

Up Down All Around A4


Gymnastics Lesson Plans

Equipment

- 1/2 gym free of equipment
- 1/2 gym with mats scattered
- elevated surfaces (box tops, benches, etc.) around perimeter of matted 1/2 of gym

Theme: STATICS
Subtheme: SUPPORTS (Individual)

ACTIVATION

 5-10 MIN

1. Tornadoes

- ☐ ASK class to do random running and stop class several times by raising one arm. Then, while class is running ...
- ☐ CALL "Tornadoes". The children immediately join in groups of 3 and circle left.
- ☐ REPEAT several times.

2. Mimic Exercises

- ☐ ASK children to find a clear space that allows them unhindered personal space.

a. Bridges Up / Bridges Down

(from lesson A2)

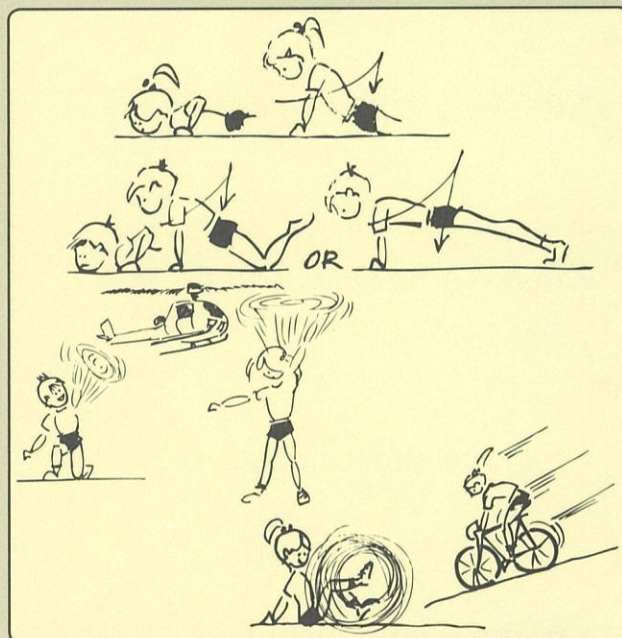
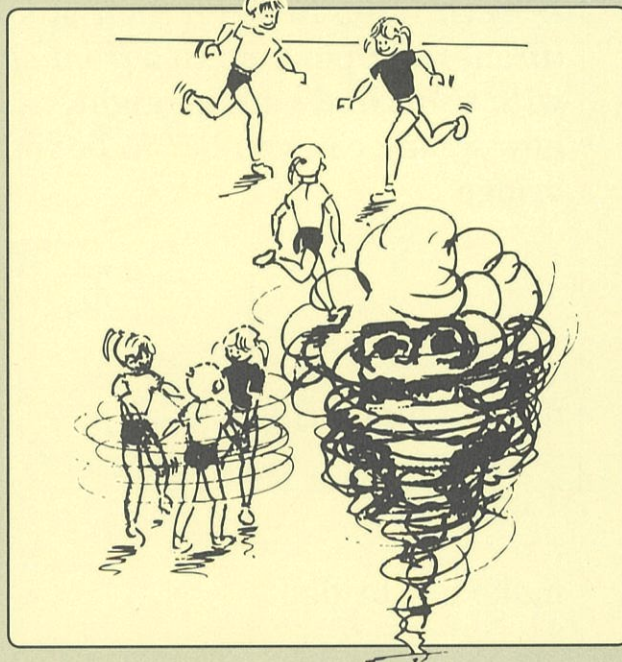
- short bridge (from hips)
- longer bridge (from knees)
- longest bridge (from toes)

b. Helicopters

(as in Windmills, lesson A2)

c. Bicycling

- sit with hands on the floor behind hips
- lift legs off the ground and pedal forward
- pedal backward
- sit with hands raised forward (on the handlebars)
- pedal forward
- pedal backward

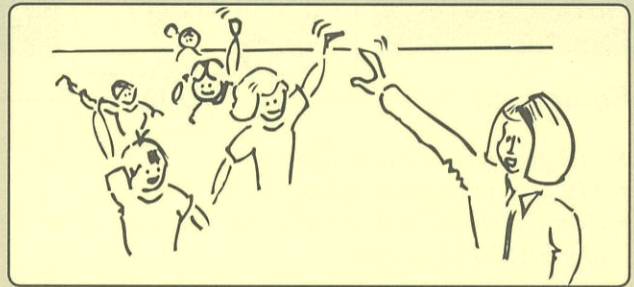




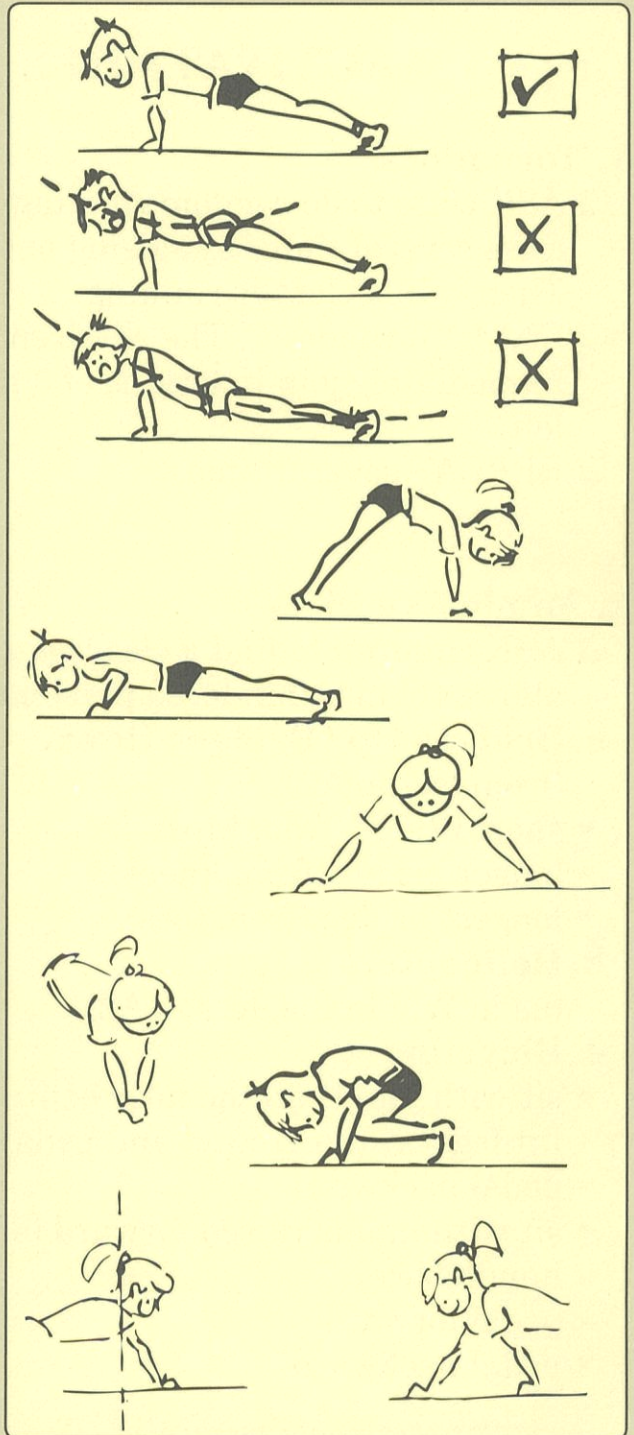
15 MIN

DIRECTED LEARNING

- ❑ REACTIVATE class with *random running* and *stopping* (raising your hand to stop them)
- ❑ REARRANGE class so each child has a free space to practise Supports. (Supports are stable static positions - as opposed to balances which are unstable.)

**1. Front Supports**

- ❑ ASK children to lie on their stomachs (prone) and push up to a *front support* with arms and back straight.
- how *steady* can you be? ... be like a solid bridge



- make a high bridge

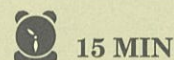
- make low bridge

- make a wide bridge

- make a narrow bridge

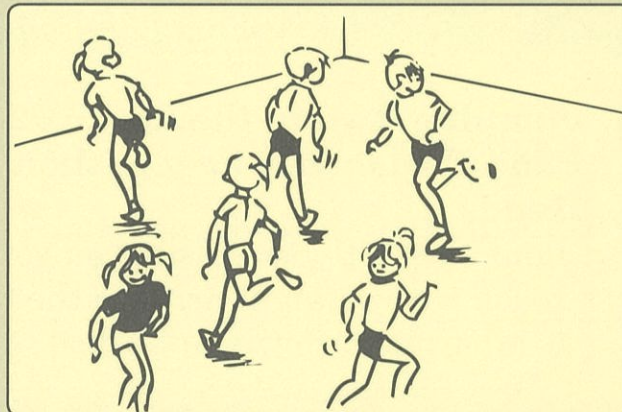
- make a short bridge

- make a long bridge



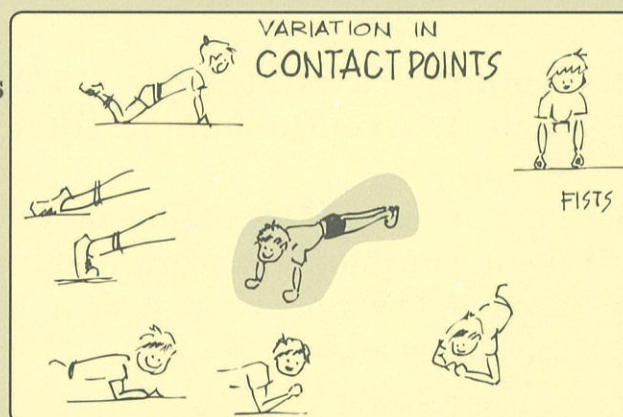
EXPLORATORY LEARNING

- ☐ SEND class for a run around general space and ...
- ☐ STOP them in a new personal space — each with a scatter mat.
- ☐ ASK class to explore the following variations of the *front support*:



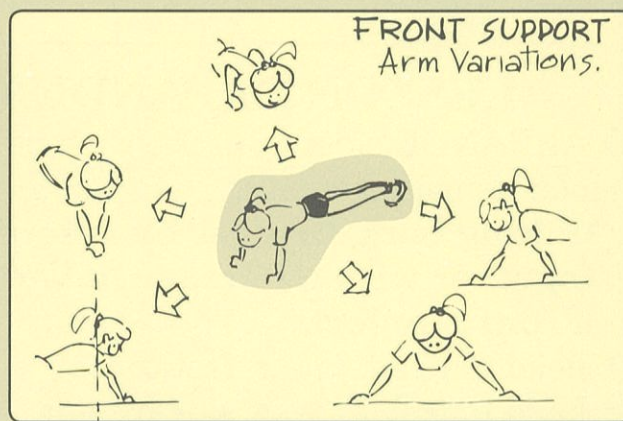
1. Vary Contact Points in Front Supports

- hands
 - elbows
 - fists
 - knees
 - head and hands
 - fingers
 - forearms
- ☐ CHOOSE a few for the rest to copy.



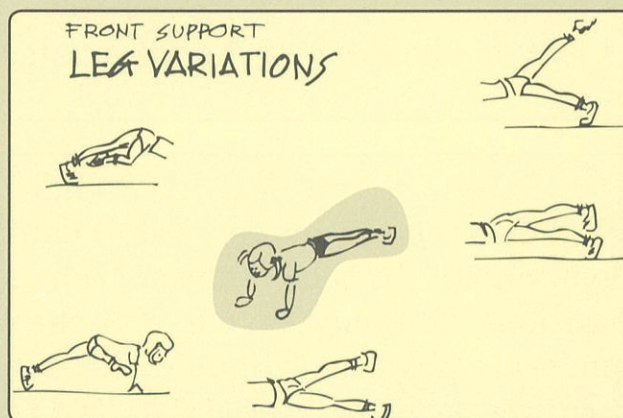
2. Vary Arm Positions in Front Supports

- arms crossed
 - arms forward
 - arms bent
 - arms wide
 - one arm forward / one arm backward
- ☐ CHOOSE a few for the class to copy.



3. Vary Leg Positions in Front Supports

- legs wide
 - legs crossed
 - legs narrow
 - one leg elevated
 - one leg on the other leg
- ☐ CHOOSE a few for the class to copy.



4. Make Up a Sequence of 3 Front Supports

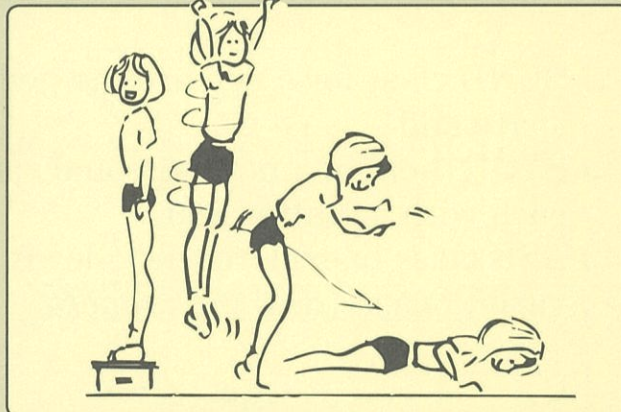
REPETITION & REINFORCEMENT

5-10 MIN

❑ REVIEW the following *Landings*:

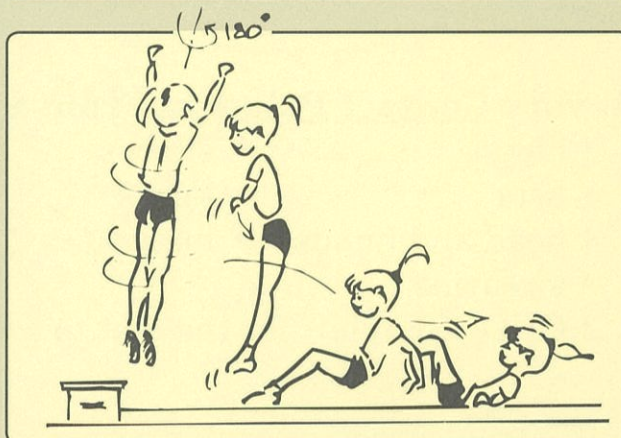
1. Jumping Bwd in the Air ... 1/2 Turn ... Land Fwd on the Feet ... then Fwd on Hands

- land as quietly as possible on your feet
- reach with straight arms to the floor
- bend arms to slowly lower body to floor



2. Jumping Fwd in the Air ... 1/2 Turn ... Land Bwd on the Feet ... then Bwd on Hands

- land as quietly as possible on your feet
- point your hands *forward* and bend your arms to lower slowly to a sit ... then roll to your shoulders

**LESSON EXPANDER**

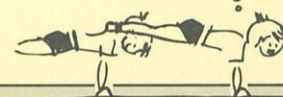
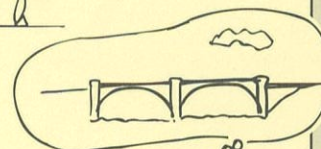
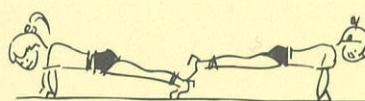
5-10 MIN


❑ ARRANGE class in pairs, each pair with clear space around it.

1. Making Long Bridges by Joining Together with a Partner in Various Front Supports

- | | |
|---------------------|----------------------|
| • head to head | • feet to feet |
| • head to feet | • side by side |
| • hands on feet | • feet on feet |
| • feet on shoulders | • hands on shoulders |

A LONG BRIDGE

**NOTES TO THE TEACHER**

 This lesson is not very “skill demanding” but should be quite “physically demanding” for the children. Many gymnastics activities evolve from these static positions. You may have to give the class occasional rests, but keep in mind that moderate physical fatigue is the stimulus needed for a physiological change to occur.