

# **Category 4 Resource Development**

## **Reigniting Gymnastics Written Report 2018**

*Group 4-77*

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## **Abstract**

Project Reigniting Gymnastics was created with a simple purpose in mind: to raise awareness of Gymnastics among teenagers today. With the aid of an extensive and integrated resource package, we aim to deepen their understanding in gymnastics while promoting their interest in the sport concurrently.

Link to website: <https://sites.google.com/view/reigniting-gymnastics/home>

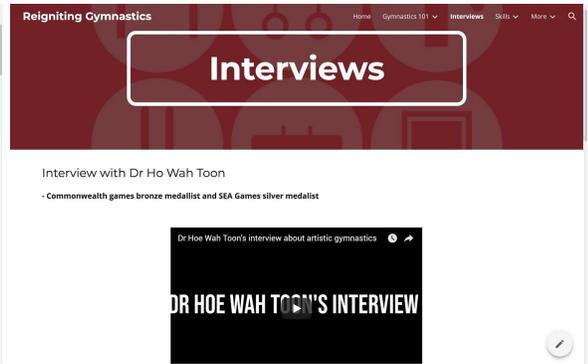
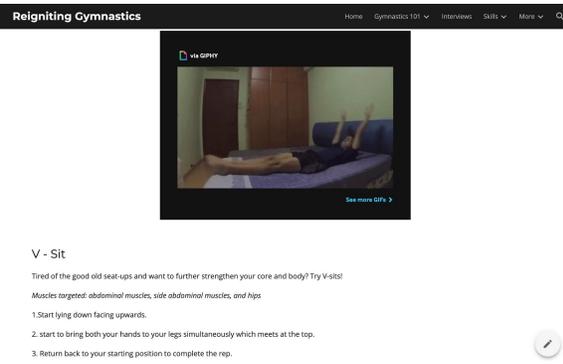
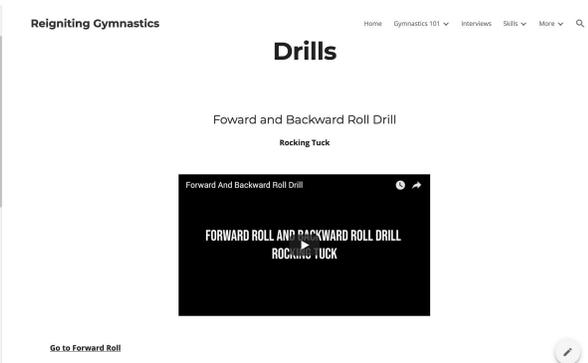
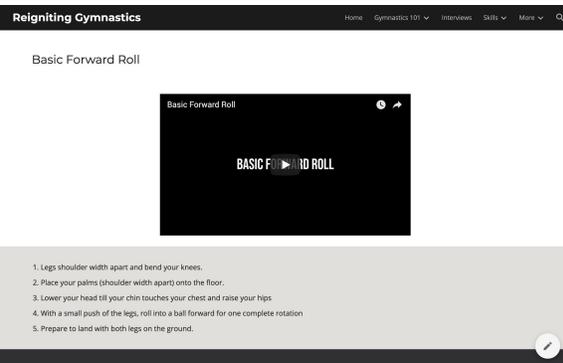
### **1. Introduction**

Through the past 2 years, we have noticed a steady decline in the interest of the sport during the annual CCA Open House. This was when the four of us, from the school's gymnastics CCA, thought of doing something for the sport, no matter how small our efforts may be. Afterwards, we discussed our idea with our project mentor. As soon as he gave us the thumbs-up, we began the long and arduous journey.

We knew that influencing all teenagers on the island was realistically impossible, so we decided to keep our target audience small. We knew our CCA teacher-in-charge was conducting his termly CCA gymnastics module for the Secondary One students, and our project mentor, who works in the PE Department, did mention that it would be great if there was some resource that could enhance the efficiency of the module. Unsurprisingly, we set our eyes on the PE department, hoping that our efforts could, one way or another, prevent Gymnastics from falling apart.

We are proud to announce that the resource that we have created achieved its purpose, in more ways than one. Through surveys shared with our target audience, we were able to find out what fellow teenagers today could possibly be interested about in the sport. "Apparatus", "Skills" as well as "Interviews with coaches and national gymnasts", these were the top 3 responses that we received. To our disbelief, many also presented

various misconceptions regarding the sport. As such, the website we created was targeted at resolving these issues. We have included a range of aspects in the sport, from its history and scoring system to individual apparatus and skills which our audience could execute at their own convenience.



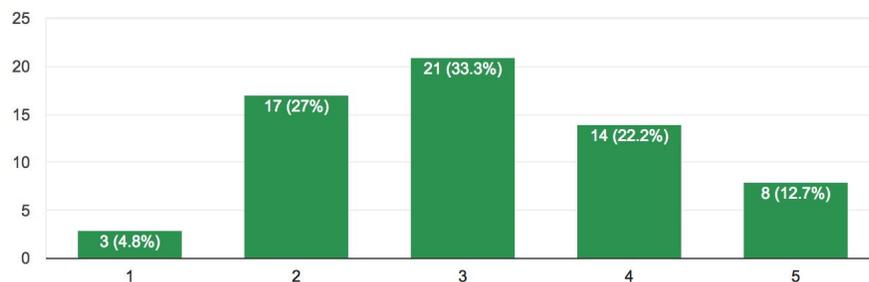
## 2. Review

Fortunately for us, our project is unique in the sense that it is the first of its kind in the history of Category 4, with no other groups attempting such an ambitious project. If you were to google “is gymnastics losing out in the world of sports” right now, the top results would be on the futility of comparing men and women Gymnastics or how age is a crucial factor when it comes to one’s performance in the sport. Coaches and national gymnasts we interviewed have also acknowledged the fact that Gymnastics is slowly losing its place in the world of sports among the younger age groups today, further justifying our cause. With so little resources available online, we decided to turn the tables in our favour, using it as an opportunity to showcase how our resource package is ever more pivotal in this day and age.

## 3. Methodology

We decided to target the problem at its root. We surveyed 71 Secondary 2 and 3 students, who have certainly experienced the Secondary One Gymnastics module, interested to find out the level of understanding they had in the sport. It’s no surprise that the data we collected was disappointing. There were however, 2 things that particularly stood out. First of all, 65% of the surveyees were displeased with the level of engagement during the module. This suggests that the lack of interest in the sport is caused by the seemingly “boring” gymnastics module. Next, when asked if they believed a supplementary guide provided beforehand would have improved the overall experience they had, 73% of them gave a resounding “yes”. This was a major contributing factor to our decision to create the website.

On a scale of 1 to 5, with 1 being the least and 5 being the most, how well engaged were you during the gymnastic module?

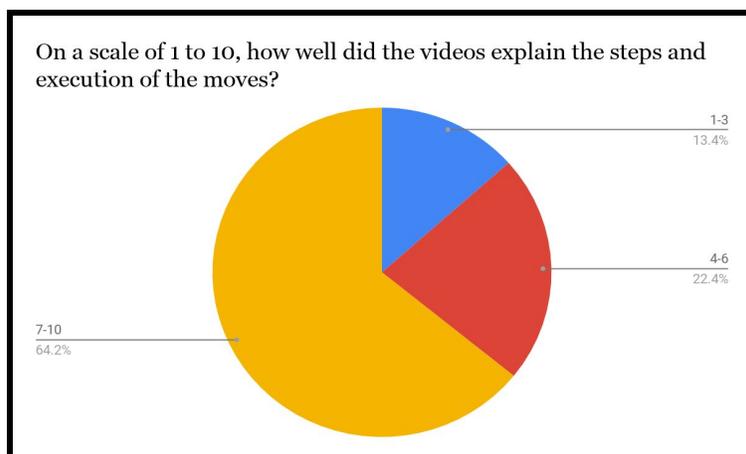
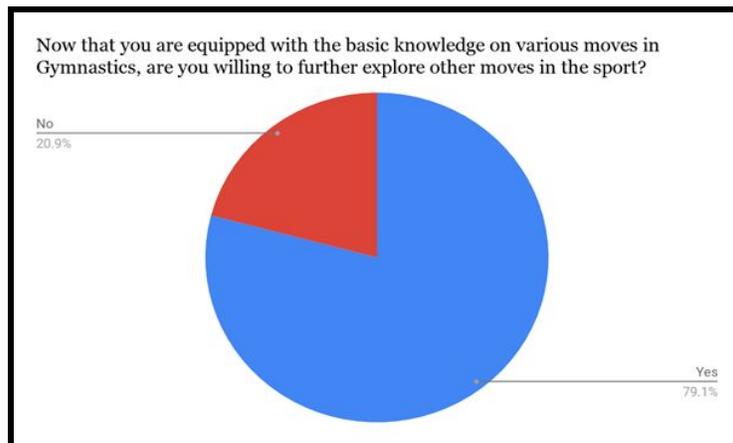
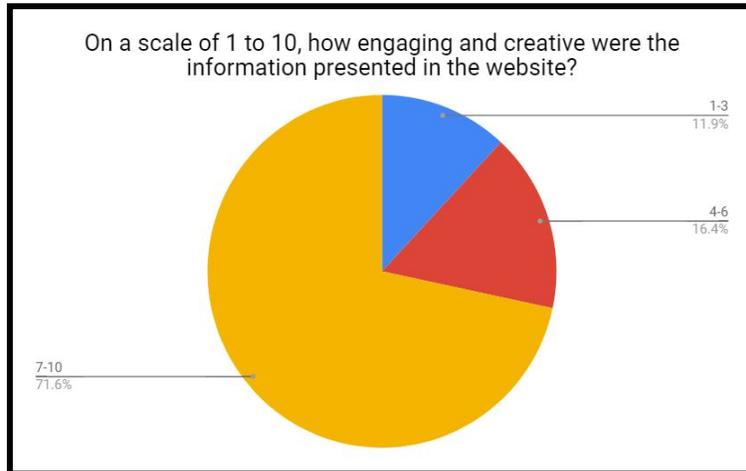


After presenting our ideas to the judges during the Proposal Evaluations, the feedback regarding the future of the project were positive, assuring us that we were on the right track. For the next 3 months, we worked hard on the website itself, building all the infographics from scratch, information and relevant videos for each apparatus as well as the specific drills and skills which our audience could attempt. While one of us focused on the videos alone, it was up to the rest to complete the structure of our website and compile the various resources we have created into one extensive and integrated website.

The first week of Term 3 was when we could finally experiment the usefulness of our resource. Two Secondary 1 classes, 1P2 and 1A3, were having their first ever Gymnastics module, and we seized this opportunity to find out if our resource will successfully achieve its purpose. We created 2 surveys, one before and one after the module, with questions targeting the level of engagement of our website, how well our videos explained the basic drills and how interested they were in exploring other areas in Gymnastics on their own after the module. We were pleasantly surprised that 65% of the surveyees gave a 7 or above on a scale of 1 to 10 for the above questions. When we presented our website together with our findings to the judges during the Mid-term



Evaluations, it was apparent that they understood and appreciated our efforts, to which we were immeasurably grateful.



Afterwards, we touched up on whatever was left and dedicated the following weeks to completing the advanced moves which our audience could try if they were feeling confident.

#### **4. Outcome & Discussion**

As for now, we are very pleased with what we have achieved. The judges were appreciative of our efforts. The Hwa Chong P.E. department has tested our resource package and agreed to incorporate it into the existing Secondary One curriculum with effect from next year.

Unfortunately, there were certain circumstances that were beyond our control. The lack of opportunities for the Secondary 1 students to put their newly learnt skills to practice were strictly limited to the Gymnastics module alone, which is simply inadequate when one wishes to improve or even excel in the sport. Even though we proposed conducting lessons of our own, safety is another major concern we have to address, meaning to say even with a responsible adult around, the risks are still too high and thus teachers in the PE Department have cautioned us against the idea. While this has certainly impacted the data we could have collected, it was a grey area for us as the safety of the Secondary 1 students were far more important than a school project.

However, this does not mean that all hope is lost. We sincerely hope that our gymnastics CCA juniors can continue our legacy and further expand our project next year.

## 5. Conclusion

All projects have their ups and downs, and it is through this process where new discoveries are made and new potentials are unlocked. As for us, we had our fair share of difficulties too. First off, one of our group members was kept busy due to training for the upcoming ASEAN School Games. While we are spiritually with him each step along the way, it also meant that we were, in a sense, one-man down. This was made doubly tragic by the fact that examinations popped up every week, thus we were burdened with the duty of juggling between studies and completing the project. However, as the visionary and innovative figure Walt Disney once said, “the flower that blooms in adversity is the rarest and most beautiful of all”. As such, time management was of utmost importance as we raced against time trying to excel in both areas.

However, what is the point of planning our time well if no one is willing to put in the work? As cliché as it may sound, our school values of “自强不息”, “饮水思源” as well as “己立立人, 己达达人” inevitably come into play, influencing our every move throughout the course of the past 8 months. After honing our skills in Gymnastics for the past 3 years, we were motivated by the urge to give back not just to coaches and trainers but the sport itself as well. Despite obstacles often being thrown in our way at the least expected of times, perseverance and the thirst for success was what kept us going through, giving us the motivation we desperately needed. Nonetheless, our goal does not simply stop here. We would like to take this opportunity to give back to the school, for all the knowledge and values that it has imparted on us throughout these years. We hope that our efforts can benefit future Secondary 1s in having a more engaging and fruitful Gymnastics module, simply as a way to thank the school for enabling us to become who we are today.

## 6. Acknowledgements

We would like to take this opportunity to express our sincerest gratitude to the following groups or individuals, without whom the project would not be a success.

First off, we would like to thank our Project Mentor, who stood beside us through thick and thin and provided us with the necessary guidance and support along the way. Next up, thank you to the Surveyees, who provided us with the feedback we needed in order to craft the website from scratch . Dr Hoe Wah Toon, Mr Sng Puay Liang and 王永发老师 for agreeing to take part in the interviews and impart their own unique insights to the sport. The Judges, each with his or her own wisdom and whose recommendations have heavily influenced the structure and content of our resource package. Lastly, we would like to thank the School for graciously offering this opportunity for us to showcase our individual talents as well as the chance to work together and come up with a resource that is beneficial to others in one way or another. Of course, it goes without saying that we are immensely grateful to those who have assisted us in any form whatsoever but are not named in this list. We strongly believe that their efforts should not go unrecognised as they too are a reason why we were able to succeed in bringing the project to fruition.

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[https://www.google.com.sg/search?rlz=1C1CHBF\\_enSG782SG782&biw=1536&bih=759&tbm=isch&sa=1&ei=is48W5zPB5GpoAT0h5GICA&q=neck rotations cartoon&oq=neck rotations cartoon&gs\\_l=img.3...1656.3796.0.3879.8.8.0.0.0.123.722.4j3.7.0....0...1c.1.64.img..1.1.122...0j0i30k1.0.fQiGx6Xyry4#imgdii=2xTZos7YBRPIfM:&imgcr=APZALn2Hlo2q0M:](https://www.google.com.sg/search?rlz=1C1CHBF_enSG782SG782&biw=1536&bih=759&tbm=isch&sa=1&ei=is48W5zPB5GpoAT0h5GICA&q=neck rotations cartoon&oq=neck rotations cartoon&gs_l=img.3...1656.3796.0.3879.8.8.0.0.0.123.722.4j3.7.0....0...1c.1.64.img..1.1.122...0j0i30k1.0.fQiGx6Xyry4#imgdii=2xTZos7YBRPIfM:&imgcr=APZALn2Hlo2q0M:)

Picture of Shoulder Stretches

(n.d.). Retrieved from

[https://www.google.com.sg/search?rlz=1C1CHBF\\_enSG782SG782&biw=1536&bih=710&tbm=isch&sa=1&ei=j848W49umq-gBKzgpPgH&q=shoulder stretches&oq=shoulder str&gs\\_l=img.3.0.0i10.941636.945671.0.946868.16.11.2.3.3.0.136.1206.4j7.11.0....0...1c.1.64.img..0.16.1245...0i67k1.0.pTC\\_cW\\_ynq8#imgcr=2e-\\_4u8OI3W9M:](https://www.google.com.sg/search?rlz=1C1CHBF_enSG782SG782&biw=1536&bih=710&tbm=isch&sa=1&ei=j848W49umq-gBKzgpPgH&q=shoulder stretches&oq=shoulder str&gs_l=img.3.0.0i10.941636.945671.0.946868.16.11.2.3.3.0.136.1206.4j7.11.0....0...1c.1.64.img..0.16.1245...0i67k1.0.pTC_cW_ynq8#imgcr=2e-_4u8OI3W9M:)

### Picture of Sit and Reach

(n.d.). Retrieved from

[https://www.google.com.sg/search?rlz=1C1CHBF\\_enSG782SG782&biw=1536&bih=710&tbm=isch&sa=1&ei=I9U8W7G4A4Kb0gSajYDwAw&q=sit and reach&oq=sit and reach&gs\\_l=img.3..0l10.1879.5329.0.5609.19.13.2.4.4.0.176.1331.4j8.12.0....0...1c.1.64.img..1.18.1353...0i67k1j0i10i24k1j0i8i30k1j0i30k1.0.UQspyz2cifM#imgrc=pOk6962QO4UJCM](https://www.google.com.sg/search?rlz=1C1CHBF_enSG782SG782&biw=1536&bih=710&tbm=isch&sa=1&ei=I9U8W7G4A4Kb0gSajYDwAw&q=sit and reach&oq=sit and reach&gs_l=img.3..0l10.1879.5329.0.5609.19.13.2.4.4.0.176.1331.4j8.12.0....0...1c.1.64.img..1.18.1353...0i67k1j0i10i24k1j0i8i30k1j0i30k1.0.UQspyz2cifM#imgrc=pOk6962QO4UJCM):

### Picture of Bridge

(n.d.). Retrieved from

[https://www.google.com.sg/search?rlz=1C1CHBF\\_enSG782SG782&biw=1536&bih=710&tbm=isch&sa=1&ei=ONc8W-euEof8vgSm0J\\_oBA&q=gymnastics bridge white&oq=gymnastics bridge white&gs\\_l=img.3...68318.68976.0.69136.5.5.0.0.0.126.548.1j4.5.0....0...1c.1.64.img..0.1.126...0i8i30k1j0i24k1.0.ZvYK511rurM#imgrc=ucXsq235hFS9wM](https://www.google.com.sg/search?rlz=1C1CHBF_enSG782SG782&biw=1536&bih=710&tbm=isch&sa=1&ei=ONc8W-euEof8vgSm0J_oBA&q=gymnastics bridge white&oq=gymnastics bridge white&gs_l=img.3...68318.68976.0.69136.5.5.0.0.0.126.548.1j4.5.0....0...1c.1.64.img..0.1.126...0i8i30k1j0i24k1.0.ZvYK511rurM#imgrc=ucXsq235hFS9wM):

### Picture of Pancake

(n.d.). Retrieved from

[https://www.google.com.sg/search?rlz=1C1CHBF\\_enSG782SG782&biw=1536&bih=710&tbm=isch&sa=1&ei=ftc8W-CVB4GW0gTqkpPAAg&q=straddle stretch&oq=straddle stretch&gs\\_l=img.3..0l7j0i30k1j0i5i30k1l2.343211.345998.0.346261.16.11.0.0.0.316.1333.0j2j3j1.6.0....0...1c.1.64.img..10.6.1333...0i67k1.0.OAnJLn47ynY#imgrc=SqrXG5cCp22s3M](https://www.google.com.sg/search?rlz=1C1CHBF_enSG782SG782&biw=1536&bih=710&tbm=isch&sa=1&ei=ftc8W-CVB4GW0gTqkpPAAg&q=straddle stretch&oq=straddle stretch&gs_l=img.3..0l7j0i30k1j0i5i30k1l2.343211.345998.0.346261.16.11.0.0.0.316.1333.0j2j3j1.6.0....0...1c.1.64.img..10.6.1333...0i67k1.0.OAnJLn47ynY#imgrc=SqrXG5cCp22s3M):

### Picture of Pike

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Picture of Split

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Picture of V-ups

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Picture of Heel Raises

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Picture of Push-ups

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