

TYPES OF GYMNASTICS

GRADES 7-9 1-7

Lesson 4 of 6

INDIVIDUAL SEQUENCES

EQUIPMENT

pylons » balls » folding mats » music and music player

RELATED RESOURCES

- Alberta Gymnastics Federation, www.abgym.ab.ca
- Gymnastics Canada, www.gymcan.org
- Local Gymnastics Clubs in your area.



Do it Daily...For Life!

Effort	
Safety	D(8-9)-3
Goal Setting/ Personal Challenge	
Active Living in the Community	

WARM IT UP!

TEAM MOVEMENT RELAYS

Instruct groups of 3-4 students to stand along one side of the activity area facing a pylon placed 10-15 meters away. Place folding mats on the floor space between the groups and the pylons. Post a list of 4-5 challenges and invite each group to complete each challenge as many times as possible in 6 minutes. All members of the group must stay connected while completing the challenges. Vary the activities to match the needs and abilities of students.

Sample challenges might include;

1. Move to the pylon with only five body parts in contact with the floor and return with only four body parts in contact with the floor.
2. Army crawl with elbows linked.
3. Hop on one foot while keeping one hand on a medium sized ball and the other hand connected to a group member.
4. Travel on knees with elbows linked to other group members.



Safety First!

2008 Safety Guidelines pages 11-17.

Clues that students are achieving the outcome...

“Students will select and apply rules, routines and procedures for safety in a variety of activities” *K-12 Physical Education Program of Studies, Alberta Learning, 2000.*

- Students can safely share the space and equipment
- Students can incorporate appropriate movements for their skills and abilities into each movement sequence



Ever Active Schools

WHOOO IT UP!**INDIVIDUAL SEQUENCES**

Create as many rows of 3-4 folding mats as possible in the activity area, ideally one row for every two students.

Explain to students they will combine the rolling, jumping, and balancing skills they have refined into a series of 8-movement sequences. Students will peer assess individual sequences based on criteria discussed in previous lessons; e.g., keep eyes focused on a fixed external target, bend knees to absorb the impact of a jump, as well as additional criteria that reflects the quality and flow of movement.

Place a set of 4 task cards between each row of mats. Invite pairs of students to choose a card and create an original sequence that incorporates each of the elements, order is not important. Students should work to create their individual sequences at the same time, sharing the space on the mat and spotting each other as needed. When ready, pairs perform their sequence for each other and offer constructive feedback based on the peer assessment criteria. When a sequence has been developed for all 4 task cards, provide an opportunity for students to choose their 'best' sequence and perform it for another group or 'guest judge'; e.g., other teachers. Turn on the music and let the fun begin!

Task 1: 2 rolls, 2 jumps, 1 two foot landing, 3 balances

Task 2: 3 rolls, 1 jump, 1 turn, 1 staggered landing, 2 balances

Task 3: 4 rolls, 2 jumps, 1 balance, 1 rotation

Task 4: Student choice with a minimum of 8 different skills

**Safety First!**

2008 Safety Guidelines pages 57-59.

WRAP IT UP!**MAT ATTACK!**

Invite groups of 3 students to lie on their stomachs beside each other on a mat and coordinate their movements to continuously alternate moving in the middle. For example, the student on the right (A) stands up and prepares to jump and land face down between student B, who log rolls to the right, and student C, who log rolls to the left. When A lands in the middle, he/ she rolls to the left and C jumps in the middle. When C lands in the middle, he/ she rolls to the right and B jumps in the middle. Repeat the pattern as quickly as possible, followed by a stretch of the abdominals and lower back.