

Level

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Fantastic gymnastics

Strands

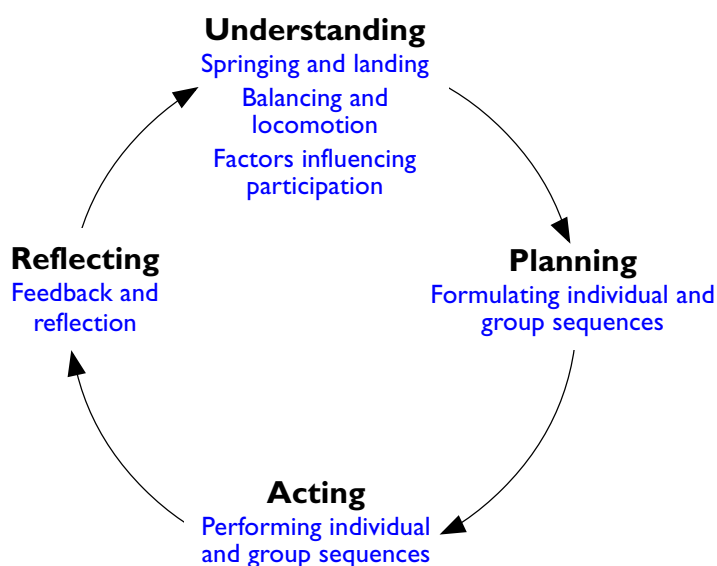
Developing Concepts and Skills for Physical Activity
Enhancing Personal Development

Purpose

Students explore basic gymnastics movements and demonstrate how they can incorporate them into individual and group sequences. They make decisions about how to combine particular movements. During the sequence-making process, students actively support members of their group by communicating, cooperating and participating in decision making. Students also suggest how people and the availability of facilities influence choices about physical activity.

Overview of activities

Activities in this module are based on a learner-centred approach with an emphasis on decision making and problem solving. As the following diagram shows, activities are sequenced in **understanding**, **planning**, **acting** and **reflecting** phases.



Core learning outcomes

This module focuses on the following core learning outcomes from the Years 1 to 10 Health and Physical Education Syllabus:

Developing Concepts and Skills for Physical Activity

- 3.1 Students perform movement skills and sequences to meet the requirements of different physical activities and tasks.
- 3.4 Students suggest how people and the availability of facilities influence choices relating to physical activities.

Enhancing Personal Development

- 3.4 Students demonstrate communication, cooperation and decision-making skills to collaborate in social, team or group situations.

Core content

This module incorporates the following core content from the syllabus:

Developing Concepts and Skills for Physical Activity

- fundamental movement skills, in particular, locomotor and non-locomotor skills;
- components of movement, including body awareness, space awareness and relationships with people and objects;
- principles of movement, such as stability and force;
- factors that influence attitudes towards, and participation in, physical activities;
- safe behaviours in physical activities;

Enhancing Personal Development

- interpersonal skills, such as communication including rules of conversation, listening and responding; negotiation; cooperation; making decisions; and solving problems.

Assessment strategy

The following are examples of assessment tasks that provide opportunities for students to demonstrate the core learning outcomes identified in this module. Other activities in this module provide opportunities for teachers to gather evidence about students' demonstrations of the outcomes for assessment purposes.

Developing Concepts and Skills for Physical Activity 3.1

- **In groups, students create movement sequences that combine simple gymnastics skills identified by the teacher. They perform their sequences for an audience.**
 - Can the student create a movement sequence that incorporates the identified skills?
 - Can the student use the identified elements (that is, springing, landing, balancing and locomotion) to help create a group sequence?
 - Can the student perform the sequence as part of a group?

Developing Concepts and Skills for Physical Activity 3.4

Enhancing Personal Development 3.4

- Students compile a list of the games, sports or other physical activities they would like to try that involve springing, landing, balancing and locomotion. They identify how the availability of facilities and the decisions people make influence their participation in these activities.
 - Can the student explain how the availability of facilities may influence his or her decision to participate in various physical activities?
 - Can the student explain how decisions people make may influence his or her decision to participate in various physical activities?
- In groups, students make decisions about how to combine skills to create a movement sequence that includes all group members. They explain how they considered the rights and feelings of others, both as an individual and a group member, during the development of the sequence.
 - Does the student encourage and support others in the group?
 - Does the student take a lead in the sequence-making process?
 - Does the student recognise the suggestions and abilities of other group members when making decisions?
 - Can the student explain how he or she considered the suggestions of others when making decisions about actions to include in the sequence?
 - Can the student identify actions or behaviours that facilitated the sequence-making process and supported the rights and feelings of group members?

Background information

Why gymnastics?

Students use the basic gymnastics skills of springing, landing, balancing and locomotion in their everyday lives and in many sports. Participating in activities that enhance these skills contributes to their safe and effective participation in everyday activities. The nature of gymnastics skills also provides a valuable medium through which to foster students' creativity.

This module provides students with opportunities to experience a broad range of interesting and physically challenging movements in a safe environment. It also provides opportunities for social interaction between students. Opportunities to experience and practise new movements contribute to students' overall development by improving their physical skills, enhancing their general fitness and further developing their skills for social interactions with peers and others.

This module focuses on four main patterns of movement: springing, landing, balancing and locomotion.

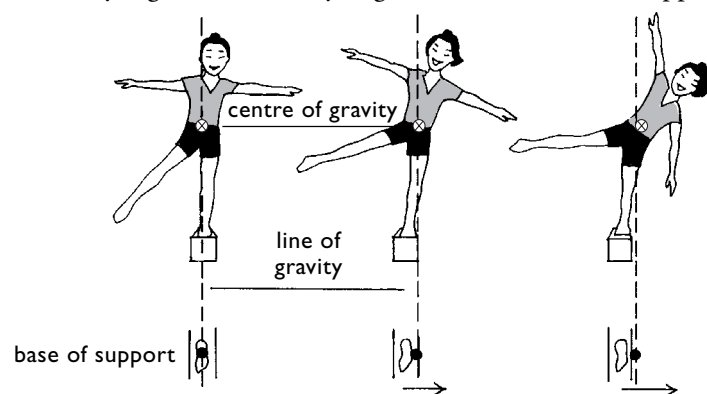
Springing is an important skill for students of this age. It involves both strength and speed that, when combined, is called 'power'. Unlike flexibility, power takes time to develop. Give students ample time to develop effective springing and landing techniques as these are basic skills needed for many sports and everyday life, including personal safety.

Landing also plays an important role in gymnastics. Students should learn the technique and the physical preparation required for a controlled landing

at a young age. Most gymnastics activities and everyday activities include a landing phase. In all sports, poor landing technique is a common cause of injury. There are two important principles for controlled landings. These include softening the landing by slowing it down (that is, having the longest duration possible) and choosing the most favourable base of support (that is, the one with the largest surface area possible).

Students can increase the base of support by spreading their feet slightly on landing or, in a controlled fall, by rolling to absorb the impact of landing over as large an area as possible. (Rolling is not covered in this module.) Rolling increases not only the area over which landings take place, but also the duration of the landing.

For all activities, whether the body is stationary or moving, **balance** is an important factor. There are two categories of balance: static balance, which occurs when the body is still, and dynamic balance, which refers to controlling the body while it is moving. Essentially, there are two factors that affect stability while balancing. These are the areas of the supporting base and the height of the centre of gravity above the base of support. Generally, the wider the base of support, the more stable the position; the higher the centre of gravity above the base of support, the less stable the position. When trying to achieve stability, students should attempt to keep their centre of gravity and all body segments vertically aligned above the base of support.



As the line of gravity is displaced to the reader's right it eventually falls outside the gymnast's base of support at which point the gymnast is no longer able to maintain balance (Schembri 1991).

Locomotion often includes travelling on the feet such as in walking, running, hopping, skipping, galloping, bounding and leaping. Encourage students to also consider combinations of travelling using other body parts, such as the hands, knees, bottom and feet. Many combinations of these bases of support lead to interesting and challenging new movements. All of these enhance general fitness as well as developing students' movement vocabulary.

Terminology

Activities in this module involve use of the following language in the context of Health and Physical Education:

- | | | | |
|-------------------|---------------|-------------------|---------------|
| balance | landings | stability | support |
| body alignment | locomotion | star jump | tuck position |
| centre of gravity | pike position | statics | |
| communication | spring | straddle position | |

School authority policies

Teachers need to be aware of and observe school authority policies that may be relevant to this module.

Safety policies are of particular relevance in 'Fantastic gymnastics'. Some safety issues that teachers should consider are:

- including stretching exercises in warm-up and cool-down activities;
- ensuring that the area for the gymnastics activity is suitable — for example, flat, free of stones and loose objects, non-slippery and large enough for the number of participants;
- ensuring students wear footwear and clothing appropriate for the gymnastics activities;
- tying long hair back and removing jewellery;
- having immediate access to first-aid;
- establishing an emergency procedure;
- introducing students to the idea of personal, general and apparatus space;
- using a matted surface when practising landings;
- using well-maintained, good quality equipment.

Social justice principles

This module provides opportunities for students to increase their understanding and appreciation of supportive environments and diversity. It includes activities that encourage students to:

- understand and demonstrate actions that support the rights and feelings of others in their group;
- explore and appreciate reasons for people's decisions relating to participation in physical activities.

Students with disabilities or learning difficulties may require some activities to be modified to optimise their participation and their ability to demonstrate the outcomes. Teachers should consult with parents/carers and specialist support staff to determine whether modification is necessary.

Support materials and references

Australian Council for Health, Physical Education and Recreation Inc. 1998, *PEP Gym*, Adelaide.

Australian Gymnastics Federation Inc. 1998, *Level 1 Gymnastics Accreditation Course*, Melbourne.

Schembri, G. 1983, *Introductory Gymnastics: A Guide for Coaches and Teachers*, Australian Gymnastic Federation Inc., Melbourne.

Schembri, G. 1991, *Aussie Gymfun*, Australian Gymnastic Federation Inc., Melbourne.

Schembri, G., Sharpe, P., Tilley, D., Curtin, J. & Allen, R. 1994, *Gym Skills*, Australian Gymnastic Federation Inc., Melbourne.

Activities

Understanding

SPRINGING AND LANDING

Developing an understanding of springing and landing and exploring these movement patterns with and without equipment

► Students explain their understanding of the terms ‘springing’ and ‘landing’. They brainstorm the features of good springing and landing actions and discuss these.

Focus questions or challenges could include:

- What does the term ‘springing’ mean in physical activities?
- Show me how you can spring.
- What makes a good springing action?
- What does the term ‘landing’ mean in physical activities?
- Show me how you can land.
- What makes a good landing action?
- Why are good springing and landing techniques important in physical activities?

Teaching considerations

See Resource Sheet 1 for definitions of springing and landing.

A good springing action includes swinging the arms forward from the sides to give lift and to control the action.

A good landing action absorbs force. The body lands softly with hips, knees and ankles bending. To maintain balance, arms are usually stretched out in front of the body so that the fingers can be seen.

Good springing and landing techniques are important because they prevent injuries, help individuals perform at a high level in a sport, and are used in everyday activities.

► Students discuss which sports and everyday activities require good springing and landings and why it is important to spring and land safely.

Focus questions could include:

- In which sports or activities is it important to have good springing? Why?
- In which sports or everyday activities is it important to have good landings? Why?
- On which body parts do you think it is safest to land? Why?
- What could happen if you landed awkwardly or without control?

Teaching considerations

Landings are a major component of high jump, long jump, skipping, trampolining and skateboarding. Other sports that involve springing and landing include basketball, volleyball, Australian Rules football and netball.

Everyday activities that involve springing/landing include stepping down from a height, walking up stairs, jogging, and regaining balance after stumbling while walking.



► Students discuss how they are able to soften a landing to prevent injury. They then practise safe landings.

Focus questions could include:

- How can you soften a landing to prevent injury?
- When would you need to soften your landing?
- Does changing the number of body parts used in the landing help soften your landing? How?
- How is an explosive landing likely to be different from a very slow landing?
- How should you place your arms to maintain your balance?

Teaching considerations

All landings should be soft landings.

Using good mats when doing gymnastics contributes to soft landings.

Generally, the more body parts used in a landing, the less likelihood there is of injury.

A slower landing is much safer than an 'explosive' landing.

The best position for the arms on landing is out in front of the body.

► Students practise springing and landing without equipment. They spring and land on one foot or two feet, in different directions, at different heights and over varying distances.

Focus questions or challenges could include:

- Show me how you can spring from one foot.
- Show me how you can spring from two feet.
- Show me how you can spring from one foot then the other foot. In which directions can you do this?
- Show me how you can spring very high.
- Show me how you can spring and stay low.
- Show me how you can spring to cover a long distance. In which directions can you do this?
- Does using a run-up help you when you are springing? How?

Teaching considerations

Perform springing and landing forwards, backwards, sideways and with a turn.

It is unsafe to land sideways from a height as this exerts a force on the legs that can injure the ankles, knees and hips.

A spring forward will gain greater distance than a spring sideways or backwards.

A fast run-up will assist a spring for distance as the speed gained helps to carry the body forwards. A fast run-up is not as useful for achieving a high spring.

Good arm action assists with gaining height or distance when springing and contributes to a more balanced and controlled landing.

Springing requires power. As power takes time to develop, students will need plenty of time to practise springing actions.

To emphasise the importance of the use of arms, ask students to jump high and long using their arms and then not using their arms. Discuss the difference.

- Students develop different combinations of springing and landing without equipment in response to the teacher's challenges, such as:
- Show me how to spring from one foot sideways and land on two feet.
 - Show me how to spring for height from two feet and land on two feet.
 - Show me how to spring from two hands and two feet to two feet.

Focus questions and other challenges could include:

- From which body parts can you spring?
- On which body parts can you land?
- Show me how you can spring from two body parts to land on one.
- Show me how you can spring from one body part to land on two.
- Show me some interesting combinations of springing and landing.
- Show me how you can include a change of direction in your springing and landing.

Teaching considerations

Students can spring from and land on hands, feet or combinations of these.

Students can change direction to move forwards, backwards or sideways.

See Resource Sheet 2 for more ideas for springing and landing.

Exclude any activities that appear unsafe.

Landings that require students to roll or land on their backs on a crash mat are beyond the scope of this module.



- Students discuss the springing and landing techniques needed for different sports. They experiment with different springing and landing techniques using a variety of arm positions to simulate landings in some of the sports identified. They also consider springing from and landing on different body parts and create new ways of springing and landing.

Focus questions could include:

- What springing action would a downhill skier use? a high-board diver? a high jumper? a long jumper?
- How do the arm actions differ for these sports?
- Why are they different?

Teaching considerations

Using arms when springing helps create good lift and also contributes to a more balanced and controlled landing.

Landing awkwardly can cause injuries such as broken bones or sprained ankles.

The most favourable body parts on which to land are the hands, feet, or hands and feet together. It is unsafe to land on the bottom, knees, elbows, head or back.

Safe landing techniques are useful if you fall off a bike, are slide tackled in soccer, trip over in ice-skating or in-line skating, or slip while rock climbing.

► Students experiment with using good springing and landing techniques as they move in a variety of ways using pieces of equipment such as beanbags, ropes, hoops or any other easily portable gymnastic equipment. Variations could include springing and landing:

- to and from objects;
- over, under, between, along, through, onto, off, up to or down from objects;
- forwards, backwards or sideways;
- changing arm positions — for example, to the side, above the head or out in front (this is the most stable and correct position);
- changing the body position in the air — for example, jump and turn in the air using a quarter turn, half turn, full turn (advanced) or two full turns (advanced).

Focus questions or challenges could include:

- Show me some ways you can spring using the equipment.
- Show me some ways you can land using the equipment.
- Use the equipment to show me some safe and interesting combinations of springing and landing.

Teaching considerations

Refer to Resource Sheet 2 for activities for springing and landing using equipment.

Setting up equipment in a circuit is a useful strategy for this activity as it allows for continuous activity of students. Ensure there are as many pieces of equipment as there are students so that all students are occupied during the activity.

Landing sideways from a height is an unsafe variation of this activity.

Ensure all students are visible when supervising this activity.

► Students use communication, cooperation and decision-making skills as they work with a partner to modify springing and landing actions so that they can perform them as a pair. They also consider variations of springing from and landing on different body parts and create new ways of springing and landing safely as a pair.

Teaching consideration

Variations of springing and landing with a partner could include springing alternately or simultaneously in similar directions or in opposite directions.

► Students collaborate in small groups of three to five to develop springing and landing variations, which the group performs.



Teaching considerations

To stimulate ideas for variations of springing and landing in the preceding activities, students could recall springing and landings identified in different sports. For example, students could imitate a downhill racing skier braced in a crouch position to soften landings along the way. Other ideas include a parachutist landing; a surfer bending the knees as he or she hits the bottom of a wave; a sport aerobics athlete landing safely with a prone fall and using the hands to take his or her weight; a gymnast landing on his or her feet after dismounting the bars; and a gymnast landing on his or her hands as he or she reaches for the pommel horse while vaulting.

Remind students of the safety rules relating to springing and landing.

Photographs from magazines or books may be useful stimuli for this activity.

- ▶ Students practise springing and landing, including assisted springing using a variety of body parts, in different directions and using various pieces of equipment.

Teaching considerations

Arrange springing and landing activities in a circuit.

See Resource Sheet 3 for examples of activities involving assisted springing.

Supervise the activity in a position from which all students in the circuit can be seen.

Include enough circuit stations so that all students have an appropriate amount of time on each task.

Activities appropriate for assisted springing include straight jumps, star jumps, tuck jumps and pike jumps.

Allow students to practise springing and landing skills until they master them before introducing equipment such as a beatboard to assist with spring.



BALANCING AND LOCOMOTION

Developing an understanding of balancing and locomotion, and exploring these movement patterns with and without equipment

- ▶ Students discuss what they understand by the terms 'balance' and 'locomotion' before they demonstrate some balancing and locomotion activities without equipment.

Focus questions or challenges could include:

- What does a balance look like?
- How can you tell when you are balancing?
- When are you not balancing?
- Which body position provides the most stable balances?
- Which body position is the least stable in a balance?
- What are the features of a good balance?
- Show me how you can balance on your feet/bottom/knees.
- What is a locomotion action?
- What are some ways that you use locomotion every day?
- What different body parts can you use as bases for locomotor activities?
- Show me some different locomotor movements.
- Show me some unusual methods of locomotion.



Resource
Sheet 1

Teaching considerations

Refer to Resource Sheet 1 for definitions of balance and locomotion.

Highlight the features of good balance, which include:

- having a wide base with as many points of contact with the ground as possible — for example, hands, feet, bottom, knees;
- keeping the body as low as possible — that is, as close to the ground as possible;
- keeping weight centrally over the bases of support.

Do not allow students to balance on their heads.

Walking, running, skipping and galloping are examples of locomotion. Other forms of locomotion include travelling on the front, side or back of the body; hands and feet; hands and knees; elbows and knees; and any other such combinations.

- ▶ Students discuss which sports and everyday activities require good balance and locomotion and why it is important to balance and move safely.

Focus questions include:

- What sports or games require good balance?
- What everyday activities require good balance?
- What sports require fast locomotion? slow locomotion? unusual locomotion? locomotion in different directions?

Teaching considerations

Emphasise to students that most sports require balance. Examples of sports or activities that require good balance include gymnastics, ballet, circus trapeze, surfing, figure skating, horse riding, skiing, kayaking, snow boarding, rock climbing and ropes courses. More common sports, such as tennis, soccer, squash and netball, also require good balance.

Everyday activities that require good balance include walking, climbing steps, climbing up and down ladders, using playground equipment, walking on slippery floors and standing still.

- ▶ Students balance on their feet on a line and intentionally move to the point of being unbalanced. Students experiment with ways to regain balance. They discuss how 'getting low', keeping their weight over their feet or keeping their feet wide apart helps them balance.

Focus questions could include:

- Once unbalanced, how can you recover to a balanced position?
- What effect does quickly getting as low as possible have on recovering your balance?
- Does getting low help you to recover your balance? Why?
- What must you do to regain your balance?
- What difference does having your feet wide apart make?
- What body parts must be above the base of support to balance?

Teaching considerations

Regaining balance does not require students to swing or circle their arms.

The centre of gravity is usually around a person’s navel.

Adopting a low position with the navel above the base of support will enable students to regain their balance.

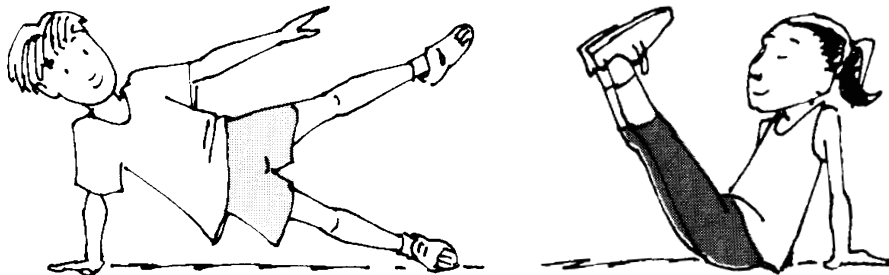
Students could try the same activity with their eyes closed or standing on tiptoes.

- ▶ Students practise regaining their balance after moving their bodies into an unbalanced position. They use a variety of bases — for example, one leg, one arm and one leg, two arms and one leg, and elbows and feet.

Teaching considerations

Students should not balance on their heads in any circumstances.

Avoid balances, such as shoulder stands, which place pressure on the neck.



- ▶ Students move from one balanced position to another, first with their eyes open then with their eyes closed, while maintaining control of their balance. They develop a sequence of four different balances using different bases and move in a controlled manner from one to the other. They are challenged by the teacher to show how they can:

- perform two different balances and then move in a controlled way from one balance to the other;
- do this slowly and with control;
- do this quickly and with control;
- do this with their eyes closed.

- ▶ Students perform balancing and locomotor activities specified by the teacher (see Resource Sheet 4). They then explore ways of varying these actions.

Focus questions or challenges could include:

- In what ways can you vary this balance? Show me some variations.
- Which balances are easily ‘broken’? Which are more stable?
- Why do you think some balances are more stable than others?
- How can you improve the balance or make it easier?
- How can you vary this locomotor activity? Show me some variations.



Teaching considerations

Some common forms of locomotion include running, hopping, skipping, galloping, chasséing, bounding and leaping.

Locomotion on the hands is not common; however, in locomotor activities students can use a variety of body parts. Suggest animal walks to help students create locomotion using different body parts.

► Students modify balancing and locomotor actions used in the previous activity so that they can be performed with a partner or in small groups of three to five. They use communication, cooperation and decision-making skills to decide upon the modifications.

Focus questions could include:

- How did you modify the balance/locomotor action so that the pair/group could perform it together?
 - What variations can you create with your partner/group?
 - What processes did you go through to decide upon the variations?
 - How does cooperation help you to perform the task?
 - What communication skills did you use?
 - What cooperation was needed to perform this balance safely?
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Teaching considerations

See Resource Sheet 5 for examples of partner and group balances.

Challenge students to perform partner balances on a line, a low beam or some other narrow area.

To add variety to balancing activities, increase the group size and have students change balances or swap places.

► Students perform basic locomotor activities specified by the teacher in a defined area. They perform these activities with and without hand-held equipment. They also identify a range of sports or activities that involve the use of hand-held equipment and demonstrate some of the locomotor movements required in these sports or activities.

Focus questions could include:

- How does the locomotor pattern change when you use equipment?
 - In what sports or activities would you need these skills?
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Teaching considerations

Hand-held equipment that could be used in these activities includes balls, ropes, hoops, ribbons, bean bags and sticks.

Most ball and court sports require participants to use locomotor actions while manipulating equipment — for example, basketball, hockey, water polo and cricket.



**FACTORS
INFLUENCING
PARTICIPATION****Developing an understanding of how people and the availability of facilities influence choices relating to physical activity**

► Students list games, sports or other physical activities they would like to try that involve springing and landing. They indicate those sports or physical activities in which their participation is restricted because of the availability of facilities or because of the decisions that other people make. They discuss their responses with a partner before sharing them with the whole group.

Focus questions could include:

- Why do some people decide not to participate in physical activities?
- How does access to facilities influence a person's participation in physical activities?
- In which physical activities are you prevented from participating due to the lack of facilities?
- For which physical activities do you have facilities available but still choose not to participate?
- What other factors affect your decisions to participate in physical activity?
- How do the decisions made by others influence your ability to participate in physical activities?
- What influence do other people have on your participation in physical activity?
- How can others' actions limit an individual's options to participate in physical activities?

Teaching considerations

Examples of the availability of facilities limiting participation include:

- playground equipment with a landing surface that is unsuitable for particular activities;
- insufficient matting at a school restricting participation in gymnastics;
- location of snow fields limiting participation in snow skiing;
- availability of appropriate tracks limiting participation in BMX riding.

Examples of decisions that influence participation include those about:

- activities in which to participate or whether to participate at all;
- facilities to be developed in schools and communities;
- suitability of some activities for themselves or others.

Planning

FORMULATING INDIVIDUAL AND GROUP SEQUENCES

Planning and practising individual and group sequences that require combinations of springing and landing, balancing and locomotor patterns with and without equipment

- ▶ Students create and practise a sequence that involves:
 - springing, landing and using two balances;
 - use of one piece of floor equipment or hand-held equipment.
- ▶ Students work in small groups of three or four to plan and practise a sequence that:
 - includes three different landings and two forms of locomotion;
 - demonstrates three different balances;
 - does not require the use of equipment.
- ▶ Students work in groups of seven or eight to create a movement sequence that combines an action chosen by each participant. Each student chooses and demonstrates a springing, landing, balancing or locomotor movement from a sport or other physical activity for the group to perform — for example, jumping to mark a ball in Australian Rules or jumping to hit a smash in tennis. These actions form the basis of movements to be included in the group sequence.

The group cooperates to decide how to combine these actions to create a sequence that shows various balances, springing and landing movements and forms of locomotion. The group may also use pieces of floor equipment, hand equipment or accompaniment to enhance their sequence. The group practises the sequence to refine their performance.

Focus questions could include:

- What sporting movements could you use that involve springing and landing?
- What sporting movements could you use that involve balancing and/or locomotion?
- What steps did you go through in deciding upon a sequence?
- Were the ideas of all group members considered and/or incorporated? If so, how? If not, why not?
- Can you change your body positions or the directions in which you travel to enhance the sequence?
- How could you rearrange the sequence so that the movements flow more smoothly?
- How could you modify the movements and balances to include the use of equipment?

Teaching considerations

Sequences are not to include balances that require one student to balance on another as in a pyramid or any other supported balances.

Students should have control over their own actions/movements.

Inform students that other groups will observe and provide feedback on their performance.

Accompaniment could be body percussion, music, percussion instruments or voice.

Acting

PERFORMING INDIVIDUAL AND GROUP SEQUENCES

Performing movement sequences of combined activities that meet the requirements of set tasks

- ▶ Students perform the individual sequence they developed in the planning phase for others to observe.

Teaching considerations

Have a number of students perform their sequences at the same time. They should perform their sequence more than once.

Encourage observers to provide positive feedback. This may need to be modelled.

- ▶ Small groups of students perform the sequence that includes landings, locomotion and balances that they developed in the planning phase.

Teaching consideration

Feedback from others should include comments on whether or not groups have fulfilled the requirements of the task and how well the sequence flowed.

- ▶ Students, in their groups of seven or eight, perform the movement sequence created in the planning phase that combines sports actions chosen by each member of the group. The group explains the decision-making process they used to create the sequence.

Teaching consideration

Feedback from peers could be used to modify or refine group performances.

Reflecting

FEEDBACK AND REFLECTION

Providing feedback on communication processes and skill performances

► Students reflect on and discuss their performances and those of their peers.

Focus questions could include:

- What safety principles were applied in the sequence?
- What helped students/groups to maintain balance?
- Did the group show good control of their movements?
- How could the performance have been improved?
- How well did the sequence meet the requirements of the task? What are some examples of this?

► Students discuss group processes and interpersonal skills, including how decisions were made, what negotiation took place in formulating a group sequence, how cooperation contributed to the outcome and how problems were solved.

Focus questions could include:

- Did your group cooperate and communicate effectively? Why?
- What evidence did you see of good communication and problem solving within your group and within other groups?
- What processes did you use in the group discussion?
- What rules of conversation did you follow?
- What part did listening play in your reaching a decision?
- What negotiation took place?
- How did the group make decisions?
- What problems needed solutions?
- How did you reach a solution?
- How did cooperation help the process?

Glossary of terms for teachers

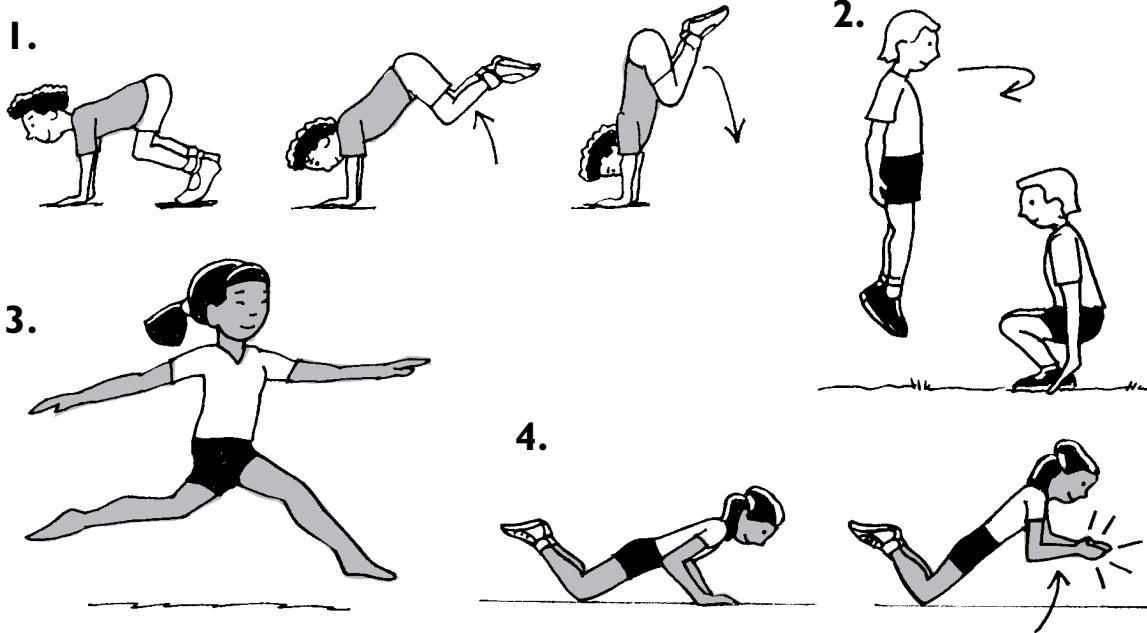


Assisted spring	Where spring is improved by the use of a device, such as a beatboard, or with the assistance of a partner.
Balance	A state of equilibrium that refers to a constant state of motion — being still, which is static balance; moving, which is dynamic balance.
Centre of gravity	The ‘weight centre’ of the body — that is, the point at which the force of gravity is centred in the body.
Hand equipment	Small apparatus that can be carried, rolled, thrown or balanced — for example, hoops, ropes, balls, ribbons, bean bags.
Landing	The controlled arrest of a body’s descent. Landings occur from every apparatus including the floor. A person may land on the feet, the hands, combinations of the feet and hands or over a larger area of the body as in a controlled fall.
Locomotion	Travelling using various bases of support — for example, running (feet), crawling (hands and knees).
Movement vocabulary	The range or scope of different movements a person can consistently perform to a high standard.
Pike position	Legs are straight and the body is bent at the hips.
Springing	Using the power of the legs and/or arms to move the body away from a position or object, usually to provide lift — for example, jumping.
Stability	The body’s resistance to movement from a position of equilibrium — for example, sitting is a more stable position than balancing on one foot.
Star jump	Arms and legs are straight but stretched away from the centre of the body.
Static	Being at rest or equilibrium. A stationary student is a student in equilibrium. Such a student’s centre of gravity is at rest.
Straddle position	Legs straight but apart.
Support	Any position where the shoulders are above equipment — for example, supported shoulder stand.
Tuck position	The body is bent at knees and hips.

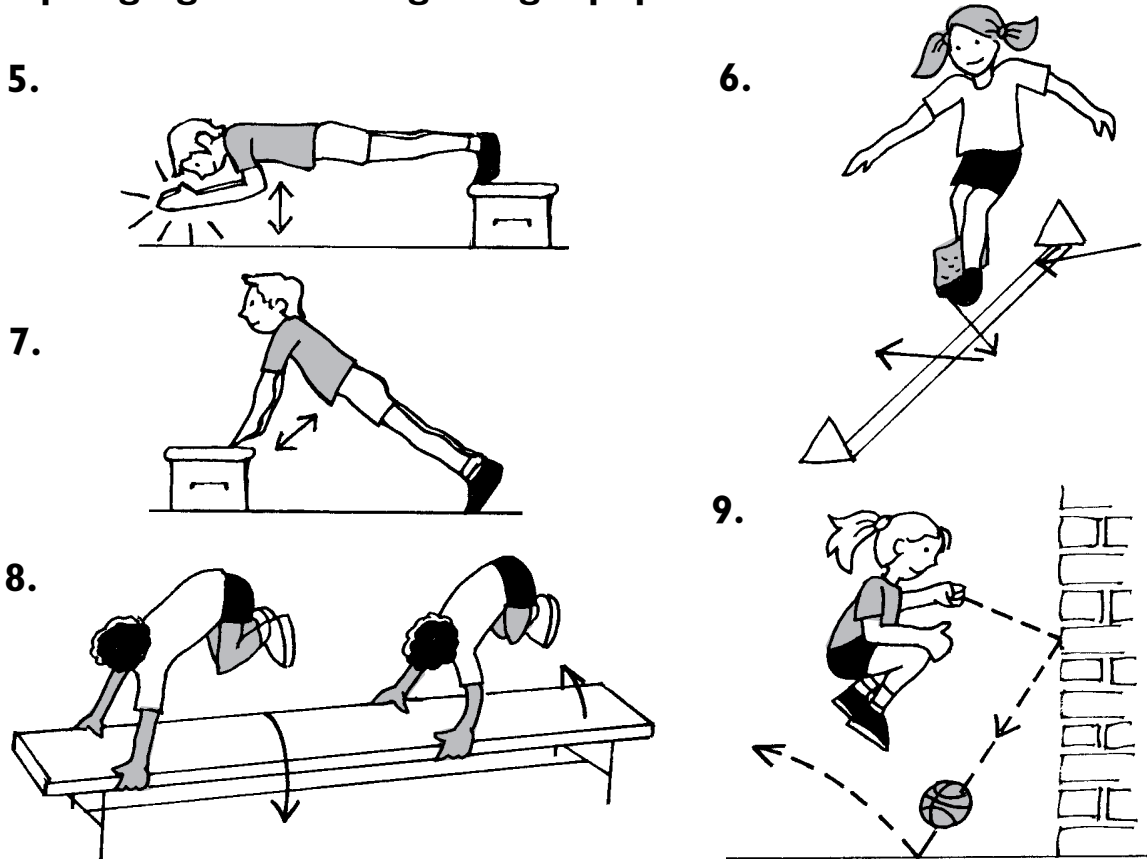
Springing and landing with and without equipment



Springing and landing without equipment



Springing and landing using equipment

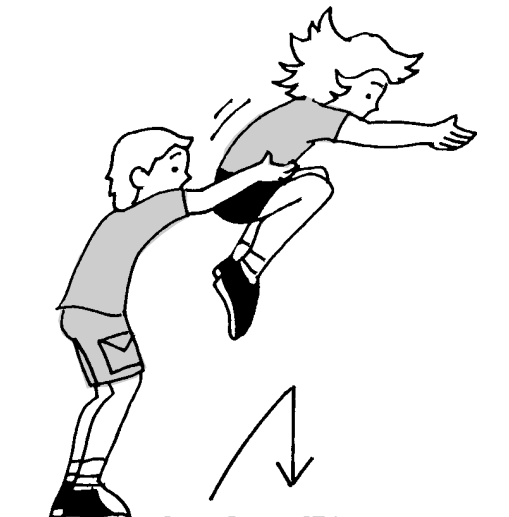
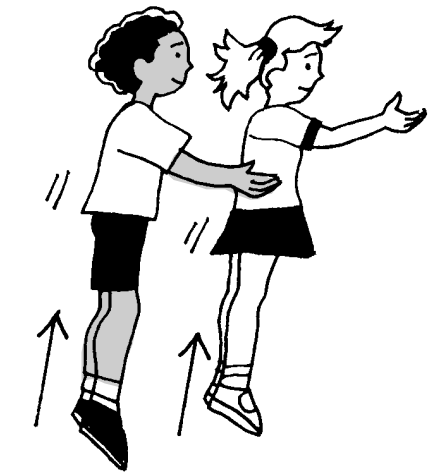
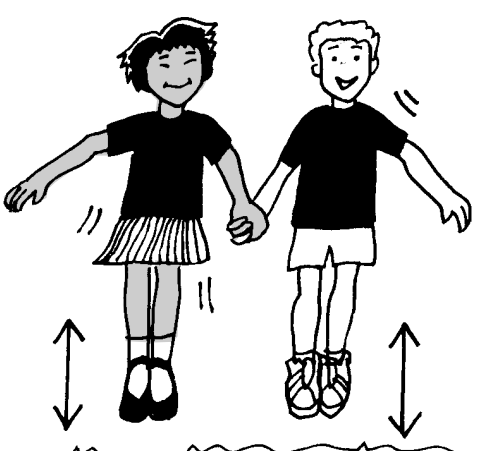

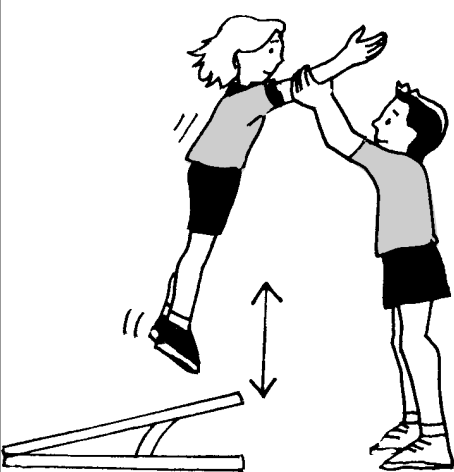
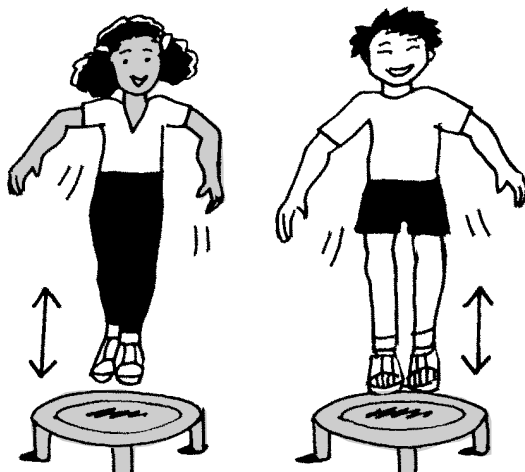


Source: Figures 1, 4, 5 and 7 adapted from Schembri, G. 1983, *Introductory Gymnastics: A Guide for Coaches and Teachers*, Australian Gymnastics Federation Inc., Melbourne, pp. 43, 124; figures 6 and 8 adapted from Australian Gymnastics Federation Inc. 1998, *Level 1 Gymnastics Accreditation Course*, Melbourne.

Assisted springing activities



FANTASTIC GYMNASTICS • MIDDLE PRIMARY

 <p>One partner assists</p>	 <p>Both jump, hold hips</p>
 <p>Hold hands</p>	 <p>Hold a rope</p>
 <p>Using a beamboard</p>	 <p>Using rebounders</p>

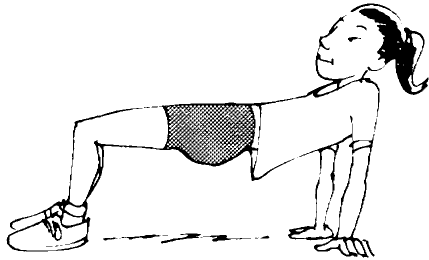
Source: Adapted from Schembri, G. 1991, *Aussie Gymfun*, Australian Gymnastics Federation Inc., Melbourne, pp. 115, 119.

Balancing and locomotor activities

R4

Resource Sheet 4

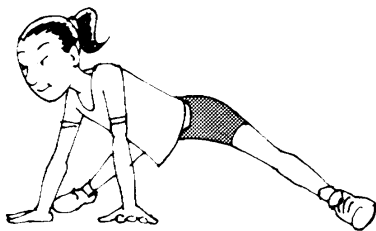
FANTASTIC GYMNASTICS • MIDDLE PRIMARY



Bent body rear support



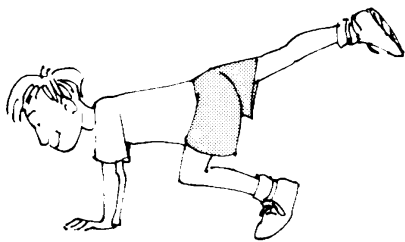
Tuck sit



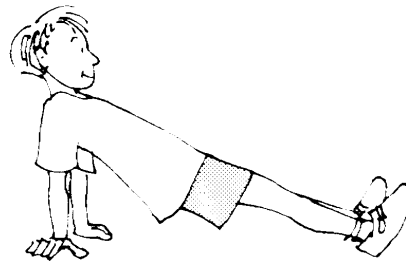
Supported straddle stand



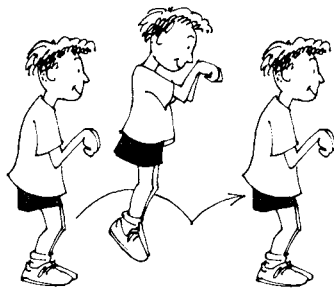
Arabesque



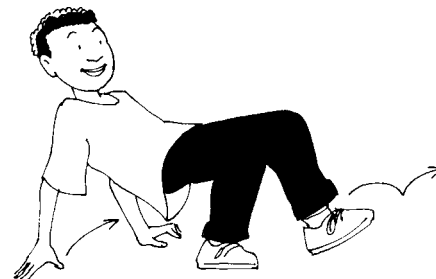
Scorpion stand



Rear support



Kangaroo



Crab



Bear

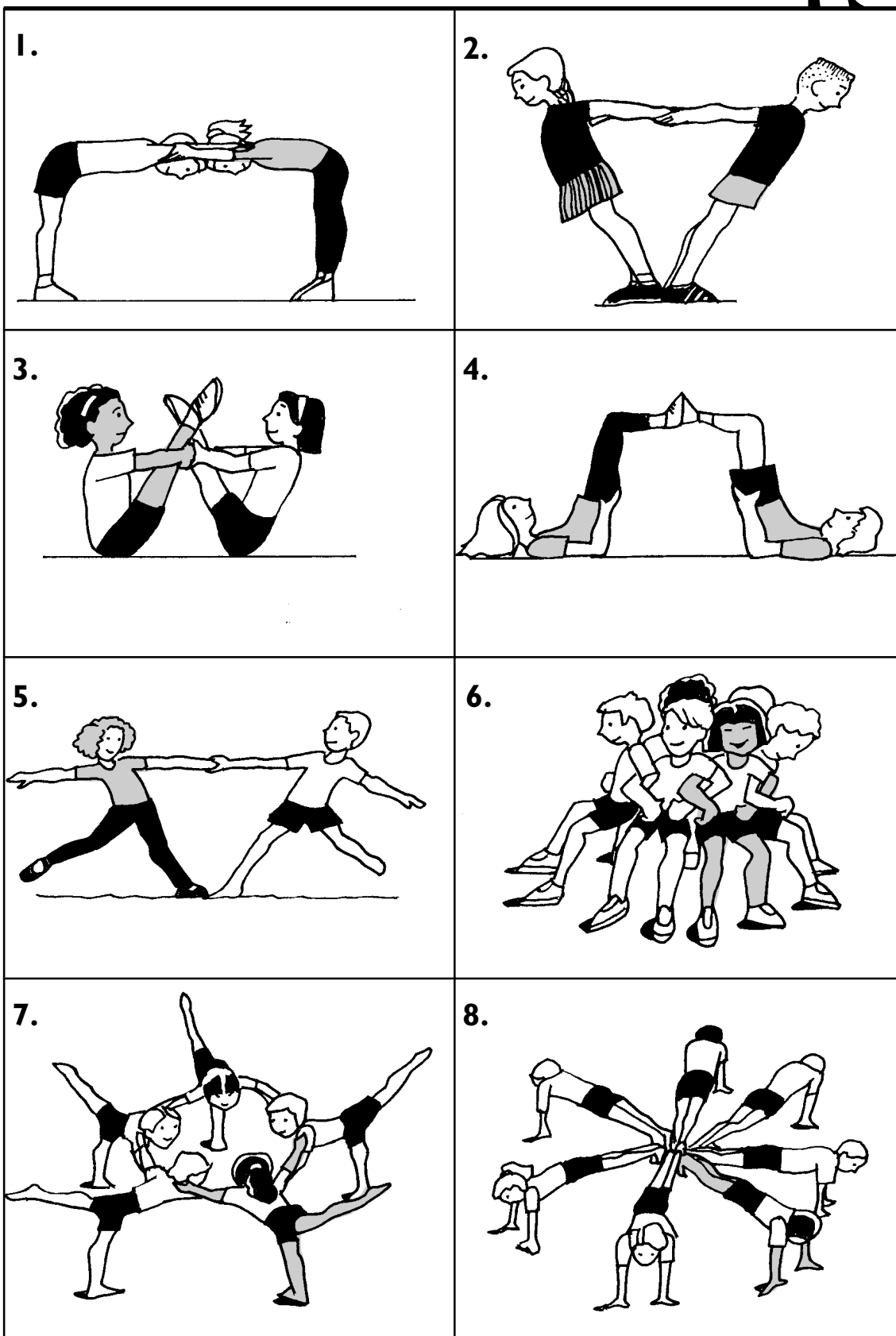
Source: Adapted from Schembri, G. 1991, *Aussie Gymfun*, Australian Gymnastics Federation Inc., Melbourne, pp. 102–103.

Partner and group balances

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Resource Sheet 5

FANTASTIC GYMNASTICS • MIDDLE PRIMARY



Source: Figures 1–5 adapted from Schembri, G. 1991, *Aussie Gymfun*, Australian Gymnastics Federation Inc., Melbourne, p. 165; figures 6–8 adapted from Schembri, G. 1983, *Introductory Gymnastics: A Guide for Coaches and Teachers*, Australian Gymnastics Federation Inc., Melbourne, pp. 62, 73, 75.

Additional information for teachers



How to teach gymnastics to beginners

- Emphasise a workable combination of skill demands and physical demands. Always increase the physical demands at the expense of skill demands.
- Appropriate teaching strategies will enable you to make relatively simple skills physically challenging and, therefore, beneficial to the students' health.
- Before teaching a major new skill, set students the task of doing a relevant pre-test.
- Students can become frustrated in their attempts to master a skill because they lack the necessary strength, endurance or flexibility. All of these abilities will improve with time and effort.
- Do not rush the learning of skills if the student is not physically prepared. If a student is having trouble:
 - go back to a simpler activity;
 - modify the apparatus;
 - offer some physical assistance.

Incorporating gymnastics in warm-up activities

Using the warm-up and cool-down periods in each lesson to introduce and reinforce some of the concepts presented in this module can save time and improve effectiveness of instruction — for example, the warm-up can incorporate gymnastic-type variations to traditional games, such as the following for 'Stuck in the mud':

- *Springing and landing version:* When tagged, students spring and land softly ten times before being free to move again.
- *Balancing version:* When tagged, students hold a balance on one leg until someone runs around them to release them from the 'mud'. Vary the balance to be on tiptoes with eyes open or closed.
- *Locomotion version:* When tagged, students may only move in a prescribed manner, such as hopping, skipping, galloping or 'crazy' walking.

Acknowledgments

Grateful acknowledgment is made to the following organisation for granting permission to use copyright material:

Australian Gymnastics Federation Inc. for material from *Introductory Gymnastics: A Guide for Coaches and Teachers*, 1983; *Level 1 Gymnastics Accreditation Course*, 1998; *Aussie Gymfun*, 1991.

This sourcebook module should be read in conjunction with the following Queensland School Curriculum Council materials:

Years 1 to 10 Health and Physical Education Syllabus

Years 1 to 10 Health and Physical Education Sourcebook: Guidelines

Health and Physical Education Initial In-service Materials

ISBN 0 7345 2044 1

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