



Gymnastics for SGOs

PRIMARY

What's unique about gymnastics

Rise Gymnastics competitions give gymnasts the opportunity to showcase what they have learnt and how they are progressing, whilst having fun. It contains three phases; Discover, Explore and Excel. Across the three phases, every child can experience a wide range of activities, fundamental movement patterns and gymnastics skills, embracing their creativity, which is rewarded at every ability level, through success and achievement. To support this, we have introduced positive scoring with no deductions. This reduces the impact on confidence and self-esteem that can occur with traditional gymnastics judging.

Each phase has its own award scheme and supporting activities to aid delivery. The award scheme is flexible and can be used in an agile way to suit the needs of the club, leisure centre or school.

What is the intent of your format



Develop confidence and competence within physical activity/sport skills



Engage new/target groups of young people (tackling inequalities)



Create positive experiences

Rise Gymnastics focuses on fundamental movement patterns and holistic development. This means that even if a student does not progress into gymnastics, the skills they've learnt and developed translate into other sports to support their progress and physical development.

Gymnastics is usually an extra-curricular activity that not all children are able to experience due to lack of nearby facilities or socio-economic reasons. By taking part in Rise Gymnastics in school this means all children will have a positive gymnastics experience in their lifetime.

The Rise Gymnastics festival and competitive format focus on the holistic development of the child. They are designed for a low-pressure environment to help provide the most relaxing, exciting and positive experience for all.

Target group benefits



All young people

Rise Gymnastics focusses on development of fundamental movements in a low-pressured, fun environment. We want young people to try something new, gain confidence and understanding about how their body moves, can be controlled and physically developed through exercise. Transferable skills that they can utilise in any sporting situation.

It's just not gymnastics if you...

1

Don't show encouragement for your teammates. Although it's an individual sport, gymnastics thrives on positive encouragement of each other!

2

Hold yourself back. In gymnastics you must be confident in yourself and with others, believing that you can be the best that you can be.

3

Forget to have fun! Gymnastics is all about enjoyment, being creative and supporting each other in a fun and positive environment.



Gymnastics for SGOs

PRIMARY

How to run inter-competition: Rise: Explore Festival



How to set up

- Set up the activities as shown on the activity cards
- Split the children into groups and give each team a starting activity
- Allow the children 10-15 minutes per activity
- Rotate groups around each zone until they end up back where they started
- If there are more teams than activities, set up a free zone where the children can spend the rotation taking part in activities such as colouring.



Age group

KS2 (7-11 years old)



Gender

Mixed



Participant numbers

- Participant numbers can be unlimited – dependent on time and space available
- Simply, group gymnasts (1-12 per group) and facilitate rotations to ensure all groups have a go at each activity
- Gymnasts from the same school can be grouped together to support enjoyment and engagement.



Target audience

Rise: Explore Festivals are for everyone no matter their ability in gymnastics. It is all about trying gymnastics skills in a fun and low-pressure environment. Each activity is a fun-filled exercise that introduces children to the basics of gymnastics to give them that confidence to perform and excel. These can be done individually or in pairs using as many or as few disciplines as you like! All activities can be easily adapted, a few suggestions include:

- Use simplified skills
- Allow free choice of stations
- Provide peer support roles
- Allow adaptations for SEND
- Allow schools to choose strands based on ability.



Benefits for YP

Young people will:

- Have fun
- Build confidence
- Develop friendships
- Learn self-control
- Experience success without pressure
- Learn importance of practice
- Become more determined
- Experience being part of a team
- Aspire to improve.



Roles for YP

Young people can:

- Event organise – set up and run each activity area
- Coach – support young people to have a go, develop their skills and have fun at each activity.



Progression

If the gymnasts feel confident in the skills they've learnt they can progress to learning routines and entering a competition.





Gymnastics for SGOs

PRIMARY

How to run inter-competition: Rise Competition



How to set up

- Decide which strands you will offer in the competition – there are four to pick from:
 - Core Skills
 - Large Apparatus
 - Small Apparatus
 - Working Together
- Decide which apparatus/activity you will offer within the strands you've chosen:
 - Core Skills: floor routine
 - Large Apparatus: bench, vault, bar routine
 - Small Apparatus: ball, hoop, rope, ribbon routines
 - Working Together: pairs, small group routine
- Decide on what level(s) you will have the children compete (these range from levels 1 – 4)
- Anyone can compete in any level, and these can vary on each apparatus
- Set up the apparatus as required, e.g.
 - Core Skills: you need a matted area (spung or non-spung) that is maximum 2m x 12m
 - Vault: you need a springboard, trampette, raised surface/ vault (60cm, 80cm & 100cm) and safety landing mats
- Depending on how many gymnasts you have, split them so that half start on core skills and half on vault.
- Allow the gymnasts 15 minutes warm up time on the apparatus followed by 30 minutes of competing time
- Rotate around the apparatus until all gymnasts have competed their routines.



Age group

KS2 (7-11 years old)



Gender

Mixed



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- Participant numbers can be unlimited – dependent on time and space available
- Simply, group gymnasts (1-12 per group) and facilitate rotations to ensure all groups have a go at each activity
- Gymnasts from the same school can be grouped together to support enjoyment and engagement.



Target audience

Rise Competitions are for all.

Adaptations to keep it fun and inclusive for all include:

- Use simplified skills
- Provide peer support roles
- Offer lower levels (1-2) for beginners
- Allow adaptations for SEND
- Allow schools to choose strands based on ability.



Benefits for YP

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Roles for YP

Young people can:

- Event organise – set up and run each activity area, with adult supervision for apparatus areas
- Officiate – scoring gymnasts based on the 1-5 Rise scoring system.



Progression

Gymnasts who have competed in an intra-competition may find inter-competition a good next challenge.





Gymnastics for SGOs

PRIMARY

Additional support

Gymnastics is a fully inclusive sport. To support you to adapt your practice, check out the [SEND Inclusion Toolkit](#) co-created by Youth Sport Trust and the National Disability Sports Organisations (NDSOs) who are the leading experts within inclusive sport. They provide advice, support and opportunities for people of all ages with specific impairments. [The toolkit](#) provides you with an introduction to each special educational need and disability, key top tips for creating an inclusive environment and signposting to further training and development opportunities within each NDSO. It will help you adapt any practice in addition to our suggestions to make it inclusive for all.

Physical Literacy

We have designed these formats with physical literacy at their heart. We want all young people to have a positive experience with physical activity from an early age. As far as possible, we've considered opportunities for young people to move, think, feel and connect through our activities, and given you suggestions to make adaptations. But, if they don't work for you and your young people, then use the THRIVE principle to remove barriers, make changes and give ownership to your young people to have a positive experience with the activities to see their true value.

For further support, look to the Physical Literacy Enactment Guide - Community, which can be found by [clicking here](#), and going to the "Getting Started" guide section to download it.

NGB regional contacts

For further support our regional network team can help. Please get in touch with the following:

- London and the South-East: Rhianna Wyer, rhianna.wyer@british-gymnastics.org
- West Midlands and the Northwest: TBC
- The South and South-West: Polly Hucker, polly.hucker@british-gymnastics.org
- The East and East Midlands: Bethan Sandall, bethan.sandall@british-gymnastics.org
- The North and Yorkshire: TBC

Personal development

- You can find out more information about our Rise Gymnastics Schools Competitions, including all the competition routines, [here](#)
- If you're interested in learning more about our Partner School Programme, which contains all our activity cards you can access more information [here](#)
- If you want to deliver your own Rise Gymnastics Schools Competition but are unsure how, we offer a 90-minute online workshop that goes into further depth and detail and can be tailored exactly to your needs. This workshop is suitable for up to 12 participants. If you're interested in this opportunity, please contact rhianna.wyer@british-gymnastics.org
- We offer a variety of courses for young people including [apprenticeships](#), [leadership academies](#) and our new [Assistant Foundation Coach](#) (16+) which provides a young person with a Level 1 qualification to be an assistant coach.

Where to participate next?

- To find out more about clubs and leisure centres that deliver gymnastics in your area please visit our [club finder](#).

Where to compete next?

- To find out more information about our school competitions please visit our [website](#).



Gymnastics for Schools

PRIMARY

Why Rise Gymnastics for your school?

Rise Gymnastics is all about having fun whilst developing fundamental skills that can be used throughout life. The Rise Gymnastics format gives children the chance to showcase their skills in a positive and welcoming atmosphere, building on their confidence and physical development. Our activity cards are fun, simple and exciting allowing students to have a relaxed environment to engage with gymnastics.

In the competition format, the children are scored against themselves, meaning that they are their own biggest competition. This means that no matter the child's ability they can thrive in a fun filled environment and focus on their own development. Aiming to beat their own personal best score each time they perform.

How to use activities in curriculum time

Our easy-to-follow activity cards can be used as lesson plans for teachers. Each activity card is based around fundamental movement patterns, designed to build confidence and movement. They provide variety and are a great asset to any PE lesson. Additionally, all the activity cards are prerequisites to gymnastics skills, meaning that students can build and progress their gymnastics ability and confidence to perform routines in a competition setting.

We also have several classroom activity cards available. For example, using the alphabet you can get children up and moving. Starting with a warmup consisting of knee bends, sky reaches, marching, heel kicks and arm circles. Ensure all warmup activities are done for 30 seconds each. Then challenge the class by asking them to create a letter of the alphabet using only their bodies. To progress this, then ask the class to use specific body parts to create certain letters I.E. use their foot to create a C, make an L with your arms. Finally, see if the children can create the letters of their own name using their whole body. This can then be advanced by adding in a time limit, for example seeing if they can create their whole name in 60 seconds. You can also add in partner work and see if they can make a letter with the person standing next to them.

Additional support

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These formats and activities have been designed with physical literacy at their heart. We want all young people to have a positive experience with physical activity from an early age. As far as possible, we've considered opportunities for young people to move, think, feel and connect through our activities, and given you suggestions to make adaptations. But, if they don't work for you and your young people, then use the THRIVE principle to remove barriers, make changes and give ownership to your young people to have a positive experience with the activities to see their true value.

Thrive isn't a checklist – it's a lens to help you sense check quality and inclusion, so consider the following when choosing which format to deliver and how it supports your young people to have a positive experience with physical activity:

- **TAILORED:** does your event support the needs, strengths and circumstances of the group?
- **HOLISTIC:** do the selected activities support young people to move, connect, think and feel?
- **REFLECTIVE:** have you built in time to allow young people to reflect on their engagement and to make choices about what they want to take part in next?
- **INCLUSIVE:** does your event support all young people to engage, feel welcome and included to take part?
- **VARIED:** have you planned for activity differentiation with equipment, space, task and outcome to provide appropriate challenge and maintain interest for all?
- **EMPOWERING:** have you consulted your young people to ask what they want to do, and how they want the event to run? Often, they create better rules and adaptations than we do, which gives them ownership and a positive experience.

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Gymnastics for Schools

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Where to compete next?

- To get involved in a Rise School Gymnastics competition please contact your local SGO and they will be able to signpost you to the nearest opportunity.



Gymnastics for Schools

PRIMARY

How to run intra-competition: Rise: Explore Festival



How to set up

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Participant numbers

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- Simply, group gymnasts (1-12 per group) and facilitate rotations to ensure all groups have a go at each activity.



Target audience

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Progression

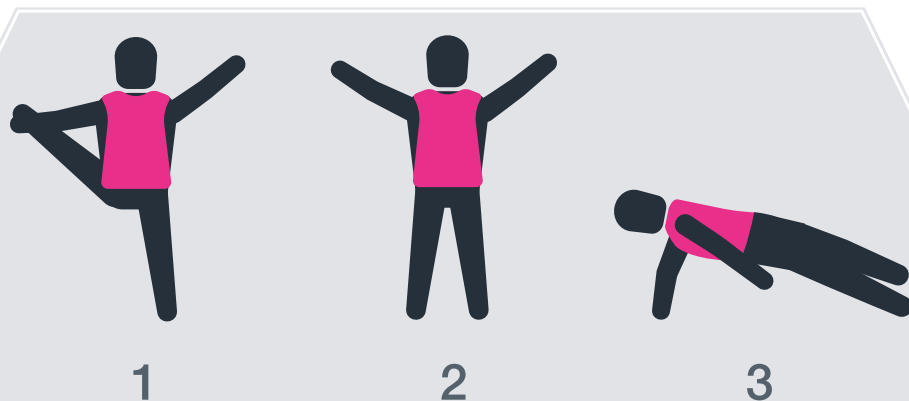
Gymnasts who have competed in an intra-competition may find inter-competition a good next challenge.





Final Countdown – Rise: Explore Festival

PRIMARY



How to make it easier

- Share examples of skills with different points of contact
- Take out the transitions, and allow the gymnast to perform their three balances only

How to make it harder

- Start the countdown from a higher number
- Add in more balances and transitions

How to play

- The aim of this activity is to create a sequence of balances with various points of contact on the floor
- The gymnast works individually to create a balance with three points of contact on the floor
- They then create a balance with two points of contact on the floor and another with one point of contact on the floor
- The gymnast adds in creative transitions between the three balances holding each balance for three seconds.

Safety

- Ensure all festival activities are set up so that they are not overlapping with another station
- Ensure gymnasts' hands are flat on the floor when they are used as a point of contact.

Equipment required



Floor space.

Space required

- Inside area of matted floor (maximum 12m x 12m). This can be sprung or non-sprung.

Estimated set-up time

- 5 minutes.

Difficulty level



Spirit of the Games



- Which of the activities did you feel the most confident doing?
- How can believing in yourself improve your gymnastics?

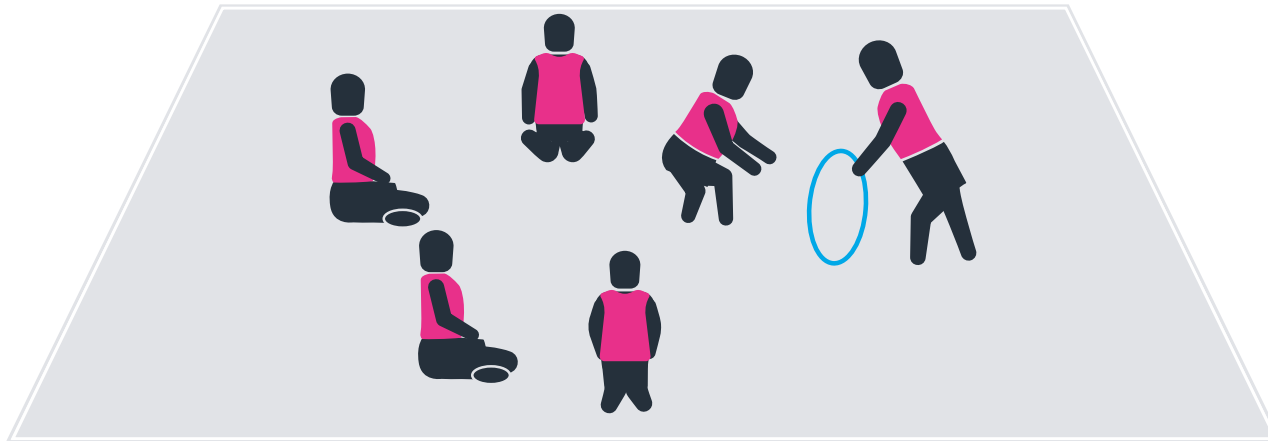


- Which of the activities did you enjoy the most?
- How do you share your enjoyment of gymnastics with your friends?



Mexican Wave – Rise: Explore Festival

PRIMARY



How to play

- Gymnasts work in a group and start standing in a circle formation
- Gymnast one stands holding a hoop, and the other gymnasts kneel down
- Gymnast one rolls the hoop to gymnast two
- Gymnast two swings their arms and extends their legs to spring up into a landing position
- As gymnast two receives the hoop gymnast three springs up into a landing position ready to receive the hoop
- The gymnasts continue all the way around the circle, in canon, until all the gymnasts are standing on their feet
- The gymnasts repeat, passing the hoop around the circle in the opposite direction.

Safety

- Ensure all festival activities are set up so that they are not overlapping with another station
- Encourage the gymnasts roll the hoop with their hand flat on top of the hoop and to push away in the direction of travel
- Ensure all loose equipment is stored away.

Equipment required



Floor space



Hoops

Space required

- Inside area of matted floor (maximum 12m x 12m). This can be sprung or non-sprung.

Estimated set-up time

- 5 minutes.

Difficulty level



How to make it easier

- Start in squat and straight jump up to receive the hoop
- Use a ball instead of a hoop

How to make it harder

- Use more than one hoop

Spirit of the Games



- How does working together with others make gymnastics more fun and successful?
- How does helping and encouraging each other improve your gymnastics?

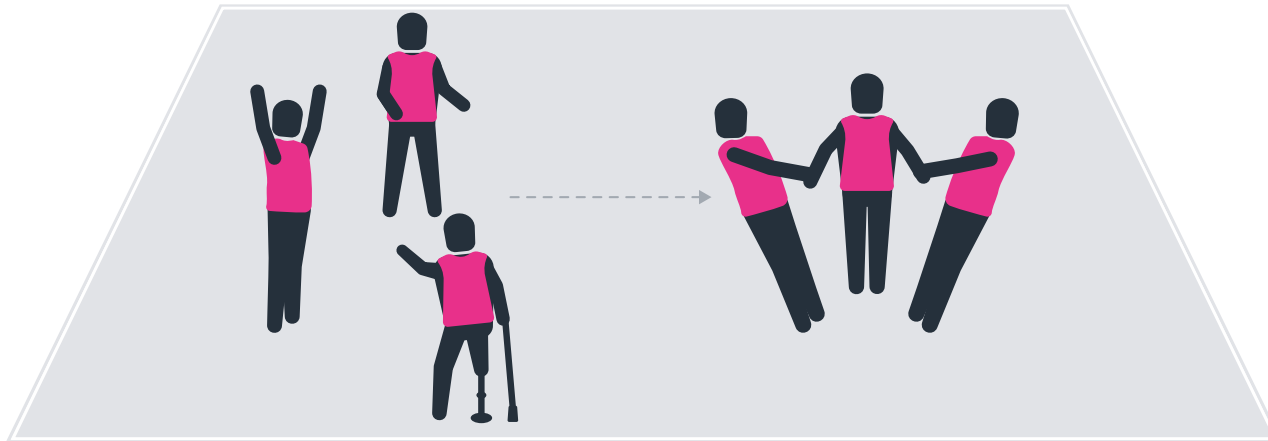


- How can being honest help you get better at gymnastics?
- Why is it important to be honest with yourself and others when you are learning and practising gymnastics?



Musical counter-balances – Rise: Explore Festival

PRIMARY



How to play

- The aim of this activity is to work together to hold different counterbalances when the music stops
- The gymnasts travel or dance around the space to music
- When the music stops, the coach calls a number and the gymnasts create and hold a counterbalance with this number of gymnasts involved until the music restarts.

Safety

- Ensure all festival activities are set up so that they are not overlapping with another station
- Discuss how to hold forearms during counterbalances to maintain safety
- Ensure the gymnasts lean away from each other at the same time and with control.

Equipment required



Floor space



Music

Space required

- Inside area of matted floor (maximum 12m x 12m). This can be sprung or non-sprung.

Estimated set-up time

- 5 minutes.

Difficulty level



How to make it easier

- Use pictures for the gymnasts to copy

How to make it harder

- Call two different numbers, the first is the number of gymnasts in the counterbalance, the second is the number of contact points with the floor for the whole counterbalance
- Encourage counterbalances using different parts of the body, other than feet, such as shoulder stand counterbalances

Spirit of the Games



- How does trying hard and not giving up help you when learning new moves?
- What helps you keep going in gymnastics when something is difficult?

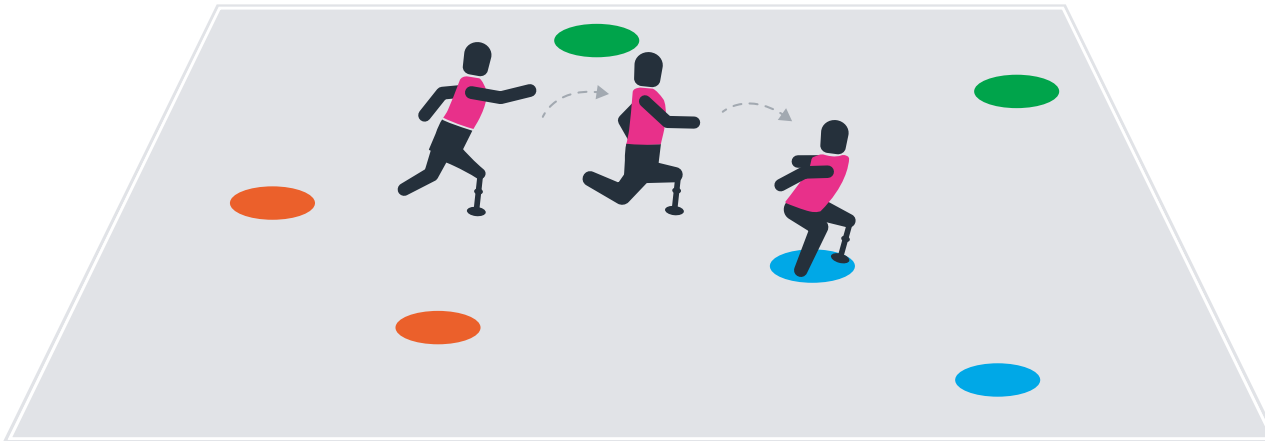


- How can we help keep our equipment clean and safe for the environment?
- How can we look after the environment when we do gymnastics?



Puddle Splash – Rise: Explore Festival

PRIMARY



How to play

- Place lots of coloured spots or hoops randomly in your activity area
- Invite your gymnasts to pretend to get dressed in wellies, hats and raincoats, ready to go out and splash in puddles
- The gymnasts run about the floor space, taking off from one foot and landing with two feet in puddles
- Encourage the gymnasts to land in the puddle with their arms behind their back, ready to swing their arms upwards on the exit jump
- Encourage the gymnasts to make small and big splashes.

Safety

- Ensure all festival activities are set up so that they are not overlapping with another station
- Ensure the gymnasts bend their knees when they land.

Equipment required



Floor space



Coloured spots or hoops

Space required

- Inside area of matted floor (maximum 12m x 12m). This can be sprung or non-sprung.

Estimated set-up time

- 5 minutes.

Difficulty level



How to make it easier

- Remove the run approach and/or exit from the puddle to create a big splash
- Play for less time

How to make it harder

- Jump out of the puddle and land on a target, using an additional coloured spot or hoop as the target
- Challenge the gymnast to show different shapes as they jump out of the puddle
- Challenge gymnasts to land on one foot

Spirit of the Games



- How can you show respect to your teacher and teammates, and why does it matter?
- How do you show respect when someone else is performing?

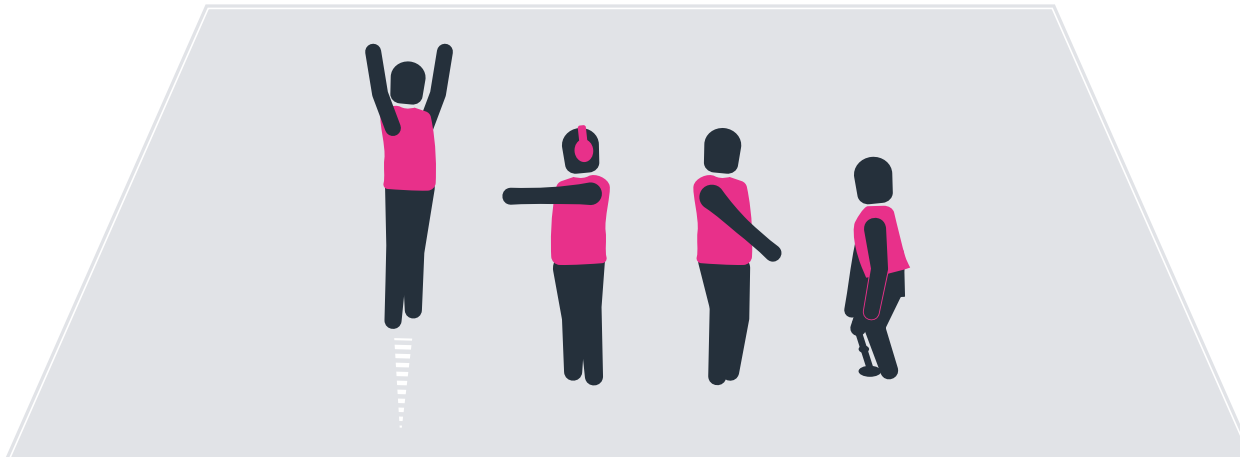


- What can you do to help yourself feel more confident in gymnastics?
- How does believing in yourself help you try new skills, even if they feel hard or scary?



Rocket Launch – Rise: Explore Festival

PRIMARY



How to play

- The gymnasts start standing on the floor
- They prepare to launch into space to land on the moon. They use their body as the rocket and make the following positions:
 - 5 – arms straight above their head
 - 4 – arms straight in front of their shoulders
 - 3 – arms straight in front at waist height
 - 2 – arms point straight down to their knees
 - 1 – arms point straight down to their feet
- Blast off – spring up, high into the air, swing their arms above their head
- Land on the moon – land safely with bent knees and ankles, knees and hips aligned with arms to the front and head up.

Safety

- Ensure all festival activities are set up so that they are not overlapping with another station
- Ensure the gymnasts bend their knees when they land.

Equipment required



Floor space

Space required

- Inside area of matted floor (maximum 12m x 12m). This can be sprung or non-sprung.

Estimated set-up time

- 5 minutes.

Difficulty level



How to make it easier

- Focus on the take off and how to land only

How to make it harder

- Show different shapes in the air (for example, tuck, star, pike)
- Add in movement before and after taking off
- Perform the rocket launch in group, taking off together and in canon (one after another)

Spirit of the Games



- What do you love most about gymnastics, and how does that show in the way you move?
- How does your passion for gymnastics help you keep practicing and improving?



- What helps you stay determined when you don't get a skill right away?
- How do you feel when you keep trying in gymnastics even when it's hard?



Row, row, row your boat – Rise: Explore Festival

PRIMARY



How to make it easier

- Rock backwards and forwards in tuck position
- Remove the piece of apparatus

How to make it harder

- Sit further away from each other
- Rock in different shapes, such as pike
- Use different pieces of apparatus

Spirit of the Games



- How can you help your teammates feel included during gymnastics activities?
- Why is it important to listen to others when working as a team?



- How do you show respect when someone is demonstrating a skill?
- Why is it important to be kind and respectful to everyone?

How to play

- Gymnasts work in pairs and sit in straddle facing each other with a gap between their feet
- Gymnast one holds an 'oar' in their hands, using a piece of small apparatus such as a hoop as the oar. They rock backwards and forwards in straddle holding the 'oar'
- As gymnast one returns to straddle, they reach forward and pass the 'oar' to gymnast two
- Gymnast two then rocks backwards and forwards holding the 'oar'
- The gymnasts move to sit side by side in straddle and repeat, this time moving sideways away from and towards their partner.

Safety

- Ensure all festival activities are set up so that they are not overlapping with another station
- Ensure this activity is done with space around the gymnasts, free from hazards.

Equipment required



Floor space



Hoops



Ropes



Balls



Ribbon

Space required

- Inside area of matted floor (maximum 12m x 12m). This can be sprung or non-sprung.

Estimated set-up time

- 5 minutes.

Difficulty level



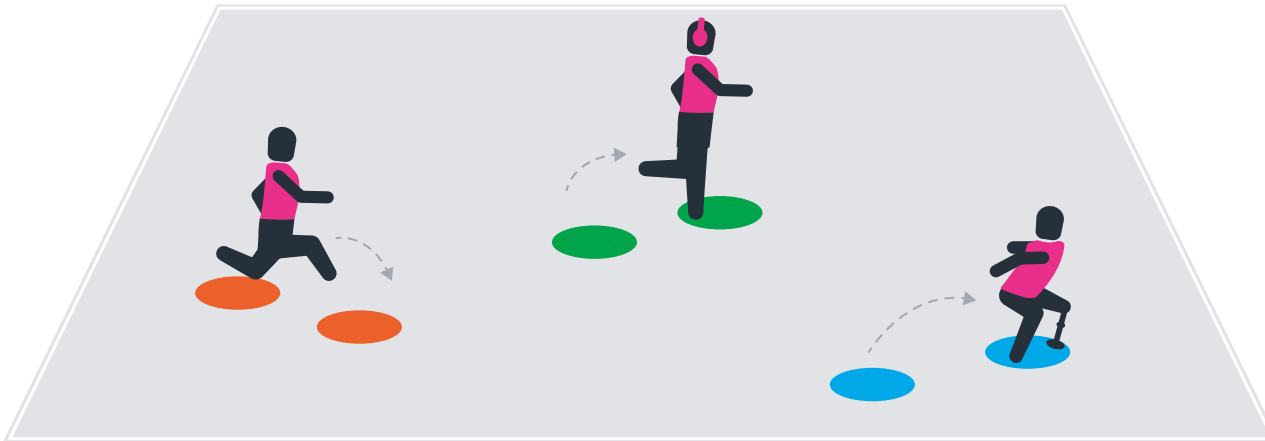
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SCHOOL
GAMES



Stepping Stones – Rise: Explore Festival

PRIMARY



How to play

- The aim of this activity is to hop, leap and jump your way across the stepping stones
- Place a selection of coloured dots or hoops randomly across your activity area
- Encourage gymnasts to find a pathway across the stepping stones where they can jump, hop and leap between each one
- Encourage the gymnasts to use different types of jumps, hops and leaps. Can they:
 - Hop from one foot to the same foot
 - Leap from one foot to the other
 - Leap from one foot to two feet
 - Jump from two feet to one foot
 - Jump from two feet to two feet?
- Encourage gymnasts to use both their right and left legs to hop and leap
- Encourage variety and challenge, such as:
 - Use the fewest number of coloured spots possible to get across
 - Introduce specific skill requirements such as a cat leap, or straight jump.

How to make it easier

- Specify the type of jump to use between each coloured spot. E.g. hop from the first coloured spot to the second, cat leap from the second coloured spot to the third and star jump from the third coloured spot and so on

How to make it harder

- Reduce the amount of time spent on each coloured spot to link skills together
- Add a piece of small apparatus (ball, ribbon, hoop) that they must travel across with and roll, bounce or throw and catch between spots

Space required

- Inside area of matted floor (maximum 12m x 12m). This can be sprung or non-sprung.

Estimated set-up time

- 5 minutes.

Difficulty level



Spirit of the Games



- How can we help save energy or reduce waste during gymnastics lessons?
- Why is it important to take care of the space we use for physical activity?



- Why is it important to tell the truth about how your gymnastics practice went?
- How can honesty help your teacher help you improve?

Safety

- Ensure all festival activities are set up so that they are not overlapping with another station
- Ensure gymnasts bend their knees when they land.

Equipment required



Floor space



Coloured spots



Hoops



Ropes



Balls



Ribbon

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GAMES



Throw it, catch it, bounce it – Rise: Explore Festival

PRIMARY



How to play

- Place coloured spots or hoops at random around your activity area
- Invite the gymnasts to stand in a space holding their choice of a hoop or ball
- The gymnast throws their apparatus into the air, towards a coloured spot, before travelling towards it
- At the spot, they catch their apparatus, bounce it on the floor near their coloured spot and catch it again
- This repeats, travelling towards a new spot each time, aiming to throw, travel, catch and bounce their apparatus between each location.

Safety

- Ensure all festival activities are set up so that they are not overlapping with another station
- Ensure this activity is done with space around each gymnast, free from hazards.

Equipment required

-  Floor space
-  Coloured spots
-  Hoops
-  Balls

Space required

- Inside area of matted floor (maximum 12m x 12m). This can be sprung or non-sprung.

Estimated set-up time

- 5 minutes.

Difficulty level



How to make it easier

- Stand on a coloured spot (or cone) and throw, catch and bounce the small apparatus

How to make it harder

- Perform a skill such as a forward roll or cartwheel to lose sight of the small apparatus before catching it

Spirit of the Games



- How can you build your confidence before trying a new gymnastics skill?
- What happens to your performance when you believe in yourself?

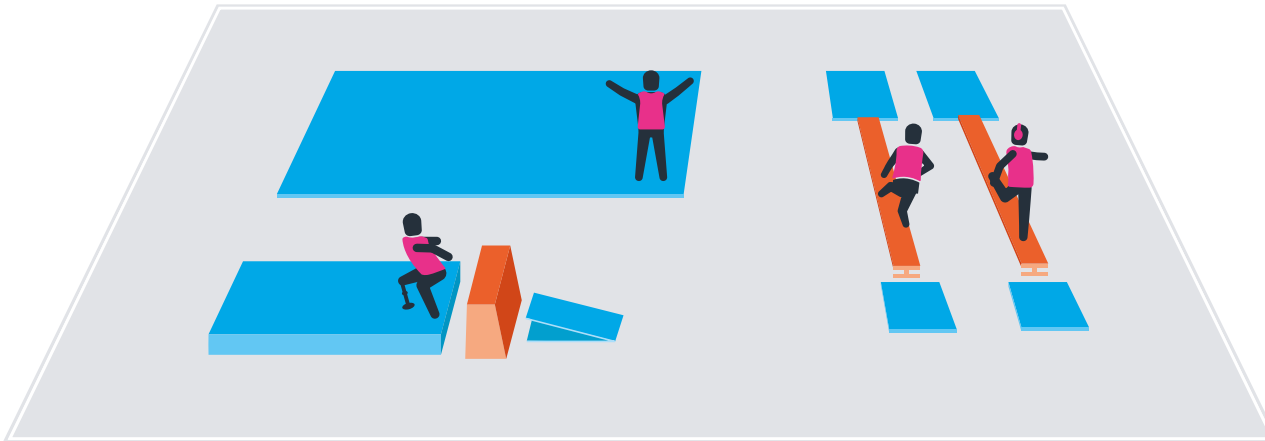


- What makes gymnastics exciting for you?
- How does loving gymnastics change how much effort you put into practicing skills?



Rise Competition

PRIMARY



Safety

- Ensure all festival activities are set up so that they are not overlapping with another station.

Equipment required

-  Mats
-  Ball
-  Hoop
-  Ribbon
-  Rope
-  Bench.

Spirit of the Games



- How do you show respect to other students when watching their routines?
- Why is it important to respect scorers, teachers and rules during a competition?

Space required

- Inside area of matted floor (maximum 12m x 12m). This can be sprung or non-sprung.

Estimated set-up time

- 15 minutes.

Difficulty level



- How does determination help you keep going if you make a mistake during a competition?
- Why is it important to try your best in every routine, even if it feels difficult?

How to play

- Rise Competitions are all about having fun in a low pressured environment. It is the first taster of competition for some young people, and we believe it is vital to provide a positive and inclusive experience for all
- The best thing about this competition format is that you decide what to do
- Decide which strands you will offer in the competition – there are four to pick from:
 - Core Skills
 - Large Apparatus
 - Small Apparatus
 - Working Together
- Decide which apparatus/activity you will offer within the strands you've chosen:
 - Core Skills: floor routine
 - Large Apparatus: bench, vault, bar routine
 - Small Apparatus: ball, hoop, rope, ribbon routines
 - Working Together: pairs, small group routine
- Decide on what level(s) you will have the children compete (these range from levels 1 – 4)
- Anyone can compete in any level regardless of age, and these can vary on each apparatus
- Set up the apparatus as required, e.g.
 - Core Skills: you need a matted area (sprung or non-sprung) that is maximum 2m x 12m
 - Vault: you need a springboard, trampette, raised surface/ vault (60cm, 80cm & 100cm) and safety landing mats
- Depending on how many gymnasts you have, split them so that half start on core skills and half on vault
- Allow the gymnasts 15 minutes warm up time on the apparatus followed by 30 minutes of competing time
- Rotate around the apparatus until all gymnasts have competed their routines.

Scoring

- Gymnasts are awarded points rather than deducted points
- Each skill is marked out of 5 and then totalled at the end
- Each gymnast is competing against themselves, and will leave the competition with either a bronze, silver or gold sticker depending on how well they perform each skill.