



Australian Government
Australian Sports Commission



Gymnastics
Australia

Gymnastics lesson plans

Five curriculum-aligned lesson plans to help primary school teachers deliver an engaging physical education program.



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OVERVIEW

The Australian Sports Commission (ASC) has partnered with Gymnastics Australia to develop 5 lesson plans for primary school teachers. The lesson plans aim to build students' confidence and competence to participate in gymnastics over the 5-week game-based program. As the activities become more challenging, students will learn the rules and skills needed to understand, play and enjoy the sport of gymnastics.

Tips for delivery

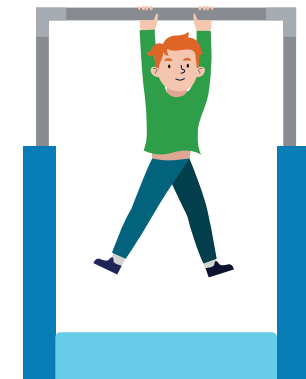
The lessons aim to make gymnastics accessible and engaging for all students. Adjust activities where possible to ensure they meet the individual needs of everyone. For example:

- Keep instructions brief to hold students attention.
- Keep group sizes to a minimum to ensure maximum participation of all students.
- Run activities with several groups at once or set up stations with different activities and rotate the groups.
- Be creative and add your own flair to the lesson plans provided.
- Minimise waiting times for students to take turns by having short lines.
- Be alert to children having trouble performing activities and provide some one-on-one support.
- Ensure that equipment is appropriate to match developmental level of students and arranged beforehand to encourage game play and movement.
- Still positions should be mastered at floor level before being attempted on raised equipment, inverted or with other students.

Safety considerations

- Your duty of care to your students extends to lesson delivery. Always prioritise student safety and supervise play directly.
- At the start of every lesson, confirm that the surface of the playing area is appropriate for the activities outlined.
- Ensure that there is a safe distance from hazards, walls and other fixed objects.
- Set a safe distance between groups or individual students when performing gymnastic skills.
- Use good quality, well-maintained equipment. Always check equipment for faults before use.
- Always give clear instructions for activities and the use of equipment.
- Emphasise the importance of students following instructions and have an agreed sound or visual cue to immediately stop students performing a skill in case of danger.
- Encourage students to be aware of their personal space.
- For partner and group activities, match students in size and strength where possible.
- Counterbalance activities need an element of control and respect for students' partners.
- Communication is important when students are exiting a hold.
- Students should maintain core stability when performing static holds.
- The closer to the body the arms and legs are, the easier the position is to hold and control.

- Before performing weight-bearing activities, assess students' abilities by answering the following questions:
 - Can the student hold a front support position and return to a seated position in a controlled way?
 - Can the student hang from a bar with their feet off the floor for 10 seconds and then return to a standing position in a controlled way?
- All inversion or elevated activities such as handstands and rolls should be performed with the appropriate matting.
- At least one layer of gym/scatter mats should be used for:
 - rolls [e.g. forward, backward, safety]
 - inverted skills [e.g. handstands, cartwheels]
 - landings from a height greater than 30cm
 - repeated spring activities [e.g. successive jumps], and
 - under a balance beam if it is higher than 30cm.
- Where gym/scatter mats are unavailable, a soft grassed area may be an appropriate alternative but should be checked for foreign objects.
- Simple supports, balances and fitness activities may be performed on any suitable flat surface.
- Students should always assume the 'motor bike' stance when landing.
- Always give clear instructions for activities and the use of equipment.
- Avoid uneven and un-mown surfaces.



CHANGE IT

CHANGE IT – Vary one or more of the following game elements to maximise participation and meet student needs and game objectives.

How you score/win

Increase opportunities to score, e.g. allow passing to a student to score or pass into an end zone, instead of shooting at a goal; vary the size of/distance to a target.

Numbers

Consider using different team sizes or varying the number of turns, e.g. decreasing team sizes can increase student involvement by maximising participation. When introducing defence into a game, 3 v 1 or 4 v 2 gives attackers more options to deal with an added defender. Increasing the number of turns helps students learn new skills.

Equipment

Vary the size and type of the equipment used, e.g. change to a larger and/or softer ball if the student is having difficulty catching, or to a smaller ball if they are having problems throwing; introduce a batting tee (a stationary ball) if a student is having difficulty hitting a moving ball.

Time

Reduce or extend the time to perform actions, e.g. see how many passes students can complete in 5 or 30 seconds. Increase possession time to allow students more time to decide what to do next.

C

Coaching style

Use questions to set challenges for specific aspects of a game, e.g. 'When should you move to receive a pass?'. Provide discrete coaching, without interrupting the game, where required. Use student role models to highlight skilful play. Vary how you communicate (simple or more complex language; visual, auditory, or kinaesthetic cues) according to student needs (such as age, cultural background, intellectual and sensory ability).

H

A

Area

Increase or decrease game difficulty by changing the shape and/or size of the playing area, e.g. long and narrow, short and wide, smaller/larger.

N

G

Game rules

Change the rules slightly, e.g. introduce a no-tackling rule to give students more time to play the ball; allow 2 bounces before catching or stopping the ball; specify that 3 team members must touch the ball before scoring a point; allow a student to roll rather than throw the ball, or walk rather than run.

E

I

Inclusion

Engage students to modify the activities using any of the outlined game elements (or others) to maximise their involvement. Ask students individually how the game could be improved for them and/or how their involvement could be increased; or provide options they could choose from to encourage agency.

T



It is more important to remember the concept of CHANGE IT than to remember what each letter represents.

CURRICULUM LINKS

This resource is aligned to the Australian Curriculum: Health and Physical Education [AC:HPE] Version 9.0 strand of Movement and Physical Activity [MPA] and aspects of related achievement standards.

Content descriptions

Each lesson identifies one or more content descriptions, which indicate how the lesson is aligned to the AC:HPE in each band.

Each lesson provides a series of games the teacher can deliver to help students learn the fundamental movement skills of gymnastics. For each lesson, Years 1 and 2, and Years 3 and 4 have been identified and colour coded with blue representing Years 1 and 2, and green representing Years 3 and 4.

Years 1 and 2

Years 3 and 4

At any year level, students are likely to demonstrate considerable differences in the skill and strategic proficiency.

Links to the [Australian curriculum](#), content descriptions and detail on relevant sections of the achievement standards.

Links to the [NSW curriculum](#) and [Victorian curriculum](#).

Specific curriculum linkages for these lessons:

Lessons 1-5:

Australian curriculum-relevant content descriptions

Years 1 and 2	AC9HP2M01
	AC9HP2M02
	AC9HP2M05
Years 3 and 4	AC9HP4M01
	AC9HP4M03
	AC9HP4M09

YEARS 1 AND 2

Curriculum links:

Relevant sections of the Achievement Standard

By the end of Year 2, students explain how personal qualities contribute to identities.

Students apply fundamental movement skills in different movement situations and explain how they move with objects and in space effectively.

Students develop and apply rules while collaborating with others in a range of movement concepts.

Relevant content descriptions

AC9HP2M01

Practise fundamental movement skills and apply them in a variety of movement situations

AC9HP2M02

Investigate different ways of moving their body, and manipulating objects and space, and draw conclusions about their effectiveness

AC9HP2M05

Apply strategies to work collaboratively when participating in physical activities

YEARS 3 AND 4

Curriculum links:

Relevant sections of the achievement standard

Students apply fundamental movement skills and demonstrate movement concepts across a range of situations.

They adapt movement strategies to enhance movement outcomes.

Relevant content descriptions

AC9HP4M01

Refine and apply fundamental movement skills in new movement situations

AC9HP4M03

Demonstrate how movement concepts related to effort, space, time, objects and people can be applied when performing movement sequences

AC9HP4M09

Perform a range of roles in respectful ways to achieve successful outcomes in group or team movement activities

INTRODUCTION TO GYMNASTICS

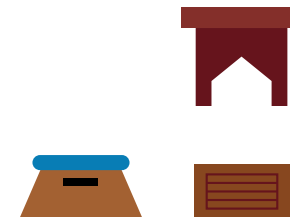
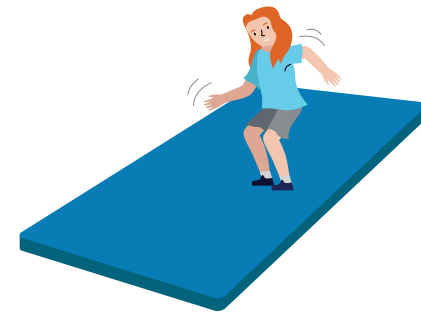
RULES

- The aim of gymnastics is to develop key skills and challenge oneself.
- The sport involves moving the body in a broad variety of ways, with or without apparatus, alone or with others.
- Students learn to jump, roll, balance, dance and swing, while getting stronger, more agile, coordinated and flexible.

EQUIPMENT

Equipment used in this program includes:

- marker cones
- scatter mats (200cm x 100cm x 5cm)
- crash mats (200cm x 300cm x 30cm)
- foam wedges
- slopes
- bean bags
- balls of various sizes
- hoops of various sizes
- pom-poms
- low benches and beams (300cm to 500cm in length, 10cm to 30cm in width, 10cm to 30cm in height)
- ladders
- walls
- skipping ropes
- spotting boxes/raised surfaces (10cm to 30cm)
- a deck of playing cards
- music player
- stopwatch.



BASIC SKILLS

STATICS

Statics is a term used to describe any activity that uses a still or stationary body position. These movements require core stability and body tension. Strength in this area is needed for lumbar support and injury prevention.

Statics in gymnastics involves the following movements:

- Balances – held positions with small bases of support and lower stability.
- Supports – held positions with a wider base and greater stability.
- Hangs – positions where students hold onto bars, rings or ropes.

Examples of statics positions include: side lunges, V-sits, tuck sits, arabesques, walking on hands, angry cats and arches.

Inversions are activities where the body is upside down. Front, rear and side supports are fundamental static positions that are a pre-requisite for inversions as they allow students to explore their capacity to support their own body weight.

Handstands require student to support their body weight upside down on their hands. Students build spatial awareness, body tension and arm strength through supported lead-up skills while progressing towards a full handstand.

Coach students through the following movements:

- Feet up
 - stand with back against the wall
 - place hands flat on the ground and walk feet up to 45°
 - count toes and walk feet back down.
- $\frac{3}{4}$ handstand
 - start in a standing position
 - pass through a lunge position
 - and kick legs to join at a 45° angle to the ground.

BASIC SKILLS



TUCK SIT



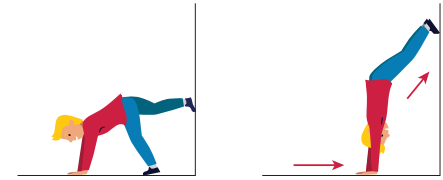
TUCK HANDSTAND



ANGRY CAT



FRONT SUPPORT



WALL HANDSTAND



SIDE LUNGE



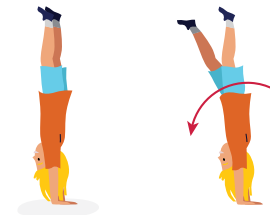
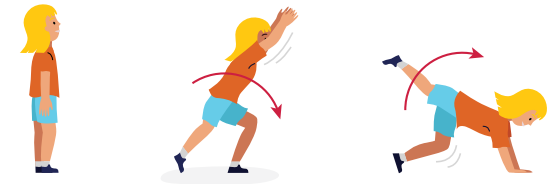
ARABESQUE



WALKING ON HANDS



REAR SUPPORT



HANDSTAND



V-SIT



ARCH



3/4 HANDSTAND



SIDE SUPPORT

BASIC SKILLS

LOCOMOTION

Locomotion describes an action that is repeated in order to travel from one point to another. Increase the challenge by changing the direction (i.e. forwards, backwards or sideways) or by adding equipment to pass under, across, through or over. Examples of locomotion include skipping, jumping, hopping and bear crawls. March steps, bench walks, grapevine and scorpion kicks are also used in gymnastics.

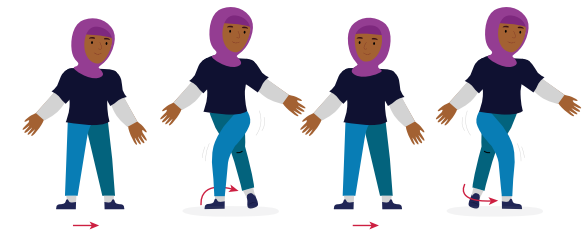
Coach your students through the following movements:

- March steps
 - lift knees high with each step
 - swing opposite hand to raised knee forward.
- Bench walks
 - walk forward, backward or sideways on a low, raised surface.
- Grapevine
 - step sideways with one leg
 - cross the other leg in front or behind the first leg in the same direction
 - continue this pattern.

- Scorpion kicks
 - place outstretched hands on the floor
 - raise one leg in line with the body
 - support the body weight
 - repeat the action travelling forward as the remaining support leg springs.



MARCH STEPS



GRAPEVINE



SCORPION KICK

BASIC SKILLS

ROTATION

Rotation describes activities where students turn around different body axes. Rotations can be on the lateral axis, longitudinal axis or the medial axis.

Forward rolls and safety rolls are examples of rotations on the lateral axis.

Coach your students through the following movements:

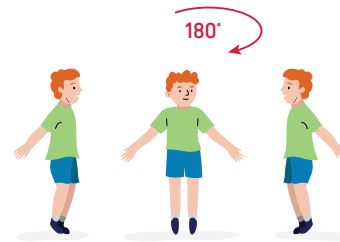
- Keep legs slightly apart
- Get low to the ground
- Keep hips high when starting
- Keep the head tucked under
- Bear the weight through the hands
- Rotate over one shoulder.

Log rolls and turns are examples of rotations on the longitudinal axis.

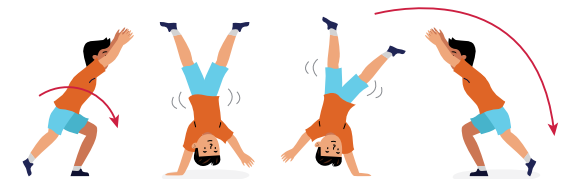
When performing log rolls, ensure students maintain core stability and roll as one unit.

When performing walking turns, students walk on their toes, maintaining a long body before performing a 180 degree turn.

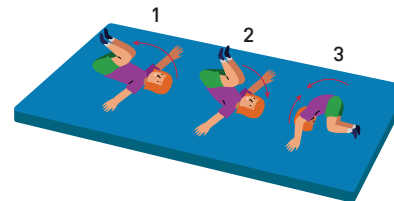
Cartwheels are an example of rotations on the medial axis. Students should be able to support their own body weight when performing these activities.



TURN



CARTWHEELS



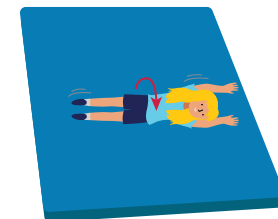
BACKWARD SAFETY ROLL



FORWARD SAFETY ROLL



FORWARD ROLL SLOPE



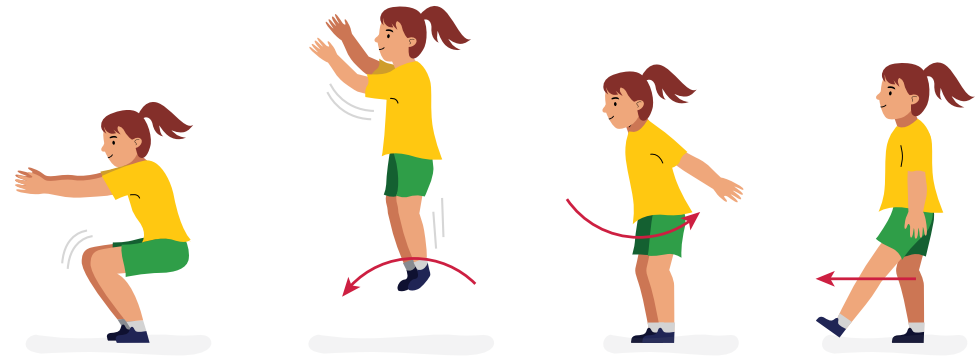
LOG ROLL

BASIC SKILLS

SPRING LANDING

Spring and landing describes activities where students spring from one position and land in another. For example, students move from hands to feet, feet to feet, or hands to hands. Simple spring and landing skills can be made more challenging by adding simple rotations.

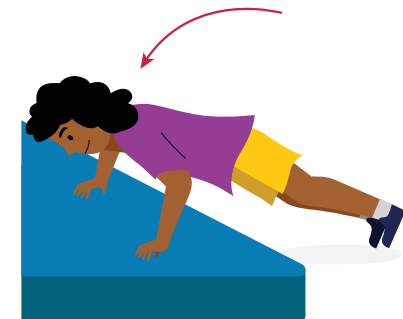
Movements include: springing, jumping, motorbike landing and prone safety landing.



JUMP



MOTOR BIKE LANDING



PRONE SAFETY LANDING

LESSON 1

LESSON 1

LEARNING INTENTIONS

To introduce the sport of gymnastics to students.

To enable students to learn the foundational gymnastic skills of statics, spring and landing.

Skill focus

- Statics
- Spring and landing

Duration

60 minutes

Area

A school hall or gymnasium.

Equipment

- Marker cones
- Stopwatch
- One crash mat or soft-landing surface per group
- One scatter mat per pair
- 6 scatter mats per group
- One wedge (or alternative) per group
- 4 to 6 hoops per group
- 2 large balls per group of 6 to 8
- Hoops, balls, pom-poms, bean bags or other equipment for routines (optional)

Activities

[HERE, THERE, NOWHERE](#)

[MEXICAN WAVE](#)

[3 HANDS, 2 FEET](#)

[TRIANGLE ROLL](#)

[STORK TAG](#)

[RUN THE CIRCLE](#)

[WHAT DID YOU LEARN?](#)

Links to curriculum

Years 1 and 2	AC9HP2M01
	AC9HP2M02
	AC9HP2M05
Years 3 and 4	AC9HP4M01
	AC9HP4M03
	AC9HP4M09

[NSW curriculum](#)

[VIC curriculum](#)

HERE, THERE, NOWHERE

SUMMARY

On your call, students perform an action.
Play with 6 or more.

Skill focus

- Statics

Detail

Warm-up
5 minutes

Equipment

- Marker cones
- Scatter mats

CHANGE IT

- Call out more challenging static positions, such as:
- V-sit
- Side support
- Rear support with straight legs.

What to do

- Define the playing field with marker cones.
- Before the game begins, ask students to demonstrate what they think the positions look like. For example, an angry cat position.
- Use role models to identify the shape and position that is most like what you are after.
- When you call 'HERE!', students run towards you.
- When you call 'THERE!', students run away from you.
- When you call 'NOWHERE', students perform an activity on the spot.
- When you call out "NOWHERE!", also call out different static positions, such as:
 - angry cat
 - tuck sit
 - hands and knees
 - rear support with bent knees
 - side lunge
 - arabesque.



ARABESQUE



TUCK SIT



ANGRY CAT

MEXICAN WAVE

SUMMARY

Students stand in a circle and take turns demonstrating a prone safety landing.

Skill focus

- Spring and landing

Detail

Skill development
10 minutes

Equipment

- One crash mat per group

CHANGE IT

- The next student in the circle repeats the movement and adds a movement of their own. The next student adds another movement, and so on. Each student needs to remember the previous pattern.

What to do

- Students stand in a circle around a crash mat.
- Make sure there is enough space between students to avoid contact, especially when the second wave starts.
- The first student starts the Mexican wave by performing a prone safety landing.
- Make sure students fall with arms outstretched and legs together.
- When landing, elbows are to be bent into the sides to take the body weight softly, and the face is to be turned to the side.
- Each student in turn around the circle repeats the prone safety landing.
- Repeat the process by starting at different points of the circle with one wave attempting to catch the next.
- Students start from a squat or kneeling position.



3 HANDS, 2 FEET

SUMMARY

Pairs join hands and run freely around the playing area. On your call, they perform a specified balance. Play with 6 or more.

Skill focus

- Statics

Detail

Skill development
10 minutes

Equipment

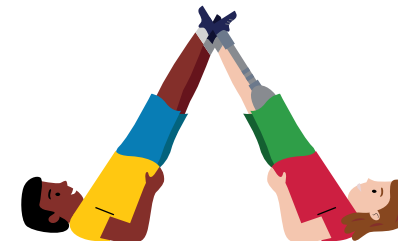
- One scatter mat per pair
- Hoops, balls and bean bags (optional)

CHANGE IT

- Introduce equipment [such as hoops, balls and bean bags] that must also be used in the balance.

What to do

- Spread the mats across the playing area.
- Divide students into pairs based on size and strength.
- On 'GO!', pairs join hands and move freely around the room.
- When you call a position, students find a mat and balance their feet, shoulders, knees, hands, backs or elbows against their partner's.
- When you call '3 HANDS, 2 FEET!', pairs form a balance position with only these number of body parts touching the ground.
- Students hold their position for a set period.
- Students must always be in contact with one another to maintain balance.
- Ensure students securely 'brace' one another with appropriate hand grips. These must be firm and strong.
- Make sure students are controlling their exits from the balance.



TRIANGLE ROLL

SUMMARY

In groups of 3, students stand in a triangle formation and perform 2 safety rolls towards one another. Play with 3 or more.

Skill focus

- Rotation
- Spring and landings

Detail

Skill development
10 minutes

Equipment

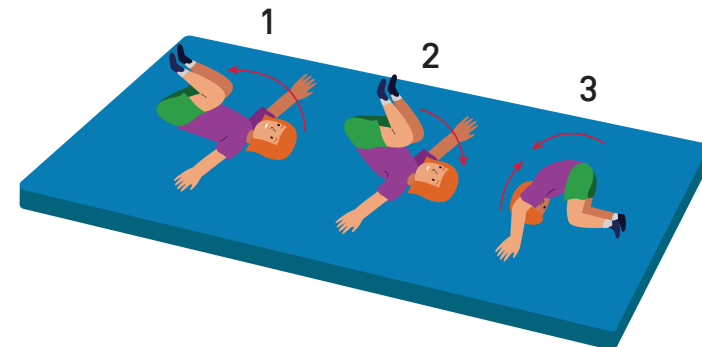
- 6 scatter mats per group
- One wedge (or alternative) per group
- One large ball per group (optional)

CHANGE IT

- Students perform the forward and backwards safety rolls down a wedge or alternative slope.
- Change the distance between students and change the number of rolls.
- Students roll a ball, perform their roll, pick up the ball and pass it to the next student.

What to do

- Set up the playing area with scatter mats.
- The first student in each group performs 2 forward safety rolls across the scatter mats towards another student in their group.
- Rolls must always be performed on a mat.
- The pattern continues around the triangle.
- Make sure students do not roll on their head when performing rolls.
- Repeat with backward safety rolls.



STORK TAG

SUMMARY

Taggers chase runners. If runners are tagged, they stand on the spot, on one leg, with the other leg bent up in a stork stand. A tagged runner can be freed by a fellow runner by jumping in and out of a hoop. Play with 8 or more.

Skill focus

- Spring and landings

Detail

Skill development
15 minutes

Equipment

- 4 to 6 large hoops per group

CHANGE IT

- Hoops should be placed on the ground rather than in the air.
- Change the height of the hoop when jumping in and out of it.
- Have fewer students with hoops

What to do

- The game stops after a set period of time or when all the runners are tagged.
- Change runners and taggers frequently.
- 4 to 6 runners have a hoop and cannot be tagged.
- A tagged runner can be freed by a fellow runner who is carrying a hoop.
- The hoop carrier holds the hoop horizontally just off the ground in front of the tagged student.
- The tagged student performs a 2-foot jump into and out of the hoop.
- Students should spring up by pushing off their toes and using their arms to jump.
- Make sure students are using the 'motor bike' safety position when landing.



RUN THE CIRCLE

SUMMARY

Students sitting in a circle try to pass a ball around using only their feet. Play in groups of 6 to 8.

Skill focus

- Statics

Detail

Finishing up
5 minutes

Equipment

- One to 2 large balls per group of 6 to 8
- Stopwatch

CHANGE IT

- Students roll the ball using their feet.
- Play the game with music. When the music stops, the ball stops. When the music starts again, the ball is passed around in reverse.
- Students are lined up in 2 parallel lines and try to push the ball back and forth in a zig-zag motion.
- Add a second ball on the other side of the circle. The aim is for each ball to catch up to the one in front.

What to do

- Start with one ball.
- Students sit in a circle, facing inwards, with hands positioned on the floor behind their backs to help balance themselves.
- One student picks up a large ball with their feet and passes it to the student on their right.
- Students continue to pass the ball around the circle.
- Students should maintain a straight back and avoid arching.
- Stomachs should be tucked in.
- Time how quickly the ball can travel around the circle.



WHAT DID YOU LEARN?

SUMMARY

Reflect with the class on what they learnt, enjoyed, and felt challenged by in the lesson.

Details

5 minutes

What to do

In pairs, students discuss:

- Name the statics that you performed in this lesson:
 - by yourself and
 - with a partner
- What do you need to remember when landing on your hands or feet to cushion your landing?
- What part of the body touches the mat first when you do a forward roll?



LESSON 2

LESSON 2

LEARNING INTENTIONS

To introduce the gymnastic skills of locomotion.

To create dance routines in small groups that combine their previously learnt skills.

To work cooperatively in a small group to devise, practise and perform a short routine of gymnastics locomotion movements.

Skill focus

- Locomotion

Duration

60 minutes

Area

A school hall or gymnasium.

Equipment

- One scatter mat per pair
- One soft ball or one hoop per student (optional)
- Pom-poms, hoops and balls or other equipment for routines (optional)
- Music player and music (optional)

Activities

[FROST AND THAW](#)

[HERE, THERE, NOWHERE](#)

[LET'S DANCE](#)

[EVERYBODY](#)

[WHAT DID YOU LEARN?](#)

Links to curriculum

Years 1 and 2	AC9HP2M01
	AC9HP2M02
	AC9HP2M05
Years 3 and 4	AC9HP4M01
	AC9HP4M03
	AC9HP4M09

[NSW curriculum](#)

[VIC curriculum](#)

FROST AND THAW

SUMMARY

A variation of freeze tag. Play with 6 or more.

Skill focus

- Statics
- Locomotion

Detail

Warm-up
10 minutes

Equipment

- Marker cones

CHANGE IT

- Students can only move using skills chosen by you.
- Play with 2 frosts holding hands.
- Play with one thaw and 2 frosts moving independently.
- Play with one frost with 2 thaws moving independently.

What to do

- Define the playing field with marker cones.
- Choose one student to be frost and another to be thaw.
- Start with running.
- Frost tries to tag as many of the other students as possible.
- When tagged by frost, students are to perform the static position of an arabesque until freed by thaw.
- Thaw can melt these students by touching them, and they can then re-join the game.
- Encourage frozen students to call out for thaw.



ARABESQUE

HERE, THERE, NOWHERE

SUMMARY

On your call, students perform an action.
Play with 6 or more.

Skill focus

- Locomotion

Detail

Warm-up
5 minutes

Equipment

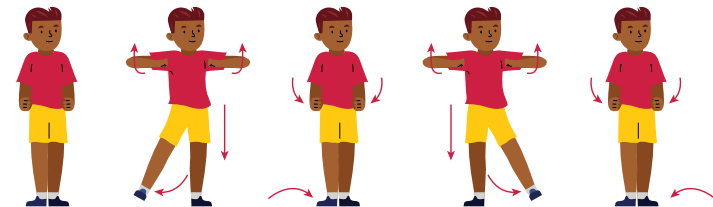
- Marker cones
- Scatter mats
- Music player and music [optional]
- One soft ball or hoop per student [optional]

CHANGE IT

- Add a piece of equipment [such as balls or hoops] that students can throw and catch while doing the movements.

What to do

- Define the playing field with marker cones.
- Before the game begins, ask students to demonstrate what they think the movements look like. For example, a march steps position.
- Use role models to identify the shape and position that is most like what you are after.
- When you call 'HERE!', students run towards you.
- When you call 'THERE!', students run away from you.
- When you call 'NOWHERE', students perform an activity on the spot.
- When you call out "NOWHERE!", also call out different locomotion cues, such as:
 - side-steps
 - push steps
 - march steps
 - grapevine
 - heel digs.



HERE, THERE, NOWHERE



MARCH STEPS

LET'S DANCE

SUMMARY

Students work together to devise, practise and perform a short routine made up of gymnastics locomotion movements.

Skill focus

- Locomotion

Detail

Skill development
35 minutes

Equipment

- Pom-poms, hoops, balls or other equipment for routines (optional)

What to do

- Divide the class into small groups.
- Each group works together to devise and practise a short routine.
- Dances can include any other movements learnt throughout the previous lessons, and equipment such as pom-poms, hoops, and balls.
- Groups may then perform their routines in front of the class



CHANGE IT

- Choose movements for each group to perform. As a group, students make up a routine using these movements in any order.

EVERYBODY

SUMMARY

Using the rules of 'Simon Says', call out commands for students to perform various fundamental motor skills.

Skill focus

- Statics

Detail

Finishing up
5 minutes

Equipment

- Scatter mats

What to do

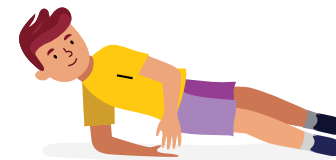
- Remind students of the static positions learnt in week one.
- Ask students to demonstrate:
 - angry cat
 - arch
 - tuck sit
 - side lunge
 - arabesque
 - front support
 - rear support.
- Students should only follow your instructions when they start with 'Everybody...':
- Do not eliminate students.



REAR SUPPORT



TUCK SIT



SIDE SUPPORT

WHAT DID YOU LEARN?

SUMMARY

Reflect with the class on what they learnt, enjoyed, and felt challenged by in the lesson.

Details

5 minutes

What to do

In pairs, students discuss:

- Why do you need to listen to others' ideas as well as talk about your ideas when making up your group's routine?
- Why is a forward roll a "locomotion" skill?
- What ideas did you get by watching other groups' routines?

Ask the class:

- How did you care for others today?



LESSON 3

LESSON 3

LEARNING INTENTIONS

To develop gymnastics skills of statics and rotation.

To include and listen to those with whom you are working with.

For students to self assess their rotation skills, development of a routine and social skills [see the student self assessment tool on page 38].

Skill focus

- Statics
- Rotation

Duration

60 minutes

Area

A school hall or gymnasium.

Equipment

- Marker cones
- Scatter mats
- One large soft ball per group
- One large hoop per student
- Wedge or alternative slope (optional)
- A deck of playing cards
- Music player

Activities

[RACING RELAY](#)

[STONE, BRIDGE, TREE](#)

[HEARTS, CLUBS, DIAMONDS, SPADES](#)

[HOOP STRETCH](#)

[WHAT DID YOU LEARN?](#)

Links to curriculum

Years 1 and 2	AC9HP2M01	NSW curriculum VIC curriculum
	AC9HP2M02	
	AC9HP2M05	
Years 3 and 4	AC9HP4M01	
	AC9HP4M03	
	AC9HP4M09	

RACING RELAY

SUMMARY

Students race each other in a relay, performing various movement patterns. Play in teams of 4 or 5.

Skill focus

- Rotation
- Locomotion

Detail

Warm-up
15 minutes

Equipment

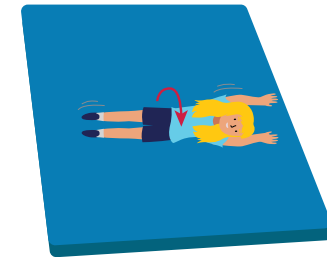
- Marker cones
- Scatter mats
- One wedge (or alternative) per group
- One large soft ball or hoop per group (optional)

CHANGE IT

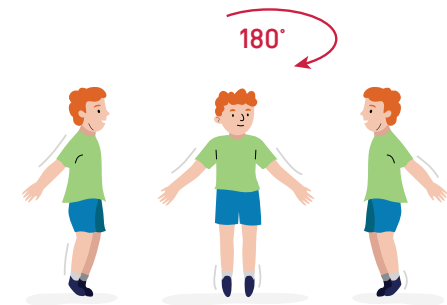
- Students perform rolls down a wedge or alternative slope.
- Students roll a ball or hoop, perform their roll, pick up the ball or hoop and pass it to the next student.

What to do

- Define the playing area with marker cones.
- In teams of 4 to 5, students stand at opposite ends of the playing area, facing their team mates.
- Students take turns racing to the other side of the playing area.
- Call different skills for students to perform as they race. For example, students can only move while performing:
 - log rolls
 - forward safety rolls
 - grapevine
 - march steps
 - crab walks
 - hopping
 - skipping
 - tumbling.
- After crossing the playing area, students tag the next team mate waiting and join the end of the line.
- The next team mate takes their turn moving in the opposite direction across the playing area.
- Play continues until all team members have completed the relay.



LOG ROLL



WALKING TURN

STONE, BRIDGE, TREE

SUMMARY

A relay race using various static and locomotion movements. Play in teams of 4 to 6.

Skill focus

- Spring and landing
- Statics
- Locomotion

Detail

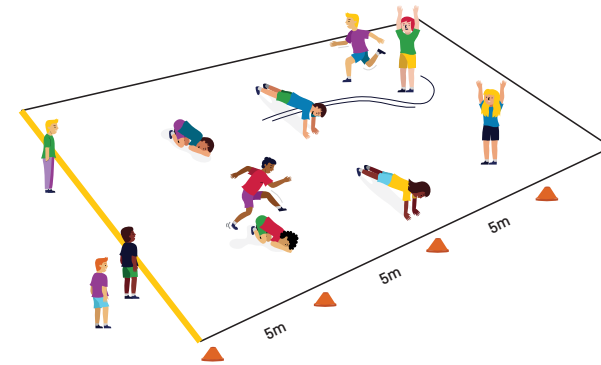
Skill development
15 minutes

Equipment

- Marker cones

What to do

- Teams of 4 to 6 students line up behind their starting cones.
- When you say 'GO!', the first student runs out to their first cone and forms a stone.
- The second student jumps over the stone, and then runs to the second cone to form a bridge.
- The third student jumps over the stone, crawls under the bridge, and then runs to the third cone to form a tree.
- The fourth student jumps over the stone, crawls under the bridge, runs around the tree and back under the bridge and over the stone.
- The stone completes the course, followed by the bridge going around the tree and both return to the starting cone together.
- The game finishes when all students have had a turn at each of the positions.



CHANGE IT

- Students stand upright with their legs wide apart to form the bridge.
- Students jump over the stone's legs instead of their lower back.
- Students skip to the stone, leap to the bridge and run to the tree.
- Ask students to come up with new shapes and movement skills. Allow each group to make up one new relay for the class to try.

HEARTS, CLUBS, DIAMONDS, SPADES

SUMMARY

Students move around the room performing various skills and activities. Play with 6 to 30.

Skill focus

- Spring and landing
- Locomotion

Detail

Skill development
15 minutes

Equipment

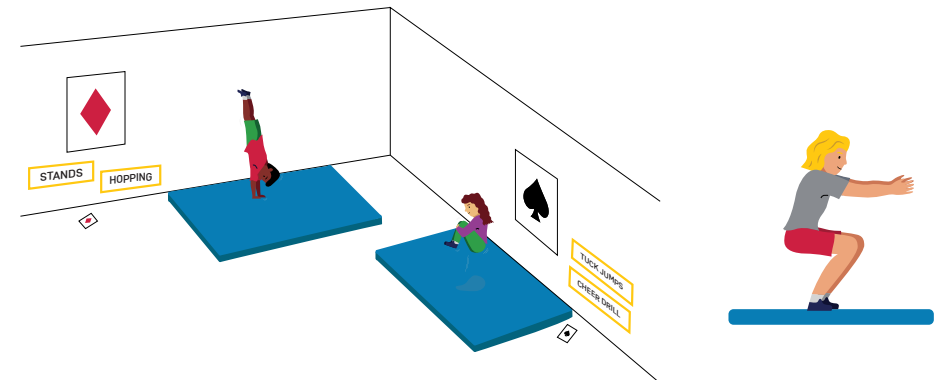
- A deck of playing cards
- Scatter mats
- Music player
- 6 hoops per group
- Wedge (or alternative)

CHANGE IT

- Play the activity in pairs.
- When students return to a wall they have already visited, they must perform a different activity.
- Students only perform one skill at each station. Change the movements every few rounds.
- Increase the difficulty of the skills at each station.

What to do

- Use scatter mats to define 4 distinct stations at equal distances apart around the perimeter of the playing area.
- Assign a suit and a gymnastics skill to each station: statics, rotation, locomotion, and spring and landing.
- Movements/activities can include: cartwheels, jumping jacks, plank holds, bunny hops, wall handstands, air jacks, tuck jumps, v-sits, arches, march steps, hopping, jumping in and out of hoops.
- Place the deck of playing cards in the centre of the playing area.
- Start the music.
- Students run to the middle of the room and pick up one card each from the deck.
- They then run to the wall that matches the suit of the card.
- Students choose one of the skills and perform it the number of times indicated by the playing card.
- Once the skill is completed, the student keeps hold of the card and runs to the middle to select another one and repeats the process.



HOOP STRETCH

SUMMARY

Students explore balancing with different body positions while stretching from inside a hoop.

Skill focus

- Statics

Detail

Finishing up
10 minutes

Equipment

- One large hoop per student

What to do

- Students stand in a hoop or a marked circle.
- Check there is enough space between students.
- Students make a body position with both feet inside the hoop and both arms outside of the hoop.
- Start with a short duration for balances and increase the holding time as play continues.
- Do not bounce in any stretch position.
- Students hold the position for a set time, then stand up and repeat using a different position where feet are inside and hands outside the hoop.



WHAT DID YOU LEARN?

SUMMARY

Reflect with the class on what they learnt, enjoyed, and felt challenged by in the lesson.

Details

5 minutes

What to do

In pairs, students discuss:

- What are the names of some of the skills you performed in today's lesson that involve rotating your body?
- What is the difference between a rotation and a static skill in gymnastics?

Ask the class:

- What help do you need to self assess your participation in gymnastics?



SELF ASSESSMENT RUBRIC

NAME _____ YEAR LEVEL _____ DATE _____ TEACHER _____

YEARS 1 AND 2

Lesson 3 – Rotations

Circle the face that reflects how you feel about each of the statements below:














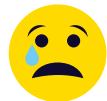
Always



Sometimes



Rarely

Movement skills	I can perform a safety (forward) roll without my head touching the mat.			
	I can perform a log roll.			
Strategy and tactics	I am beginning to develop a routine with others in my group.			
Personal and social responsibility	I include and listen to all the people in my group.			

SELF ASSESSMENT RUBRIC

NAME _____ YEAR LEVEL _____ DATE _____ TEACHER _____

YEARS 3 AND 4

Lesson 3 – Rotations

Circle the face that matches how you feel about each of the statements below:














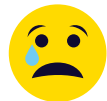
Always



Sometimes



Rarely

Movement skills	I can perform a cartwheel on a straight line.			
	I can perform a sequence of 3 or more rotations			
Strategy and tactics	I can plan, practise and perform a routine by myself and with others.			
Personal and social responsibility	I work with all students on my team to plan our routine.			

LESSON 4

LESSON 4

LEARNING INTENTIONS

To refine and practise locomotion, spring and landing skills and activities from previous lessons.

To work both individually and with others during the lesson.

Skill focus

- Locomotion
- Spring and landing

Duration

60 minutes

Area

A school hall or gymnasium.

Equipment

- One skipping rope per student
- One long skipping rope per group
- A deck of playing cards
- Music and a music player
- 6 hoops per group
- Wedge or alternative slope [optional]

Activities

[NUMBER CHANGE](#)

[SKIP TO MY LOU](#)

[TEDDY BEAR, TEDDY BEAR](#)

[HEARTS, CLUBS,
DIAMONDS, SPADES](#)

[CIRCLE SIT](#)

[WHAT DID YOU LEARN?](#)

Links to curriculum

Years 1 and 2	AC9HP2M01
	AC9HP2M02
	AC9HP2M05
Years 3 and 4	AC9HP4M01
	AC9HP4M03
	AC9HP4M09

[NSW curriculum](#)

[VIC curriculum](#)

NUMBER CHANGE

SUMMARY

Numbered students stand in a circle. When their numbers are called, 2 students try to change positions before the middle student takes their spot. Play with 6 to 10.

Skill focus

- Locomotion

Detail

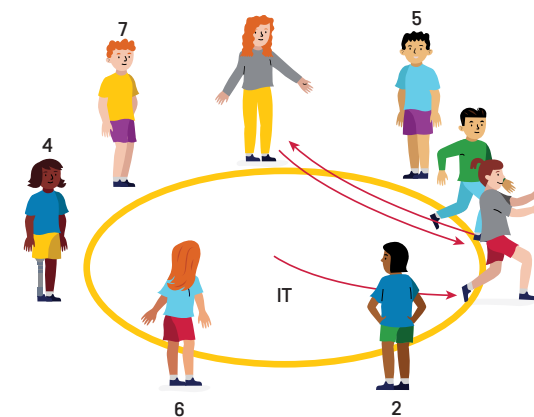
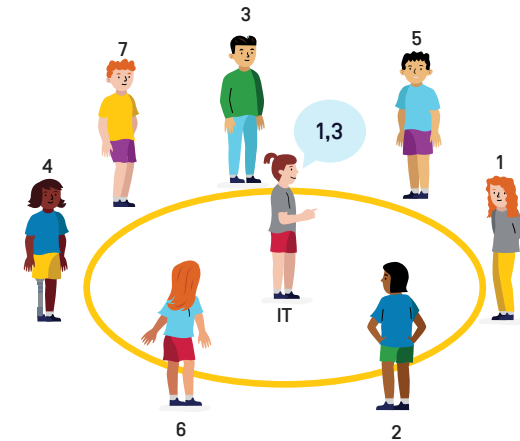
Warm-up
5 minutes

CHANGE IT

- Play with 2 students in the centre of the circle.
- Change the locomotion students use when changing positions.

What to do

- Students are given a number and form a circle in a random order.
- Choose one student to stand in the centre of the circle.
- Call out any 2 numbers. These 2 students try to swap places before the student in the centre takes their place.
- The student who fails to find a vacant position in the circle becomes the student in the centre.



SKIP TO MY LOU

SUMMARY

Students challenge themselves to skip within a time limit.

Skill focus

- Spring and landing

Detail

Warm-up
15 minutes

Equipment

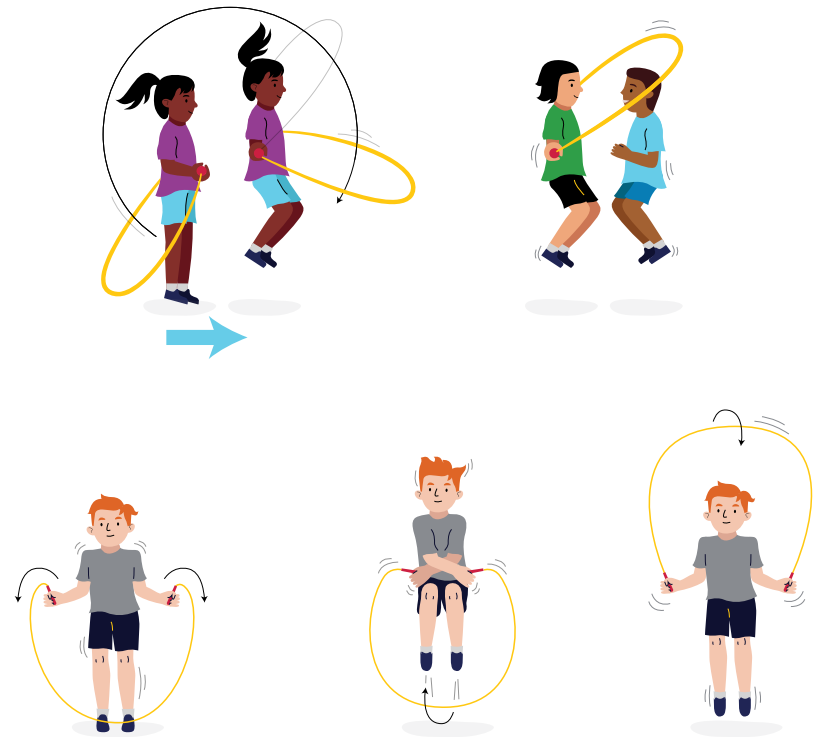
- One skipping rope per student

CHANGE IT

- Students jump on one leg instead of 2, jump rope while running, jump in time to music, cross the feet while jumping or cross the rope in front of the body before jumping over it.
- Play in pairs, with one student turning the rope while both students jump it.

What to do

- Students spread out across the playing area, a minimum of 3m apart.
- On your call, students skip for one minute with single 2-footed jumps.
- Students keep their feet together with knees slightly bent, jumping on the balls of their feet.
- Make sure students keep their elbows bent and close to their body.
- Students count their jumps.
- Each round, students aim to beat their last score.



TEDDY BEAR, TEDDY BEAR

SUMMARY

Students chant a rhyme while performing skills and skipping at the same time. Play with 3 to 10.

Skill focus

- Spring and landing

Detail

Skill development
15 minutes

Equipment

- One long skipping rope per group

CHANGE IT

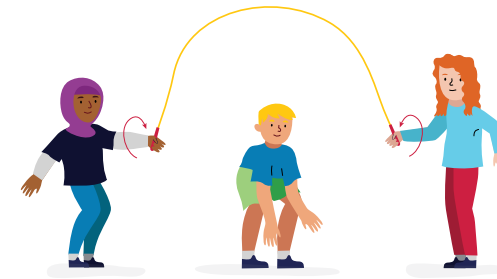
- Students sing only one line from the rhyme and then exit the rope as the next student enters.
- Students stay in the middle after singing the rhyme and are joined by the next student. The challenge is to try and have the whole team skipping at once.
- Play in pairs with one student turning the rope and the other singing the rhyme.

What to do

- In each group, 2 students at a time take turns turning the rope.
- Another student enters the rope and begins chanting and performing the rhyme.
- Students swap roles regularly.

Rhyme

- Teddy bear, teddy bear, climb the stairs [students pretend to walk upstairs while skipping].
- Teddy bear, teddy bear, say your prayers [students bring their hands together over their chest while skipping].
- Teddy bear, teddy bear, turn off the lights [students reach up as if turning off a light while skipping].
- Teddy bear, teddy bear, say goodnight [students wave and say goodnight while skipping out of the rope].
- Teddy bear, teddy bear, touch the ground [students touch the ground while skipping].
- Teddy bear, teddy bear, turn around [students turn around while skipping].



HEARTS, CLUBS, DIAMONDS, SPADES

SUMMARY

Students move around the room performing various skills and activities. Play with 6 to 30.

Skill focus

- Spring and landing
- Locomotion

Detail

Skill development
15 minutes

Equipment

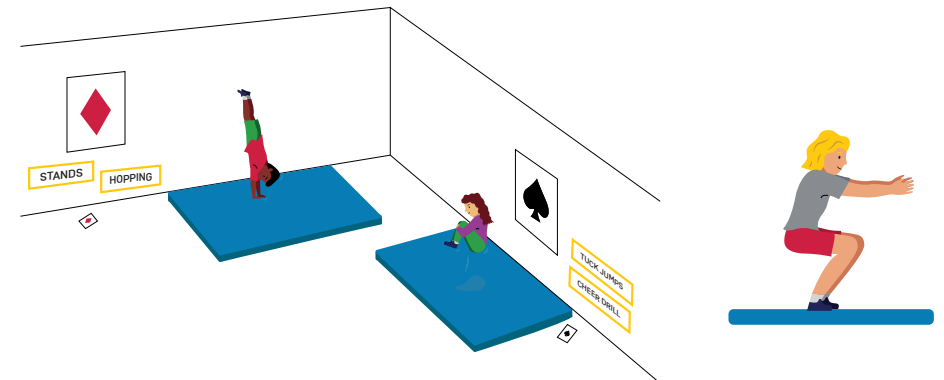
- A deck of playing cards
- Scatter mats
- Music player
- 6 hoops per group
- Wedge (or alternative)

CHANGE IT

- Play the activity in pairs.
- When students return to a wall they have already visited, they must perform a different activity.
- Students only perform one skill at each station. Change the movements every few rounds.
- Increase the difficulty of the skills at each station.

What to do

- Use scatter mats to define 4 distinct stations at equal distances apart around the perimeter of the playing area.
- Assign a suit and a gymnastics skill to each station: statics, rotation, locomotion, and spring and landing.
- Movements/activities can include: cartwheels, jumping jacks, plank holds, bunny hops, wall handstands, air jacks, tuck jumps, v-sits, arches, march steps, hopping, jumping in and out of hoops.
- Place the deck of playing cards in the centre of the playing area.
- Start the music.
- Students run to the middle of the room and pick up one card each from the deck.
- They then run to the wall that matches the suit of the card.
- Students choose one of the skills and perform it the number of times indicated by the playing card.
- Once the skill is completed, the student keeps hold of the card and runs to the middle to select another one and repeats the process.



CIRCLE SIT

SUMMARY

A cooperative activity. Play in large groups.

Skill focus

- Statics

Detail

Finishing up
5 minutes

Equipment

- One long skipping rope per group

What to do

- Students stand in a circle, facing the back of the student in front of them.
- Students are close to each other with toes of each student touching the heels of the student in front.
- Students count to 3 as they slowly sit down on the knees of the student behind.
- Students slowly stand up on a count of 3.



WHAT DID YOU LEARN?

SUMMARY

Reflect with the class on what they learnt, enjoyed, and felt challenged by in the lesson.

Details

5 minutes

What to do

In pairs, students discuss:

- Which locomotion skill do you like performing most?
- What are three things that help you improve your skipping when doing springs and landings with a skipping rope?

Ask the class:

- What activity did you enjoy most during today's lesson?
- What challenged you today?



LESSON 5

LESSON 5

LEARNING INTENTIONS

To combine skills and work collaboratively with a small group to perform a group dance routine.

For students to peer assess a small group dance routine [see the student peer assessment on page 55].

To provide an opportunity for teachers to observe and record student attainment [see the teacher assessment rubric on page 57].

Skill focus

- Statics
- Rotation
- Spring and landing
- Locomotion

Duration

60 minutes

Area

A school hall or gymnasium.

Equipment

- Marker cones
- Scatter mats
- Music player
- Pom-poms, hoops, balls or other equipment for routines (optional)

Activities

[FLIP IT](#)

[LET'S DANCE](#)

[UNTIE THE KNOT](#)

[RELAXATION](#)

[WHAT DID YOU LEARN?](#)

Links to curriculum

Years 1 and 2	AC9HP2M01	NSW curriculum
	AC9HP2M02	VIC curriculum
	AC9HP2M05	
Years 3 and 4	AC9HP4M01	
	AC9HP4M03	
	AC9HP4M09	

FLIP IT

SUMMARY

In teams, students try to flip their opponents' cones to match their own. Play in groups of 8 or more.

Skill focus

- Locomotion

Detail

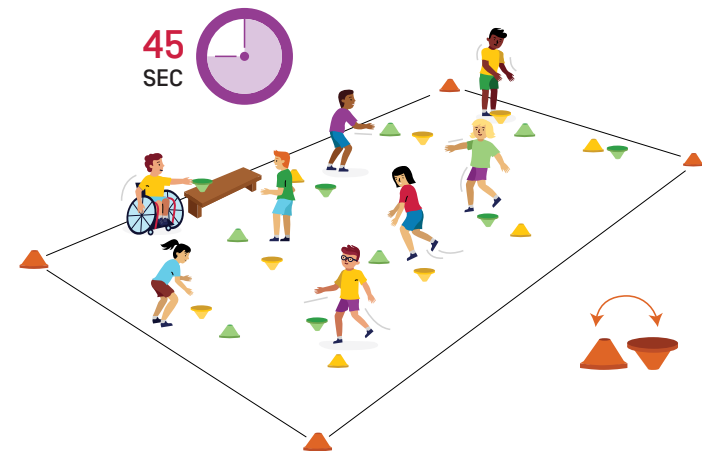
Warm-up
10 minutes

Equipment

- One cone or marker per student

What to do

- Divide student into 2 teams.
- Each student has a marker cone.
- One team place their markers right side up and the other team place their markers upside down.
- On your call, students run around trying to flip over the other group's markers to match their own.



CHANGE IT

- Each time a student flips a cone, the student flips themselves, changing the way they move around the room.
- Students start in the rear support position with knees bent and, when a cone is flipped, the student flips over onto their hands and knees.
- When students are in the rear support position, they need to make sure their wrists and fingers are pointing towards their toes.



LET'S DANCE

SUMMARY

Students work together to devise, practise and perform a short routine made up of gymnastics locomotion movements.

Skill focus

- Locomotion

Detail

Skill development
35 minutes

Equipment

- Music player
- Scatter mats
- Pom-poms, hoops, balls or other equipment for routines [optional]

What to do

- Divide the class into small groups.
- Each group works together to devise and practise a short routine.
- Dances can include any other movements learnt throughout the previous lessons, and equipment such as pom-poms, hoops, and balls.
- Groups may then perform their routines in front of the class.



CHANGE IT

- Choose movements for each group to perform. As a group, students make up a routine using these movements in any order.

UNTIE THE KNOT

SUMMARY

Students join hands with 2 other students and must work as a team to untangle the knot without letting go. Play in groups of 6 or more.

Skill focus

- Statics

Detail

Finishing up
5 minutes

Equipment

- Music player
- Scatter mats
- Pom-poms, hoops, balls or other equipment for routines [optional]

What to do

- Divide students into groups of 6 to 10 and have them stand in a circle.
- Each student joins hands with 2 other students – but not the students standing next to them!
- Once the knot is formed students must work together to untangle the knot without letting go.
- Students move slowly to untie their knot by stepping over and moving under their joined hands.
- To ensure safety, the game should not be played as a race.



RELAXATION

SUMMARY

A relaxation exercise where students shift their awareness around their body.

Skill focus

- Statics

Detail

Finishing up
5 minutes

Equipment

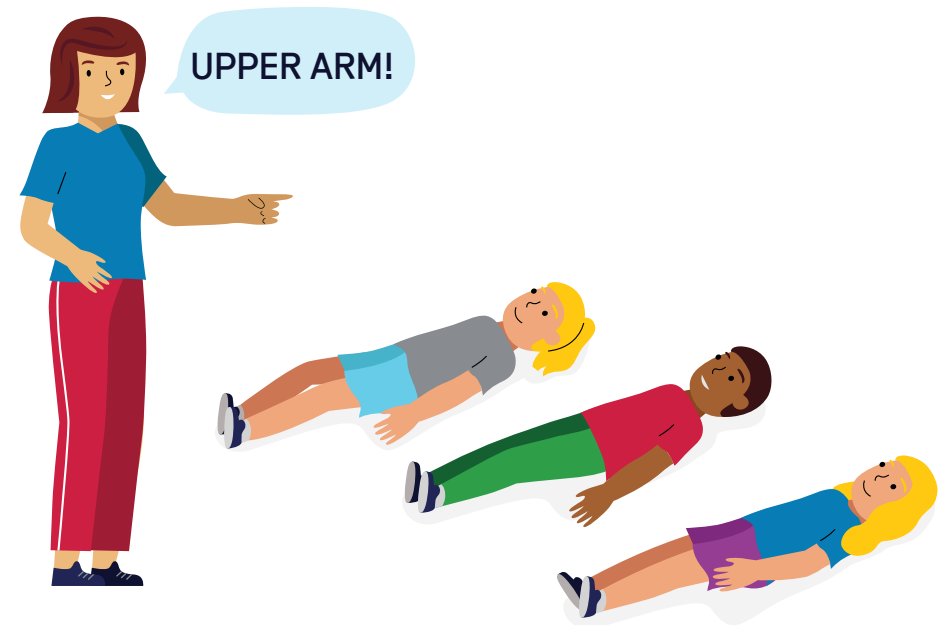
- Music player
- Scatter mats
- Pom-poms, hoops, balls or other equipment for routines [optional]

CHANGE IT

- Perform the activity outdoors.
- Instead of focusing on body parts, ask students to focus on what they could see/feel/touch/smell.

What to do

- Students practise relaxed breathing while focusing on body parts specified by you.
- Starting on the right side, students focus on relaxing their hand, lower arm, upper arm, shoulder, chest, back, hip, buttock, upper leg, knee, lower leg, foot.
- Repeat on the left side.



WHAT DID YOU LEARN?

SUMMARY

Reflect with the class on what they learnt, enjoyed, and felt challenged by in the lesson.

Details

5 minutes

What to do

In pairs, students discuss:

- Which gymnastics movement skills did you use to create your dance?

Ask the class:

- What did you find most challenging when assessing a peer?
- Which activity did you enjoy most in this unit of work? Why?



PEER ASSESSMENT

NAME _____ YEAR LEVEL _____ DATE _____ TEACHER _____

YEARS 1 AND 2

Unit Focus: Gymnastics – Small group
dance routine
Lesson 5: Let's dance

Any areas for improvement?

Movement skills: Grapevine steps

Observe another student perform their dance routine and record how they go with each skill component below.

Skill	Keep trying	Almost there	Got it!
Step sideways with one leg.			
Cross the other leg in front or behind the first leg in the same direction.			
Continue this pattern.			

Feedback on movement skills: Skipping

Observe another student for 2 minutes and record how they go with each skill component below.

Skill	Keep trying	Almost there	Got it!
Relaxed and flowing.			
On the balls of your feet.			
Head still and eyes focused forward.			
Arms move opposite to legs.			

PEER ASSESSMENT

NAME _____ YEAR LEVEL _____ DATE _____ TEACHER _____

YEARS 3 AND 4

Unit Focus: Gymnastics – Small group dance routine
Lesson 5: Let's dance

Any areas for improvement?

Movement skills

Observe another student perform their dance routine and record how they go with each skill component below.

Skill	Keep trying	Almost there	Got it!
Students work together to devise, practise and perform a short routine including Marching Steps.			
Students work together to devise, practise and perform a short routine including Grapevine Steps.			
Students work together to devise, practise and perform a short routine including Scorpion Kicks.			

Feedback on movement skills

Observe another student for 2 minutes and record how they go with each skill component below.

Skill	Keep trying	Almost there	Got it!
March steps <ul style="list-style-type: none"> - lift knees high with each step - swing opposite hand to raised knee forward. 			
Grapevine <ul style="list-style-type: none"> - step sideways with one leg - cross the other leg in front or behind the first leg in the same direction - continue this pattern. 			
Scorpion kicks <ul style="list-style-type: none"> - place outstretched hands on the floor - raise one leg in line with the body - support the body weight - repeat the action traveling forward as the remaining support leg springs 			

GYMNASTICS ASSESSMENT RUBRIC

NAME _____ YEAR LEVEL _____ DATE _____ TEACHER _____

YEARS 1 AND 2

Area of development	Australian Curriculum content descriptions	Below standard	At standard	Above standard
Personal and social development	<u>AC9HP2M05</u> Apply strategies to work collaboratively when participating in physical activities.	The student can apply limited strategies to work collaboratively when participating in physical activities.	The student can apply strategies to work collaboratively when participating in physical activities.	The student can apply and transfer their use of strategies to work collaboratively when participating in physical activities.
Movement skill development	<u>AC9HP2M01</u> Practise fundamental movement skills and apply them in a variety of movement situations.	The student practises a restricted number of fundamental movement skills and applies them in a limited number of movement situations.	The student practises fundamental movement skills and applies them in a variety of movement situations.	The student practises a wide range of fundamental movement skills and applies them in a variety of movement situations.
Strategy and tactical development	<u>AC9HP2M02</u> Investigate different ways of moving their body, and manipulating objects and space, and draw conclusions about their effectiveness.	The student investigates different ways of moving their body, and manipulating objects and space, and draws limited conclusions about their effectiveness.	The student investigates different ways of moving their body, and manipulating objects and space, and draws conclusions about their effectiveness.	The student investigates different ways of moving their body, and manipulating objects and space, and draws conclusions about their effectiveness which they can transfer into other situations.

GYMNASTICS ASSESSMENT RUBRIC

NAME _____ YEAR LEVEL _____ DATE _____ TEACHER _____

YEARS 3 AND 4

Area of development	Australian Curriculum content descriptions	Below standard	At standard	Above standard
Personal and social development	<u>AC9HP4M09</u> Perform a range of roles in respectful ways to achieve successful outcomes in group or team movement activities.	At times, the student can perform a limited range of roles in respectful ways to achieve successful outcomes in small group movement activities.	The student can perform a range of roles in respectful ways to achieve successful outcomes in group or team movement activities.	The student can perform a wide range of roles in respectful ways to achieve successful outcomes in group and team movement activities.
Movement skill development	<u>AC9HP4M01</u> Refine and apply fundamental movement skills in new movement situations.	The student has refined and applied a limited number of movement skills in statics, locomotion, rotations, springs and landings and is learning to form sequences of activities.	The student has refined and applied their movement skills in statics, locomotion, rotations, springs and landings and can form small sequences of activities.	The student has refined and applied their movement skills in statics, locomotion, rotations, springs and landings and can form extended sequences of activities.
Strategy and tactical development	<u>AC9HP4M03</u> Demonstrate how movement concepts related to effort, space, time, objects and people can be applied when performing movement sequences.	The student is challenged when demonstrating how movement concepts are related to effort, space, time, objects and people can be applied when performing limited movement sequences.	The student demonstrates how movement concepts related to effort, space, time, objects and people can be applied when performing movement sequences.	The student demonstrates how movement concepts related to effort, space, time, objects and people can be applied when performing complex movement sequences.

WHERE TO FROM HERE?

Join a club

Did your students enjoy learning about gymnastics?

Sharing information with parents is a great way to encourage students to join a community club.

The Australian Sports Commission has information on their website about different opportunities.

Visit sportaus.gov.au/schools/find-a-club



APPENDICES

New South Wales curriculum links:

NSW curriculum-relevant course content outcomes

YEARS 1 AND 2

Course content outcomes

PD1-4

Performs movement skills in a variety of sequences and situations

PD1-11

Incorporates elements of space, time, objects, effort, and people in creating and performing simple movement sequences

PD1-10

Describes and practises interpersonal skills to promote inclusion to make themselves and others feel they belong

YEARS 3 AND 4

Course content outcomes

PD2-4

Performs and refines movement skills in a variety of sequences and situations

PD2-11

Applies strategies to solve movement challenges

PD2-10

Demonstrates a range of interpersonal skills that build and enhance relationships and promote inclusion in various situations

Victorian curriculum links:

Victorian curriculum-relevant content descriptions

YEARS 1 AND 2

Content descriptions

VCHPEM080

Perform fundamental movement skills in different movement situations in indoor, outdoor and aquatic settings

VCHPEM084

Incorporate elements of effort, space, time, objects and people in performing simple movement sequences

VCHPEM085

Use strategies to work in group situations when participating in physical activities

YEARS 3 AND 4

Content descriptions

VCHPEM098

Practise and refine fundamental movement skills in different movement situations in indoor, outdoor and aquatic settings

VCHPEM101

Practise and apply movement concepts and strategies

VCHPEP102

Describe factors that can positively influence relationships and personal wellbeing

BEHAVIOURAL CONSIDERATIONS

Behaviour	Identifying behaviours	What you can do	Example
<p>Over competitiveness</p> <p>The desire to always be successful can promote harmful behaviours and hinder the cooperation and participation of others.</p>	<ul style="list-style-type: none"> • Not cooperating during group activities • Breaking rules to win the game • Criticising other students and their abilities • Disrespectfully celebrating a win 	<p>Manage behaviours with simple changes to activities. Remember to address a student's behaviour and not their character.</p> <ul style="list-style-type: none"> • Highlight examples of cooperative play and good sportsmanship. • Issue bonus points to reward desirable behaviour. • Use small group activities, or circuits, to narrow students' attention to their own performance. • Encourage team building routines, such as handshakes and three cheers at the end of the game. • Reduce emphasis on scoring and set other types of challenges, for example, individual challenges rather than team challenges. • Select a 'spotter' who rewards sportsmanship. 	<p>During a netball game, one of the students, Rachel, was becoming increasingly frustrated and yelling at her team mates each time they made an error. This resulted in the team becoming discouraged and no longer enjoying the game.</p> <p>This behaviour escalated until the teacher, Roger, decided to stop the game, and introduce a game of Numbers Netball where the focus was on teamwork and cooperation.</p> <p>Roger strongly encouraged the team's supportive behaviour until Rachel started providing positive comments, even when a team mate missed their shot. Roger then rewarded Rachel's behaviour through praise and felt ready to try another game of netball.</p>
<p>Domineering behaviour</p> <p>Groups can include students of varying skill levels, abilities and experience, who may intentionally or unintentionally dominate sessions. This can become disruptive to the teacher and affect the involvement of others.</p>	<ul style="list-style-type: none"> • Assuming team leader roles and direct other students • Dominating discussions and questions by the teacher • Continually influencing the pace and direction of activities • Intentionally or unintentionally ignoring those less skilled in the group • Dominating the games or activities 	<ul style="list-style-type: none"> • Use smaller groups and evenly space out more experienced students between teams. • Highlight examples of cooperative play and issue bonus points to reward desirable behaviours. • Score in a way that allows students to individually challenge themselves to achieve success. • When questioning students about changing an element of an activity, use responses such as, 'That was a very valuable suggestion, does anybody else have another idea that we could use?'. Recognising comments in this manner will help to increase esteem and create an environment in which others feel comfortable contributing. • Delegate extra roles to more experienced students as part of an activity, such as keeping count of the number of passes, to provide more of a challenge. 	<p>Susie decided that the students would play a game of 'End to End' as part of the day's hockey session. She knew that a couple of the students, Jodie and Ryan, had played for the school team and had a greater skill level than the others.</p> <p>Susie broke the group into two teams, with Jodie in one and Ryan in the other.</p> <p>As the session progressed, Susie observed students losing interest and getting frustrated as Jodie and Ryan were dominating the game. Susie paused the game and asked the group what changes could be made, to ensure every student got to touch the ball, including considering better positioning.</p> <p>They decided if the ball was passed to three different team mates before scoring, that team should receive bonus points.</p> <p>Once the game started again Susie saw a big change, Jodie and Ryan were doing their best to include their team mates to get those bonus points.</p>

Behaviour	Identifying behaviours	What you can do	Example
<p>Non-participation</p> <p>Students have different motivations when it comes to their involvement in sport and some may not want to participate at all. As these reasons may not be obvious, understanding and patience are essential, to ensure everyone has an opportunity to get involved.</p>	<ul style="list-style-type: none"> • Refusing to participate in activities • Refusing to play certain roles as part of games • Making no effort or attempt to engage with other students 	<p>Manage behaviours with simple changes to activities. Remember to address a student's behaviour and not their character.</p> <ul style="list-style-type: none"> • Ask one of their friends, or a more experienced student from the group, to encourage their participation in the activities. • Think of different roles that can be played, for example, scorer or umpire. • Look for signs of interest during the activities, to invite participation. • Use changes that increase or decrease complexity of the activity to provide more opportunities for success. • Ensure the fun and the joy of movement are emphasised. • Engage students by: <ul style="list-style-type: none"> – asking for suggestions on how to improve or change that activity, or – providing choices for how they may participate. • Encourage students' efforts rather than focusing on the results once the student becomes involved. 	<p>Sarah brought her group of students together to introduce the next activity: volleyball.</p> <p>Peter immediately tensed up and said, 'I don't want to play this game, I don't like volleyball'.</p> <p>The last time Peter played volleyball he was unable to serve the ball over the net, but the other students could. Peter wanted to avoid further embarrassment so he sat out.</p> <p>After a quick one-on-one discussion with Peter, Sarah changed one of the game rules to allow students to serve from different spots around the court.</p> <p>Sarah made the rule for the whole group, not just Peter, so all the students could choose the spot they felt most comfortable with to make a serve.</p> <p>After watching the game with this new rule in play, Peter decided to join in, and Sarah provided encouragement throughout the session.</p>