

Theme : **Gymnastics (1-6)**

Gymnastics, in the context of this program, is regarded as an activity, not a sport. It incorporates the modern approach to gymnastics: an emphasis on the gradual accumulation of skill. Gymnastics contributes significantly to overall fitness because it uses muscle groups and body orientations that are uncommon to many other activities. For this reason, it is included in the primary/elementary physical education program.

If students are not challenged beyond their abilities, and if the focus is on movement and movement sequences at basic, not advanced, levels, the fear of injury should be no different than that for any other physical activity.

As in all activities, safety should be foremost. Teachers should ensure that activities are appropriate to the skill and developmental level of children, equipment is safety approved, properly maintained and used appropriately. In addition, teachers should work within their personal comfort and competency levels in assisting children with skill development in this theme.

Gymnastics can be implemented using a range of equipment. It is recognized that not all schools have access to a wide range of gymnastics equipment. The depth of the program will depend on the equipment available, as well as the competency levels of teachers implementing the gymnastics theme.

Theme: Gymnastics (1-6)

Grade 1

IN MOVEMENT

1. Demonstrate basic gymnastic skills in a circuit or in simple routines. (GCO 1, KSCO 4, 5, 7, 9)

ABOUT MOVEMENT

2. Demonstrate an understanding of motions that influence propulsion and balance. (GCO 2, KSCO 1, 2, 4)

THROUGH MOVEMENT

3. Demonstrate care and cooperation during activities. (GCO 5, KSCO 1, 2, 3)

Grade 2

IN MOVEMENT

1. Demonstrate basic gymnastic skills in a simple routine. (GCO 1, KSCO 4, 5, 7, 9)

ABOUT MOVEMENT

2. Understand the need and function of specific movements. (GCO 2, KSCO 1, 2, 4)

THROUGH MOVEMENT

3. Demonstrate concern for the care and safety of others. (GCO 5, KSCO 1, 2, 3)

Grade 3

IN MOVEMENT

1. Demonstrate basic gymnastic skills in a simple routine. (GCO 1, KSCO 4, 5, 7, 9)

ABOUT MOVEMENT

2. Understand the role of strength and flexibility in performance. (GCO 2, KSCO 1, 2, 4)

THROUGH MOVEMENT

3. Demonstrate concern for the care and safety of others. (GCO 5, KSCO 1, 2, 3)

Theme: Gymnastics (1-6)**Grade 4****IN MOVEMENT**

1. Demonstrate basic gymnastic skills in a simple routine on floor and apparatus. (GCO 1, KSCO 4, 5, 7, 9)

ABOUT MOVEMENT

2. Understand the role of strength and flexibility in performance. (GCO 2, KSCO 1, 2, 4)

THROUGH MOVEMENT

3. Demonstrate concern for the care and safety of others and for equipment. (GCO 5, KSCO 1, 2, 3)

Grade 5**IN MOVEMENT**

1. Demonstrate basic gymnastic skills in a simple routine on floor and apparatus. (GCO 1, KSCO 4, 5, 7, 9)

ABOUT MOVEMENT

2. Understand the role of strength and flexibility in performance. (GCO 2, KSCO 1, 2, 4)

THROUGH MOVEMENT

3. Demonstrate concern for the care and safety of others and for equipment. (GCO 5, KSCO 1, 2, 3)
4. Respect individual differences. (GCO 4, KSCO 1, 2, 3, 4)

Grade 6**IN MOVEMENT**

1. Demonstrate basic gymnastic skills in a simple routine on floor and apparatus. (GCO 1, KSCO 4, 5, 7, 9)

ABOUT MOVEMENT

2. Demonstrate the importance of technique and fitness. (GCO 2, KSCO 1, 2, 4)

THROUGH MOVEMENT

3. Demonstrate concern for the care and safety of others and for equipment. (GCO 5, KSCO 1, 2, 3)
4. Respect individual differences. (GCO 4, KSCO 1, 2, 3, 4)

Grade 1

Theme: Gymnastics (1-6)

Outcomes

It is expected that students will:

IN MOVEMENT

1. Demonstrate basis gymnastic skills in a circuit or in simple routines. (GCO 1, KSCO 4, 5, 7, 9)

ABOUT MOVEMENT

2. Demonstrate an understanding of motions that influence propulsion and balance. (GCO 2, KSCO 1, 2, 4)

THROUGH MOVEMENT

3. Demonstrate care and cooperation during activities. (GCO 5, KSCO 1, 2, 3)

Sample Learning and Teaching Strategies

Introduce a number of skills which can be performed simply and safely without support. **Log roll** on an incline and level mat; a **two-foot landing** from low height; **balance** on four, three, two and one-part **bases**; **forward roll** down an incline; **jump turn**; **swaying motions** in various body positions and at various speeds; **propulsion** along the floor with pushing and pulling motions; **pushing** and **pulling** objects and people; **pull up** to eye level on rings and bars; pull up a climbing rope to a height equal to personal body height; **walk, gallop** and **slide** on a low balance beam; **walk** on a high balance beam and jump off; and **jumps** off a beat board. Students will also be able to: describe the difference between pushing and pulling, identify the factors which influence ability to balance, understand the need for muscular strength in performing pushing and pulling movements, demonstrate safe use of apparatus, support other students in performing new movements, and exhibit concern for the safety of others.

Activities:

Use skills in a circuit-type arrangement. This could represent a kind of free play with a new skill introduced by the teacher from time to time. As students become competent in selected skills, they can add them to the circuit. Some skills which have an element of danger should be performed only at the station where the teacher is present. By the end of the theme, students should have had opportunities to perform and work on perfecting skills and should be able to use them in a circuit or simple routine.

Push partners around on scooters. Then pull partners. Students may imitate animals such as oxen, horses or dog teams, or machines such as trucks and tractors when doing this activity.

Experiment with balance activities and try to identify factors which contribute to better balance in various situations.

Experiment with climbing, pushing and pulling activities. Discuss the need for muscular strength in performing those activities. Discuss the fact that muscular strength will develop if the muscles are required to do heavy work frequently.

Theme: Gymnastics (1-6)**Student Assessment**

Teacher Observation: Throughout the theme, keep a checklist of skills that have been performed competently by each student.

Observe changes in muscular strength evidenced by students' ability to do exercises such as pull-ups on rings or bars, at the end of the theme that could not be performed at the beginning.

Student Performance: Evaluate student gymnastics movements and routines for technique, creativity and variety.

Record the number of pull-ups each student can perform at the beginning of the theme and after practicing it for a set period of time. Note the change in ability.

Self-Evaluation/Reflection: Video tape is a very valuable tool in demonstrating to students their level of performance in gymnastics skills. Video tape students and allow them to assess their performance for correct technique and identify areas for improvement.

Discuss the benefits of warm-ups before strenuous activities.

Peer Evaluation: Have students plan and perform simple routines. The class will judge the routines and give immediate feedback to the performers on their level of performance.

Resources and Notes

In gymnastics it is very important to maintain constant motion to avoid extended line-ups and wait time.

Any skill that has an element of risk for the level of competence of the students should be done at a station where the teacher is assisting.

Skills on apparatus should be performed only with support or with a spotter present.

When children are on the balance beam, teachers need to be present to support them until it becomes clear that students are comfortable with the activity. Whenever students are performing skills at a height above the floor, the teacher should be present and adequate safety equipment must be in place.

Discuss pushing and pulling whenever an opportunity arises in class.

Print Resources

Movement with Meaning: Physical Education K-4, pp. 179-207.

Ready-to-Use P.E. Activities for Grades K-2, pp. 105-147.

Equipment: range of gymnastics and safety equipment available in the school

Grade 2

Theme: Gymnastics (1-6)

Outcomes

It is expected that students will:

N MOVEMENT

1. Demonstrate basis gymnastic skills in a simple routine.
(GCO 1, KSCO 4, 5, 7, 9)

ABOUT MOVEMENT

2. Understand the need and function of specific movements.
(GCO 2, KSCO 1, 2, 4)

THROUGH MOVEMENT

3. Demonstrate concern for the care and safety of others.
(GCO 5, KSCO 1, 2, 3)

Sample Learning and Teaching Strategies

Introduce a number of skills which can be performed simply and safely without support. **Log roll** on inclined and level mat; **two-foot landing** from height; **balance** on four, three, two and one-part bases; **three-point frog stand** with support; **forward and backward roll** down an incline; **jump 1/4 turn**; **variety of stretches**; **propulsion** along the floor with pushing and pulling motion; **front support** on bars; **pull up** to eye level on rings and bars; pull up a climbing rope to a height above personal body height; **walk, gallop, slide** and **turn** on a low balance beam; walk and slide on a high balance beam and jump off; and **tuck** and **pike jumps** off a beat board. Students will also be able to understand the need for a tight tuck for efficient rolling, articulate the benefits of warm-ups before strenuous activity, demonstrate safe use of apparatus, support other students in performing new movements, and exhibit concern for the safety of others.

Activities:

Discuss with the class how round objects roll better than elongated or irregular objects. Have them experiment with rolling and note the kind of tuck that allows them to roll fastest.

Use skills in a circuit-type arrangement. This could represent a kind of free play with a new skill introduced by the teacher from time to time. As students become competent in selected skills, they can add them to the circuit. Skills which have an element of danger should be performed only at the station where the teacher is present. By the end of the theme, students should have had opportunities to perform and work on perfecting skills and should be able to use them in a circuit or simple routine.

Have students use flexibility exercises as part of their warm-ups. Note how far they can stretch while warming up. Have them try the same exercises near the end of the class when they are very warm and compare the range of movement to that which they had in the warm-up.

Have students support and spot for classmates to help them improve their skills (in low risk activities). Examples include, supporting another student's leg in a v-sit and holding a student's hand while they walk on a low balance beam. Emphasize the need to provide solid support and to be reliable in supporting others.

Theme: Gymnastics (1-6)

Student Assessment

Teacher Observation: Throughout the theme, keep a checklist of skills which have been performed competently by each student.

Observe changes in muscular strength evidenced by students' ability to do exercises such as pull-ups on rings or bars, at the end of the theme that could not be performed at the beginning.

Observe students spotting and supporting others and note their level of concern for the safety of other students. Note how well performers trust the support that they are getting from each other.

Student Performance: Evaluate student gymnastics movements and routines for technique, creativity and variety.

Record the number of pull-ups each student can perform at the beginning of the theme and after practicing it for a set period of time. Note the change in ability.

Self-Evaluation/Reflection: Video tape is a very valuable tool in demonstrating to students their level of performance in gymnastics skills. Video tape students and allow them to assess their performance for correct technique and to identify areas for improvement.

Discuss the benefits of warm-ups before strenuous activities.

Peer Evaluation: Have students plan and perform simple routines. The class will judge the routines and give immediate feedback to the performers on their level of performance.

Resources and Notes

In gymnastics it is very important to maintain constant motion to avoid line-ups and extended wait time.

Any skill that has an element of risk for the level of competence of the students should be done at a station where the teacher is assisting.

Skills on apparatus should be performed only with support or with a spotter present.

When children are on the balance beam, teachers need to be present to support them until it becomes clear that students are comfortable with the activity. Whenever students are performing skills at a height above the floor, the teacher should be present and adequate safety equipment must be in place.

Discuss pushing and pulling whenever an opportunity arises.

Print Resources

Movement with Meaning: Physical Education K-4, pp. 179-207.

Ready-to-Use P.E. Activities for Grades K-2, pp. 105-147.

Equipment: range of gymnastics and safety equipment available in the school

Grade 3

Theme: Gymnastics (1-6)

Outcomes

It is expected that students will:

IN MOVEMENT

1. Demonstrate basis gymnastic skills in a simple routine.
(GCO 1, KSCO 4, 5, 7, 9)

ABOUT MOVEMENT

2. Understand the role of strength and flexibility in performance.
(GCO 2, KSCO 1, 2, 4)

THROUGH MOVEMENT

3. Demonstrate concern for the care and safety of others.
(GCO 5, KSCO 1, 2, 3)

Sample Learning and Teaching Strategies

Introduce a number of skills which can be performed simply and safely without support. **Forward and backward roll** on a mat; **two-hand frog stand and head stand** against the wall with support; **v-sit and scale** on balance beam; **cartwheel** with support; **jump 1/2 turn** from a mat and from height; **prone fall** from kneeling; **simple mount** onto a low balance beam; locomotor movements on a balance beam; **front support roll** out on bars; **tuck hang to a pike hang** on rings; **pull up** a climbing rope to twice personal body height; **simple dismount** on a balance beam; **tuck, pike and straddle jumps** off a beat board; **vault** over a vaulting horse using any technique; and **simple routines** on floor and apparatus. Students will also be able to explain the need for strength in performing gymnastics movements, articulate the role of flexibility in effective performance, coach and encourage others in learning new stunts, accept responsibility for using equipment safely, and explain the role of proper nutrition in development of physical fitness.

Activities:

Use skills in a circuit-type arrangement. This could represent a kind of free play with a new skill introduced by the teacher from time to time. As students become competent in selected skills, they can add them to the circuit. By the end of the theme, students should have had opportunities to perform and work on perfecting skills and should be able to use them in a circuit or simple routine.

Discuss the need for muscular strength in performing many gymnastics movements. Provide them with basic principles of training and have them apply them in building strength. Discuss the role of good nutrition in building a strong body.

Have students use flexibility exercises as part of their warm-ups. Note how far they can stretch while warming up. Try the same exercises near the end of the class and compare the range of movement to that which they had in the warm-up.

Have students prepare and perform gymnastics routines for the class, other classes, or parents.

Theme: Gymnastics (1-6)

Student Assessment

Teacher Observation: Throughout the theme keep a checklist of skills which have been performed competently by each student.

Observe changes in muscular strength evidenced by students' ability to do exercises such as pull-ups on rings or bars at the end of the theme that could not be performed at the beginning.

Observe students with spotting and supporting others and note their level of concern for the safety of other students. Note how well performers trust the support that they are getting from each other.

Student Performance: Evaluate student gymnastics movements and routines for technique, creativity and variety.

Record the number of pull-ups each student can perform at the beginning of the theme and after practicing it for a set period of time. Note the change in ability.

Self-Evaluation/Reflection: Video tape is a very valuable tool in demonstrating to students their level of performance in gymnastics skills. Video tape students and allow them to assess their performance for correct technique and to identify areas for improvement.

Discuss the benefits of warm-ups before strenuous activities.

Discuss foods that provide good nutrition for the body.

Peer Evaluation: Have students plan and perform simple routines. The class will judge the routines and give immediate feedback to the performers on their level of performance.

Resources and Notes

In gymnastics it is very important to maintain constant motion to avoid line-ups and extended wait time.

Any skill that has an element of risk for the level of competence of the students should be done at a station where the teacher is assisting.

Skills on apparatus should be performed only with support or with a spotter present.

When children are on the balance beam, teachers need to be present to support them until it becomes clear that students are comfortable with the activity. Whenever students are performing skills at a height above the floor, the teacher should be present and adequate safety equipment must be in place.

Discuss pushing and pulling whenever an opportunity arises.

Have students support and spot for classmates to help them improve their skills (in low risk activities). Examples include, supporting another student's leg in a v-sit and holding a student's hand while they walk on a low balance beam. Emphasize the need to provide solid support and to be reliable in supporting others.

Print Resources

Movement with Meaning: Physical Education K-4, pp. 179-207.

Ready-to-Use P.E. Activities for Grades K-2, pp. 125-165.

Equipment: range of gymnastics and safety equipment available in the school

Grade 4

Theme: Gymnastics (1-6)

Outcomes

It is expected that students will:

IN MOVEMENT

1. Demonstrate basis gymnastic skills in a simple routine on floor and apparatus.
(GCO 1, KSCO 4, 5, 7, 9)

ABOUT MOVEMENT

2. Understand the role of strength and flexibility in performance.
(GCO 2, KSCO 1, 2, 4)

THROUGH MOVEMENT

3. Demonstrate concern for the care and safety of others and for equipment. (GCO 5, KSCO 1, 2, 3)

Sample Learning and Teaching Strategies

Students should be given an opportunity to further develop previously learned gymnastic skills in preparation for more difficult skills.

Gymnastics skills are presented in progression and simpler skills must be mastered before more difficult ones are taught. **Headstand** on a mat with support; **cartwheel** with support; **handstand** against a wall and with support; **scale and a v-sit** on a balance beam; **simple movement** on a balance beam; **tuck, pike and straddle jumps** off a beat board; **round-off technique**; **front and back walk over**; **vault** over a vaulting horse; **and simple routines** on floor and apparatus.

Students will be able to demonstrate the importance of flexibility and strength in performing gymnastic routines, understand the need for spotting during gymnastics, demonstrate safety and concern for others, take turns on equipment, and encourage and assist the participation of others.

Activities:

Provide an opportunity for students to use the mats and small apparatus to review and further develop previously learned skills such as rolls and balancing. Teacher should circulate to support and help with technique.

Have students develop routines demonstrating various themes such as balance, flight, weight transfer, take-offs and landing.

Use stations with task cards to assist students to create and perform movements. For example: balance three different ways using a 2-point balance on or off an apparatus.

Theme: Gymnastics (1-6)

Student Assessment

Teacher Observation. Observe students while they are exploring gymnastic movements and correct any errors in technique.

Observe students in performing spotting techniques and note their concern for the safety of others.

Observe students for safe use of equipment, adequate use of space, competent performance of specific gymnastics skills, development and performance of gymnastics routines with a partner and a group.

Observe students for the degree of efficiency in performing specific gymnastics movements.

Student Performance. Use a checklist of skills to ensure that students have mastered skills before moving on to a more difficult or challenging skill.

When students are creating sequences or routines, have them explain why they use a particular skill or movement.

Self-Evaluation/Reflection: Video tape is a very valuable tool in demonstrating to students their level of performance in gymnastics skills. Video tape students and allow them to assess their performance for correct technique and to identify areas for improvement.

Discuss the importance of strength, flexibility and endurance in gymnastics. Evaluate their responses and get them to demonstrate examples.

Peer Evaluation: Evaluate the routines of other students, critically analyzing the movements used.

Resources and Notes

Introduce new skills with a demonstration emphasizing safety.

In gymnastics it is very important to maintain constant motion to avoid line-ups and extended wait time.

Any skill that has an element of risk for the level of competence of the students should be done at a station where the teacher is assisting.

Skills on apparatus should be performed only with support or with a spotter present.

When children are on the balance beam, teachers need to be present to support them until it becomes clear that students are comfortable with the activity. Whenever students are performing skills at a height above the floor, the teacher should be present and adequate safety equipment must be in place.

Discuss pushing and pulling whenever an opportunity arises.

Print Resources

Movement with Meaning: Physical Education K-4, pp. 179-207.

Ready-to-Use P.E. Activities for 3-4, pp. 125-165.

Equipment: range of gymnastics and safety equipment available in the school

Grade 5

Theme: Gymnastics (1-6)

Outcomes

It is expected that students will:

IN MOVEMENT

1. Demonstrate basis gymnastic skills in a simple routine on floor and apparatus.
(GCO 1, KSCO 4, 5, 7, 9)

ABOUT MOVEMENT

2. Understand the role of strength and flexibility in performance.
(GCO 2, KSCO 1, 2, 4)

THROUGH MOVEMENT

3. Demonstrate concern for the care and safety of others and for equipment. (GCO 5, KSCO 1, 2, 3)
4. Respect individual differences.
(GCO 4, KSCO 1, 2, 3, 4)

Sample Learning and Teaching Strategies

Students should be given an opportunity to participate in warm-up practices to develop strength, flexibility and endurance for performance of gymnastic movements. This is required as a means of injury prevention. **Headstand** and **handstand** with support; **cartwheel**; **v-sit on a balance beam**; **approach to a vaulting horse**; **simple movement on a balance beam**; **jumps off a beam board**; **round-off on a mat**; **front and back walk over on a mat**; and **simple floor and apparatus routines**. Students will also be able to: demonstrate the importance of flexibility and strength in performing gymnastics routines, understand the need for support during gymnastics, demonstrate responsibility when using gymnastics equipment, show safety and concern for others, take turns on equipment, and encourage and assist the participation of others.

Activities:

Provide opportunities for students to explore different movements on the mats individually and in pairs.

Use students who are proficient in the skill being taught as demonstrators and helpers, showing others how to perform the skill.

Use stations and task cards to help students create routines.

Pose movement challenges for students to solve.

Theme: Gymnastics (1-6)**Student Assessment**

Teacher Observation: Observe students in the performance of specific gymnastics skills. Note the extent to which they put forth a concentrated effort to perform the skill and to improve technique.

Note students' willingness to participate and their ability to display safe, responsible behaviour throughout the theme.

Self-Evaluation/Reflection: Video tape is a very valuable tool in demonstrating to students their level of performance in gymnastics skills. Video tape students and allow them to assess their performance for correct technique and to identify areas for improvement.

Students could keep a record of the gymnastic skills they are able to perform as attested by the teacher and set goals for the skills they would like to be able to perform. The teacher should monitor this activity to ensure proper progression of skills.

Student Performance: Use a checklist of skills to ensure that students have mastered skills before moving on to a more difficult or challenging skill.

When students are creating sequences or routines, have them explain why they use a particular skill or movement.

Peer Evaluation: Evaluate the routines of other students, critically analyzing the movements used.

Resources and Notes

Introduce new skills with a demonstration emphasizing safety.

In gymnastics it is very important to maintain constant motion to avoid line-ups and extended wait time.

Any skill that has an element of risk for the level of competence of the students should be done at a station where the teacher is assisting.

Skills on apparatus should be performed only with support or with a spotter present.

When children are on the balance beam, teachers need to be present to support them until it becomes clear that students are comfortable with the activity. Whenever students are performing skills at a height above the floor, the teacher should be present and adequate safety equipment must be in place.

Discuss pushing and pulling whenever an opportunity arises.

Print Resources

Ready-to-Use P.E. Activities for Grades 5-6, pp. 121-165.

Equipment: range of gymnastics and safety equipment available in the school

Grade 6

Theme: Gymnastics (1-6)

Outcomes

It is expected that students will:

IN MOVEMENT

1. Demonstrate basis gymnastic skills in a simple routine on floor and apparatus. (GCO 1, KSCO 4, 5, 7, 9)

ABOUT MOVEMENT

2. Demonstrate the importance of technique and fitness. (GCO 2, KSCO 1, 2, 4)

THROUGH MOVEMENT

3. Demonstrate concern for the care and safety of others and for equipment. (GCO 5, KSCO 1, 2, 3)
4. Respect individual differences. (GCO 4, KSCO 1, 2, 3, 4)

Sample Learning and Teaching Strategies

Students should be given an opportunity to participate in warm-up practices to develop strength, flexibility and endurance for performance of gymnastic movements. This is required as a means of injury prevention. **Headstand** and a **handstand** with support; a **cartwheel**; the **correct technique when approaching a vaulting horse**; **simple mount** on a balance beam; **locomotor movements** on a balance beam; **approach to jump off** a beat board; **simple routines on bars** with support; **simple activities** on rings with support; **handspring** with support; and **floor apparatus routines**. Students will be able to understand the importance of proper technique when performing gymnastic skills, understand the components of physical fitness and how they relate to gymnastic movements, demonstrate a willingness to participate and to encourage others, recognize individual differences in performance, and demonstrate a high degree of safe, responsible behaviour when performing on equipment.

Activities:

Emphasize the importance of warm-ups and stretching as a means of injury prevention.

Using mats, have students review previously learned skills on mats with teacher to support any technique with an element of danger.

As skill level develops, progress from mats to small and large apparatus. Confidence levels will affect performance. Be sure a student is ready before attempting movements on an apparatus.

Using stations and task cards, practice a variety of skills. Each station may pose a different movement challenge. For example, find three ways to balance on the apparatus.

Enlist the class to develop an efficient procedure for assembly and dismantling equipment. The procedure must make the best use of the time provided.

Review a video taped performance of a gymnast. Watch it once without stopping, then rewind and stop at various points to initiate discussion. Emphasize techniques performed in class.

Theme: Gymnastics (1-6)

Student Assessment

Teacher Observation: Observe students in the performance of specific gymnastics skills. Note the extent to which they make a concentrated effort to perform the skill and to improve technique.

Assess students willingness to participate and their ability to display safe, responsible behaviour throughout the theme.

Self-Evaluation/Reflection: Video tape is a very valuable tool in demonstrating to students their level of performance in gymnastics skills. Video tape students and allow them to assess their performance for correct technique and to identify areas for improvement.

Students could keep a record of the gymnastic skills they are able to perform as attested by the teacher and set goals for the skills they would like to be able to perform. The teacher should monitor this activity to ensure proper progression of skills.

Student Performance: Evaluate simple routines for proper techniques, control, balance and smooth transition between movements. Both students and teacher can critically analyze performance.

Peer Evaluation: Evaluate the routines of other students, critically analyzing the movements used.

Resources and Notes

Introduce new skills with a demonstration emphasizing safety.

In gymnastics it is very important to maintain constant motion to avoid line-ups and extended wait time.

Any skill that has an element of risk for the level of competence of the students should be done at a station where the teacher is assisting.

Skills on apparatus should be performed only with support or with a spotter present.

When children are on the balance beam, teachers need to be present to support them until it becomes clear that students are comfortable with the activity. Whenever students are performing skills at a height above the floor, the teacher should be present and adequate safety equipment must be in place.

Discuss pushing and pulling whenever an opportunity arises.

Print Resources

Ready-to-Use P.E. Activities for Grades 5-6, pp. 121-165.

Equipment: range of gymnastics and safety equipment available in the school

