

Mathematics Science Strand

Health and Physical Education

Module

H5

Movement skills



Student Support Material

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Unit overview

(Based on the National Curriculum Guidelines)

The shaded Module represents the one studied in these materials.

Unit	Code	Module
Health and Physical Education	H1	Human Body
	H2	Diseases
	H3	Nutrition
	H4	Human Movement
	H5	Movement Skills

This module deals with the difference between skills and movements, which are involved in executing the skills. An emphasis is made to students that children should be exposed to modified games of as many major games as possible. This module comes after the students have completed module H4.

Symbols used in these materials.

The symbols shown in the table indicate the type of activity to be completed while studying this module.



Read or research



Write or summarise



Activity or discussion



Safety note



First Aid procedure

Why study this module?

The purpose of this module is to provide the student teachers with wide understanding of the terms and concepts involved in learning of skills in physical education and enhance student teacher's knowledge of how people acquire skills in physical and sports education. It also is intended to provide the student teachers with basic skills of minor, athletics, gymnastics and major games as well as the ability to teach these skills and develop proficiency in rules of these games and procedures of officiating them.

Objectives

At the end of this module students should be able to:

- (a) develop some basic knowledge on athletics, gymnastics and sports skills and physical activities through the following:
 - the skills of movement and sports;
 - enhancement of performance and devising strategies for practising and refining skills, tactics, techniques and form; and
 - factors which influence attitudes towards and participating in physical activities, including success to resources, community attitudes & values, cultural beliefs and experiences of success, failure, enjoyment or frustrations.
- (b) explain the terms and concepts involved in learning of skills in physical education.
- (c) distinguish between individual differences and implications for physical education.

Module content

Athletics

- Track and Field
- Track Events
- Field Events

Gymnastics and acrobatics

- Balancing and rotation activities
- Individual activities - balancing, stands, cartwheel
- Group activities, e.g., pyramid and partner balance

Games and sport Skills

- Use of sports for exercise and ensuring good health
- Game skills and gGame skill lessons

1. Athletics

Track and Field

Introduction

Athletics is sometimes called *Track and Field*. It includes a number of activities that require many different skills. Let's look closely at the two major areas of athletics.

Track events take place around a 400-metre oval.

Track events

Sprints	Middle Distances	Long Distances
100 m	800 m	5 000 m
200 m	1500 m	10 000 m
400 m		
Relays	Hurdles	Road Races
4 x 100 m	100 m **	Marathon and Walks
4 x 400 m	110 m *	20 km **
		50 km *

* men

** women

Field events

Some events consist of throwing and jumping events. They take place either in the centre of the oval or just outside it. These areas are called the *field*.

Throwing events	Jumping events
Shot put	Long jump
Discus	Triple jump
Javelin	High jump

The Field

The oval usually has a grass or synthetic track and a grassed area in the centre.

Track Events

(a) Sprints

These events are the 100, 200 and 400 metre races and include the hurdle events as well as the relay events. The 100 metre events are started with a 'straight start'. The *staggered start* is used for the 200 metre and 400 metre events. In sprints you must run the entire distance in your lane.



Sprinting skills

Starting

The starter's commands are:

“On your mark”. Place your fingers just behind the line. Your weight is on your fingers that are spread. Your thumbs face inwards and should be about shoulder-width apart. Your body should be relaxed. Adjust your blocks forward or back so that your front knee is on the ground beside your front foot.



“Set”. Your shoulders are slightly ahead of your head. You are looking at the starting line. Your back leg is only slightly bent at the knee.

“Go”. Push your front leg strongly forward and upwards. At the same time bring your back knee through forcefully. Use your arms. Move your elbows quickly and your arms and legs will move in time.

Running style

- Keep your hips high, with a slight-forward body lean.
- Use your arms forcefully.
- Always look directing down the track with your head steady.
- Ensure long strides by lifting your knees high.

Standing up

Rise smoothly and gradually to your full running height. A good sprinter will rise to full height in 8 to 10 paces.

Finishing

Thrust your chest (torso) forward in the final stride. Throw your arms back behind your body. This will help to push you forward. It is often called the dip finish.

A few tips

Always run right through the finishing line. Never slow down just before the line.

Whenever possible wear running spikes and use starting blocks.

Try to pace yourself for the whole distance.

Practise will improve your times.

(b) Relays

You are likely to have a relay event in your school sports. There are two relay events: 4 x 100 m and 4 x 400 m.

Each relay consists of four runners, who progress around the track, each carrying a baton for a quarter of the distance and handing the baton to the next runner.

The 4 x 100 m relay

The 4 x 100 m relay is run entirely in lanes, with each runner travelling about 100 metres.

You must hand over the baton to the next runner within the area of the track called the “change-over zone”. The outgoing runner must start from within the “acceleration zone”, which is 10 metres in length. The outgoing runner usually stands between 18 and 25 of his or her own foot lengths from the start of the acceleration zone.

The ideal changeover occurs within the changeover zone with both runners travelling at top speed. This can be achieved only through practice sessions involving a great deal of trial and error.

The “curve runners” should hold the baton in their right hands, while the two runners who run the straight must carry the baton in their left hands.

20 metre	10 metre
change-over zone	acceleration zone

It is best if the baton is changed while each runner is running at top pace. This means that the runner who is about to receive the baton starts to run, when runner with the baton is about 10 metres away. As a general rule, the receiving runner should stand between 18 and 25 of his or her own foot-lengths from the starting of the acceleration zone. He or she must start running within the acceleration zone.

This chart shows the hands used to pass the baton.

Runner	1	2	3	4
Hand	right	left	right	left

The runners who run around the curve (numbers 1 and 3) should carry the baton in their right hands. Runners 2 and 4 carry it in their left hands.

Remember: Your team's aim is to move the baton as quickly as possible around the track. This will involve changeovers at top speed.

The baton change.

There are two methods used for the baton change:

- (a) **The up-sweep.** The incoming runner brings the baton upwards into the 'V' of the receiver's outstretched hand.
- (b) **The down-sweep.** As your team improves the changeover, the down sweep changeover will improve the overall relay time. The incoming runner brings the baton downward into the 'V' of the receiver's outstretched hand.

The 4 x 400 metre relay.

The 4 x 400 metre relay is run in lanes until the end of the first bend of the second lap. The second runner may move to the inside of the track only after having completed running the first curve.

The first changeover is identical to that for the 4 x 100 metre relay.

Changeover from the second to the third and from the third to the fourth runners may occur on the inside of the track but only if the runner can use the inside position without causing an obstruction.

A few tips

- Practice relays as a team. This is the only way to improve your time.
- Organise your changeover hands, distances and signals.
- Imagine that the timekeeper is timing the speed of the baton.
- If you slow down during the changeover, your overall time will be slow.
- Keep the baton moving fast.

Middle distance events.

The middle distance events are the 800 metre and 1 500 metre races. To run these races well you need a combination of speed and endurance. The tactics for success in these events are quite similar.

First 200 - 250 metres - fast speed

Middle period - cruise at high pace.

Final 200 - 250 metres - accelerate at speed to the finish line.

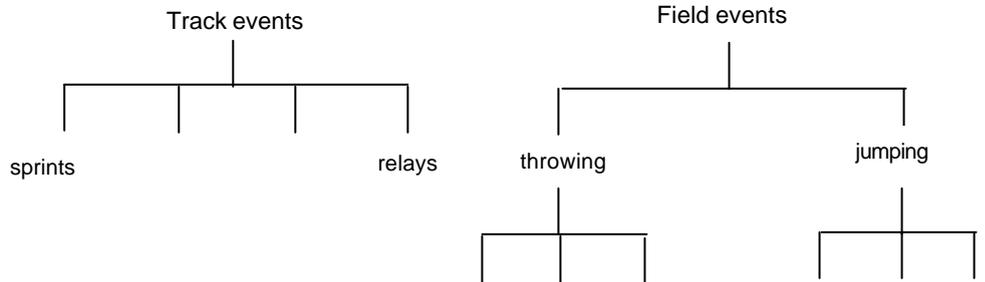
Long distance events

These include 5 000 and 10 000 metres, the steeplechase and the marathon. Long distance events require endurance. This means training for many hours to build up the strength and stamina to compete. If you are competing in any of these events, make sure that you are physical prepared. However, you should not take part in these events until your body is physically mature. This usually means not before you are middle or senior high school.



Activity 1. Checkup

- 1 Athletics is sometimes called and
- 2 In a sprint start, what are the starter's commands?
Starting blocks help you to get a fast start. True or false?
When the starter calls 'set', you move into a position where you almost overbalance forward. True or false?
- 3 Fill in the gaps on the trees.



Running action.

1 Name four things that will help you to run with a good action.

[a]

[b]

[c]

[d]

Relays

1 Each runner travels metres in a circular relay.

2 The box is metres long.

3 The acceleration zone is metres long.

4 The baton is changed when both runners are at full speed/paces. True or false?

5 Which runners carry the baton around the curve?

6 Name the order of hands in which the baton is passed from the first runner to the fourth runner?

7 Explain how the baton should be passed from runner to runner.

8 What does 'keep the baton moving fast' mean?

9 Describe the correct arm and hand position of the receiving runner.

Long distance running

1 How should you train for long-distance events?

Field events

Now let us take a look at the main field events. These consist of *throwing* and *jumping* activities/events.

Throwing Events

Shot put

Discus

Javelin

Jumping Events

Long jump

Triple jump

High jump

The two other field events are hammer throw and the pole vault. These events are restricted to male competitors.

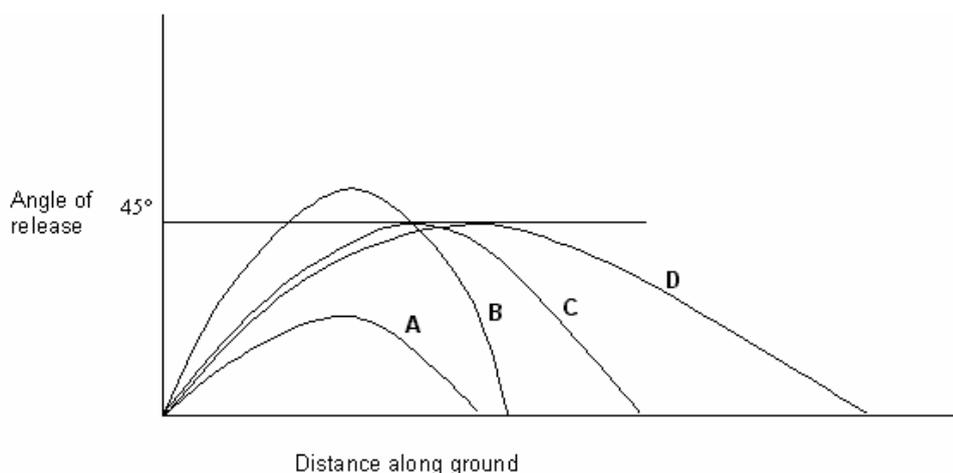
Throwing events.

Before we discuss the actual events let us first look at the essentials of a good throw. The distance of a throw is determined by the speed, height and the angle of release. The ideal angle of release is 45 degrees - this maximises the distance of your throw.

To maximise your throw, you must also move your hips quickly. 'V' love your hips upward and forward as fast as you can when you deliver the shot or discus.



Activity 2 Projectile motion!



All gunners, who are in charge of artillery (guns) on ships and land, know that the distance can be calculated from the angle of firing of the projectile. More power, in the explosive charge, will also fire the projectile further.

The path of any projectile thrown into the air is governed by gravity. The path is generally described as being almost parabolic. Wind resistance and the shape of the object will affect the path making it asymmetrical, not quite the same each side. For example, javelins “float” further through the air than shots.

- 1 Look at the graph above and answer the questions.
 - (a) Which path is more likely to be that of a javelin or spear? Why?
 - (b) Which paths are those of shots? Explain.
 - (c) Describe the difference in the shape of the paths of C and D.
 - (d) What is the best angle to throw a projectile into the air?
 - (e) Which path might also be that of a discus? Why?
- 2 Now go outside and try throwing a shot, discus and javelin while a partner watches from the side. Sketch (graph) and describe the trajectory (path) of each projectile. Your graph should be based on the one above. (If you do not have the sporting projectiles substitute with a heavy rounded stone and a spear.)
- 3 Try the same with a football. What do you notice?

The shot put

The shot put began as a contest between soldiers who invented contests and games to fill in their free time. Their 'shot put' was actually a cannon ball!

Landing area

Enter and leave the circle from the rear half.

A 'no throw' is called if this rule is broken or if

- (a) the shot lands outside the landing area or
- (b) your foot touches the top of stop board.



Remember the following important points about the shot put.

- Grip the shot with your fingertips.
- Place it against your neck and raise your elbow.
- Bend your knees.
- Transfer your weight smoothly across the circle during the backward hop.
- Drive first with your legs, then hips, then trunk, then arms and wrist.
- Release the shot powerfully at about a 45° angle.
- Leave the circle from the rear half.

Consider the shot put as a complete body movement. The power commences in your body's strongest muscles, the legs, then the body exerts force. Once the shot is moving the arms exert power and then, finally, the fingers.

Consequently you must build up the speed of the shot while it is in your hands. It must be stressed that the shot is *not thrown* but pushed, or put from the shoulder. Many methods are available. As a beginner you will learn the basic standing throw.

Memorise this 'sum'.

Foot drive + Leg Drive + Hip Drive + Shoulder Drive +
Arm Drive + Wrist Drive + Finger Drive = A great
throw.

The standing throw (for a right-handed)

1. Hold the shot at the base of your fingers with three fingers behind and your thumb and small finger on either side.
2. Hold the shot under your chin and close to your neck with your throwing elbow raised.
3. Stand with your feet two shoulder-width apart and side-on to the direction of the throw. Keep your left arm high.
4. Crouch low as you thrust back towards the stop board. Your left arm should power backwards as you rotate your hips and shoulders to the front.
5. Power onto your left foot as you straighten your throwing arm to drive the shot forward.

The discus

The ancient Greeks were the first people to throw the discus. The discus was the first event of the pentathlon during the Ancient Greek Olympic Games.

Some discus throwers use a turn within the circle. We will not learn this method here, but you may learn it in class. We will look at the basics that will help you to make your best possible throws.

Like the shot put, the discus is thrown from a 2.5 metre circle. Your aim is to throw the discus as far as possible within a 40-degree arc of the circle.



The grip (for right- handed). Hold the discus in your left fingers of your right hand evenly on top. The tips of your all sit over the edge of the discus. The spread of the hand and fingers and thumb will cover and hold the discus.

The standing throw. Stand side on to the direction of your throw, with your feet two shoulder-widths apart and your weight on your back foot. Bend low on the backswing and reach up so that you are standing on your toes on the front *swing*. It is very important that your arms are wide and apart throughout the throw. The areas move as one to counter balance you.

The release. You release the discus from the front of your finger - that is, the - finger nearest your thumb. Practise releasing the discus from the correct finger by rolling it along the ground to a partner.

After completing your throw, remember to leave the circle from the rear or back half.

Javelin

Javelin is thrown from a 25-metre runway. During the run-up, the thrower must build up speed to achieve the maximum throwing distance.

The javelin must land point first, making a mark in the turf - even if it doesn't stick in. If the javelin lands flat and makes no mark, the throw is judged a 'no throw'.

There are two basic grips. After trying both, choose whichever one suits you best. With both grips, your hand should be *behind* the binding. This *way* your fingers have something to push against. At the beginning of the throw, your hand is *under* the javelin.



The main points to remember are;

- Grip: Hold the javelin *behind* the binding.
- Approach with the javelin beside your ear.
- Raise your arm up and back.
- Draw the tip of the javelin back to beside your eye.
- Arch your back.
- Throw the javelin through over the top of your head.



Specified weights for discus shot put and javelin for boys and girls

Boys	Discus	Shot put	Javelin
U15	1kg	4kg	600g
U14	1kg	4kg	
U13	1kg	4kg	
U12	750g	3kg	
U11	750g	3kg	

Girls	Discus	Shot put	Javelin
U15	1kg	3kg	600g
U14	1kg	3kg	
U13	1kg	3kg	
U12	750g		
U11	750g		
U10	750g		



Activity 3 Landing areas for throwing events.

You have been asked to mark out the circles and landing areas for throwing events (shot put, discus and javelin) for the college athletics carnival.

Draw and label with dimensions the shapes of the circle and landing areas for each throwing event.

Jumping events

Each of the jumps - the long, triple and high jumps are 'explosive' events that require a fast and powerful reaction at take-off. In the case of the high jump your aim is vertical distance, while in the long and triple jumps, you are aiming to achieve your best possible horizontal distance.

Long and triple jumps

These jumps have a great deal in common. The jumping pits are identical, as is the rule regarding the position of your foot at take-off.

In each event the jumper must strike the take-off board. If your foot touches the ground beyond the take-off board a 'no jump' will be called.

The approaches

The approach for both jumps for beginners is between 11 and 13 strides. As you build your confidence and skill, you may wish to extend this to 13 and 17 strides. As you approach the take-off board, build up your speed gradually. Run tall like a sprinter - using a 'strong arm' action. Speed up your last few strides as you prepare to 'fly' into the air.

High jump

The most successful form of high jump is the **Fosby flop**. Beginners usually start by practising the 'scissors' style and then progress to the flop as they improve. It is most important to use an elevated, foam-rubber landing mat when you are doing a flop. (Without this sort of mat, you could be seriously injured). In both methods, a good spring is essential.

Here is a sequence of practices to learn the flop:

Approach the bar from an angle of about 30 degrees. This is a matter of choice but, when you are just beginning your strides, run in and kick the leg nearest the bar upward.

Your approach distance should be only four strides. At the same time, raise your arms to help your jump.

With the bar on low setting, jump from both sides and try to work out which side feels best. As your technique improves, you can increase the bar height.

Still using a run-in of four strides, jump with your free leg bent and your back facing the bar after take-off. Land sitting on the mat.

The take-off

The take-off must be explosive. You must make sure that you speed up the last few strides before you 'fly' into the air. Be *tall* at the start of the jump - you then avoid a 'flat' jump with a short landing

Remember.

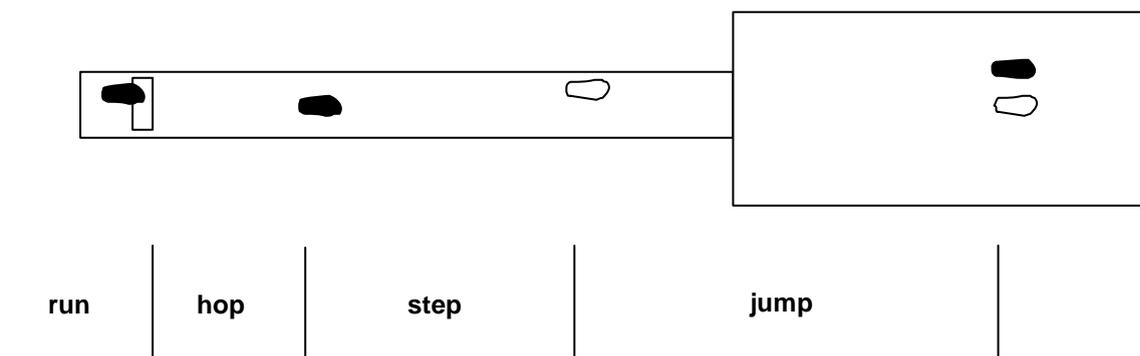
- The spring accounts for about 90 per cent of the height you obtain.
- Use your power foot (the one furthest from the bar), your kicking leg and your arms do make your spring explosive.

The triple jump

As a beginner may like to call this the **hop, step, and jump**, as **this is precisely** what your feet are doing. Measure and adjust your run-up, as you did for the long jump. Once you are comfortable with your run-ups, move on to the sequence of movement.

While keeping you balance, take a short run-up and hop, step and jump into the pit. Concentrate on keeping your hips high throughout each movement. Maintain your speed.

The secret to a good triple jump is to make the hop, the step and the jump each about the same length. Your jump will look like this.



Triple jump sequence

Summary of the triple jump sequence.

1. Make a fast approach and hit the take-off board in a controlled manner.
2. To make the hop, drive your arms and your leg powerfully upwards. Land flat on the same foot that you took off from.
3. Make the step with the opposite foot from that with which you made the hop.
4. Hold your knee high throughout the step as if you're floating through the air.
5. Drive downwards with your arms and draw your legs together to make the jump.
6. Move forward into the pit as you land.



Activity 4 Checkup

Throwing events

- 1 Name the three throwing events [a].....[b]..... [c].....
- 2 How should you hold the shot put?
- 3 Where does you throw start from?
- 4 Your elbow is kept high through the movement. True or false?
- 5 After the release, you must leave the circle from the
- 6 What is the starting position for the discus throw?
- 7 At the time of release, where is your body weight?
- 8 From which part of your hand do you release the discus?
- 9 You must leave the circle from after you have thrown,
- 10 The run-up for javelin should be about metres.
- 11 How many paces do you run to build-up speed⁹
- 12 When you draw the javelin back, the should be near your
- 13 How should you leave the runway after throwing the javelin?

Jumping events

- 1 *How fast should you be running in the run-up to the long jump?*
- 2 *A strong arm action is important in the long jump. True or false?*
- 3 *What is the rule for the take-off board in the long and triple jumps?*
- 4 *What happens if you fall back onto your hands after landing in the pit in the long jump'?*
- 5 *What is another name for triple jump?*
- 6 *What is the best arm movement for taking off for the triple jump?*
- 7 *Describe how you land in the triple jump.*
- 8 *What is the most successful type of high jump?*
- 9 *What is the most important part of the high jump?*
- 10 *At what angle should you approach the bar?*
- 11 *What is your power foot?*
- 12 *What part do your arms play in the jump?*
- 13 *Which parts of your body clear the bar first?*

Athletics Crossword**Across**

1. *Another name for athletics (3 words)*
4. *The tip must make a mark in the ground.*
5. *The 100, 200 and 400 metre events are sometimes called*
7. *Cannonball?*
8. *Competitors must over the bar.*
10. *A team event around the track.*
12. *Length of the change-over box in metres.*
13. *A bar is used in the jump.*
14. *The baton should be passed right, left..... left.*
16. *The should be passed when each runner is at top speed.*

Down

1. A type of jump that ends in a sandpit.
2. Runners must change the baton within the box.
3. There are lanes on the track.
6. The middle action of the triple jump.
7. blocks will help you to get a fast start in sprint events.
9. A 42-kilometre event.
11. In a 200 and 400 metre sprint. It is quicker to run on theof your lane.
15. The first action of the triple jump.

Athletics crossword

1			2							3		
		4										
					5					6		
	7											
								8				
					9							
			10									
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					12							
			13									
								14			15	
		16										

2. Gymnastics

Gymnastics cover a broad range of activities. It originated many years ago and is an Olympic sport. In sprinting you are racing against opponents and in football, you are trying to score more goals than your opponents. In gymnastics, however, you are aiming to please the judges with of control, falling from the apparatus or exceeding the time limits.

To score points in gymnastics, you need to look good when you are doing your movements, and concentrate on keeping your feet together and moving smoothly through each activity.

Olympic gymnastic covers a number of different activities, such as:

- Parallel bars
- Uneven bars
- High and Low bar
- Roman rings
- Floor exercises
- Vaulting
- Balance beam
- Pommel horse

Men's events

Parallel bars; Horizontal bars; Floor exercises; Rings and Vaulting.

Women's events

Uneven bars; Beam; Floor exercises and Vaulting.



Activity 5

Gymnastic events

Which Olympic Gymnastics event does each illustration show?



A



B



C



D

In this section we will be covering a number of different activities, such as:

- **Balancing** - (the knee and elbow balance, shoulder stand, the headstand and the handstand)
- **Rotation** - (the forward roll, the backward roll and other rolls – straddle roll/caterpillar roll)
- **Pyramids and partner balance.**

Balancing activities

The knee and elbow balance

Start with your feet about half a metre apart. * Put your hands on the ground about a shoulder-width apart. * Keep your knees wide.

Now that you are in the 'frog' position, move your upper body forward. Balance with your weight divided evenly between your hands and with your knees supporting elbows.

Shoulder stand.

Roll backwards onto your shoulders. Support your hips with your hands. Vary your leg positions.

The headstand

In the headstand, you have three bases. These three bases are, your head and two hands, which support and balance your body. The distance between each of your bases should be about 30 cm. Your head touches the ground at your hairline.

Start in a crouch position, with your hands about a shoulder-width apart. Place your forehead on the mat to form a triangular base. Your hairline is touching the mat. Strengthen your legs so that your tail is raised. Kick with your feet together so that you are able to raise them from the ground. Balance your weight evenly on all three bases. Keep your body straight and keep your toes pointed.

Handstand

There are two major points to remember when doing a handstand:

'Lock' your arms at the elbow and also at the shoulder joints. You must look at a spot on the ground. Keep your eyes on this point throughout your handstand movement. Practice this position when you are standing. Start with your elbows and shoulder joints locked and look at a point on the ground. Watch the ground and concentrate on locking your arms. Move in smoothly. As you reach down with your arm, kick up forcefully. Put your feet together, point your toes and aim to keep in balance.

Rotation

Rotation could be called rolling or tumbling. Either way it is a great deal of action and fun. Lets look closely at the major techniques:

- forward roll
- backward roll
- other rolls (dive roll, cartwheel)

Forward roll

It is important to remember that at ***no time does*** your head touch the mat.

- Your arms and hands will prevent your head from making contact
- Sit in a squatting position, with your hands on the mat about a shoulder-width apart. Put your chin on your chest.
- Push evenly from both feet, straightening your legs as you do so.
- The first part of your upper body to touch the mat is the part of your neck - nearest the collar on your shirt. That 'lumpy bone' at the back of your neck. Push hard with your feet.
- Keep your knees close to your feet with your body is tucked into a tight ball and use your momentum to bring you back to your feet.

If you find the forward roll difficult, try this. Try to look at the sky or roof through your legs, look straight up and push forcefully with your legs. Roll through and back to your feet. Try to roll down a slope.

Backward roll

Your body position is very important when you try the backward roll.

- Chin on the chest, knees to chest and body tucked in tight ball shape.
- Your hands protect your head from hitting the mat. Place them behind your neck with your fingers facing downwards.
- Start with your feet together, your chin and knees close to your chest and your hands protecting your head.
- Push back forcefully onto your hands. Keep your knees close to your chest.
- Push with your hands from the mat and complete the roll on your foot.

Points to remember.

- Your head should not contact the mat in either roll
- Push off force fully, as speed will help to make the roll easier.

- Always keep your knees and feet together, so that your roll looks neat.
- Always point your toes.

Roll variations

Both forward and backward rolls can be done in the following position:

- cross legged
- legs astride
- one leg tucked
- one leg straight
- straight leg.

Dive roll

- Dive forward with your arms outstretched.
- Let your arms absorb your weight as your hands contact the mat.
- Tuck your chin to your chest.
- Lower your neck onto the mat and roll onto your feet in the tucked position.

Cartwheel

- Stand side on to the mat.
- Take a step sideways, then rotate first onto one hand and the other, so that you are in a side handstand position.
- Let your momentum lift your first hand off as the first foot comes down.
- Lift your second hand off and spring to standing.



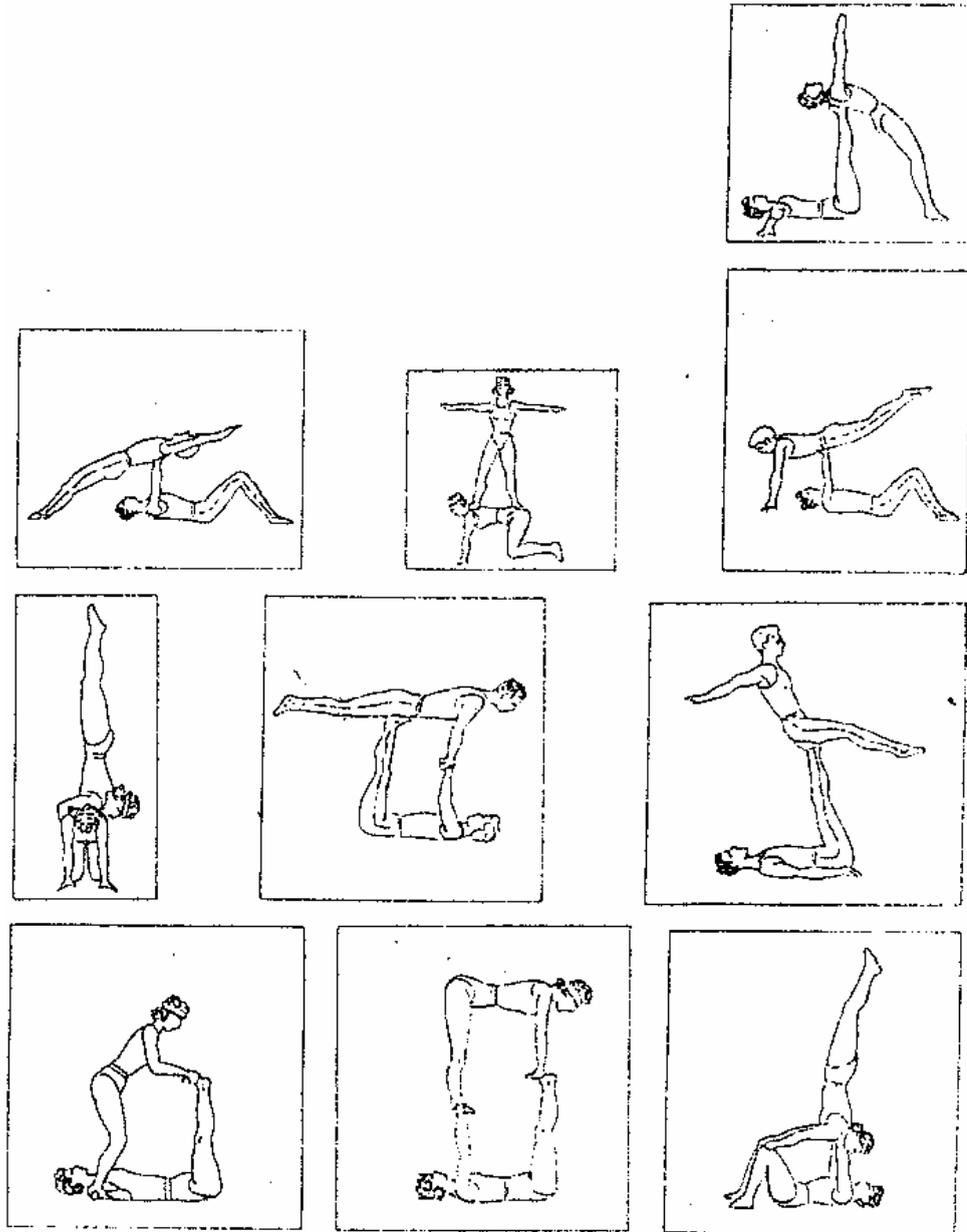
Activity 6 Rolls

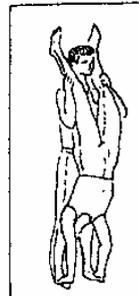
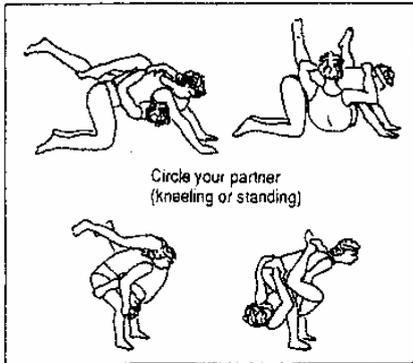
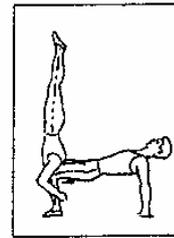
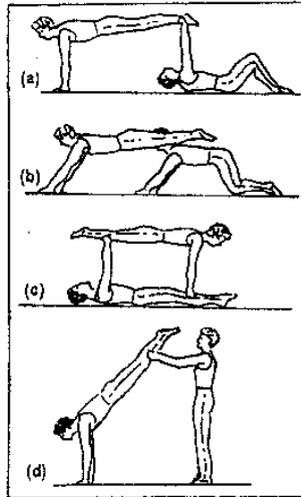
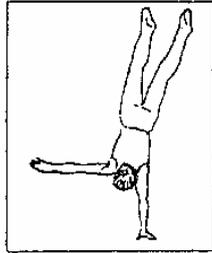
Practice each of the rolls described following the instructions.

Pyramids and partner balance

Activity 7. Pyramids and balance

1 Try the following basic movements on your own or with a partner.

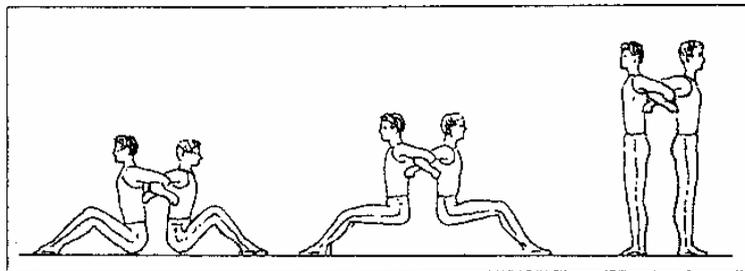


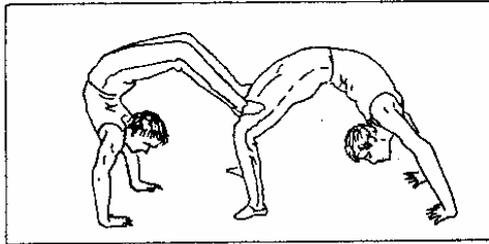


Peek-a-boo.



Butcher's hook.

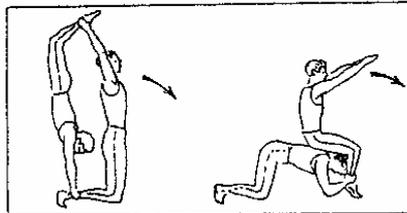




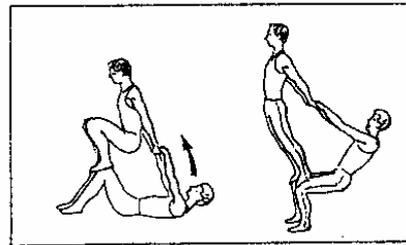
Backward roll.



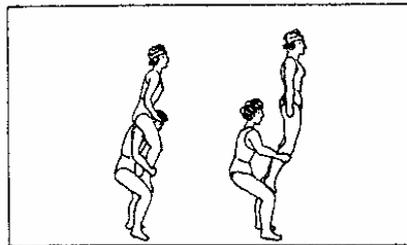
Backward roll extension (1).



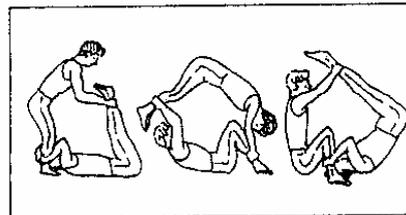
Handstand pullover (kneeling or standing).



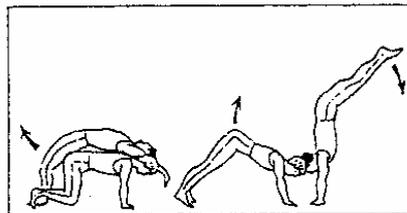
Knee stand.



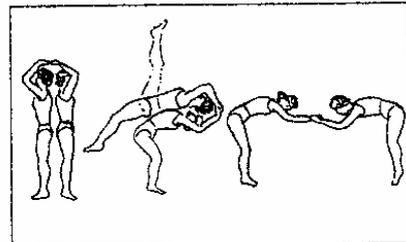
Thigh stand.



Double roll.

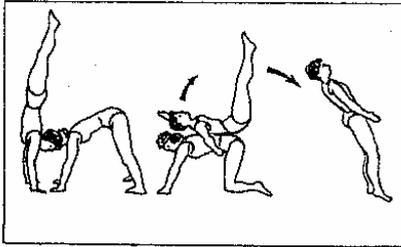


Backward roll extension (2).

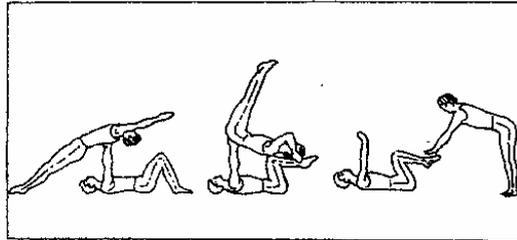


Backward rollover.

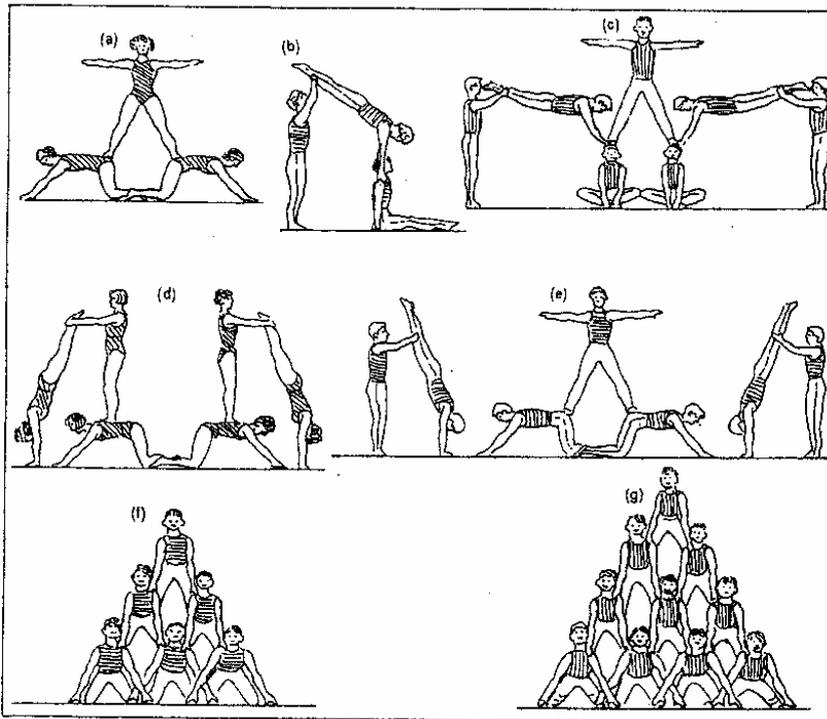
2. Try these group activities and pyramids.



Handstand roll over partner.



Knee support back rollout.



Group balances.

3. Game skills.

Game skill lesson

The game skill lesson is concerned with teaching and practising of specific movements called skills and then being able to use these skills in playing lead-up games and eventually being able to play the major game, by performing the skills and following the rules.

Skill development is the key to this type of lesson. When we are going to teach a game lesson, we must identify the skill which makes up that particular game, we then must choose one skill to teach in that lesson, once we have chosen the skill, we must sort the skill its teaching points. These teaching points must be specific points on how to perform that skill following the points of:

- the position of the body and its parts - preparation;
- how and when to apply the force and (iii) follow through.

Once a skill has been taught to the children or explained to them, then they must have opportunity to practice the skill. The more practice they have the better it is for them. While the children are practising, we should move about helping children, encouraging, reinforcing and correcting.

There are four basic principles for performing skills, to help a child having difficulty in performing a skill, to perform the skill better. The principles are

1. Total body action
2. Opposition
3. Follow through
4. Eye focus

Parts of a game skill lesson

The game skill lesson always has at least one skill that is to be developed or learned. Only one new skill should be taught in a lesson

Stages

- (a) **Warm up and conditioning** - in this part of the lesson there should be a variety of vigorous activities, which warm up the body and contributes to the child's physical fitness. Locomotor and non-locomotor movements and self testing activities are best suited for this part of the lesson. At times maybe some skill revision work might be used if it is a vigorous activity

- (b) **Skill teaching and practice** - in this part of the lesson the skill for the lesson is taught and practised. The teaching should be done fairly for practice. The greatest length of time is spent in this portion of the lesson as we want the children to develop the ability to perform that skill. We need as much equipment as possible so as to practise, so that the children will get a number of turns at performing the skill.
- (c) **Skill application** - in this part of the lesson the skill that has been taught and practised should be used in a game situation. Usually a lead-up game must have the skill for the lesson in it so the children are reinforcing the skill in a game situation.



Activity 8 **Group discussion – gameskills**

- 1 *Get into groups of four; each group is allocated a game. The group list all the skills they know in their particular game.*
- 2 *Groups discuss the skills listed and add or cancel from the list.*
- 3 *Display the group's list for the class.*
- 4 *Class discusses the list of skills.*
- 5 *Make changes to the list and have a final list of skills for each game.*



Activity 9 **Teaching gameskills**

From your selected game, chose one skill and write down specific points about it. These then become the teaching points. These teaching points should follow the four basic principles for performing the skill.



Activity 10 **Game skill lesson**

Chose a skill from any one of the major games and prepare a lesson plan to teach the skill. Your lesson plan must have the three parts of the lesson. Included in the lesson are the teaching points of the skill.