

Hand Held Apparatus

Working with hand held apparatus is important for the development of children's hand-eye co-ordination. Children work in groups, with partners or alone using:

- Balls
- Hoops
- Ropes
- Bean Bags



Recommended Class Structure

Classes are based on an effective teaching time of 40 to 60 minutes and varies depending on circumstances.

Warm Up (5-10 minutes)

An important start to class - can include fast moving individual activities, short simple aerobic routines; gradually increasing the heart rate, raising the body temperature and preparing children for safe participation in planned activities.

Stretching (5-10 minutes)

Stretching is used to prevent muscle injuries, increase flexibility and re-enforce particular static shapes used in the lesson.

Developing Skills (5-10 minutes)

Each lesson one or two skills may be chosen as the focus skill/skills for the week. This time will be spent as a group learning the correct technique for the focus skill.

Demonstration (5 minutes)

The coach(es) will demonstrate the activities in the session paying particular attention to any safety issues related to apparatus and correct technique.

Circuits (20-30 minutes)

Each circuit may have up to five different movement activities stations to practice skills. Each circuit is based on a gymnastics apparatus – Vault, Bars, Beam and Floor. Children spend 5 – 6 minutes on each circuit and move as a group until all circuits are completed. ☺



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Gymnastics for ALL

- ★ **FITNESS** Sessions start with aerobic warm ups and are designed to keep children active and moving. Aerobic activities and exercises form part of the lessons to increase and improve fitness.
- ★ **FUN** Coaches aim to make activities and exercises fun and exciting. Partner and group activities encourage learning by teamwork and friendships.
- ★ **COORDINATION** Programs develop gross motor skills helping children to improve in all areas of: Co-ordination; Strength; Balance; Flexibility; Agility; Hand eye co-ordination.
- ★ **CONFIDENCE** Children achieve whatever their starting skill level may be, thereby developing their: self esteem; self image; self discipline; co-operation skills.

Both the GymsCOOL and GymABLE (gymnastics for people with a disability) programs are offered in-school time at the Club (transport may be included) or at your school. For detailed information regarding GymABLE ask for our GymABLE pamphlet. Please do *CONTACT us* for further information and bookings

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Canberra City Gymnastic Club



Confidence
Fun
Fitness Friends

In-school
General Gymnastics
GymsCOOL
GymABLE



References:

1. www.gymnastics.org.au/gymsports/general/
2. GymMix—Gymnastic Australia resource
3. Level One Coaching Manual. Gymnastics Australia
4. Introductory Gymnastics. A Guide for Coaches & Teachers. Australian Gymnastic Federation.

Why Gymnastics

Benefits of Gymnastic Activities

The principal aim of a gymnastics program in Primary Schools is to develop in children an enthusiasm for physical activity and to maintain and encourage that enthusiasm so that they become committed to pursuing an active lifestyle.

GymsCOOL and GymABLE are based on a general gymnastics approach that is fun, challenging and fundamental for a children's growth and development.

Children love to roll, jump, swing and turn upside down.

A wide variety of general gymnastic activities can be performed with little or no apparatus and can be managed safely and effectively within a school physical education program.

General gymnastics provides a sound basis for further skills development across all other sports.

Programs provide a broad based approach to the teaching of fundamental movement abilities in all children. Many of the skills required for team and individual sports (hitting, catching, jumping, turning, dodging, fielding, marking) can develop from the fundamental movement abilities emphasised in a schools gymnastics program.

General gymnastics promotes all-round physical development – muscular strength, flexibility, balance, co-ordination and good posture required for everyday living. Weight bearing activities promote sound bone growth and strength, which is so important in the developing years.

As children progress, they learn that in order to improve, certain movements need to be performed in a certain way each time. This requires 'discipline'. Active participants quickly learn that discipline can lead to success.

In teaching children movement sequences (eg: simple routines of gymnastic, aerobic, cheerleading moves), the discipline of gymnastics requires children to listen, problem solve, make decisions and prepare to take controlled risks.

The capacity to work with others in gymnastics through partner and group activities teaches teamwork and co-operation.

Class Program

Lessons are organised as sequenced activities. Activities start in the first lesson and generally develop in difficulty, although coaches have the flexibility to re-arrange activities to suit the ability of the children and equipment available.

Programs run either for a 5-week block or for the 10-week term but can be further modified to suit the needs of individual classes or schools.

Learning Outcomes

School Programs: GymsCOOL & GymABLE enable young children to progressively:

- ★ Demonstrate co-ordinated movement of all body parts;
- ★ Work confidently and safely on equipment and apparatus;
- ★ Demonstrate understanding of basic safety aspects of their movements;
- ★ Demonstrate capacity to work alone, with purpose and concentration;
- ★ Demonstrate the ability to work with a partner and small groups;
- ★ Demonstrate improved quality and control of their skills.

Achievement is recognized throughout each class; as well as over the whole program.

Gymnastics and Dominant Movement Patterns

Gymnastics Movements are classified into the following seven Dominant Movement Patterns.

Landings

Body control on landing is most important because it is required on all gymnastics apparatus.

- Landing on feet.
- Landings on hands.
- Landing with rotation.



Locomotion

Locomotion is anything that involves moving from one place to the next including on apparatus.

- On the hands.
- On the feet.
- On the hands and the feet.
- In support.
- In hang.



Swing

Swings are movements of the body, forward or backward. They develop spatial awareness, body tension and grip strength.

- In hang.
- In support.



Statics

Statics are still or held positions that are fundamental to all movement.

- Supports.
- Hangs.
- Balances.



Spring

Springs are activities that produce upward, sideways, backward or forward movement of the body.

- Unassisted
 - From 2 feet
 - From 1 foot
 - From hands and feet
- Assisted
 - From a mini trampoline
 - From an air board



Rotation

A rotation is any turn or spin around an internal axis of the body.

- Longitudinal axis – turns left or right
- Transverse axis – rolls forward/backward
- Anterior/Posterior axis – cartwheel etc.

