chest, other hand assist to flick the student's legs over to produce the roll.

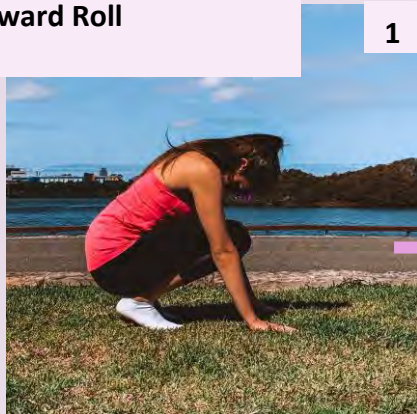
Stand next to students and remind them when to start rolling.

Equipment

Wedge

Box (placed Infront of the wedge) – optional

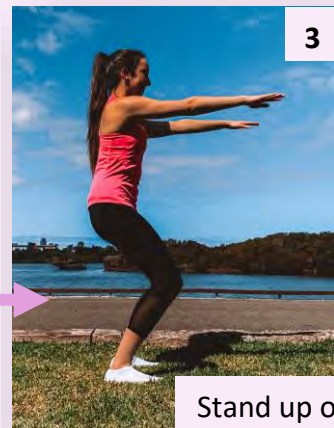
Forward Roll



Head tucked – chin is on chest
Hand flat on the floor or wedge
(stop signs)



Push off toes. Once hips are above head (tucked), gravity will create momentum to roll



Stand up on two feet in a motorbike landing. Legs bent, arms out in front parallel to shoulders, looking at your hands, nice and straight.

Modifications

Bunny Hop – If students are hesitant get them to bunny hop over a line to get the 2 feet jump skill.

Tuck Rocks – Rock forward and back without completing a full rotation – rock gives rotation and momentum for a forward roll.

Wedge – The angle of the wedge helps students to rotate and complete the forward roll (makes the tuck rock easier, but the bunny hops harder. Can add a box in front of the wedge to decrease the height needed for the bunny hop)

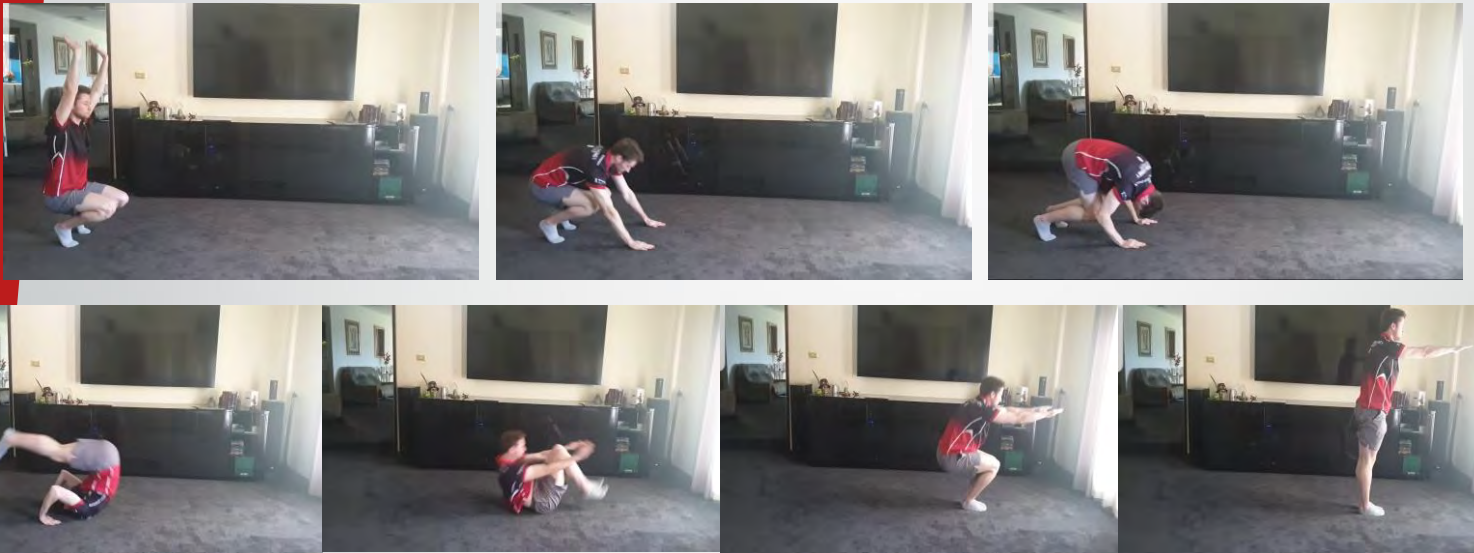
Handstand to forward roll - Strong straight handstand shape. Don't start the forward roll until in the handstand position.

Forward Roll (Floor)

Teaching Points

1. From the crouched position, **reach hands forward** and place on ground shoulder-width apart
 - Describing hands as stop signs may help younger students get flat hands on floor
 - **Tuck chin to chest** and curve the back (try get students to tuck like a ball)
2. **Push off feet** to gain momentum for the roll (bunny hop)
3. Avoid head touching the floor. Upper back contacts the floor after the hands
4. Keep legs together during the roll
 - Legs straight to start
 - **Legs tuck** to gain momentum for stand
5. Push off feet to **stand up**

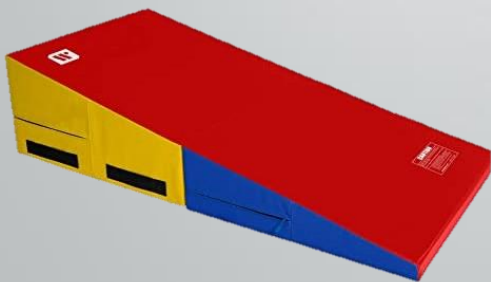
So a basic condensed series of words students can follow starting from the crouched position may include: **Reach → Tuck chin → Push → Tuck legs → Stand**



Modifications

For beginners, using a wedge can make the rotation easier, but may make the bunny hop harder

- Adding a box or some type of platform can further help students easily get their waist above their shoulders and thus roll



Safety Considerations

Technique is of upmost importance for the forward roll. Ensure students are tucking their head and not rolling on it

- **Teacher can assist students to be safe by using one hand to help students tuck their head and the other hand to guide their legs over in the rotation**
- Also ensure all students' technique can be supervised (multiple stations require additional teachers)
- If using a raised platform/box, ensure it is stable and can't be easily tumbled

Teacher's extra notes

- **Lead-up:** Activities teaching how to bunny hop and tuck rock may help students more easily forward roll

Forward roll

Teaching Points/ Safety Precautions	Equipment	Useful Teaching tips
- No student should attempt a forward roll unless their chin is on their chest - Tell students to stay tucked through the roll like they are hugging themselves 	- Soft Mat - Wedge	As a teacher, with permission of the student, you can apply one hand on their upper back to encourage rotation and one arm on their thigh as they prepare to roll. The hand on the thigh is there in case the student needs a boost of power to elevate their height. A rotation is often caused by a push against the floor, so if the student does not jump and push against the floor enough, the hand will give them more of a lift to get their feet over.
Step 1 Students must stand on top of a wedge or soft surfaced ramp.		
Step 2 Slowly bend knees instructing the child to extend arms away from chest. Bend knees until both hands reach the floor.		
Step 3 Student must tuck chin into their chest like they are looking in between their legs before pushing and lightly jumping into forward to roll.		
Step 4 When pushing forward into the roll, ensure that students tuck their hips up and body must remain tightly tucked throughout the roll.		
Step 5 Remove wedge and swap it with a soft mat placed on a flat surfaced floor. Students must position their body in a squat like they are about to sit on the floor.		
Step 6 Students must place hands on the ground in front of them beside their knees ensuring their head is tucked into their chest.		
Step 7 Students must push over onto their upper back NOT their neck and follow the curvature of their spine during the roll with arms tucked tightly like they are hugging themselves.		
Step 9 Slightly bend knees and stand up with following through with the acceleration.		

Noora Saboune

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**Equipment needed:**

- Gym mat or Diagonal block mat.

Beginner Pointers:

- For students lacking confidence, use diagonal block mat for downwards forward roll.

Performing the skill:

1. Begin by standing up straight.
2. Bend to ground by bending knees.
3. Place hands on ground flat in front of you with chin touching chest.
4. Using arm strength, roll body over, touching your upper back to the ground.
5. Keep chin to chest throughout the roll.
6. Finish by landing in a squat from momentum, then stand up to end.

Teaching Points:

- Chin to chest when preparing and performing the roll.
- Arms locked bent upwards with palm facing the sky.
- Knees bent.
- Core locked.

Safety Considerations:

- Place gym mats/crash mats underneath or to the side of beam.
- Have a stable step up to the beam if beam is off the ground.
- Teacher to spot students whilst on the beam.
- Ensure students listening to instructions as injury may occur due to lack of understanding movement and positioning.



Instructions:

- Extend arms straight out in front of body
- Move through lunge position, keeping body in straight and arms extended
- Place hands on floor in front of body
- Kick legs up straight into the handstand position, maintaining the straight position of the body, and keeping arms locked out to maintain the handstand position
- Once the legs reach the handstand position, reverse the steps to come back to a standing position with arms extended above the head

Teaching Points:

- Splayed hands to increase balance and stability
- arms to ears

Safety Considerations:

- Do not rush performing the movements of a handstand as this can cause extra force to be used which will result in risk for injury as the legs move past the handstand point, arching the back to the point where the participant cannot regain control and landing on their back.
- Do not arch back when performing the handstand for the same reason^, making sure to maintain their neutral position.
- Ensuring there is no one around that you may kick
- Perform the skill on a sturdy matt in case of falling out of the handstand

Variations:

- Tuck handstand
- Half handstand

Floor - Handstand



Instructions for a handstand

- ▶ Body straight with arms reach above head
- ▶ Kick one leg out in front to create forward momentum
- ▶ Place both hands on the floor and flick the back leg upwards towards the roof
- ▶ Both feet meet vertically at the top with toes pointed

Teaching points

- ▶ Keep a tight core
- ▶ Angry cat shoulders
- ▶ Both hands on the floor at the same time
- ▶ Reaching vertical with both feet

Safety considerations

- ▶ Students must perform the skill on a soft surface to start
- ▶ Ensure they are not kicking up and over
- ▶ Proper positioning should be held to minimise risk of shoulder injury
- ▶ Check space before performing the skill

Variations or build ups

- ▶ For beginner students start with tuck handstands progressing to half leg handstands and then into full handstands
- ▶ For more advanced students progress to handstand holds or if the equipment is available, high kick handstand forward rolls

Gymnastics South Australia. (2011, March). *GSA Gym for All Gym Challenge - Training Manual*. Retrieved from Gymnastics South Australia: <https://sa.gymnastics.org.au/images/sa/SMCS/GfA/Training%20Manual.pdf>

Floor

DEMONSTRATION & TEACHING POINTS



Start in the “straight shape” arms up with one foot in front of the other.
Stand up on toes.



Turn around so you are facing the opposite way (180°).



Join feet together, arms out to the side.

SKILL: 180° TURN
OR
1/2 TURN

Variations & Additional Information

Depending on which foot is in front determines which direction to spin.

The aim is to get the front foot to become the back foot when the spin is finished.

E.g right foot in front spin anticlockwise and left foot in front spin clockwise.

NOTE either foot can be in front.

Safety Considerations

- Practice this skill on the floor with a mat before moving onto more challenging skills (i.e bar).
- Watch for any errors as turning awkwardly can put strain on the body.



Lower feet to “flat feet” and arms down to your side.

FLOOR: Shoulder stand (candle)

*To introduce fundamental shapes (FS) that will test the student's core strength and core stability in controlled manoeuvres. There is no applied apparatus in the 'shoulder stand' as to be performed on floor. However, this will allow the student to build and discover the true efforts in maintaining a good core strength (GAASC, 2019).

Instructions:

Step 1: Students are to lay flat on their back, arms flat by their sides.

Step 2: Bring legs up towards the sky from the hips.

Step 3: Further the leg life by using their back to life into a position where only the student's shoulders are left flat. Please note, head and shoulders should be left in a neutral position.

Step 4: Hold this stance for a period of about 10 seconds and increase as students improve.

Step 6: Slowly return to a straight flat position on the floor by returning first the back and then the legs back to the ground.

* The teacher will need to record each student's progression to take note of their skill sets.

Variations:

* Progress from doing a 'shoulder stand' to adding action onto the FuSh an example provided is with scissor kicks (Figure 2).

* Furthering the singular mode of 'shoulder standing' with timing the effort the groups could hold their positions, to see how far each student can go with the same activity. This will enable each student to compete friendlier to see who can last the longest, this will create positive encouragement by bystanders that finished early. The class will be able to collectively see the outcome of their current skill and set a personal goal toward next cycle of 'shoulder stand' challenge.

* If working with at risk students, set an intensity limitation on paces for 'scissor kicks'.

* Instruct different set heights for students to perform the fundamental principles of stability at challenging levels with middle and low rises. Conduct a learning experience from these variations of activity and this activity still promoted physical activity (GAASC, 2019).

Safety Considerations:

* Ensure all students perform only on floors with matted floors as it offers protection and soften the impact when practicing complex skills.

* It is necessary to brief the students on the safety points for when attempting FuSh, that is, be careful to not over-rotate the toes passed the nose level and use a control exit by quick transitions to tuck shape (GAASC, 2019).

* To prepare a safe zone for all, the facilitator must establish pathways that students must follow around when this activity is undertaken. For example, install a personal space distancing rule to spread out the students to have sufficient space to perform on matted floors. However, the activity must be supervised to ensure safe passage for all, by using colourful lines, footprints, cones will supplement the divided lines to provide safe area for all.

* Position appropriate matting that allows coverage for students to select appropriate distance, to avoid student's to accidentally clash over other students due to over-rotated body (GAASC, 2019).

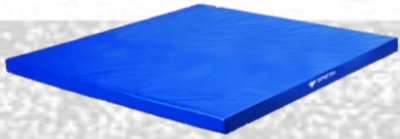
Legs are together and straight into the sky.

Hands placed out the sides as a tripod.



A fairly straight alignment from the shoulders to toes. Held by squeezing the core and glutes.





Cartwheel



Skill Steps

1. Star shape with hands in the air,
2. Hands on the ground,
3. Fan legs over body,
4. Alternating the grounding of both feet,
5. Star shape with hands in the air.

Safety Principles

- One student on the apparatus at a time.
- Constant supervision by a qualified teacher.
- Ensure crash mats are present and not sliding during use.
- Teacher can support students during the movement by guiding their ankles or hips during step 3 (fanning the legs over).
- Warm-up the following muscles can assist in reducing injury risks:
 - Wrists, latissimus dorsi, hamstrings, and shoulders.

Teaching Points

- The cartwheel is used to rotate the body during a routine (180°).
- Keep your arms straight throughout the movement.
- Which ever leg you take a step with, that side is where the hands go on the ground (left leg forward, hands on left side; right leg forward, hands on right side).
- Use chalk or print outs to guide students where to place their hands and feet during the movement (layout top right of this page).
- Skill sequence - Foot **(2)**, hands **(3)**, foot-foot **(4)**.
- Reach out long when lunging and push off with the other foot **(2)**.
- Place hands on the ground in line with the lunging foot **(3)**.
- Legs move over the top of your body in a fan-like motion, not around the behind the body **(4)**.
- After both feet are back on the ground rise into a straight shape again **(5,6)**.

Progression

- Students can start with a bunny hop over an object with both hands on the object.
- If confident, then progress to a bunny hop cartwheel without the object (hands on the ground, feet together and knees bent).
- If confidently, attempt a full fan-like cartwheel,
- Add a locomotion movement before and after the cartwheel (for example: a run before and forward safety roll afterwards).



NOTE: The Skill Steps numbers and the numbers in bold and brackets in the Teaching Points corresponds with the numbers in the pictures.

FLOOR

SKILL: FORWARD ROLL

DEMONSTRATION:



'TUCK' POSITION

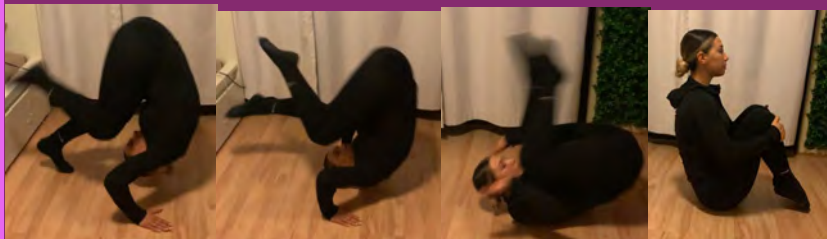


TUCK ROLLS

FORWARD ROLL →



"CHIN TO CHEST"



TEACHING POINTS:

1. Practice rocking in a 'tuck' position (sit on the ground with legs up into chest and toes pointed). Rock on back with feet tucked into chest then back to sitting. Complete 3 times.
2. Use a wedge to first teach students and a box to stand on top of. From standing, bend your knees and straighten your arms in front
3. Place both hands on the wedge (or floor for more able students), shoulder width apart with fingers pointing forward and head tucked in (chin to chest).
4. Pushing off your toes, rock forward, straighten legs and transfer body weight onto shoulders.
5. Rock forward placing both feet on the floor.
6. Stand using arms out in front for balance.

VARIATIONS:

- Progression - forward roll from floor
- Backward roll using wedge – progress to backward roll from floor

SAFETY CONSIDERATIONS:

Participation

- No loose clothing, jewellery, eating, pushing, inappropriate behaviour, running across mats, crawling under beam and must tie up long hair

Equipment

- Well maintained, safe and correct set up of mats, wedge and boxes
- Appropriate distance and pathways between mats, wedge and boxes

Teacher

- Position yourself so that you are able to see everyone at all times
- Head to chin teaching point/instruction very important to ensure no injury to head or neck occur (remind each student when it is their turn to forward roll)
- Use a wedge and box to make the skill easier and use the floor/mat for those more able students
- Spot students by standing/kneeling on the side of the wedge place hands on students back or under their head and the other hand behind their legs to help propel them forward.

Forward Roll

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Teaching points:

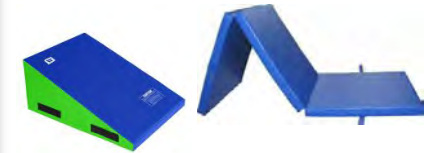
1. Crouch down and stretch hands
2. With feet apart Place the palms of the hands flat on the floor
3. Hips held high, tuck the head in
4. Bend the knees, chin on chest
5. push from the feet
6. Roll onto shoulders and upper back
7. Push with legs and reach forward
8. Stretch the arms upwards and forwards for the final standing position.

Safety points:

- Keep knees close to the chest
- Head should be kept tucked in and should not touch the mat.
- Assist students by flicking their legs to help with the roll making sure chin is on their chest.
- Supervision at all time

Equipment:

Soft surface or a wedge is helpful as the slope assists the students to roll through.



1



2 3 4



5 6



7



8

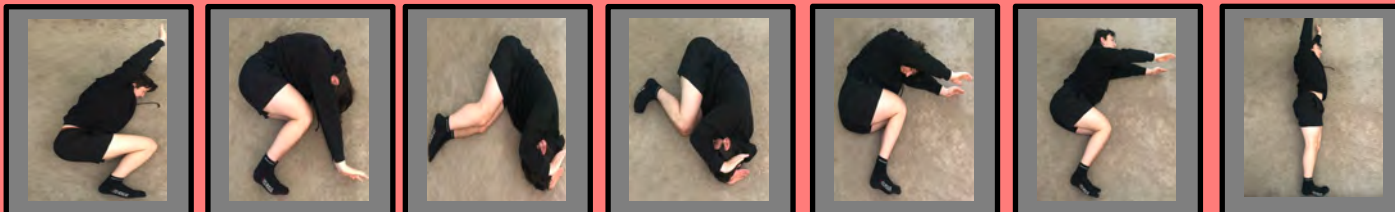


8



FLOOR SKILL: FORWARD ROLL

MOVEMENT



REGRESSION



MOVEMENT INSTRUCTIONS (TEACHING POINTS)

STEPS

1. Crunch on toes, reaching tall.
 2. Place hands on ground and tuck chin.
 3. Straighten legs, place head on floor and transfer weight forward keeping chin tucked.
 4. Let feet leave ground as weight is offset into forward rolling motion, knees tucked to chest.
 5. Momentum carries feet back to floor landing in a deep squat, maintaining tuck with arms out for balance.
 6. Once weight is transferred into feet and balance is gained begin to stand tall.
 7. Complete movement by standing tall and reaching arms tall.
- For regression movement follow steps while implementing spotting block and incline mat.

EQUIPMENT

- Floor mat
- Spotting block (Optional)
- Incline mat (Optional)

TIPS

- For participants struggling with transferring weight into forward roll use block and incline mat to move center of gravity forward. This will help students initiate forward roll motion.
- Make sure participants have enough space around them to execute movement safely and are set up to stay on floor mat.

SPOTTING

- When spotting the forward roll place one hand on the back upper half of neck and one hand on back of thigh.

JUSTIFICATION

- Skill works on balance and coordination which is fundamental for development of gymnastics skills.

OBJECTIVE: Move with competence, confidence and creativity within and across various physical activity contexts (PDHPE K-10 Syllabus, 2018) <https://www.educationstandards.nsw.edu.au/wps/wcm/connect/2f657694-dc52-48ba-a440-9256e92c00e3/pdhpe-k-10-syllabus-2018-pdf.pdf?MOD=AJPERES&CVID=>

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NAME: TODD WILLIAMS

FLOOR – FORWARD ROLL



TEACHING POINTS

- Stand with feet together, bend knees and place both palms of hands flat on the floor in front of knees (ensure fingers are spread apart), point fingers forward
- Lift hips and bottom up towards the sky
- Tuck chin into knees, spine should be curved
- Push up and forwards from feet (onto the balls of feet)
- Roll forward onto shoulders and upper back
- Continue rolling forward until reached flat on both feet in squatting position
- Stretch arms forwards and continue into a standing position. Raise arms above head for final position



SAFETY POINTS

- Student's head should be tucked in AT ALL TIMES, and should NOT touch the floor
- To ensure student's head remains in a tucked position, ask them to create a "double chin"
- Look for a CURVE in student's spine – this shows the head is tucked



VARIATIONS

- Start with feet astride and finish with feet together
- Start with feet together and finish with a straddle sitting OR standing position

FLOOR- FORWARD ROLL

Forward Roll consists of multiple basic floor shapes combined together

EQUIPMENT

Wedge, box platform

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STEP 1

Squat and place your hands on the floor in a bunny hop position

Teaching Points:

Students must push off with toes
Head must be tucked
Add wedge to modify for unconfident students

Safety Considerations:

Ensure there are no objects or students in the way
Student is not wearing loose clothing



STEP 2

Place weight on hands and jump into the air with knees bent and feet tucked in nicely

Teaching Points:

Concentrate on head still being tucked in
Move between students correcting skill errors

Safety Considerations:

Ensure head does not touch ground
Students must use hands to support weight



STEP 3

Follow through into a tuck roll with head tucked and finish in a motor bike landing position

Teaching Points:

Get students to help spot their partner in order to keep them busy
Encourage students using modification to try without safely
Praise students efforts

Safety Considerations : Spotting must be provided to hesitant students
Ensure landing is finished in motor bike position

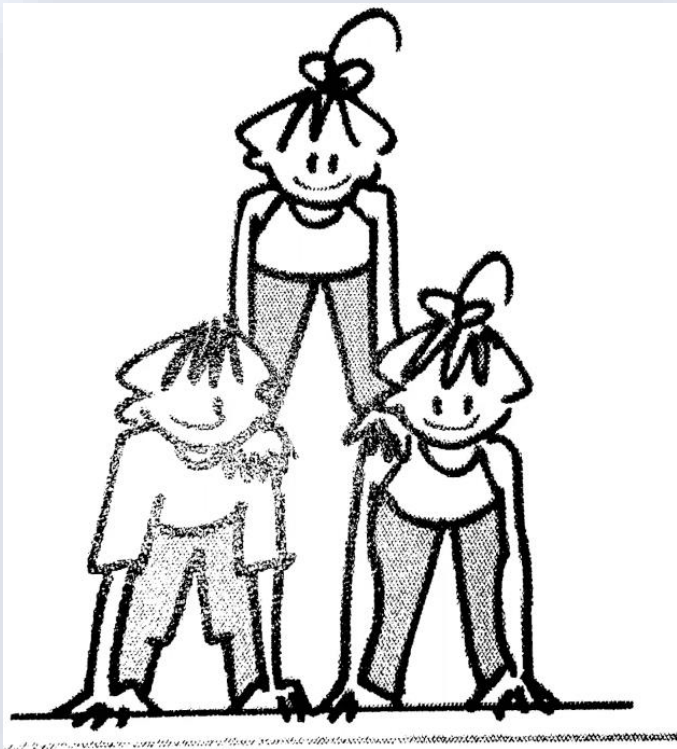
ACRO



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Acrobatics - Angry Cat Stack

Teaching Points



Modifications

Students can create this pose in a more complex way by adding more students. E.g. having 4 students as the base and 3 students as the point of the pyramid. However, ensure students are comfortable with the 3-person pyramid (as above) before progressing.

If students are hesitant to be the person on top, encourage them to be the student at the base creating the support.

Angry Cat Shape

1. Shoulders over hands
2. Hips over knees
3. Shoulder blades reach up to the sky as high as possible creating a round shape through the shoulders
4. In order for the student on top to balance, the students on the bottom (support) need to have a strong 'angry cat' position
5. Communication and teamwork are required for this skill

Order in which students get into the pose

1. The two students that are forming the base of the pyramid get into a strong angry cat pose. Ensure they both feel strong and comfortable.
2. The students creating the point of the pyramid places their right hand and right knee on one base student

Safety Principles

- Ensure backs don't arch down creating a dip shape in students back, they should be kept as high as possible.
- Ensure students are in the correct 'angry cat' position with their back arched up to avoid back injuries.
- Teacher position – can support students by spotting them from behind when they are getting into the point of the pyramid position.

Equipment

No Equipment is needed for this skill

Tips

When students are in the 'angry cat' pose their centre of gravity is directly above the base of support. However, the student creating the top of the pyramid relies on the other group members for balance.

RHYTHMIC



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RHYTHMIC GYMNASTICS BALL ROTATIONS

Monique von zum Hof, 19012937



Instructions:

- Hold the ball in both hands with your arms extended straight in front of you
- Lift your arms to initiate the ball rolling along your arms towards your chest
- Once the ball has reached your chest, lower your arms to initiate the ball. Rolling back towards your hands
- Catch the ball once it has reached your hands

Teaching Points:

- Do not flex wrists to initiate the roll of the ball
- Keep arms straight and extended

Safety Considerations:

- Ensure the ball is appropriate size and weight for student so to not hit them in the face when rolling the ball towards their chest.

Variations:

- Can perform this on your knees, on a rise, or on one foot to increase and decrease difficulty.

Rhythmic - Hula hoop rotations



Instructions for hula hoop rotations

- ▶ Body should be positioned upright with one arm extended and one arm by the student's side (*when student is more proficient the free arm should be more defined in its positioning*)
- ▶ Place hoop on the wrist of the outstretched arm
- ▶ Rotate the hoop around the outstretched arm, from top to bottom.
- ▶ Repeat and change hands

Teaching points

- ▶ The hoop should stay on plane
- ▶ Keeping arm straight
- ▶ Clockwise and anticlockwise progressions of the movement should be practised

Safety considerations

- ▶ Smooth and round with no imperfections
- ▶ Sufficient room to perform the skill without hitting students

Variations or build ups

- ▶ For beginner students get them to start on their dominant arm against a wall to help keep the hoop on plane
- ▶ For more advanced students progress to throwing the hoop in the air and catching it back on their wrist and continuing the rotations

Gymnastics Australia. (ND). *GymMix Online Lesson Planner*. Retrieved from Launchpad Gymnastics: http://www.launch-pad.org.au/LaunchPad/Resources/GymMix_Online_Lesson_Planner.aspx

RHYTHMIC GYMNASTICS- RHYTHMIC FIGURE 8'S

Ribbon figure 8's are a rhythmic movement skill which allows students to learn basic rhythmic movements

EQUIPMENT: Ribbon



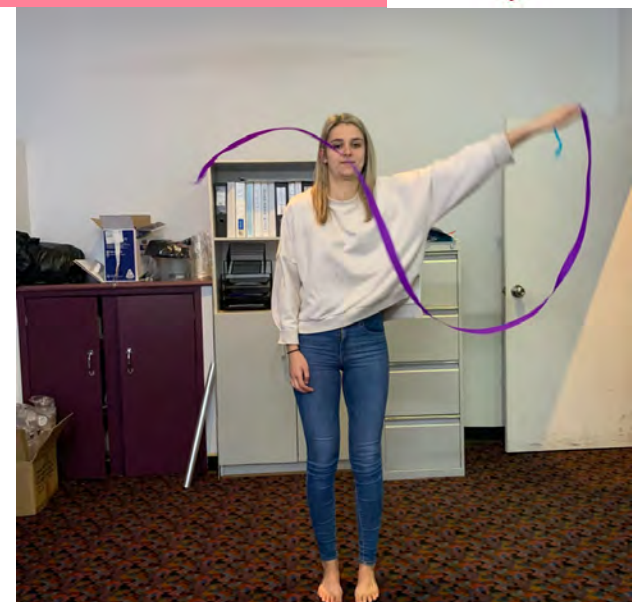
STEP 1

Place ribbon in hand and raise arm



STEP 2

Hold forearm parallel to the floor



STEP 3

Move wrist in a circular figure 8 position

Teaching Points

- Ensure grip on stick is tight

Safety considerations

- Ensure no trip hazards

Teaching Points

- Movement should come from the wrist
- Ribbon is not allowed to touch itself
- Ribbon is not allowed to touch the floor

Safety considerations

- Ensure each participant has enough space

Teaching Points

- Encourage students to stand on their tippy toes
- Get students to swap arms

Safety considerations

- Ribbon must be made of only synthetic or hemp material

FREEG



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**Equipment needed:**

- Gym mat
- Block

Beginner Pointers:

- Beginners may practice this movement slower, rather than at a jogging pace.

Performing the skill:

1. Perform this at a jogging pace.
2. Stand on gym mat behind block.
3. Using left leg, step behind the block.
4. Place right arm and right leg on block, with strength in the right arm holding the centre of gravity.
5. Step off block with left leg, and through momentum walk onto right leg.

Teaching Points:

- Strength in arm when using it to transfer centre of gravity from floor to block to floor.
- Perform at a jogging pace.
- Foot and arm on block at same time.

Safety Considerations:

- Use gym mats on either side of block
- Ensure socks are not in use as they may cause slips.
- Check block and mats for safety risks before performing.

Step through Vault

Teaching Points/ Safety Precautions	Equipment
-Keep arm and legs strong so you do not loose balance and collapse on the vault - The opposite leg and arm should help push the leg you jumper/stepped off with on the other side of the vault - It is ideal that the leg you initially jumped/ stepped does not touch the vault. -I is ideal that you land with the leg you jumped/stepped up with.	- 2 Mats - 1 Vault or a Large sized box that is similar in height as a normal sized vault.

Instruct students to:



Step 1

Step with one leg and use front foot to push yourself upwards. (Student can use the foot they prefer to take off)



Step 2

Put opposite hand and leg onto the vault.



Step 3

Jump off using the strength of the arms and legs to push the initial stepping leg over the vault onto the opposite side.



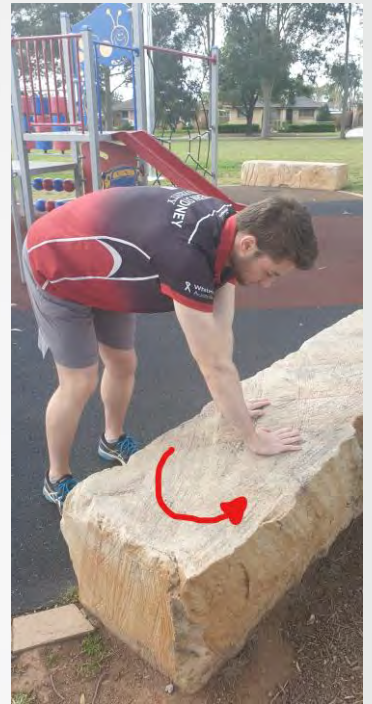
Demi-Tour (FreeG)

Teaching Points

For understanding, these teaching points assume students are starting from a standing position, jumping over a box off 2 feet:

- Place hands on top of the box **as shown in the right image**. Keep in mind the hands can be pointed left or right, but this will determine which way the body and legs rotate.
 - (pointed left = right, pointed right = left)
- Arms straight like a post
- Push off the ground with your feet, getting hips high above the box
 - Tuck legs into body
- Body and legs will swing over to the other side of the box where both feet land together

The most important point to emphasize is to keep the arms straight and attached to the box (this will force the rotation and lead to completion of the skill)



Modifications

To make this skill easier than described so far:

- Use a lower box/platform to jump over or even start on the floor from a squat position
- Consider using a mini-tramp to gain elevation in the jump

To make this skill more challenging:

- Consider elevating the box or platform being jumped over
- Add in a run up
- Make the platform or box longer to increase the distance students need to jump across

Safety Considerations

Equipment:

- The platform being jumped over should be firm enough to support the students wrists, yet soft enough to not cause injury if bumped into by knees not being elevated enough. A gymnastics box would be ideal.
 - Ideally in this skill, the wrists shouldn't be taking much weight but if the student gets stuck halfway, their wrists may end up bent too far backwards leading to a strain.
- Also the use of mats is a good idea if performing on a hard surface.

Technique:

- Ensure students understand their body rotates depending on how the hand are positioned. Rotating the opposite way will lead to the student being tangled up in mid air.
 - Consider performing the turn part of the skill on the floor using a bunny hop.

Precision Jump

Mark where students are jumping to or place objects for an obstacle.

Teaching points:

1. Body straight, heels squeezed and tucked
2. Slight angry cat shape
3. Use arms to swing into the jump
4. Shift weight forward
5. Strong push off two feet
6. Hips and knee fully extended
7. Jump to your target
8. Use ankles, knees and hips to control the landing
9. Finish with motor bike landing

Safety points:

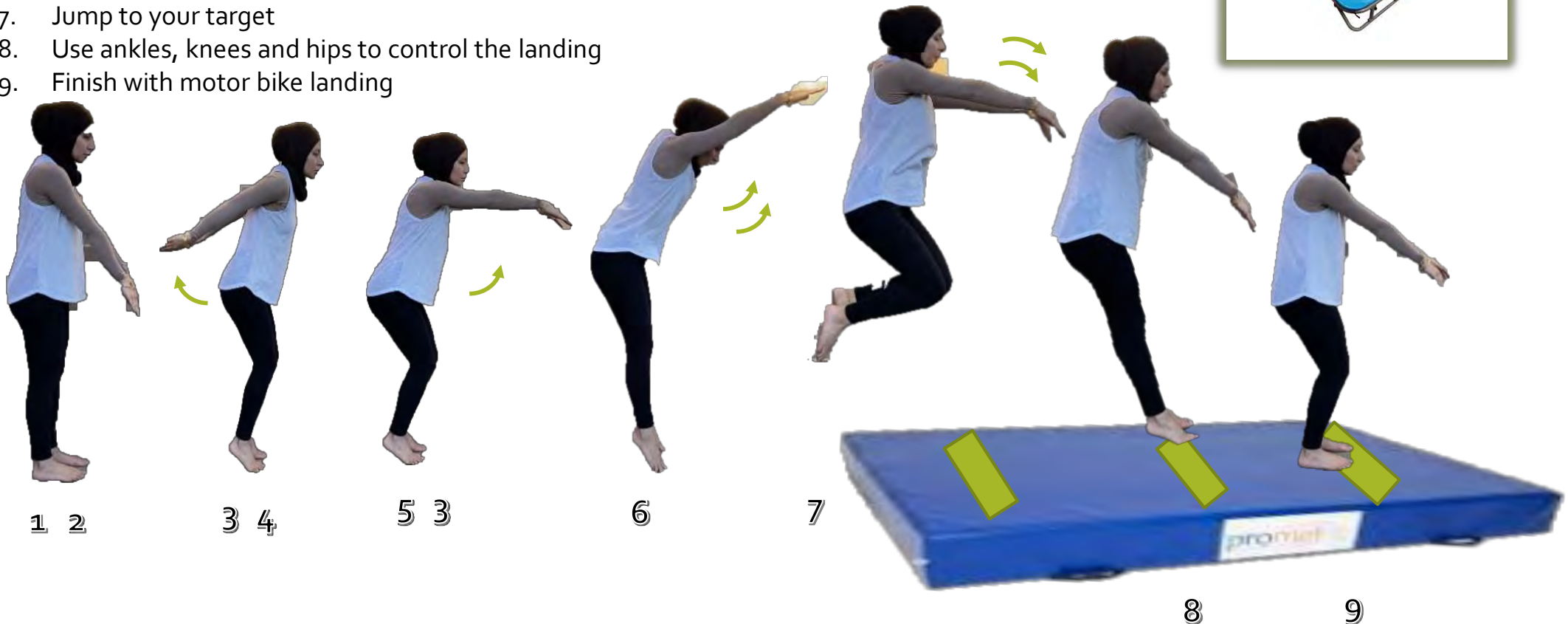
- Don't arch back
- Open space with no walls nearby
- Supervision at all time
- Use appropriate matting.

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Equipment:

Mini trampoline or just on the floor



FREEG

SKILL: STEP-THROUGH VAULT

DEMONSTRATION:



TEACHING POINTS:

1. Push off from one foot, step out with the other leg
2. The opposite hand goes on the box (keep your arm strong so you don't collapse onto the box), swing your leg onto the box
3. The other leg swings around and over without touching the box (for students less able allow them to tap the box with their foot before transferring that leg to the ground)
4. Try to land on one foot as you come off the box
5. Keep moving after landing

VARIATIONS:

- Change box sizes (smaller = easier, larger = harder)
- Speed vault

SAFETY CONSIDERATIONS:

Participation

- No loose clothing, jewellery, eating, pushing, inappropriate behaviour, running across mats and must tie up long hair

Equipment

- Well maintained, safe and correct set up of mats and boxes
- Appropriate distance and pathways between mats and boxes

Teacher

- Position yourself so that you are able to see everyone at all times
- Teaching points: keep arm strong and straight so you don't collapse onto the box. Allow students to touch their feet with the box if they cannot swing leg over
- Use smaller box to make the skill easier and larger box to make the skill harder
- Spot students by standing on the side of the box where they are to jump through, have hands up ready to catch student in case of a fall



Thief Vault

Skill Steps

1. Approach the object,
2. One-foot take-off and one-hand on object,
3. Swing legs around body over object,
4. Both hand on object pushing forwards,
5. Landing with both feet.

Safety Principles

- One student on the apparatus at a time,
- Constant supervision by a qualified teacher,
- Ensure crash mats are present and not sliding during use,
- Pushing off with both hands to reduces injuries to the coccyx,
- Warm-up the following muscles can help reduces risks of injury:
 - Wrists, shoulders, abdominals, and hamstrings.

Teaching Points

- Thief vault is used to smoothly and quickly get up and over an object without stopping.
- The Thief Vault is common in sports such as FreeG and Parkour.
- Students can approach the object with a run or walk **(1)**.
- The hand that the students place on the object, is the same side as the leg they take-off with (left leg take-off, left hand on object) **(2)**.
- The leg you take-off with, will be the lower leg through the swing, the other leg will be the higher leg swinging over the object **(3)**.
- Push with both hands off the object before you land with both your feet to not high the edge of the object with your glutes and coccyx **(4)**.
- Keep the arm on the object straight and strong during the swing so it can hold your weight during the swing.

Progression

- Approach the object without a run, with a two-foot take-off, and two-feet landing.
- When confident, walk up to the object, with a two-foot take-off, and two-feet landing.
- When confident, approach the object with a run and one-foot take-off.
- Reduce the height of the object if students are struggling with getting their legs over.
- Add a mini-tramp before the object to increase the jump height to get over the object.
- Increase the height of the object to increase difficulty to get across the object.
- When confident in completing the full movement, add in a split step landing to allow your body to continue moving after the swing,
- When confident in the split step landing, add in a safety roll after the landing to continue momentum.

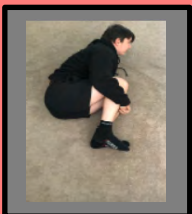
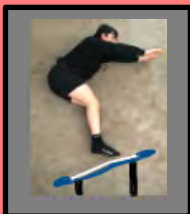
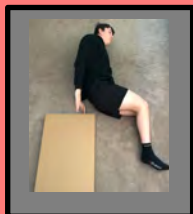
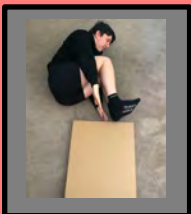
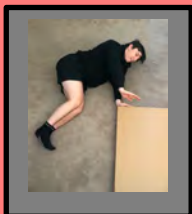
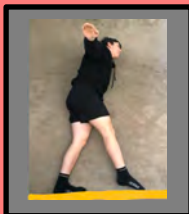


NOTE: The Skill Steps numbers and the numbers in bold and brackets in the Teaching Points corresponds with the numbers in the pictures.



FREE G: OBSTACLE COURSE

MOVEMENT



EQUIPMENT

- Beam
- Spotting block
- Crash mat
- Spring board or mini-tramp

TIPS

- Allow participants to complete one slow run through the course focusing on executing movements with good form before adding speed.
- Increase difficulty of course by making students work back to the start by completing an extra monkey vault and beam walk.

MOVEMENT INSTRUCTIONS (TEACHING POINTS)

- Start obstacle course by completing a walk from one end of the beam to the other. Once over the beam move to the spotting block and complete one monkey vault over spotting block. Continue moving toward mini-tramp and complete one tuck jump into motorbike landing.

SCORING:

- Course can be scored by how well the landing is stuck and the distance jumped whilst completing a successful tuck jump and landing

JUSTIFICATION

- Skill works on balance, strength and coordination which is fundamental for development of gymnastics skills.

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NAME: TODD WILLIAMS

OBJECTIVE: Move with competence, confidence and creativity within and across various physical activity contexts (PDHPE K-10 Syllabus, 2018) <https://www.educationstandards.nsw.edu.au/wps/wcm/connect/2f657694-dc52-48ba-a440-9256e92c00e3/pdhpe-k-10-syllabus-2018-pdf.pdf?MOD=AJPERES&CVID=>

Sample Activities



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Warm Up Activity – Animal Walk Bull Rush

Rules/Instructions

1. Start with all students in a horizontal line and one student in the middle of the field
2. The person in the field yells out a specific animal walk or “animal walk” (students can choose any animal walk to do in this case)
3. All the students have to try and do the animal walk past the person, however if the person in the middle taps another student they are now also in
4. The people who are in also have to do the animal walks to try and tap other students

Equipment / Environment

Playing field measured out to be 10m from line to line



Safety Considerations

- Students to be spread far enough apart to avoid collisions.
- Ensure all students know how to correctly perform each animal walk before starting the activity.
- Ensure all students hands are flat on the ground to avoid wrist/finger injuries.



Crab Walk – forward, backwards or sideways – good for building strength and warming up wrists



Bear Walks – good for coordination, building strength through shoulders



Dog with a sore leg – lead up for handstands Hop in the bottom leg to hand, reach out with hands repeat

Modifications

- Change the size of the field so students have to travel a longer or shorter distance.
- Set a time for students to reach the other side to make it more difficult.
- Add in the lizard walk for more of a challenge (as seen)



Objective: A student demonstrates confidence, competence and creativity across a variety of different locomotion skills, through exploring possible solutions to movement challenges. Students participate in an opportunity that promotes physical activity and game sense approaches (NSW PDHPE Syllabus 2018).

Justification: Animal walk bull rush, is an activity that promotes tactical awareness and skill execution. A games sense approach, enhances students learning and engagement in games and sport teaching. It also improves student’s ability to make decisions whilst developing skill execution (Stolz & Pill, 2013).

Warm Up - 10 Minutes

Activity: Simone Says



Bear Walk



Crab Walk



Crocodile Walk



Safety Considerations

- Ensure students are an arms length away from each other to prevent bumping into one another.
- Watch the students' behaviour and correct any if necessary.
- Observe the students' walks and correct any movements to prevent injury.

Rationale

The quick warm up is beneficial for the class and it can prevent injury by moving, as well as practicing technical skills to enhance overall performance (Altavilla et al., 2018).

Syllabus

The objective is to develop skill gaining a competence and confidence in various gymnastics movement.

Instructions

- Students will start in a horizontal line.
- When instructed by the teacher the students will start to jog up and down the court/field.
- Throughout the jog the teacher can change the type of locomotion (e.g. "Simone says Bear walk").
- The teacher can also change the speed of the walk to make it more challenging.

Different types of walks to select from:

- Bear walk.
- Caterpillar walk.
- Crab Walk.
- Dog with a sore leg.
- Crocodile walk (advanced).



Caterpillar Walk

Teaching Points

Dog with a sore leg:

- Hands out in front with one leg on the floor slightly bent and the other leg up in the air straight.
- Move hands forward and hop forward with the one leg on the floor. Repeat these steps.

Refer to images for demonstrations.

Reference:

Altavilla, G., Di Tore, A., and D'Isanto, T. (2018) Physiological effects of warm-up and problems related to team sport. *Sport Science*, 11(1), 83-88

Warm up - Animal relays



Bear walk



Lizard walk



Crab walk



Caterpillar walk

Warm up instructions for animal relays

- ▶ Students get into 3 or 4 even groups and set up one cone 5 m in front of each group
- ▶ When teacher blows whistle students must perform the instructed animal walk to the cone and back
- ▶ Change positions for each relay

Teaching points

Bear walk

- ▶ Legs and back straight
- ▶ Moving same foot and hand forward for each step

Lizard walk

- ▶ Hands below shoulders
- ▶ Knees bent
- ▶ Knee to opposite elbow

Crab walk

- ▶ Chest up and open
- ▶ Hands below shoulders
- ▶ Core engaged

Caterpillar walk

- ▶ Walking hands out one step at a time with feet staying together
- ▶ Walk feet back up to hands

Safety considerations

- ▶ Ensure enough room between each person competing
- ▶ Bear walk - if students cannot straighten legs, get them to do a bent leg crawl
- ▶ Lizard walk - ensure students engage their core to minimise risk of injury to the back
- ▶ Crab walk - students must keep their hands below their shoulders to minimise risk of shoulder injury
- ▶ Caterpillar walk - ensure students do not overstretch when flattening out at the bottom

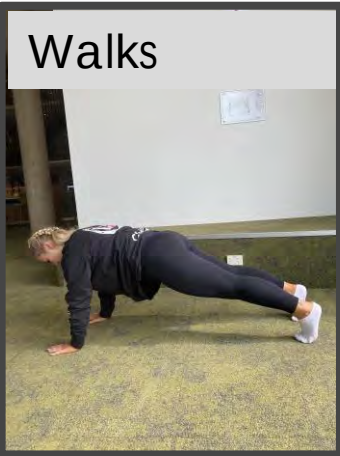
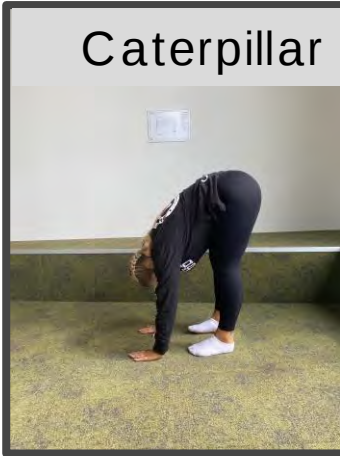
Activity objectives/rational

- ▶ This objective of this activity is to warm up all major muscles that will be used for basic gymnastics activities. The rational for whole body warm ups is to minimise the risk of injury when performing gymnastics skills by warming up the body and muscles. The basic positions are easily modifiable for all student capability levels.



WARM-UP ANIMAL CRAWLS OZTAG

Monique von zum Hof, 19012937



Instructions:

- Place oz tag belts around waist and begin with two tags, one placed on each hip
- Once the activity has begun; call out different animal walks (crab walks, bear walks, caterpillar walks) for the students to use as their locomotor movements
- In these animal walk positions, the students must try to collect other students tags
- Time limits and short rounds can be implemented to keep students engaged; the aim is to finish with the most amount of tags.

Teaching Points:

- Crab walks; keep hips up high towards the sky
- Bear walks; opposite arm to leg (Modify it to same arm as leg)
- Caterpillar walks; hands then feet,

Safety Considerations:

- Surface that the activity is run on (carpet or indoors would be better, not suited for asphalt)
- Make sure the surface area is clear of any obstacles or obtrusions.
- Choose animal walks that are going to create minimal risk to the students participating, it's advised to stick with animal walks and not any locomotor that involves kicking (e.g. Dog with a sore leg)

Activity Objectives/ Rationale:

- The purpose of this activity is to warm up the students in an engaging and fun way. The use of a common game (oz tag) with the adaption of animal walks will keep the warmup activity easy to follow, therefore active as soon as possible and maximal engagement while warming up the students ready for the lesson, as well as building on strength and endurance.

Scissor Paper Hula Jump

What to do:

- » Place 30 hoops on the floor in a snake pattern
- » Form 2 groups of 15
- » Place each group on one end of the hoop pattern
- » Start with one person from each group doing a frog jump on to the hoops until they meet with the opponent.
- » Have them do scissor/paper/rock than the winner will keep hopping through until meets the next opponent while hooping like a frog.
- » The rest of the team grabs a hula hoop and join hands
- » Place a hula on the first player's arm without letting go of the other player's hand
- » The student must step into and through the hoop
- » Then the hoop is slid onto the next player's arm and the student must repeat the same manoeuvre. If they manage to finish one round successfully than the losing team's hopper will have to take five hops back on the hulas.
- » The group to complete the pattern and reach the end of the pattern are the winners.

Equipment:
30 hula hoops



Indoor and
outdoor activity

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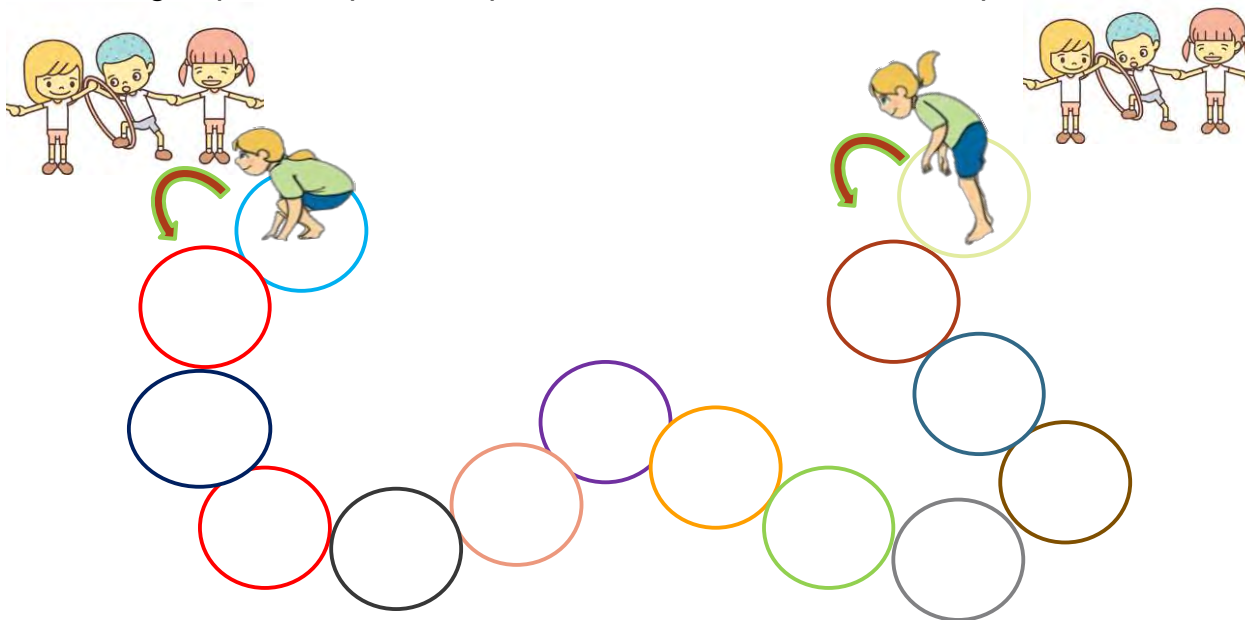


Safety points:

- » Students to learn the correct form of a frog jump
- » Supervision at all time
- » Suitable large space

Teaching tips: Frog jump:

Deep squat position toes out and hands slightly on the floor jump with triple extension through the knee's, hips and ankles.

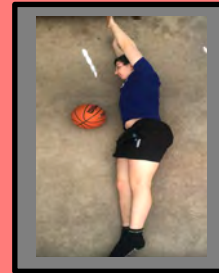
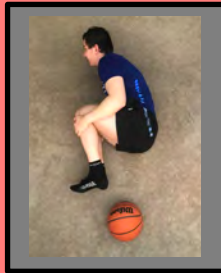


Objective:

This warm-up activity helps students collaborate and learn the essential skill of teamwork through movement. The activity also assists students to learn to depend on one another as well as build a sense of responsibility that could aid students to become active listeners and speakers. In addition, students learn interpersonal and self-management skills through this activity that can enhance performance and participation in adulthood. (New South Wales Government, 2018)

WARM UP: CROSS THE RIVER

GAME



INSTRUCTIONS

- Students line up at one end of the gym. They must attempt to run to the other side of the gym without being hit by a dodgeball. To add a gymnastics component to the game when dodging the ball students must complete a basic gymnastics shape when performing a dodge of the ball.

RULES

- If a river crosser is struck by a dodge ball they must join the team of the throwers.
- If a dodge is completed but a gymnastic shape is not created the river crosser must join the team of throwers.
- Last man standing is the winner.

SHAPE EXAMPLES

- Star
- Tuck
- Split
- Straight

EQUIPMENT

- Dodgeballs

TIPS

- Before starting the game do a short warm up of Simon says gymnastics shapes. This is an opportunity to reiterate or to teach the students the basic gymnastic shapes.
- Set ball throwers as far away from the river crossers as possible. This will give a greater opportunity to dodge using a gymnastics shape.

JUSTIFICATION

- Game focuses on balance and coordination as well as interacting respectfully with others which is fundamental for development of gymnastics skills.

OBJECTIVE: Move with competence, confidence and creativity within and across various physical activity contexts AND develop interpersonal skills that enable them to interact effectively and respectfully with others, build and maintain respectful relationships and advocate for their own and others health, safety, wellbeing and participation in physical activity. (PDHPE K-10 Syllabus, 2018)
<https://www.educationstandards.nsw.edu.au/wps/wcm/connect/2f657694-dc52-48ba-a440-9256e92c00e3/pdhpe-k-10-syllabus-2018-pdf.pdf?MOD=AJPERES&CVID=>

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NAME: TODD WILLIAMS

Warm Up – Gymnastics Tag

Objective: This gymnastics style take on the game “tag” ensures students are highly active at all times of the warm up, encouraging participation and facilitating relevant movement skill acquisition.

Rationale: Some PE teachers see warm ups as an opportunity for students to practice skills from previous lessons, preparing them to build upon the skills for the current lesson (Barney & Leavitt, 2019). Activities like Gymnastics Tag, allow such a benefit through incorporating Gymnastic specific movement skills such as animal walks and tuck jumps, in addition to keeping students constantly moving.

Time: Approximately 5 minutes

Playing Space: 10m x 10m square

- Can vary depending on class size and area affordances or limitations
- Any surface appropriate

Equipment (before modifications):

- 4 markers
- Stopwatch



Illustration of a classic game of tag (Sport Australia, 2019)

Rules:

- All students begin in the playing space, and one is chosen to be the tagger. The tagger’s goal is to tag as many people as they can.
- If a student is tagged they must exit the playing space and perform their choice of either 5 tuck jumps or hold the dish shape for 10 seconds, after which they enter back into the game.
- After 20 seconds the tagger is changed and a new person tries to tag as many people as they can.
 - New tagger is either last person tagged or randomly chosen by teacher.
- The teacher will instruct everyone when it is time to change their method of transport.
 - So students may start off running, then switch to various animal walks: bear walk, crab walk, leap frogging, duck walk, etc.

Modifications:

Rules

- Begin with 2 taggers instead of 1 to make game more difficult for other players.
- When in animal walks such as bear walk and crab walk, tagging must be with hand but can be to legs to make it easier for tagger.
- Instead of performing tuck jumps or dish shape when tagged, players simply join taggers until everyone is a tagger.

Environment

- Increase or decrease the space to change the difficulty for the tagger.

Equipment

- Add a beam or gymnastics boxes in the playing space (which can’t be moved). Can make the tagger’s job more difficult.

Safety Considerations

- **Playing Space** – Ensure surface is flat and free of objects that may cause injury or slips.
- **Rules** – Make it a rule that taggers may only touch others between hip and shoulder height.
 - To go with this, taggers should tag with their fingers (No shoving or pushing aggressively).

Teaching Points

For tuck jumps:

- Bring knees up to the chest.
- Like a cannonball.

For dish shape:

- Legs straight off the floor.
- Back mostly straight, with a visible curve at the shoulders.
- Dish shaped.

Teaching points will also differ depending on the various animal walks used. i.e.:

- Bear walk – Arms and legs straight, move legs and arms of the same side together.
- Crab walk – Keep hips up high off the floor and legs shoulder-width apart or more.
- Duck walk – treat like a really low squat, lean forward to help shift weight over feet.



References:

Barney, D. C., & Leavitt, T. (2019). A Qualitative Investigation of PE Teachers Perceptions of Introductory/Warm-up Activities in K-12 PE. *The Physical Educator*, 76(1), 86-97. doi: 10.18666/TPE-2019-V76-I1-8445

Sport Australia. (2019). [Illustration of a classic game of tag]. https://www.sportaus.gov.au/__data/assets/pdf_file/0009/703881/Allin-tag.pdf

By Kyle Stanford

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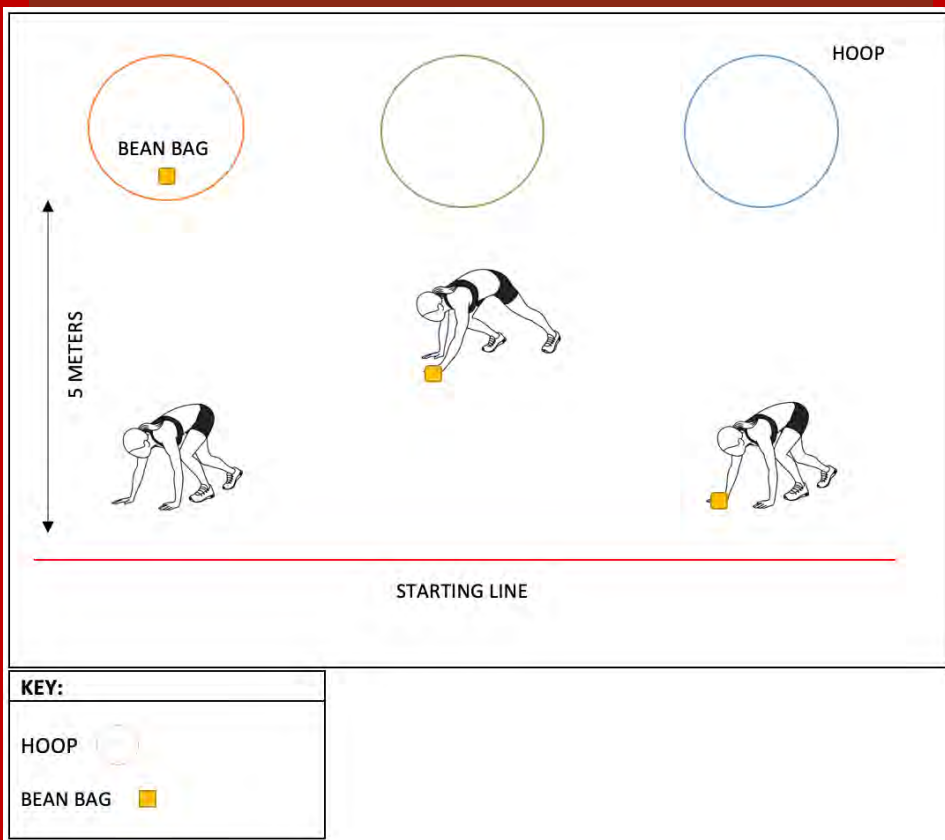


WARM-UP ACTIVITY – BEAN BAG HOOP

DURATION: 5-10 MINS

EQUIPMENT: Field or court, 3 hoops, 15 bean bags, mats, tape measure, starter line

DIAGRAM:



INSTRUCTIONS/TEACHING POINTS :

- Split the class into groups of three
- Groups line up at the starting line in a straight row facing the hoops located 5m in front of them
- When the teacher calls “Go” one person from each team carries the bean bag in their hand. Students are given the choice to perform one of the animal walks (bear walks, crab walks, seal walk or lame dog walk).
- They must drop the bean bag in the hoop then perform the same walk going backwards or sideways on the way to their team
- Once arrived at their team the student must tag the next person on the shoulder to then go
- On their next turn, students are encouraged to choose a different animal walk.
- The winner is the team that gets all their bean bags in the hoops the fastest.

RULES:

- Must carry bean bag in one hand all the way to the hoop in their animal walk position
- Student must wait to be tapped on the shoulder by teammate before starting their turn
- Teacher can increase/decrease the length of the activity to make it harder or easier

SAFETY CONSIDERATIONS:

- Correct setup and space between teams to avoid collisions
- Use mats to cover the floor to provide cushioning in case of falls/trips
- Instruct students to gently tap peers on the shoulder

OBJECTIVE: The aim of this warm-up activity is to increase heart rate and encourage blood flow to the muscles needed for exercise. Aligned with the NSW PDHPE syllabus, this warm-up activity corresponds to the PE strand ‘Movement Skill and Performance’ through teaching basic locomotion movements in a group-based environment (Education Standards Authority, 2018).

JUSTIFICATION:

This activity is beneficial to the PE setting as it is a warm-up activity, which is a fundamental part of all PE practical lessons. Furthermore, animal walks develop students’ core and muscle strength by working on balance through proprioceptive locomotion movements (Thompson & Robinson, 2016).

Education Standards Authority. (2018). *PDHPE K-10 Syllabus* (pp. 1-138). NSW: NSW Government.

Thompson, K., & Robinson, D. (2016). Gymnastics for every student. *Physical & Health Education Journal*, 82(2), 1-7. Retrieved from <https://search.proquest.com/docview/1823381341?accountid=6724>

The Video Game

Objective

This activity will gradually warm-up the students' muscles and increase their range of motion in the joints in preparation for the lesson whilst utilizing various video game analogies aligned with gymnastics movements.

Justification

This activity maximizes student's movement and skill development as it provides an opportunity for them to get physical through an active warm-up (Lonsdale et al., 2019).

Video Game Actions

- Play – forwards walking around the square,
- Rewind – backwards walking around the square,
- Pause – adopt front support shape,
- Stop – adopt the landing position (motorbike),
- Jump – Skip around the square.

Equipment

8-10 same coloured markers to mark the square.

Safety

- Students need to be mindful of the other students when moving about the square particularly when moving backwards.
- Student need to gradually increase the range of motion of their joints to reduce injury risks.

How to play

- 10m x 10m square marked with same coloured markers for easy identifiable.
- Students and teacher start within the square walking.
- Teacher calls out a video game action, and everyone adopts or performs that action, until the next action is called.
- During the play action whilst walking forwards, gradually start adding some dynamic stretches to increase the students' joints' range of motion.

Teaching Points

- Start with smaller movements and gradually increase,
- Rewind - look where you are going over your shoulders,
- Pause - Front support (push-up starting position), base of support on hands and feet, high arch in upper back, looking down, tight tummy,
- Stop – motorbike landing, bent knees, arms out front, looking forward.



Modifications

- Allow the students to take control of all the various actions.
- Add in a time limit to adopting or performing each action.
- Increase the size of the square to increase the amount of locomotion required.
- Decrease the square to develop spatial awareness when trying to dodge other students.
- Change the walking action to an animal walk (crab, caterpillar, or bear).

Questions

1. Why is it important to warm-up before any exercise?
 - Reduce injury risk,
 - lengthens muscle fibres for explosive movements,
 - increase range of motion of joints,
2. What are the key points to remember when adopting the front support and motorbike landing?

Strength Based Activity – Front Support Hockey

Rules/Instructions

1. Students to get into pairs facing opposite each other roughly 4m apart
2. Each pair has one beanbag between them
3. Each student holds a front support position
4. Students slide the beanbag across the floor
5. The aim is to get the beanbag beyond the person opposite them
6. A point is earned when the beanbag goes past the student however needs to be in their general vicinity.



Equipment
Bean Bags (1 for every 2 students)



Teaching Points

1. Front Support Position – rounded shape through the shoulders, high arch. Strong support created from the arms and legs.
2. Emphasise using the same hand on the side the beanbag goes to, to block it, instead of crossing hands over – makes it difficult to block the shot.

Modifications

- Increase or decrease the distance from opponent to opponent to make it more difficult or easier.
- This game can be altered by creating larger teams e.g. 2 vs 2 or 3 vs 3.
- Students can drop to their knees if they can't hold the front support position.

Safety Considerations

- Ensure students hands are completely flat on the ground in the front support position.
- Ensure students are spread far enough apart to avoid collisions.

Objective: Students build upper body strength in a front support position in a fun and enjoyable game sense context. Students incorporate elements of space, time and objects to achieve the outcomes of front support hockey (NSW PDHPE Syllabus 2018).

Justification: Strength based activities are beneficial to adopt in school settings to develop students' muscular strengths which enables them to build strong healthier muscles and bones. With increased strength students will gain more stability, balance and flexibility, therefore making injuries and falls less likely, which is particular important for gymnastics (Faigenbaum et al., 2015).



Shannon Murrie

Strength building activity - Simon says



Leg Squeeze



Tuck



Front support



Hollow hold

Game instructions for Simon says with strength activities.

- ▶ Get students to find space on the floor
- ▶ Use positions such as leg squeeze, hollow hold, front support and tuck (*tuck to be used at the transition movement*)
- ▶ Go through each movement several times with emphasis placed on correct technique

Teaching points

Leg squeeze

- ▶ Legs outstretched together with toes pointed
- ▶ Slightly lifting toes off the floor with squeezed quads

Tuck

- ▶ Knees to chest arms out stretched
- ▶ Core squeezed and toes pointed

Front Support

- ▶ Angry cat shoulders
- ▶ Straight arms underneath shoulders
- ▶ Squeeze core and legs

Hollow hold

- ▶ Core tight with arms and feet straight off the floor
- ▶ Head should be tucked to the chest

Safety considerations

- ▶ Check space before performing any activities
- ▶ *Leg squeeze* - If students cannot get the legs off the ground just instruct them to point and squeeze
- ▶ *Tuck* - If students cannot bring their knees to the chest encourage them to get as close as possible
- ▶ *Front Support* - If back or shoulder pain present in student, perform skill on their knees
- ▶ *Hollow hold* - If student cannot get legs and arms straight off the floor allow student to perform the skill with bent knees

Activity objectives/rational

- ▶ The objective of this activity is to strengthen the muscles required for basic gymnastics skills. The purpose of this activity is to provide the basic building blocks of strength required for gymnastics movements. The four positions used for Simon says are the initial positions learnt.

Strength Building - 10 minutes Area: court/field

Safety Considerations

- Watch the technique of the students and correct if need be to decrease chance of injury.
- Use a soft ball to prevent injury.

Instructions

- Split students' up into 2 groups.
- Each group has a ball (can be any size).
- The students line up side by side facing the other group.
- The ball starts at the end of the line (does not matter which side).
- All students go into the angry cat position.
- When instructed to go the students must pass the ball down the line through the bridge made in the angry cat position, then pass the ball back up.
- Once this is finished the group must go into a tuck sit to show they are done.
- Next round students will go into the front support position and finish in the L-sit.

Additional Rules

- The ball must be pass to all students in the group, each students must touch the ball.
- If a student falls out of the position have to start again.

Syllabus

The aim is to build strength in the students to gain proper technique without injury but done so in a fun activity.



Rationale

Participation in gymnastic skills for non-elite students can enhance muscle function and bone mass which can prevent fractures and other injuries (Burt et al., 2012).

Teaching points:

Angry cat: on hands and knees with a slight curve on the back.

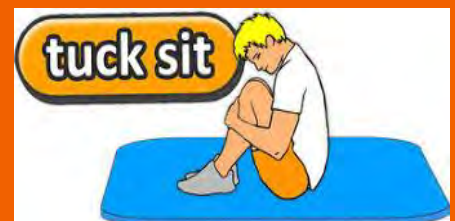
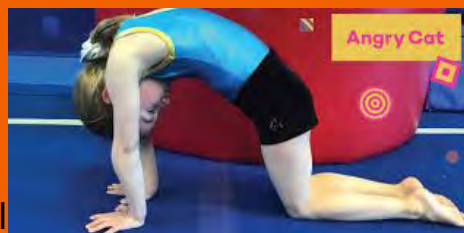
Front support: In a plank position but with a curved back similar to angry.

Tuck sit: sitting on the floor with knees tucked to chest, toes pointed and arms out in front of the body.

L-sit: Sitting on the floor, legs straight in front of torso with arms up and back straight.

Reference

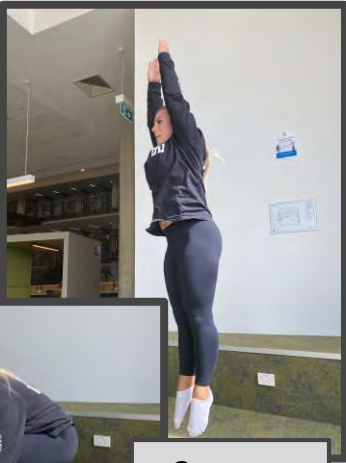
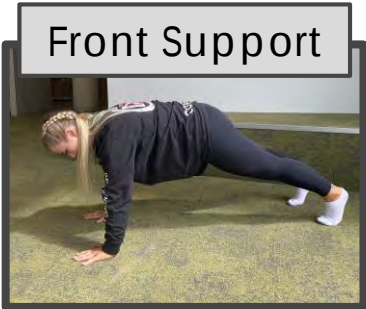
Burt, L A, Naughton, G A, Greene, D A, Courteix, D, & Ducher, G. (2012). Non-elite gymnastics participation is associated with greater bone strength, muscle size, and function in pre- and early pubertal girls. *Osteoporosis International*, 23(4), 1277-1286.





STRENGTH BUILDING SIMON SAYS

Monique von zum Hof, 19012937



Instructions:

- Spread the students out so they are at least arms width apart
- The teacher will call out strength-based movements in a 'Simon says' format
- E.G. "Simon says do 10 push-ups, Simon says hold a front support, Simon says perform 5 squat jumps"

Teaching Points:

- Front support; angry cat upper body and straight legs
- Squat jumps; tuck sit to a straight jump
- Dish hold; arms and feet off the floor

Safety Considerations:

- Surface that the activity is run on (carpet or indoors would be better, not suited for asphalt)
- Make sure the surface area is clear of any obstacles or obtrusions.
- Ensure the students are evenly spread in the area with enough space to perform the movements without risk of injury to themselves or another student.

Activity Objectives/ Rationale:

- Aim of this activity is to build strength in a familiar game that is easy to understand, demonstrate and participate in. This will increase engagement from the class and the teacher can target specific strength-based movements for the class to follow, targeting specific muscle groups for the lesson ahead.

Strength Building Game - Pacman Ghost Duel

Objective: Pacman Ghost Duel aims to build strength as a direct consequence of a team game play experience using animal walks from gymnastics. This game should not only build strength in major muscle groups, but also align with the NSW P.D.H.P.E syllabus outcomes such as students “participate in a variety of movement activities to demonstrate and enhance body control and body awareness” (NSW Education Standards Authority, 2018, pp.79)

Rationale: The use of animal walks makes this activity a form of resistance training where the student’s own body weight provides resistance. Current research emphasises resistance training is highly beneficial to neural development and offers physiological advantages such as decreased risk of injury through tendon strengthening, increased bone strength index and mineral composition (Myers et al., 2017).

Time: Approximately 10 minutes with modifications

Playing Space: Multipurpose court is the most preferable area

Equipment (before modifications):

- 2 sets of coloured bibs



Photo of a regular Pacman PE game (PE Universe.com, n.d.)

Rules:

- 2 teams of 2 students are given coloured bibs to show they are ghosts. These teams start in the middle of the court and the rest of the class (the Pac-Mans) choose any line somewhere on the court to stand.
- Before the round begins, the teacher will choose an animal walk that all players (including ghosts) must do for the duration of the round.
- Each team aims to tag as many people as possible.
- When a Pac-Man is tagged they may stand and run off the court, put on a bib to show which ghost team tagged them.
 - They will then run back into the game, starting at the centre of the court, resume the animal walk and play as a ghost until everyone is tagged.

This game can just be fun, or played with the goal to be the last Pac-Man or team captains with the highest number of tags

References:

Myers, A. M., Beam, N. W., & Fakhoury, J. D. (2017). Resistance training for children and adolescents. *Translational pediatrics*, 6(3), 137-143. doi: 10.21037/tp.2017.04.01
NSW Education Standards Authority. (2018). *Personal development, health and physical education K-10 syllabus*. Retrieved from <https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/pdhpe/pdhpe-k-10-2018>
PE Universe.com. (n.d.). [Photo of a regular Pacman game]. <https://peuniverse.com/video/pac-man-tag/>

Modifications:

Rules

- Tagging must always be done using hands but depending on the animal walk, tagging a students legs may be allowed to make the game easier for the ghosts
- All players may never move backwards
- Start with more or less ghosts on each team

Environment

- Limit the game to half the court
- Restrict the use of various coloured lines

Equipment

- Use gymnastics boxes as blockades or ramps as speed humps that can be walked over
- Instead of tagging, ghosts have to remove 1 of 2 oz-tag tags from a Pac-Man

Safety Considerations

- **Playing Space** – Ensure court is cleared of objects that could cause injury if a student placed their hand on it i.e. rocks, screws, etc.
- **Rules** – No pushing or kicking to tag. Tagging should be done lightly with the hands
- **Technique** – Some animal walks may be uncomfortable to do for an entire round, so if students need to relieve the tension through their wrist from a crab walk for example, they may come off their hands but have to stay squatted where they are (this means they can still be tagged)

Teaching Points

This game, especially when modifications are implemented, require awareness of where a student’s body is in space and relation to others. In terms of this idea, teaching points can include:

- Keep heads up
- Watch your surroundings

More teaching points will apply to the animal walks specifically:

Crab Walks

- Keep hips up off the floor and body in a dish shape

Bear Walks

- Move hands and legs together
- “imagine a string connecting your left hand and left leg and another string connecting your right hand and right leg”

Dog with a sore leg

- Reach out with both hands to get as much distance as possible
- Keep one leg straight like a pole

Extra tips

Large groups may be difficult to manage, especially over disputes like whether a tag was made. May be helpful to involve students with injuries or conditions that would prevent participation to act as referees

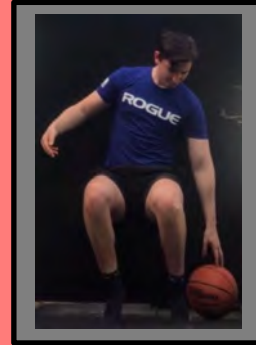
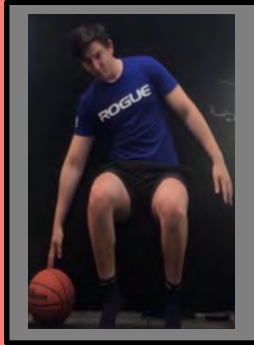
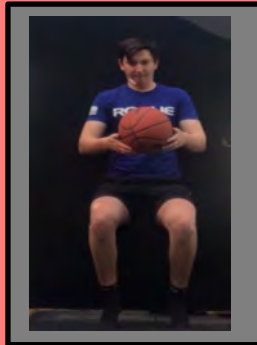
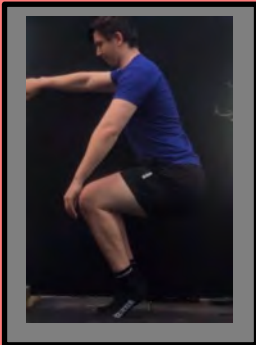
By Kyle Stanford

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STRENGTH: WALLSIT TUNNEL BALL

GAME



EQUIPMENT

- Wall
- Tunnel ball

TIPS

- If rounds are too short or students are struggling with staying on toes allow them to wall sit with feet flat on the floor.
- If you don't have access to a tunnel ball use any kind of round ball.

INSTRUCTIONS

- In teams move the ball from one end of the tunnel to the other whilst sitting against the wall up on their toes. The team that completes the most length of the tunnel without anyone collapsing wins.

RULES

- All team members must be in wall-sit position before ball is moved.
- Ball must make it from one end to the other before returning back. 1 length of the team = 1 point
- If any team members collapses the team is out for that round.

JUSTIFICATION

- Game focuses on balance, strength and coordination as well as interacting respectfully with others which is fundamental for development of gymnastics skills.

OBJECTIVE: Move with competence, confidence and creativity within and across various physical activity contexts AND develop interpersonal skills that enable them to interact effectively and respectfully with others, build and maintain respectful relationships and advocate for their own and others health, safety, wellbeing and participation in physical activity. (PDHPE K-10 Syllabus, 2018)
<https://www.educationstandards.nsw.edu.au/wps/wcm/connect/2f657694-dc52-48ba-a440-9256e92c00e3/pdhpe-k-10-syllabus-2018-pdf.pdf?MOD=AJPERES&CVID=>

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NAME: TODD WILLIAMS

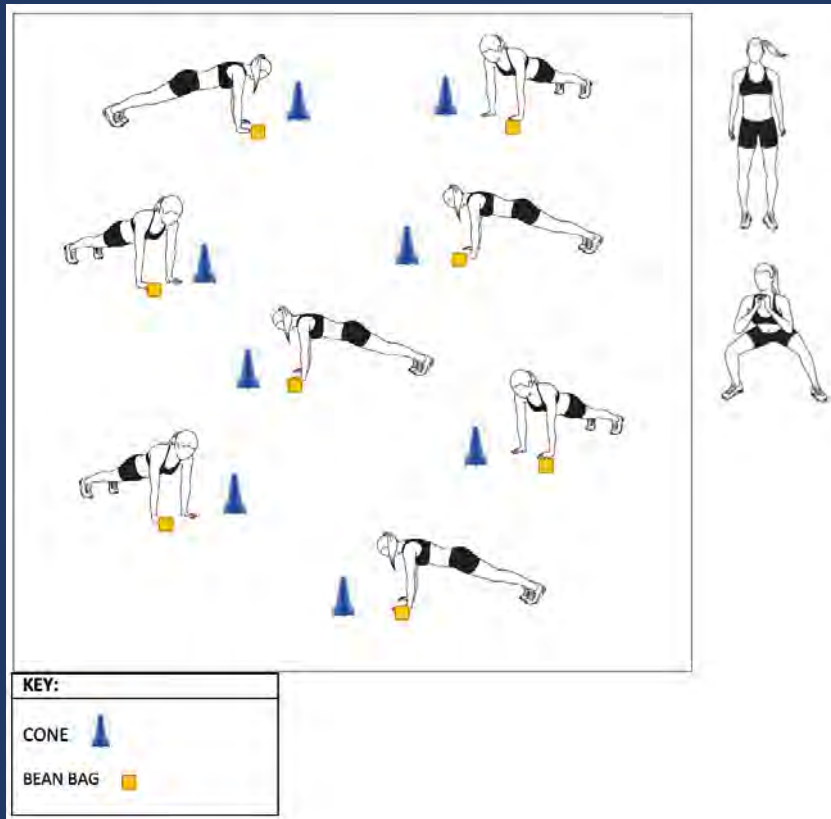
STRENGTH BUILDING ACTIVITY – CONE GUARD DURATION: 10-15 MINS

INSTRUCTIONS/TEACHING POINTS:

- Students have their own cone to guard
- Students need to try knock over other peers' cones with a bean bag while remaining in support position
- If their cone gets knocked down, the student must go to the side of the playing field and perform 10 vertical jumps to squat
- After 2 minutes students are given a different position that they must guard their cones in:
 - Tuck
 - L-sit
 - Pike
 - Straddle
 - Dish
 - Triangle stand
 - Motorbike

EQUIPMENT: 10 cones, 10 bean bags, square court

DIAGRAM:



RULES:

- Students must remain by their cones, they cannot move around in their positions
- Students can defend their cone by blocking incoming bean bags with their hands
- Students are not allowed to knock over another person's cone with their bare hands

SAFETY CONSIDERATIONS:

- Can only throw under arm
- Place the cones to the side of students to avoid incoming bean bags hitting them
- Use mats if floor is too hard

OBJECTIVE: This activity correlates with the PDHPE syllabus in that it aims to develop muscular strength through various isometric gymnastic based positions (Education Standards Authority, 2018). Thus, focusing on the 'Movement Skill and Performance' strand, whereby students develop 'confidence and competence' in these strength building positions.

JUSTIFICATION: This strength building activity is an integral part of a PE lesson and has many musculoskeletal benefits including developing strength, muscular endurance, muscle function/size and tone (Burt et al., 2011). It also avoids putting students on display by having them individually practice their skill which increases participation and confidence.

Education Standards Authority. (2018). *PDHPE K-10 Syllabus* (pp. 1-138). NSW: NSW Government.

Burt, L., Naughton, G., Greene, D., Courteix, D., & Ducher, G. (2011). Non-elite gymnastics participation is associated with greater bone strength, muscle size, and function in pre- and early pubertal girls. *Osteoporosis International*, 23(4), 1277-1286. doi: 10.1007/s00198-011-1677-z

Human Dishes & Domes

Objective

This activity allows students to apply various fundamental movement skills whilst performing selected gymnastics movements during a strength activity.

Justification

This activity provides an opportunity for students to be physically active throughout the whole activity as it is a non-elimination game and incorporates some strength/fitness related movements (Lonsdale et al., 2019).



Dish



L Sit



Dome/front support



Angry Cat

Equipment

- 6-8 same coloured markers.
- 3 sets of 3 different coloured bibs.

Safety

- Dishes must not obstruct tippers as they jump over them.
- As tippers and flippers, be mindful of the other students to avoid colliding,

How to play

- Divided the class into 3 equal groups (shape formers, dome flippers, dish tippers).
- Further divide the shape formers into two equal groups, one start as the dishes (dish shape) and the other as the dome (front support shape).
- The flippers will flip the domes over to be dishes by crawling underneath them.
- The tippers will tip the dishes over to be domes by jumping over them.
- Play for a set time (e.g. 45 seconds).
- Swap groups around to give everyone a good attempt at performing each part of the activity.
- Whichever group has the most domes or dishes standing at the end wins.

Teaching Points

- Dish shape – laying on back with feet and arms off the ground, squeezing legs, tight abdominals.
- Dome shape – front support, high rounded upper back, squeeze legs together, straight body.
- L Sit shape – sit with legs squeezed together, arms straight up in the air, 90 bent at the hips.
- Angry cat – kneeling knees and hands, with high arched upper back, looking down.
- Jumping – one-foot take-off, two-foot landing, knees bent, arms stretched out front.

Modifications

- Change shapes to decrease difficulty:
 - Dishes - adopt the L sit shape,
 - Domes - adopt the angry cat shape.
- Change the playing area by:
 - Making it bigger to increase the amount of running, or,
 - Smaller to decrease the amount of flipping and tipping.
- Change the rules:
 - after you have flipped/tipped return to one corner before returning for another flip/tip.
- Partition the playing area to create smaller teams (e.g. 4 v 4).

Questions

1. As flippers/tippers, what strategy did you/your team employ to maximise flips/tips?
2. How could your team increase the number of flips/tips during the game?
3. What did you find most challenging when being the domes and dishes?
4. How does performing the dish and the dome shapes relate to gymnastics?

Gymnastics Based Activity– Creative gym routines/progressions

Rules/Instructions

1. Each of the 5 areas are set up with different types of gymnastics equipment and floor space.

Station one – Bar

Station two – vault

Station three – beam

Station four – 3 wedges

Station five – beam (if equipment available, if not floor space where Acro/rhythmic activities can be created), ball and/or ribbon

2. Groups are formed – divide the class equally into 5 groups
3. Students are to create a gymnastics progression with their prior knowledge of skills and the equipment they have been provided to present to the class if they wish. They can incorporate any aspect of gymnastics
4. Encourage students to be as creative as possible

Gymnastics skills student can incorporate include:

- Handstands
- Floor rotations e.g. forward roll, backward roll, cartwheel, bunny hop
- Leaps and turns e.g. half turns, pirouettes, split leaps
- Vault jumps e.g. straight jump, tuck jump, straddle jump, star jump, pike jump, half turn, full turn
- Beam – walking on toes, balancing, step kicks, turns, sidekicks, back kicks, straight jumps, straight jump dismount

Equipment

Wedges x2	Crash Mats
Mini tramp	Bar
Beam	Ball
Ribbon	



Gymnastics locomotion's students could use however not limited to:

Walking on toes – forward or backwards, straight legs, straight handstand shape through upper body, arms are out.

Step kicks – legs as straight as possible, step kick, step kick repeated. Foot on the ground is as flat as possible.

Step hops – create a triangle with the elevated leg, knee in line with hip, toe touched knee and hop, pushing off toes.

Sashays – step with front foot, back foot kicks front foot out of the way and replaces its spot.

Safety Considerations

- Ensure students ask questions before performing a skill if they are unsure or need clarification.
- Hands are flat on the floor for forward/backward rolls, handstands, cartwheels.
- All safety mats are secured in appropriate areas e.g. under and to the side of the beam, bar and mini tramp

Objective: A student demonstrates how a variety of different movement and skill concepts can be adapted and transferred to enhance and perform movement sequences through interacting effectively and respectfully with others in the creation of gymnastics routines and progressions (NSW PDHPE Syllabus 2018).

Justification: Teamwork and the creation of high autonomy climates are particularly beneficial in PE, as it facilitates numerous opportunities for higher order thinking and increased strategic planning. Working in a team is beneficial for students as it develops their social and collaboration skills (Sluder et al., 2009).



Shannon Murrie

Sluder, B., Buchanan, A., & Sinelnikov, O. (2009). Using Sport Education to Teach an Autonomy-Supportive Fitness Curriculum. *Journal Of Physical Education, Recreation & Dance*, 80(5), 20-28.

<https://doi.org/10.1080/07303084.2009.10598322>

Spell me out ACRO STYLE



Gymnastic based activity instructions for spell me out ACROSTYLE

- ▶ Split the students individually or into groups of 2 or 3
- ▶ Give the students a letter or word to create with their bodies. This can be done on the floor or vertically

Teaching points

- ▶ Students are to work together
- ▶ Positions should be executed with pointed toes, activated core and balanced
- ▶ Proper technique is to be used for supported shapes and aerial positions

Safety considerations

- ▶ If the letter cannot be performed vertically suggest students make the letter on the floor
- ▶ Students should only perform loaded skills if they can stay balanced

Activity objectives/rational

- ▶ This activity is used to get students gain resilience and develop strategies within a team environment. The objective for this activity to develop ACRO style skills and positioning. Students are encouraged to perform the skills they have learnt throughout basic gymnastics movements.

SportsRec. (2018, Dec 05). *How to Teach Gymnastics to Children*. Retrieved from <https://www.sportsrec.com/7779957/how-to-teach-gymnastics-to-children>

Reference

Gardner, L.A., Magee, C.A., & Vella, S.A. (2017). Enjoyment and behavioral intention predict organized youth sport participation and dropout. *Journal of Physical Activity & Health*, 14(11), 861-865.

Gymnastics Game

“Contorting”

5-10 minutes

Area: Court/field with
Safety Mats

Instructions

- Students form in groups of 3-5 (depending on class numbers).
- Using the static shapes, acro and other gymnastic shapes/movements each group will make a shape, or number.
- The teacher will call out a number or a shape/object (e.g. a tree).
- The each group has one minute to decide how to execute the shape.
- Each shape made can be done however the students see fit. It can be laying down on the ground or 3D using acro.

Examples of shapes/letter/objects:
tree, boat, a circle, the letter T, etc.

Teaching points

- If students want to perform more acro skills to execute the shape given ensure they are doing it safely (no extreme movements). See image below for different positions.
- Give hints in what gymnastics stances they could use to make the shape.

Rationale

This activity is beneficial as it utilises the gymnastics stances and movements. However, making the activity as an enjoyable game will increase the participation level of the students resulting in more learning (Gardner et al., 2017).

Syllabus

Using a level of enjoyment to encourage students to step out of their comfort zone to level new skills and gain knowledge in gymnastics.

Safety Considerations

- Place mats on the floor to decrease chance of injury.
- Ensure the groups are at least 1m apart.

The Basic Shapes in 1 minute

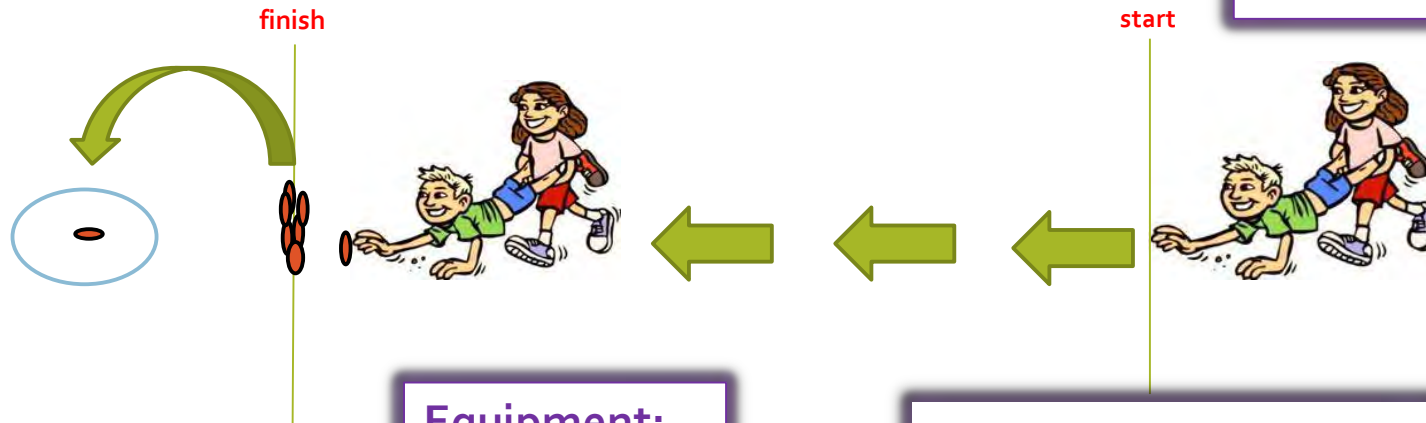


Wheelbarrow Challenge



Indoor and
outdoor

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Equipment:



Safety points:

- » Straight position no arching the back
- » Partners don't hold right on their partners knees, hold just above or below the knee joint.
- » Students yell stop if wrists get sore or they get to tired.
- » Supervision at all times

Objective:

To build muscular strength in the arms, shoulders and back. According to the National Strength & Conditioning Association (2008), strength training can help with maximal oxygen uptake, body composition and motor performance skills. This activity is also great for students to practice control and coordination. In addition, this activity is a fun and all-inclusive gymnastic activity without the use of gymnastics equipment. Research has shown that an enjoyable sports environment increases the possibility of young people staying physically active towards adulthood. (Faigenbaum et al., 2009)

What to do:

- » Set up a start and end finish line
- » Place a hoop a little bit further than the finish line
- » Place 30 bean bags in on the finish line for each team
- » Form groups of two
- » Have one hold the other in a wheelbarrow position
- » Students have 30 seconds to get to the finish line and throw as many bags as they can inside the hoop while maintaining the wheelbarrow position until the teacher whistles at 30 seconds then students have to make their way back to the start in the same position and swap positions and go back.
- » Until all the bags are finished, or time runs out.
- » The team with most bean bags placed in the hoop are the winners.

Bloom, G. A., Loughhead, T. M., & Newin, J. (2008). Team building for youth sport. *Journal of Physical Education, Recreation & Dance*, 79(9), 44-47. Retrieved from

<http://www.ingentaconnect.com/content/aahperd/joperd/2008/00000079/00000009/art00010>

Faigenbaum, A., Kraemer, W., Blimkie, C., Jeffreys, I., Micheli, L., Nitka, M., & Rowland, T. (2009). Youth resistance training: Updated position statement paper from the national strength and conditioning association. *Journal of Strength and Conditioning Research*, 23 Suppl 5(5 Suppl), S60-S79. doi:10.1519/JSC.0b013e31819df407

Wheelbarrow Relay Race

Objective: Two teams race against each other with one teammate playing the role of the driver, and the other playing the role of the wheelbarrow aiming to finish the fastest.

What you need:

- Bean bags

Time:

- 10-20 minutes

Safety:

- Conduct game on a softer non slippery surface
- Ensure no trip hazards
- Significant room between each teams

Rules:

- No players are to touch other plays
- All players acting as wheelbarrow must not let their feet hit the ground

How to play

- Split class into 2 equal teams, have each team form two equal columns behind the start line
- Each person in each team must partner up, one person acting as the wheelbarrow (Walking on their hands) and the other as the farmer holding their partners feet
- Wheelbarrows must walk up and back on their hands whilst the farmer hold their legs
- The fastest team to get through all players is the winner
- Game is completed when each person has been up and back as the wheelbarrow

Benefits: This game will help students improve upper body strength and help improve gross motor skills. This game will also encourage goal achieving as well as competitive sportmanship

Beam Ball Game

Objective: Two teams go head to head on a beam to see which team can pass the ball through each teammate and climb under the beam the fastest.

What you need:

- 4 beams and 2 balls

Time:

- 5-10 minutes

Safety:

- Constantly spot students
- Ensure ball is not too heavy
- Matting must be placed under the beam to support legs
- Rules are followed

Rules:

- Students must jump off the beam behind them

How to play

- Students split into teams of 5
- Players stand on two beams opposite each other, two players staggered on one side and three staggered on the other side
- Each student throws the ball to their team mate
- After throwing the ball the student must jump off the beam & crawl under the beam and jump back up to the original starting point before the ball makes it back down to them
- Game continues until one team drops the ball or a student falls off when not climbing under

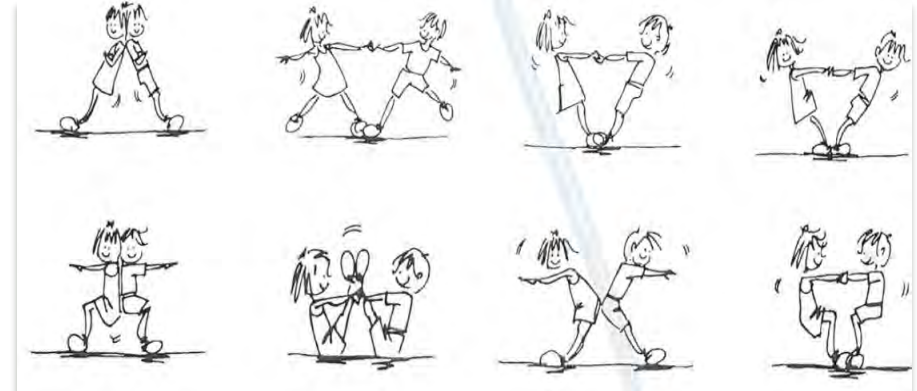
Benefits: This game will help students improve balance and flexibility skills. This game will also help improve students hand and eye coordination and concentration.

PAIRED COUNTER BALANCES



ACTIVITY OBJECTIVE

- o “Students demonstrate an understanding of movement skills, concepts and strategies to respond confidently, competently and creatively in a variety of physical activity contexts. (Australian Government | Department of Education., 2020)
- o Refines, applies and transfers movement skills in a variety of dynamic physical activity contexts.” (Australian Government | Department of Education., 2020)



INSTRUCTIONS

In pairs, students practice the paired counter balances in the image provided

1. Students face opposite direction to each other, lean backwards until shoulders touch
2. Students stand side on to each other, touch opposing feet, hold hands, lean outwards and bring other foot off ground
3. Students face each other, toes touching, hold both hands and lean backwards. Can release one hand grip for an increased level of difficulty
4. Students face opposite direction to each other, get in wall sit/squat position, arms out and straight forward
5. Students sit facing each other, bring legs straight up, touch heels, reach in to hold hands
6. Similar to balance one, students stand facing opposite directions, lean backwards with bottom, touch and lean forward
7. Students face each other in wall sit/squat position, grab hands and hold position

RATIONALE

This activity gives students an opportunity to execute the specific movements and skills required for gymnastics, this is an important part of PE as developing coordination and flexibility promote adequate motor competence in youth (Lopez et al., 2017). These skills are in line with the Australian Curriculum and achieve objectives PD4-5 and relate directly to PDHPE concepts of team-building, strength, coordination and participation in physical activity.

MICHAELA STITT

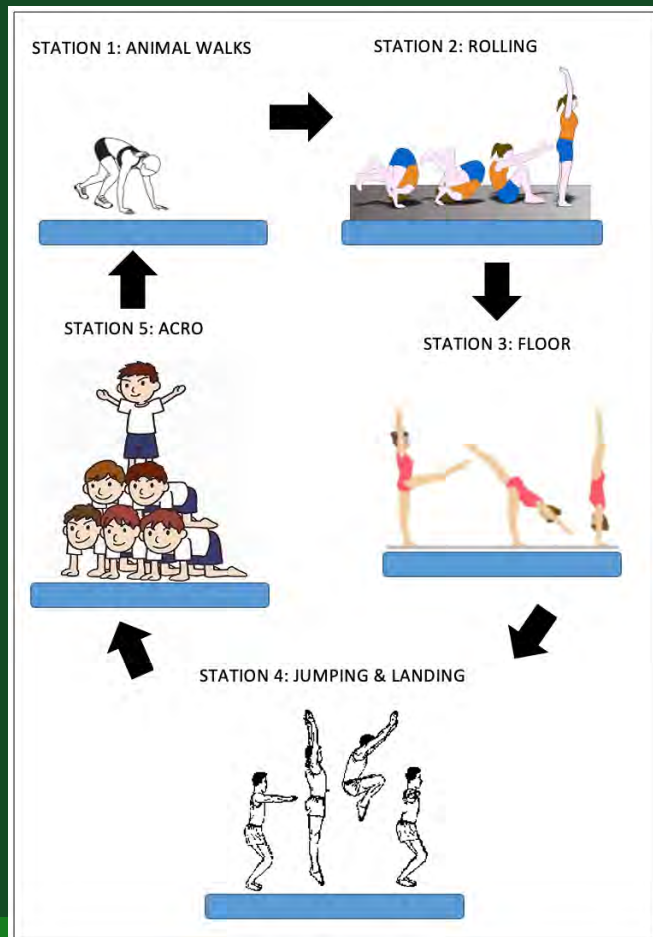
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GYMNASTICS BASED CIRCUIT

DURATION: 15-20 MINS

EQUIPMENT: Indoor court space, 5 large mats.

DIAGRAM:



INSTRUCTIONS/TEACHING POINTS:

- Split the class into groups of 5. Delegate each group to a station which they will then rotate through.
- Set up circuit as demonstrated in the diagram:
 - Station 1 Animal walks: Students have the choice to choose any of the animal walks (bear walks, crab walks, seal walk or lame dog walk) to perform
 - Station 2 Rolling: Students have the choice to perform a forward or backward roll using the wedge or without, for those more able students
 - Station 3 Floor: Students have the choice to perform either a handstand, cartwheel or roundoff skill on the mat. Students take in turns and provide peer feedback on each others technique
 - Station 4 Jumping and landing: Students practice different jumps: tuck, star, straddle, pike from a box onto a mat and land in motorbike position
 - Station 5 Acro: Students collaboratively work to create a balancing Acro position in their station group

RULES:

- Students remain on their stations for 3 minutes before the teacher blows their whistle signaling a rotation
- Students must remain at their station and not swap groups

SAFETY CONSIDERATIONS:

- Place mats down at each station
- Make sure there is a teacher spotting at station 2, 3 and 5 specifically
- Make sure as a teacher you are in full range of all your students
- Instruct students to go one after another when performing skills to avoid collisions

OBJECTIVE: The aim of this circuit activity is to focus on the PE Movement Strand by incorporating 'sequence of movements,' 'teamwork' and 'peer feedback' to enhance movement performance (Education Standards Authority, 2018).

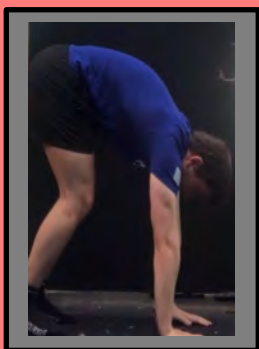
JUSTIFICATION: This circuit activity is highly beneficial for a PE setting as it maximises student activity by allowing them to work in small groups to practice and choose a range of gymnastic based skills to perform. Such an activity increases students' kinaesthetic awareness and builds movement confidence, which encourages regular physical activity that can translate into improved health and wellness (Baumgarten & Pagnano-Richardson, 2010).

Education Standards Authority. (2018). *PDHPE K-10 Syllabus* (pp. 1-138). NSW: NSW Government.

Baumgarten, S., & Pagnano-Richardson, K. (2010). Educational Gymnastics. *Journal Of Physical Education, Recreation & Dance*, 81(4), 18-25. doi: 10.1080/07303084.2010.10598460

SKILL: INCHWORM RACING

GAME



INSTRUCTIONS

- Class members line up at one end of the gym. When the whistle is blown they reach for their toes and walk their hands out their hands into a front support position. Once they have reach front support they then walk their feet back up to their hands creating a pike position. Complete as many repetitions of this movement as it takes to reach the opposite side of the gym.

RULES

- Hands must walk out to full front support position before feet can be walked back to hands.
- Legs must remain as straight as possible throughout the entire movement.
- If inch worm isn't completed correctly student must return to the start line.

OBJECTIVE: Move with competence, confidence and creativity within and across various physical activity contexts AND develop interpersonal skills that enable them to interact effectively and respectfully with others, build and maintain respectful relationships and advocate for their own and others health, safety, wellbeing and participation in physical activity. (PDHPE K-10 Syllabus, 2018)
<https://www.educationstandards.nsw.edu.au/wps/wcm/connect/2f657694-dc52-48ba-a440-9256e92c00e3/pdhpe-k-10-syllabus-2018-pdf.pdf?MOD=AJPERES&CVID=>

EQUIPMENT

- No equipment is needed for this activity.

TIPS

- Make sure participants walk arms out at full extension to correctly mimic the front support shape.
- Only walk back legs up to hands while they remain straight. As soon as knee begins to bend walk hands back out.

JUSTIFICATION

- Skill focuses on balance, strength and coordination as well as interacting respectfully with others which is fundamental for development of gymnastics shapes.

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NAME: TODD WILLIAMS

GYMNASTICS SIMON SAYS “SNATCH”

ACTIVITY OBJECTIVE

- “Enact and strengthen health, safety, wellbeing and participation in physical activity (7-8)” (Australian Government | Department of Education., 2020)

INSTRUCTIONS

- Students get into even teams where possible (e.g. 20 students, 4x teams of 5)
- Make a circle using gymnastics mats, place a cone in the middle of the circle
- Teams stand on the outside of the circle of mats, with one student from each team standing on the mat
- Teacher yells gymnastics poses/positions/techniques and nominated students must execute each movement
- Students continue to follow the directions of the teacher until “SNATCH” is yelled. All nominated students must then run to the center and attempt to “snatch” the cone
- The winner will return to their team, the remaining students are now out of the game
- Now a new student is nominated and the game continues until there is one winner

Landry, B. W., & Driscoll, S. W. (2012). Physical activity in children and adolescents. *PM&R*, 4(11), 826-832.



RATIONALE

- This activity allows students to warm up, whilst creating a competitive team environment. Gymnastics Simon Says “Snatch” gives students the opportunity to execute gymnastics poses, positions and techniques whilst being physically active, as PA in youth improves bone health, psychological well-being, cognition and school performance (Landry et al., 2012). This activity relates directly to PDHPE concepts of team-building, coordination and participation in physical activity and are in line with the Australian Curriculum and achieve objectives PD4-5.

15 min

Obstacle Course

Objective

This activity allows students to work autonomously whilst developing various gymnastics movement and skills, during a rotational skills circuit.

Safety

- One student on the apparatus at a time,
- Ensure that all the crash mats are not sliding during use,
- Ensure that all equipment are serviceable before use,
- All skill stations and students needs to be visible by the qualified supervising teacher.
- Motorbike landing when required (knees bend, arms out front).

Justification

This activity maximizes student movement and skill development through a rotational skills circuit that increases their physical activity levels during the lesson and reduces transitional times (Lonsdale et al., 2019).

Equipment

1. 4-6 thin crash mats,
2. 1-2 thick crash mats,
3. 2-3 various thickness foam box,
4. 1-2 mini-tramp,
5. 1-2 adjustable swinging bars,
6. 4-8 medium hula hoops,
7. 1-2 high beams,
8. 1-2 low beams,
9. 7 same coloured witches hats.

Modifications

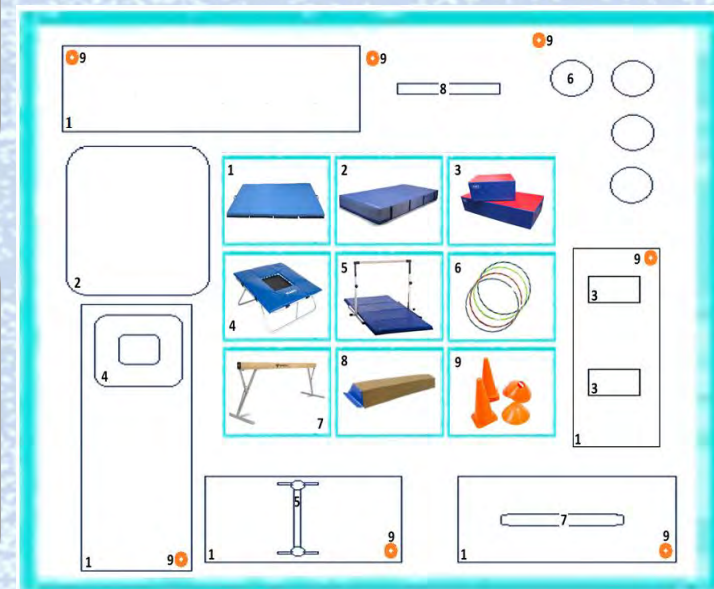
- Interchange skill stations with other gymnastic skills.
- Remove the time limit and create small groups for students to work together to get over all the obstacles before moving onto the next obstacle.
- Change the height of the foam boxes in the Thief Vault to increase the difficulty of getting over an object.
- Add a foam box at the start of the bars to decrease the difficulty of jumping to the bars to swing.

How to play

- The number against the item in the equipment list (above), lines up with each piece of equipment in the picture (right) and the layout of the course.
- Modify the layout of the skill stations depending on the space available and the amount of equipment available.
- Divided the class evenly among each of the different skills stations.
- Students practice one skill per skill station.
- The start of each skill station is marked with a batting cone (9), and can have a skill card attached to each batting cone to remind students how to come that skill.
- Set a time limit for each station (60-120secs) before rotating to the next station.

Skill Stations

1. Floor/mat – perform cartwheels from one end to the other end of the mat.
2. Low beam – perform various locomotion on low beam (sideways, backwards, and forwards).
3. Hula hoops – one-foot take-off from one hoop, two-feet landing in the next hoop (motorbike landing).
4. Thief Vault – use 1-2 foam boxes to act as the object for student to jump over (one-foot take-off, one hand on object, two-feet landing).
5. High beam – perform various walks locomotion on high beam (sideways, backwards, and forwards),
6. Bar – perform a tuck swing on the bars with a motorbike landing on the back swing,
7. Mini-tramp – run then one-foot take-off, two-feet landing on the mini-tramp, then perform a straight jump before motorbike landing on the mat.



Questions

1. How can speed affect your skill levels on each skill station?
 - o Increase speed, decreases performance of a skill, reduces accuracy
2. Which activity station did you find more challenging to complete than others? Why?
3. Explain why the hula hoops skill station was important to practice?
 - o It improve one-foot take-off and two-feet landing (motorbike) that is important on most gymnastic apparatuses.

Over Under Game



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Indoor and
outdoor

What to do :

- » Form 6 groups with 5 players each
- » Have 20 bean bags and a basket for each team
- » Have each team line up
- » The first player passes the bag over with a squat jump
- » The second player passes the bag from under through the legs in a squat jump.
- » The last player puts the bean bag in the basket then they can choose an animal walk to go to the stash and get another bag and run back to the front of the line. This goes on until all bags are in the basket.
- » The rules are if you do the over and under wrong, you must do a strength activity and finish it before you can pass the bag to the next player which would slow the team down.

Objective:

This activity helps strengthen most of the muscles throughout the body which includes arms, buttocks, legs, abdominal. According to Myers et al 2017, building strength activity increase power and enhances endurance as well as muscular fitness with better bone health and self-esteem. Through a team challenge which would simultaneously provide enjoyment, help build a sense of identity and resilience. (Nemec, 2004).

Safety points:

- » The correct form of squat: break at your hip and push the butt back, keep sending your hips backwards as your knees begin to bend making sure knees are in line with feet.
- » Before the start of the activity make sure students are familiar with animal walks and strength activities
- » Supervision at all times



Equipment:



Gymnastics Ninja Warrior

Objective: Gymnastics Ninja Warrior aims to encourage student engagement and creativity through designing, constructing and completing an obstacle course with their classmates.

Rationale: Gymnastics Ninja Warrior has high potential to encourage creativity within students because it is an unconventional activity that takes advantage of a wide variety of equipment. Activities and environments that stimulate creative processes in students contribute to outcomes such as enhanced motivation, attitude, flexible thinking, academic achievement and improved attendance (Davies et al., 2013).

Time: 20 minutes or more

Playing Space: One court

Equipment:

4 stopwatches (essential)
As much gymnastics equipment as possible, can include:

- Mats
- Beams
- Boxes
- Crashmats
- Mini-tramps
- Bars
- Wedges
- Etc.

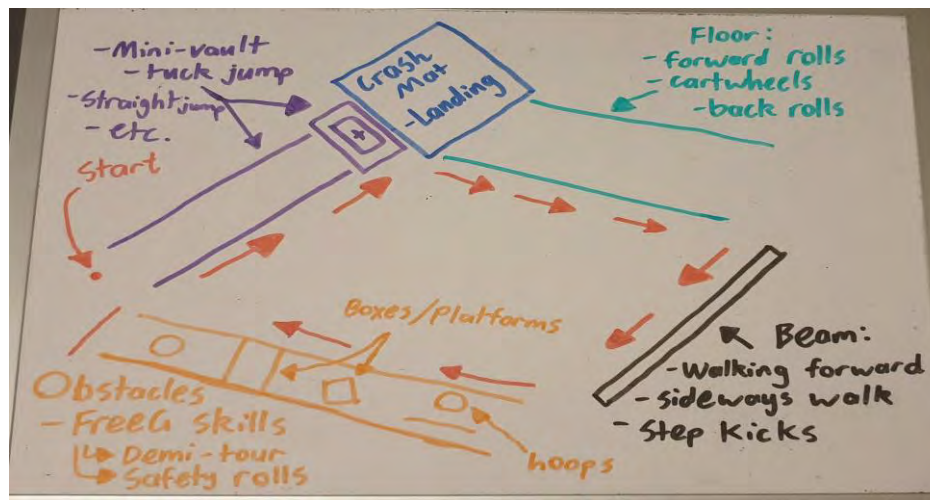


Diagram of an idea for a simple gymnastics ninja warrior obstacle course

Description:

This is a creative task where students are placed into 4 equal groups and given a variety of equipment to turn into their own ninja warrior course in each corner of the court:

- Groups work together for 5 minutes to design their course with the equipment at their disposal
- They must:
 - Use at least 5 pieces of equipment other than mats.
 - Incorporate at least 4 Dominant Movement Patterns (DMPs) and explain what they are and when they occur in their course.
- All members may then have a go at completing their course and timing each other.
- Once all groups have made and ran their courses, each group will have the opportunity to rotate and attempt each others courses.

References:

Davies, D., Jindal-Snape, D., Collier, C., Digby, R., Hay, P., & Howe, A. (2013). Creative learning environments in education - A systematic literature review. *Thinking skills and creativity*, 8, 80-91. doi: 10.1016/j.tsc.2012.07.004

Modifications

Teaching Strategy

- Teacher hovers between groups prompting students for ideas to put into their obstacle course
- Use of questioning – “How else can a box be used?”, “other than elimination, what sort of penalty would a participant get if they stepped off the beam or didn’t stick the landing?”
- Once everyone tries each others courses, merge the 4 groups into 2. New groups must combine all of their equipment and come up with a new course without repeating skills

Teaching Note

The nature of this activity means it is best left until the end of a gymnastics module or series of related lessons

- It may incorporate a wide variety of skills which should be taught in prior activities and lessons, especially for safety reasons
- Hence, the majority of possible skills are assumed knowledge

Safety Considerations

- Equipment Usage:**
 - Monitor how each group is using their equipment. Ensure no groups are designing impossible courses that would lead to injury. For example, no boxes balanced on the beam or tippable boxes used as a landing platform
- Equipment set-up:**
 - Students wanting to move around heavy equipment must be helped by their team members
 - Groups who want to use bars should be shown how to set it up by the teacher
 - If the teach is unsure of how to set up bars, they should not be available to use

Teaching Points

Due to reasons provided in the ‘Teaching Note’ here are a list of only major teaching points for some skills:

Vault/min-tramp

- Jump off one foot to vault
- Land on vault with 2 feet, straight legs and straight body
- Land in motorbike position – back straight, knees bent

Forward rolls

- Reach forward with hands and **tuck chin to chest**
- Tuck legs at end of roll to gain momentum to stand

Beam

- Stand and walk across beam with legs and body straight

- Feet should start one in front of the other and touching

Safety Roll

- Tuck head down and away from the leading shoulder
- Place hands down on the floor to guide body position
- Roll from shoulder to opposite hip

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