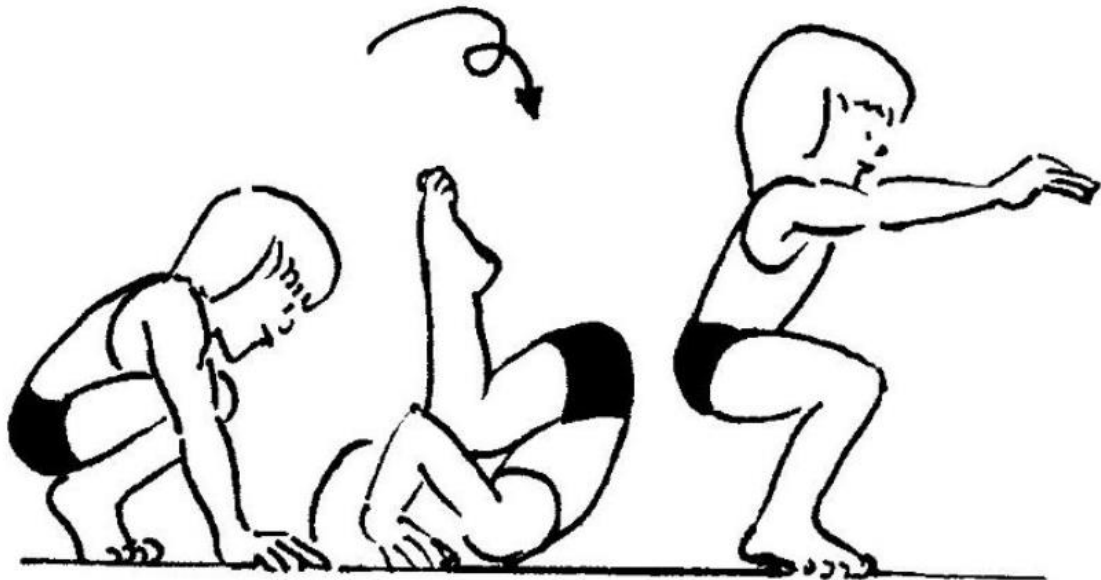


PRIMARY PHYSICAL EDUCATION

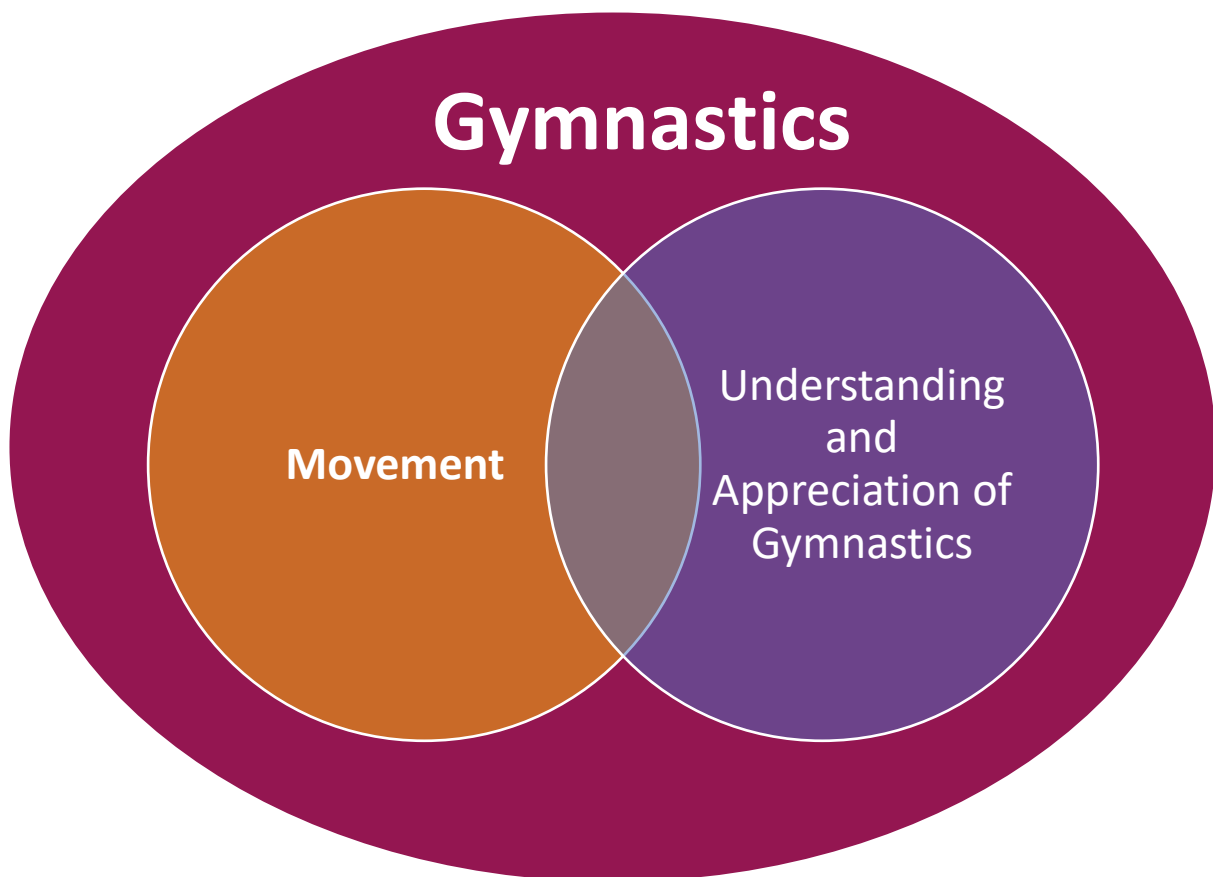


Rolling in Gymnastics

Gymnastics – An Overview

Gymnastics in physical education is concerned with the use of movement in a creative way in response to set tasks, both individually and with others. Children explore movement on the floor and when negotiating a variety of equipment. The gymnastics curriculum encourages children to participate in movement experiences that are open to personal interpretation, providing every child with the opportunity to experience success at a personal level, by engaging in challenging but realistically achievable tasks. As the children progress through a sequential programme they are encouraged to strive for more control over their movements and to respond to more complex tasks. They can be helped to enjoy and develop an appreciation of gymnastics while realising individual potential and limitations, thus enhancing overall development.

Primary School PE Curriculum, page 4.



Specific skills in gymnastics

The Gymnastics strand contains activities which refer to the teaching of specific skills. A specific skill is a set move which, to be performed correctly, requires good body line, for example a headstand or handstand. Whereas all aspects of gymnastics have to be planned with an emphasis on the state of readiness of the child, this applies particularly to the teaching of specific skills. To be able to perform these with a degree of success, the child needs to be strong and supple and be able to create tension throughout the body. The teacher should only teach these skills when the child is proficient in the introductory exercises. However, this does not mean that skills are an end in themselves: they are a basis from which purposeful and creative gymnastics can develop.

Physical Education Teacher Guidelines, page 9

Gymnastics Curriculum Objectives - Movement

Strand: Gymnastics

Strand Unit: Movement

Junior and Senior Infants	First and Second Class	Third and Fourth Class	Fifth and Sixth Class
Develop the basic movement actions of running, stopping, jumping, rolling, climbing, transferring weight, balancing, swinging, twisting and turning using a variety of body parts while exploring space	Develop the basic movement actions of balancing, rolling, turning, twisting, stretching, climbing and transferring weight using a variety of body parts while exploring space	Create and perform sequences of movement to develop body awareness with appropriate variations of direction, pathways, levels, shape, speed and effort	
Practise rocking and rolling activities leading to the forward roll	Practise and perform the forward roll with control	Practise and perform forward and backward rolls with control Begin to practise headstand and/or handstand	Practise and perform a range of skills
Develop body awareness through variations of direction, pathways, levels, shape, speed and effort	Begin to practise and perform the backward roll from initial rocking and rolling activities		
Develop body awareness through variations of direction, pathways, levels, shape, speed and effort	Continue to develop body awareness through further movement variations of direction, pathways, levels, shape, speed and effort		
Link skills to produce a short sequence of movement	Continue linking of movement skills to produce individual and pair sequences on the floor and using apparatus	Select and link a range of movement actions to travel on the floor and on apparatus	Select and link a range of gymnastic actions to travel on the floor and on apparatus
		Begin to practise headstand and/or handstand	
Begin to develop work with a partner		Produce and perform sequences with a partner on the floor and using apparatus	Produce and perform more complex sequences with a partner on the floor and using apparatus. Produce group sequences
Begin to transfer work onto apparatus	Transfer floor work onto apparatus		
Absorb energy to avoid shock when landing	Show control in take-off and flight and develop the ability to absorb energy to avoid shock when landing	Show increased control in take-off, flight and landing	Show controlled take-off, flight and landing
Develop good body tension and posture through gymnastic positions and movements	Develop good body tension and posture through gymnastic positions and movements	Develop good body tension and posture through gymnastic positions and movements	Improve quality in body performance, notably in extension, body tension and clarity of body shape.

Safety during rolling

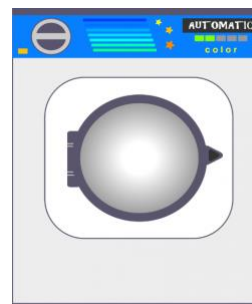
- Ensure a mat or soft surface is used to support pupils when rolling
- Ensure the mat does not slip or slide during the roll
- The mat should not be too hard or too soft
- Ensure pupils stop rolling before they reach the end of their mat (i.e. do not roll onto floor to finish)
- Ensure there is sufficient space between mats when pupils are rolling (i.e. when fully extended a pupils feet should not be able to reach another pupil on a neighbouring mat)
- Ensure there is one child per mat when rolling

Warm-up Activities for Gymnastics

Washing Machine

On command:

- Normal Wash* - Gentle jog on spot
- Boys clothes* - Fast jog on spot
- Mum's delicates* - Soft jog on spot
- Spin cycle* - ¼ Jumps around in circle
- Trousers* - Sitting in 'L' shape (pike)
- Shorts* - Sitting in tuck shape
- Skirts* - Sitting in straddle shape
- Dress* - Lie or stand in star shape
- Scarf* - Lie or stand in straight shape



Musical Alphabet Soup

Ask the children to move around the room to the music, using different movement styles:

- Walk
- Jog
- Skip
- Gallop
- Side step
- Hop scotch etc.

On pausing the music, call out a letter: C, I, K, L, O, S, T, V, X, Y etc.

Ask the children to make the shape of the letter using different body parts holding each position for 5 seconds.

Traffic Lights

On command:

Add in additional commands as required:

Red - Stop/Freeze

Amber - Get ready/Jog on the spot

Green - Go/jog around mats

Roundabout - Small jumps around in circle, both ways

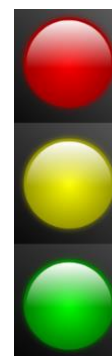
Speed camera - Double jumping jack (like flash from camera)

Sleeping policeman - Lie on back in straight shape, eyes shut

Build a bridge - Make a front support position / bridge / table

Crash - Rock back and forward in a tuck shape

Traffic warden - If space and numbers allow, allocate 1 or 2 children to be traffic wardens, they are to try to catch as many people as possible, if caught stand out in a star shape.



Numbers

Invite pupils to move around the playing area. On a number command, pupils complete the required action until signalled to stop.

- 1 - Jumping jacks
- 2 - Jogging around room
- 3 - Skipping
- 4 – Squats/Jumping Squats
- 5 - Lunges
- 6 - Allow the children to choose



Body Stretches

Head Turns—look left, look right; repeat 5 times.

Head Tilt—ear to left shoulder, ear to right shoulder. Keep shoulders down and neck relaxed, repeat 5 times.

Chin up & down – shoulders relaxed, drop chin to chest. Then lift chin to ceiling, repeat 5 times.

Shoulder Rolls—roll the shoulders backwards 10 times. Roll the shoulders forward 10 times.

Arm Circles—arms stretched out wide, small & big circles. Repeat forward and backward.

Shoulder Stretch – stretch the right arm straight across the body and hold in place using the left arm (not on the elbow). Repeat for the left arm.

Arm Stretch – Raise right arm tall above the body, bend at the elbow and touch hand off right shoulder. Using left hand, gently push the right arm back in line with the shoulders and head. Left hand should touch the right arm between the shoulder and the elbow only.

Elbows In & Out—hands on shoulders, neck relaxed; push elbows out to stretch the chest, bring elbows in to stretch the back; repeat 5 times

Side Bends—stand tall, bend at the waist towards the left side, stretching your right arm over your head as far to the left as possible, then reverse the direction.

Wide Leg Bends – stand tall with legs wide like a V shape. Bend at the waist and place hands on the ground in between both legs. Walk hands towards the left foot, keeping both legs straight. Walk hands back to the middle and onwards to the right foot. Walk hands back to the middle, straighten up and gently walk legs back into standing tall position.

Knee Kick Out—stand tall, right knee up and extend the leg; repeat 10 times then switch to other leg.

Side Leg—stand tall, straight leg, lift right leg out to the side; repeat 10 times and switch to the left leg.

Leg Swings—stand tall, bend right leg, heel in, swing leg forward and back, repeat 10 times, and switch legs

Point, Flex & Circles—right leg out in front, point toes, then flex foot, repeat 10 times, rotate the ankle clockwise 10 times then counterclockwise 10 times; switch legs and repeat.





The Zoo – Animal Walks

On command move around like different animals:

Zebra - Gallop round with one leg remaining in front.
Change leading legs and repeat

Giraffe – Stand by stretching very tall.
Walk with high legs and giant strides

Rabbit – Crouch and move hands forward together.
Then jump feet in and repeat

Caterpillar - Front support, walk feet to hands and the
legs)

Crab Walk | Start by squatting down close to the ground. Lean backwards and place your hands on the ground. You should look like a “table top” now. Now walk sideways, while holding your bottom off the ground and your back straight

Bear Walk | Start in the standing position. Bend over and put both hands on the ground. Walk both hands and feet forward. Now, walk forward with the same leg and arm. So, move your right arm and right leg forward, then the left leg and arm at the same time, then repeat. Now try moving left hand and right leg together followed by right hand and left leg. For additional challenge, try keeping your legs and arms straight.

Frog Jumps | Start in the squatted position. Place your hands on the floor in between your knees. Using your feet, jump forward and land with your hands and feet on the ground.

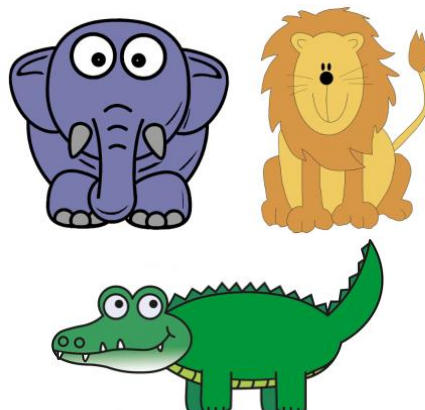
Alligator Push-ups | Have your child lay on their belly and push up into a plank with their hands and toes. As they walk have them push up with their hands while trying to keep their bodies as straight as possible.

Snake Slither | Have your child lay on their belly and put their hands to their sides. Wiggling their hips and shoulders side to side, have them try to move forward across the floor without using their hands.

Donkey Kicks | Starting in the standing position, lean over and put both hands and both feet on the ground. When the area around you is clear, jump with your legs and kick behind you, leaving your hands on the ground.

Turtle Crawl | Starting in the kneeling position, curl your back over and put your elbows on the ground. Keeping your bottom on your heels, and your elbows and hands on the ground, pull yourself forward in a slow motion.

Kangaroo Jumps | Starting in the standing position, put both feet together and squat down. Jump as high as you can using only your feet, and no hands.



Whale Swim | Laying on your stomach, with your arms stretched in front of you, rock back and forth on your hips. This takes a lot of core strength and can take some time to get used to.

Gorilla Walk | Start in the squatted position with your hands at your chest. Walk down the hall while staying in the squatted position. For added gross motor exercise, try beating your chest with your fist as you walk.

Inchworm Crawl | Start in a standing position and bend over with your hands and feet touch the floor. Try touching the floor as close to your toes as you can. Then slowly walk your hands away from your feet, as far as you can. Finally walk your feet back to your hands, always keeping your hands on the ground. Repeat this until you have walked across the room.

Elephant Walk | Start in the standing position and bend over with your hands held together. Keeping your back straight and parallel with the floor, hang your hands under your shoulders and swing them back and forth as you walk with straight legs across the floor.

Octopus Wiggles | Start in the seated position on the floor. Attempt to lift both legs off the ground at the same time while wiggling your legs and arms.

Animal Walk Games

Mirror animals

- Working with a partner students try to mirror the action of their partner. Slow, conscious deliberate movements are emphasised.

Animal Crawl Tunnel

- Students make a high bear shape next to one another in a line to form a tunnel. One student starts to pull themselves along under the tunnel on their stomach like an earthworm and joins the end of the tunnel. Then the student at the start of the tunnel takes a turn to move along under the tunnel.

Animal Walk Tag

- Students get into a bear crawl position and move around the playing space trying to tag other students while at the same time trying to avoid being tagged. If tagged students must move to an assigned area (e.g. the jail cage) outside the playing space and perform a physical activity designated by the teacher (e.g. 5 Jumping Jacks)
- A variation of the game can be played by calling out different animal movements. The students continue to try to tag others while moving around like the assigned animal.

Scorpions

- All pupils move around hall in the crab position on hands and feet, belly facing up. The taggers are scorpions and they also move on hands and feet but with tummy facing down (bear walking). The scorpions must reach out with their hand [the sting!] to tag the other players. When caught, players make a bridge and are free when another player crawls through the bridge.



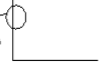

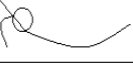
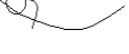
Relays

- Line students up on in a seated position and tell them to move across to a designated space using an assigned animal walk before returning and tagging a partner. Offer pupils the choice of racing competitively or completing the activity for fun.

Introducing gymnastics shapes into your warm up

Shape tag and Mirror tag

- Use 4 cones to mark out a large square or if appropriate use floor markings
- Ensure there are no safety hazards in the space
- Designate a number of children to be taggers. The number will vary according to the number of children.
- Ask each tagger to wear a bib
- Ask children to demonstrate an appropriate tag prior to starting the game, for example, a light tip rather than an aggressive push.

Shape	Picture
Tuck	
Straddle	
Pike	
Star	
Dish	
Arch	

Shape tag

In this version when tagged a player must freeze on the spot in a gymnastics shape specified by the teacher. They must hold the shape for a designated period of time (e.g. 5 seconds or Mississippi's!) before they are able to return to the game. Examples of gymnastics shapes which could be used include straight, star, tuck, straddle, pike. When using this game as a warm up designate a shape that will be used at a later point in the lesson (e.g. ask pupils to make straight shape as later on they will be pencil rolling).

To ensure safety, when using any shapes that are made on the floor (e.g. pike) a designated shape zone can be used to avoid collisions. When tagged pupils move to this specified area and make shape for allotted time before returning to the game.

Mirror tag

When tagged a player must freeze on the spot in a gymnastics shape specified by the teacher. To be unfrozen another pupil must face the tagged pupil and mirror them by making the same gymnastics shape. After an agreed period of time (e.g. 5 seconds or elephants) both pupils are back in the game. Taggers may not catch a pupil who is unfreezing another pupil.

Main Content – Considerations when teaching rolling

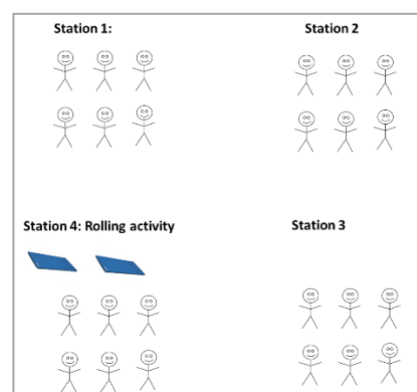
Differentiation within rolling

'If 'Rolling' is taught as part of a class plan, this allows some students to move quickly to the more difficult skill of the forward roll, while others are afforded the challenge of perhaps a side roll or teddy bear roll. The objective should not be that all students learn the forward roll, more that all students have had the opportunity to roll, in a variety of direction, alone and in groups, and incorporating challenges and games.' (Baker 2015, p.17)

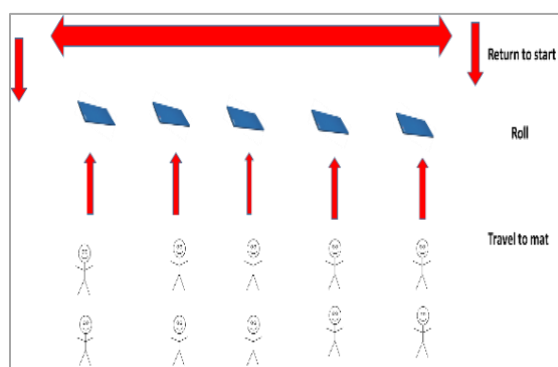
Organising your class for rolling

Consider how best to set up your class for rolling to ensure safety and to maximise learning opportunities for all students. A number of examples are provided below but this list is not exhaustive:

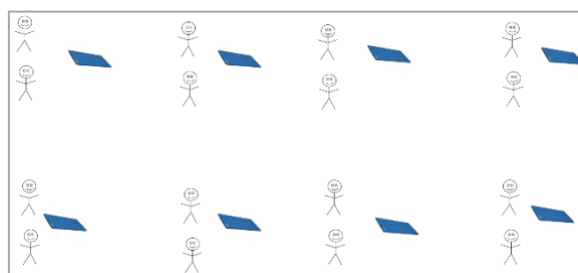
Option 1: Stations. A station teaching approach can be particularly useful when introducing a new role. This involves having a number of activities spread around the hall to which groups of pupils circulate. Have one specialised rolling station where the teacher will work with 4-6 pupils. It is recommended that the activities at the other stations are familiar to the pupils to allow the teacher time to work on the new roll with pupils.



Option 2: Groups. Arrange pupils in 4-6 groups behind cones at one side of hall. Each group is facing a mat in the middle of the hall. First pupils travels out to mat, performs roll and travels back to their group. This layout ensures only 4-6 pupils are rolling at any one time and provides excellent opportunities for observation and the provision of formative feedback.



Option 3: Pairs. Divide the pupils into pairs/threes and give each group a mat. Each group works independently in their own space with the teacher circulating and providing support and feedback. This layout may be a useful progression to option 1 or 2 when pupils are familiar with the roll being taught as it provides more autonomy.



Teaching a wide variety of rolls

Rolling Skill Cards



The PDST PE team have created a set of **Skill Cards** to support your teaching of rolls within the gymnastics curriculum. Each skill card contains step by step images, teaching points, safety points, preliminary activities and variations. Accompanying video clips showcasing the teaching points for each roll are also available on <http://www.pdst.ie/Physical-Education-Main>



The following skills cards are available to download and print from <http://www.pdst.ie/Physical-Education-Main>

1. Pencil/log roll
2. Egg/tuck roll
3. Dish/arched back roll
4. Straddle/teddy bear roll
5. James bond/shoulder roll
6. Wonder woman/safety roll
7. Forward roll
8. Backward roll

Rolling Progressions

Rolling Games

Once the pupils have developed a basic competency to safely undertake rolls provide opportunities for progression by playing some games which involve rolling. To create games based on rolling consider how additional tasks or equipment can be used as a stimulus. Some examples of games include:

Pencil/log roll games

- Divide the pupils into pairs and get them to complete a partnered pencil roll. Start on the ground in starting position as before but this time join hands with a partner lying opposite you. Work together to roll in unison.
- Divide the pupils into groups with each group facing a set of mats. Place a number of beanbags at the end/side of the mat. The first pupil must pencil roll to the end of the mat collect a beanbag and pencil roll back with it to their team. Continue until all the beanbags are gone.
- Divide the pupils into pairs/groups with each pair/group facing a set of mats. The first person pencil rolls to end of the mat. After reaching the end of the mat the pupils stands up, turns and run back towards their starting position. The will have to jump over the next person in line will now be on the ground in pencil roll starting position.
- The conveyor belt roll game involves a number of pupils usually 4-6 lying in the pencil roll starting position side by side. A large light object (e.g. hula-hoop, gymnastics wedge, empty cardboard box) is placed on top of the pupils. On the teachers signal all pupils must pencil roll in unison in the same direction. This action will move the object along the line. As the object passes each pupil fully they must stand up and run to join the other end of the line to keep the object moving.

Teddy bear roll games

- Arrange the pupils in pairs. Place a pupil at each end of the mats, facing away from each other sitting in teddy bear roll starting position. Place 1 beanbag in the middle of the mat. On the teachers signal pupils teddy bear roll into the middle of the mat and try and grab the bean bag before their partner.

James bond roll games

- Arrange the pupils in pairs/threes, each with their own mat. One pupil will complete a James Bond roll. Their partner will be standing facing the finishing position of the roll. After completing the roll the pupil will be thrown a ball by their partner. They must catch the ball and throw it back to their partner before completing another roll back to their starting position. A ball can again be thrown to the pupil upon completion of the roll.



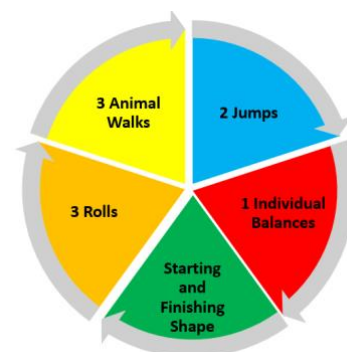
Rolling Sequences

❖ Sequencing sample:

1. Perform a straight jump at edge of the mat. Lower down onto the knees. Perform a tucked roll onto knees and extend arms to the side. Extend one leg to the side and perform a James Bond roll. Sit in straddle position and teddy bear roll twice. Finish in straddle position with arms extended.
2. Step to the edge of the mat. Lie down on the front of the body. Perform a pencil roll into a dish roll. Perform a bow pose, log roll, boat pose and a pencil roll. Push up to the knees and finish with a James Bond roll.
3. Stand at the edge of the mat. Create a tall straight shape. Perform a forward roll into a straddle forward roll, tuck and stand.

❖ Create your own sequence including the following:

- 3 animal walks
- 2 jumps
- 3 rolls
- 1 individual balance



Ideas for Assessment

- **ICT** – Video the roll using apps that can play back the performance at a slower pace i.e. Slowmo, Video delay, Coaches eye, Hudl, hudl technique, dartfish, etc
- **Teacher Observation** – Using the teaching points as prompt, check for one teaching point at a time.
- **Peer observation** – in pairs, partner A observes partner B perform a roll. Partner A must look for one teaching point per roll. Partner A reports back to partner B on their performance. Swap roles.
- **Learning log** – self-assessment approach where the pupils records their progress.

Cool Down Exercises

- **Shoulder Stretch** – drop shoulder, stretch arm across front of body
- **Upper Back/Chest** – reach forward to stretch upper back, then reach behind, clasp hands w/ gentle lift to stretch chest
- **Quad Stretch** – bring foot to butt, keep good posture
- **Hamstring** – pop one foot forward, resting heel on ground, sink butt towards floor
- **Calf** – find step or wall & place ball of one foot on wall, push hips forward
- **Hip Flexor/Arm reach** – assume lunge position w/ one knee on the ground, keep good posture, press hips forward; for added stretch – if left leg is forward lean w/ right arm sideways
- **Outer hip** – standing, place right ankle on left knee & sink butt toward floor; can modify this to sitting or lying position as well
- **Butterfly** – sitting, feet together, let knees fall naturally toward floor
- **Neck** – ear to shoulder; look over right/left shoulder

Additional Resources

New PDST Gymnastics Resources:

- **Gymnastics Skills Teaching Cards** for Rolling are available to download and print from <http://www.pdst.ie/Physical-Education-Main>
- **Video clips** showcasing the teaching points for a variety of Rolling techniques and sequences are available from <http://www.pdst.ie/Physical-Education-Main>



Other Useful video tutorials

- Animal walks: <https://www.youtube.com/watch?v=vHaSyDLUd1s>
- Forward roll: <https://www.youtube.com/watch?v=XPlsmgMLf8E>
- Log/Teddy bear/James bond roll: <https://www.youtube.com/watch?v=Ginta9ovBYo>
- Wonder woman/safety roll (first minute of this video): <https://www.youtube.com/watch?v=2CLBeDR6kcM>

References

A number of the ideas and activities in this resource have been adapted from the following resources:

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PDST warm-up

A warm-up is a group of exercises performed immediately before more strenuous physical activity. It helps the body to adjust from a state of rest to a state of exercise. Warming-up is an essential element of every physical education lesson as it prepares the body appropriately for involvement in the main body of the lesson. The warm-up may also be used as a valuable opportunity to recap and revise established skills and knowledge or it can introduce new movement ideas that can be developed later in the session. In addition to this, warm-up activities can aid social development by incorporating the formation of groups and encouraging social interaction among individuals. Warm-up activities are also useful to establish group sizes for later tasks, such as arranging participants into pairs or small groups. The warm-up can be used as the starting point of the lesson, a lead-in to the main activity, or as a way of establishing the focus of the session.

As part of this workshop, we engaged in the following warm-up activities:

1. Step Out, Step In
2. Finger Count
3. Partnéirí
4. Chatty Run
5. Dynamic Stretching Circle
6. Individual stretching and mobility exercises
7. Workshop specific warm-up activities (outlined above)



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