

**“Gymnastics That Your Students Will Flip Over” Part 1 – Wilhelmina “Willie” Wilson**  
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Learning Objectives for Part 1:

**What?** To learn instructional strategies to facilitate the learning the gymnastics related content of traveling and tumbling.

**Why?** So your students can successfully learn the content in a developmentally appropriate way.

**How?** You will be able to successfully teach the content in an engaging and appropriate way.

The content area of gymnastics includes many skills. It’s convenient to group these skills into categories that can organize units of work. I prefer to use three skill themes to form the framework: the body’s traveling actions, static (balance) work and rotation actions.

**Traveling Actions**

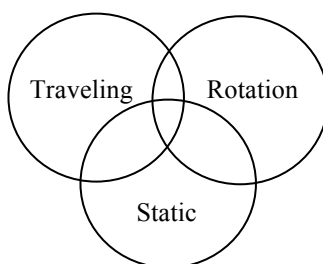
Traveling actions include all work in which the focus is to move the body from one place to another. Some traveling actions intend to move the body into a new position on the floor or over a distance. Other traveling actions shift or transfer weight to a new position, thus moving the body only a short distance.

**Rotation Actions**

Rotation work in gymnastics includes twisting, turning or rolling activities around one of the body’s three axes (Vertical, horizontal, and transverse).

**Static Work (To be covered in Part 2)**

Each can be thought of as a *set*, or group of activities, as in mathematics. Each set of skills can be taught separately, but when teaching gymnastics they interact with each other and the overlapping and joining of themes occur. As skills are learned they are then combined into sequences or routines.



**Traveling Actions of the Body**

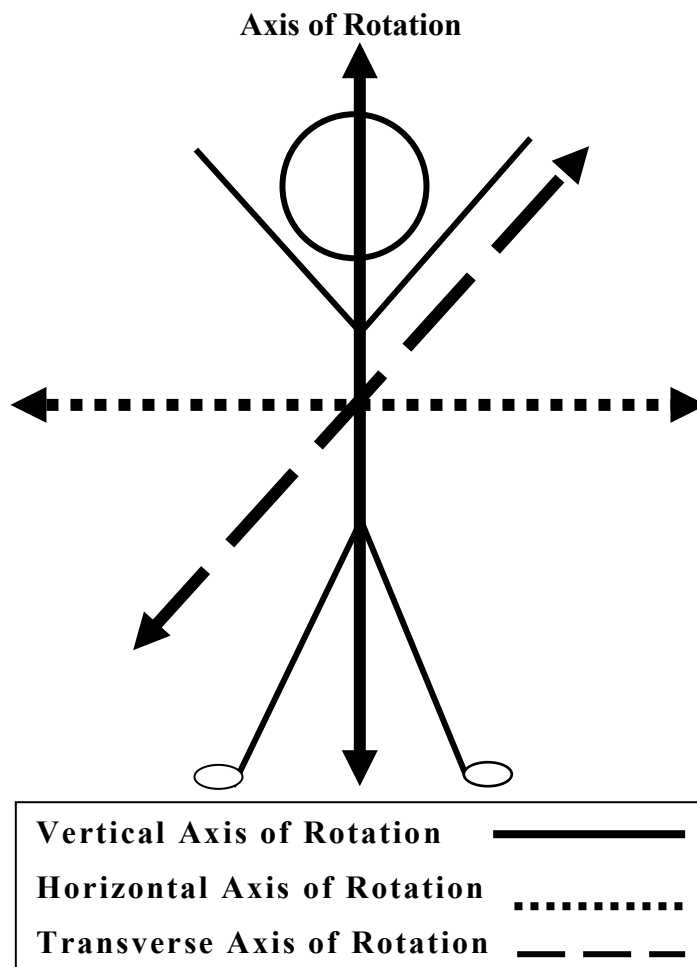
<b>Step like – using feet</b>	<b>Step like - using hands, feet, knees</b>	<b>Weight Transfer</b>	<b>Flight</b>
<b>Walk</b> <b>Run</b> <b>Hop</b> <b>Jump</b> <ul style="list-style-type: none"> <li>• Tuck</li> <li>• Straddle</li> <li>• Pike</li> <li>• Stag</li> </ul> <b>Kicks</b> <ul style="list-style-type: none"> <li>• Scissor</li> <li>• Assemble</li> </ul> <b>Skip</b> <b>Gallop</b> <b>Slide</b> <b>Leap</b>	<b>Bear Walk</b> <b>Crab Walk</b> <b>Bear Walk</b> <b>Bunny-hop</b> <b>Mule Kick</b> <b>Coffee Grinder</b> <b>Walkover</b> - front, back  <b>Wheeling</b> - <ul style="list-style-type: none"> <li>• Cartwheel</li> <li>• Round off</li> </ul> <b>Springing</b> – front and back handspring	<b>Rocking</b>  <b>Rolling</b>  <b>Twisting</b>  <b>Turning</b>  <b>Sliding</b>	<b>Takeoff</b>  <b>Suspension</b>  <b>Landing</b>  <b>Mini Tramp Work</b>  <b>Vaulting</b>

## Traveling Moves learned through Exploration and Guided Discovery

Animal Movements and Transfer of Weight	Locomotor Movements
Bear Walk Bee Fly By Bucking Bronco Bunny Jump Duck Walk Elephant Walk Fluttering Butterfly Frog Jump Galloping Horse Hopping Seahorse Hurt Puppy Inchworm Kangaroo Jump Leaping Deer Penguin Walk Seal Walk Stork Stand Slithering Snake Stalking Cat Turtle Walk Walking Crab	<u><b>Even Rhythm</b></u> Walk Jog Run Jump Hop Leap Grapevine  <u><b>Uneven Rhythm</b></u> Skip Gallop Slide

## Foundational Principles for the Rotation Actions of the Body

Principles of Rotation	Movement Around Three Axis	Rotation of Body
<b>Radius of Rotation</b> <ul style="list-style-type: none"> <li>• Rate of rotation around a fixed point or axis increases as the radius (distance from axis to end point) decreases.</li> <li>• The rate of rotation around a fixed point or axis is decreased if the radius is increased.</li> </ul> <b>Eye focus</b> <ul style="list-style-type: none"> <li>• Fixing the eyes on a stationary point gives a reference point where the body is in space (in turns, rolls and spins). Helps maintain balance and overcome any tendencies toward dizziness.</li> </ul>	<b>Vertical (longitudinal)</b> axis goes from head to toe. <ul style="list-style-type: none"> <li>• Spins</li> <li>• Turns (quarter, half, full)</li> <li>• Log and Egg rolls</li> </ul> <b>Horizontal</b> axis goes from side to side along the horizon. <ul style="list-style-type: none"> <li>• Forward rolls (tuck, pike, straddle, dive)</li> <li>• Backward rolls (tuck, pike, straddle, extensions)</li> <li>• Handsprings</li> <li>• Somersaults</li> </ul> <b>Transverse</b> axis goes from front to back through center of body. <ul style="list-style-type: none"> <li>• Cartwheels</li> <li>• Round offs</li> </ul>	<b>In Space</b> <ul style="list-style-type: none"> <li>• Directions</li> <li>• Levels</li> <li>• Pathways</li> <li>• Planes</li> <li>• Extensions</li> </ul> <b>Around equipment</b>



### Teaching Suggestions:

1. Content knowledge is very important. Although you do not need be an expert performer to teach a skill, there is no substitute for knowing how it is performed. You need to know what to look for, what performance cues to give, how to evaluate a student's performance. An accurate demonstration, along with specific cues will increase the success of your students. You can find graphics and websites with links to videos to help show or teach proper technique.
2. Students need appropriate and sometimes lengthy practice to learn skills. Take care in organizing the class so that students get maximum practice time. When appropriate, teach students how to correctly spot one another. (See Basic Set up Suggestions)
3. It is very important that tumbling skills be taught and learned in progression from simple to difficult movements.
4. Form in tumbling is of utmost importance, and should be emphasized from the very first roll. The students should be encouraged to perform each movement with good technique, and should start each stunt with good posture.
5. As soon as a stunt is mastered, the student should attempt to perform two or more in a series. As soon as other stunts are added, simple sequences should be practiced so that the student learns to complete one movement and immediately go into the next. As they piece actions together, or link one action into another, they use the momentum created by one action flowing into the next. This flow, this functional movement with complete body awareness and management, is what makes gymnastics aesthetic.

6. When creating tumbling sequences, allow students to choose which skills they wish to include – choosing the ones in which they can perform the best.
7. The words *gymnast* and *gymnastics-like* are used to set a tone, to establish a philosophy, or set a frame of mind for teachers and children. Gymnastics is different from games and dance: It includes basic body management skills as well as more formal gymnastics skills. Gymnastics is not uncontrolled or wild attempts at stunts, silly sounds, racing around, and interference with others as they work.

### Basic Tumbling Progression:

Rock -n- Roll

Rolls

Forward Tuck, Straddle, Pike

Backward Tuck, Straddle, Pike

Forward Dive Roll

Back Extension Roll

Cartwheel

Two arms

One arm

Round off

Limber

Walkover

Tinsica

Handsprings

Aerial Cartwheels

### Sample Peer Check Sheets

Directions: Have your partner do their very best **forward roll** five times. Watch your partner and check off each step that was completed correctly. If the critical element is not performed correctly, then leave the square blank.

<b>Tuck</b>					
<b>Lift</b> your hips					
<b>Look</b> at your belly button					
Bend elbows and <b>Roll</b> forward					
<b>Reach</b> to stand up					

Directions: Have your partner do their very best **cartwheel** five times. Watch your partner and check off each step that was completed correctly. If the critical element is not performed correctly, then leave the square blank.

<b>Hand</b>					
<b>Hand</b>					
<b>Foot</b>					
Foot					

## Sixth Grade Standard 1.11 Tumbling Sequence

Name/s: \_\_\_\_\_ Date: \_\_\_\_\_

Classroom Teacher: \_\_\_\_\_

### Directions:

Step 1: Decide if you want to perform your sequence with a partner or if you want to do it solo.

Step 2: Pick a combination of **at least** 2 traveling moves, 2 rotation moves and at least 2 balances that that you (and your partner) can perform the best. Circle the moves you want to include from the list below.

Traveling Moves	Tumbling Moves	Balances
Skip	Log (Pencil) Roll	Tabletop
Hop	Egg Roll	Scale
Jump (Tuck, Straddle, Pike)	Tuck, Pike or Straddle Forward Roll	Knee Scale
Gallop	Tuck, Pike or Straddle Backward Roll	V Sit
Slide	Cartwheel	Side Plank
Leap	One Arm Cartwheel	Tip Up
Grapevine	Round off	Tripod
	Handstand Forward Roll	Bridge
		Candlestick
		Headstand
		Handstand

Step 3: Now, put your moves into a smooth flowing sequence that you (and your partner) can do. Write them in the order that you will be performing them. Practice your sequence until you have it memorized and you can perform it your very best. Good Luck!

The tumbling sequence is:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_

## **Tumbling Sequence Rubric Elements used for Video Assessment**

When students perform they will receive a score in each of the following areas. Then an overall score will be given to them.

### **1. Tumbling Sequence Design**

- It has the required number of elements
- Element are appropriate to the students ability
- Elements are combined in an order that provides for natural and smooth transition

### **2. Execution**

- Aesthetics: Toes are pointed, straight legs, body is stretched
- Shows amplitude: The jumps are high, moves are big and show extension
- Space: Sequence uses different shapes, levels, directions and pathways
- Moments of stillness show control and strength – hold long enough that we could take a picture of you.
- Technique: Moves are performed correctly

### **3. Poise**

- Composure from beginning to end
- There is continuity (no stops, falls, extra steps)

### **The following rubric scoring will be used:**

4 – Always  
3 – Usually  
2 – Occasionally  
1 – Rarely

Example of a Gymnastics Sequence Grade Sheet – based on Rubric

Student Name	Sequence/ Design	Execution	Poise	Overall score
1. Juan				
2. Iliya				
3. Jamie				
4. Sarah				
5. Jason				
6. Bonnie				

Notes: