Leap to it - Stage 1

Unit overview

This unit aims to develop a range of non-locomotor and locomotor skills through gymnastics activities.

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Syllabus outcomes

GS1.8 Performs fundamental movement skills with equipment in minor games

GYS1.10 Follows a simple sequence that links basic movement patterns

MOS1.4 Demonstrates maturing performance of basic movement and compositional skills in a variety of predictable situations

INS1.3 Develops positive relationships with peers and other people

Physical literacy continuum markers (Cluster 2)

Movement competencies

* Demonstrates stable head and trunk position while moving
* Demonstrates correct coordination of arms and legs to propel the body

Tactical movement

* Participates within the rules of physical activities

Motivation and behavioural skills

* Participates in a range of physical activities regardless of success

Personal and social attributes

* Follows instructions, rules and safety procedures in physical activities
* Uses equipment appropriately and safely in physical activities
* Demonstrates cooperative behaviour towards others during physical activity

Lesson overview

| Week and focus | Learning experiences | Planned assessment and teaching notes |
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| Week 1 and 2Equipment: One mat between two students, 4 soft balls, hoopsFocus: Balance and statics* Non- locomotor skills - static balance
* Locomotor skills - running
* Elements of movement - spatial awareness: levels, shape
 | Getting started - Huff and puff activities Here, there, everywhere! Ask students to randomly space themselves throughout a designated area, facing the teacher who uses three key words:* Here - students run, skip, hop or jump towards the teacher.
* There - students run, skip, hop or jump in the direction indicated.
* Everywhere - students run, skip, hop or jump in any direction they choose.

Stuck in the mud. Select two students to be the taggers. Students move randomly in the defined space. If tagged, students are stuck until another player crawls under their legs to release them.Fishing. In a large space, six students are selected to form a circle (the net) by holding hands. The rest of the students (the fish) move randomly about the playing space. The net moves around and tries to tag or snare the fish. If a fish is tagged or snared, this player joins the net, thus making the net larger. This game is a version of ‘chain tag’.Skill development activities - Support positionsIntroduce and demonstrate to students a number of support positions while working in pairs on a mat. For each support activity it is essential for teachers to relate the support position with the relevant gymnastic skill, so students are aware of the development and progression of skills in gymnastics.On the mats, students practise the following support positions:**Tuck sit** The tuck sit reinforces the tuck position for forward and backward rolls, tuck jumps and the tuck hang.Instructions:* sit on bottom with legs bent, feet close to body and knees together, feet off the floor
* hug knees into chest
* keep back up tall and straight
* chin into chest.

Ask students to count how long they can stay in this position before rocking backwards.**V-sit** The V-sit reinforces the concept of a tight body. It is important that students maintain correct body control e.g. tight not loose body.Instructions:* sit on bottom
* place hands on the floor near bottom for balance
* lift both legs straight out in front so body and legs make the shape of the letter V (45 degrees).

Ask students to explore other ways they can make a V with their body.**Angry cat**The angry cat and front support help increase upper body strength and focus on tight arms and a strong upper back, which assists in the progression to the handstand in Stage 3.Instructions:* start in a crawling position on hands and knees
* place arms directly below shoulders keeping arms tight
* legs should be shoulder width apart
* arch back up towards the ceiling.

**Front support**Front and rear support positions help develop upper body strength and assist in the progression of many gymnastic skills performed on the different bar equipment.Instructions* start in a push-up position with straight arms
* students need to keep a flat back and arms tight and straight.

**Rear support** Instructions* start sitting on the mat, back straight, legs extended straight, ankles together, hands flat on floor by side, fingers pointing towards feet.
* lift hips off floor so legs and body are in a straight line like a plank.
* look straight ahead.

When the students are engaged in the support position activities ask students questions like:* Why do you think it is called a tuck sit?
* Why do you think it is called a V-sit?
* Why do you think it is called an angry cat?
* What gymnastics skills do these support positions relate to?
* Why were some balances harder than others?

**Skill development – Practising the skill****Support tunnel ball.** Students work in teams of 5-6 lined up facing the same direction at their marker. One person from each team is selected as the leader.In straight lines students perform a front support position making a tunnel with their bodies. The closer the students are to each other the easier the activity (let students work this out for themselves). The leader positions themselves at the marker in front of their team and is required to roll a large soft ball through the tunnel of front supports. The last student on the end of the tunnel picks up the ball and runs to the head of their team to become the leader. The old leader joins the rest of the team in a front support position. Teams have thirty seconds to see how many tunnel passes their team can get through.Variations* change the support position to a V sit. For this position the leader is required to
* roll the ball under the raised legs.
* change the support position to an angry cat position.

**Partner balances**. Students perform a series of balances and support positions in pairs. * Work in pairs in their own space to explore different partner balances, for example, ways of combining and balancing on two body parts, three body parts. As a variation, this can also be performed to music.
* In pairs, students sit back to back. Each student raises legs and leans back to balance, then places their arms out to the side and above their heads and then hold hands. As a follow on or variation, students could stand or hold something together for example a ball, beanbag or hoop.

Finishing off**Random running.** Scatter a number of mats around the playing space. Students move around the designated space using various locomotor movements without touching any of the mats scattered on the floor. On the teachers’ signal, students have to run to a mat and perform the support position the teacher calls out.**Beanbag balance**. Mark out clear boundaries using markers. Three students are ‘taggers’ and three students are ‘rescuers’. The remainder of students balance a beanbag on their head in their own space in the area. When the whistle is blown students walk or run around in the area trying not to get tagged. If students are tagged or if their beanbag touches the ground they stop and perform a support position e.g. front support, V sit until they are tagged by the rescuers.**Bumper cars.** Remind students what personal space is and how you use it. Each student spreads out within the space with a hoop. Each student holds their hoop at waist level. Explain that this is their personal space car and they should not touch any other student’s car. Students move freely in the space provided and travel in a variety of ways (e.g. skip, run, walk, leap and dodge) in different directions in response to your instructions. Call out directions such as stop, go, balance on one foot, V sit, Angry cat, stand up and sit down. | The getting started activity is sufficient in preparing students in Stage 1 to be warmed up ready for the lesson. It should involve ‘huff and puff’ activities (activities which raise the heart rate). Specific stretching is not necessary.The locomotor movements in the warm up may include: skipping, running, hopping and jumping. Support positions are an important step in developing strength in the whole body. Each support specifically leads up to another gymnastics skill. For example, the ‘angry cat’ support helps increase upper body strength and focuses on tight arms and a strong upper back, which relates to the handstand. The handstand is not performed until Stage 3, however these skills need to be taught in earlier Stages for skill development and progression.The duration of these activities needs to be kept short due to the limitations on upper body strength.**Safety considerations:**It is important to alternate the two support positions every 30 seconds so that the wrists and other body parts are not overloaded with too much pressure.Only use a soft ball to roll through the tunnel to prevent any injuries.**Assessment strategy** The teacher:* observes students’ ability to balance and demonstrate a variety of support positions
* observes students’ ability to observe rules and cooperate in groups

**Assessment criteria**The student:* listens and responds to others
* uses positive talk to encourage others
* takes weight on different parts of the body using a small base of support
* maintains stability of upper body when stationary on a small base of support

These criteria relate to outcomes GYS1.10 and INS1.3. |
| Week 3 and 4Equipment: Support position cards/ visuals, one mat between two students, 5 markers, 25 braids, 25 hoops, marked lines (masking tape), skipping ropes, batonsFocus: Leaping* Locomotor skills – running; leaping
* Elements of movement - dynamics: soft, hard; spatial awareness: levels, shape
 | Getting started- Huff and puff activities**Sick ants**. One person in the group is chosen to be the ‘ant terminator’. They try and tag as many people as they can. When tagged, students must lay down on their back waving their arms and legs (sick ant). To be rescued, another ant must tag one of the sick ant’s limbs. Ants are safe from the ant terminator if attached to a limb of a sick ant. Change ‘ant terminators’ regularly or have more than one at a time.**Release tag**. Students work in four teams. One team is selected as the ‘catchers’. Students who are caught are placed in a designated square. The catchers should chase the other students and guard the square. Students who are caught are released by being touched by those students who are still free. Each team gets a turn to chase for three minutes and tries to catch as many students as possible.**Chain relay**. Mark out a start and finish line about ten metres apart. Form teams of four or five players. Each team stands in single file behind the starting line. On the signal ‘Go’ student one runs forward, around the far marker, and back to the starting line. They then grip the wrist or hand of student two on their team and run around the far marker together. This continues for the third, fourth and fifth runners. The chain cannot be broken.**Captain’s coming**. Play the game in a designated space. The teacher calls out commands and the students respond with the following actions:* bow: students run to the front of the area and perform a static balance
* stern: run to the back and perform a static balance
* port: run to the left and perform a static balance
* starboard: run to the right and perform a static balance
* climb the rigging: action of climbing the rigging
* scrub the deck: down on one knee and scrub the floor
* captain’s coming: stand to attention and salute.

Skill development activities – Locomotor movements – the leapStudents experiment with the skill of leaping before teachers explicitly show them. Students perform a number of leaps on safety mats.Jump the creek. In a large playing area, mark a “creek” with masking tape in two horizontal lines. Students line up so they are standing behind the two horizontal lines. Ensure there is enough space between students. Students are to leap over the creek using the following techniques:* leap and land on left leg
* leap and land on right leg
* leap with hands by your side
* leap using your arms.

Ask questions such as:* What parts of the body help you to leap?
* What are the hard parts about this skill?
* What are the easy parts of this skill?
* What role do your arms play?
* When would you use the leap?

Use the [Get skilled: Get active leap video](https://www.youtube.com/playlist?list=PLrOa7LNP0maWa6EPlnkvHlk3VsBqhuMZq) to demonstrate the leap or alternatively ask another student or older student to demonstrate. As a class, instruct students to demonstrate the leap using the following specific teaching cues:* look straight ahead
* bend the knee of the take off leg
* scissor your legs in the air
* stretch your arms out
* lean slightly forward
* land softly.

Allow students to practise the leap over the creek again using the correct cues. Once students have mastered this, allow them to explore: * leaping with their non-preferred leg
* different body positions while leaping (e.g. bend at the waist, keeping the upper body straight)
* leaping with arms in various positions
* various ways of taking off (e.g. with a slow run up, fast run up, straight take off leg).

Ask students questions like:* Why do you think it is easier to leap with one leg instead of the other? (most people have a dominant leg they prefer to lead with in sporting activities, leaping is no different)
* How does your arm position change your leap? (arms should be stretched out, opposite arm to leg).

Skill development – Practising the leapFly. Student work in groups of 4-5. Lay out a line of braids or skipping ropes for each team. Each braid should gradually become further apart from the previous. Team members take turns at leaping over the braids. Each student who completes the course without touching any of the braids can widen a part of the course for the next student.Hoopla. Arrange a line of five hoops for each team along a line of mats. Students line up behind the hoops. In turn, each student leaps from one hoop to the next. At the end of the hoops, the team member takes on a front support position. The next team mate repeats the leaping, tunnels under the team mate in the front support position and joins next to him/her in a front support position. Continue with the rest of the team mates. The first team all lined up in front support positions wins. Finishing off**Alphabets**. Ask students to move about in the designated area using a given locomotor movement e.g. hop, skip, leap etc. When the teacher calls a letter of the alphabet, students need to form a small group to make the letter. Students decide if they need two or three people to do so.**Survive the quicksand**. Students form groups of five or six. Mark out an area and place twenty hoops randomly through the area making sure there is space between them. The hoops represent areas of quicksand. To start the game two members from each group are nominated to attempt to make their way through the area by leaping over the hoops. The rest of the team stands around the sides of the marked space with a good supply of beanbags or balls available. If they land in, or on, any of the hoops they are stuck in the quicksand. The only way they can continue their journey is to successfully catch a beanbag which is to be thrown underarm to them by a member of their team. If they don’t catch a beanbag after they have been trapped in the quicksand, they may toss it back and attempt again. Once the students complete their journey through the quicksand they switch places with other team members.**Baton relay.** Students form groups of three to four. Put two markers out for each group about fifteen metres apart. Half of the group lines up behind one marker and the other half behind the marker fifteen metres away. Each team has a relay baton. On ‘Go’, the first student in each team leaps with the baton to the other end. When they reach the other end, they pass the baton to their team-mate who leaps back to the other end, passes the baton and so on until each student is back to their starting position. Students who are waiting for a turn jog on the spot with high knees. Introduce a hoop or marker for each team. Each student must leap over the hoop or marker before handing off the baton. | The leap is an extension of the sprint run however, is different because it has a clear beginning and ending. It is basic to everyday activities like jumping over low obstacles, playground games such as hop scotch and various team games. The leap is used in gymnastics, dance and specific athletic events such as hurdling and triple jump.Skill components - leap1. Eyes focused forward throughout the leap.
2. Knee of take-off leg bends.
3. Legs straighten during flight.
4. Arms held in opposition to the legs.
5. Trunk leans slightly forward.
6. Lands on ball of the foot and bends knee to absorb landing.

Students are ready to demonstrate proficiently the introductory components (in bold) of the leap by the end of Year 2. The leap is a complex skill and students generally do not master the skill until the end of Year 5.Assessment strategyThe teacher:* observes students performing a leap

Assessment criteriaThe student:* coordinates movements of body parts
* executes correct technique for leap (see teaching points)
* uses feedback to modify their performance
* shows concern for the safety of others

These criteria relate to outcomes GYS1.10 and MOS1.4.  |
| Week 5 and 6Equipment: Climbing and hanging equipment, mats (if area under equipment needs to be ‘raised’ so students have less of a distance to fall), 10 hoops, 3 medium size balls, 5 large witches hats, chairs or stumps, 1 dome/marker, 2 benches, beanbagsFocus: Climbing/hanging, Locomotor skills* Non- locomotor skills - static balance; laterality
* Locomotor skills – jumping; landing; climbing; hanging; walking; travelling on different body parts
* Elements of movement - spatial awareness: position, shape, direction; relationships: with simple apparatus
* Composition - simple combinations of locomotor activities
 | Getting started – Huff and Puff activities**Stuck in the mud**. Select two students to be the taggers. Students move randomly in a defined space. If tagged, students are stuck until another player crawls under their legs to release them.**Snatch the treasure.** Set out six hoops. Place one hoop in the middle of the area and five hoops ten metres away in a circle formation. Students are divided into five teams. Place all beanbags (treasure) in the middle hoop. Teams line up beside an outside hoop. When the whistle is blown the first student from each team runs to the middle hoop to get a piece of treasure. Students then return the treasure to their hoop. The next student collects a piece of treasure and this continues until all treasure has been snatched from the middle hoop. When there are no pieces of treasure left in the middle hoop, students may snatch treasure from other groups’ hoops but still only one person at a time is collecting the treasure. The winning group is the one with the most treasure at the end of the time.**Class tag.** Allocate each student a braid or a belt with two tags. They scatter around a clearly marked playing area and everyone is ‘It’. On ‘Go’ students run around in the space trying to tag other students but at the same time trying not to get tagged. When students have no braid or tags left they must run around the outside of the playing area once and then find a braid or tags to put on so they can re-join the game.**Ready, set, go.** Mark out a large rectangular playing area. Students spread out in the playing area and on a whistle run around in the space. They are given the following instructions to respond to:* red – freeze on the spot
* yellow – leap around the area
* green – run around the area

Skill development - Climbing, hanging and locomotionThis lesson provides the opportunity for schools with adequate equipment to teach various hanging and climbing skills as well as a variety of locomotor activities. Those schools without adequate equipment can focus just on the locomotor activities.**Stations**. Divide the class into six groups. Demonstrate each activity before moving into groups. Allow students enough time at each station before rotating around.**Station 1 - Climbing and hanging**Before allowing students onto the equipment, ask questions like:* what are some safety considerations we have to be aware of? (e.g. overcrowding)
* what is the safest way to land after dismounting from equipment? (motor bike landing)

Revise grips for the equipment. Give students an opportunity to practise the grips whilst exploring ways to hang and climb on the equipment.* over-hand grip - the palms of the hands are placed over the bar, thumbs underneath.
* under-hand grip - the palms of the hands are placed under the bar, thumbs over the top.

Ensure students dismount from any height using a motorbike landing. Explore the:* tuck hang, where students bring their knees into their chest. Keep arms hanging straight.
* V-hang, where students make a V shape with their legs.

Ask students to make their own hanging shape.Students should try and hold hangs for five seconds.**Alternative Station 1 - Locomotor activity**A marker and a hoop are positioned about six metres apart. Students line up at the marker and run towards the hoop. They are required to jump from one foot and land on two feet in a controlled motor bike landing in the middle of the hoop. Students count how many times they can land in the hoop without touching the hoop or overbalancing out.**Station 2 – Squeeze ball**Students need to work in pairs and work very closely together. Partners are required to walk sideways holding a ball between their backs. They have to make their way around a marker and get back to the starting point without dropping the ball. Partners who master this activity may want to try joining up with another pair and attempt to walk the ball around the course while positioned between 4 backs. **Station 3 - Hoop play**Students explore how they can move hoops in various ways e.g. hula hoop around the waist, spinning a hoop around the ankle, arm, leg. Challenge students to create their own movement sequence.**Station 4 – Bench side step**Students perform a side step along a bench. Their hips, shoulders and head should remain in line with the bench. Students could place a bean bag on their heads.**Station 5 - Weave relay**Students weave between a row of objects, markers or hoops using a two footed jump. On completion of the circuit they tag their next team mate who then attempts the circuit. The team counts how many team mates can get through the circuit in the time. **Station 6 – Bench crawl**Crawl along a small bench – either forwards or backwards, one student at a time.Finishing off**Rob the nest.** Statues. Students move randomly around the playing space to music using a variety of locomotor movements e.g. skipping, hopping, side galloping etc. When the music stops, students freeze like a statue until the next instruction is given.**Skipping under the bridge**. Students skip around the designated playing area in pairs. Two students are nominated as ‘taggers’. When pairs of students are tagged, they skip on the spot, face each other and form a bridge by joining hands and holding them above their heads. To release these students, a free pair of students must skip under the bridge.**Follow the leader.** Students form a line one behind the other. They move around following playground or court markings copying the leader’s actions. Encourage the leader to use fundamental skills such as hopping, skipping, leaping and side galloping. Continue the game until all students have been the leader.**Zigzag relay**. Students work in groups of four. Each group lines up behind five markers. When the teacher blows the whistle the first student skips in and out of the markers to the end and back. This continues until each student in each team has had a turn. The focus is on using the skipping skills students have developed to complete the activity as quickly as possible. The students who are waiting skip on the spot until it is their turn. | Skipping is a rhythmical locomotor skill that is basic to many children’s games. It is also fundamental to good footwork in numerous sports such as basketball, netball and touch football, and many forms of dance.The skip should be taught as a rhythmical movement, with the focus on developing the step hop-rhythm, rather than performing the movement with speed. **Skill components - skip**1. **Shows a rhythmical step-hop.**
2. Lands on ball of the foot.
3. Knee of support leg bends to prepare for hop.
4. **Head and trunk stable, eyes focused forward.**
5. **Arms relaxed and swing in opposition to legs.**

(Introductory components marked in bold) Assessment strategy The teacher:* observes students performing a skipping sequence

Assessment criteriaThe student:* coordinates movements of body parts
* executes correct technique for the skip (see teaching points)
* repeats skipping movements to fluently form a sequence

These criteria relate to outcomes MOS1.4 and GYS1.10 |
| Week 7 & 8Equipment: 15 balls for bouncing, 15 beanbags, 15 hoops, 15 matsFocus: Elements of movement, Rhythmic gymnastics* Non-locomotor skills - static balance; laterality
* Locomotor skills – walking; rolling; leaping
* Elements of movement - spatial awareness: position, direction, levels, shape; time and rhythm; relationships: with apparatus, partner
* Composition - simple combinations of locomotor and non- locomotor activities
 | Getting started – Huff and Puff activities**Ship, shark, shore.** In a large space, designate three areas; one to be the ship, shark and shore. To begin, ask students to stand in a line on the “shore”. Students move quickly to one of the locations as it is randomly called. The students have to run to the designated area when it has been called. The last student to move to the designated area becomes the next caller. Three rows of mats can be used as the ship, shark and shore. Change the locomotor movement from running to other movements such as hopping, side galloping, skipping, jumping etc.**Snowball tag**. Mark out a designated playing area. Four students are chosen as ‘catchers’ and each wears a different coloured braid. Each catcher chases the other students. When a student is tagged they put on a braid of the same colour worn by the catcher who tagged them. Then they assist their team by tagging as many ‘free’ students as possible. The aim is to have the most team members after the last person is tagged.**Release tag.** Designate a playing area with a small square marked out in the middle. Students are divided into four teams and one team is nominated as the ‘taggers’. The other teams skip around in the area trying not to be tagged. If students are tagged they move to the square area in the middle and they complete star jumps. These students can be released by being touched by other students in their team who are still free in the area. Each team chases for four minutes and tries to catch as many students as possible.Heads and shoulders tag. Students form pairs. One partner is a ‘head’ and has one of their hands on their head. The other partner is a ‘shoulder’ and has one of their hands on their shoulder. On the signal ‘Heads’ the heads will use their free hand to tag the shoulders and on the signal ‘Shoulders’ the shoulders will use their free hand to tag the heads. If tagged, students are transformed into the same mode as the player who tagged them. On ‘Stop’ everyone stops immediately. Count the number of heads and shoulders.Skill development activities - Elements of movement – using equipmentPartner work. Students work in pairs with a light ball for bouncing. Students investigate different ways of bouncing the ball e.g. left hand, right hand, in front, to side, to each other, while walking. Students demonstrate their preferred bouncing action to the class.Demonstrate to the students how to:* bounce a ball under one leg and catch it
* bounce a ball while walking on the spot or in a small circle
* sit on the floor and roll the ball around body
* lie on the floor and try and get the ball from head to toes
* lie on the ground and try and bounce the ball.

Ask students questions such as:* What happens if you bounce the ball too high?
* What would happen if you bounced the ball slowly?

**Exploring**. In pairs ask students to investigate different ways of using the hoop e.g. twirl on left hand, right hand, ankles in front, to side, to each other, while walking. Students demonstrate their preferred action to the class. Demonstrate to students how they can release a hoop to come back to them by flicking their wrist and giving the hoop a backspin.Ask students; is it easier to spin the hoop with your left or right hand? Why do you think this?**Group work**. In small groups of three or four, provide students with equipment such as a hoop, beanbags, a ball and mat. Students design a short sequence demonstrating some of the skills they have learnt during the gymnastics sessions. Set specific criteria for the task such as:* use of all equipment
* one partner balance
* two rolls (egg, log)
* a leap.

Students rehearse and practise their sequence and present it to the rest of the class. Students may set their routine to music.Finishing off**Pass the hoop**. In teams of five or six, ask students to line up next to each other shoulder to shoulder. Each team is to pass the hoop along the line using a certain body part e.g. from wrist to wrist, from ankle to ankle and from neck to neck. **Skipping poison**. Mark out a large circle as the playing area. Students stand inside the circle to start the game. The aim of the game is to skip around in the area and avoid touching other students. On a signal the students skip around and pretend that everyone is poison. If the students accidently touch each other, then they are ‘poisoned’ and must continue skipping with one hand behind their back. If they are touched again, the other hand must be put behind their back and if they are touched again, they must hop on one leg. The game continues for a nominated amount of time and can be restarted at any time. | Climbing and hanging activities can only be performed if schools have appropriate and safe equipment. Outside playing equipment is adequate for this activity. Set up the stations in a large circle (space permitting). This enables the teacher to position themselves outside the perimeter so that all stations can easily be seen and students can easily move from one station to another. The teacher should primarily position themselves at the most difficult station.Ensure students are only using the straight arm or bent arm hanging position. Do not allow students to perform any hang/swing in which the bar is not grasped with the hands e.g. hock swing (legs hang over the bar and head is towards the ground)**Assessment strategy**The teacher:* observes students move with consideration of space, time and dynamics
* observes students’ ability to create imaginative movement sequences

**Assessment criteria**The student:* performs movement sequences whilst maintaining awareness of changes in level, direction and shape
* performs movement sequences whilst maintaining awareness of changes in dynamics and time
* draws on imagination to create movement sequences
* creates imaginative ways of moving
* follows instructions, rules and safety procedures
* uses equipment appropriately and safely
* demonstrates cooperative behaviour towards others during activities

These criteria relate to outcome GYS1.10 |