

# Up Down All Around

## Teacher's Guide

Welcome to Ruschkin Publishing and Consulting Inc. Company's

### Up Down All Around Lesson Plans.

It is our experience that **gymnastics activities** are:

- **Easy for teachers to present and**
- **Beneficial and enjoyable for students.**

Let us explain the logic behind our lessons and give you their scope and sequencing.

The three authors of this series have all lectured at universities and are the authors of the Canadian, Australian and New Zealand Gymnastics Federations' introductory levels of coach/teacher education in gymnastics. These publications view *gymnastics* as an umbrella term under which many *sports* and many *activities* are grouped (much like the term *aquatics*). The sports include the 3 Olympic Gymnastics Sports of Artistic, Trampoline and Rhythmic Gymnastics plus the non-Olympic sports of Sport Acrobatics. In addition to these sports there are many other forms of gymnastics practiced as *educational gymnastics*, *recreational gymnastics*, *pre-school gymnastics*, *display gymnastics*, *applied gymnastics*, etc.

All these forms of gymnastics have certain **patterns of movements** in common - movements that differentiate gymnastics from games and aquatics and dance, etc. For example, **swinging** and **somersaulting** are obviously gymnastics activities and not games activities.

It is possible to demonstrate that 6 basic movement patterns represent **all** gymnastics skills and activities. They are the lowest common denominators of gymnastics.

These **6 Gymnastics Movement Patterns (GMP's)** will become the **themes** of our lessons because they are what make gymnastics gymnastics.

**\* They are what differentiate gymnastics from other activities. \***

## What are the 6 Gymnastics Movement Patterns?

Imagine a large (very large) hall with 1000 children all doing gymnastics activities (don't imagine teaching them however). What is the most common activity you would see? It would be **Landings**. Children would be Landing after Swinging, after Springing, after Rotating, after Locomoting along a balance beam or bars or ladders. **Landing** is our first and most important Gymnastics Movement Pattern.

### Landings

Look at all those children again and notice that many are involved in **Static** activity. That is, they are *balancing* or *supporting* or *hanging*. This is our second most common GMP.

### Statics

There are still many activities we have not yet accounted for. Look at all those children skipping on the beams, climbing ropes, traversing the ladders, etc. In a word these children are doing **Locomotions** - Locomoting in ways associated with gymnastics.

### Locomotions

Another look at those 1000 activities brings the conclusion that many children are doing **Rotations**. They are rolling, somersaulting, turning, twisting, pirouetting, pivoting, etc. What do all these activities have in common? In all cases the children are **Rotating** about one of the body's 3 axes. Turns and pivots are **Rotations** about the body's *long* (top to bottom) axis. Rolls and somersaults are **Rotations** about the body's *broad* axis (side to side). Cartwheels are **Rotations** about the body's *narrow* axis (front to back).

### Rotations

We have still not accounted for all those children doing **Springing** activities. Children **Springing** onto and off from apparatus, children **Springing** as they tumble on the mats, children **Springing** from their legs and from their arms in ways that are unique to gymnastics.

### Spring

Well, we have now accounted for all the 1000 gymnastics activities except for one group of children who are **Swinging**. This final **GMP** is unique to gymnastics and like the other 5 **GMP's** will be one of the themes of our **Up Down All Around** Lesson Plans.

### Swing

## Scope and Sequence

The Ruschkin **Up Down All Around** Lesson Plans consist of several series of lesson plans. Each series can be used for 2 grade levels:

- Series A is designed for **grades 1 and 2**,
- Series B is designed for **grades 3 and 4**
- Series C is designed for **grades 5 and 6**
- There are **20 lesson plans** in each series.
- Each lesson has a **theme** consisting of one of the **6 GMP's** and a **sub-theme**.

<u>Lesson</u>	<u>Theme</u>	<u>sub theme</u>
#1	Landings	on the feet
#6	Statics	balances (feet & knees)
#11	Locomotions	in hangs
#16	Spring	from the legs and arms

- Each lesson consists of **4 pages**:
  - page 1 = **Activation** or warm-up
  - page 2 = **Directed Learning** teacher directed
  - page 3 = **Exploratory Learning** student directed
  - page 4 = **Review** and **Lesson Expander** of additional material

To help the children **explore** the gymnastics-specific themes, we introduce them to the **universal movement variables** inspired by the work of Rudolph Laban. Laban noted that certain *variables* were present in all human movement. For example,

- the **Body** is always present
- the body's movement always occurs in **Space**
- the body's movement always occupies **Time** and varies in **Force**
- the body's movement occurs in **Relationship** with other bodies, music, objects...

For example, in the **Exploratory Learning** section of the gymnastics-specific theme **Swing** we will ask the students to:

- vary the **body** parts they swing on
- vary the directions & pathways (**space**) of swinging
- vary the swing by working with a partner (**relationships**)

## Series A - Grades 1 & 2

In this first series of 20 lesson plans we will introduce students to gymnastics activities. The **Gymnastic Movement Patterns (GMP's)** which will be the **themes** of these lesson plans are as follows:

The abbreviated scope and sequence of this series is as follows:

<u>Lesson #</u>	<u>Theme</u>	<u>sub theme</u>
1	Landings	on the feet
2	Landings	on the hands
3	Landings	on the feet and the hands
4	Statics	supports (individual)
5	Statics	supports (individual)
6	Statics	balances (feet & knees)
7	Statics	balances (hips & shoulders)
8	Statics	hangs
9	Locomotions	on the feet
10	Locomotions	in supports
11	Locomotions	in hangs
12	Rotations	broad axis of body
13	Rotations	long axis of body
14	Rotations	combined axes
15	Spring	from the legs
16	Spring	from the legs and arms
17	Swing	from the arms
18	Review Lesson	Landings & Statics
19	Review Lesson	Locomotions & Rotations
20	Review Lesson	Springs & Swings

### Before teaching these lessons

- Read the **Notes to the teacher** located on the bottom of page 4

### Equipment suggestions

- We have designed most lessons to use **minimal equipment** - but we believe that the use of gymnastics equipment enhances the physical and motor outcomes for students.
- Most lessons have been designed to have **1/2 of the gym free** of any equipment
- Many lessons require the use of **elevated surfaces** to jump and land from. We suggest box tops, and benches but you can improvise with many items such as piles of mats, gym stage and steps, stacking boxes, orchestra risers or platforms, chairs placed against a wall to prevent slipping, etc.

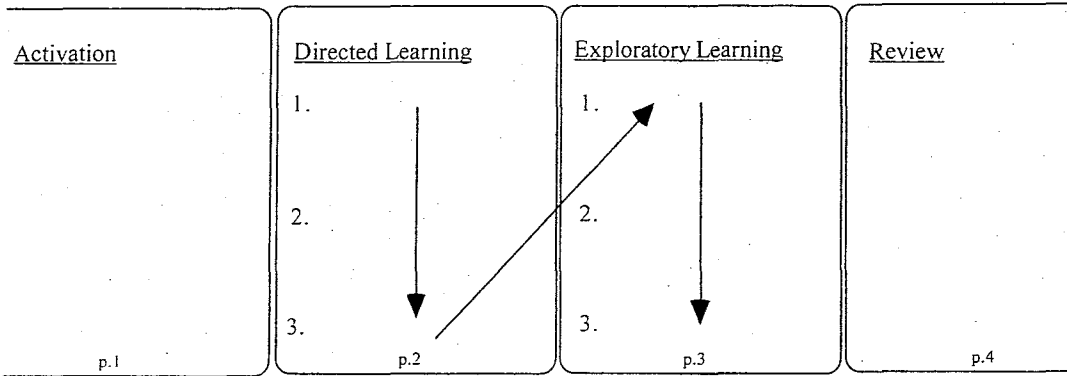
- We often ask for mats to be scattered about 1/2 of the gym. These can be the small scatter mats or better still, these can be gym mats that are “scattered”.

**The amount of material in each lesson**

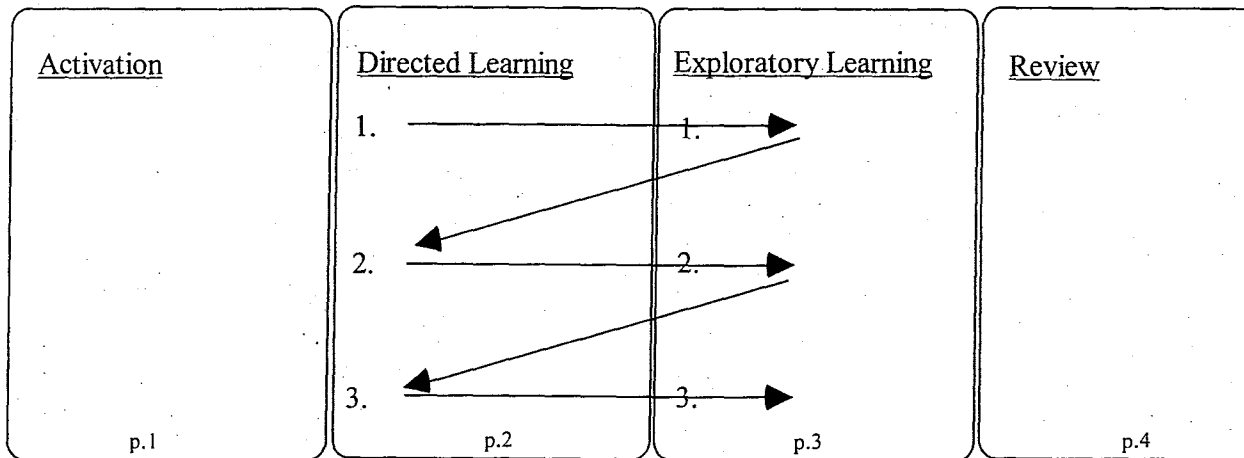
- As one would expect, and as was evident during the field testing of these lesson plans, there is tremendous variability between classes, between schools, between teachers’ backgrounds, etc. In order to satisfy these differences we have included enough material in each lesson to accommodate the ideal situation. **Most classes will not be able to complete all the material in a lesson** and therefore that same lesson can be used on that same group of students the following year in the next grade.
- The field testing also showed that teachers progressed further through the lessons on the 2nd and subsequent times that they used the lessons. In other words, you probably will get only part way through lessons on your first “go around” but the next time you use the lessons you will progress much further through each lesson.
- The **Lesson Expander** section is designed to be used with more advanced groups or with students going through the lessons for the 2nd time.
- The **Review** section is designed to provide the students will continual review of past material. **You may want to do this section earlier in some lessons** to ensure that it is not missed due to insufficient time.

**Series A - Grades 1 & 2**

- The lessons are designed with the **Directed Learning** section preceding the **Exploratory Learning** section. Usually you will teach the activities in the **Directed Learning** section and then let the students explore variations and construct sequences in the **Exploratory Learning** section.



- You may, however, let the students **explore** variations of **each activity** that is presented in the **Directed Learning** section. The following graphic illustrated this:



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## **Up Down All Around** Lesson Plans

are available from the following sources:

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