

# Up Down All Around

## Gymnastics Lesson Plans

*"Gymnastics" redefined for the elementary school*

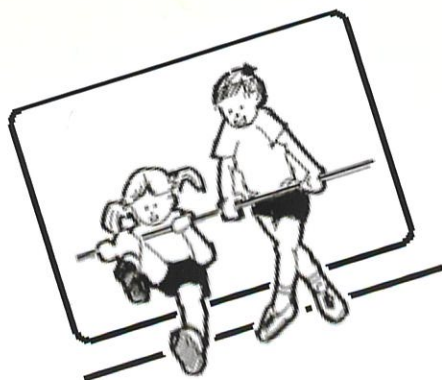
### Welcome

Welcome to Ruschkin Publishing's ©Up Down All Around Lesson Plans.

It is our experience that gymnastics activities are:

- ✓ Easy for teachers to present and
- ✓ Beneficial and enjoyable for students

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### The Logic Behind the Lesson Plans

The three authors of this series have all lectured at Universities and are the authors of the original Canadian, Australian, and New Zealand Federation's introductory texts for coach / teacher education in gymnastics. These publications view *gymnastics* as an umbrella term under which many *sports* and many *activities* are grouped. The *sports* include the 3 Olympic sports of Artistic, Trampoline and Rhythmic Gymnastics plus the non-Olympic sports of Acrobatic and Aerobics. The *activities* are practiced as: educational gymnastics; recreational gymnastics; pre-school gymnastics; display gymnastics, and applied gymnastics.

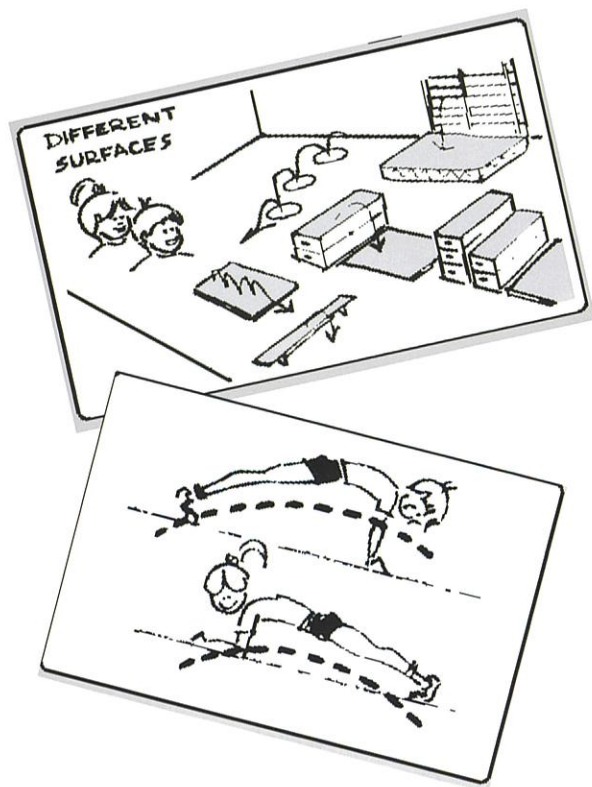
All these forms of gymnastics have in common certain **patterns of movement** that differentiate gymnastics from games, aquatics, and dance. For example, **swinging** and **somersaulting** are obviously gymnastics activities, not games activities.

It is possible to demonstrate that 6 basic movement patterns encompass **all** gymnastics skills and activities. They are the lowest common denominators of gymnastics.

These 6 **Gymnastics Movement Patterns (GMP's)** will become the **themes** of our lessons because they are what make gymnastics ... gymnastics!

**The GMP's differentiate gymnastics from other activities.**

## Scope &amp; Sequence - Typical Series



	Theme	Sub Theme
1	Landings	on the feet
2	Landings	on the hands
3	Landings	on the feet & the hands
4	Stationary	supports (individual)
5	Stationary	supports (pairs)
6	Stationary	balances (feet & knees)
7	Stationary	balances (hips, shoulders)
8	Stationary	hangs
9	Locomotions	on the feet
10	Locomotions	in supports
11	Locomotions	in hang
12	Rotations	broad axis of body
13	Rotations	long axis of body
14	Rotations	combined axes
15	Spring	from the legs
16	Spring	from the legs & arms
17	Swing	from the arms
18	Review	Landings & Stationary
19	Review	Locomotions & Rotations
20	Review	Springs & Swings

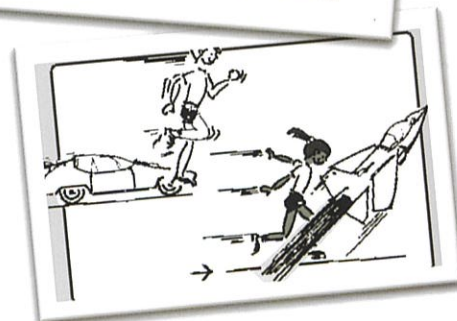
## 3 Series Targeting Grades 1 to 6

The Ruschkin ©Up Down All Around Lesson Plans consist of 3 series, each of 20 Lesson Plans. Each series can be used for 2 grade levels:

- ✓ Series **A** is designed for Grades 1 & 2
- ✓ Series **B** is designed for Grades 3 & 4
- ✓ Series **C** is designed for Grades 5 & 6

Each Lesson consists of 4 pages:

- ✓ Page 1 = **Activation** or warm-up
- ✓ Page 2 = **Directed Learning** - teacher directed
- ✓ Page 3 = **Exploratory Learning** – student directed
- ✓ Page 4 = **Review & Lesson Expander**





## 4 LESSON SECTIONS

### Activation, Directed Learning, Exploratory Learning, and Review & Lesson Expander

#### Page 1

The **Activation** section of each lesson comprises activities to warm-up the class and prepare them for the activities to follow. In younger grades, this section incorporates many activities that mimic animals and machines while in the older grades, more games are utilized.

#### Page 2

The **Directed Learning** section is where the teacher presents activities representative of that lesson's theme. This is where the more formal teaching takes place.

#### Page 3

In the **Exploratory Learning** section, students are encouraged to explore and expand on the theme. Here we introduce the *universal movement variables* inspired by the work of Rudolph Laban. Laban noted that certain *variables* are present in all human movement. For example:

- ✓ The **Body** is always present
- ✓ The body's movement always occurs in **Space**
- ✓ The body's movement always occupies **Time** and varies in **Force**
- ✓ The body's movement occurs in **Relationship** to other bodies, music, and equipment

An example of how we superimpose these universal movement variables on our gymnastics-specific themes occurs when we ask students to **explore rotations** by:

- ✓ Varying the **Body** parts they Rotate from
- ✓ Varying the directions and levels (**Space**) of Rotation
- ✓ Varying the Rotations by working with a partner (**Relationships**)

#### Page 4

The **Review** section is designed to provide students with continual review of past material. You may want to introduce this section earlier in some lessons to ensure that it is not missed due to insufficient time.

The **Lesson Expander** section is designed to be used with more advanced groups or with students going through the Lessons for the 2<sup>nd</sup> time.

**Notes to the Teacher** should be read prior to teaching each lesson. There are sometimes instructions for the next Lesson as well.

## Before Teaching These Lessons

- ✓ Read the **Notes to the teacher** located on the bottom of each Lesson's page 4.
- ✓ Read any **"safety boxes"** in the Lesson you are going to teach.
- ✓ Appreciate that these Lessons are intentionally designed to be physically demanding not skill demanding. Thus children may need frequent rests. Physical changes in the body occur in response to physical exertion and Gymnastics is one of the best tools that the teacher has to enhance the children's physical fitness and physical literacy (body management).

## Equipment Suggestions

- ✓ We have designed most Lessons to use **minimal equipment** – but we believe the use of gymnastics equipment enhances the physical and motor outcomes for students.
- ✓ Most Lessons have been designed to have  $\frac{1}{2}$  **of the gym free** of any equipment.
- ✓ Many Lessons require the use of **elevated surfaces** to jump and land from. We suggest box tops and benches, but you can improvise with many items such as piles of mats, gym stage and steps, stacking boxes, orchestra risers or platforms, chairs (placed against a wall to prevent slipping), etc.
- ✓ We often ask for mats to be scattered about  $\frac{1}{2}$  of the gym. These can be the small individual mats or better still, these can be gym mats 'scattered' around the area.

## Amount of Material in Each Lesson

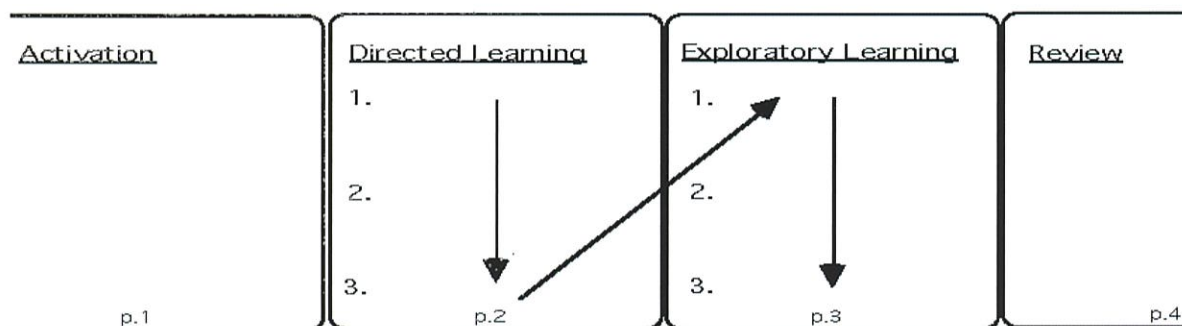
As one would expect, and as was evident during field-testing, there is tremendous variability between classes, between schools, between teachers' background, etc. In order to satisfy these differences we have included enough material in each Lesson to accommodate the ideal situation. **Most classes will not be able to complete all the material in a Lesson** and therefore that same Lesson can be used on that same group of students the following year in the next grade.

The field-testing also showed that teachers progressed further through the Lessons on the 2<sup>nd</sup> and subsequent times they used the Lessons. In other words, you probably will get only part way through Lessons on your first 'go around', but the next time you use the Lessons, you will progress much further through each Lesson.

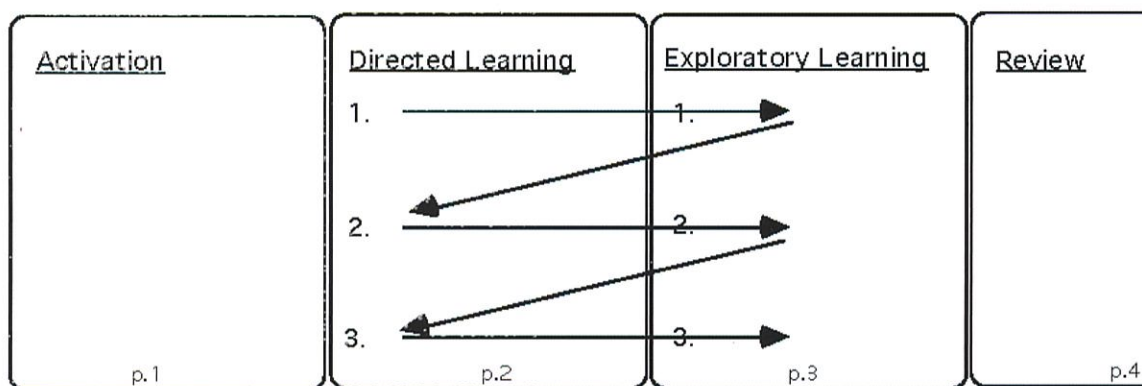


## The Order of Presentation

The Lessons are designed with Directed Learning section preceding the Exploratory Learning section. Usually you will teach the Directed Learning section and then let the students explore variations and construct sequences in the Exploratory Learning section:



You may, however, let the students explore variations of each activity in the Directed Learning section as it is presented:

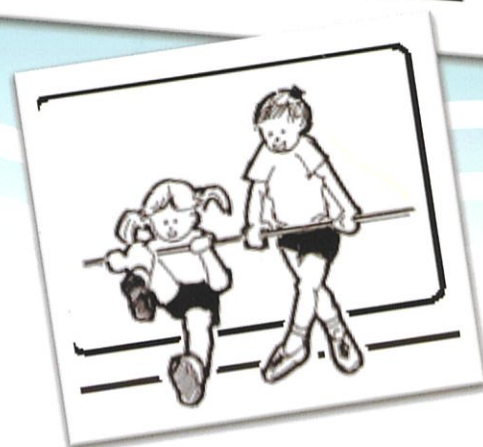


RUSCHKIN PUBLISHING

# About Us

Ruschkin Publishing is a consortium of authors, illustrators, curriculum designers, and consultants, who work to provide premier coach and teacher education resources. Our goal is to support and promote healthy sporting lifestyles through the full continuum of physical literacy for youth to high performance coach education. We work with organizations of a local, provincial, national and international nature.

Our chief author, Dr. Keith Russell, is a Professor Emeritus of Kinesiology at the University of Saskatchewan. Keith is a preeminent educator widely sought after in Canada and internationally. His original conceptualization of 'FUNdamental' movement, categorized into six basic movement patterns, is used by a wide variety of organizations nationally and internationally including Gymnastics Canada, the Portuguese Gymnastics Federation, and the International Gymnastics Federation.



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