

GYMNASTICS FOR A HEALTHY LIFE

Quarter 2

MODULE 3

This module will aid you to develop knowledge, skills and behaviors that will enable you to maintain good health, live a healthy life, and understand the role of individual sports as a form of physical activity in ensuring good health.



EXPLORE Your Understanding

In this phase, you will be introduced to activities that will diagnose your level of understanding, activate your prior knowledge and skills on gymnastics and will introduce you to essential questions that will guide you in drawing your essential understanding.

Activity No.1

Know Yourself

Put a check (/) mark in the Column of YES or NO to assess yourself. Copy and write your answers in your journal/notebook.

	YES	NO
1. I have physical problems (deformities, disabilities)		
2. I can perform tumbling exercises (e.g. forward and backward roll, summersaults)		
3. I am certified by a doctor to be physically fit		
4. I have no illnesses that inhibit performance of physical activities		
5. I performed gymnastics exercises before		
6. I have knowledge and skills in basic gymnastics		
7. I am willing to learn basic gymnastics		
8. I perform stretching exercises regularly		
9. I have interest in gymnastics competitions		
10. I competed in gymnastics events		

The results of this activity will be of vital importance in diagnosing your knowledge and capabilities in learning gymnastics.

Activity No. 2

Kids Play

Perform some of the kids' play you have had during your early years in elementary. Consider safety measures in doing these activities.

Kindly write down in your journal/notebook five games you and your friends or classmates have played

1.	2.	3.	4.	
5.				

Describe how these games are played. Write the answers in your journal/notebook:

Examples:

“Follow the Leader” _____

_____.

“Chinese Garter” _____

_____.

What were the skills you have exhibited in order to win in these games? Write at least four (4) skills in your journal/notebook.

In your opinion, are these the same skills you see among gymnasts? Kindly check one: _____ YES or _____ NO; Why?

Activity No. 3

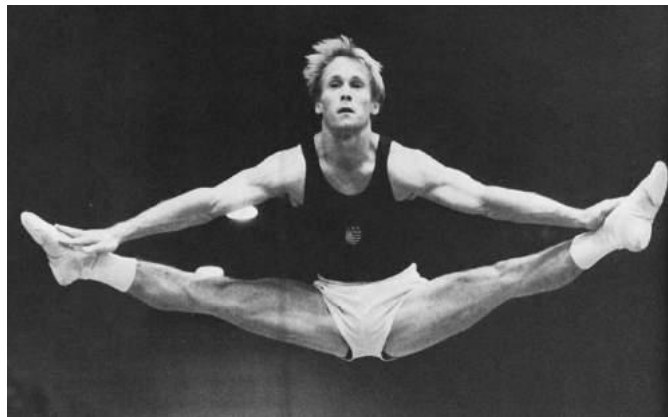
Famous Gymnasts

The reading below entails a short biography of famous gymnasts in the world who have exhibited exemplary performances in National Championships, World Competitions and even in the Olympics.

I hope that you will be inspired by the exemplary achievement of these athletes in the field of gymnastics.

Bart Conner

Bart Conner is perhaps the most successful male American gymnast. He is “the only American male gymnast to have won gold medals at every level of competition, and has won more events than any other American male gymnast.” This shows his caliber. He had impressive performance in 1984 Olympics (Los Angeles) and had good success. Well, personally, I am not too much impressed with this success as the then Soviet Union and other East European countries boycotted the 1984 Olympics. Perhaps to prove me wrong, he won the World Cup in 1979. So, I must admit that he was one of the greatest gymnasts of all time. He married the legendary Romanian gymnast, Nadia Comaneci.09164561251



Nadia Comaneci

Nadia is another greatest gymnast in the history of gymnastics. She is famous for her perfect score of 10 in an Olympic event in 1976 for the first time in the world when she was just 14. This Romanian gymnast won 9 Olympic medals in which 5

were gold participating in two Olympics Games. After taking retirement, she devoted her life to spread out gymnastics throughout the world especially in USA she tried to make this sports event popular participating in some Gymnastics exhibition tours. She is a member of International Gymnastics Hall of Fame.



Sawao Kato


Sawao Kato is considered as one of the greatest Gymnasts in its history. Participating in three Olympics, he bagged twelve medals including eight gold medals. This Japanese first participated in 1968 Olympics Games. He is one of the best male gymnasts in the Olympic Games history with his 12 medals in Olympic Games. Undoubtedly, he is the best Olympian for Japan. This great Athlete is a member of World Gymnastics Hall of Fame.



Did you enjoy reading the selections? Now, answer the following questions in your journal/notebook:

1. How were you inspired and motivated by their exemplary accomplishments in gymnastics?


Answer:



A male gymnast in a white tank top and black shorts is performing a handstand. A large, empty speech bubble is connected to the gymnast by a line, intended for the student's answer.

2. What lessons did you gain from the selections?

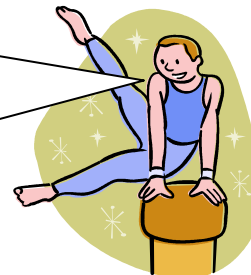
Answer:



A male gymnast in a light blue t-shirt and blue shorts is sitting on the floor in a seated pose with one hand raised. A large, empty cloud-shaped thought bubble is connected to the gymnast by a line, intended for the student's answer.

3. Would you like to emulate the performances of these famous gymnasts? Why? How?

Answer:



A female gymnast in a blue leotard is performing a handstand on a pommel horse. A large, empty speech bubble is connected to the gymnast by a line, intended for the student's answer.

Activity No.5

KW

List down the things you already know and the things you still want to know about gymnastics.



Already Know:

Want to Know:



Gymnastics is fun and challenging at the same time. You might have questions like:

1. What do you expect to learn from this module?

2. What benefits you can obtain from learning gymnastics?

At the end of this module, you would be able to know concepts in gymnastics. The knowledge and skills you already have about this sports will be further enhanced and strengthened.

Getting interested? I hope you do. You will learn more as you go to the next phase of this module.



FIRM UP Your Understanding

In this phase, you will be provided with different activities & resources on individual sports for you to reflect, rethink, clarify and validate your understanding of athletics.

Lessons in this module will focus on the scope and sequence of basic gymnastics., the process of skill acquisition and the progressive and sequential development of gymnastics skills.

READ and you will UNDERSTAND

Lesson 1 Nature and Background of Gymnastics

Gymnastics is a graceful and artistic sport that requires a combination of strength, balance, agility, and muscle coordination, usually performed on specialized apparatus. Gymnasts perform sequences of movements requiring flexibility, endurance, and kinesthetic awareness, such as handsprings, handstands, split leaps, aerials and cartwheels.

One of the most popular and oldest sports of the Olympics, Gymnastics has been a part of “the games” since ancient times. The sport traces its origins to Greece where athletes received physical training in a special arena, in addition to many other disciplines including the arts, philosophy and literature. “Gymnos,” the Greek word for naked, is the origin for the word gymnastics. Competition events fall into one of three categories, Artistic Gymnastics, Rhythmic Gymnastics and Trampoline.

Artistic events are performed on an apparatus. Men compete in floor, pommel horse, rings, vault, parallel bars, and horizontal bars. Female gymnasts compete on the vault, uneven bars, balance beam and floor. The competition includes individual all-around events and team events, also scored over each apparatus. Romania’s Nadia Comeneci received a perfect 10 score at the 1976 Montreal Games. This being the first perfect score ever awarded, it is still remembered as the sport’s epitome of achievement for most fans.

Rhythmic gymnastics, also referred to as “modern gymnastics,” is strictly a women’s sport. The gymnasts perform on a 13-meter-square floor area to the accompaniment of music. This performance includes the use of rope, hoop, ball, clubs and ribbon.

Lesson 2 Basic Gymnastics Skills

The Building Blocks of Gymnastics

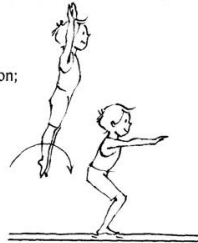
Dominant Movement Patterns (DMP)

General gymnastic movements are based on the use of Dominant Movement Patterns (DMP) as a means of planning movement experiences for children.

Gymnastic movements are classified into the following six DMP's.

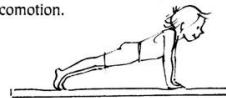
Body control on landing is most important because it is performed with every apparatus including the floor.

- Landings on feet;
- Landings on hands;
- Landings with rotation;



Statics are held or still positions that are fundamental to all movement. In particular they provide a good basis for locomotion.

- Supports;
- Hangs;
- Balances



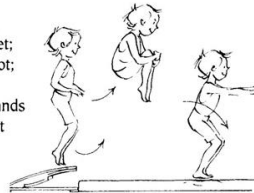
Locomotion is movement across working space or along apparatus.

- on the hands;
- on the feet;
- on the hands & feet;
- in support;
- in hang.



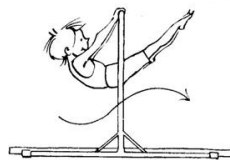
Springs are activities which produce upward, sideways, backward or forward movement of the body.

- Unassisted
 - from 2 feet;
 - from 1 foot;
 - and
 - from 2 hands and 2 feet
- Assisted:
 - from a mini-trampoline
 - from a beatboard



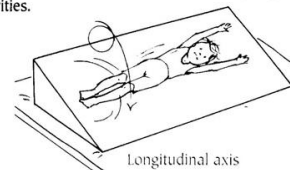
Swings are movements of the body, forward or backward, pivoting around a part of the body. They develop spatial awareness, body tension and grip strength.

- in hang;
- in support.



A Rotation is any turn or spin around an internal axis of the body.

- Longitudinal axis, eg. turns left/right;
- Transverse/broad axis, eg. rolls forward/backward;
- Anterior/posterior axis, eg. cartwheel group of activities.



Source: www.gymnasticsvictoria.org.au

Floor Drills and Skills

Floor involves a 40 foot by 40 foot spring floor. It is typically constructed of wood or composite mounted on springs. Covered with closed cell foam, which is in turn covered by carpet.

A men's floor routine consists of tumbling and connective elements. It must contain both forward and backwards tumbling elements as well as a single leg or arm balance (scale).

A women's floor routine is performed to music and consists of gymnastic, acrobatic and dance elements. The routine is between 70 and 90 seconds in length.

BASIC SKILLS

Backwards Roll

- The backwards roll is all about pushing with the arms. A very common error is to roll over one side of the head.
- The gymnast must place their hands flat on the floor fingers towards their shoulders as they roll back.
- A good drill to establish this is to have the gymnast roll back place their hands flat on the floor by their head and roll back to a stand.
- Doing backwards rolls down an incline mat will help develop a feel. Be sure to encourage the gymnasts to land on their feet and not their knees. It's an easy thing to fix early, much harder if it gets to be habit.

Cartwheel

- Start with cartwheels over a panel mat. Just having the gymnast stand straddled over the mat, place their hands on the mat, then jumping from foot to foot helps get a start.
- (For left cartwheel). The gymnast should stand perpendicular to the mat with their left foot touching the right end of the mat. Then reach forward place their left hand on the close side of the mat kick their right leg as they place their right hand on the far side of the mat then landing on their right leg on the far side of the mat.

Forward Pike Roll

- A forward pike roll will help gymnasts extend their forward rolls and forward handstand roll.
- Like a forward straddle roll the hands need to be pushing on the floor before the feet touch.
- The gymnast must reach down towards their calves to enable a longer push as they stand.

Forward Roll

- To start the roll the gymnast needs to squat knees together and place both hands flat on the floor in front of themselves.
- The gymnast should then tuck their head down while pushing with their legs. They should be sure to keep some weight supported with their arms.
- Gymnasts should be encouraged to stand up without pushing on the floor with their hands. A good drill is to have the gymnasts rock onto their back and roll up to their feet keeping their arms straight out in front.

Forward Straddle Roll

- Forward straddle rolls are good development for stalders and other skills when done properly.
- If a beginning gymnast is very inflexible working this is moot until they have gained some flexibility.
- The gymnast should think about lifting their toes as their feet approach the floor. Their hands should be pushing on the floor before their feet touch.
- Work towards the straddle roll becoming a stalder press to stand.

Handstand

- One of the most important skills in gymnastics is a good solid tight handstand. Without it a majority of other skills will suffer.
- The handstand should be as tall as possible. The gymnast should be stretching upwards towards the ceiling and staying hollow.

- The best way to get comfortable in a handstand is to do a lot of handstands. Have handstand contests, work timed handstands for conditioning. Walk around on your hands whenever possible.
- A gymnast should be able to look at their toes while in a handstand. Doing this requires the handstand to be tight and hollow.

Handstand Forward Roll

- Do a handstand, belly in, against a wall or upright wedge. Hands should be about 6-8" away from the mat or wall. With body tight, and hollow (only feet touching the surface) lean through the shoulders keeping arms straight, looking at toes and roll.
- A proper handstand forward roll is important for positions and to generate roll speed for other skills. Encourage gymnasts to extend their roll as much as possible.

Neck Kip To Stand

- The key to this skill is allowing for a complete push off the floor, and not rushing the skill.
- Heels should be driven upwards, not forward, as the arms are pushed back.
- As the kip proceeds the gymnast should arch and keep their head back or neutral to allow for a continuation of the push as the legs drive over.
- Gymnast should work kips to a bridge. They may require a spot the first few times. After a kip to a bridge is easy, the gymnast should push off with their hands aggressively to reach feet.

Round Off

- One of most important skills for floor. Frequently when a gymnast is unable to do a double back, full-in, or other high level back tumbling skill, the round off is where the problems begin.
- A deep lunge and long reach are important to generate the proper momentum.
- An aggressive blocking off of the hands and snapping of the feet are necessary to turn the round off over sufficiently for a stretched back handspring.
- As for back handsprings, handstand snap downs will help to improve this skill.
- It is important that the gymnast not leap into the round off. The second foot should not leave the floor before the first hand contacts the floor.

- The round off should finish in such a way that the gymnast should half to run backwards to avoid falling. The feet should finish in front of the rest of the body with the arms up and a hollow tight body.
- The gymnast's head needs to be kept in throughout the skill. Leaving the head out causes the round off to go around the side rather than over the top.
- Work round offs over stacked mats, or mat shapes to jump back onto 8 inch mats stacked on to cheese mats.
- Work round offs blocking from a slightly raised surface. Attempts should over rotate to the back without the feet touching the ground. This will encourage a strong block and snap down.

Straight Arm Back Extension Roll

- Straight arm backwards pike rolls down an incline mat. The gymnast should lead the roll with their toes. It helps to have the gymnast hook their fingers together with their palms facing the ceiling. The gymnast should come to a stand by pushing their shoulders back when their hands touch the ground.
- Straight arm back extension rolls down an incline mat. The gymnast should watch their toes the entire time to help keep their head in and body hollow.
- Repetitive back extension rolls to just short of handstand. A back extension roll should be performed with the head in, looking at the toes. It should stop just short of handstand and roll forward, to a crouch, then repeat.
- The initiation portion of this skill is important. Most gymnasts tend to lean forward or reach for the ground as they go into the roll. The hands should be kept up and the torso should be vertical. The gymnast should sit back bending their knees slightly, and shortly before their bottom contacts the ground aggressively push backwards for momentum. From here the legs should be kept straight and directed towards the ceiling.

RINGS DRILLS AND SKILLS

The ring tower stands 575 cm tall. The cables to the rings are 300 cm long and 50 cm apart. A ring routine must include a swing to handstand both forwards and rearwards and a strength element. Still rings requires tremendous strength for a high start value as a great deal of bonus can be

gained in strength moves. Keeping the rings stable, and not swinging requires good timing, and practice.

Keep pressure on the rings! This is probably the most important easily forgotten aspect of rings. If the cables go slack potential pain awaits you and your swing will go nowhere.

BASIC SKILLS

Back Up Rise to Handstand, Bent Arm

- It is critical to lead with the heels from the bottom of the swing. The gymnast will want to start pushing down on the rings early, which will result in a back up rise to support.
- Be sure to hollow just prior to handstand to maintain control. The swing will pass right through the handstand if the gymnast is arched at the top.
- The gymnast should have a strong in-locate.
- It is critical for the heels to drive aggressively towards the ceiling and the chest and shoulders to stay down as long as possible. The key is turning over in the rear swing.
- As the gymnast turns over the rings should be pushed down and out.
- As the heels almost reach the cables the gymnast should hollow and continue to push on the rings to maintain control and lift.

Basic Swing

- A good swing on rings takes a much longer time to develop than high bar.
- The gymnast must keep tension on the rings at all times.
- On the forward swing the gymnast should try to turn over quickly then push the rings back and extend as much as possible. The rings should be turned in so that the gymnast's palms are facing back.
- On the rearward swing the gymnast should drive their heels aggressively keeping their shoulders and chest pressed down as they rise. The rings should be turned outward, and pressure must be kept.

Flyaway

- Common error is to just swing and let go of the rings. While this does result in a flyaway it will never develop into anything more.
- A quick turn over at the bottom is important so the toes are directed upwards.
- Immediately after the turn over the gymnast needs to pull down and back on the rings aggressively. This will generate height.

Muscle Up

- Generally the first way a gymnast gets on top of the rings. (aside from a coach lifting them there)
- The first key is teaching the gymnast a false grip. This can and should be done on low rings so the gymnast can see what is going on. The ring should rest fully on the heel of the palm so that the hand is completely on top of the ring.
- Work pull ups and dips to work the strength required for this move.
- The transition from pull up to dip is the most difficult part and should be executed quickly. The pull up should be used for momentum to pass through the transition point.
- The transition point can be worked repeatedly on low rings at below shoulder height. Have the gymnast squat below the low rings, get a false grip go through the muscle up motion and back down to hang while maintaining a false grip. This can be done as conditioning as well.

Press to Hand stand/Shoulderstand

- *The first key here is for the gymnast to lift as they press even when just going to shoulderstand. A very common mistake is to drop the shoulders to the rings and try to press from there.*
- *The gymnast needs to think about pushing down on the rings aggressively as they press. The shoulders should be pushed out, not shrugged.*
- *Lots of presses on floor and P-bars wouldn't hurt.*
- *The gymnast should think about turning the rings out to start to develop the habit so that straight arm presses will be possible.*

Shoot To Handstand, Bent Arm

- *Developing a shoot to handstand hinges on a fast turn over and an understanding of keeping pressure on the rings.*
- *The gymnast should try to spot the top of the ring tower and direct their toes towards it.*
- *A common error is to stop pushing as the shoulders pass the rings. This results in a shoot to shoulderstand, climb/struggle to handstand.*
- *It's important to continue to push on the rings throughout the skill.*
- *It is also common to throw the hips up, head back and let the feet fall back. This is why it is important for the gymnast to concentrate on directing their toes towards the top of the ring tower.*
- *On a cross sled. Lie on your back feet up, head in looking at your toes. Start palms up arms down by your legs and pull through to handstand position. This motion can also be done with stretch tubing or therabands.*

Support Technique

- *In a support the rings should be turned out and the gymnast should be pushed up as high as possible.*
- *As the gymnast tries to turn the rings out they will also have a tendency to push the rings out. The gymnast should think about pulling their elbows in against their sides.*

Vault Drills and Skills

Vault generally has more to do with the run and takeoff than the flipping after contact with the horse. A gymnast must run fast, and explode off the board to generate as much height and rotation as possible.

BASIC SKILLS

Blocking Drills

- *Set up a vault board and a large mat or stacked mats about level with the gymnasts shoulders. Work punch to handstand fall to hollow with only a couple of steps. Arms should be kept next to the ears, body positions tight.*
- *With the stacked mats work block to back. Full run approach punch off the board block through a handstand on the mats to land flat on the mats. Very important that proper body position is maintained. Shoulders should be completely open.*

- *Work on arm swing to block against a wall. Have gymnasts stand near a wall, lean in with an arm circle and block off the wall with straight arms. Really focus on blocking through the shoulders.*
- *Handstand shoulder shrugs. From a handstand facing the wall shrug up and down without bending the arms.*
- *Hand bouncing on a tumble track. Kick to a handstand block, then continue to bounce on the hands. Requires that the gymnast already has a strong handstand.*

Running

- *What happens before the gymnast even touches the springboard often determines the success of the vault. The run is a critical, often overlooked, part of the vault.*

The Arm Swing

- *Before any running approaches are used to the vault the gymnast should understand a proper arm swing. On a spring floor work hurdle to punch with an upwards arm swing. This should be comfortable and consistent before moving to a spring board.*
- *The arm swing is a very important and often undertrained component of vaulting. Many younger gymnasts don't have a proper arm swing and later have to relearn their vault approach.*
- *The arm swing should enhance the lift generated by the springboard. This entails swinging the arms upward as the gymnast punches off the board.*
- *Work straight jumps off a spring board onto a large mat or stacked mats. The gymnast should be able to do this without any forward rotation. An aggressive arm swing and properly extending their feet in front of their hips will result in the proper take off.*

Lesson 3 Basic Gymnastics Equipment and Facilities

Women's Artistic Gymnastics Equipment

Women's artistic gymnastics events include the balance beam, uneven bars, floor exercise and vault.

The **balance beam** stands 1.25 m above the mat. The gymnast executes skills that require balance, such as leaps, flips and handstands, on the 10 cm wide apparatus.



The **uneven bars** apparatus consists of two wooden bars held together by an adjustable metal frame. The gymnast adjusts the bars according to her height and preference, typically raising the high bar to about 2.4 m and the low bar to 1.6 m above the mat and spacing them about 1.8 m apart.



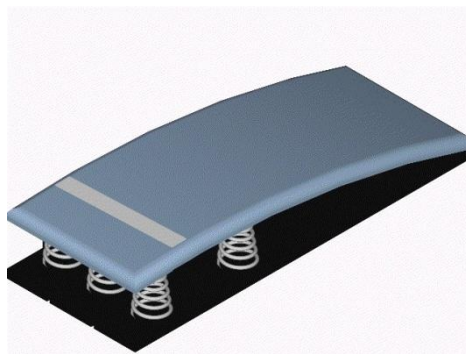
The **12 sq m carpeted floor** apparatus contains springs or foam padding. The gymnast performs a tumbling and dance routine choreographed to music utilizing the entirety of the mat.



The **vault apparatus** is a solid platform placed at the end of a 25 m long runway. The gymnast sprints down the runway, hurdles onto a springboard and performs various handsprings and jumps over the vault apparatus.



As the name suggests, a **springboard** consists of springs coiled between two boards. In addition to vault, the gymnast may use a springboard to mount the beam or uneven bars.



Men's Artistic Gymnastics Equipment

Men's artistic gymnastics events include the parallel bars, high bar, still rings, floor exercise, vault and pommel horse.

The **parallel bars** apparatus consists of two parallel wooden bars supported by a metal frame. The gymnast utilizes the bars to perform various swinging and balancing skills.



The **high bar** is a single bar standing 2.75 m above the ground on a solid metal structure. The gymnast swings on the bar, performing various grip releases and re-grips.



The **still rings** hang from flexible straps 50 cm apart and 2.75 m above the mat. The gymnast grasps the unsteady rings to perform skills that require body stillness and core strength.

The equipment used for the men's floor exercise and vault are identical to the women's equipment.



The **pommel horse** is similar to the vault apparatus but has two handles called pommels attached to the top of the platform. Gymnasts demonstrate strength and agility through coordinated hand placements and body movements over top of the apparatus.



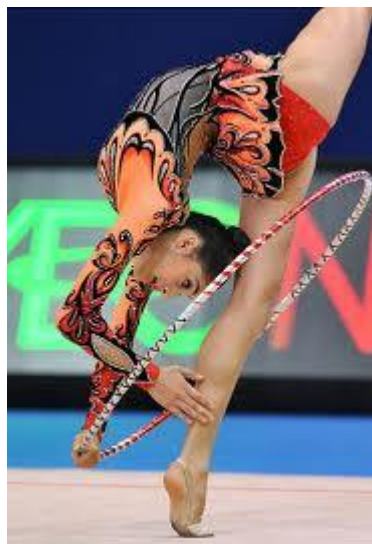
Women's Rhythmic Gymnastics Equipment

Women's rhythmic gymnastics events include the ball, hoop, rope, club and ribbon. The gymnast incorporates the equipment into creative movements as she dances and tumbles. Gymnasts compete in each event on a 13 sq m carpeted mat.

The **ball**, made of rubber or plastic, is 18 to 20 cm in diameter and weighs at least 400 g.



The **hoop**, made of wood or plastic, must have an inner diameter of 80 to 90 cm and a minimum weight of 300 g.



The rope is made out of hemp and is knotted at each end. The height of the gymnast determines the length of the rope.



The gymnast uses two clubs for this event. The clubs, made out of wood or plastic, resemble bowling pins. The minimum weight per club is 150 g.

The **ribbon** is a 7 m strip of satin ribbon attached to a wooden stick. Holding the stick, the gymnast must keep the ribbon in constant motion throughout her routine.



Lesson 4 Gymnastics Events

Artistic Gymnastics

In artistic gymnastics there are different events for women and men: four for women and six for men.

Women's events

Women's events consist of:

The Beam

The beam is a narrow length of springy padded apparatus measuring 120 cm high, 10 cm wide and 500 cm long on which female gymnasts perform a routine of leaps, turns and dance movements for between 70 and 90 seconds. The beam event requires the gymnast to demonstrate great flexibility, balance and strength in order to execute difficult skills without falling off the apparatus.



The Floor

The floor is an event centred around a carpeted area of spring floor measuring 120 cm long and 120 cm wide on which female gymnasts perform routines made up of acrobatic skills, dance movements and tumbles to a musical accompaniment for between 70 and 90 seconds.



The Uneven bars

Also known as the 'asymmetric bars,' the uneven bars consist of two fibreglass bars of different heights around which gymnasts perform circles, pirouettes and releases, using a springboard to mount the bars and moving from one bar to the other during the

routine. Standard uneven bars are 148 cm high and 228 cm high and typically set 150 cm apart from each other.



The Vault

An event performed over a vaulting table, requiring the gymnast to run down a padded runway, take off from a spring board and jump over the vaulting table, incorporating one or a combination of somersaults, twists or saltos into their flight and landing on two feet. Standard vaulting tables are 100 cm wide, 100 cm long and 135 cm high for men and 120 cm high for women.



Men's events

The Floor

Like women's gymnastics, men's events include the floor, but unlike female gymnasts, male gymnasts are required to execute a routine which is not accompanied by music and which lasts for between 60 and 70 seconds. During their routine, male gymnasts are required to touch each corner of the floor at least once.



The Pommel Horse

The pommel horse is an event which requires the gymnast to execute a series of skills, particularly circular and scissor movements around a pommel horse, a large block with two pommels on the top, which the gymnast grips during the moves. Gymnasts are required to demonstrate skills which swing one and two legs around the horse, dismounting at the end of their routine. The standard pommel horse is 115 cm high, 35 cm wide and 160 cm long with the pommels placed between 40 and 45 cm apart.



The Still Rings

The still rings event requires the gymnast to execute swings, presses and strength holds around a pair of rings which are suspended from the ceiling by straps and a cable. Standard rings are made of wood or fibreglass and are positioned 575 cm high and 50 cm apart. The straps and cable that hold the rings in place are typically 300 cms long.



The Parallel Bars

The parallel bars is an event which requires the gymnast to perform a routine consisting of swing and flight skills around two parallel metal bars, demonstrating great strength and coordination. The standard measurements of the bars are 195 cm high and 350 cm long with the bars being positioned between 42 and 52 cm apart.



The High Bar

The high bar event requires the gymnast to perform skills around a horizontal metal bar which is supported by two vertical posts and bolted to the floor. The standard dimensions of the high bar are 275 cm in height, 240 cm in length and 2.8 cm in diameter. The bar is designed to support 200,000 pounds per square inch of force, accommodating for the immense power built up by the skills executed on the bar.



The Vault

The vault is an event performed over a vaulting table, requiring the gymnast to run down a padded runway, take off from a spring board and jump over the vaulting table, incorporating one or a combination of somersaults, twists or salcos into their flight and landing on two feet. Standard vaulting tables are 100 cm wide, 100 cm long and 135 cm high for men and 120 cm high for women

Lesson 5 Gymnastics Rules

Gymnastics is an enthralling spectator sport and one of the most popular events in the summer Olympic Games. Here is a short synopsis of the rules and regulations to help fans and participants recognize details of the sport and get a better understanding of what gymnasts go through in competition.

There are five distinct sports under the umbrella of gymnastics:

1. *Artistic gymnastics (the most well-known event that includes both men's and women's individual performances)*
2. Rhythmic gymnastics
3. Acrobatic gymnastics
4. Aerobic gymnastics
5. Trampoline

Each sport has its own set of rules and regulations.

Artistic Gymnastics

In artistic gymnastics, men and women each compete in a different set of events. Women compete on four apparatuses: vault, balance beam, uneven parallel bars and the floor exercise. Men perform in six events, including the vault, parallel bars, pommel horse, horizontal bar, still rings, and floor exercise.

Each exercise is unique and each requires specific skills. In all the events, there are mandatory skills that must be incorporated into the routine. These skills vary depending on the level of gymnast and the apparatus, but can range from pirouettes on the balance beam to men's strength holds on the still rings.

Artistic gymnastics is broken into 10 levels. Levels 1-3 are developmental and levels 4-10 are competitive. Levels 4-6 must perform compulsory (mandatory) routines in competition. Level 7-10 gymnasts will perform optional routines that are designed by the gymnast and her coach. Once a gymnast is at level 10, he or she is considered elite and able to compete on the national and international stage.

Scoring

For over 80 years, gymnastics was based on a point scale that ranged from one to ten. However in the 1990s the rules were adjusted and each routine was given a start value based on its level of difficulty, making the infamous "perfect ten" more difficult to achieve. Then in 2005, the rules changed once again due to a scoring controversy in the 2004 Olympic Games. (For more details about the controversy, see iSport.com's History of Gymnastics)

After the 2004 Olympic debacle, the FIG scrapped the old one to ten scoring range for a new, more complicated judging procedure. The new scoring methods include an evaluation of both the difficulty of the routine and the execution.

The degree of difficulty is decided by the skills performed by the gymnast. Each routine starts at a difficulty of zero. Points are then added for each skill, which can range from A (easy) to F (very difficult). (For example, a back handspring is considered an easy skill and is given a value of A that is worth one tenth of a point.) Each level (A through F) increases by one tenth. Required elements add a maximum of 2.5 points to the score with bonus points given if difficult elements are strung together in a routine.

Most elite gymnasts have a difficulty ranging from the high six's to the low sevens.

Two panels of judges are present during competition: Two "A" panel judges that determine the technical difficulty and six "B" panel judges that judge the execution and artistry of the routine. The execution score starts at 10 and points are deducted with each error. (For example a fall off the balance beam results in a 1.0 point deduction.)

The difficulty and execution points are added together to give a combined score. A good score in this new system is around the mid to high 16 point range.

What the Judges Look For

Judges look for certain elements and technical skills when a gymnast competes.

- **Form:** Tight legs, pointed toes, flexibility and proper body positioning.
- **Height and Distance:** The vertical height and distance covered when executing moves off all the apparatuses to show power, strength, and control.
- **Stuck Landing:** The less movement the better; feet should remain planted once a landing is completed.
- **Individuality and routine creativity:** A routine with unique, artistic, or acrobatic components.

Rhythmic Gymnastics

Rhythmic gymnastics is a women's sport. This sport requires flexibility, grace, and ballet-like movements all while simultaneously using a variety of apparatus. It is

performed on the floor to music with a routine length of less than 1.5 minutes for individual routines and less than 2.5 minutes for group routines.

There are five events in rhythmic gymnastics: Hoop, ball, rope, ribbon, and clubs.

During each routine the five apparatuses must be in continuous motion. Judges look for a variety in the shapes of the movement of the apparatus, great amplitude, direction, and speed. The apparatus must be used in a variety of ways and the relationship between the gymnast and tool must be in constant motion.

Acrobatic Gymnastics

Acrobatic gymnastics was officially recognized by the FIG in 1999. It is a sport that both men and women perform on the floor and requires strength and control of the body while in different positions, both in the air and on the ground. All routines are performed to music and are placed in one of five categories:

1. Women's
2. Men's
3. Mixed Pairs
4. Women's group (3 gymnasts)
5. Men's group (4 gymnasts)

Each routine is given a time limit of 2.5 minutes. Judges are looking for a string of gymnastic movements (somersaults, saltos), plus choreography, holds, throws and catches, all performed in perfect synchronization.

Aerobic Gymnastics

Aerobic gymnastics was added to the FIG regime in 1995, for both men and women. It originates from traditional aerobic dance, and therefore combines aerobic activity with displays of gymnastics movements on the floor. Gymnasts must perform continuous high intensity performance patterns to music in routines lasting 1 minute-50 seconds.

The routine must include the seven basic aerobic steps: March, jog, skip, knee lift, kick, jack, and lunge. It also must include at least one element from each of the four

designated categories: strength, static strength, jumps, leaps and flexibility, and balance. The routine may include a maximum of 12 elements.

There are four categories of competition: women's individual, men's individuals, mixed pairs, trios, and group (six gymnasts).

Trampoline

In 1999, trampoline became an official category of FIG gymnastics. In 2000, it became a certified Olympic sport. Trampoline is performed by both men and women and has four competitive categories: individual, synchronized, double mini and tumbling.

Individual

In individual trampoline (the only recognized Olympic sport), gymnasts must perform a series of continuously forward, backward and twisting rotations without hesitation or straight jumps in-between. The body needs to be in the center of the trampoline mat with the legs together and toes pointed at all times. At the culmination of the routine, gymnasts must land in a vertical standing position, without movement for a minimum of three seconds.

In competition there are three routines performed: first exercise, voluntary exercise, and final. Each routine is comprised of ten elements—the more difficult the elements, the higher the score. Final scores are determined after both the degree of difficulty and the execution of the routine are evaluated.

Synchronized

Synchronized trampoline is similar to individual except with two gymnasts on two separate trampolines, performing identical routines. Judges evaluate the synchronization of the gymnasts, the difficulty of the routine and each gymnast's respective execution of the included elements.

Double Mini

Double mini routines are performed on small trampolines. Gymnasts take a running approach to the mini trampoline and perform various tricks off the trampoline onto a

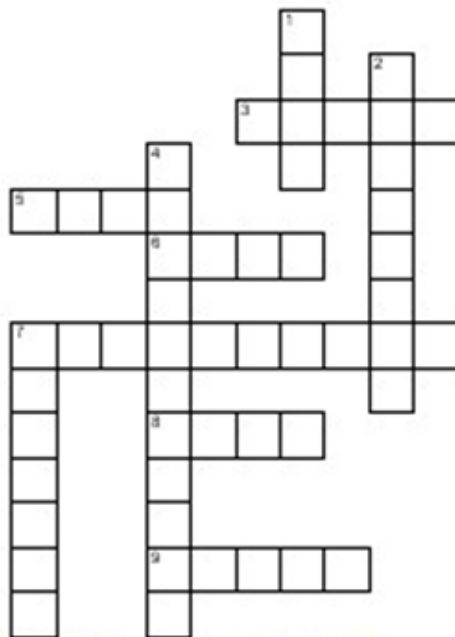
mat; the more difficult the trick, the greater the execution, and the better the landing—the higher the score.

Tumbling

Tumbling is categorized under the umbrella of trampoline, even though it does not involve the actual apparatus. Gymnasts must instead perform multiple tumbling executions down a 25-foot long elevated spring runway. Eight tumbling executions are required in each routine and must occur in succession, without hesitation. The routine ends with a large dismount onto a mat behind the runway. Judges look for good control, form, and an even tempo throughout all eight skills. To get a high score, the gymnast must stick the landing.

Activity No. 1 Gymnastic Crossword

Complete the crossword puzzle below. Write the answers in your journal/notebook



Across

3 centered area

Down

1 made of rubber plastic

- | | |
|----------------------------|-----------------------------|
| 5 made of wood or plastic | 2 got perfect 10 |
| 6 out of hemp | 4 coiled between two boards |
| 7 artistic sport | 7 performer |
| 8 springy padded apparatus | |
| 9 suspended from ceiling | |

Activity No. 2 Gymnastic Challenge

Choose the best answer and write it in your journal/notebook.

1. The romanian gymnast who got a perfect score of 10 in an Olympic event in 1976

- a) Comeneci
 - b) Bonner
 - c) Sato
 - d) Johnson
-

2. A graceful and artistic sports.



- a) dance sport
 - b) gymnastics
 - c) ballet
 - d) wushu
-

3. Referred to as "modern gymnastics."



- a) aerobic gymnastics
 - b) artistic gymnastics
 - c) rhythmic gymnastics
 - d) individual gymnastics
-



4. An apparatus that consists of two wooden bars.

- a) trampoline
 - b) springboard
 - c) vault
 - d) parallel
-

5. A solid platform placed at the end of a 25m runway.



- a) vault apparatus
 - b) uneven bars
 - c) pommel horse
 - d) still rings
-

6. This requires a gymnast to perform skills around a horizontal metal bar.



- a) parallel bars
 - b) high bar
 - c) vault
 - d) beam
-

7. Artistic is broken into how many levels?



- a) 9
 - b) 8
 - c) 10
 - d) 6
-

8. How many events are there in rhythmic gymnastics?



- a) 7
 - b) 4
 - c) 5
 - d) 8
-

9. Each routine in acrobatic gymnastics has a time of ...



- a) 3.5 minutes
 - b) 1.5 minutes
 - c) 2.5 minutes
 - d) 4.5 minutes
-

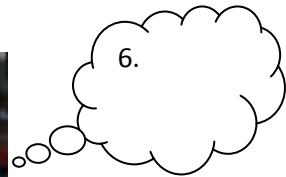
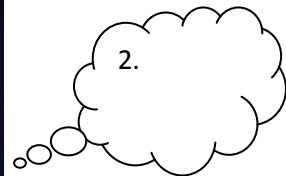
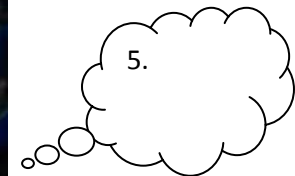
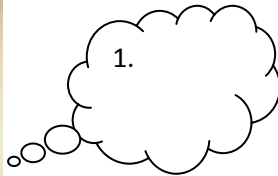
10. Tumbling is categorized under the umbrella of ...

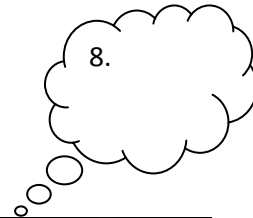
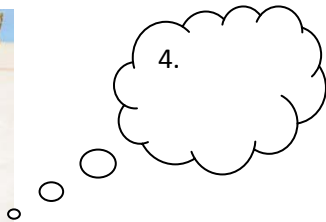
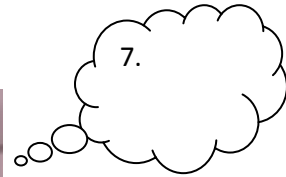
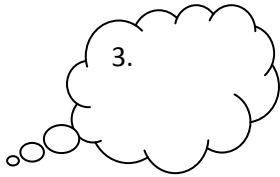


- a) acrobatics
 - b) aerobics
 - c) cheerdance
 - d) trampoline
-

Activity No. 3 Gymnastic Event Identification

Directions: Identify the pictures shown in this activity. Write the answers in your journal/notebook





Wow! You are doing great! I believe that you were inspired by the pictures you have seen previously in this module. Do you like to try performing these different gymnastic skills?

After firming up your understanding on individual sports specifically athletics, you will now be provided with meaningful activities that will deepen your understanding by going to the next phase of this module.



DEEPEN Your Understanding

In this phase, you shall be exposed to various actual games or recorded games to further enrich your understanding of the different individual sports. Likewise, you will experience performing the

different gymnastics skills. You will be given the opportunity to express your understanding which your teacher shall assess at the end of this module.

Review the mechanics in performing the basic gymnastics skills. Take into consideration the proper attire and safety precautions for this activity. Perform warm-up exercises first before intending to perform the basic skills. Remember, this is not a one-time deal activity. It takes time and effort to improve your performance.

While it is true that you have read many gymnastics events and numerous skills previously in this module, you are only expected to perform the recommended basic gymnastics skills in this phase. You may ask a partner to assist you in mastering the basic skills. Improvise equipment/materials needed.

Assess your performance by making use of rubrics found in Annex A of this module.

Activity No. 1

The landing

- Will begin on toes, followed by heels and finally bent knees.
- All of this happens quickly, but assists in spreading the landing out over time.
- A good landing will be a quiet one.



Common errors in landings are:

- Landing with straight legs
- Chest leaning forwards upon landing
- Failing to keep knees bent until balance is maintained
- Failing to place heels on the ground following the toes

Landing safety notes:

- Never land sideways from a height
- Landing surfaces should be neither too hard nor too soft
- Always land on matted surfaces and/or wear sneakers
- Avoid deep knee bending beyond 90°

Improving and challenging landings

- Land from heights (within reason)
- Change direction of landing (forward and backward)
- Incorporate a static shape in the air prior to landing

Activity No.2

SPRING

Purpose - provide students with the opportunity to experience height and flight in a safe environment. To develop physical skills attributed to jumping activities i.e. run, spring and landings.

- Focus on tight body positions that remain upright
- Keep head and chest up to prevent rotating/falling forwards
- Play games to develop rebound action and build leg power –tiggy with jumping
- Vary landing surfaces and heights
- Correct landing shape
- Vary body positions in the air – tuck, star, straddle, twists, throwing and catching balls, clapping in the air, synchronised jumps (if more than one springing device is available),
- Use assistance via re-bouncers, beat boards, mini tramps etc

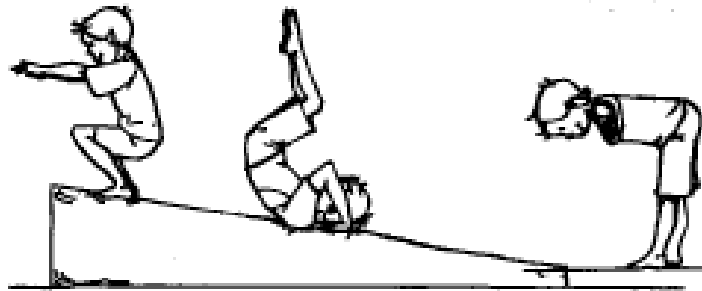


Activity No. 3

Backward rolls

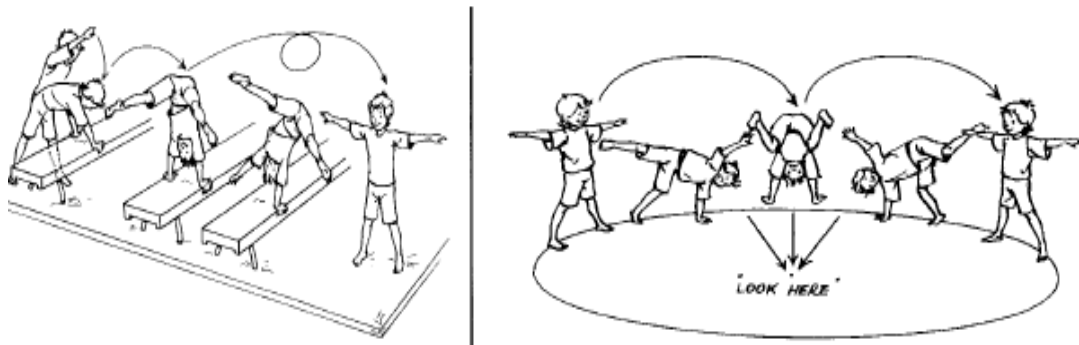
- down hill, along flat, varied entry and exit positions.

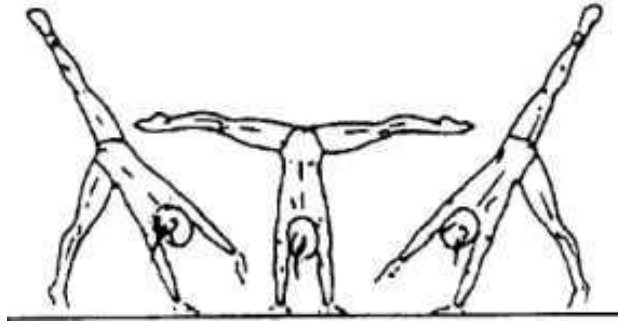
- Use arms crossed overhead for neck support or strong hands into floor (squashing the cream pies).
- Technique is squat and touch bottom, shoulders hands to the floor in quick succession.
- Remember, a fast backward roll is a good backward roll!



Activity No. 4 Cartwheels

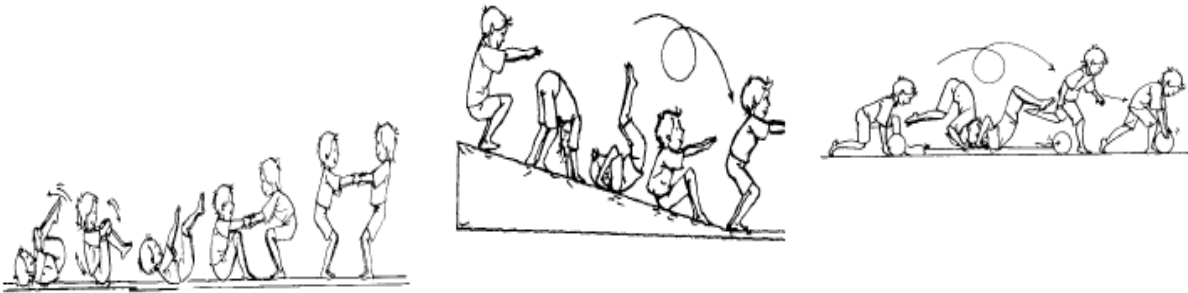
- in hoops (upside down Mickey Mouse ears), around circular line, over bench, along straight line, use opposite leg, continuous cartwheels, one armed cartwheels





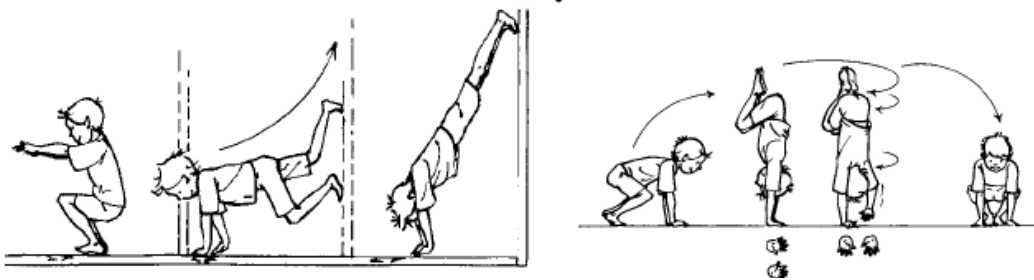
Activity No. 5 Forward rolls

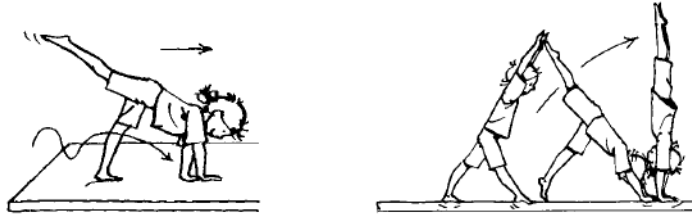
- rock and roll with partner, down hill, along flat, up hill, along box, varied entry and exit positions, extra challenge with hand apparatus.
- Keep bottom high and head tucked in – head and neck never touch the floor



Activity No. 6 Handstand (Static)

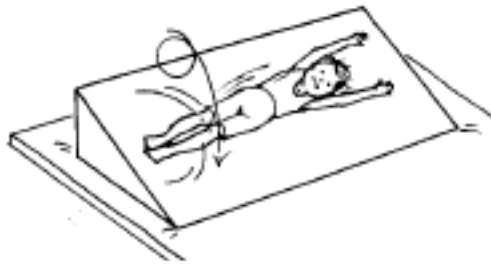
- Lead-ups: bear walk, front support activities, front support with feet elevated, spiderman up wall (with ¼ turn out for safe exit), bunny hops (with ¼ turn out for variations (star, genie, soldier etc).





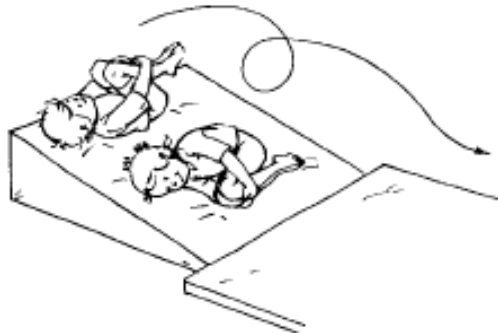
Activity No. 7 Log rolls (rocket rolls)

- go straight, with a partner (top to tail), in a group, extra challenge with throwing and catching a ball



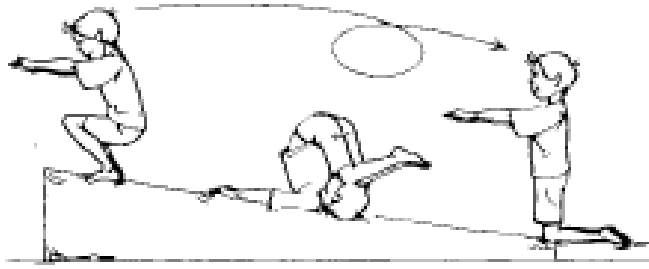
Activity No. 8 Egg rolls (sideways tuck rolls)

- down hill, along flat, up hill, along box, extra challenge with hand apparatus



Activity No. 9 Shoulder rolls fwd and bwd

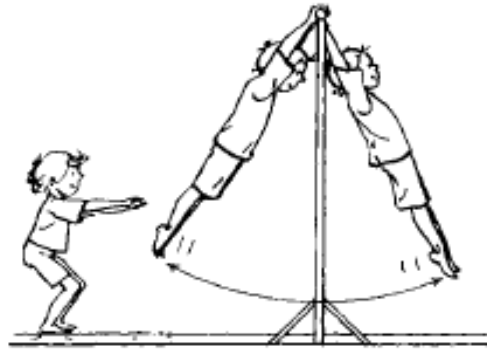
- commando and Charlie's Angel rolls



Activity No. 10

Swing

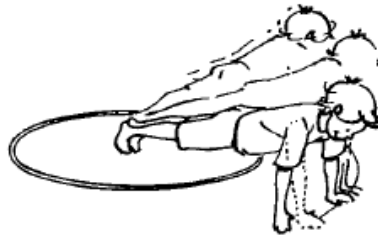
- Use ropes, bars, rings etc to develop grip strength



Activity No. 11

Rope and rings

- straight arms, bent arms, game of "Rescue" (where groups must swing from one life boat to the next one at a time), tuck, candle stick, basket and dorsal hangs, climbing. Good for developing swing confidence through assisted swing. Can also use flying fox in play ground if available.

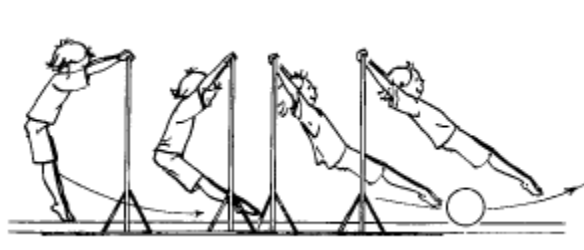


Activity No. 12

Bars

- monkeying, partner swap, long hang goal defence, swing in long hang or tuck or support (casts), glide swings with skate board, ALWAYS DISMOUNT AT BACK

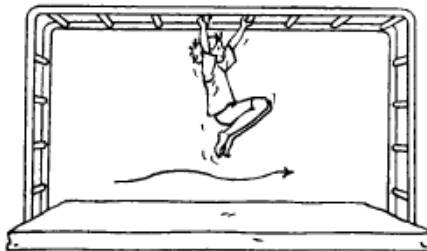
OF SWING ONLY this allows the body to make the “safety landing” shape and effectively absorb landing forces.



Activity No. 13

Parallel bars

- glide swings (with skateboard), penguin walks, support swings, dip swings, swing and straddle, swing backward to dismount. Remember to drop bars or raise floor level to prevent shoulder injuries in case of fall.



Assessment: Your work will be scored according to the criteria in the following rubrics. Use this information to self-asses your performance.

Excellent work!	All the skill cues are correct, complete and specific for each fundamental skill. Artwork, specific examples of details that support answers are included.
Very good work	All the skills are correct, complete and specific for each fundamental skill.
Good attempt	Most of the skill cues are correct, complete and specific for each fundamental skill. Two or three answers are incorrect or incomplete.
Not satisfactory	Few of the skill cues are correct or complete for each fundamental skill.

Activity 14

Skills

Directions: Here is a list of Gymnastics Skills. Next to each skill, list two important things that you should focus on when working to improve that skill. You can use diagrams if you wish. Write your answers in your journal/notebook.

What do you have to remember when you are trying to improve your skills?

Landing: 1. _____
2. _____

Forward Roll: 1. _____
2. _____

Backward Roll: 1. _____
2. _____

Cartwheel: 1. _____
2. _____

Handstand: 1. _____
2. _____

Activity No. 15

A Simple Community Sports Program

Make a project proposal on how to strengthen the gymnastics program in your community. Consider the following in your proposal:

1. Title
2. Objectives
3. Time Frame
4. Mechanics (Steps, Procedures on how to go about with the program)
5. Budget

Activity 16

Watching Actual Games or Recorded Games

Watch and observe actual gymnastics competitions. Observe the following:

1. How the competition or game takes place from start to finish
2. How competitors perform in the competition, and
3. How the rules are applied in the games

Write down your observations and share them with your MAPEH teacher. Write your observations in your journal/notebook.

Activity 17

Checking Your Understanding

Answer the following questions in your notebook:

1. Why is active participation in individual sports important to your life?
2. How can you benefit from participating actively in individual sports?
3. Complete the sentence below:

The benefits of individual sports can be realized by



TRANSFER your Understanding

In this phase, you shall perform appropriate individual sports to promote physical fitness.

Involve Yourself! Get Into Sports!

You may choose from or you may perform all the given choices below to get yourself involved in sports.

1. Ask your MAPEH teacher to involve you in gymnastics competitions in your school. (e.g. intramurals, fun games, local sports meets, etc.)
2. Actively participate in gymnastics competitions in the community.
3. Always keep a record of your performances in all gymnastics events you will get involved with.
4. Confer with your MAPEH teacher. Update him/her with your performances and involvement in gymnastics and let him/her assess your performances.
5. Your performance will be assessed using the following criteria: Appropriateness, execution of the skills, proficiency, mastery and behavior during performance.

Note: Submit all requirements you are asked in this module and by your MAPEH teacher.

CONGRATULATIONS!

References:

Honing Your Skills Through MAPEH I

MAPEH SKILLS I

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2010 Teaching Guides (P.E. and Health)

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www.medicinnet.com

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ANNEX A – Answer Key

Activity No. 1

Across

- 3 floor
- 5 hoop
- 6 rope
- 7 gymnastics
- 8 beam
- 9 rings

Down

- 1 ball
- 2 comeneci
- 4 springboard
- 7 gymnast

Activity 4

- 1. A
- 2. B
- 3. C
- 4. D
- 5. A
- 6. B
- 7. C
- 8. B
- 9. C
- 10.D

Activity no. 4

- 1. Rope
- 2. Ribbon
- 3. Ring
- 4. Ball
- 5. Pommel horse
- 6. Uneven bars
- 7. Beam
- 8. High bar