

CATEGORY OF ACTIVITY : INDIVIDUAL SPORTS

The focus of work in gymnastics is to help students understand how to combine movements and actions together accurately to produce outcomes that are aesthetically pleasing to observe and engaging for audiences.

Examples of activities through which students can learn how to accurately repeat actions, sequences and phrases include are:

- Jump rope
- Rhythmic gymnastics
- Ice skating
- Gymnastics
- Synchronised swimming
- Juggling and circus skills
- Diving
- Trampolining
- Cheerleading

The focus of learning should be around the way in which student's progress in their application of the required skills in more challenging, intricate and complex routines. Learning should include:

- Developing skills and using them in increasingly complex routines and performances(DS),
- Using different compositional ideas to create interesting routines and performances(CI),
- Having the physical fitness and mental capacity needed to carry out the demands of the activity (P&M),
- Knowing what they do well and what they need to practice in order to improve further (IM).

As students progress in their understanding of these elements of gymnastics they should focus on the specific knowledge, skills and understanding that will help them to improve the overall success of a performance. For example students should understand and develop aspects of fitness that will enable them to complete performances showing fluency, quality and control throughout. They should also develop a sufficiently wide movement vocabulary so that they can select actions and movements that produce the best aesthetically pleasing and engaging outcomes for audiences.



The outcomes of learning about, and participating in these activities will be:

- Taking responsibility for one's own involvement in activity
- Personal satisfaction
- Self reliance and self accountability
- Improved self esteem

Students should also be able to make informed choices about whether they wish to engage in activities requiring them to perform routines and sequences as part of their own healthy lifestyle management.

Category of Activity: Individual Sports

Name of Activity: Gymnastics

Gymnastics is a graceful and artistic sport involving the performance of movements and balances. It requires a combination of physical strength, flexibility, agility, coordination, balance, and grace. It combines individual movements together to produce routines and performances for the purposes of competitions and displays. All of the gymnastic sports are governed by the Fédération Internationale de Gymnastique (FIG) with each country having its own national governing body affiliated to FIG, Gymnastics Federation of India.

At competency level students should learn and practice the correct way of performing different movements and balances. These might include some of the more recognised skills like forward rolls, handstands and cartwheels. These skills should be linked to produce short routines and displays that show quality, control and fluency. As gymnasts become stronger the skills should be performed with quality and control.

At proficiency level students should attain high proficiency in individual skills, performing them consistently with control and grace. They will also be able to use their movement vocabulary to perform with others and to participate in similar sports like rhythmic gymnastics and sports acrobatics.

Do's and Don'ts

Do's

- Gymnasts must be dressed appropriately so that clothing does not hinder the activity or cause any issues of safety.
- Mats should be used to protect gymnasts when moving and balancing.
- Gymnasts should always warm up before performing skills and actions. They should focus on strengthening muscles and flexibility.
- Equipment such as boxes and pommels should only be used with expert supervision
- Always perform under the guidance, supervision and assistance of Expert coaches.

Don'ts

- Do not wear jewellery
- No eatables while you are inside the gymnasium i.e. chewing gums, toffees
- No talking during performance.
- Don't do without supervision
- Do not perform tricks on cemented floor
- Do not attempt skills you cannot do by yourself safely

Facts about the Game

- Gymnastics was included in the first modern Olympic Games held in 1896
- Women first competed in gymnastics in the 1928 Olympic Games
- Gymnastics came of age in India, when at the 2010 Commonwealth Games, Ashish Kumar won the first-ever medal in gymnastics for India. He won a silver & bronze medal.
- The Gymnastics Federation of India (GFI), pioneer of Gymnastics in India, came in existence in the year 1951.

History of the Game

Gymnastics dates back to the time of ancient Greece. The early Greeks practiced gymnastics to prepare for war. Activities like jumping, running, discus throwing, wrestling, and boxing helped develop the muscles needed for hand-to-hand combat. During this period the term 'gymnast' described those who participated in these activities.

Gymnastics became a central component of ancient Greek education and was mandatory for all students. Gymnasia, buildings with open-air courts where the training took place, evolved into schools where gymnastics, rhetoric, music, and mathematics were taught.

It was in the early 19th century that the introduction of Ling's Swedish form of free gymnastics and Jahn's apparatus-based gymnastics became the standards form of gymnastics taught and performed in competitions.

Basic Requirements/ Equipment

- Gymnasts should wear clothing that will keep them safe and not impede movement
- Make sure the conditions of the floor will allow a gymnast to land or fall safely

Use STEP to modify Gymnastic activities so that all students are included. Try these modifications or devise your own.

- Space**
- Create tactile pathways to enable students who have a visual impairment to make transitions or move around independently. For example stick tape over string on the floor to create tactile pathways.
 - Give a student time to explore the space of a mat or piece of apparatus so that they know its boundaries, height etc.

- Task**
- Find out what is possible for each student and what skills you can introduce them to and what they can improve.
 - Allow students to use support in order to be able to perform skills. For example let them perform against a wall, from a chair or while being supported by a partner.
 - Help students to find the most effective way of linking individual movements. For example let them crawl, roll or slide across the floor or mat or travel by walking or pushing in a wheelchair.
 - Some students may need to improve specific skills before they are linked together.
 - Some students may find it difficult to sequence movements and actions together. If so, reduce the number of movements that are linked or let somebody tell the student what to do next so that they don't get stuck.

- Equipment**
- Allow students to use equipment to help support them. For example let them balance while holding onto the back of a chair.
 - Let them explore equipment and find ways in which they can use equipment safely.
 - Some students may be able to perform balances using large exercise balls:



- People**
- Students should work with different individuals and in different sized groups. They should learn to help, support each other and to be supported.

**Physical
& Health
Education
/Games**

Links to continuous and comprehensive assessment frame work for classes IX and X

- An appreciation and understanding of the physical fitness requirements of gymnastics
- An involvement in sports/physical education programmes
- Team work (where applicable)
- A knowledge of different sports, particularly those relating to gymnastics
- Skills of agility, balance and coordination
- Motivation and commitment to take part in gymnastics
- Ability to lead others as a captain, coach or judge
- An awareness of rules of safety of both self, the equipment and working area
- An evidence of being self disciplined

Life Skills

- Listen actively
- Takes criticism positively
- Be original, flexible and imaginative in the creation of exciting routines
- Communicate using appropriate words, intonation and body language
- Identifies one's own strengths and weaknesses



Purpose of the activity

To participate for oneself in activity that is enjoyable and rewarding.

Outcome of the activities

- taking responsibility for one's involvement in activity
- personal satisfaction, self reliance and self accountability
- improved self esteem and confidence • desired to compete for one self

Try these rolls

Forward roll

- Start in a tucked position, knees bent with hands reaching in front.
- Put hands flat on mat and lift hips.
- Keep head to chest and knees bent.
- As hips lift the roll begins and the back of the head or the top part of the shoulders are the only parts that should touch the mat.
- End in a tucked position on feet.
- Hands must only touch the mat once.



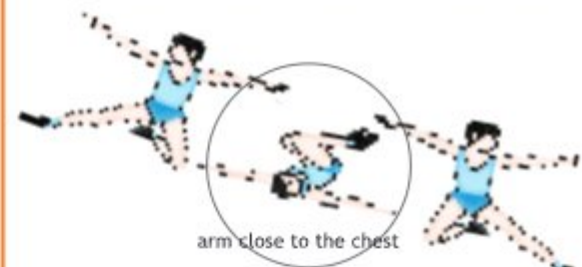
Backward roll

- Squat down with hands close to ears
- Maintain a tucked position and roll backwards.
- When weight is on shoulders push hard with hands.
- Put feet down first and continue to push the head and shoulders off the mat.



Sideways roll

- Begin on one knee (left). Keep the other leg straight.
- Lower down onto shoulder (left). Roll to the other shoulder (right), arm close to the chest.
- Bring knee (right) under the body finishing on this knee with the other leg straight.



Try these jumps

Tuck jump

- Stand with feet together and arms by the side.
- Bend knees and swing arms forwards and upwards.
- Push from the ground lifting body in the air.
- Bring knees to the waist level and land on the ground.



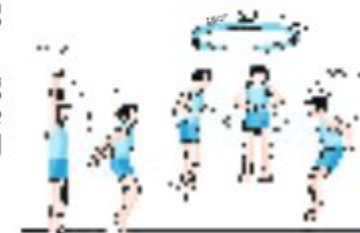
Pike jump

- Stand with feet together and arms by the side. Bend knees and swing arms forwards and upwards.
- Push from the ground lifting body in the air. Simultaneously lift feet in the air without bending knees and land on the ground.



180 degree jump and turn

- Stand with feet together and arms by the side. Bend knees and swing arms forwards and upwards.
- Push from the ground lifting body in the air. Simultaneously start turning to either side.
- After finishing 180 degree rotation land on the ground.





Try these balances

Shoulder Stand



Onside



V-sit



Now make up your own sequences, balances and have some fun

Decide a working area. Mark it out in what ways and sequences, the group will perform. How long will you perform the sequences? How will you make sure that everyone is involved in the performance?

Hand Stand



Assessment

Knowledge (4)

- History of the game
- Do's and Don'ts
- Facts

Skills (6)

- Forward Roll
- Backward Roll
- Sideways Roll
- Balances

Application of skills (10)

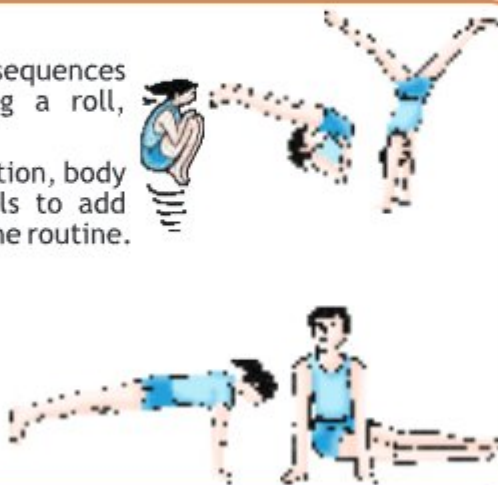
- Using different types of rolls in making a sequence.
- Ability to balance the body while taking different positions.

Head Stand



Try these challenges

- How many different sequences can you perform using a roll, balance and jump?
- Include changes in direction, body shape, speed and levels to add variety and interest to the routine.
- Find different ways in which to start moves and balances. For example begin a roll from a sitting position. Finish a roll in a support position



Links to NCERT syllabus

Theme: Knowledge and Proficiency in Sports and Motor Skills Acquisition-Gymnastics

Links to other subjects

English: The experiences of students' gymnastics activities may be utilized to develop and enrich the linguistic skills among students. They may be asked to describe the forward roll, backward roll and sideways roll in exact sequence of actions, based on the observation of these actions performed by themselves/their classmates.

Mathematics: The angles that are formed while practicing forward roll, backward roll and sideways roll can be used for teaching of "Lines and Angles".



Purpose of the activity

To participate for oneself in activity that is enjoyable and rewarding.

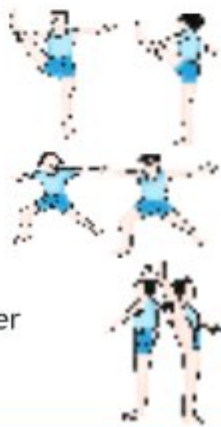
Outcome of the activities

- taking responsibility for one's involvement in activity
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Try these partner balances

Perform different balances:

- Facing a partner
- Next to a partner
- Back to back with a partner



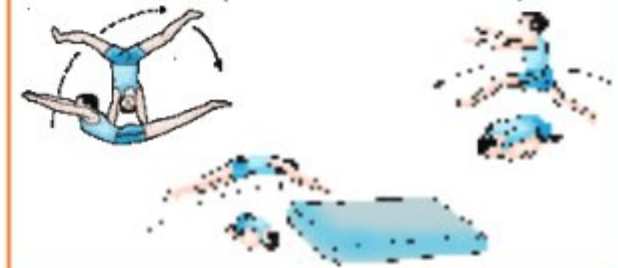
Perform opposite actions to a partner:

- High/low
- Large/small
- Fast/slow
- Still/moving



Perform movements over a partner:

- Make different shapes for a partner to move over
- Move over a partner in different ways



Try these counter balances

Partly supporting a partner's body weight



Counter balance and counter tension



Supporting the weight of a partner





Try these Sports Acrobatic balances

Two make the same shape and one makes a different shape



All three in different shapes



In larger groups



Now make up your own sequences, balances and have some fun

Decide a working area. Mark it out in what ways and sequences, the group will perform. How long will you perform the sequences? How will you make sure that everyone is involved in the performance?

Assessment

Knowledge (4)	<ul style="list-style-type: none"> History of the game Do's and Don'ts Facts
Skills (6)	<ul style="list-style-type: none"> Working with partners Working opposite partners Acrobatic balances
Application of skills (10)	<ul style="list-style-type: none"> Using different positions with or without partners Ability to make same or different shapes with partners using acrobatic balances.

Links to NCERT syllabus

Theme: Knowledge and Proficiency in Sports and Motor Skills Acquisition-Gymnastics

Links to other subjects

English: This activity can be utilized for developing the ability of creative writing. Based on the observation of various movements, and specially the rhythmic movements, students may be asked to prepare a write up reflecting the artistic dimensions of the activity.

Science: The actions of this activity may be suitably utilized while transacting the lesson on motion, especially the concepts of uniform and non-uniform motion along a straight line, acceleration-uniform and uniformly accelerated motion and uniform circular motion.

Try this challenge

Compose, practice and refine pair, trio and/or group displays and perform them to audiences of classmates and parents. Include different pair/trio balances and changes in direction, body shape, speed and levels to add variety and interest to the routines. Include different partner formations:

SPATIAL VARIATIONS

