

**As a Partner School you have access to 24 session plans, each based on a different theme to inspire inclusive and progressive exploration, creation and development of gymnastics.**

**To build the participants' range of movements and gymnastics vocabulary, it is recommended the first four sessions are followed in order. This may enhance their experience in the later plans.**



## The session plans

The **objective** will outline the key components of the session. Remember exploration and creativity are as important as skill development.

The **preparation and equipment** boxes should be used before the session to prepare the high-quality content.

All session plans will include:

Introduction

Warm up 1

Warm up 2

Main activity

Development

Cool Down

This enables consistency and adequate opportunity for skill development through creativity.

### Gym shapes

British  
GymnasticsPartner  
school  
session 1

#### Objective

Identify, explore, create and perform various gymnastics actions showing five key shapes of straight, star, tuck, pike and straddle.

Is your session inclusive?

#### Preparation:

- Print copies of gym shapes puzzle (Resource 1).
- List the gym shapes on the left side of a whiteboard i.e. straight, star, tuck, pike and straddle.
- List types of movement on the right side of the whiteboard e.g. action spring, slide, rotate, turn, balance.

#### Equipment:

- Gym shape puzzles (Resource 1)
- Pencils and board pens
- Whiteboard or similar
- Floor mats

#### Delivery

##### Introduction

- Session starter - gymnasts select and complete a gym shapes puzzle individually or in pairs. (1)
- Introduce session theme and objective.
- Share answers to the puzzle to identify the gym shapes as straight, star, tuck, pike straddle. (2)

##### Warm up 1

- Teach gymnasts the five gym shapes: (1)
  - Standing straight shape
  - Sitting star shape
  - Sitting tuck shape
  - Sitting pike shape
  - Sitting straddle shape
- Lead gymnasts to come up with alternative basic ways of holding each of the gym shapes. (2)

- Explain that positions of balance are just one type of gymnastics action through which the gym shapes can be shown.
- Using the whiteboard lists, draw a line between a gym shape and a type of movement e.g. straight and action. Gymnasts respond with a movement that shows that shape and action e.g. walk on tiptoes. (3)
- Continue to draw lines between shapes and types of action to inspire further gymnast responses.

##### Warm up 2

- Lead participants to come up with and perform stretches and mobilisations showing the gym shapes e.g. upper body twists in standing star shape or side bends in sitting straddle shape.

#### Teaching & safety points

- (1) There are two difficulties available.
- (2) These shapes are important to learn early as they form the basis for many gymnastics' actions.

- (1) Straight: Reach up tall with a straight back and arms above the head.  
Star: Legs, arms and back straight with knees and feet pointing to the side.  
Tuck: Round the back. Keep knees together and tight to the chest.  
Keep back straight at 90° to straight legs. Stretch arms up.  
Keep back straight at 90° to wide straight legs. Stretch arms out.
- (2) For example, a tuck shape could be shown in crouch, kneeling down or whilst lying on your side or back.
- (3) Continue to only show basic actions.

- Give teaching points applicable to each stretch and mobilisation activity with a focus on showing clarity in the gym shapes.

The session plans can be used in any order; however, the **numbers** give a recommendation and can be found here.

Teaching & safety points are numbered. These aren't exhaustive but outline the key points within the session.

### Gym shapes

British  
GymnasticsPartner  
school  
session 1

#### Main activity:

- Gymnastics work in small groups on floor area to come up with further individual actions showing the straight shape. Can each group identify/perform/create a straight shape action for each type of gymnastics movement?
- Repeat the above task for the star, tuck, pike and then straddle shape.

- As a group, collaborate to identify a range of actions showing the straight shape with each gymnast practically exploring ideas appropriate to their own ability level e.g. more experienced gymnasts may want to explore inverted straight shape actions.
- If space is limited, ask gymnasts to practice shapes whilst others perform movement.

#### Development:

- Challenge each group to come up with their own gym shape to add to the list. Can they come up with examples of different types of gymnastics movements that show this shape?

- As a group, first explore different ideas for a new gym shape then select an idea that all group members can show through the performance of at least one type of action each.

#### Cool down:

- Each group designs and performs a gym shape balance. For example, the first group member might perform a sitting pike shape then the next group member might join on by sitting back to back with them in sitting straddle shape before the third gymnast sits opposite them in sitting tuck shape, joining by putting their hands palm to palm with the gymnast in straddle etc. until all group members have joined on to form a complete balance of different gym shapes.
- Final reflection on the gym shapes. Highlight the variety of different gymnastics actions for which the gym shapes can form a basis whilst also praising for identifying/creating further ideas for shapes that can be shown in or inspire new gymnastics actions.

- The shapes you select to make up the balance must be basic i.e. comfortable and safe to hold.
- Join on to the balance in a way that involves basic contact i.e. rest on or against\*
- No gymnasts should be expected to take any weight.
- Once all group members are in position, hold the final balance for a further 3 seconds.

## Adapting your session plans to make them more inclusive.

When using these plans, it is important to familiarise yourself with each plan before delivery and adapt the content for specific circumstances such as:

- Age of gymnasts
- Ability of gymnasts
- Size of the group
- Space used for the activity
- Equipment availability
- Duration of the session
- Gymnasts with an impairment

It is important to consider the whole group when delivering a session. You may need to adapt the session plans to suit individual needs; it is important that the activity is still engaging, challenging and achievable for all the group. When considering adaptations, try to maintain the 6 parts of the session plan to maintain consistency and high quality.

The programme is designed to support an inclusive learning environment through a variety of themes. Skill development is key within the plans but is explored through creativity and developed by participants themselves rather than being the focus. Participants can develop their skills at a rate appropriate to them.

If you would like further support, visit the [Inclusive Gymnastics webpage](#).

The British Gymnastics Inclusive coaching e-learning course will provide you with access to three modules: Sensory impairments, Physical impairments, and Learning disabilities/difficulties. This a certified course

You can find full information [here](#).





## Principles of Progression

The session plans are mapped to progress gymnasts across four different areas, as shown in the Principles of Progression matrix below:



Performance quality		Stage 1	Stage 2	Stage 3	Stage 4
	Skills	Part basic actions	Whole basic actions	Part complex actions	Whole complex actions
	Sequencing	Individual actions	Short movement sequences	Longer sequences of movement	Developed sequence with multiple elements (direction, height, speed, choreography)
	Context	Actions on the floor or mats	Actions involving low or small apparatus		Actions involving high or large apparatus
	Groupings	Explore or perform alone	Explore or perform with a partner	Explore or perform within a trio	Explore or perform within a group
	Performance quality				

In addition to the development of skills previously mentioned, British Gymnastics encourages teachers to place emphasis on developing the gymnasts' ability to sequence actions, involve a variety of apparatus in their performance of skills and sequences and work with other gymnasts.

Running throughout the session plans is the common theme of performance quality.

Each participant will start their extra-curricular journey at a different stage on each learning spectrum and therefore, we would recommend using this model to simplify or extend any of the 10 plans in order to increase the relevance and impact of the session content.

The 'Principles of Progression' model is a recommended approach to progressing session content. As an experienced teacher, you may have your own successful methods to enhancing progression which would also be effective.



## British Gymnastics Product

Equipment recommendations

## Essential equipment

**Mats**  
**Hoops**  
**Beanbags**  
**Balls (various sizes)**  
**Ribbons or scarves**  
**Feet markers or spots**  
**Benches**  
**Skipping ropes**

## Desirable equipment

**Music**  
**Cones**  
**Landing mats**  
**Different heights such as a vault, box top, trestle table or block.**  
**Springboard**  
**Incline**

## Rise Gymnastics

Rise Gymnastics is a fun packed programme that provides a progressive journey for children and forms the foundations of recreational gymnastics.

Rise Gymnastics is for recreational gymnasts of all levels, offering the opportunity to get involved with new challenges while exploring a wide range of gymnastics skills learnt through teamwork and discovery. It is fun, exciting and engaging for both teachers and children.

Rise Gymnastics is split in to three clear phases; Rise Gymnastics Discover, Explore and Excel. Children will seamlessly flow through each of the phases completing a variety of activities and awards as they progress. Rise Gymnastics enables every child to shine whilst exploring the breadth of gymnastics through fun, engaging and positive experiences, creating the foundations for life-long participation in sport and physical activity.

As a Partner School, you will receive your introductory Rise Activation Pack in the post and gain access to Rise Hub. These tools will enable you to deliver a high-quality programme utilising videos of skills and exciting activity cards.

The session plans within the Partner School Programme are separate to Rise Gymnastics so feel free to use whichever programme works best for you.

