

**Curriculum Objectives****Strand Unit: Movement**

- Perform balancing and counterbalance movements on the mats.
- Select and link a range of gymnastics actions to travel on the floor (mats) in pairs and in groups.
- Improve quality in body performance, body tension and body shape.

Strand Unit: Understanding and appreciation of gymnastics

- Discuss movement – ask and answer questions about it.
- Develop the ability to lift, carry and place apparatus safely.
- Develop awareness of others when using apparatus.

Venue

- Hall.

Move up a level

Equipment

- Mats.
- Activity cards for Section 3 at the end of the lesson.
- To perform sequences in groups of four or more a plentiful supply of mats is required.

PSSI Homepage

Reference

- Primary School Curriculum (1999) Physical Education, page 54.



ORGANISATION

Take out the mats and place them on the floor – four children to each mat. The children work in pairs or in threes, where necessary.

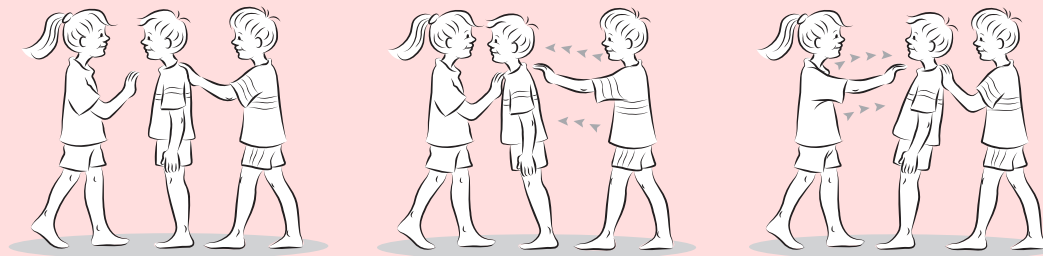
Take out the mats and place them on the floor.

ACTIVITY

Warm up and stretching. Visit your warm up bank. Include some strengthening exercises.

1 Tension exercises**The pendulum – In threes – A, B and C**

B stands between **A** and **C**, facing **A**. **A** and **C** stand with one leg slightly ahead of the other leg for balance. **B** tenses her/his body, keeping the feet **fixed**. **A** gently pushes **B** towards **C** and **C** pushes **B** back to **A**. Repeat with **A** in the middle then **C** in the middle.

**2 Revise pair balances****(a) Horizontal pairs**

The base lies on the floor with knees bent. The top lies face down with the feet either side of the partner's head and with the hands under the shoulders. The base places the upturned palms under the ankles of the top and clasps them firmly.

On the count of three, the base pushes up the arms to straighten them while at the same time the top pushes up with arms as if to do a push-up.

Hold the balance for a count of three.

(b) Hands and knees balance

The base lies on the floor with legs together, knees bent, feet flat on the floor close to seat. The top

approaches from behind, leans forward and grasps the knees of the base. The base places the upturned palms just above the knees of the top. On a count of three, the base straightens the arms and the top balances lengthways. Hold the balance for a count of three.

**TEACHING POINTS**

- Always make sure the supports stand with one foot in front of the other. The supports should stand 30 centimetres from the person in the middle.
 - **Discuss with the children why this is important.**
 - The child in the middle has to remain tense throughout.
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- While lying on the floor keep the small of the back pressed into the floor. Don't arch the back.
 - On release, gently lower **B**'s feet.
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- The top **must** lean forward far enough so that the shoulders are above the knees of the base
 - This ensures that the arms are vertical and can act as pillars
 - **Discuss with the children why this is necessary.**

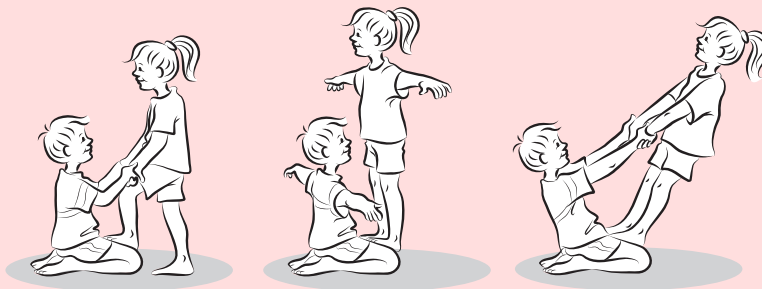
ORGANISATION

Take out the mats and place them on the floor.

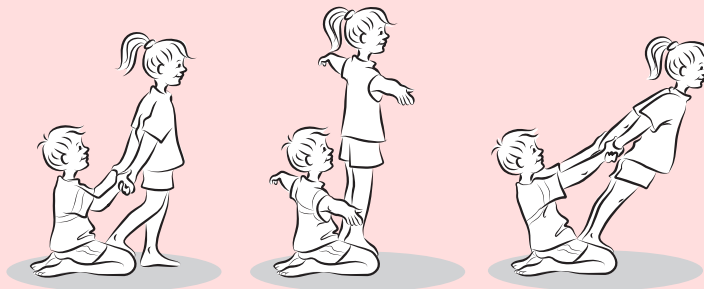
ACTIVITY

(c) **Balance on thighs**

A kneels and sits back on the feet. **B** faces **A**, standing directly in front of **A**. Take the partner's hands. **B** steps onto **A**'s thighs using the walking upstairs method. Stand in a balance with arms outstretched. Then, clasp the wrists and counterbalance. Hold the balance for a count of three.



Repeat this balance with **B** stepping up backwards.



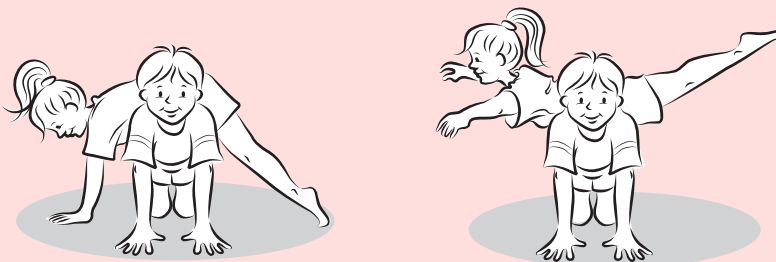
3 New balance

Back balance – in pairs; **A** and **B**

The base is on hands and knees.

The top lies across the base's shoulders, with feet on the ground on one side and hands on the floor on the other.

The top then takes his/her hands and feet off the floor, swings them upwards and holds the balance.



TEACHING POINTS

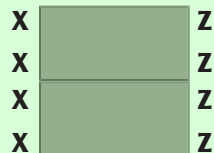
- The base should place the palms flat on the floor.

ORGANISATION

The children are organised into groups of nine.

Place two mats together, four pairs at each set of mats.

Place all the activity cards at each set of mats – no need to rotate the groups.



Two mats placed side by side.

Four pairs.

ACTIVITY**4 Sequences**

The children perform the following sequences as called by one child in the group. (The children take turns doing this.)

Sequence 1 – group of eight; four pairs

All make a two-footed jump into the centre. Perform an arabesque balance with the person opposite. Then balance on the partner's thighs and counterbalance. The tops step down and the bases stand up. All stand up. Jump a half turn and return to the original position.

Sequence 2 – four pairs

The pairs stand sideways to the mat and look in the direction of the arrow. Side-skip onto the mat. Each child jumps with a quarter turn to the right so that the pairs stand one behind the other. At the count of three, the pairs make a hands and knees balance. On completion, all stand. The base jumps with a half turn to the right to face his/her partner. Each pair then makes an arabesque pose. The first three pairs make a bridge with their hands and allow the last pair to come through. The group continues to make the bridge until they have all left the mat.

Sequence 3 – four pairs

The pairs stand sideways to the mat and look in the direction of the arrow. All **Zs** are bases, i.e. they lie on the back. All **Xs** are tops, i.e. they lie face down. Sidestep onto the mat. All **Zs** jump a quarter turn to the left. All **Xs** jump a quarter turn to the right. The opposite partners perform a horizontal pair balance. All stand. All jump a half turn to face each other and take one step towards each other. Perform a balance on the thighs with the opposite partner. All stand. All jump a half turn and step off the mat.

Sequence 4 – four pairs (with or without mats)

All stand back to back, about one metre away from each other. All jump a half turn to face each other. Perform a wine glass pose with person next to you. Perform an arabesque pose with the partner opposite. Take one step towards each other and perform a sinking movement with the partner opposite. All stand and jump a half turn away from each other. Step back to the starting position.

Sequence 5 – four pairs

Create your own sequence.

6 Cool down

Visit your cool down bank.

TEACHING POINTS

- Remind the children to have definite starting and finishing positions and to hold all balances for a count of three.
- Encourage the children to consider ideas on how to synchronise their movements.

DEVELOPMENT**ORGANISATION**

Take out the mats and place them on the floor.

ACTIVITY**1 Balances**

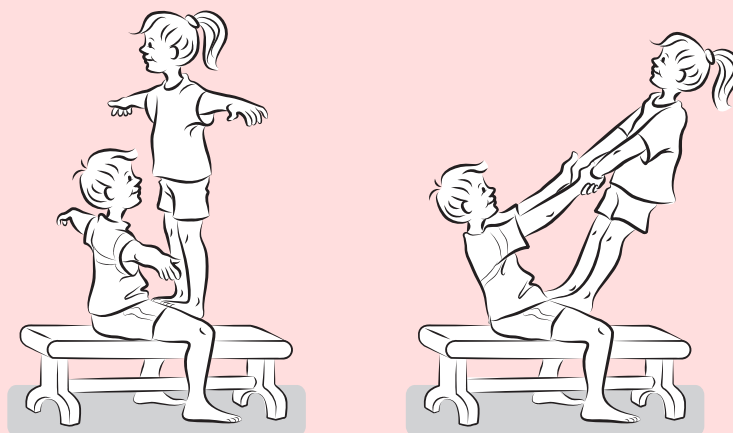
Revise your choice of the above balances, looking for well-held balances and good tension.

Revise balance on bench (astride)

The base sits astride a bench and the top stands on the bench in front of the base. They hold hands. Now the top walks onto the thighs of the base.

They disconnect hands and balance with arms outstretched. Hold the balance for a count of three.

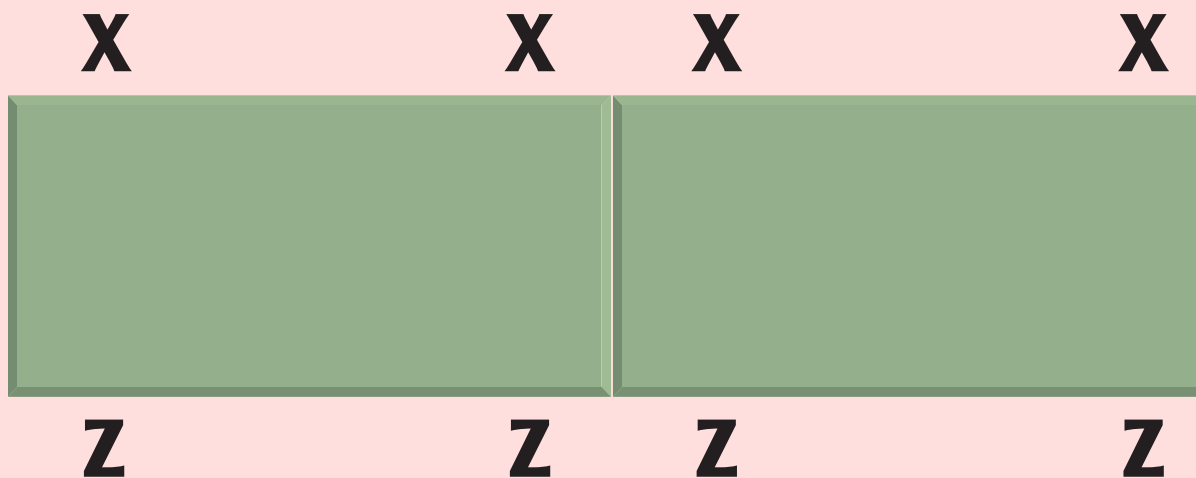
Now the pairs clasp the wrists and counterbalance for a count of three. Return to balance and step down.

**2 Sequences**

The children work on the mats in groups of six or eight to create sequences which include the above counterbalances and balances.

Remind the children to include rolls.

TEACHING POINTS

ACTIVITY CARD**SECTION 3****Sequence 1 – Group of eight – four pairs**

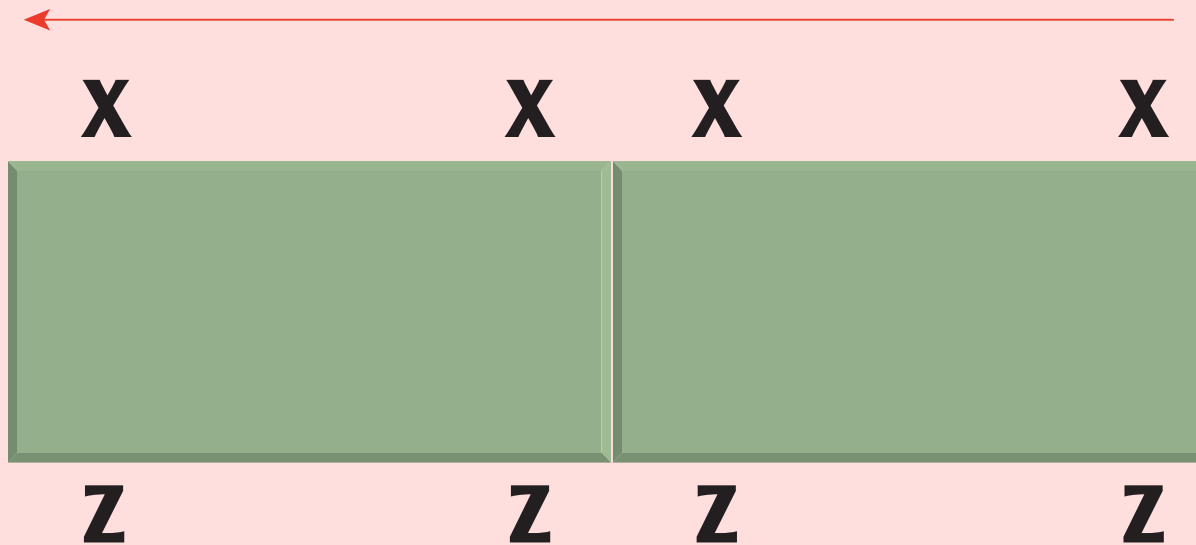
All make a two-footed jump into the centre.

Perform an arabesque with the person opposite.

Then balance on partner's thighs and counterbalance.

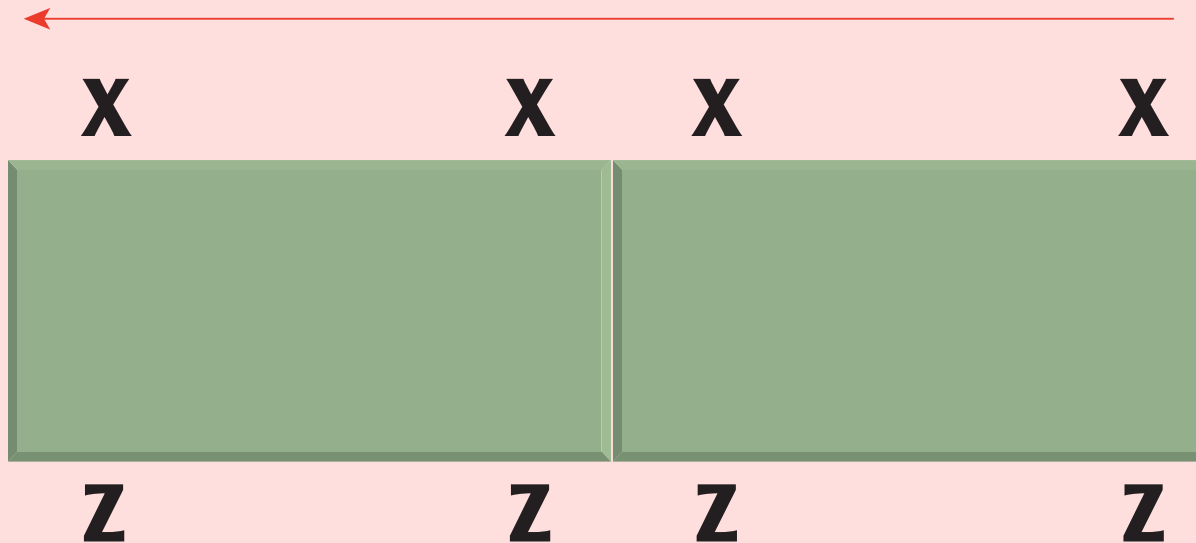
Tops step down. Bases stand up.

Jump a half turn and return to the original position.

ACTIVITY CARD**SECTION 3****Sequence 2 – Four pairs**

The pairs stand sideways to the mat and look in the direction of the arrow. Side-skip onto the mat. Each child jumps with a quarter turn to the right so that the pairs stand one behind the other. At the count of three, the pairs make a hands and knees balance. On completion, all stand.

The bases jump with a quarter turn to the right to face their partners. Each pair then makes an arabesque pose. The first three pairs make a bridge with their hands and allow the last pair to come through. The group continues to hold the bridge until they have all left the mat.

ACTIVITY CARD**SECTION 3****Sequence 3 – Four pairs**

The pairs stand sideways to the mat and look in the direction of the arrow. All **Z**s are bases. All **X**s are tops. Sidestep onto the mat. All **Z**s jump a quarter turn to the left. All **X**s jump a quarter turn to the right. Opposite partners perform a horizontal pair balance. All stand.

All jump a half turn to face each other. Take one step towards each other. Perform a balance on the thighs with your partner. All stand.

All jump a half turn and step off the mat.

ACTIVITY CARD**SECTION 3****Sequence 4 – Four pairs (with or without mats)****X X X X X****Z Z Z Z Z**

All stand back to back approximately one metre away from each other.

All jump a half turn to face each other.

Perform a wine glass pose with the child next to you.

Perform an arabesque pose with your partner opposite.

Take one step towards each other and perform a sinking movement with your partner opposite.

All stand and jump a half turn away from each other back to the starting position.

ACTIVITY CARD

SECTION 3

Sequence 5 – Four pairs

Create your own sequence.

