

Camera Location and Operation:

Position the camera close enough to clearly view the student throughout the routine and the space required. Do a camera position check before starting. Make sure you can clearly see pinnie numbers before the routine starts. Stop the recording at the completion of each letter group and restart when the next group is ready.

Criteria:

- 1) Includes a total of four (4) different balances inclusive of a beginning and ending balance.
- 2) All balances must demonstrate stillness for three (3) seconds.
- 3) All balances must be on a different base of support.
- 4) Includes two different locomotor skills.
- 5) Includes two different weight transfer skills.

Suggested Skill Options:

Locomotor – skip, gallop, jump, leap, hop, slide, jog

Balances – various bases of support

Weight transfer – log roll (pencil roll); side roll; quarter, half, and full jump turns; mule (donkey) kick; round off; cartwheel

Helpful Hints for Student Growth:

- Prior teaching of locomotor skills, balances, rolls, jump turns, mule (donkey kick), round off, and cartwheels before the educational gymnastics floor routine is introduced.
- Practice various locomotor skills during lesson transitions and warm-ups.
- Practice holding balances on different body parts and number of bases of support with tight muscles showing stillness.
- Practice jump turns landing on two feet with a balanced and still landing and combine with a balance or move into a locomotor skill. Start combining skills together teacher directed or student created.
- Pencil rolls and side rolls can be done safely with or without mats for limited rolling time and distance.
- Mule (donkey) kick, round off, and cartwheel should only be taught if students have adequate upper body strength to hold their own body weight. These can be taught with or without mats. For safety reasons, students should land from all skills in this section on their feet.
- Teachers can include other rolls or weight transfer skills based on teaching ability, students' abilities, and safe environment.
- Teachers can create the sequence for all students to perform or let students design their own sequence as long as all requirements are met.
- For proficient students, practice fluid motion between skills by trying to do elements of the routine without extra body movements, loss of balance or stopping during the routine.

5+

- 1) Require a higher level of performance for balances and weight transfers. Require smooth transitions between skills. Be able to describe your "higher" expectations.