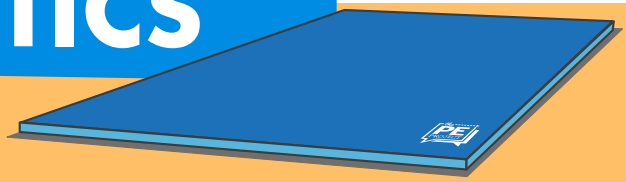
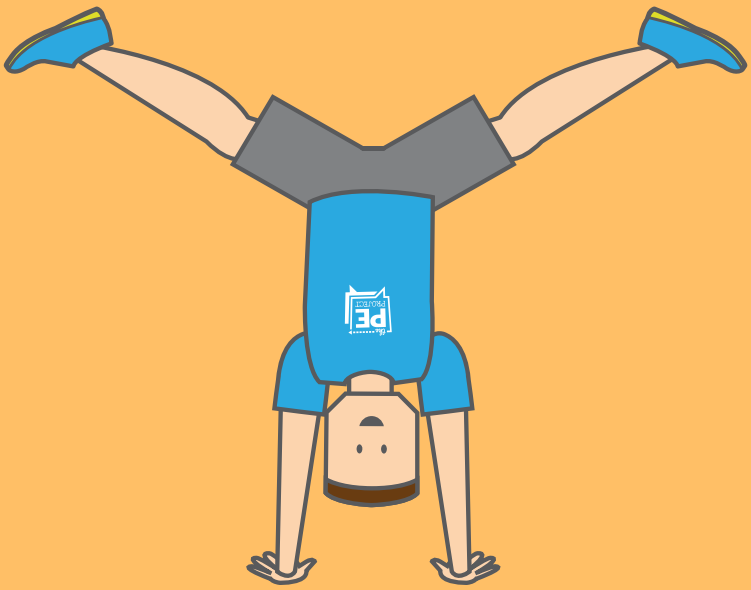
[SAMPLE PACK]

the PE PROJECT

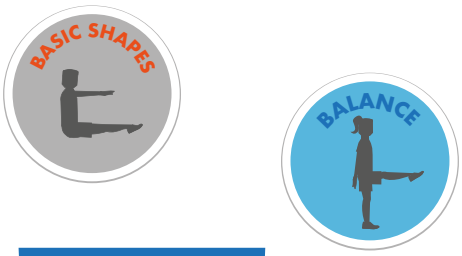
GYMNASTICS PACK



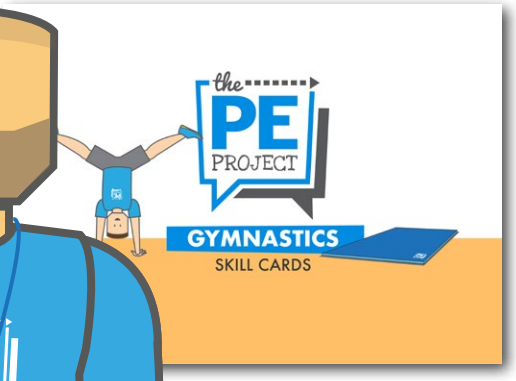


WELCOME

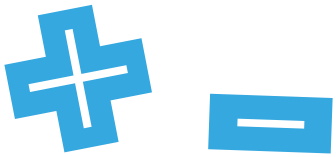
Hi there from the PE Project! We've gathered the best **Gymnastics** activities to help you deliver engaging lessons where students can develop basic shapes, travelling movements, balances, jumps and rolls. Whilst also learning to cooperate with others. Here at the PE Project we believe in digging deep from the expansive well of PE pedagogy in order to help our students make exceptional progress. In this pack you will find a range of additional content such as skill cards, questions, differentiation, activities for non-doers, and assessment criteria for different age groups. Whether teaching elementary, middle-school or high-school we know you'll find something for all!







Teaching points





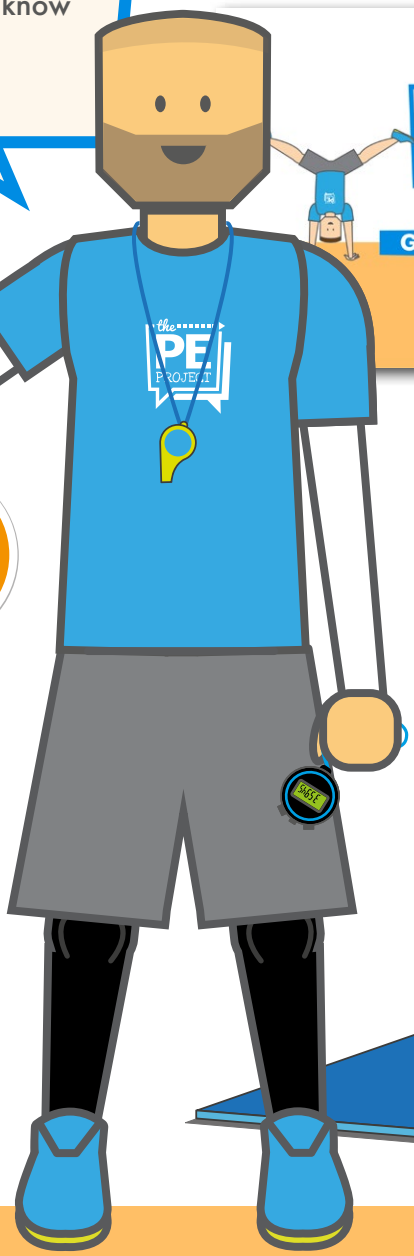


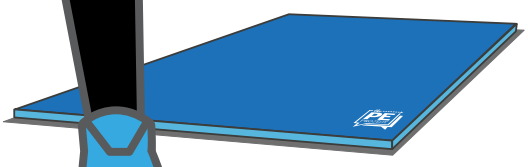




Indicators for age group most appropriate for;

- **Elementary**
- **Middle-school**
- **High school**





Gymnastics Skill Categories

Basic Shapes

BODY SHAPE

LYING
- Straight shape
- Star shape
- Dish shape
- Arch/hollow Shape

SITTING
- Long sit/Pike
- Pike fold
- Straddle sit
- Straddle fold
- Tuck shape

HANDS & KNEES/ FEET
- Angry Cat/ Happy Cat
- Front support (press up pos.)
- Back/rear support (triceps dip pos.)

Exploring Shapes

- Stretching
- Curling
- Twisting
- Turning
- Wide
- Long

Travelling

WALKING
- On tip toes
- On heels
- Pigeon walk

- Crawling
- Crawling soldiers
- Skipping
- Hopping
- Bouncing
- Galloping
- Side step
- Running
- Crossover
- Slide (tuck shape to pike)
- Side step w/drag
- Starting, Stopping and Stillness skills
- Range of speeds (slow, fast, accelerate, decelerate)

Balancing Balance

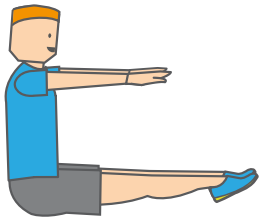
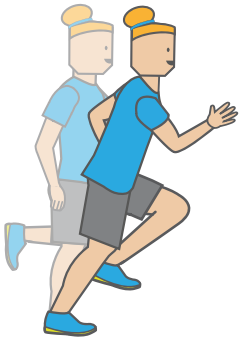
- One foot
- Leg forward
- Leg backward
- Leg high bwrd/ Torso fwd
- Arabesque (table)
- One knee balance (resting on two hands)
- Gluteal Bridge
- Bridge (hands)
- V sit
- Straddle V sit
- Hip balance
- Shoulder stand

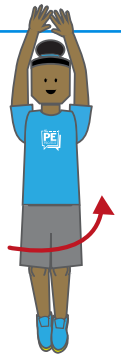
Flight

- Jumping 1-2 feet
- Jumping 2-1 feet
- Bunny hop (2-2 feet)
- Hopping (1-1 feet)
- Landings (2&1)
- Star jump
- Tuck jump
- Arched jump
- Pin jump
- Half/full twist
- Leaping
- Squat on/ through vault
- Straddle on/ over vault
- Into/Out of,onto, across and over obstacles and platforms

Rotation

- Log roll (arch to dish)
- Pencil roll
- Circle roll (teddy bear roll)
- Rocking (on to back/shoulder)
- Rocking to standing
- Forward Roll
- Low kneeling side roll
- High kneeling side roll
- Cartwheel
- Shoulder roll (shoulder stand, look at feet to ground)




Activity: ROUTINES

10 - 15 mins

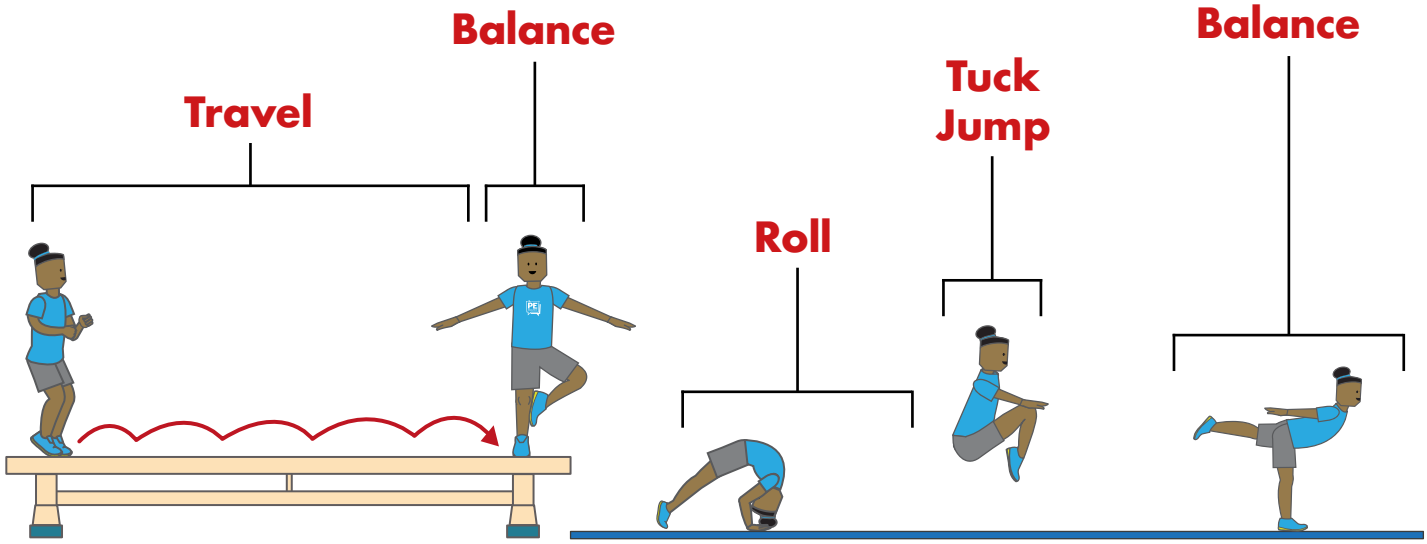
Equipment:
Mats, various apparatus

Space:
Large open space

+/- More/less equipment

Description: Pupils are in pairs or groups of three and are assigned a mat or station each. Teacher sets them a challenge to create a simple routine, such as "travel, balance, roll, flight, balance". Pupils work with their groups to create a routine, using their best skill in each movement. Pupils can initially start with just mats, then progress to having a bench, then a table etc...

Groupings: 2-3's



Teaching points

- Take turns performing the sequence
- Share ideas and encourage good technique
- Look for ways to make the sequence flow
- Pupils must make a simple routine that includes 4-5 movements
- Individual sequence incorporating each of the 3 rolls.

Questions

- What movements can you use to create this sequence?
- How can you move smoothly from one movement to another?
- Why did you choose those particular movement in your sequence?

Activity: STUCK IN THE MUD WITH GYMNASTICS

3 - 6 mins

Equipment: Pinnies

Space: Large open space

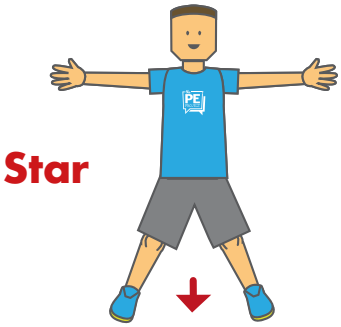
+/- More/less taggers

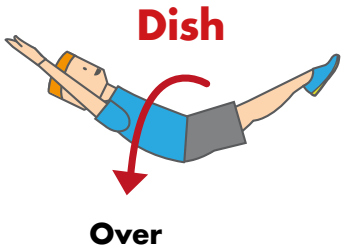
+/- Harder/easier positions

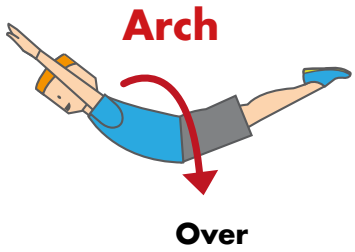
Description: Classic game of tag – select 3-5 taggers which will be wearing pinnies. The rest of the class must try and avoid being tagged. If tagged students have to adopt the pre-chosen gymnastics shape/position which was discussed before the game began. For example, a star shape, front support, dish position, tuck etc. Pupils must also know how to set the person free i.e., can they crawl under, jump over, run around twice etc. Play each round for 2-3 minutes, and introduce different shapes and balances.

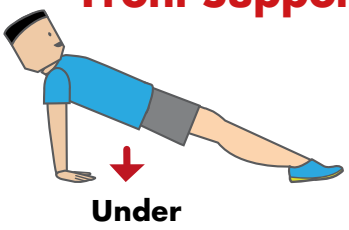
Alternatively: Each tagger can represent a different shape e.g., if tagged by the blue tagger then a star shape must be held, red tagger equals a back support position.

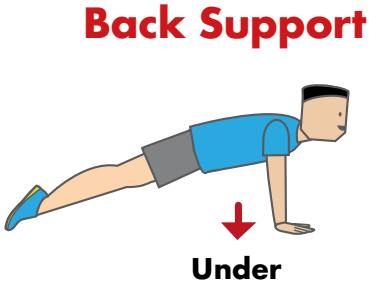
Groupings: Whole-class

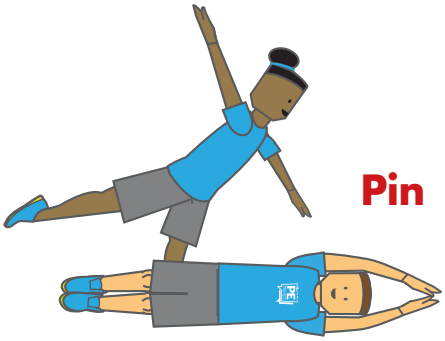












Teaching points

- Run lightly on the balls of your feet
- Maintain a strong, neutral spine
- Watch out for others when rescuing a tagged player

Questions

- What position must you hold when tagged? What should it look like?
- How can you avoid being tagged?
- Why is body tension important when making shapes?

Activity: ALPHABET CHALLENGE

3 - 6 mins

Equipment:
Mats

Space:
Large open space

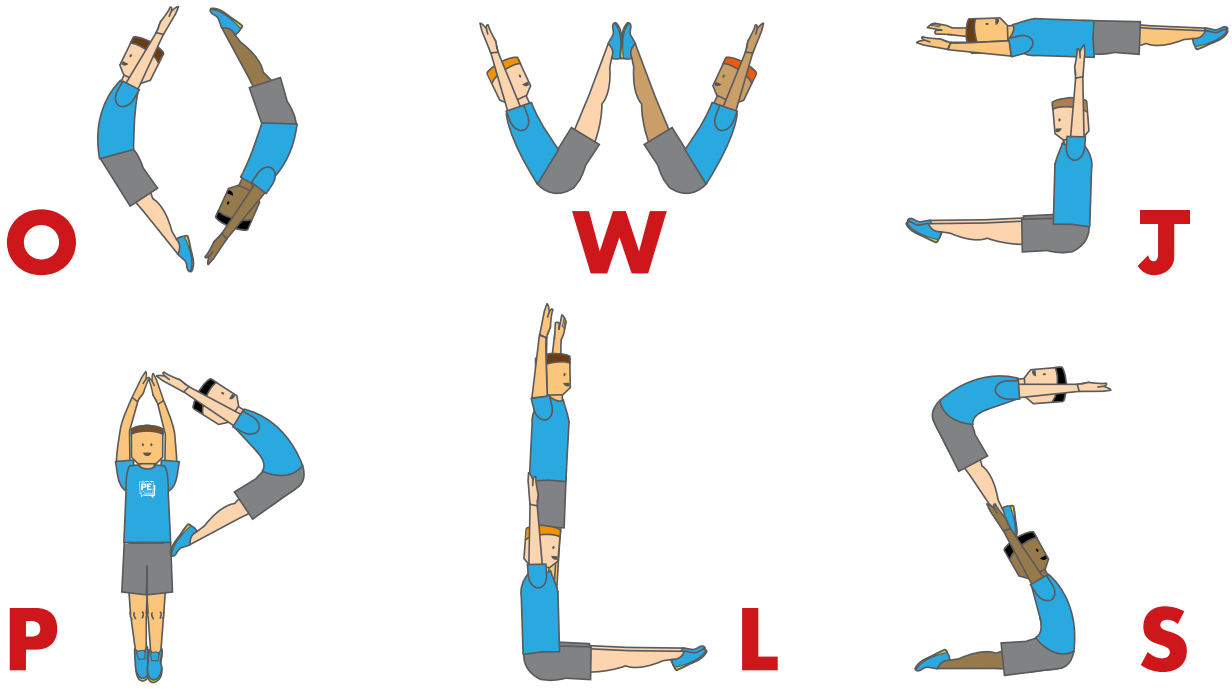
+ Work in pairs or threes

- Give them more time

Description: Pupils listen carefully to the teacher's commands. On "go" they run around the room on the balls of their feet. When the teacher calls a letter i.e., "Show me the letter 'B'", pupils will lie on the floor (or on nearest available mat) and position their body to make that particular letter. Challenge them to make the letter quickly (e.g., 10 seconds or less). To progress, have pupils work in pairs or groups of 3, playing the same game.

Groupings: 2-3

TOP TIP: Use this game to link to one of your learning objectives e.g., by spelling 'tension' or 'cartwheel' etc.



Teaching points

- Run around on balls of feet
- Respond quickly to the teacher's commands
- Demonstrate good body control and tension

Questions

- How difficult was it to make a shape in such a short amount of time?
- What did you feel when you were unable to make the shape in time?
- Which characteristics are important for being resilient?

Activity: STRETCHING & MOBILITY

3 - 6 mins

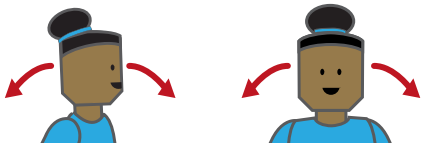
Equipment: None

Space: Large open space

Description: Teacher leads the class through a range of stretches after students have finished a pulse-raising activity. As students' progress through the unit, have them lead their own stretches using the skill cards.

Groupings: 2-3

1. Head Mobility



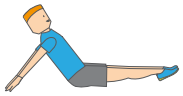
- **Head forwards and back** - Gently bring head down, chin to chest. Then slowly bring head back and look up.
- **Head side to side** - Gently move head from side to side several times.

2. Shoulder Mobility

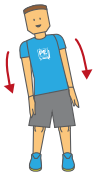
- **Standing one arm circles** - Perform single arm circle, bring arm all the way up to ear, behind and back round. 5-10 times on each arms.



- **Kneeling both arms together** – Sitting on heels, perform arm circles with both arms simultaneously.
- **Shoulder splits** – start by sitting on bottom in a long sit position. Place hands on the floor behind body and slowly walking hands as far back as comfortable. Keeping arms straight. The aim is to get shoulders as close to the floor as possible.

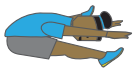


3. Trunk Mobility



- **Side bends** – standing up tall, arms by sides, gently lean to one side, sliding arm down thigh towards knee. Go as far as comfortable, then return to starting position and repeat on the opposite side. Repeat several times.

3. Trunk Mobility cont...



- **Straddle fold** – sit in a straddle position with hands on the floor in front, arms straight. Gently walk hands forward and fold the trunk forwards. Aiming to bring chest as close the floor as comfortable.

4 - Wrist Mobility



- **Forearm stretch** – On hands and knees, places hands on the floor directly underneath shoulders with arms rotated outwards, fingers pointing towards knees. Then shift bodyweight backwards to increase stretch in forearms. Hold for 10-12 seconds.
- **Wrist rotations** – hands clasped together, gently rotate wrists.



5 – Back Mobility





- **Foot to head, knee to head** – on all fours (hands and knees), slowly lift one leg up and backward as far as possible. At the same time arch back and lift head backwards trying to bring head as close to foot as possible. Return leg to start position and then bring knee towards chest. At the same time round back and bring head as close to knee as possible. Repeat 5-10 times on each leg.



6 – Hip Mobility

- **Hip circles** – standing with feet shoulder width apart, hands on hips. Start by folding trunk sideways and bring your head as far to the ground as possible, then to the middle, back to the other side and back to standing up tall. Repeat 2-3 circles clockwise and anti-clockwise.

7 - Hamstring Mobility



- **Hamstring stretch** – standing with feet together, legs straight. Fold at the waist and bring hands as far as comfortable to the floor.

8 – Ankle Mobility



- **Ankle Rotations** – standing on one leg, perform ankle rotations (both clockwise and anticlockwise) with raised foot. **Alternatively**, have students write the alphabet by rotating their ankles, pretending their big toe is a pen.

Activity: GYMNASTICS SEQUENCE CHALLENGES

10-25 mins

Equipment:
Skill Cards, Mats, Benches, Other Gymnastics Apparatus

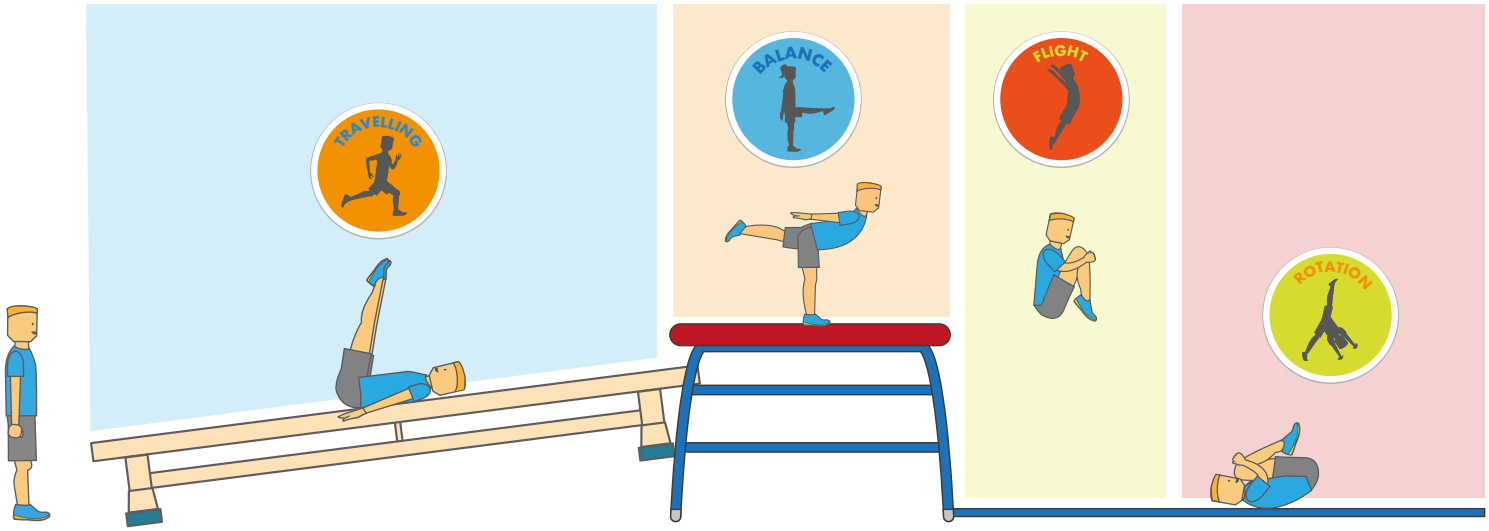
Space:
Large open space

+/- By outcome

+/- Mixed or similar ability pairings

Description: Pupils work in pairs and have a matted area each. Set students a challenge of producing a gymnastics sequence or routine e.g., Balance – Rotation – Flight – Travel – Balance (write this on a board, or provide on a piece of paper). Students can either create the same routine or have different ones. Either way, students help each other and share ideas. They should be encouraged to demonstrate their best/most difficult skill for each. Similar to the exploration challenges activity, use the four stages: 1) Explore 2) Share 3) Refine 4) Showcase. Start off by setting students the challenge with only a mat each. As they progress, add apparatus (one at time) to their station, as they develop and refine their routine. This is a great way to get pupils focused on completing tasks to a high-level and staying focused. You can let students know that those that are on task and working the hardest will have first-choice of which piece of apparatus they would like to use.

Groupings: Pairs



Teaching points

- Demonstrate good posture, strong shapes and body tension
- Flow smoothly from one move to the next
- Use both high and low levels to make performance interesting

Questions

- Why is it important to flow seamlessly from one move to the next?
- What can you include in your routine to make it interesting for the observer?
- How is body tension used to show control in your/partner's routine?

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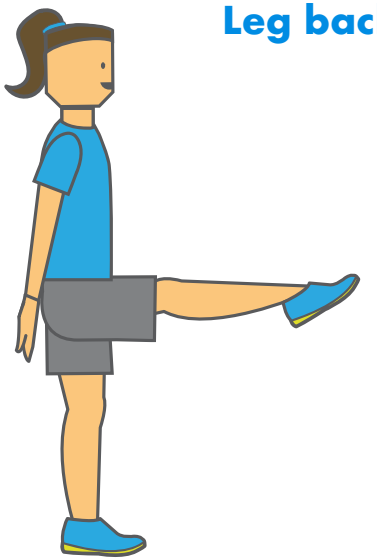
Skill: SINGLE LEG BALANCES



GYMNASTICS SKILL CARDS



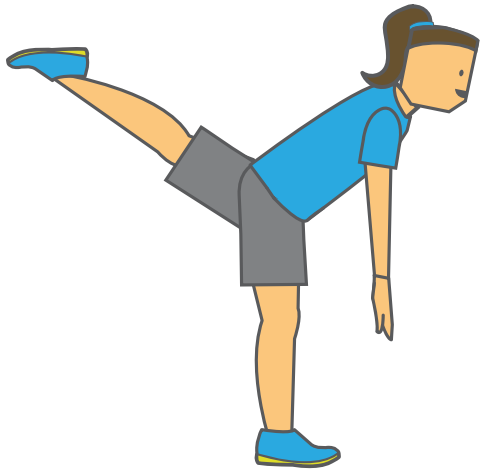
Leg forward



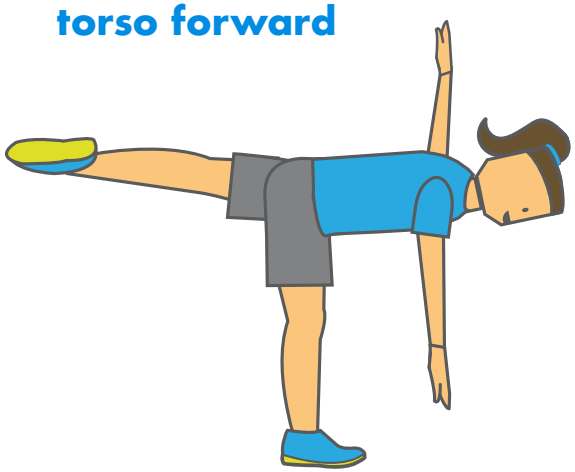
Leg backward



Leg high backward



Leg backward, torso forward



Tree Yoga pose

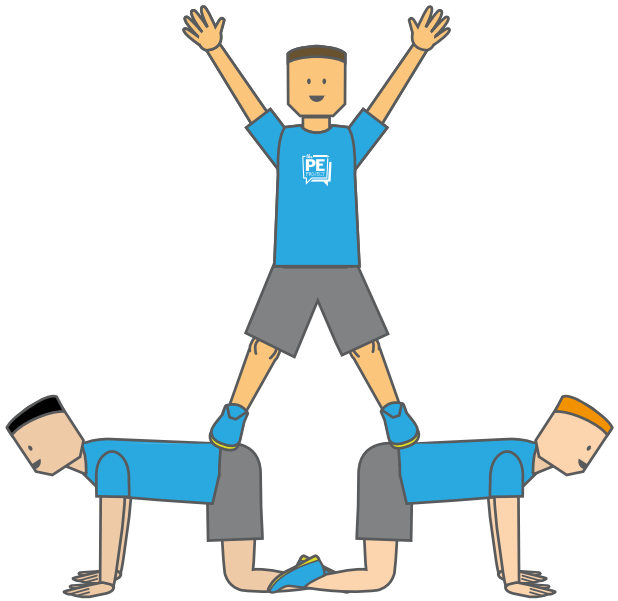


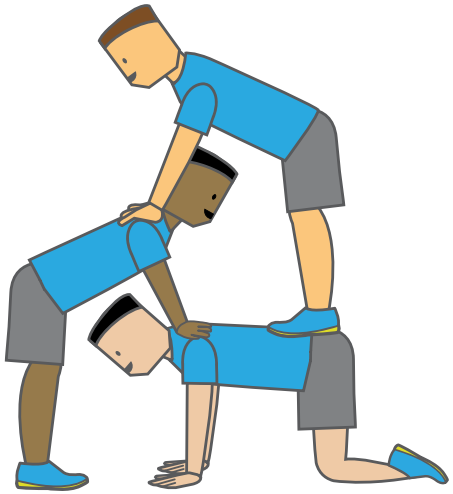
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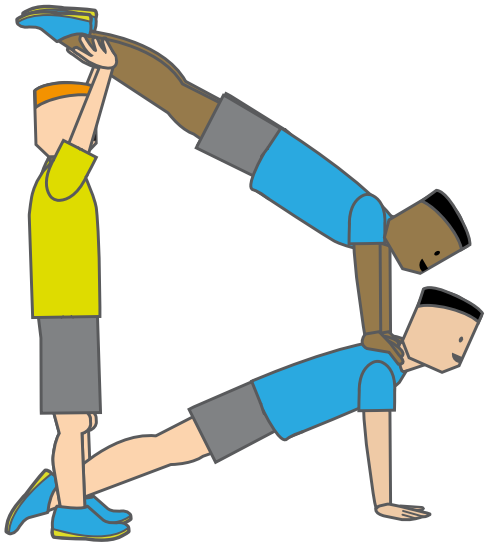


Leg high to the side

Skill: GROUP BALANCES

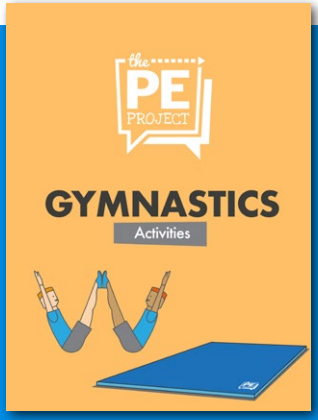


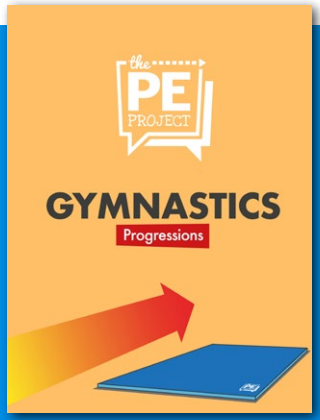


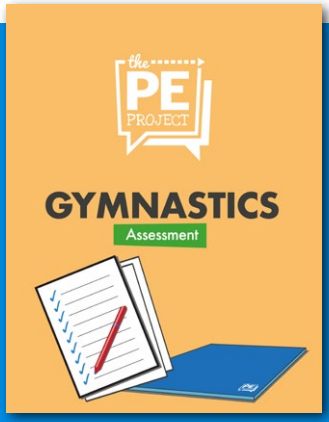


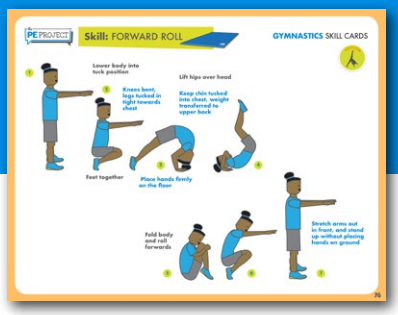


Check out all the different sections in the full pack













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