Gym fun - Stage 1

Unit overview

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

This document references the [PDHPE K-6 Syllabus](http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/pdhpe/pdhpe-K-6-syllabus) © 2007 [Copyright Board of Studies NSW](http://syllabus.nesa.nsw.edu.au/copyright/) for and on behalf of the Crown in right of the State of New South Wales.

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 2  Equipment: One mat between two students, 24 beanbags, CD player and music of choice, braids, 4 benches  Focus: Balance   * Non-locomotor - static balance, laterality * Locomotor – running; walking * Elements of movement - spatial awareness: position, direction * Composition - simple non-locomotor combinations of activities | Getting started - Huff and puff activities  Freeze frames. Students travel in a particular direction using a particular locomotor movement assigned by the teacher. Students can move to music or just listen for the teacher’s command. When the music stops or the teacher commands to do so, students are required to create a statue of the character which is called out by the teacher. Characters may include: Superman, tennis player, ballerina, lion, snake, monster etc. Students are required to hold the position for three seconds without moving. On the teacher’s command or when the music starts, students begin to move around the room again.  Balance tag. Mark out a designated area and choose three students who are ‘It’. These students chase the other students in an attempt to tag them. Students are immune from tagging if they balance on one foot with their arms above their head or out to the side. Tagged players become ‘It’.  Bumper cars. Explain 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, stand up and sit down.  Skill development activities - developmental activities for balance  Discuss the term balance. Ask students questions like:   * what does balance mean? * how do you balance your body? * in what situations do you need to balance your body? * why is it important to learn how to balance?   Spread mats out in the designated area for the lesson. Allow one mat for every two students.  In pairs, students position themselves on their mats. Students listen to the instructions and demonstrate each balance on different body parts.   * bottom and one hand * two feet and two hands * two elbows and two knees.   Partner balances. Students practise the following partner balances.   * Standing back to back, with knees bent as if sitting on a chair. * Feet together, toes to toes, facing each other hold hands and lean back so arms are straight. * Stand side on, sides of feet together, holding just one hand, extend arms straight and lean out to the side.   Ask each pair to create their own partner balance.  **Beanbag balance.** Students stand with a beanbag on their head. Lift one foot off the floor without dropping the beanbag. Change feet. This activity requires students to coordinate movement and body control, a principal essential to most gymnastic skills.  Challenge students to do the following without dropping the beanbag:   * lift one leg out to the side * lift knee up to chest * pick an object up off the floor * walk and move at different speeds and directions.   Ask questions like:   * Which action was the easiest/hardest? * What helps you keep your balance?   Revise the components of the static balance. Give students an opportunity to explore the skill before showing them how. When demonstrating and teaching the balance use the following cues:   * Stand still with your foot flat on the ground. * Hold your bent leg away from your other leg. * Look at something in front of you. * Stand up tall when you balance. * Relax your arms.   Ask students to perform a static balance, swapping legs so they experience balancing on both legs.  **Skill development - Balance team activities**  The following activities allow students to explore the components of balance on the floor as well as using simple equipment. Divide students into four teams. All teams complete the following activities as a whole class at the same time:  **Bean bag balance**  Teams line up at one end of their own bench or balance beam. One student at a time walks along the bench balancing a bean bag on their head. If the bean bag falls, students need to start again. Once one student has made it to the other end, the next student may start. When the whole team is finished they should be sitting down in a straight line in front of their bench.  NOTE: Students should step off the bench once reaching the end to prevent inappropriate jumps and dangerous landings.  If the benches used do not fit an entire team standing safely along them, you may have to divide each team into two and have half on the bench and half on the floor. Swap over half way through the activity.  **Simon says**  Each team steps up onto their bench and is asked to stand very still. The teacher is ‘Simon’ and calls out balance commands for a game of Simon says. The aim is to get to the end of the activity without having any team mates over balancing off the bench.  **Static balance relay**  Each team spreads out in a straight line on the floor, standing one behind the other, about one metre apart. Team members perform the static balance. The first student removes themselves from the line and on the teacher’s command weaves their way in and out of their fellow team mates. If anyone on their team loses their balance then the runner has to start again. Once the runner has made it to the end they resume the static balance position and the new person at the start of the line becomes the runner. Repeat the activity until all team mates have had a go of weaving through their team.  **Line walking.** Students walk along a line or low beam. Students change height and direction. As a variation, students repeat the movements balancing a beanbag on their head, shoulder, arm or hand.  **Personal space.** Students stand in their own space. Markers, skipping ropes or hoops can be used to provide a personal space for students to work in. Students balance on different body parts, for example one leg; one arm and one leg; two arms and one leg. As a follow on or variation, students balance on different body parts using different equipment to hold or balance on, for example, soft dome markers or beanbags.  Finishing off  **Magic balance.** Choose three students to be taggers and one to be the magician. Students move randomly in a designated area to music. When students are tagged, they have to perform and remain in a static balance until the magician releases them. The magician uses a braid to wave over the tagged student to release them.  **Static balance relay**. Students work in groups of four to six and line up in their groups to start the relay. Students throw a beanbag using an overarm throw, run to the beanbag, perform a static balance, bend down and pick up the beanbag without placing the raised leg on the ground. Students then balance the beanbag on their head and walk back to their team. This continues until each member of the team has had a turn.  **Static balance tag.** Provide boundaries for students to play in. Two students are selected to be ‘In’ and should move around the play area to tag other students. When students are tagged they have to perform a static balance until they are tagged by a student running free. They can then resume playing the game. | 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.  Balance is an essential prerequisite of almost all movement skills. The ability to perform a stationary balance for a specific period of time has been linked to a reduced risk of suffering from falls.  Encourage students to hold balances for three to five seconds.  Partner (counter) balances work better and are safer if students have been paired in similar heights/sizes.  **Skill components – Static balance**   1. Support leg still, foot flat on the ground. 2. **Non-support leg bent, not touching the support leg.** 3. **Head stable, eyes focused forward.** 4. **Trunk stable and upright.** 5. No excessive arm movements.   (Introductory components marked in bold)  Refer to [Get skilled: Get active](https://schoolsequella.det.nsw.edu.au/items/3847e308-dbe1-4ece-b751-d042287293e6/1/) for further information about the fundamental movement skills.  **Assessment strategy**  The teacher:   * observes students’ ability to observe rules and cooperate in groups * observes students’ ability to balance individually and with apparatus   **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 * maintains control of upper body whilst balancing an apparatus   These criteria relate to outcomes GYS1.10 and INS1.3  Where possible, the finishing off activity should revise the skills learnt in the lesson. This is not possible in all lessons because it is important for lessons to involve sufficient elements of vigorous activity so heart rate is sufficiently raised.  Therefore, finishing off activities (like this lesson) need to raise the students heart rate (incorporate ‘huff and puff’ activity) if it was not sustained through the lesson. |
| Week 3 and 4  Equipment: One mat between two students, 10 markers  Focus: Rocking and rotating   * Non-locomotor – rocking; twisting * Locomotor - rolling * Elements of movement - spatial awareness: position, shape, direction; relationships: partner * Composition - simple combinations of locomotor activities | Getting started- Huff and puff activities  **Chain tag**. Two students chase the rest of the group in the designated space. When a student is tagged they join hands to form a chain. When there are more than five people on the chain, they can break the link to start a new chain. Only the leader and end student can tag.  **Who is the leader?** Students form a large circle. One student is chosen to be a ‘detective’ another is chosen to be a ‘leader’. The detective should not know the identity of the leader. The leader performs actions and the remaining students copy e.g. jogging on the spot, skipping, hopping or star jumps. The detective has three guesses to identify the leader. Change the leader and detective to start a new game.  **Snatch**. Mark out a large area. Each student wears a braid tucked into their uniform as a ‘tail’. On the signal ‘snatch’ each player tries to snatch the others’ tails. Once a player has grabbed a tail, they tuck it into their uniform. Students can only snatch one tail at a time. Even if a student is ‘tail-less’ they continue to play. The student with the greatest number of tails wins.  Variation: Different coloured braids can be worth different points e.g. red = two points, blue= five points, green= ten points and gold = twenty points.  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.  Skill development activities – developing rocking techniques  Students form pairs on mats. Explain to students that rocking assists us in moving and exploring the space around us. Each rocking activity will be performed as a whole class.  It is important to explicitly demonstrate each rocking action prior to asking students to complete it.  Rock the boat  Instructions:   * lie on your back * hug your knees into chest (this is like the tuck position) * grab your legs to hold your body in tight * rock backwards and forwards and side to side like a boat rocking on waves.   As a challenge, students freeze and balance on their bottom. Feet should be off the ground and chin should remain tucked into the chest.  Pendulum swing   * sitting up on your bottom, hug your knees tightly into your chest * rock right back onto your back * gradually rock faster and bigger to get back onto your bottom without letting go of your legs.   Can you stand?   * hug your knees into chest (this is like the tuck position) * rock back and forth * On the third rocking action forward, try to roll up onto your feet in a crouched position without your hands touching the floor.   Rocking challenge   * link arms with your partner * rock on your backs and try and get up at the same time without using arms to balance or to assist when standing up.   Skill development - Practising the sprint run  Student work in groups of 5-6 and rotate around the following stations. Stations are a good way of incorporating various skills learnt in lessons in small group situations. Students should spend between 2-3 minutes at each station.  **Station 1 - Twists**  On a mat, students perform a straight jump with a ¼ turn (a turn to the left or right). Students who can master a balanced landing for this can try a ½ turn and then a full turn.  **Station 2 - Rocking**  Students position themselves in a tuck position on the mat, rock three times and attempt to stand without having to use hands to push off. (This is the same as the Can you stand? activity above)  **Station 3 - Double up**  In pairs, students lie head to head and perform log rolls while connecting hands to create a long log. Ask students to count how many times they can roll.  **Station 4 - Around the world**  Students sit on the mat, bring knees up to chest and hold onto their ankles. Students try and rotate in a circle by shuffling sideways on their bottom.  **Station 5 - Splattered egg**  One student from each group stands as the leader. The rest of the group positions themselves in the egg roll starting position. The leader calls either left or right and the group have to roll in that direction. A student who rolls the wrong way or takes too long is out and swaps places with the leader.  Finishing off  **Imagination.** Call out an imaginary situation that involves a locomotor movement.   * run like you are the someone is chasing you * walk like you are lost * walk like you are barefoot on hot gravel * walk like you are trudging through mud * walk like you are skating on ice * walk like you are carrying a heavy load.   **River, rock, bridge.** Students form groups of five and line up behind a marker. In front of each marker should be a ‘river’ made out of skipping ropes, a rock made out of beanbags and a bridge made out of markers that students leap over. On ‘Go’ the students follow their group around their obstacle course and then leap their way back to the starting marker. Remind students to look straight ahead, bend the knee of the take-off leg, scissor their legs in the air, stretch their arms out, lean slightly forward and land softly.  **Hoop hop.** Place ten hoops randomly in a designated area. Students hop inside the area between the hoops until the teacher calls a number. The students then hop to a hoop. When they are in the hoop students form a group of the size called by the teacher. | Rocking is a skill that helps develop a student’s sense of body control and spatial awareness. It is an important component of a number of different gymnastics rotations.  Assessment strategy  The teacher:   * observes students performing the skills.   Assessment criteria  The student:   * performs the skills safely * uses feedback to modify their performance * shows concern for the safety of others   These criteria relate to outcomes GSS1.8 |
| Week 5 and 6  Equipment: 10 markers, 5 hoops, 24 beanbags, 24 skipping ropes, CD player and up beat music  Focus: Skipping   * Locomotor – skipping; hopping; jumping * Elements of movement - spatial awareness: position, levels, direction; relationships: apparatus * Composition - simple combinations of locomotor activities | Getting started – Huff and Puff activities  **Steal the beanbag.** Each student has one beanbag that they place between their knees. On the teacher’s signal, students are to try and steal other people’s beanbags. The only way to protect your beanbag is to jump out of the way. You cannot protect your own beanbag with your hands.  **Body clusters**. Students move around a designated area using one of the fundamental movement skills. Call out a number and a body part and students form groups of that number and connect to their group with the body part. For example ‘five elbows’ means they get into a group of five and link to their group with their elbows.  **Corners**. Mark out a playing field and number the corners one, two, three and four. Students choose a corner and run to it. They get a ten second count to get to the corner. Draw a number out of a hat and call it out. The students in the corner corresponding to that number must run around the outside of the playing area and then join back into the game.  Skill development - Developing the skip  **Teaching and exploring the skip.** Students skip around in a circle while upbeat music plays. This is a good opportunity to observe student’s skill level. Change direction of the circle. Students try and skip so that their arms are moving with their legs rather than in opposition.  When stopped, ask students:   * explain which was the best way to use their arms when skipping (arms swing in opposition to the legs).   Demonstrate, or ask a student to demonstrate the skip. In a given space, play some music and ask students to skip until the music stops. Use the following cues to assist in explicitly teaching the skip:   * use light springing steps * keep eyes straight ahead * provide a simple rhythm for the students to follow e.g. step, hop, step, hop * take off and land on the front of your foot * make sure your body faces to the front.   Students stand in the middle of the room or space. Call out a direction and have students skip to that area.  Students explore the components of the skip by:   * skipping around the area using big steps, little steps and in-between steps * finding out what two movements they make with their legs when they skip * investigating what they do with their arms when they skip * watching their partner to see whether their arms swing with the same arm and leg leading alternately or with the opposite arm and leg leading alternately.   Students report back what they found out about the skip.  **Skipping with ropes**  Each student requires a skipping rope and needs to be in their own space. Students perform the following tasks with their ropes. Students who struggle to jump the rope when it rotates in the complete circle can attempt the same activity using the pendulum swing rope action.   1. Swing the rope backwards and forwards under the feet as if it was a pendulum. They jump over the rope as it goes forwards and backwards. 2. The rope is rotated in a full circle (over the head) and students attempt to make five continuous jumps. 3. Students continue with the full circle rotations and attempt the following types of jumps: side to side jumps, hopping over the rope, running, jumping backwards. 4. **Skip and wrap.** Student attempt to perform five continuous skips and after the fifth skip, stop the rope by trapping it under the foot. This trapping technique is a neat way to complete a sequence of skipping and is used in rhythmic gymnastics. 5. **Hoop Relay.** Students are divided into five teams and line up behind their own marker. The first person in each team, skips using a hoop down to their opposite marker and returns to give the hoop to the next team mate before making their way to the back of the line. The first team to have all members complete the course are the winners. Allow students to explore for themselves the most effective method of skipping through a hoop.   Finishing off  **Rob the nest.** Divide the class into four groups. Place all of the beanbags in a hoop in the middle of the playing space. Organise teams to be equal distance from the middle hoop. On the teacher’s signal, students have to skip into the middle and steal a bean bag and take it back to their ‘nest’. Only one person from each team can move away from their nest at a time. Once all beanbags have been taken from the middle hoop, students can start robbing beanbags from other teams’ ‘nests’. The teacher signals for the game to stop so beanbags can be counted.  **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.  **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. | 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 criteria  The 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 & 8  Equipment: Skipping rope or broom handle, 1 bench, 7 hoops for hop scotch station, 8 mats, 4 bean bags, masking tape or marked line, hanging bars  Focus: Climbing and hanging, rolling and balancing   * Non-locomotor - static balance * Locomotor – running; walking; hopping; jumping; climbing; hanging; rolling * Elements of movement - spatial awareness: position, levels, direction, shape; time: slow; fast * Composition - simple combinations of locomotor and non-locomotor activities | Getting started – Huff and Puff activities  **Pirate ship.** Designate areas of the ship in the playing area e.g. front, back, left side, right side. As each ship signal is called, students move quickly to that part of the ship. When an instruction is called, students perform it as quickly as they can and until the next instruction is called. Instructions include:   * Climb the ladder - students move arms and legs as if climbing a ladder * Scrub the deck - students crouch down and pretend to scrub the floor * Person over board - lay on the floor and pretend to swim * Captain’s coming - stand up straight and salute.   **Laughing tag.** Allocate a designated playing area. Three students are nominated as ‘taggers’ and the other students spread out in the playing area. On a signal students move around the playing area and try to avoid being tagged. If students are tagged the tagger and the tagged student stop and face each other. The tagger tries to make the tagged student smile or laugh. If the tagger is unsuccessful the tagged student runs free. If the tagger is successful the student becomes a tagger.  **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.  Chain relay. Mark out a start and finish line about ten metres apart. Form teams of four or five. 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 student. The chain cannot be broken.  Skill development activities - Gymnastics circuit  This activity provides the opportunity for schools with adequate equipment to introduce basic climbing and hanging skills at a station that is part of a circuit of seven activities. Schools without adequate equipment can use the alternative activity for station 1. This circuit allows students to revise and practise skills learnt in previous activities. These activities can be reinforced over two sessions.  This activity requires seven different stations to be set up. Each station must be explained with either the teacher or a student demonstrating the skill. Ensure key teaching points are emphasised.  Students move around the stations in groups of four and spend three minutes at each station. Ensure students know which direction they are moving in. Clearly numbered stations may help.  **Station 1 - Climbing and hanging**  Use a skipping rope or broom handle to demonstrate how to perform an over-hand grip on the bars. This involves the palm of the hand being placed over the bar and the thumb underneath. Fingers should initially be pointing away from the student and then should wrap around bar and be pointing towards student. If a bar is available, give students the opportunity to practise basic hanging movements on the bar. This involves keeping arms straight and hanging.  Give students the opportunity to make a ‘v’ with their legs, or a small leg tuck (students curl their legs up to their chest). Do not let students lean/drop their head back as this places pressure on the neck.  Emphasise the use of a motorbike landing when returning to the ground. Set the bar at a height where the majority of students can easily reach it.  Alternative activity: If a bar is unavailable ask students to perform a series of three different jumps, making different shapes with their body.  **Station 2 - Egg roll**  With two mats joined together, one student at a time performs as many egg rolls as they can along the mats. Emphasise a tight body, chin tucked into chest, hands pull knees into chest, roll entire body in one action.  **Station 3 - Hop scotch jumping**  Set a short course of single and double hoops. Students are to make their way from one end of the hoops to the other by hopping and jumping into the hoops. Students hop on one leg into the single hoops and jump into the hoops where there are two side by side (so there is one foot in each hoop). Students try to make it to the other end without touching the sides of the hoop. This activity allows students to practise two locomotor movements alternatively.  **Station 4 - Log roll**  With two mats joined together, one student at a time performs as many log rolls as they can along the mats. Emphasise a tight body, ankles together, arms stretched tight above the body, roll the entire body in one action. This activity allows students to practise body control which is required for the static balance.  **Station 5 - Balance off**  All group members perform a static balance on one leg on the mats. A competition is held of who can balance the longest. For students who find this too easy, shrink the base of support so that they have to balance on the ball of their feet.  **Station 6 – Movement sequences and straight jump off small bench**  Students explore ways of travelling from one end of a bench to the other. Students then perform a straight jump from a small bench or step and perform a motorbike landing.  Emphasise the importance of landing with bent knees with feet shoulder width apart. Ask students to count how many times they can stick their landing. Ensure the students are jumping from a low bench. Some students may feel more confident performing the straight jump from the floor. Have students jump one at a time from the bench. Encourage students to jump for height rather than distance.  **Station 7 - Walk the plank**  Students walk along a line e.g. court marking or masking tape, while balancing a bean bag on their head. Ask students to count how many times they can make it to the other end without the bean bag falling off. This task requires students to practise a number of key components for the balance including a tall posture and a stable head and trunk.  Finishing off  **Team follow the leader.** In small groups, ask students to line up behind their leader. The leader moves around the space demonstrating a particular locomotor movement. When the teacher calls ‘change’, the leader runs to the end of the line and the new leader demonstrates new actions. This activity could involve the students playing team follow the leader on the equipment.  **Hoop jump**. Students form pairs in a designated playing area. They hold one side of the hoop each and leap in time with each other focusing on the take-off, length of the leap and the landing. Once students have performed the leap in time with each other they can form a caterpillar with another pair of students. The challenge for students is to leap in time with each other as the caterpillar gets longer.  **Dinosaur catcher.** Using markers allocate a playing area and make a circle with two skipping ropes at each end of the playing area, to mark out two nests. Select four students to be the ‘dinosaur catchers’ and remaining students work in herds of four or five dinosaurs. Herds identify a dinosaur name for their herd. The herds begin in one of the nests. When the dinosaur catchers call the name of two herds at a time, those herds run across the playing area from their nest to the other nest without getting tagged by the dinosaur catchers. Any dinosaur who is tagged becomes a dinosaur catcher. Continue the game until all the dinosaurs have been caught. The students who are not running across practise the sprint run on the spot. | 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’ movement patterns and skill execution at various stations in the gymnastics circuit   **Assessment criteria**  The student:   * confidently performs known non-locomotor and locomotor movements and sequences * creates imaginative ways of moving * participates within the rules of physical activities * participates in the range of physical activities regardless of success * 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 |