

The schools' Newsletter

SETTING UP AN AFTER SCHOOLS CLUB

2. Gymnastics Resources and Example Lesson Plan

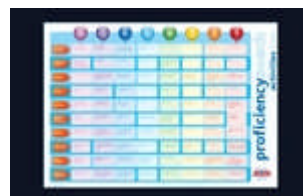
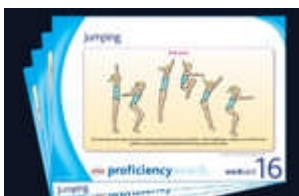
RESOURCES

British Gymnastics resources and awards are designed to help and support coaches and teachers to develop gymnastics skills in the most effective way whilst encouraging a sense of motivation, challenge and achievement in the gymnast.

They are progressive in structure and simple to administer. They ensure development of core skills such as balance, strength, flexibility and co-ordination and are based on the concept of completing one level of skills before progressing to the next level. They provide the gymnast with the motivation of earning rewards for their achievements in the form of certificates, badges and medals.

There are different levels of award schemes depending on the age and development of the children involved. To read more about proficiency award schemes please follow the link below:

http://www.british-gymnastics.org/site/index.php?option=com_content&task=view&id=154&Itemid=511



PLANNING FOR THE SESSION

Be aware of the ages and abilities of the children that will be attending, for example, are they complete beginners?

Find out what equipment you have available in the hall/gym.

Have the Proficiency Awards work cards, posters and record sheets ready.

Have the register handy to ensure children have arrived and that none are somewhere waiting to be picked up from school.

Ensure coach/participant ratios are in accordance with your after schools club guidelines. A second adult helper is recommended.

Ensure you know where the emergency exits, first aid, telephone and toilets are located.

Arrive early enough to take out apparatus for the session from storage, but be aware that the space may already be in use by a school lesson.

Ensure all children arrive and sit quietly in a designated place.

Ensure parents know the finish time and where the collection point is.

SAMPLE LESSON PLAN – YOUNG CHILDREN
FOR OUT OF SCHOOL HOURS GYMNASTICS SESSION
USING THE PROFICIENCY AWARDS

Time	Activity	Apparatus
5 mins Aim: greet and set out the sessions objectives	Greet the group together, take the register and tell them the aims of the session: Shapes and balancing with some pairs work. Looking at the names of shapes used in gymnastics and finding ways to balance in those shapes.	
7 mins Aim: physically prepare the body for the session	Warm up 'Stop!' game – tell the children to move in different ways around the room (For younger children – animal movements – monkey, caterpillar, giraffe, bunny hop etc.) After a short while the coach shouts "STOP!" Children must stop quickly and stand absolutely still. (Like musical statues) If the children stop quickly enough and are still enough, they get a point, if not the coach gets a point. Change the way of travelling after each stop. The aim is to get children to travel around the room using different speeds, levels and therefore warming up different muscles. Keep a count of points.	Clear Floor area
7 mins Aim: physically prepare the body for the session	Mobilise and stretch Lead the children through joint mobilisation and stretching of muscles ready for the planned session.	
5 mins Aim: Learning how to move apparatus safely.	Set up apparatus Instruct children on the safe carrying and placing of apparatus – arrange around the room in a random format.	Hoops, benches, mats, low stools.
25 mins Aim: Learning the shapes, and the correct vocabulary. Understanding of stillness and balancing. Safe use of equipment in balancing.	Shapes and Balance Use questioning, explanation and demonstration to guide children through the learning of straight, tuck, pike, straddle, arch, dish, balance on one foot in passé, front support and rear support. Talk about what body parts are straight and tight, or relaxed and curled/bent/tucked. Question and discuss – balance as stillness, held for 2 seconds. Refer to 'Stop' game and being completely still. Using the correct vocabulary, ask children to balance in a chosen shape in a piece of apparatus. Then change the apparatus/shape.	Hoops, benches, mats, low stools.

Working in pairs	<p>Pick the best and show the group</p> <p>Put children into pairs and discuss match and mirror images. Get them to mirror the shapes you shout using the available apparatus.</p> <p>Using demonstration, show and explain the following shapes:</p> <ul style="list-style-type: none"> • Piked v-sit • T- balance 	
5 mins Aim: Safe carrying and storage of equipment.	<p>Apparatus storage</p> <p>Put apparatus away – reiterate safe lifting, carrying and placing of equipment – working in teams/pairs and on their own,</p>	Hoops, benches, mats, low stools.
2 mins Aim: relax and cool down the body and mentally prepare the child for finishing the session	<p>Cool down</p> <p>Children to imagine they are tall snowmen, arms in the air, bodies tight. Slowly they start to melt, fingers first, hands, elbows, arms, shoulders, back, hips, knees until a snow ball is left (tucked position.) Finally, the snowball melts to a puddle. Children are relaxed and quiet.</p> <p>Ask them to sit up cross legged and listen</p>	
3 mins	<p>Recap</p> <p>Ask questions on what new words they learnt, how long to hold a balance etc.</p>	
End of session	Collection of children.	