

CALDERDALE SCHOOL GAMES

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GYMNASTICS



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FLOOR WORK – ONE FOOT BALANCE

Quick introduction

This one foot balance challenge gets progressively harder as it moves from floor to apparatus and then has performers closing their eyes. The challenge develops balance, co-ordination and technique.

Getting started

- The participant performs a one foot stand (see diagram) with an aim to hold the position for a minimum of 10 seconds.
- Once the balance can be held for 10 seconds the participant gradually increases the difficulty through increasing the height and decreasing the size of the balance area.
- 1. One foot stand on floor.
- 2. One foot stand on bench.
- 3. One foot stand on table.
- 4. One foot stand on floor (on tip toe).
- 5. One foot stand on bench (on tip toe).
- 6. One foot stand on table (on tip toe).
- 7. One foot stand on floor with eyes closed.
- 8. One foot stand on floor with eyes closed (on tip toes).
- Each participant gets three opportunities to balance and they must hold the balance for 10 seconds to progress to the next balance. Once achieved this can be repeated at 20 seconds and 30 seconds as a maximum time limit.
- If competing in a group – all performers balance at the same time and progress through the levels (1-8) together. The challenge winner(s) are the individuals who can get the furthest through the levels.
- If competing to improve as an individual – the challenge is repeated over a weekly time period and the level achieved is recorded each week. The challenge winner is the person who has progressed the furthest over the challenge time period (personal best).



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GYMNASTICS: FLOOR WORK – ONE FOOT BALANCE

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Physical ME

- Transfer weight onto supporting leg before lifting the other leg up.
- Keep weight over the front of supporting foot, toes of lifted leg level with knee so that upper leg is at least horizontal and toes pointed.
- Keep arms straight at shoulder height and parallel to the floor, maintain upper body posture with head up.

Social ME

Leading and volunteering

- Encourage cheering and the supporting of one another. Some children could organise this.
- Children can record each other's levels to ensure they are always active and taking part.

Health and safety

- Always teach the correct technique at the beginning of the challenge and correct any poor technique which may cause injury.
- Ensure no jewellery is worn and the participants are appropriately dressed.
- Warm up skills before practising and performing.

Think inclusively STEP

- Space:**
- Balancing near a wall is sometimes reassuring, as a hand on the wall can then be used.
- Task:**
- Move from a balance into another balance.
- Equipment:**
- Begin to use a bench (see above).
- People:**
- Some performers may require gentle support while practising.

Thinking ME

- What can I do to stop myself from wobbling?
- How can I hold a balance for a very long time?

Tactical ME

- If I concentrate on my technique it's easier to hold the balance.



Sporting ME Spirit of the Games

Excellence through competition



Self-belief: Before I perform I am always sure I will do well.

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VAULT STANDING – BROAD JUMP

Quick introduction

This gymnastics challenge links with athletics, as performers try to jump as far as they can using a standing broad jump. Performers develop jumping technique, balance and co-ordination.

Getting started

- The participant must begin at a starting point and use the standing broad jump technique – a two-footed take off jump. The aim is to jump as far as possible, with a two-footed landing in an upright position.
- Jumps from one foot or landed on one foot will not be counted.
- Jumps that end in a fall (hands/knees touching the floor) will also not be counted.
- Each participant gets three opportunities to jump and their distance is measured each time.
- If competing in a group - the jumping distance is measured and the furthest complete jump is the challenge winner.
- If competing to improve as an individual – the challenge is repeated over a weekly time period and distances are recorded each week.

The challenge winner is the person who has increased their jump by the furthest distance over the time period (personal best).



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GYMNASTICS: VAULT STANDING – BROAD JUMP

Physical ME

- Take arms back behind before take-off.
- Swing the arms through giving extra length to the jump.
- Push through the feet and extend the legs fully – see how far you can jump. Bend knees on landing.

Social ME

Leading and volunteering

- Children can measure each other's jumps to ensure they are always active and taking part.
- Group leaders could encourage cheering and the supporting of one another.

Health and safety

- Always teach the correct technique at the beginning of the challenge and correct any poor technique which may cause injury.
- Ensure no jewellery is worn and the participants are appropriately dressed.
- Warm up skills before practising and performing.

Think inclusively STEP

- Space:** • Practise jumping from low apparatus.
- Task:** • Practise jumping in different directions.
- Equipment:** • Try jumping over a rope as a target.
- People:** • Try a jump routine with a partner.

Thinking ME

- I know I can land my jumps every time!
- How can I jump further than last week?
- I've noticed it's easier to control my jumps now I understand how to take off properly.

Tactical ME

- I always mark my personal best from before. I then try to beat that distance each time I jump.



Sporting ME Spirit of the Games

Excellence through competition



Passion: I do a small celebration each time I pass a personal best!

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APPARATUS – EXCHANGE (HOOP)

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Quick introduction

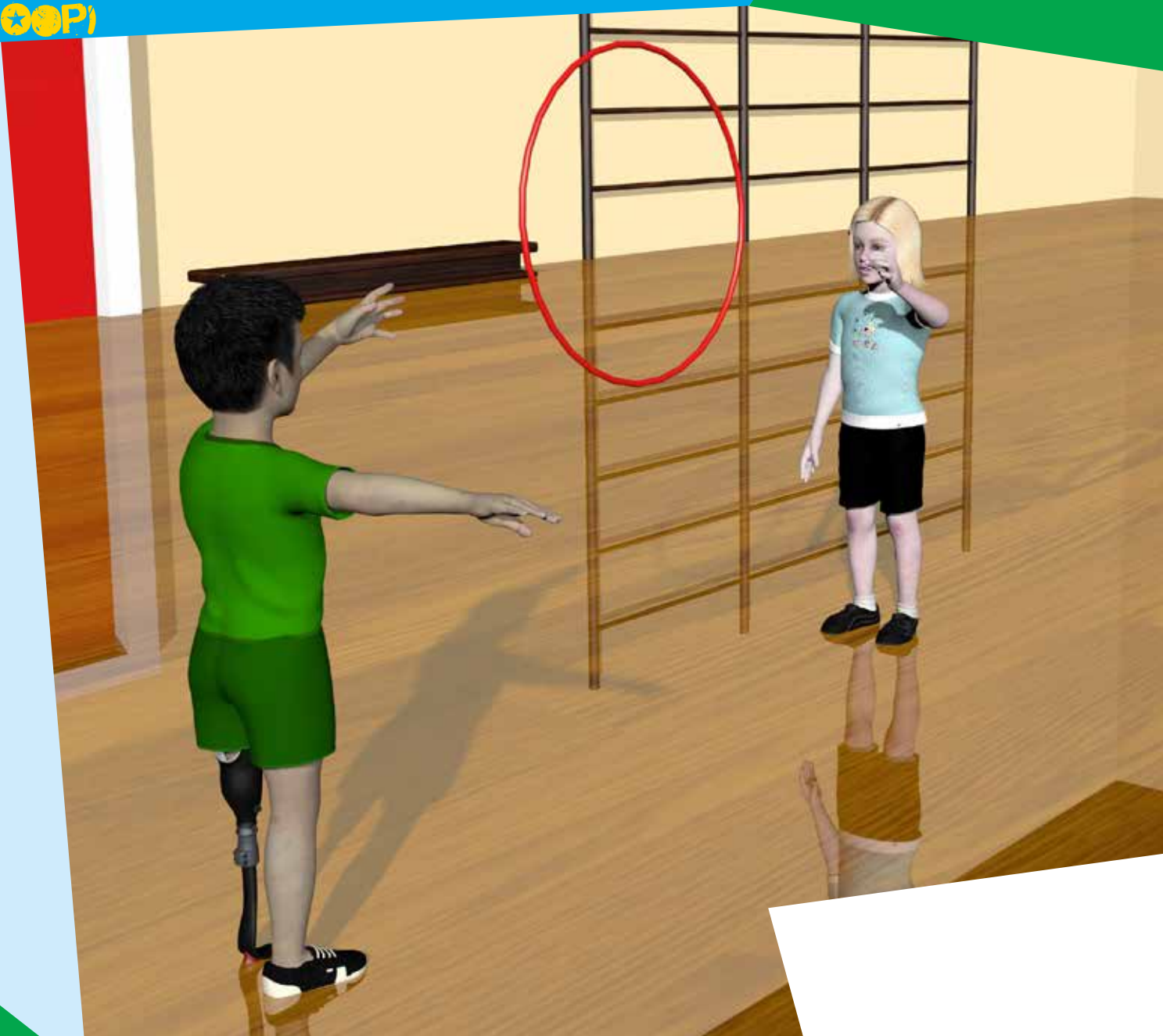
This exciting challenge has performers exchanging the hoop in different ways. Performers will practise hand-eye co-ordination and throwing and catching.

Getting started

- The participants are split into pairs.
- They must pass the apparatus between each other using a set type of exchange; a roll, throw or swing.
- The challenge aim is to complete 10 wellconstructed exchanges between the partners.
- The challenge can be progressed in three ways:
- Remaining in pairs, increase the amount of successful exchanges that are necessary to complete the challenge, i.e. from 10 to 15, 15 to 20.
- Split the participants into groups of three or four and continue with using one type of exchange (roll, swing or throw) 10 complete times.
- Split the participants into groups of two, three or four and allow them to decide individually the type of exchange they will use.

Equipment

- Hoops



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GYMNASTICS: APPARATUS – EXCHANGE (HOOP)

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Physical ME

- Demonstrate all the types of exchange to the group so they are aware of the skills they can select from.
- Always concentrate on emphasising good execution of the skills. Don't rush and ensure the exchange is high quality.

Social ME

Leading and volunteering

- Media team could take photos of this challenge.
- Equipment managers could help get out and put away equipment.

Health and safety

- Always teach the correct technique at the beginning of the challenge and correct any poor technique which may cause injury.
- Ensure the groups are well spaced out to avoid accident or injury.
- Ensure no jewellery is worn and the participants are appropriately dressed.
- Warm up skills before practising and performing.

Think inclusively STEP

- Space:**
- Increase / decrease the height of the throw or the distance travelled.
- Task:**
- Make the groups aware of the progressions (above).
 - Some performers may need a simplified exchange.
- Equipment:**
- Use music.
 - Use hoops that are easier to grasp.
- People:**
- Compose a routine for four people using two pieces of equipment.

Thinking ME

- How can I ensure I don't drop the hoop?
- How can I give my partner a really accurate throw?
- I wonder how many exchanges we can make without dropping the hoop?

Tactical ME

- What is just the right height to send the hoop, so it looks good but I can always ensure I catch it?

Sporting ME Spirit of the Games

Excellence through competition



Teamwork: I always ensure my partner can catch the hoop, by watching carefully and sending it in just the right place.



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