

Federazione Ginnastica d'Italia

CeDiR

(Centro Didattico e Ricerche)



Metodologia d'insegnamento di:
Alcuni Movimenti, da eseguire alla

TRAVE

Proposti a Stazioni e Per un Lavoro a
Circuito.

Franco Pistecchia

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Nei lavori precedenti, dove ho affrontato il tema della necessità di proporre ai nostri allievi un lavoro a circuito e a stazioni, ho dichiarato che la Ginnastica Artistica è uno sport seguito da molti giovani grazie anche alla televisione che, negli ultimi anni, sta dando molto spazio agli eventi Internazionali.

Le nostre palestre ospitano molti allievi e gli insegnanti devono organizzare il lavoro affinché possano gestire un gruppo formato da diversi discenti.

L'insegnante dovrà:

-formare gruppi più omogenei possibile sia per età che livello tecnico.

-programmare il lavoro e sistemare gli attrezzi e attrezzature che serviranno per costruire le stazioni e il circuito, prima e non durante la lezione.

-illustrare agli allievi il lavoro da svolgere, stabilire i tempi del lavoro e i riferimenti tecnici più importanti da tener presente nelle singole stazioni.

L'allieva potrà affrontare il circuito passando per le diverse stazioni o, ancor meglio, ripetere, a ogni stazione, il movimento richiesto e il numero delle volte programmate o per il tempo stabilito dall'insegnante.

Si consiglia di organizzare le stazioni secondo il numero delle ginnaste. Se dovesse esistere un problema di spazio o di attrezzature, si dovranno inserire in ogni stazione più ginnaste.

I vantaggi di questo tipo di allenamento sono:

-Riuscire a gestire contemporaneamente più ginnaste.

-Far eseguire molte volte la stessa azione motoria.

-Utilizzare al massimo il tempo a disposizione.

Il lavoro eseguito in circuito e stazioni, dovrà tener conto dei vari gruppi strutturali che compongono un esercizio completo alla Trave:

- 1) Entrate.
- 2) Salti.
- 3) Giri.
- 4) Elementi acrobatici senza fase di volo.
- 5) Elementi acrobatici con fase di volo.
- 6) Uscite.

Si possono eseguire circuiti con stazioni con elementi dello stesso gruppo strutturale o con stazioni, dove la ginnasta esegue movimenti dei diversi gruppi strutturali.

Per quanto riguarda la TRAVE, essendo un attrezzo molto impegnativo dal punto di vista dell'EQUILIBRIO, si suggerisce di far trascorrere molto tempo alle ginnaste sull'attrezzo o su i suoi derivati (come travi a terra, assi di equilibrio, strisce di gomma, ceppi, step, segni a terra della larghezza di 10cm. ecc.) eseguendo anche semplici esercizi utilizzati come "riscaldamento". Se per esempio nella fase iniziale dell'allenamento sono previsti alcuni slanci degli arti inferiori, flessioni, ponti, spaccate ecc. perché non eseguirli su qualche attrezzo che contemporaneamente sviluppa l'equilibrio? Le proposte di circuiti con stazioni che troviamo in questa "Guida per insegnanti," sono state studiate per poter, a ogni circuito, allenare la ginnasta su tutti i gruppi strutturali che compongono gli esercizi alla trave. Se non bastasse la figura che rappresenta il movimento da seguire, si prega di consultare il lavoro pubblicato, in precedenza, sulla Trave poiché gli elementi qui descritti, sono stati estrapolati da quel lavoro.

A ogni circuito, quindi, le stazioni dovranno essere minimo sei! Per poter così eseguire esercizi :

- 1) Entrate.
- 2) Salti.
- 3) Giri.
- 4) Elementi acrobatici senza fase di volo.
- 5) Elementi acrobatici con fase di volo.
- 6) Uscite.

-Si potranno anche costruire "circuiti" con diverse stazioni dello stesso gruppo strutturale.

-Vorrei che sia chiaro il concetto che il responsabile della programmazione è sempre l'INSEGNANTE! Solo a lui spetta il compito di formare gruppi omogenei ai quali potrà proporre un circuito valido per la crescita tecnica dell'allieva.

-Solo all'Insegnante spetta il compito di stabilire la durata del tempo di esecuzione dei movimenti proposti e il numero delle ripetizioni dei "circuiti".

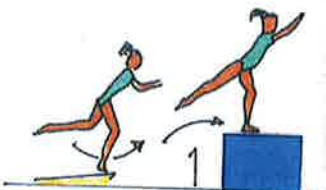
-Solo all'insegnante spetta il compito di verificare il livello tecnico raggiunto dalle ginnaste e stabilire se si può passare al "circuito" successivo con esercizi più complessi o con attrezzature con meno facilitazioni o protezioni!

Sperando di dare un nuovo contributo allo sviluppo della Ginnastica Artistica, presento alcuni esempi di circuiti che si possono eseguire nelle nostre palestre e Auguro Buon Lavoro a chi vorrà seguire i miei suggerimenti.

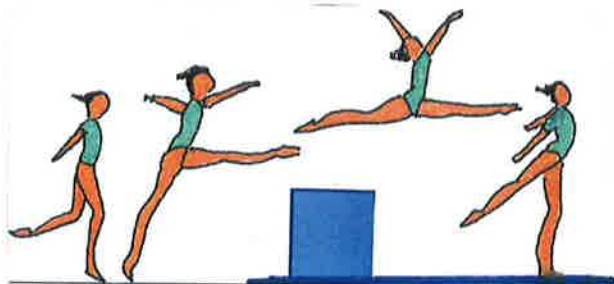
Franco Pistecchia

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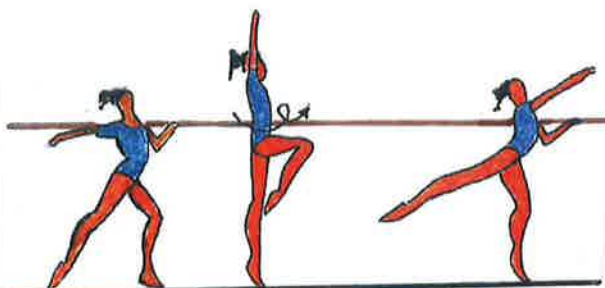
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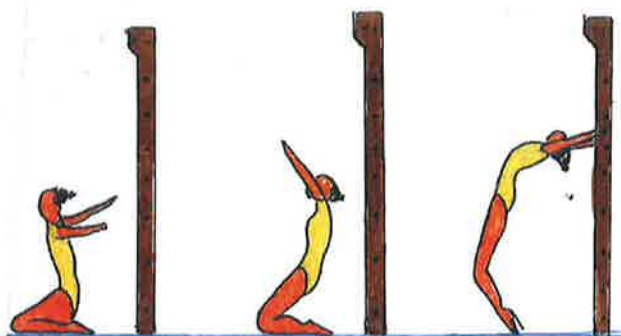
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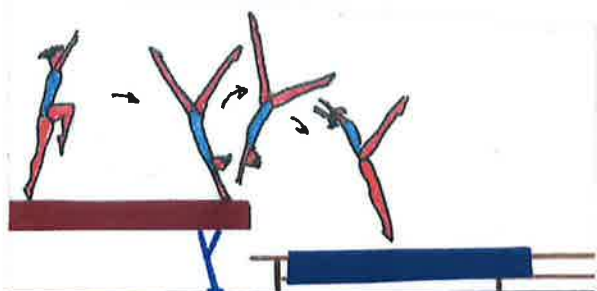
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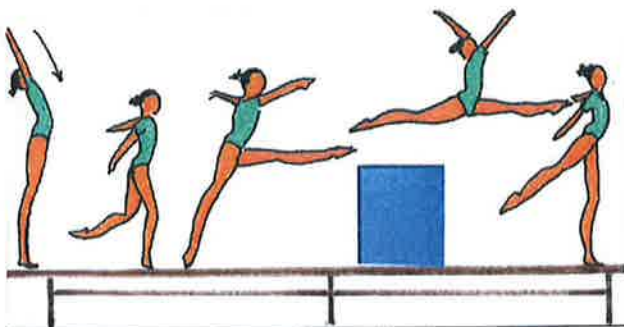


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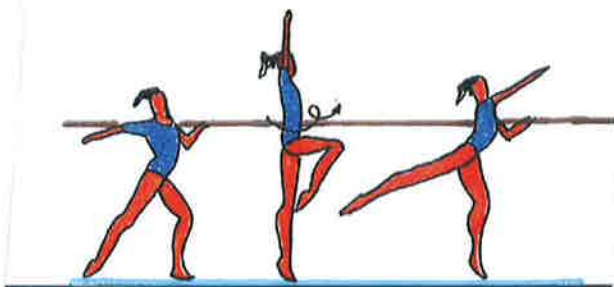
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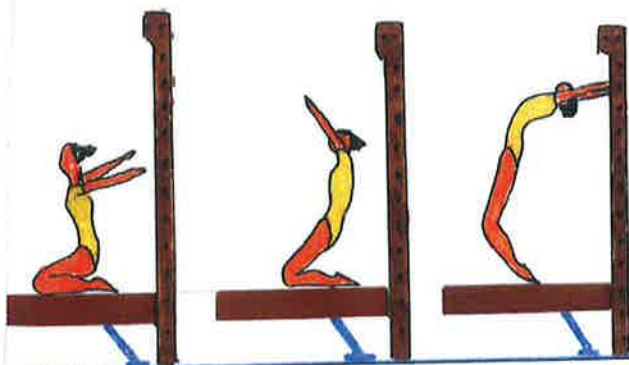
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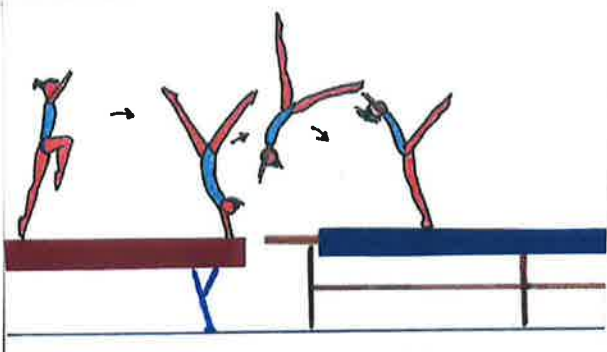
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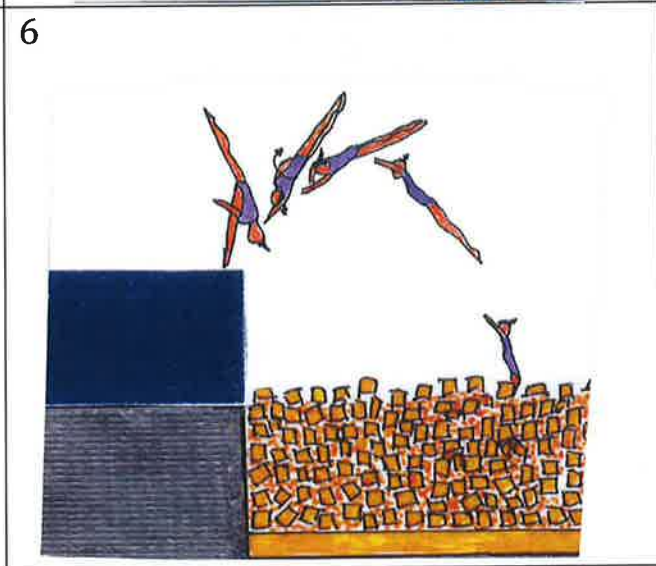
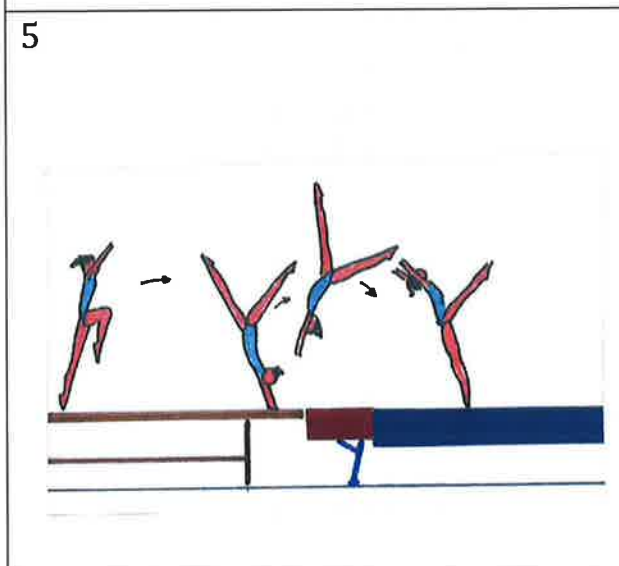
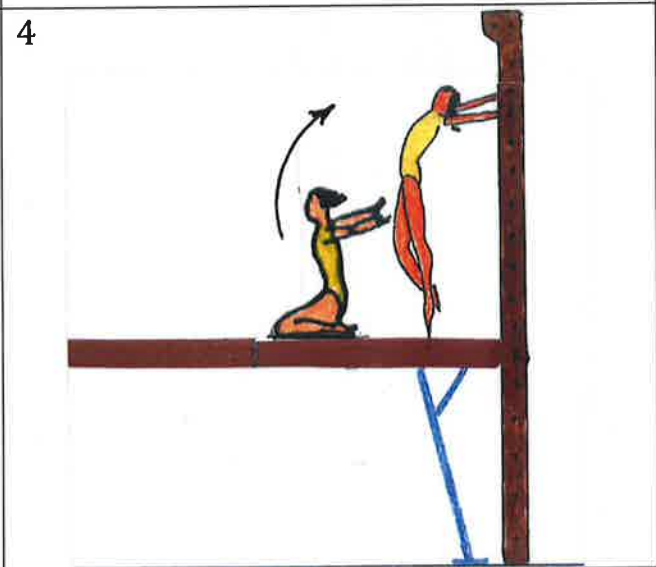
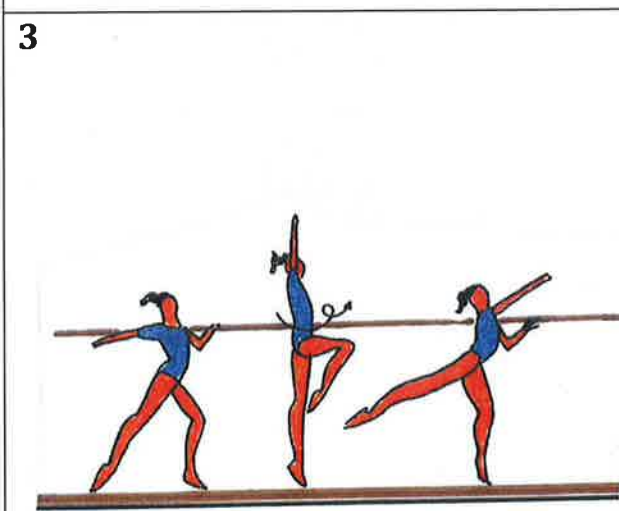
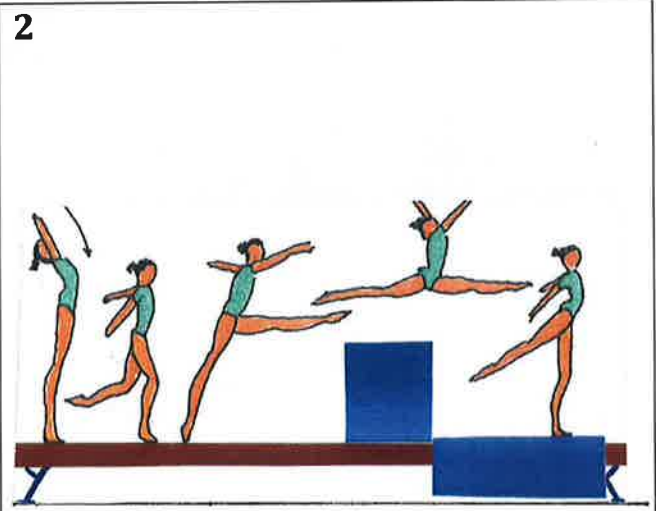
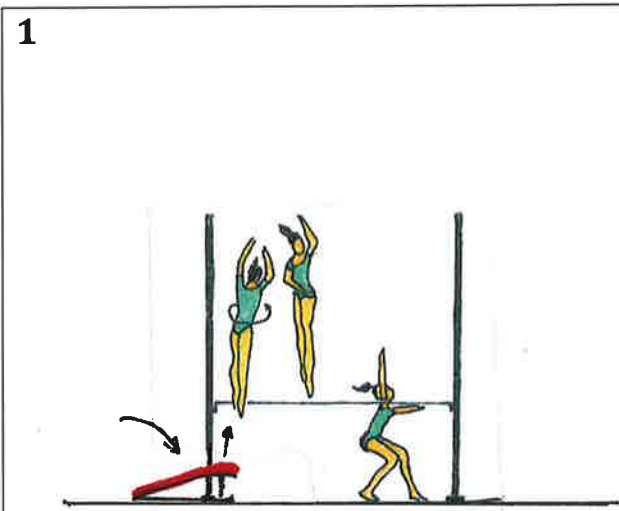
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PROPOSTA N.3



PROPOSTA N.4

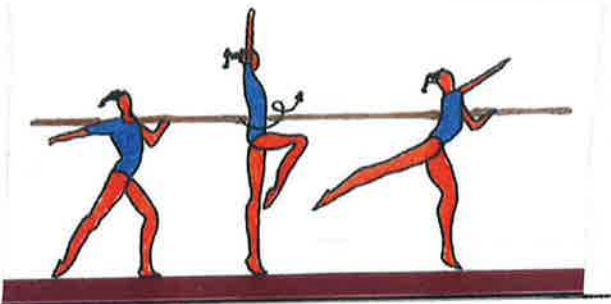
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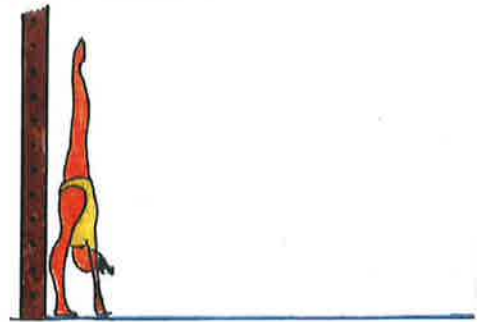
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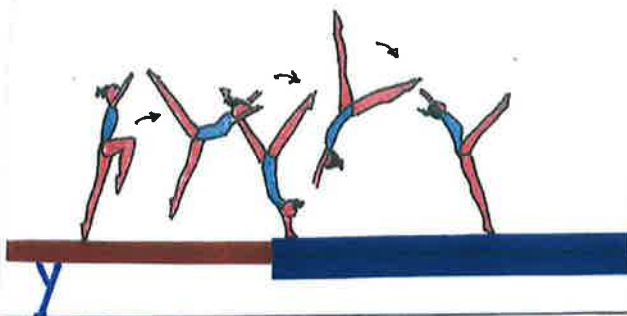
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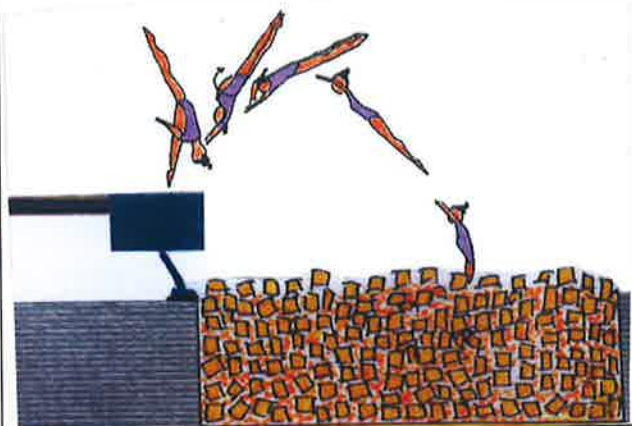
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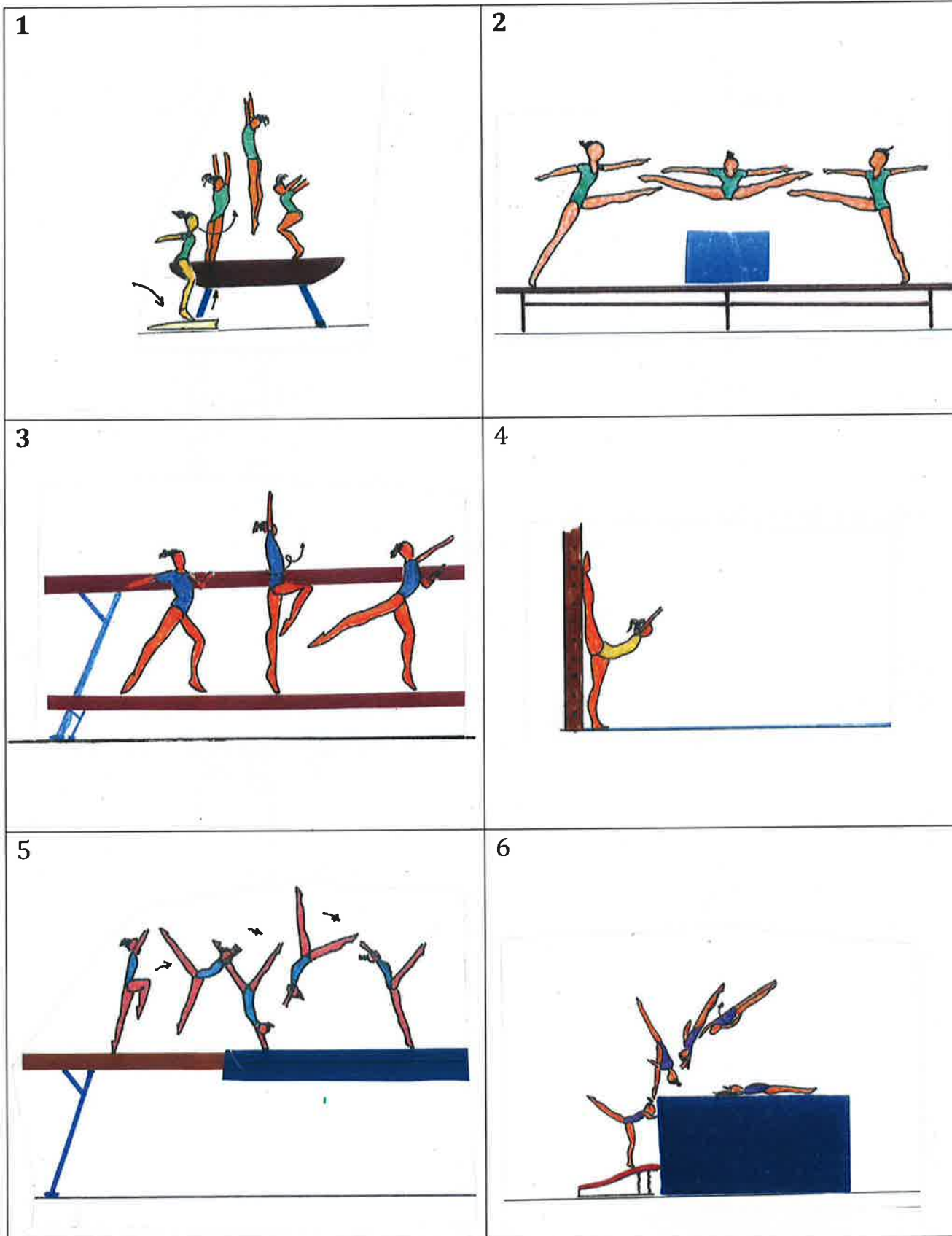
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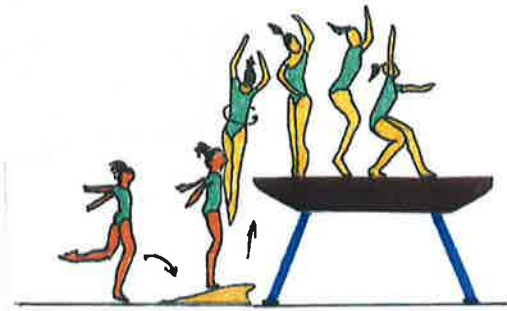


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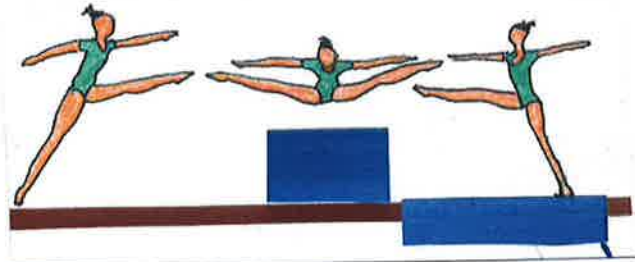


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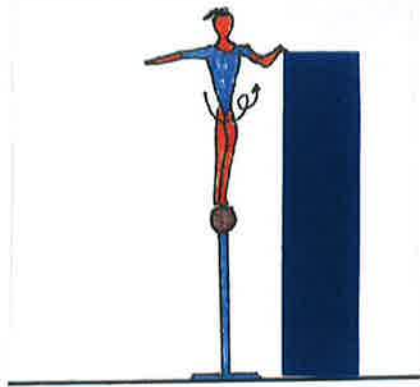
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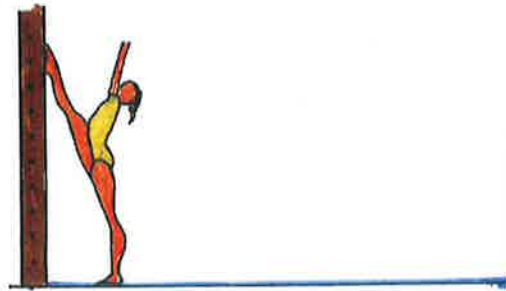
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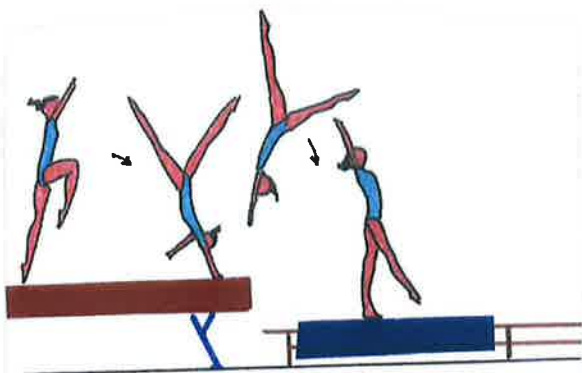
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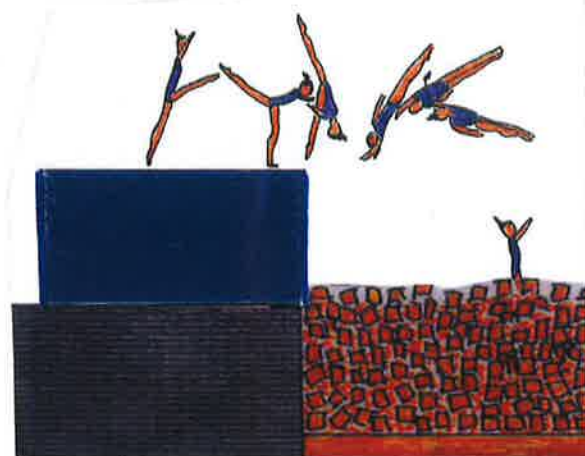
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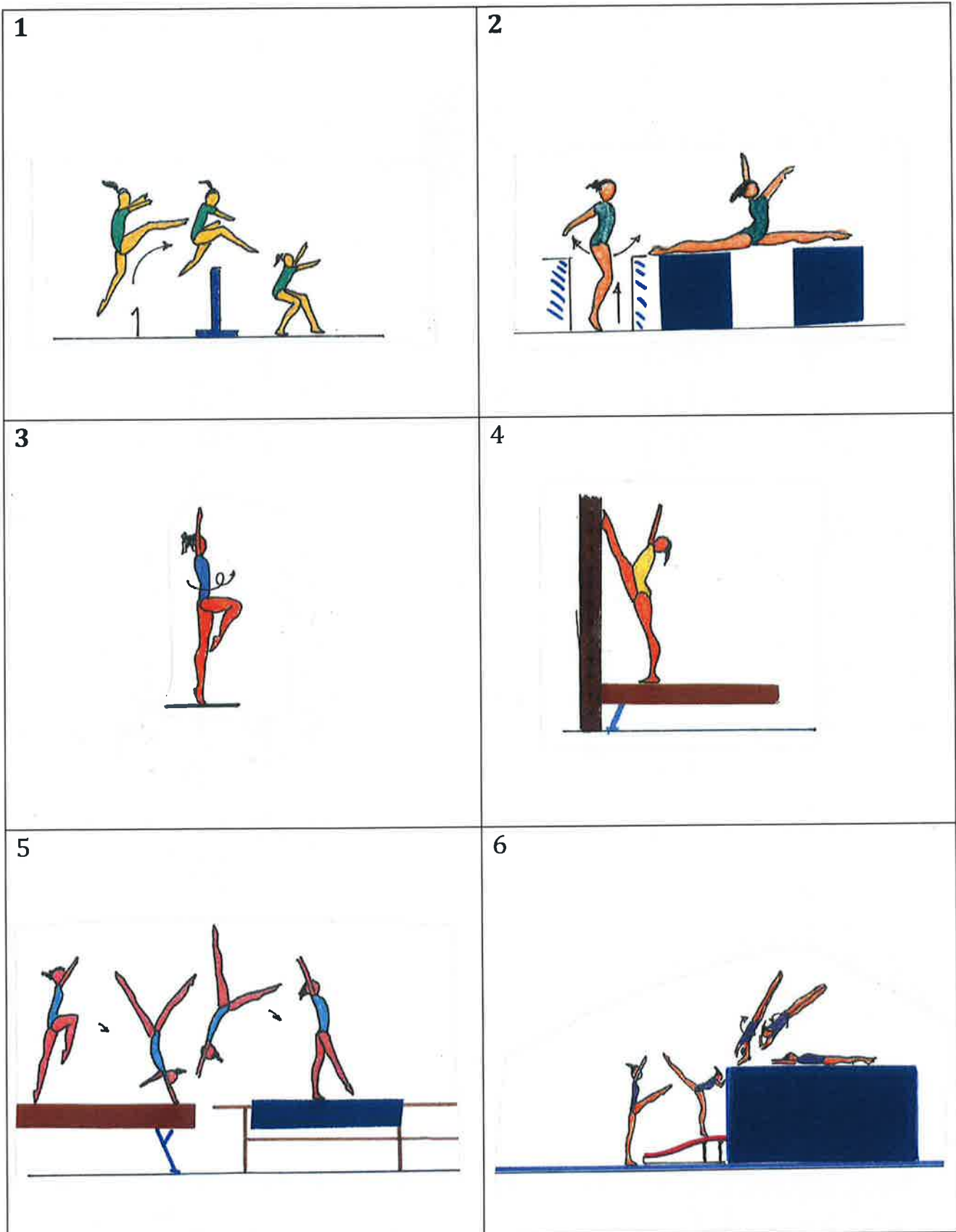
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PROPOSTA N.7



PROPOSTA N.8

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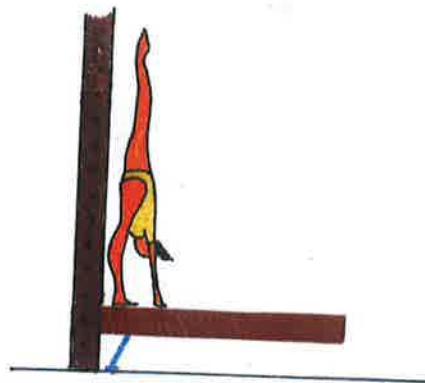
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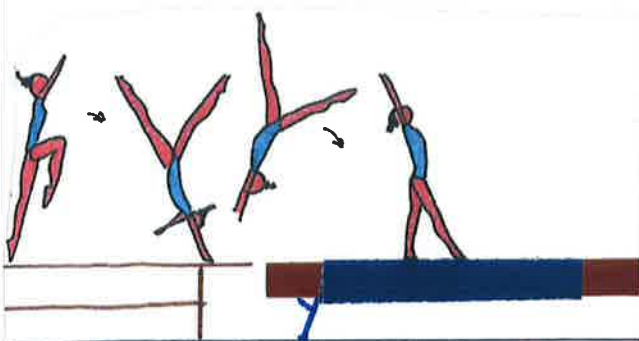
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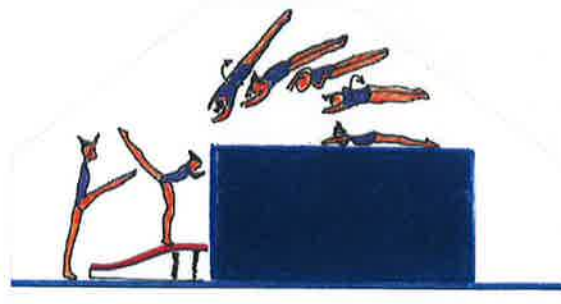
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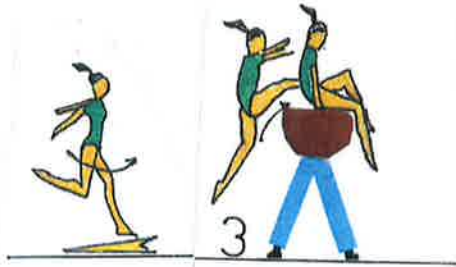


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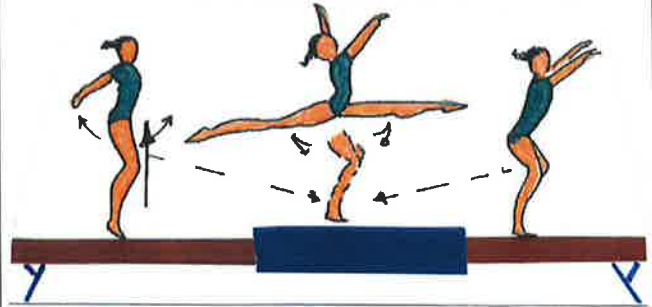


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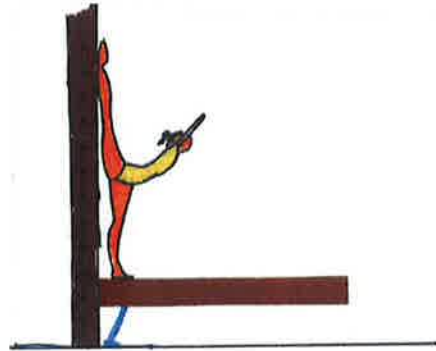
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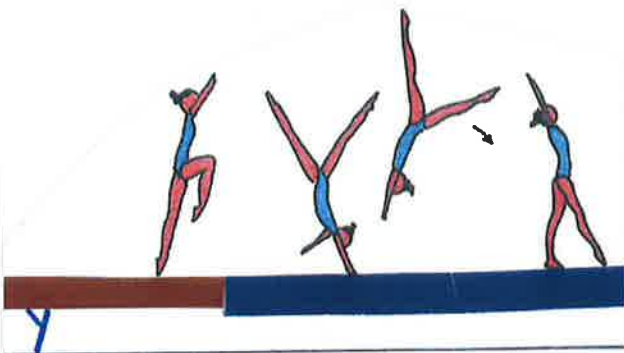
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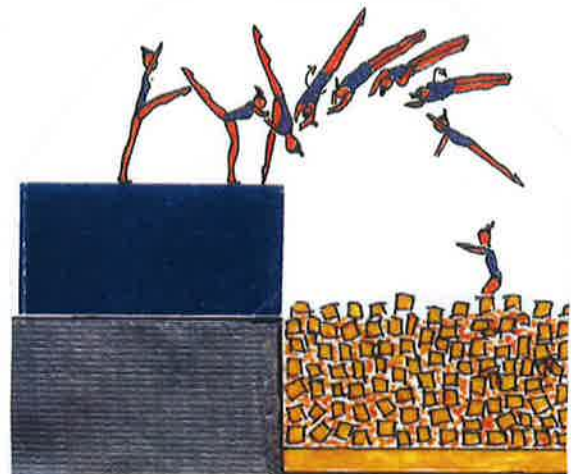
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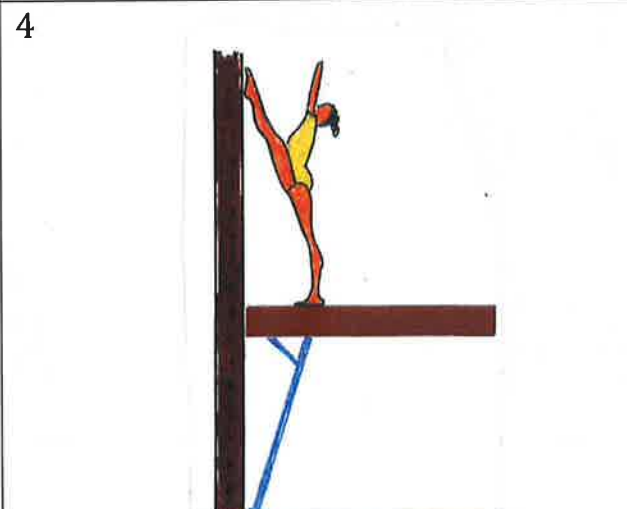
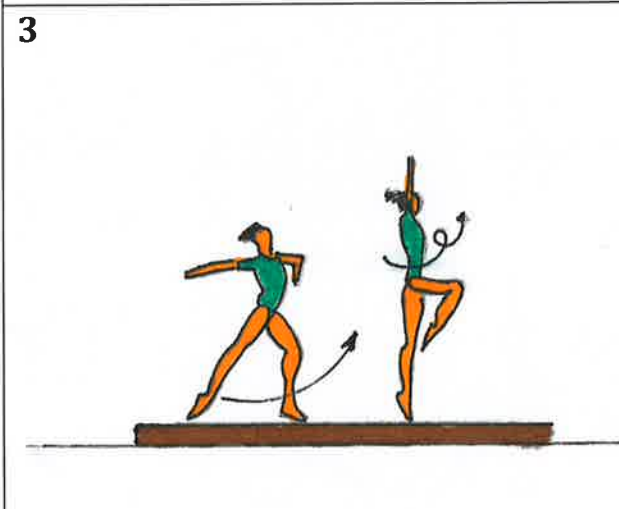
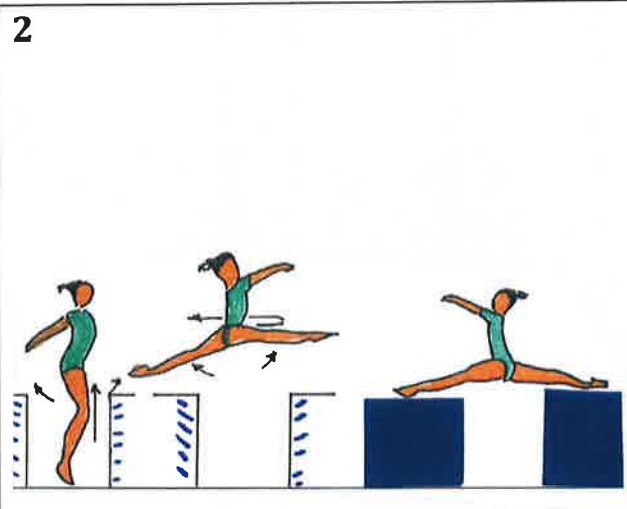
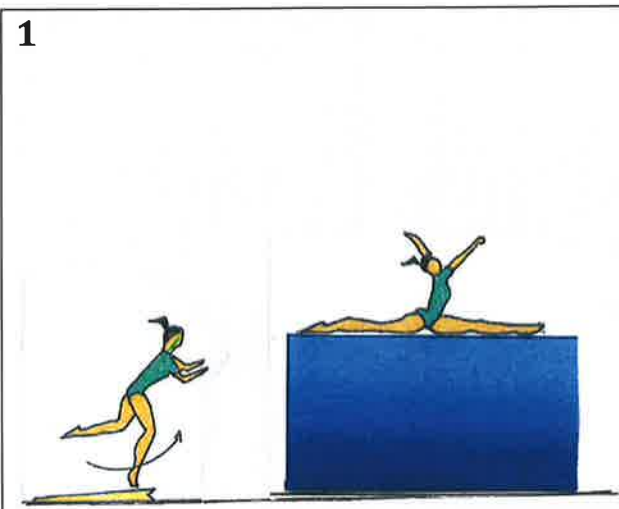
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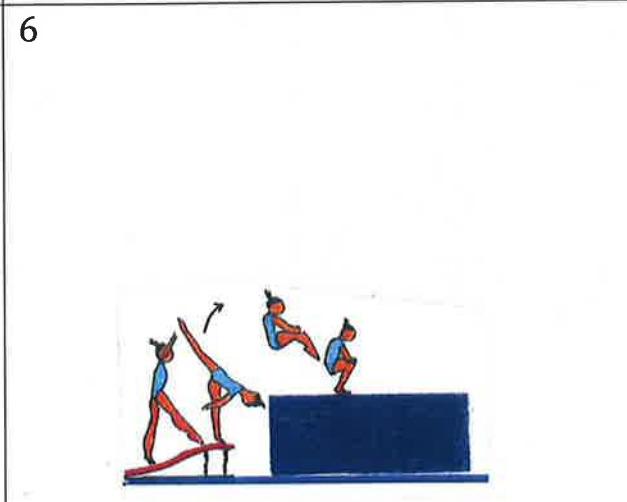


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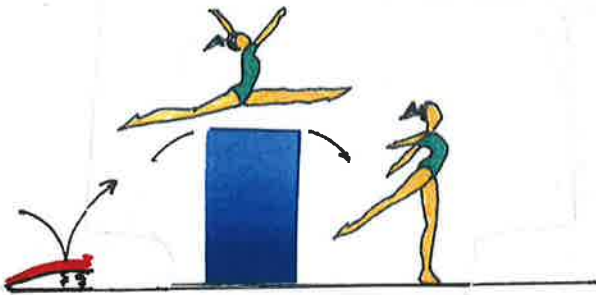
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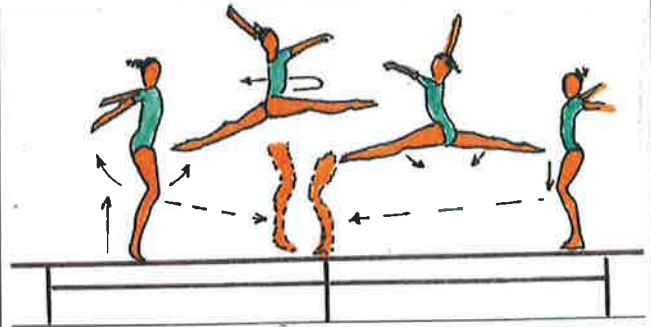


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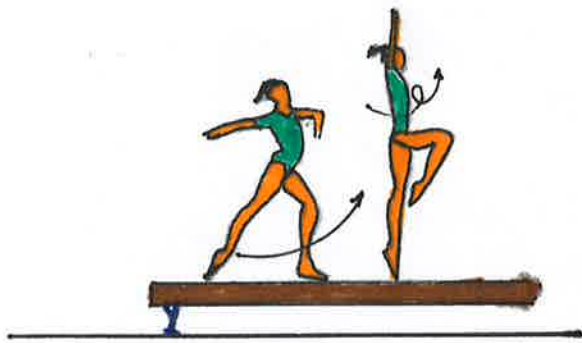
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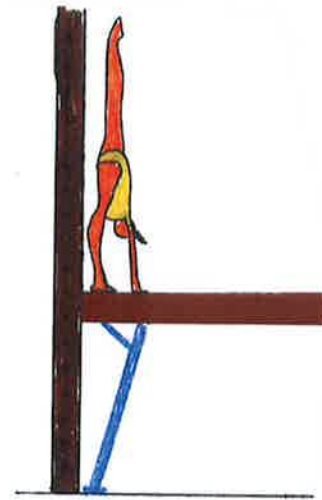
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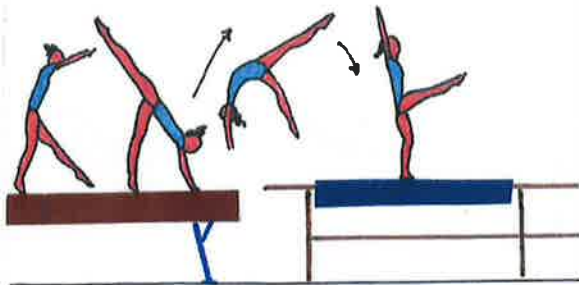


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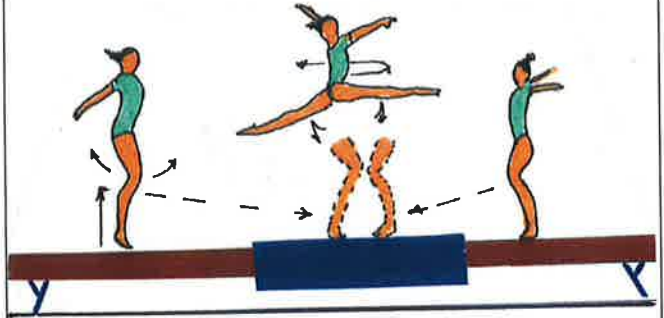


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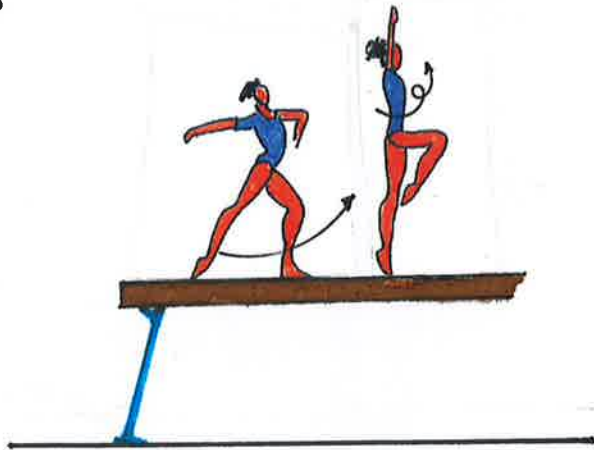
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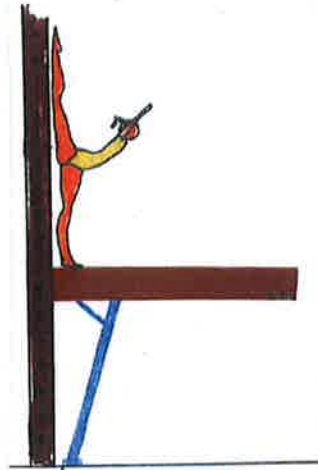
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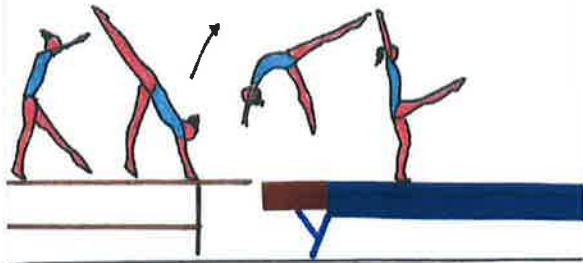


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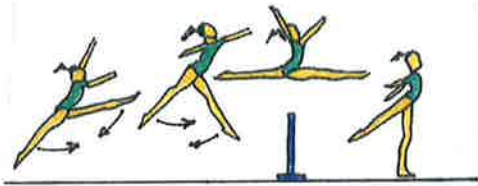


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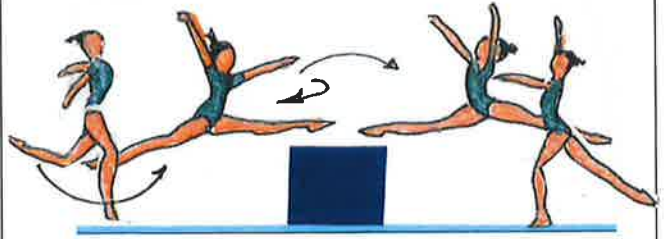


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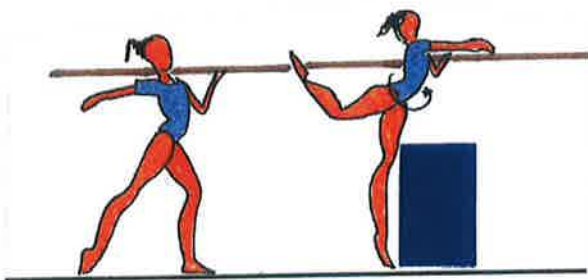
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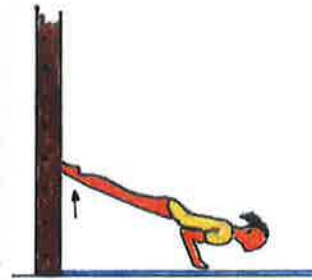
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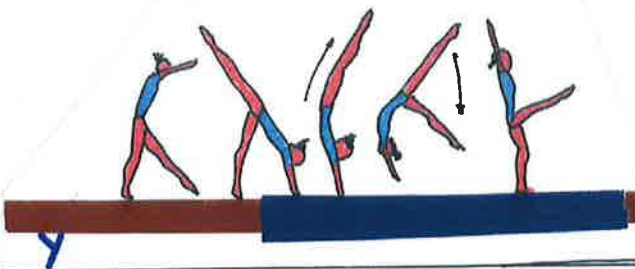


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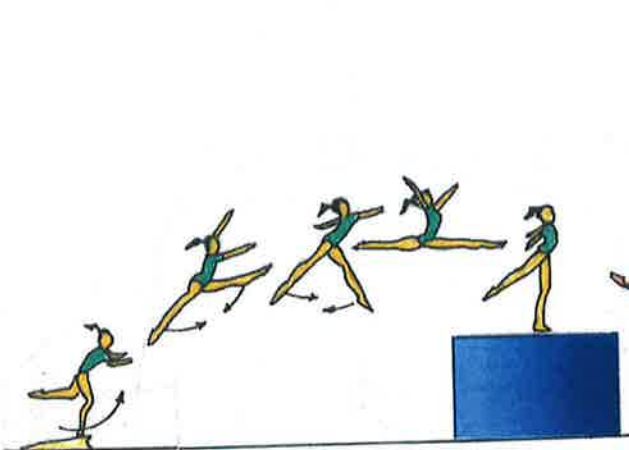


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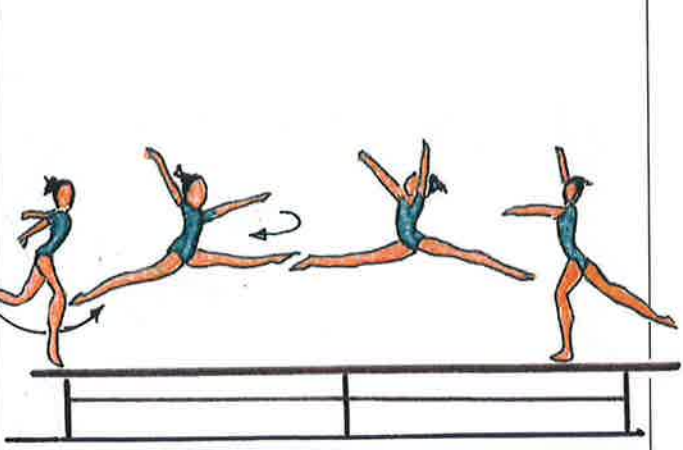


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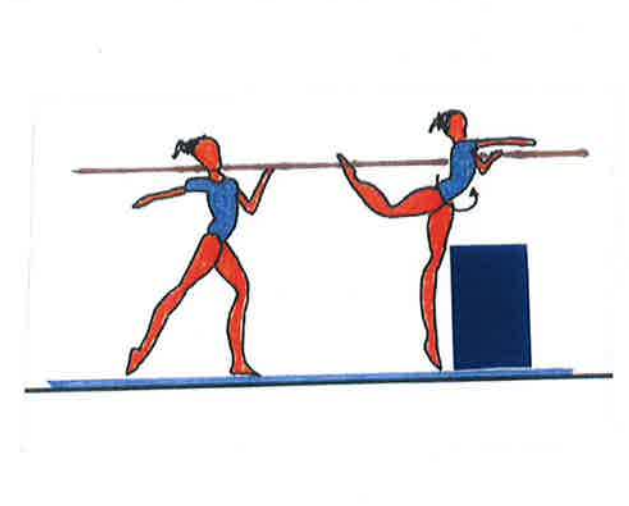
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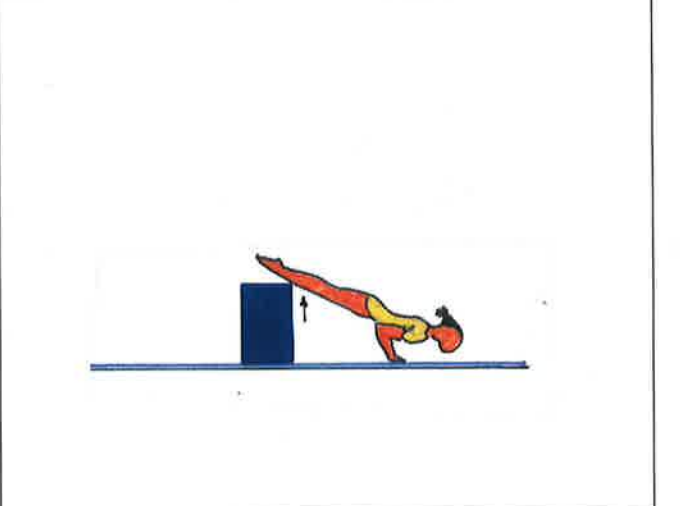
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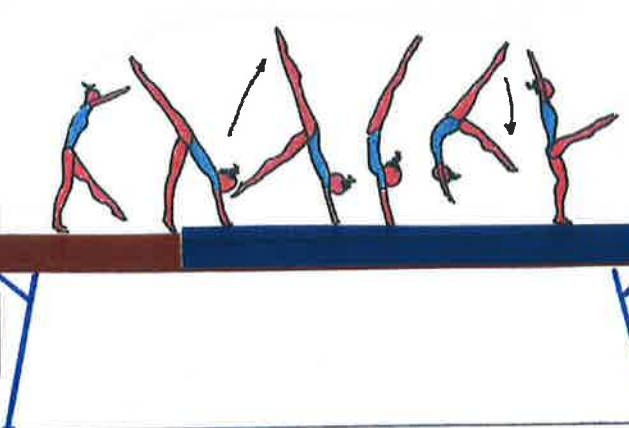


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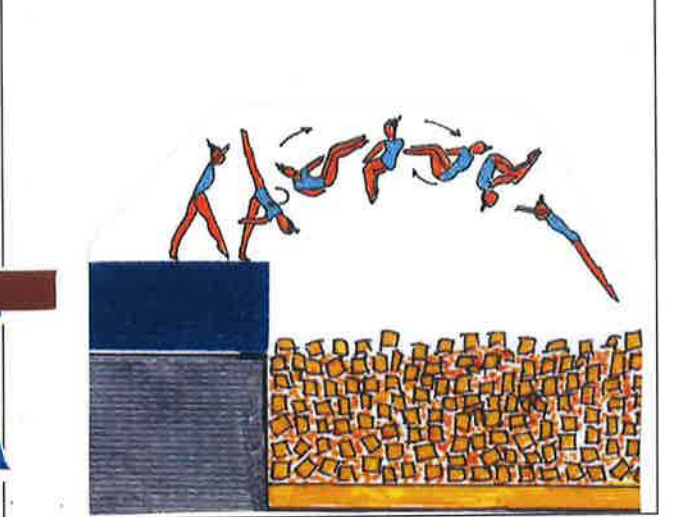


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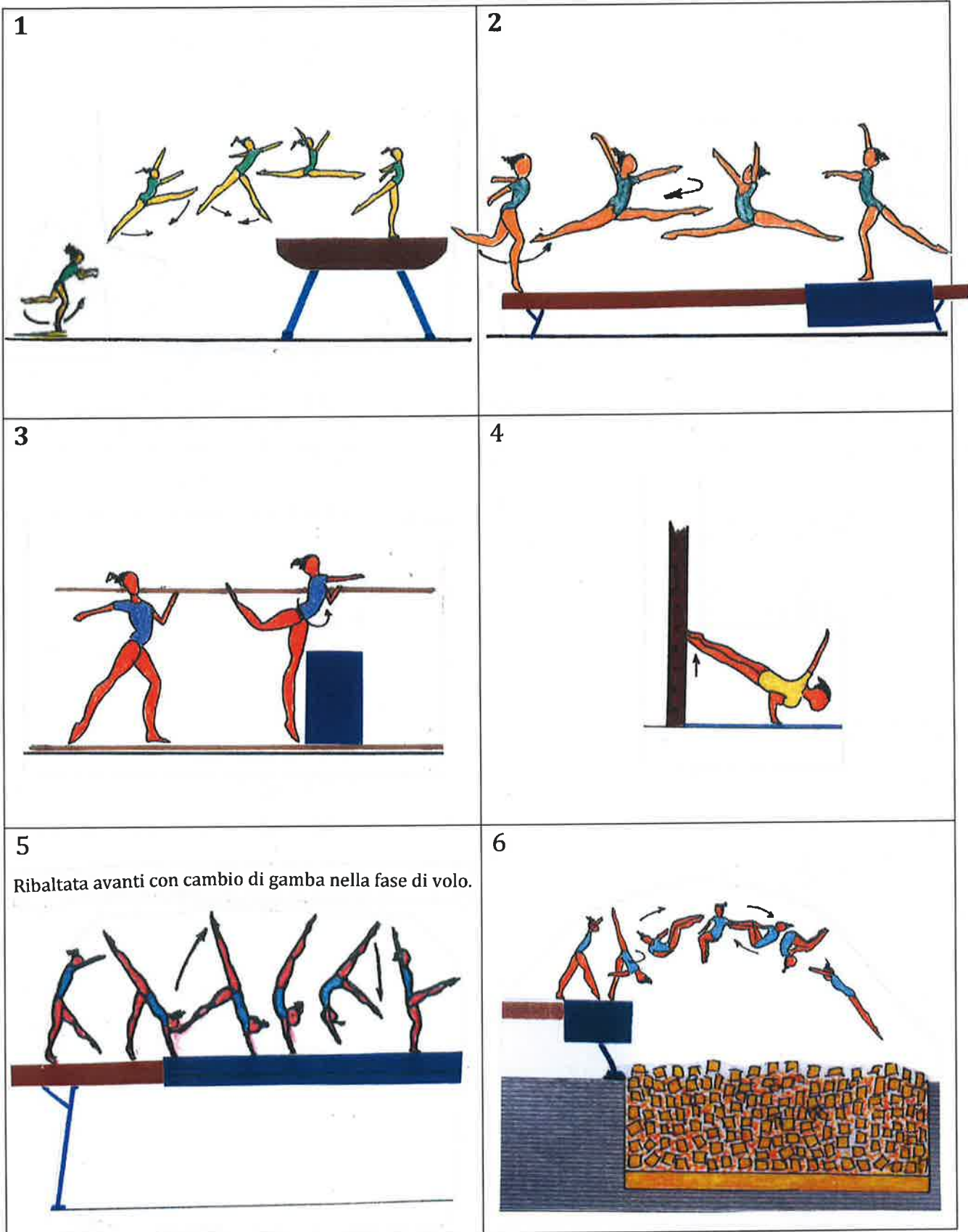
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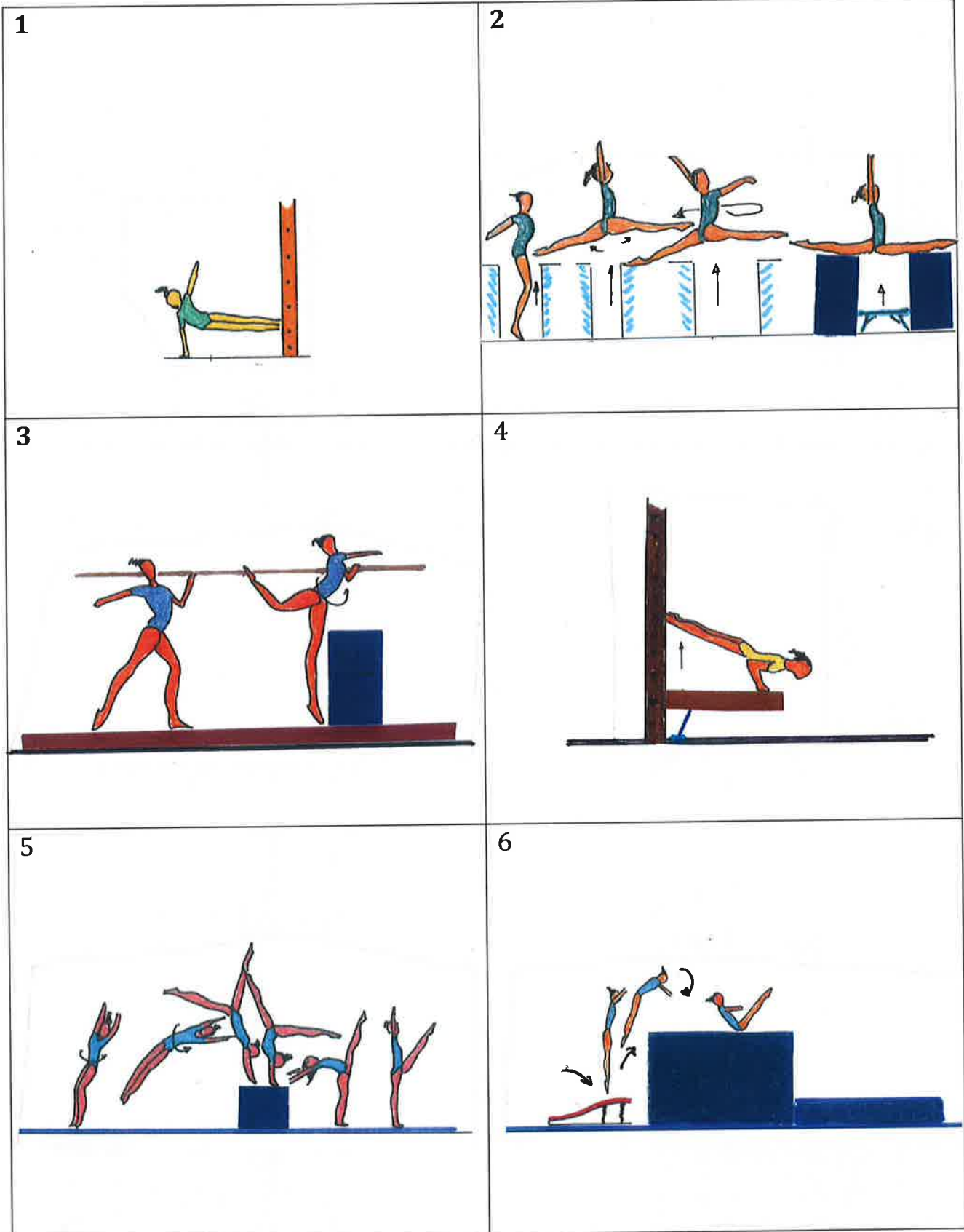
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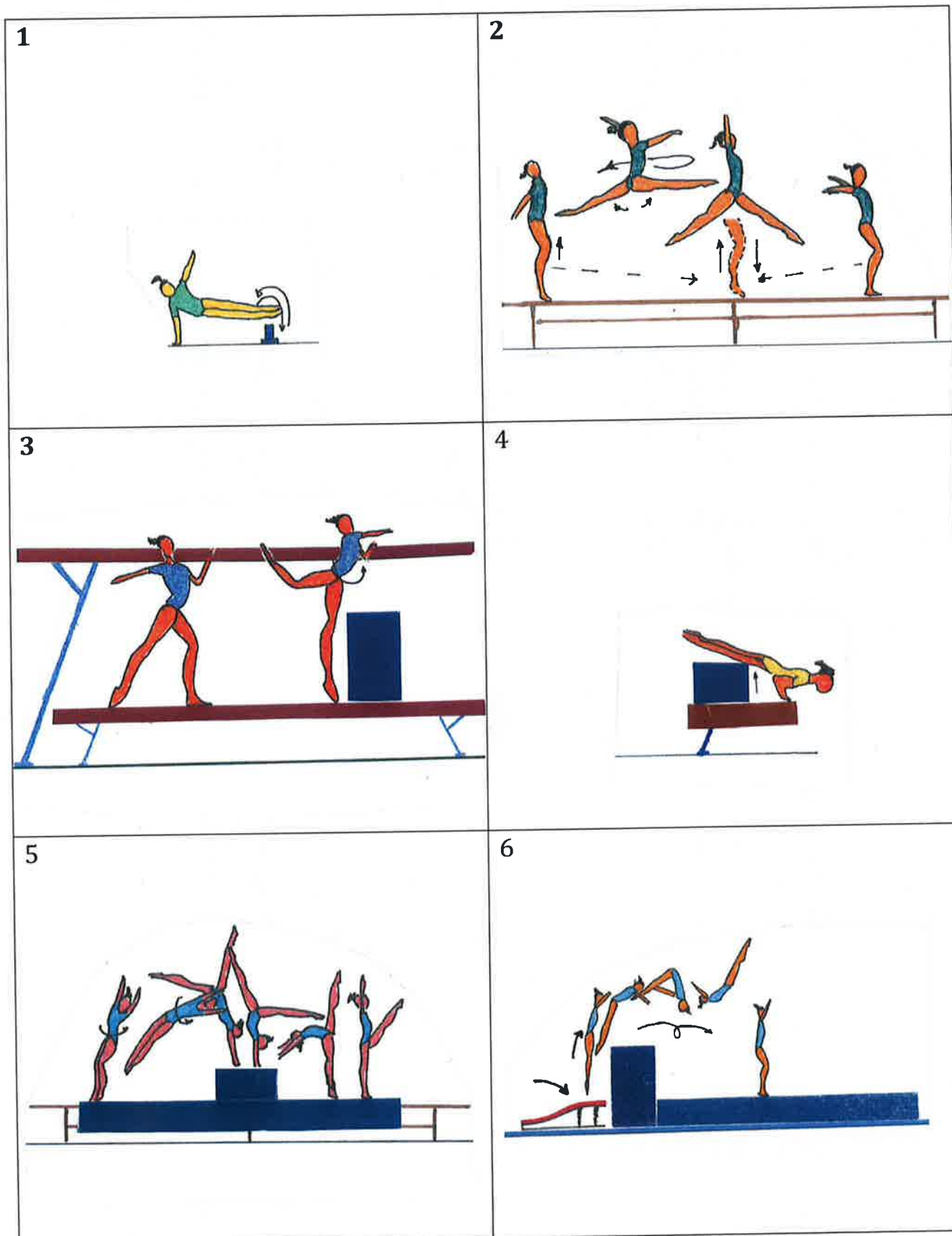
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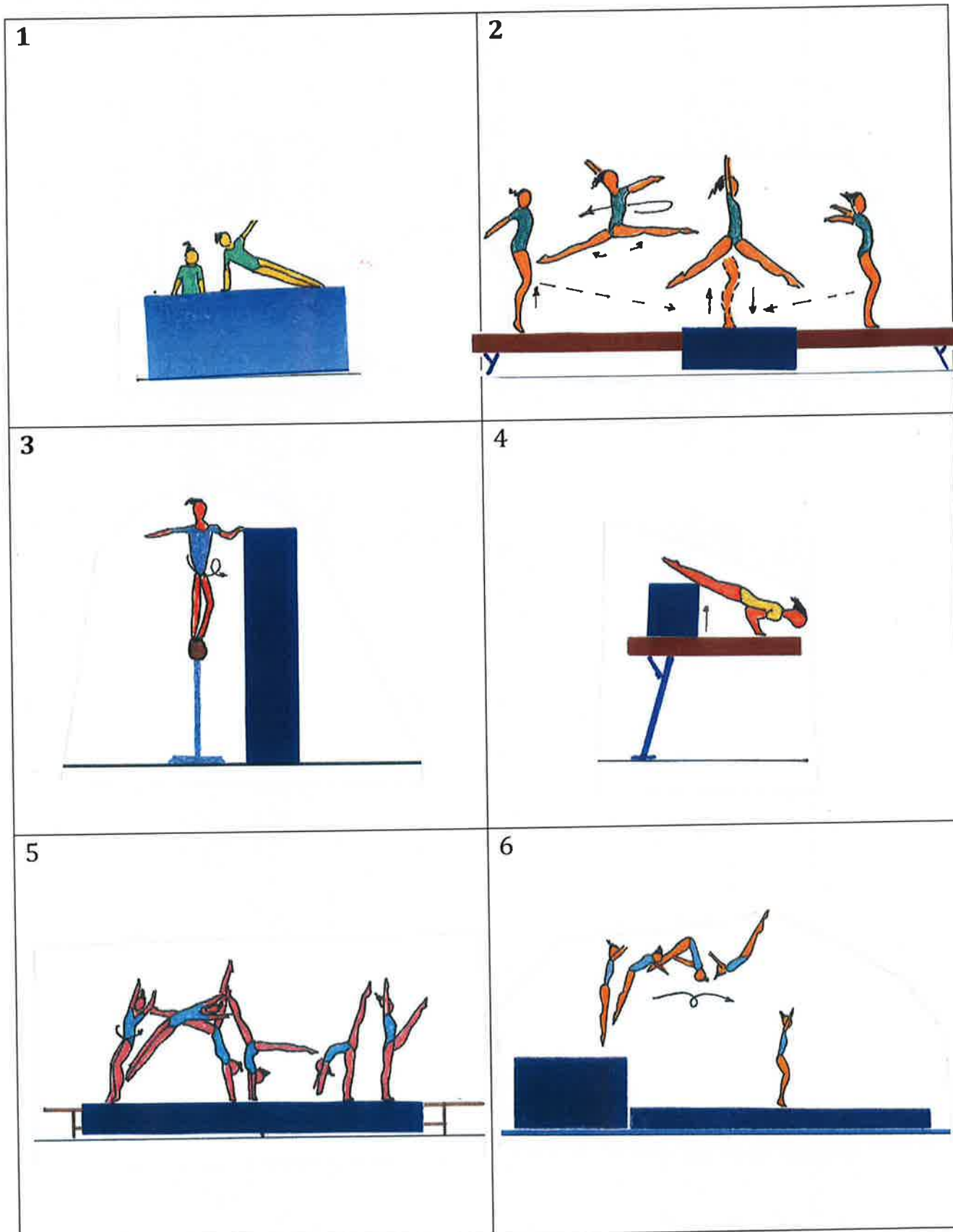
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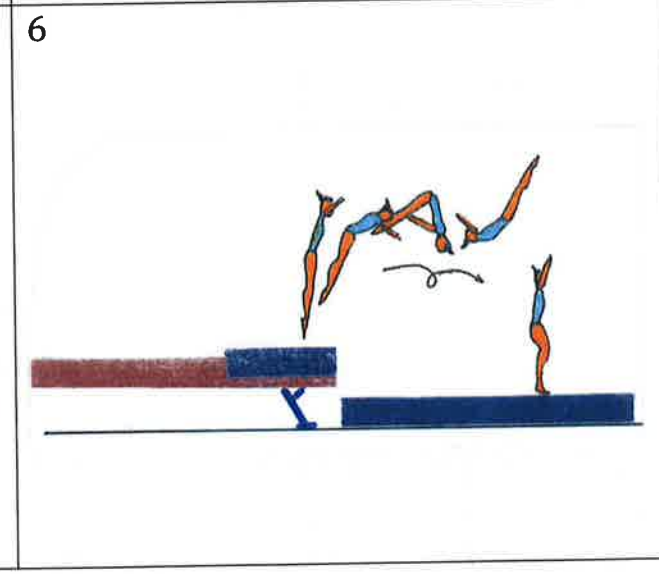
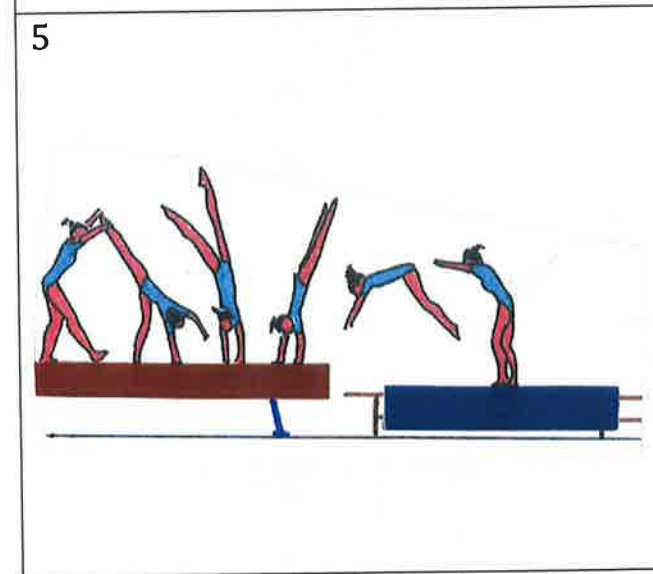
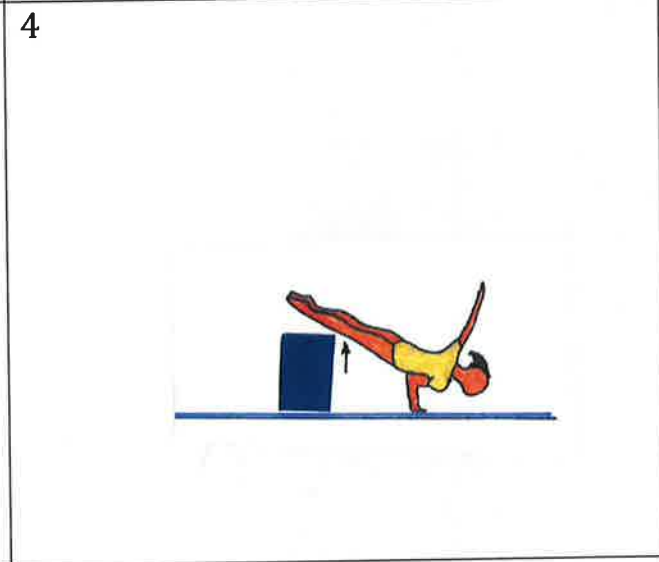
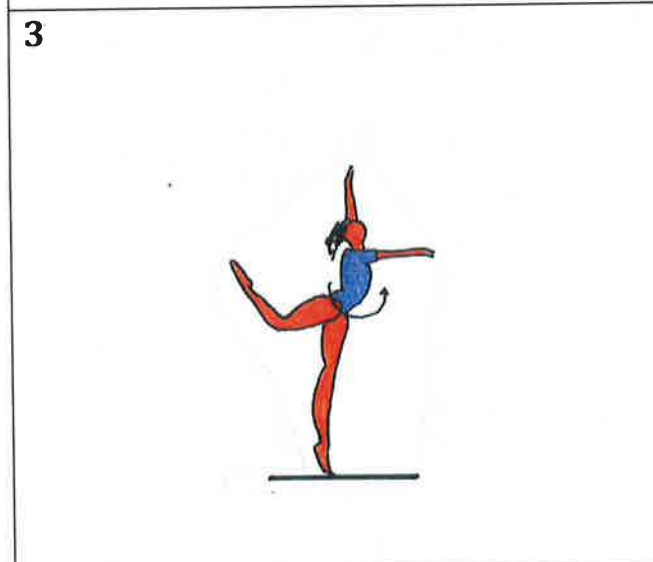
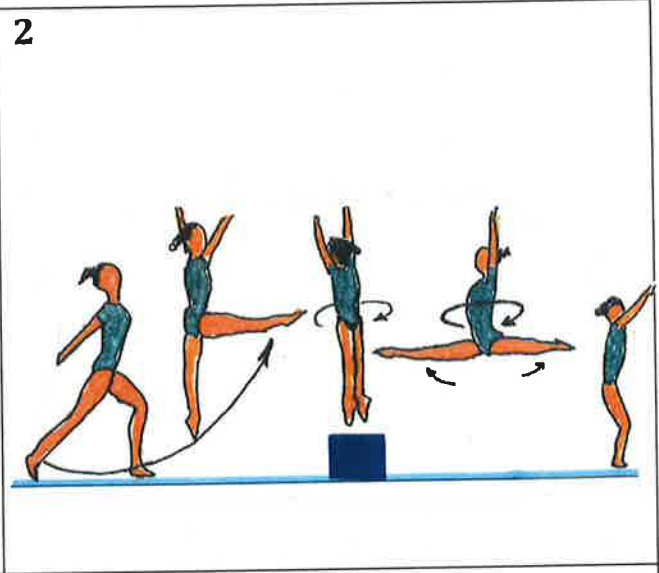
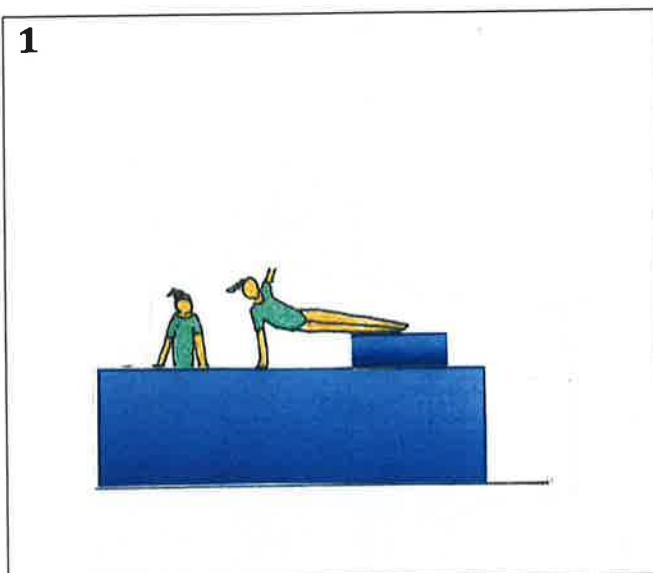
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PROPOSTA N.18



PROPOSTA N.19

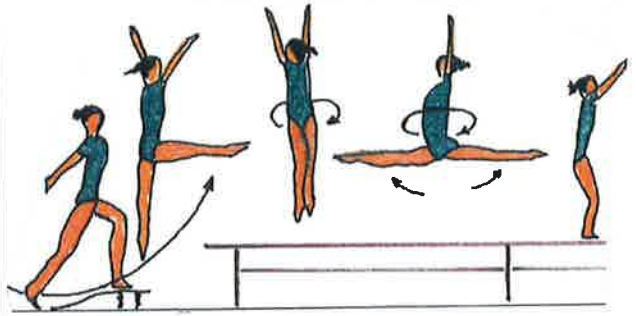


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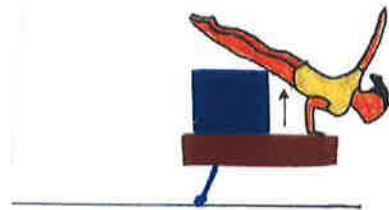
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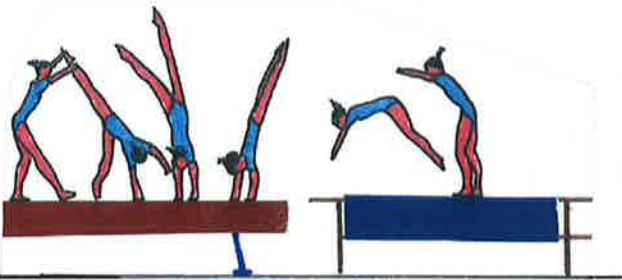
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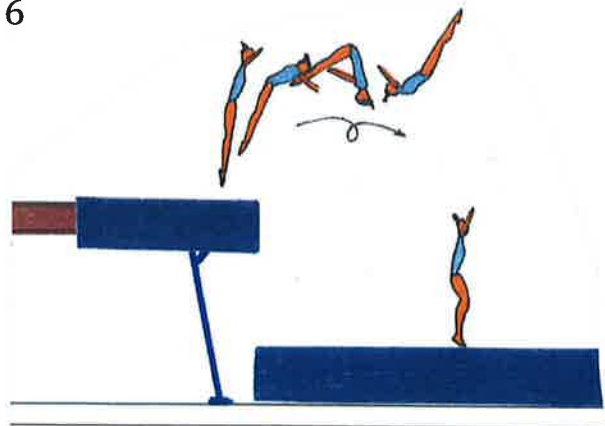
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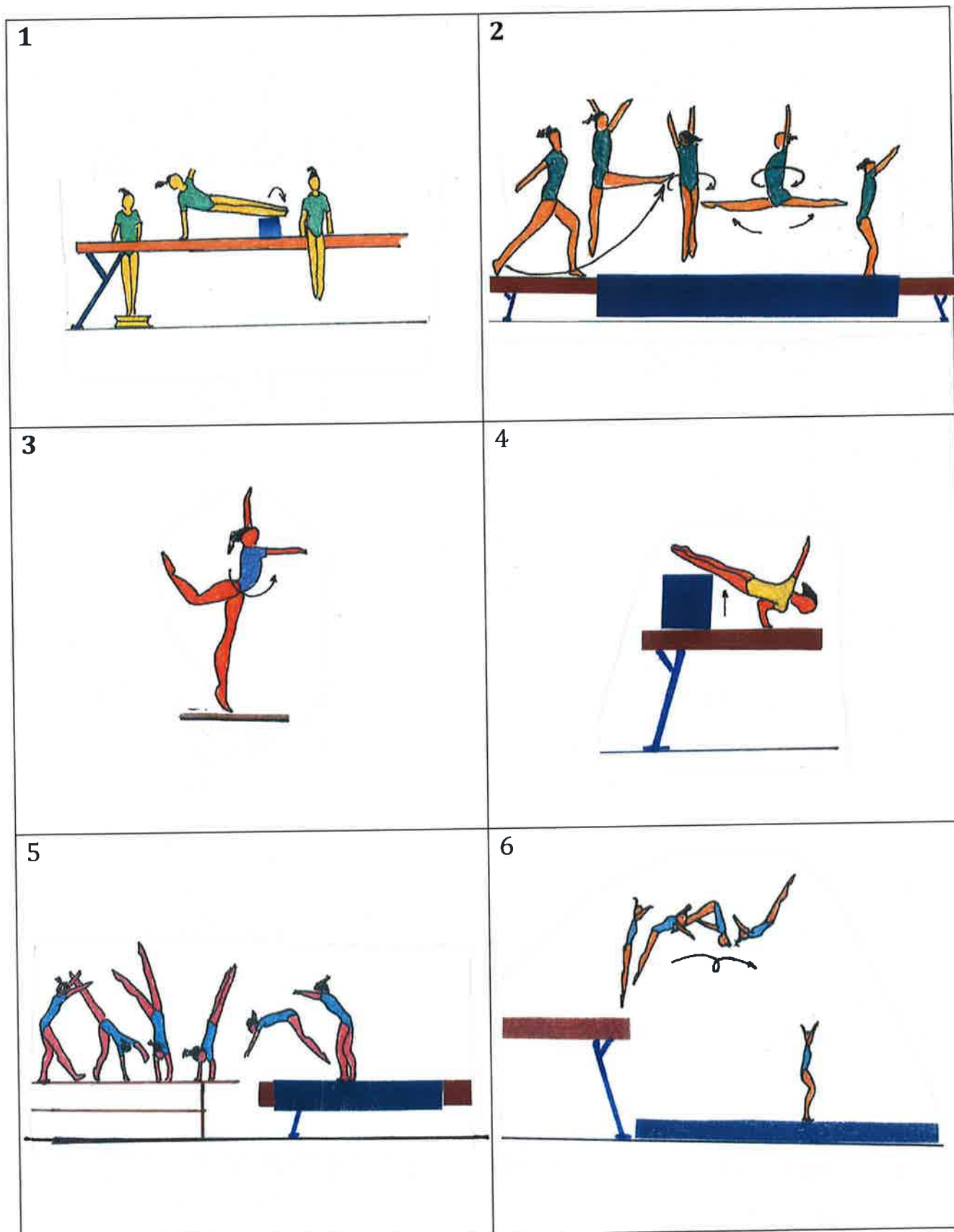
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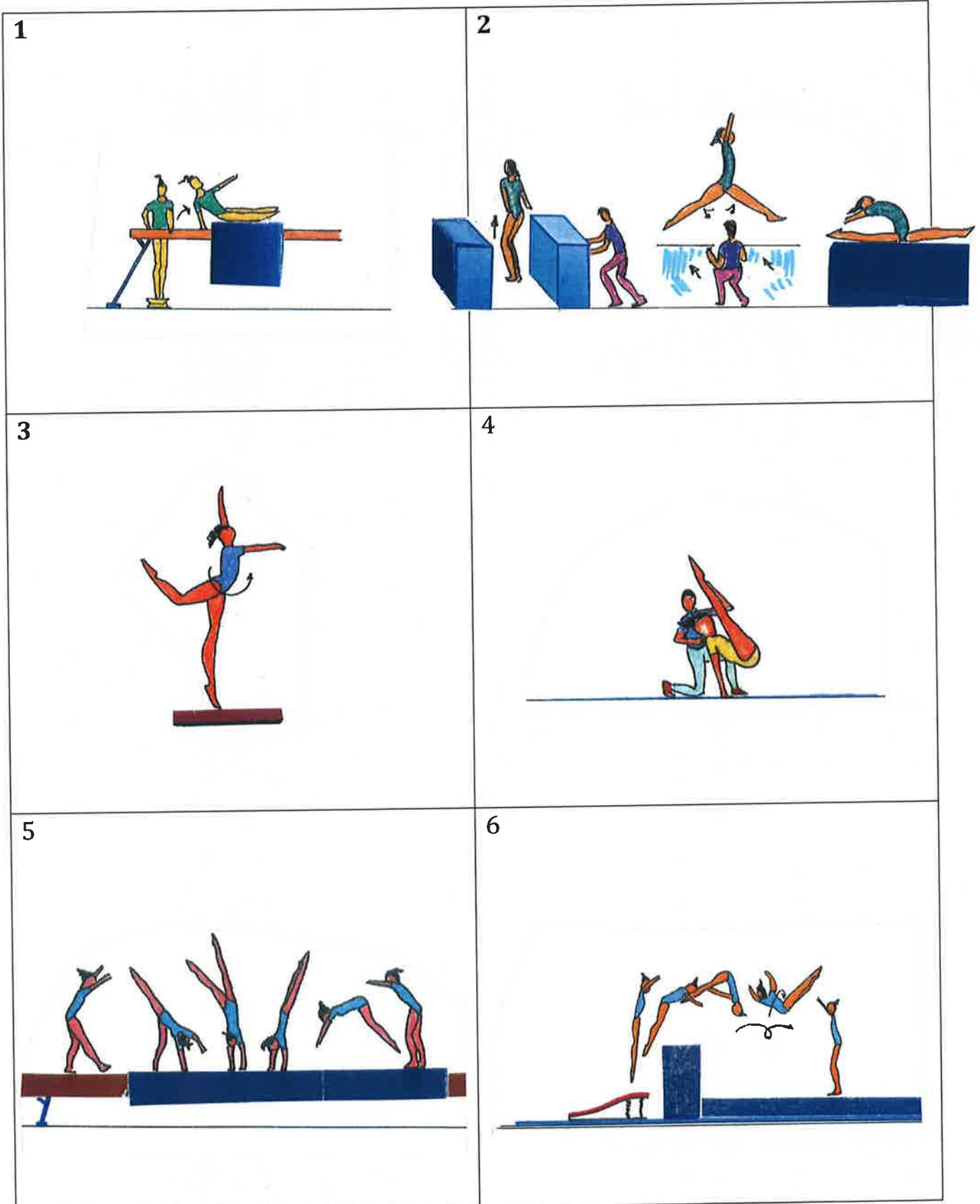
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PROPOSTA N.21

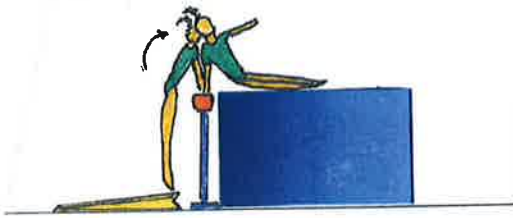


PROPOSTA N.22

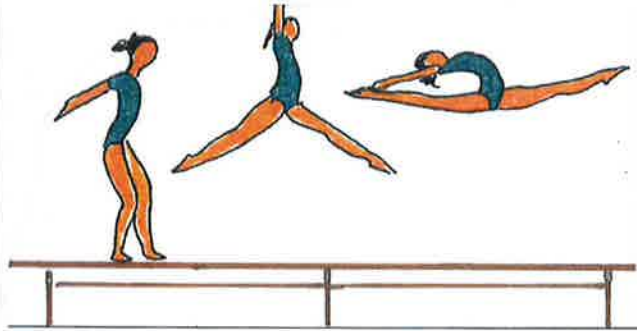


PROPOSTA N.23

1



2



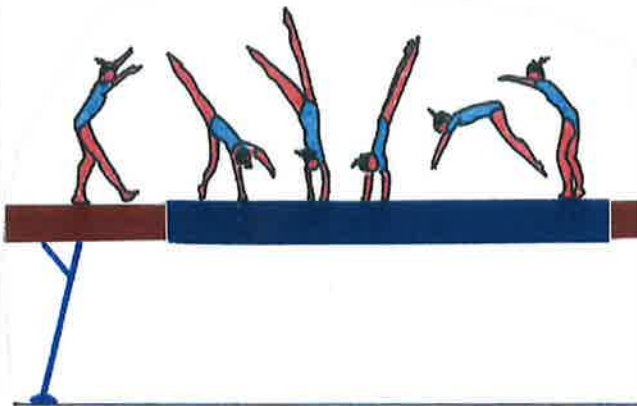
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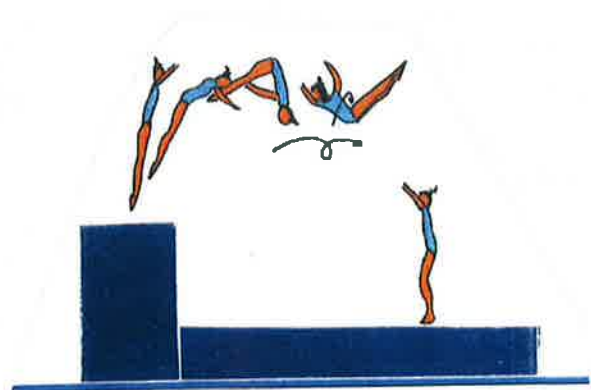
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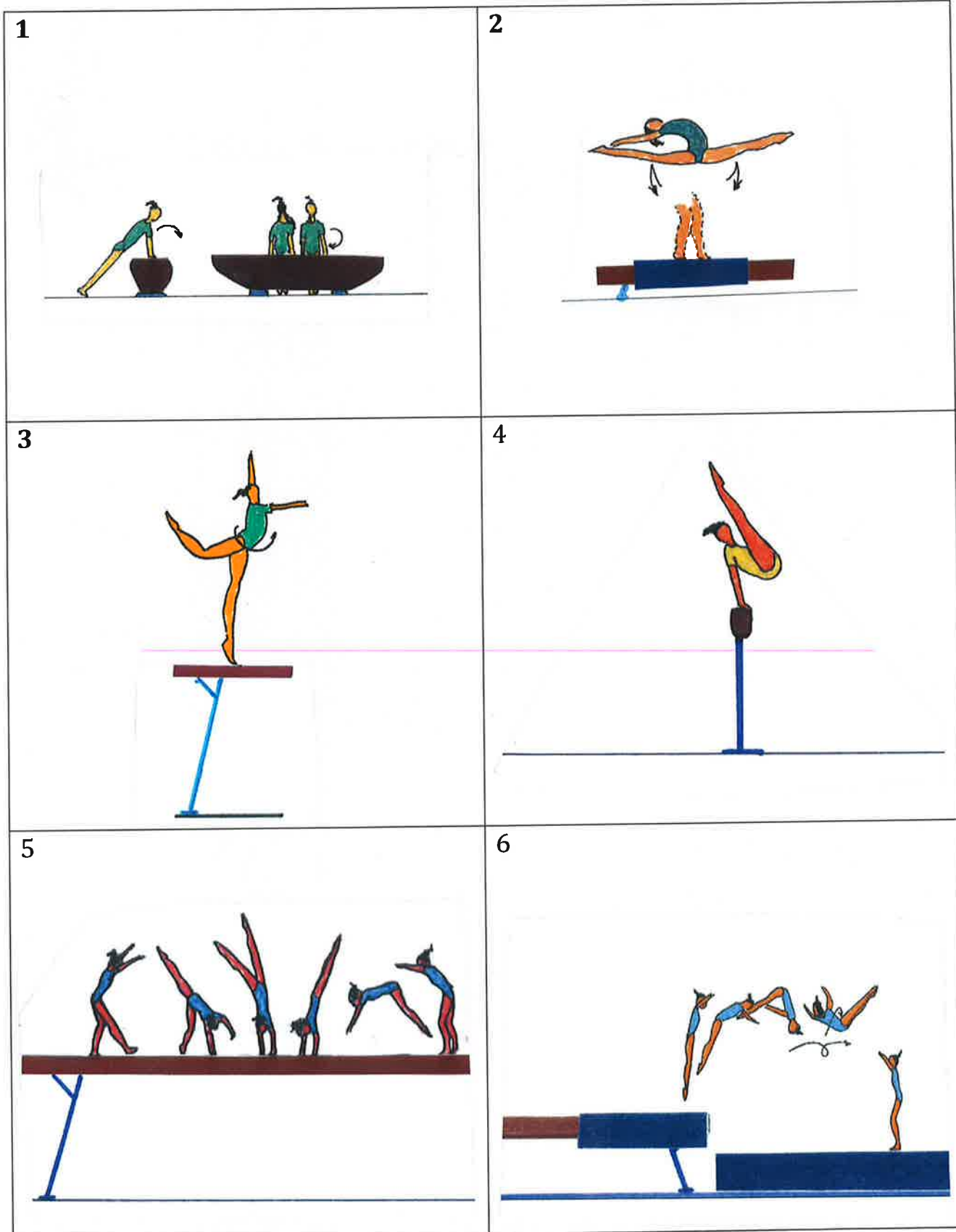
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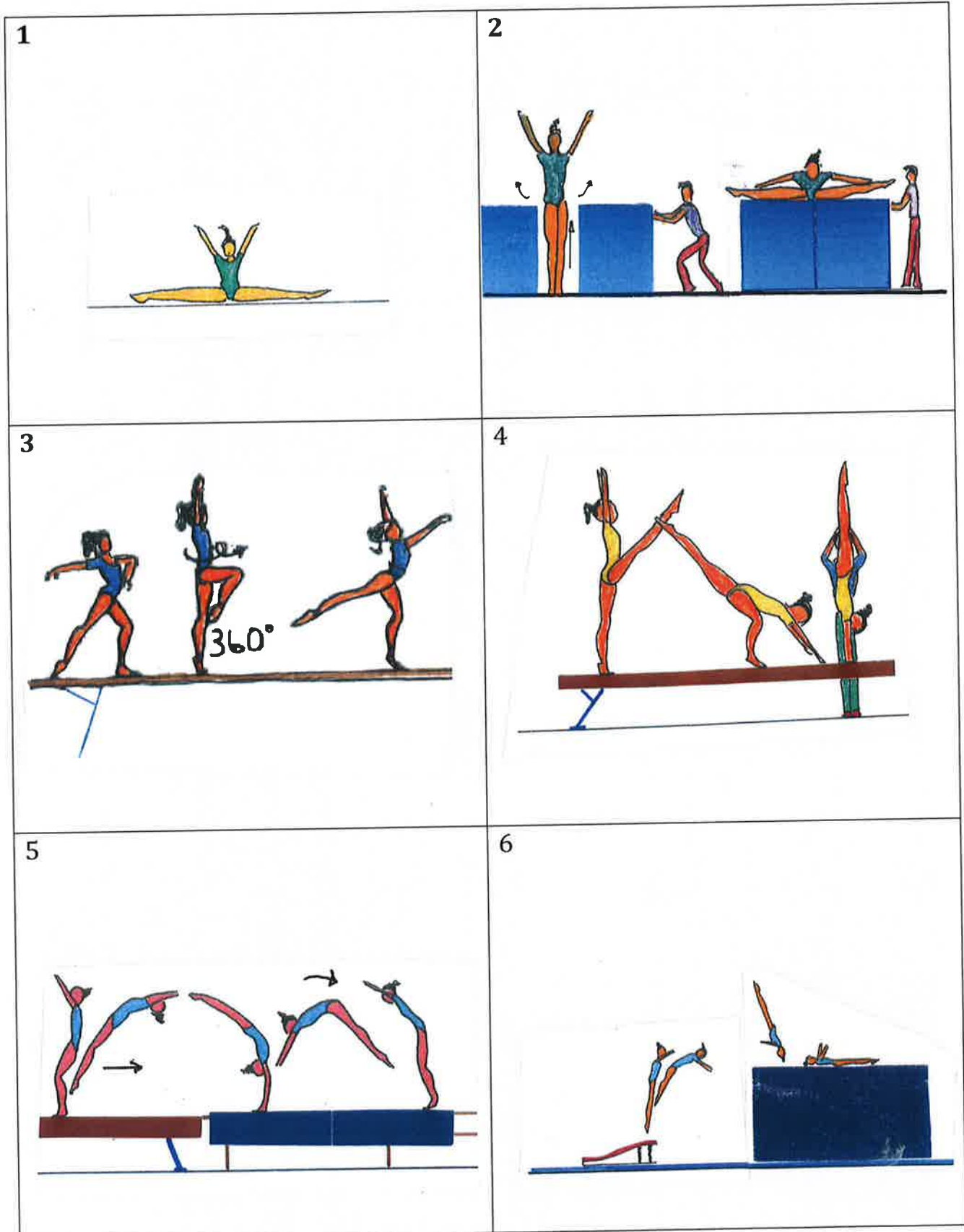
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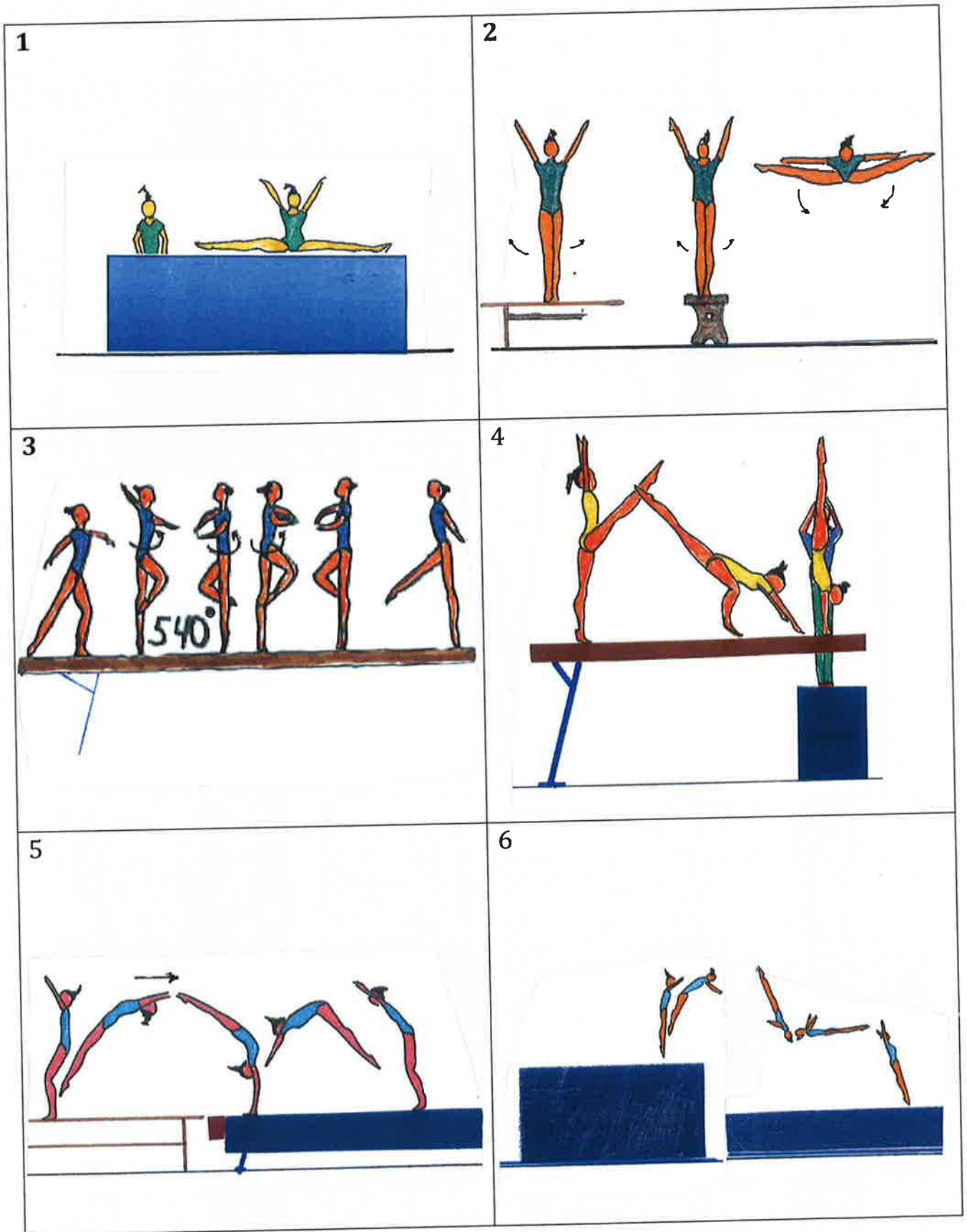
PROPOSTA N.24



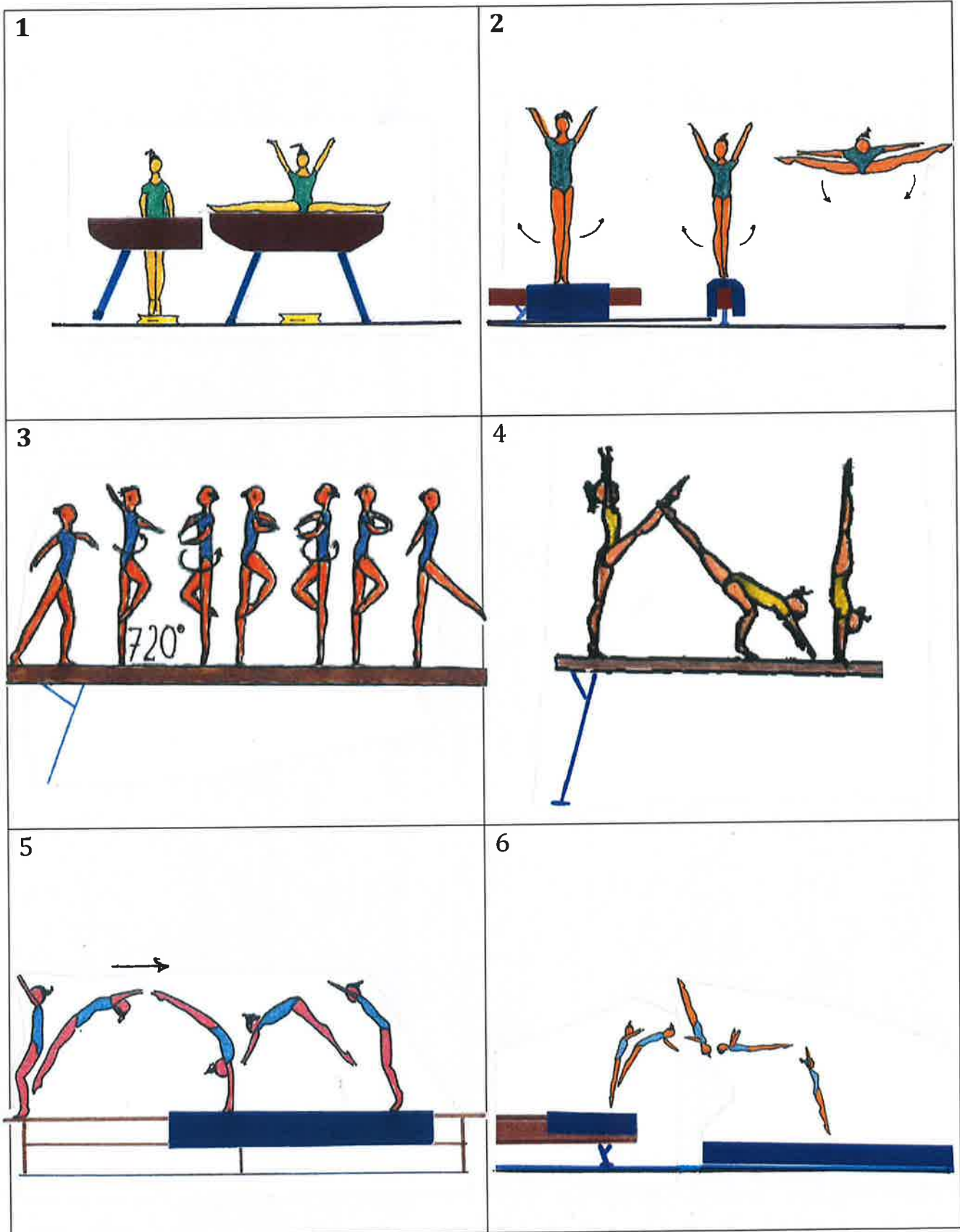
PROPOSTA N.25



PROPOSTA N.26

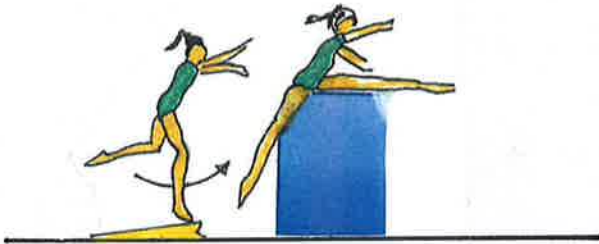


PROPOSTA N.27

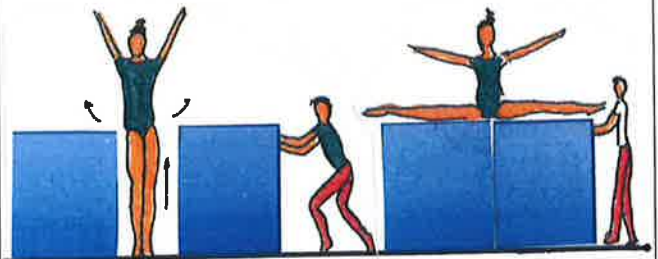


PROPOSTA N.28

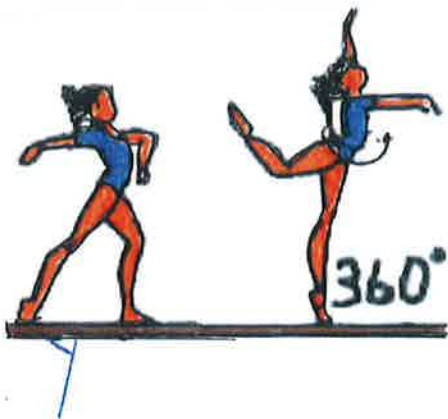
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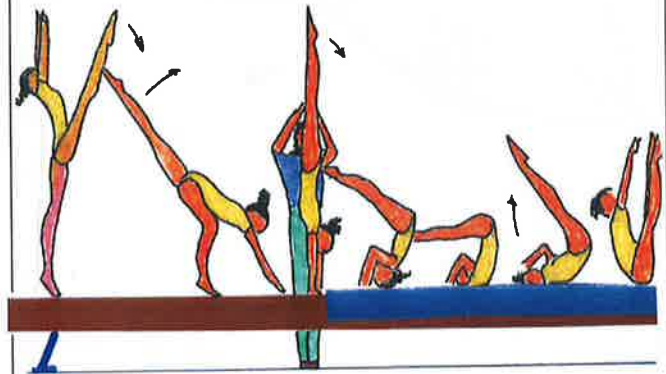
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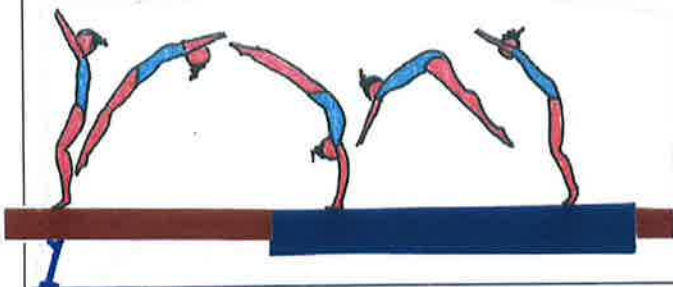
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4



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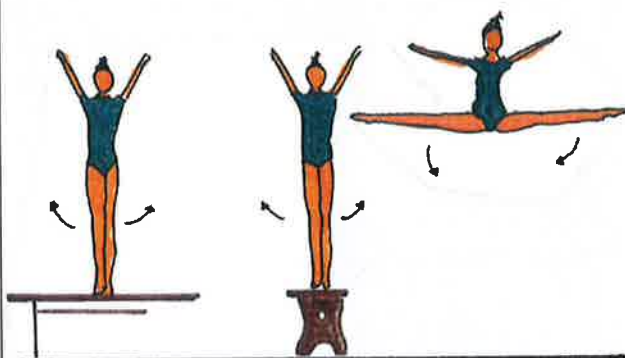


PROPOSTA N.29

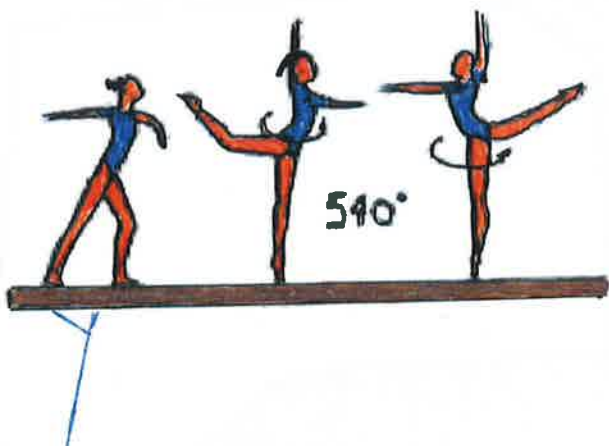
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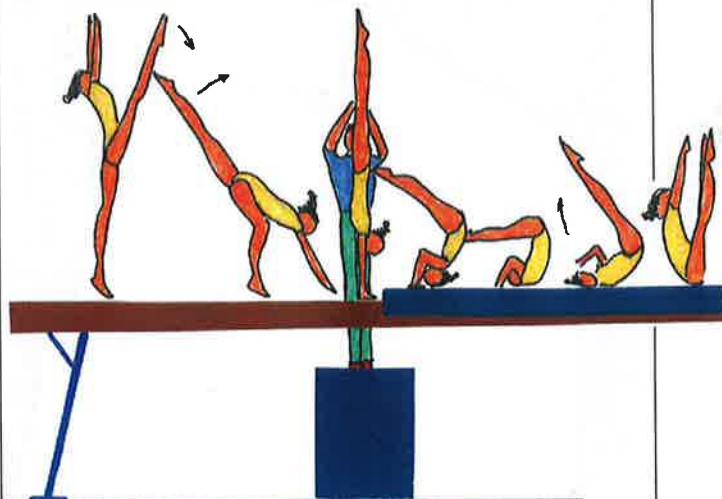
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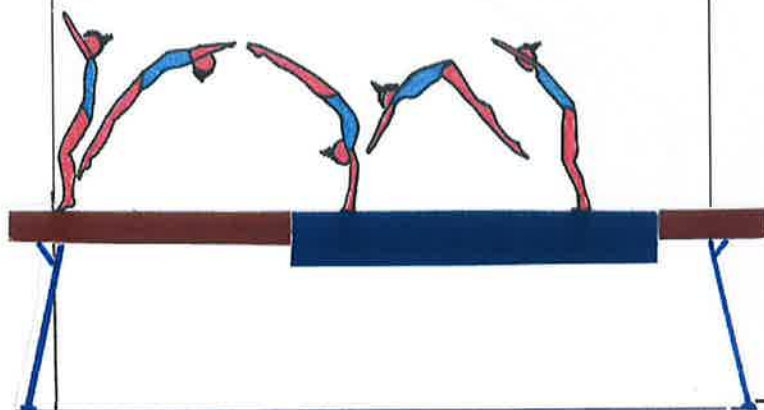
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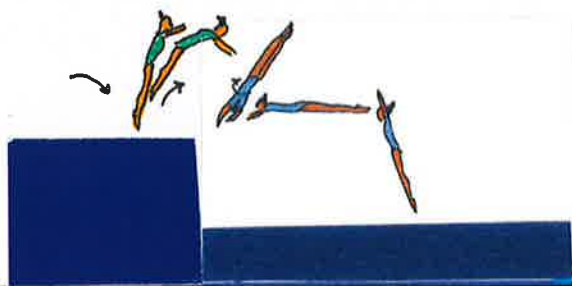
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6

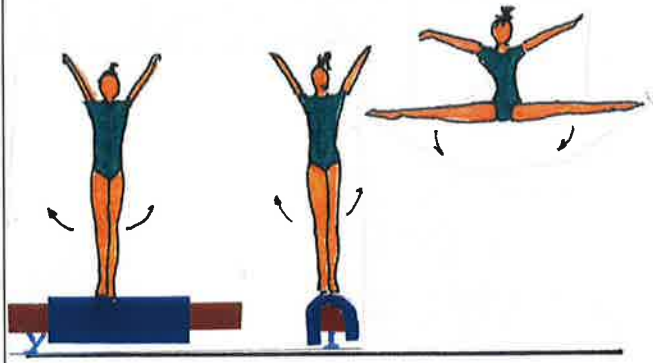


PROPOSTA N.30

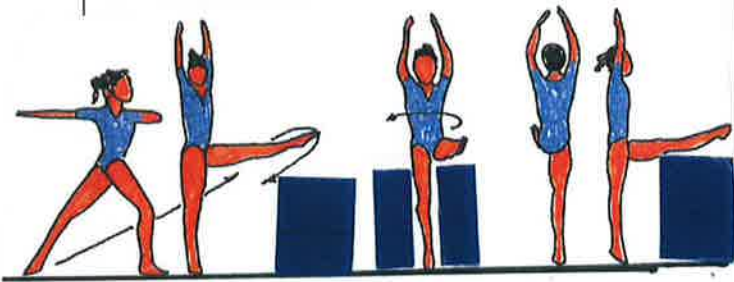
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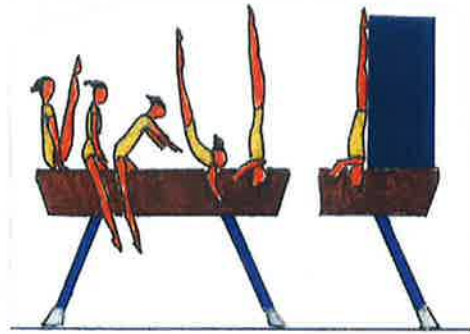
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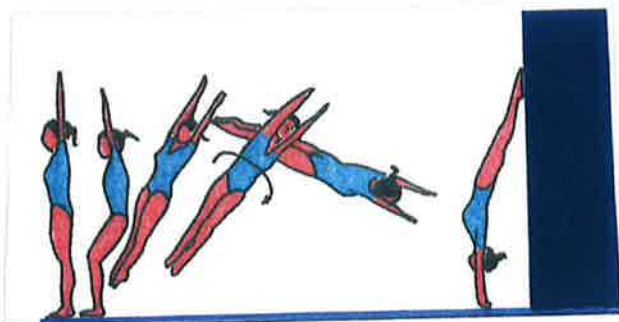
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4



5

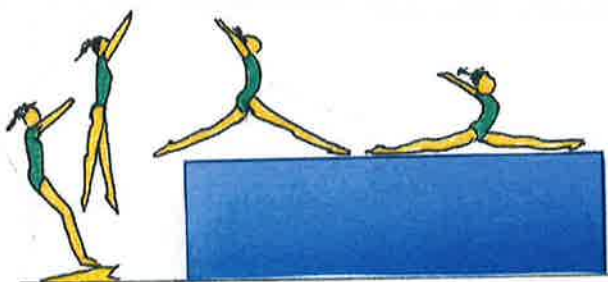


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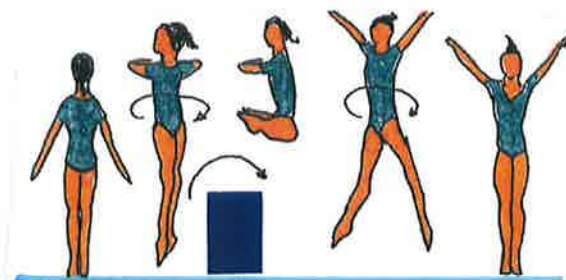


PROPOSTA N.31

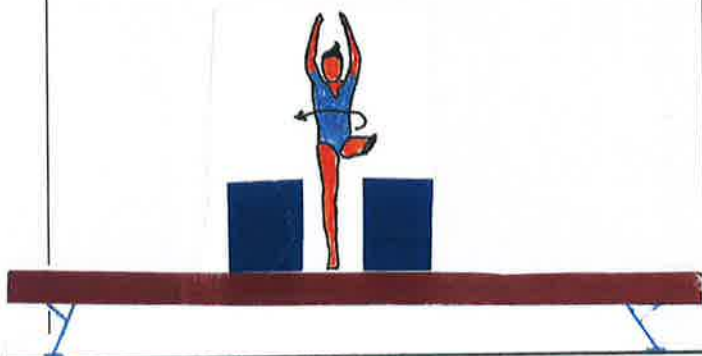
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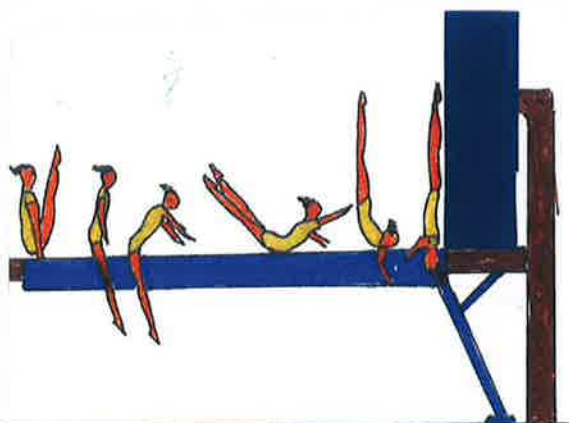
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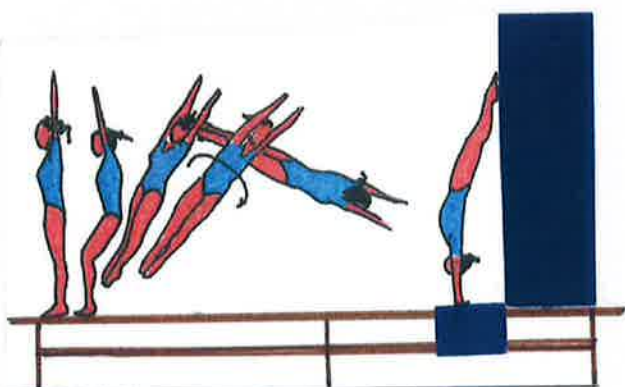
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4



5

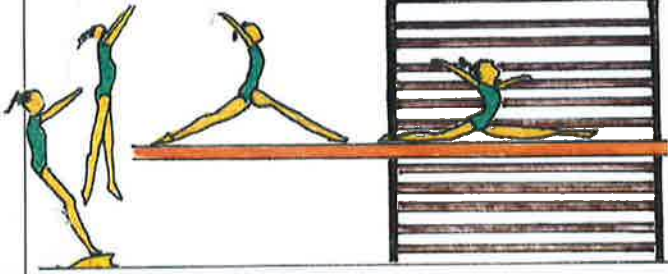


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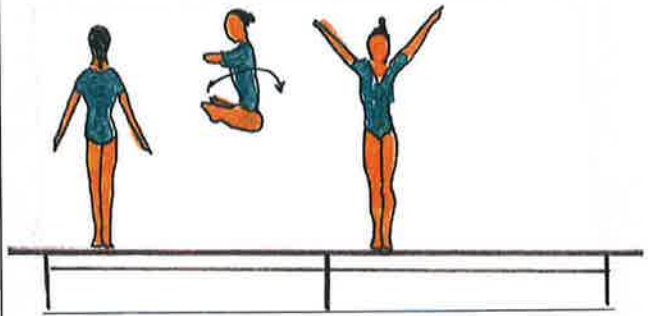


PROPOSTA N.32

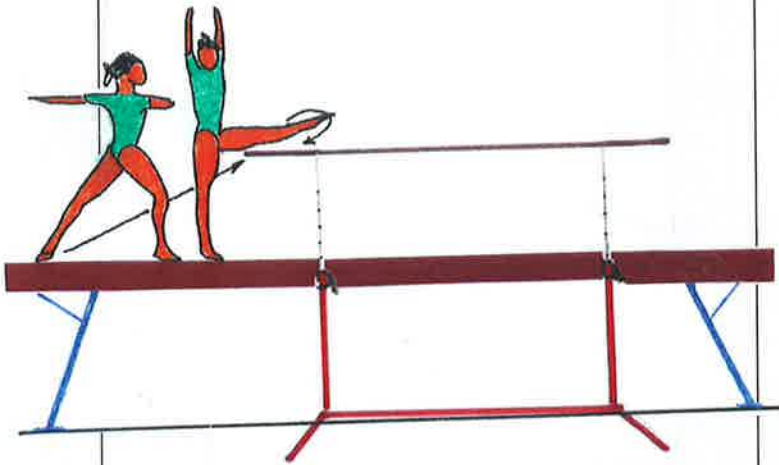
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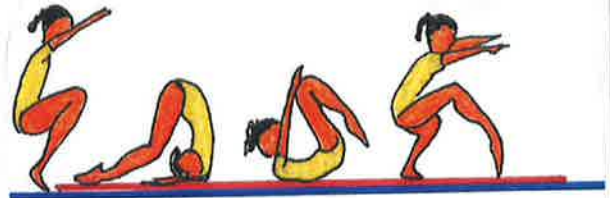
2



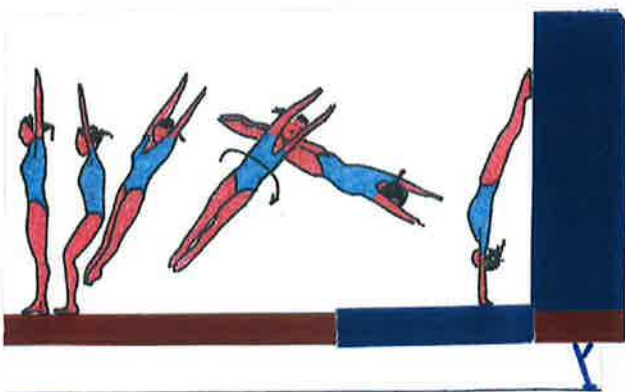
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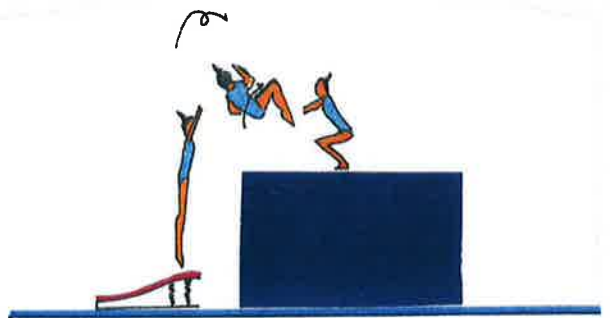
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6

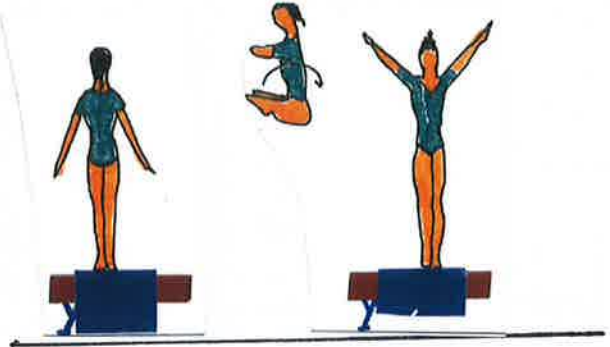


PROPOSTA N.33

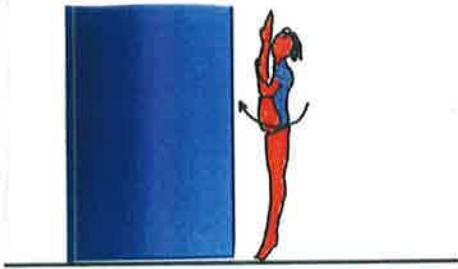
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2



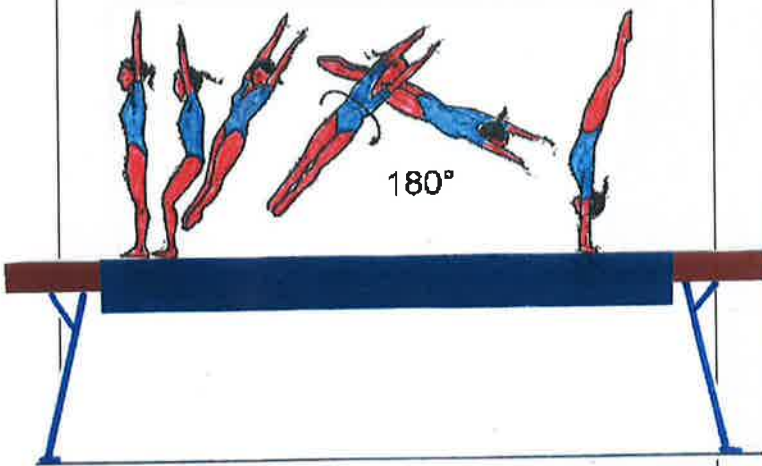
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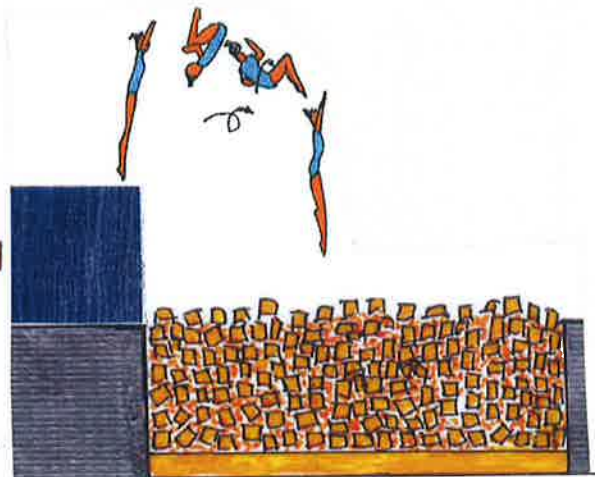
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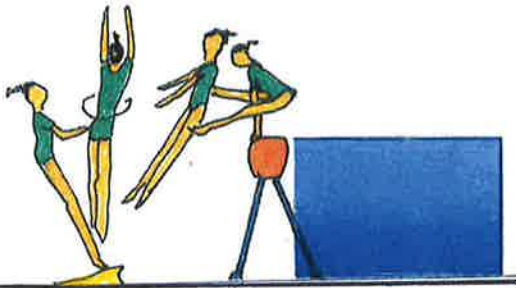


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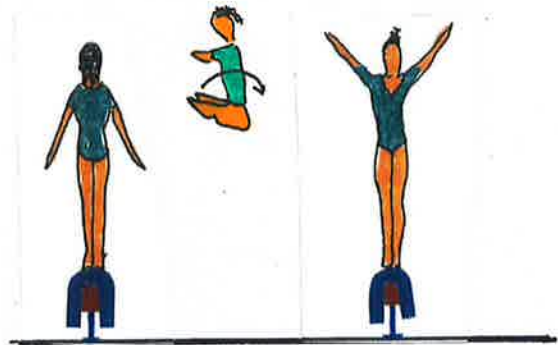


PROPOSTA N.34

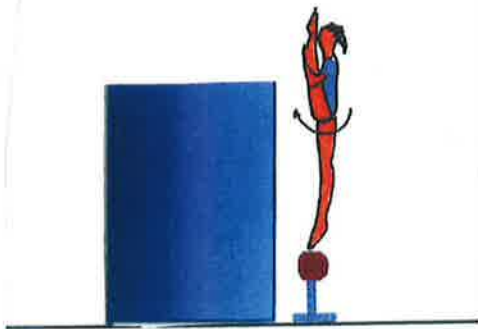
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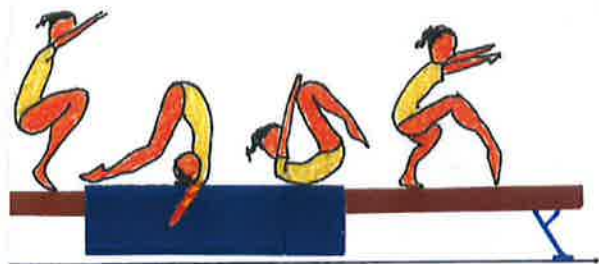
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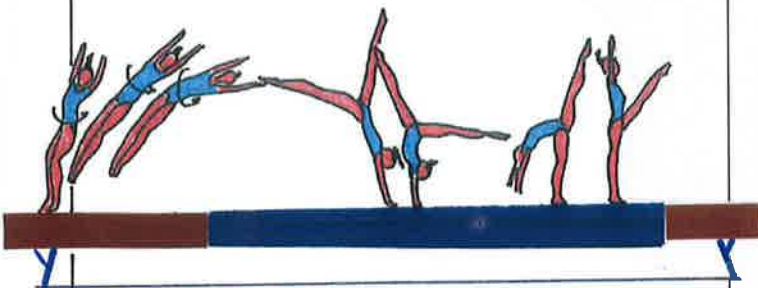
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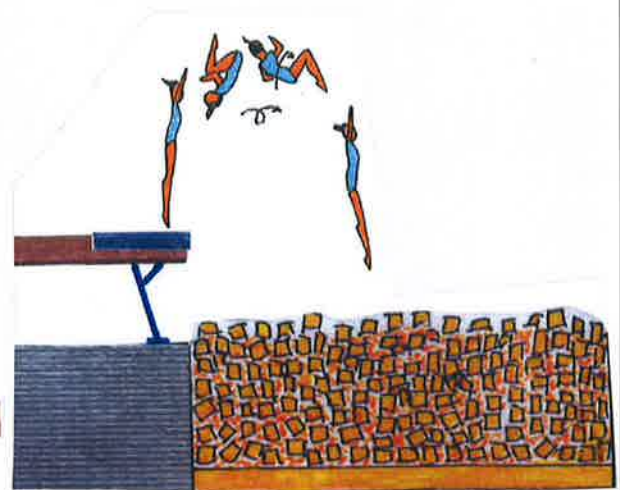
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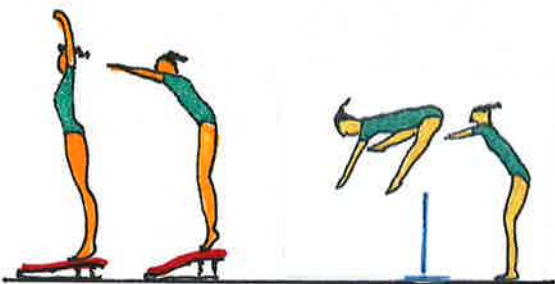


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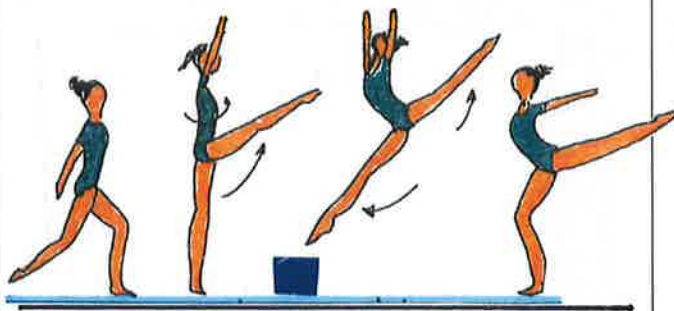


PROPOSTA N.35

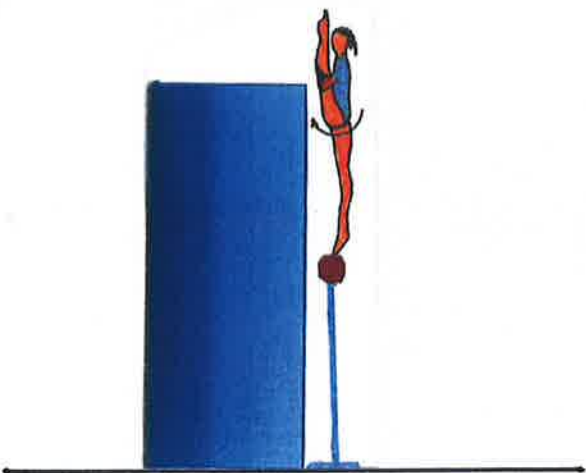
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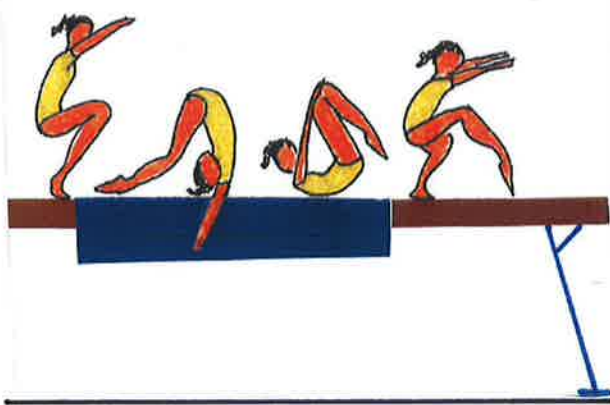
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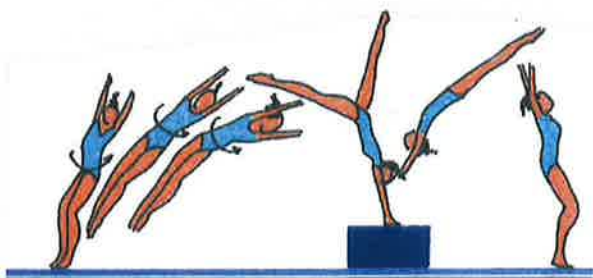
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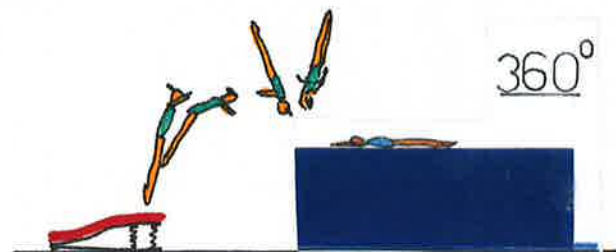
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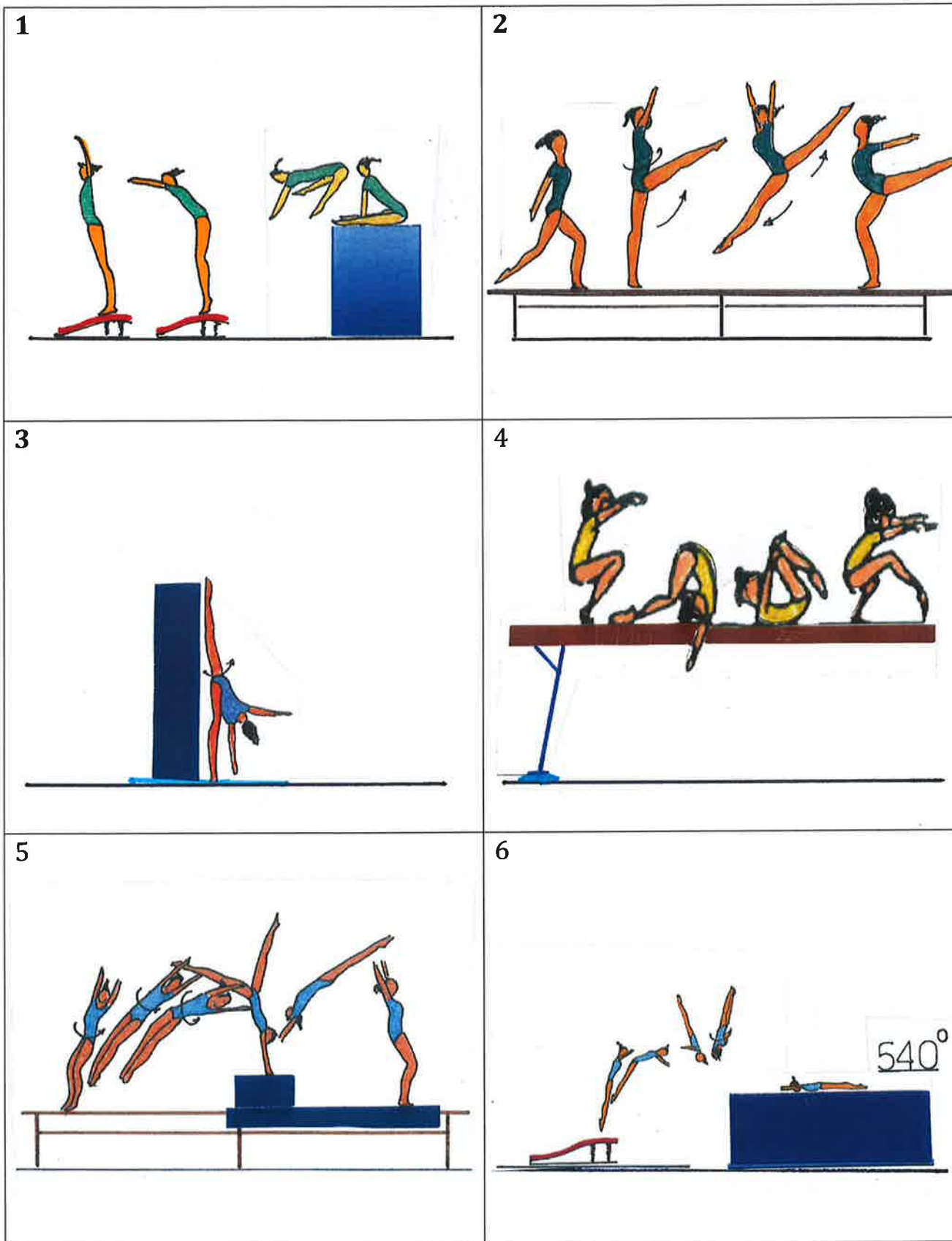
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6

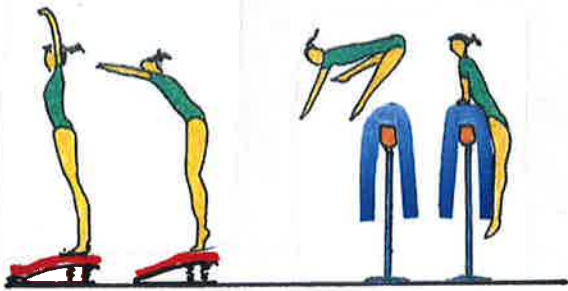


PROPOSTA N.36

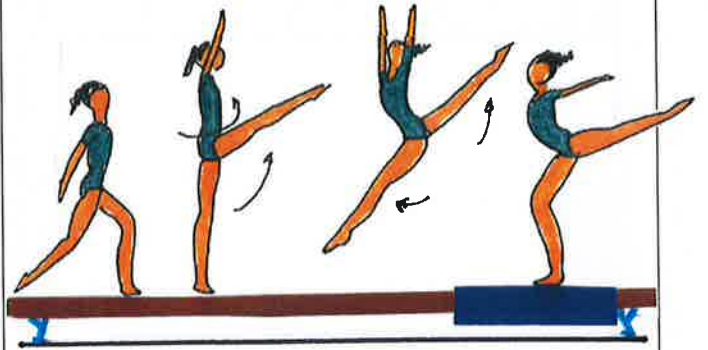


PROPOSTA N.37

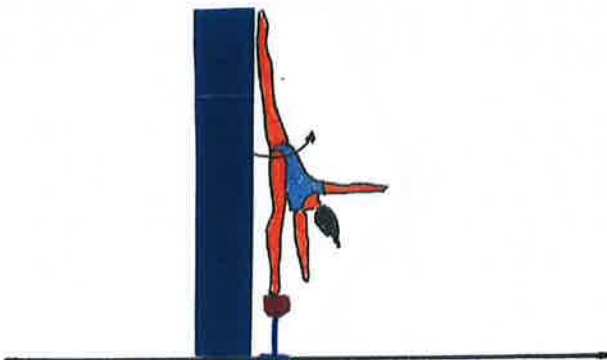
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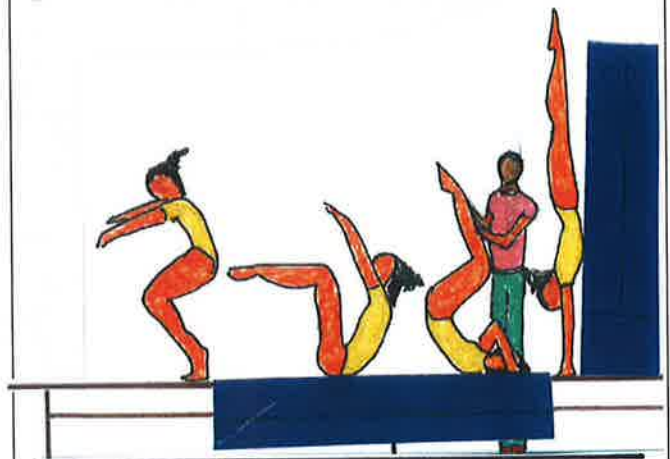
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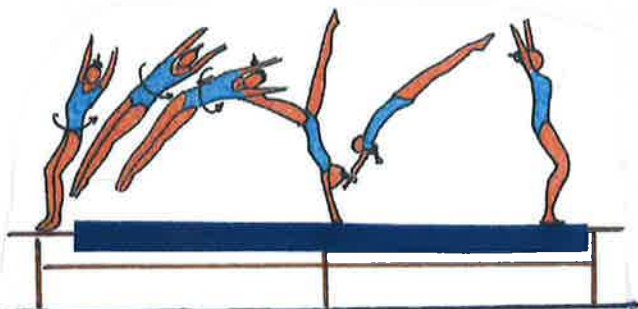
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4



5

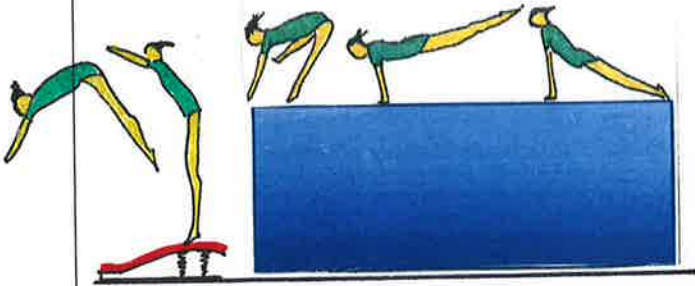


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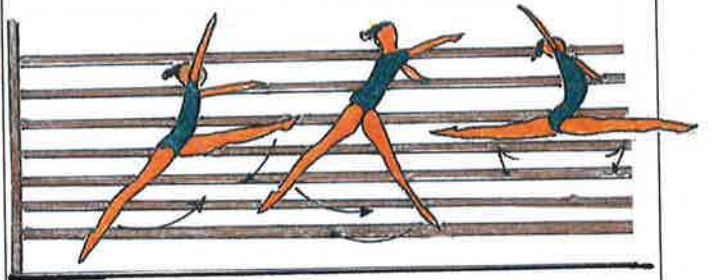


PROPOSTA N.38

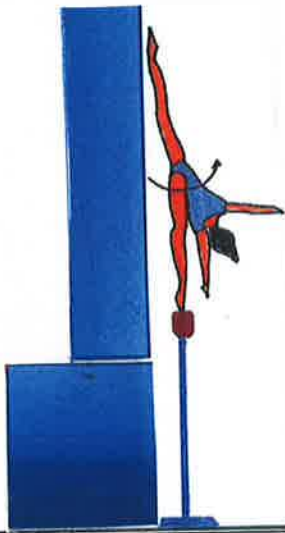
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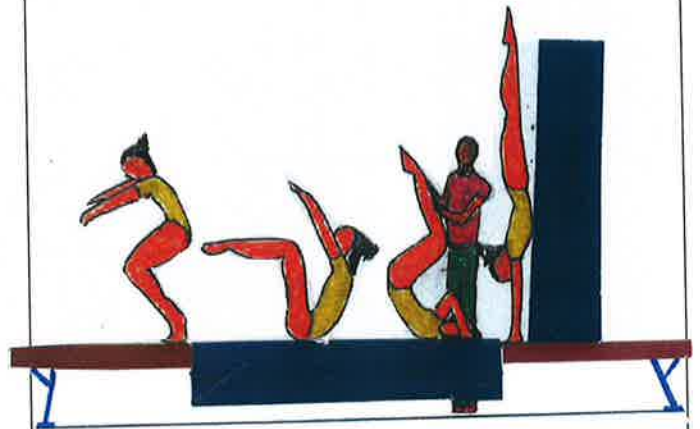
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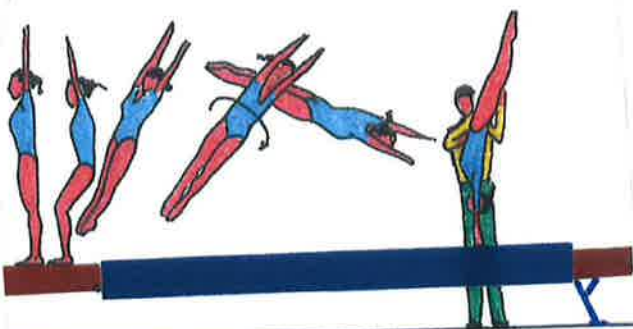
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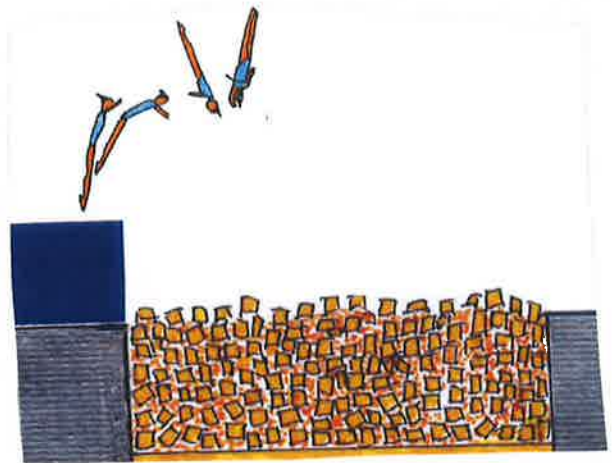
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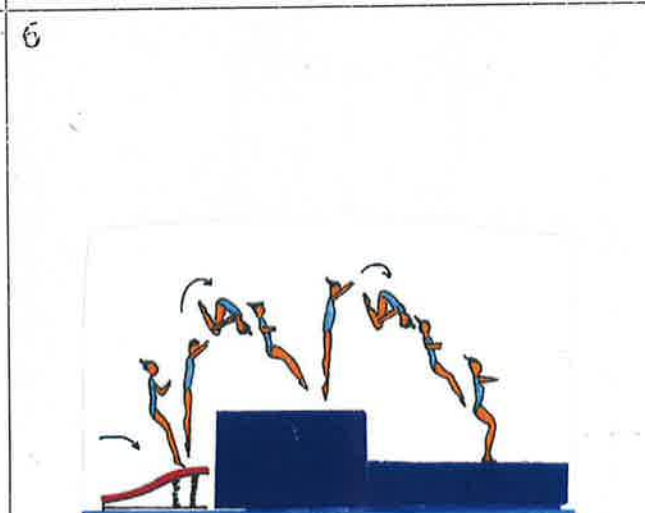
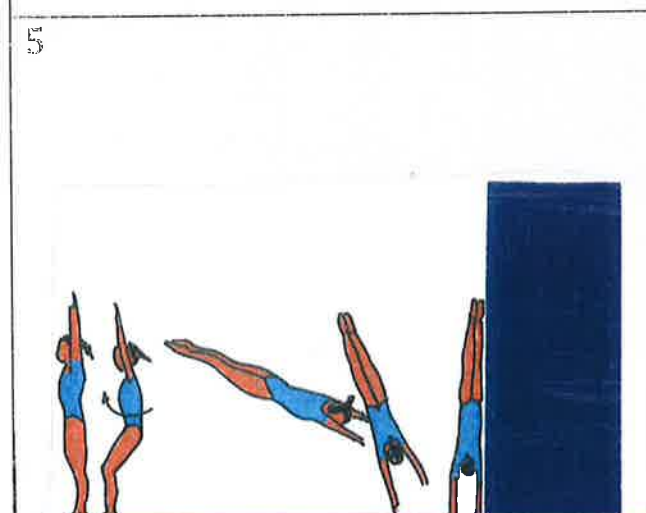
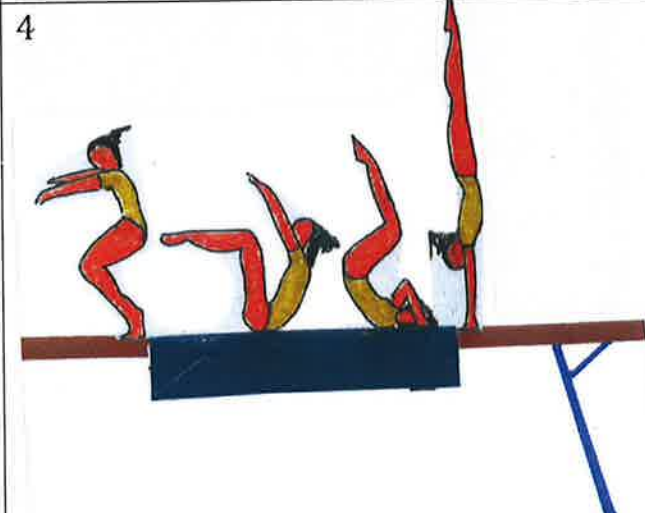
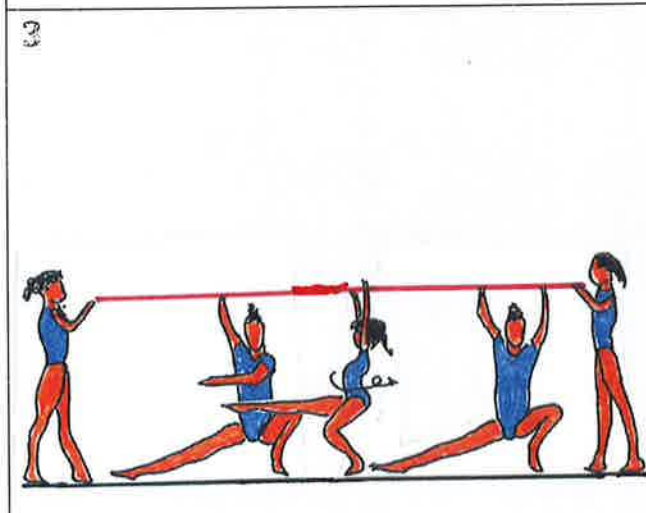
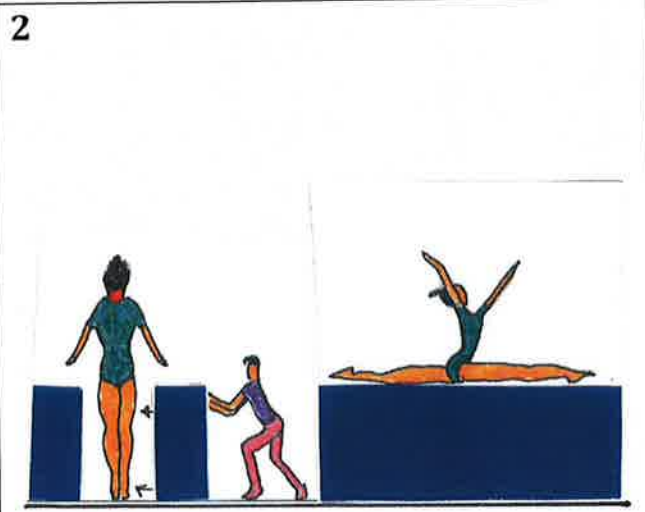
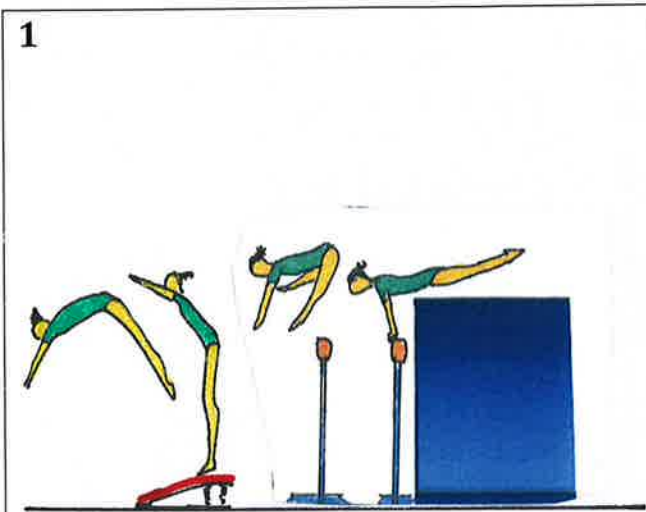
5



6

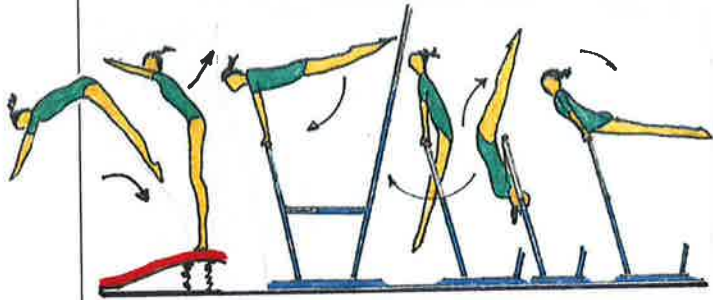


PROPOSTA N.39

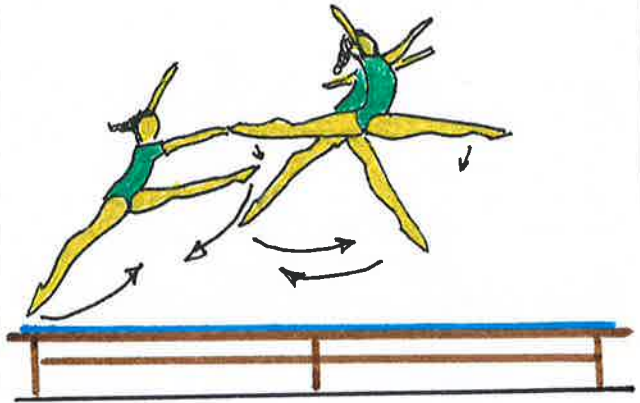


PROPOSTA N.40

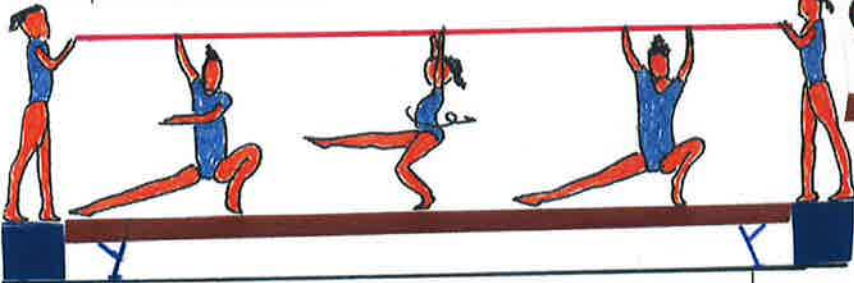
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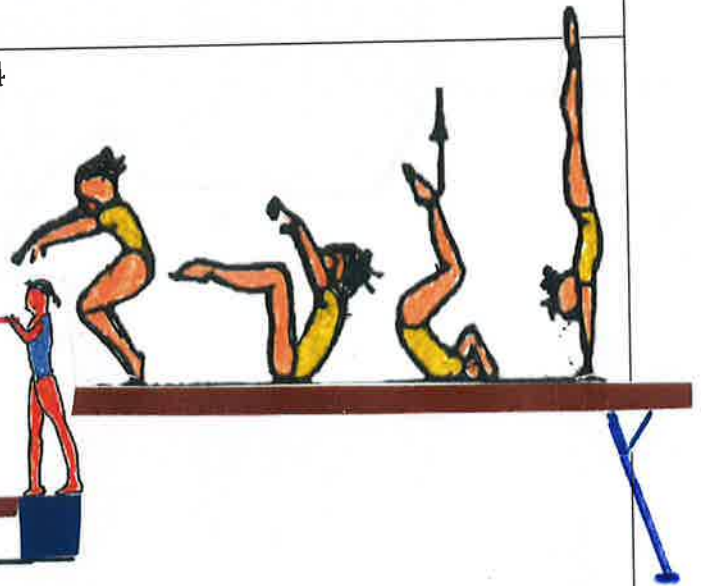
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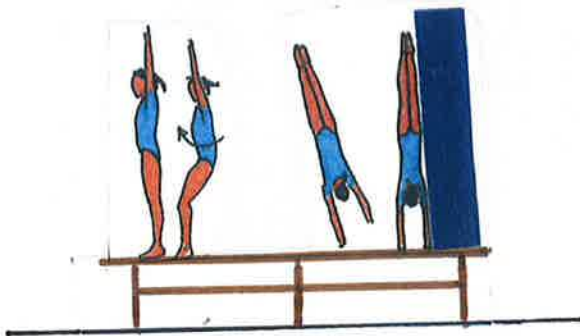
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4



5



6

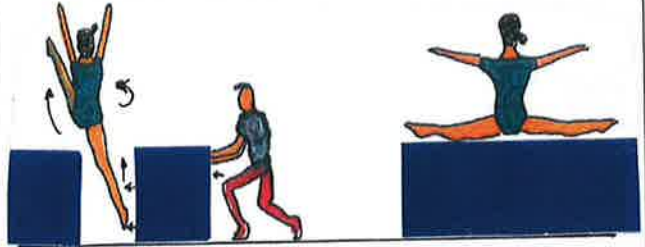


PROPOSTA N.41

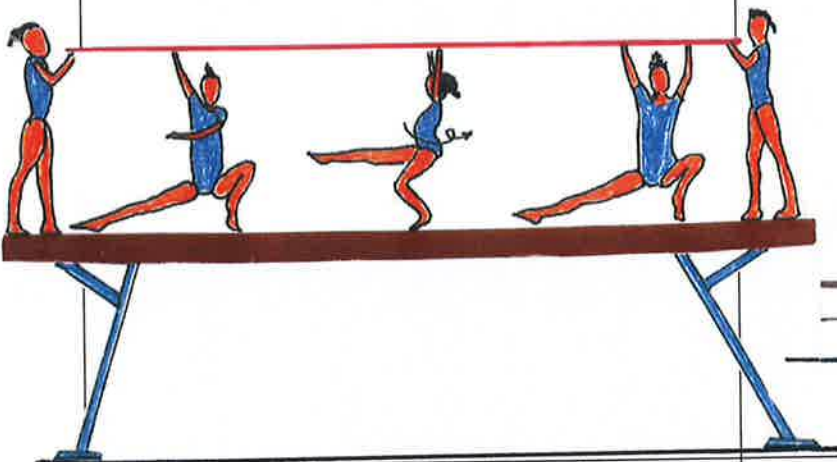
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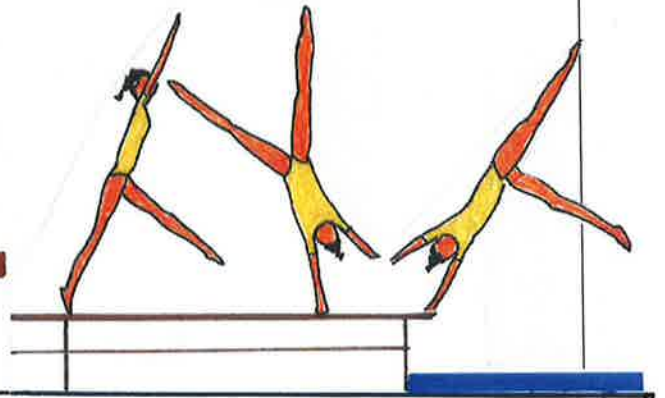
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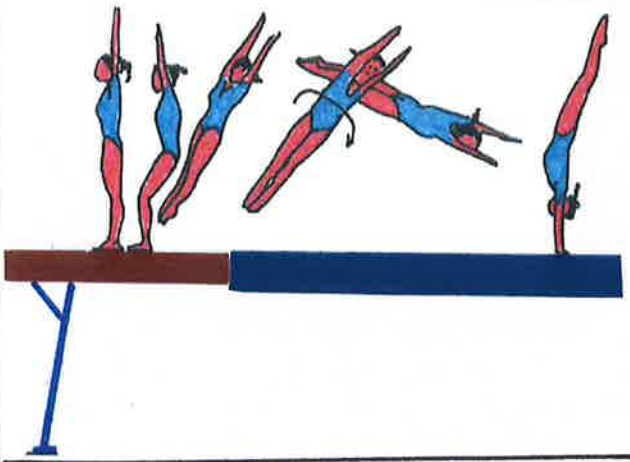
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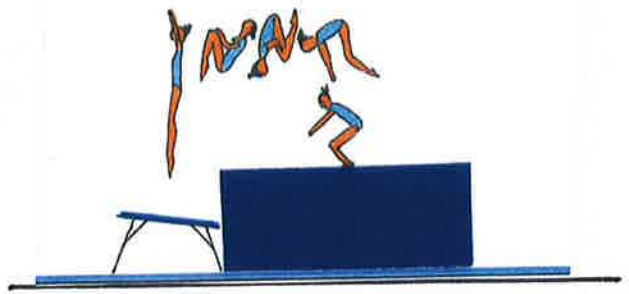
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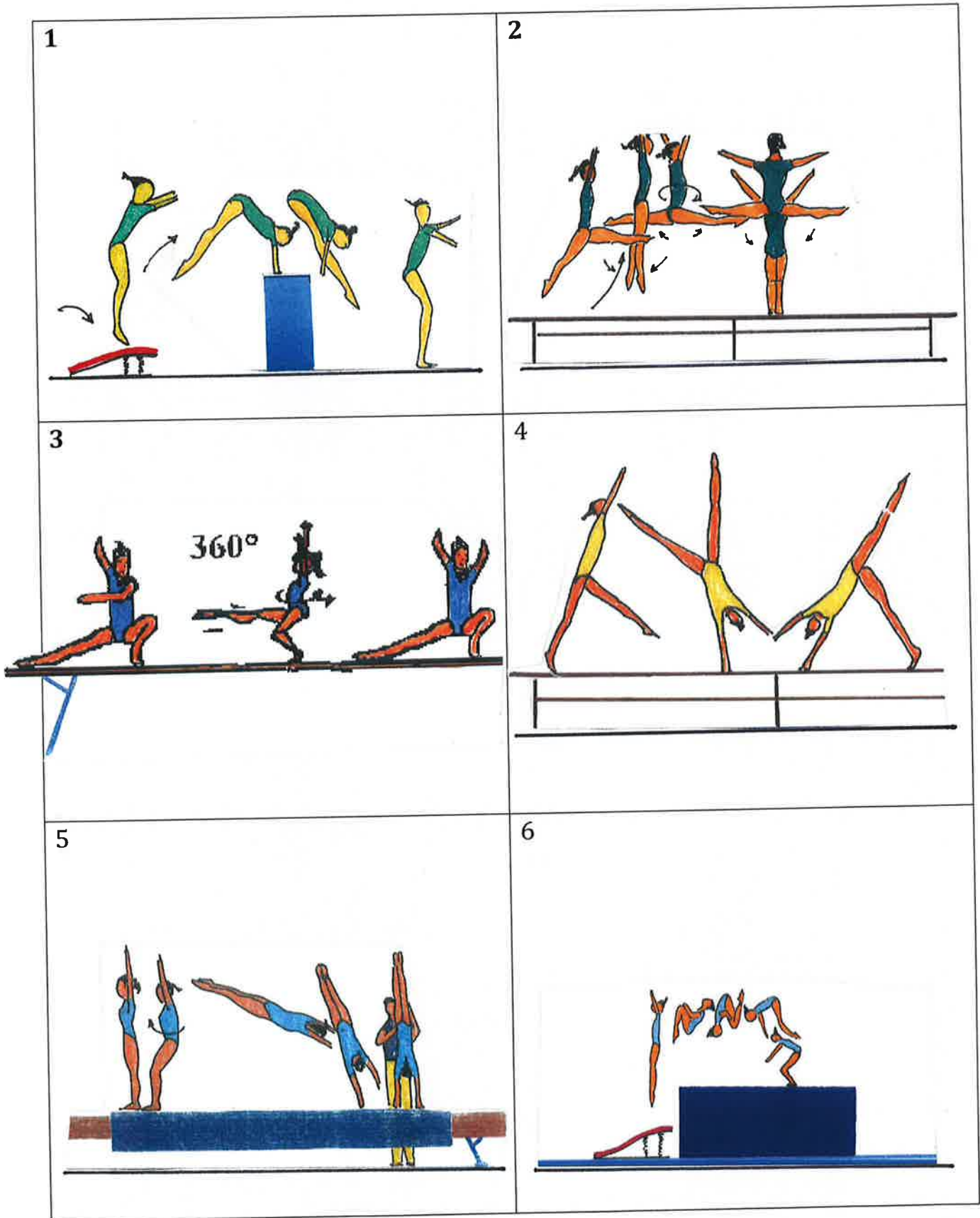
5



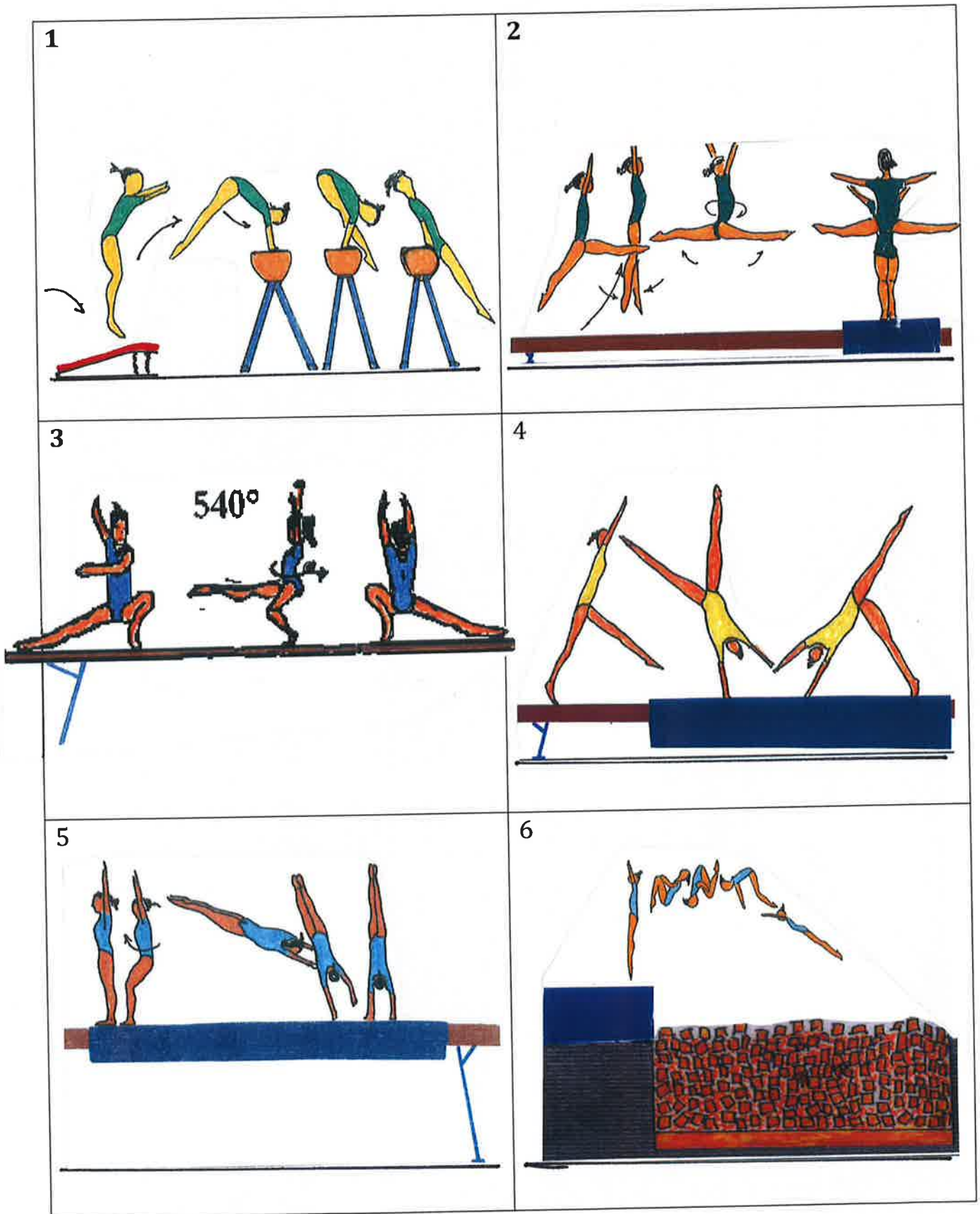
6



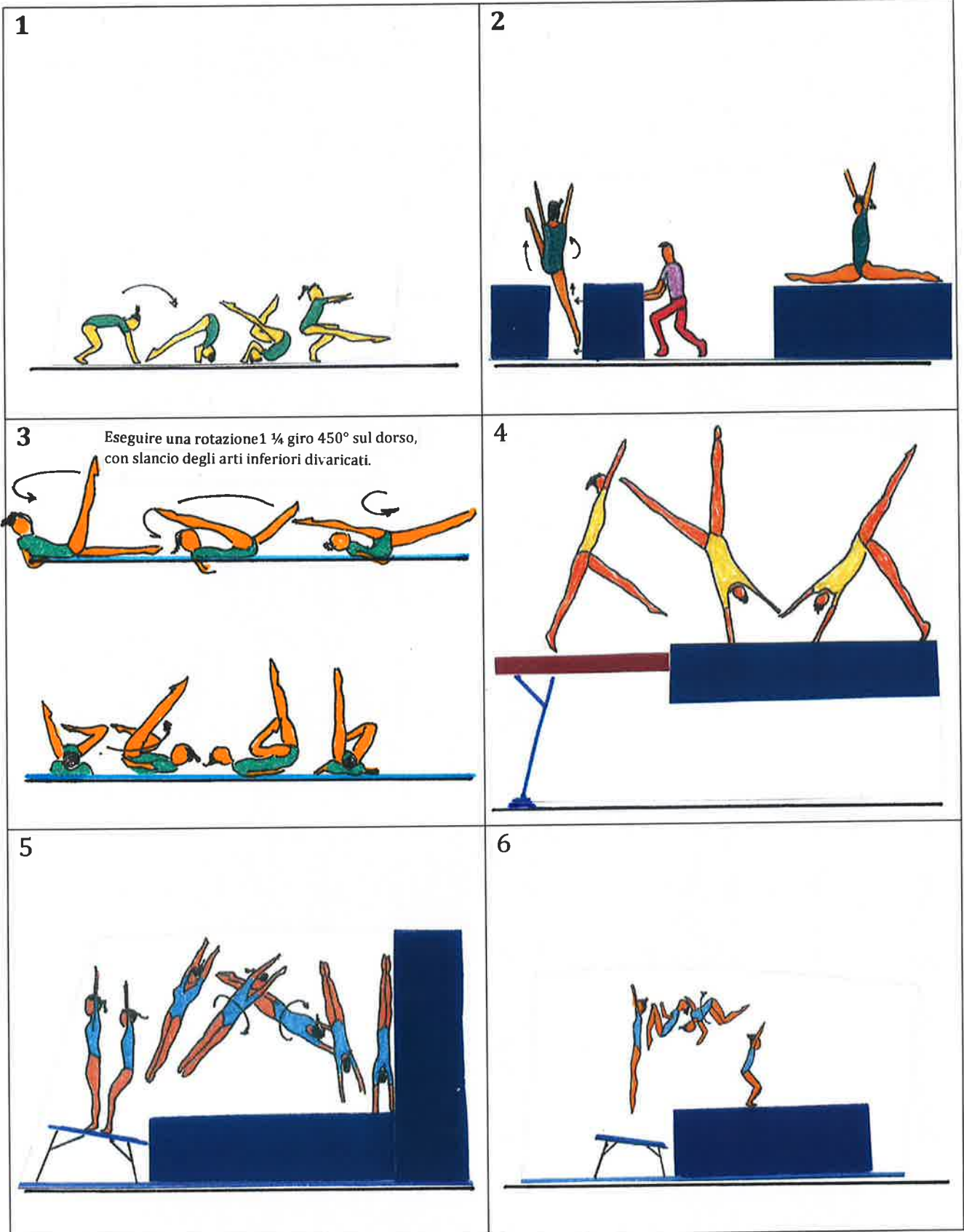
PROPOSTA N.42



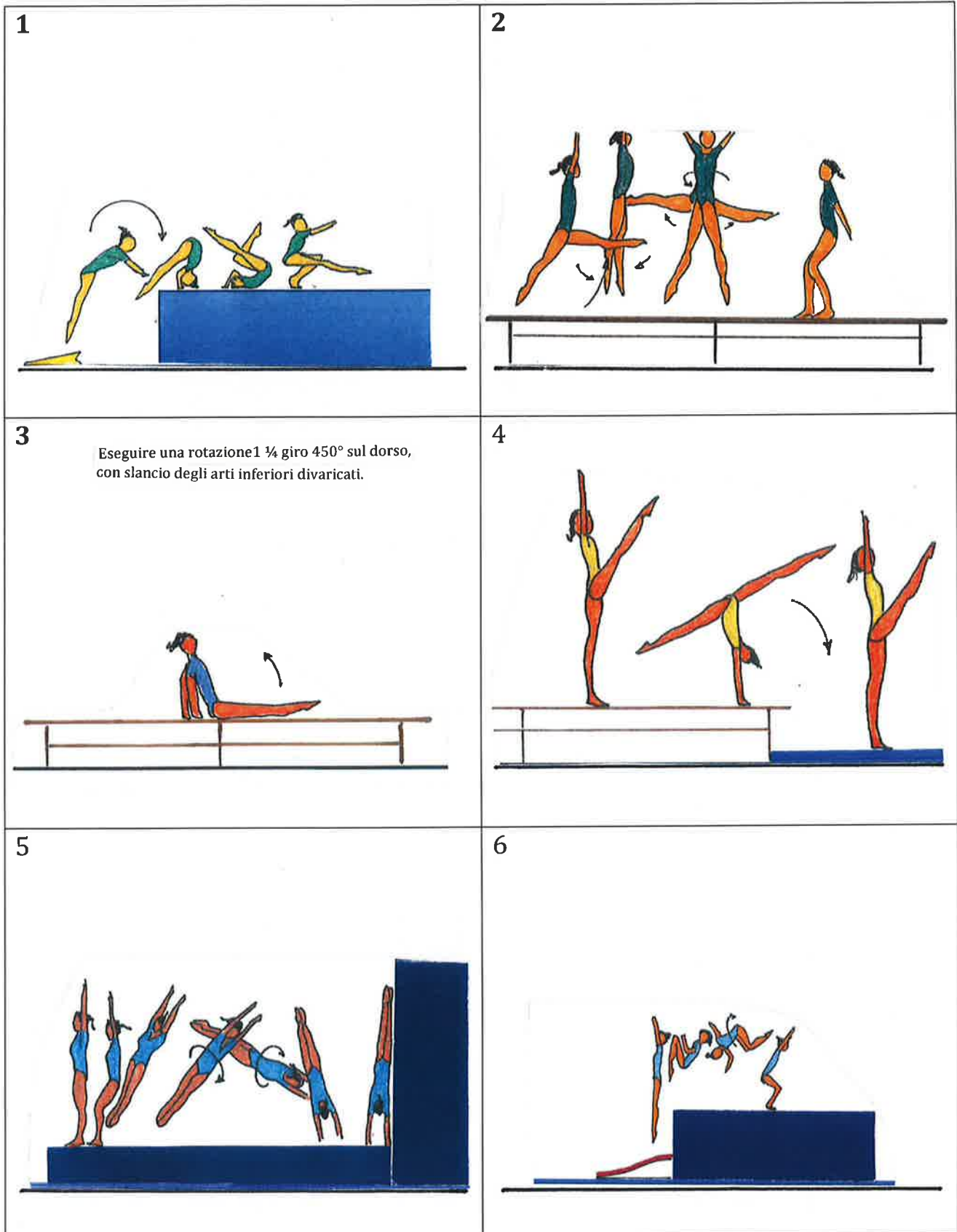
PROPOSTA N.43



PROPOSTA N.44



PROPOSTA N.45



PROPOSTA N.46

1



2

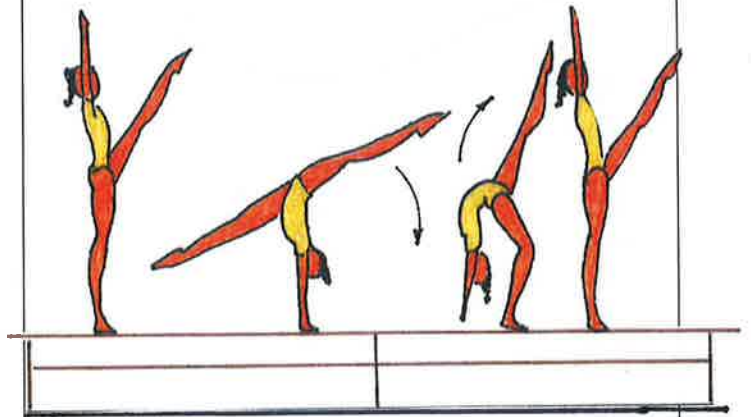


3

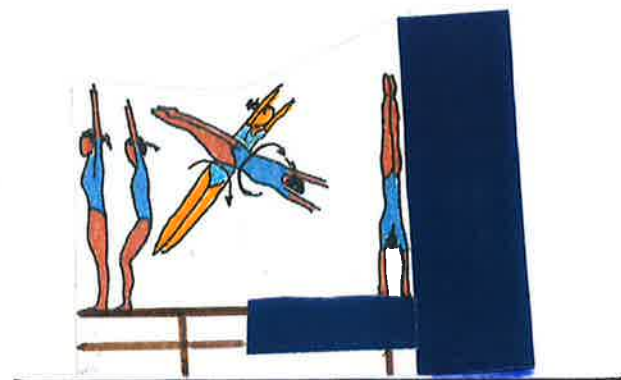
Eeguire una rotazione $1\frac{1}{4}$ giro 450° sul dorso, con slancio degli arti inferiori divaricati.



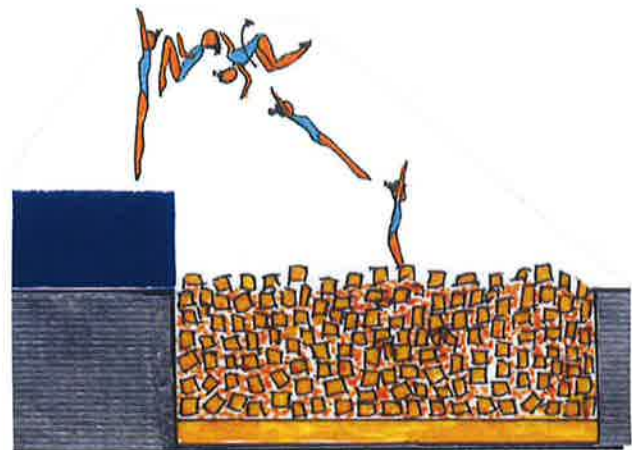
4



5



6

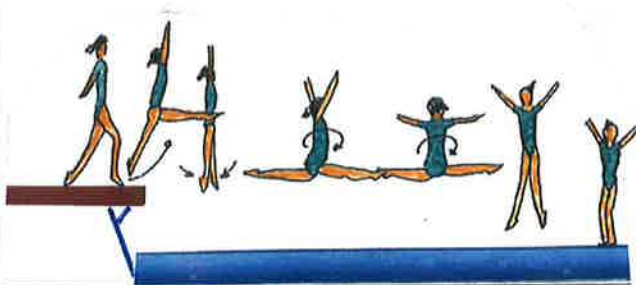


PROPOSTA N.47

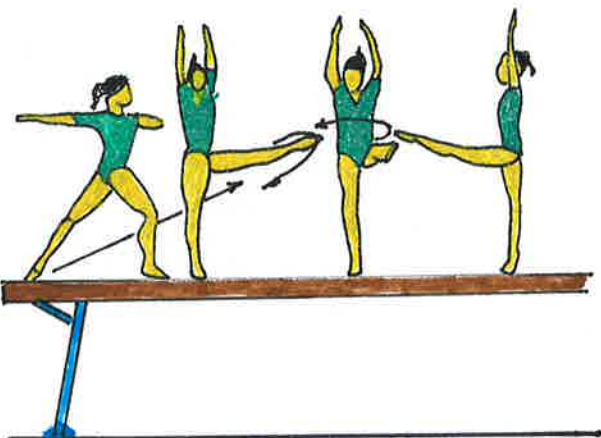
1



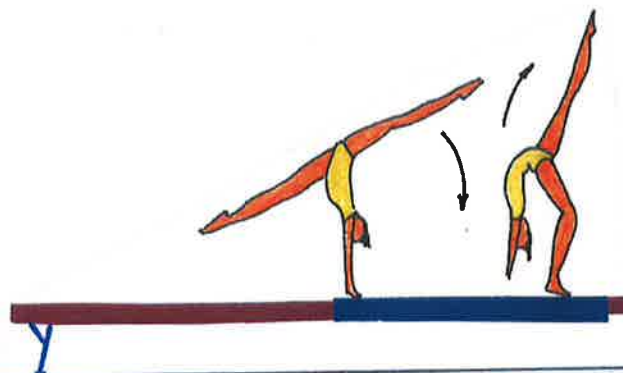
2



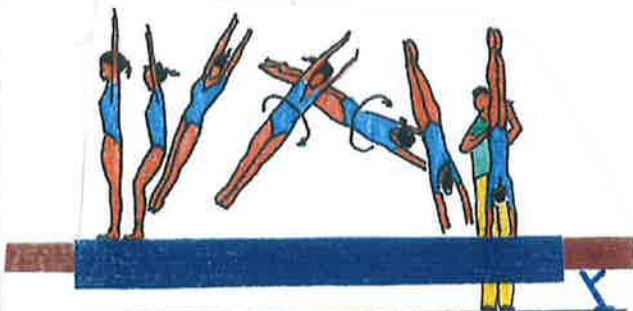
3



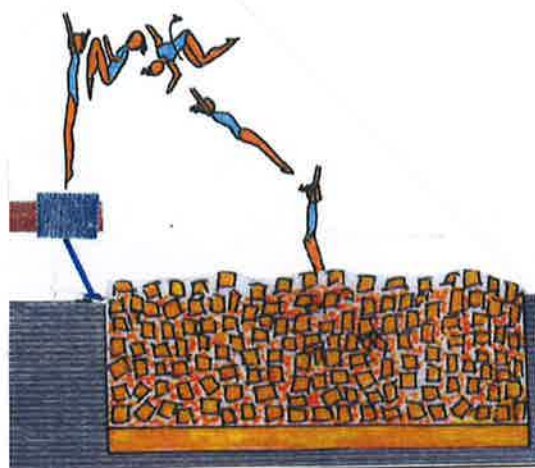
4



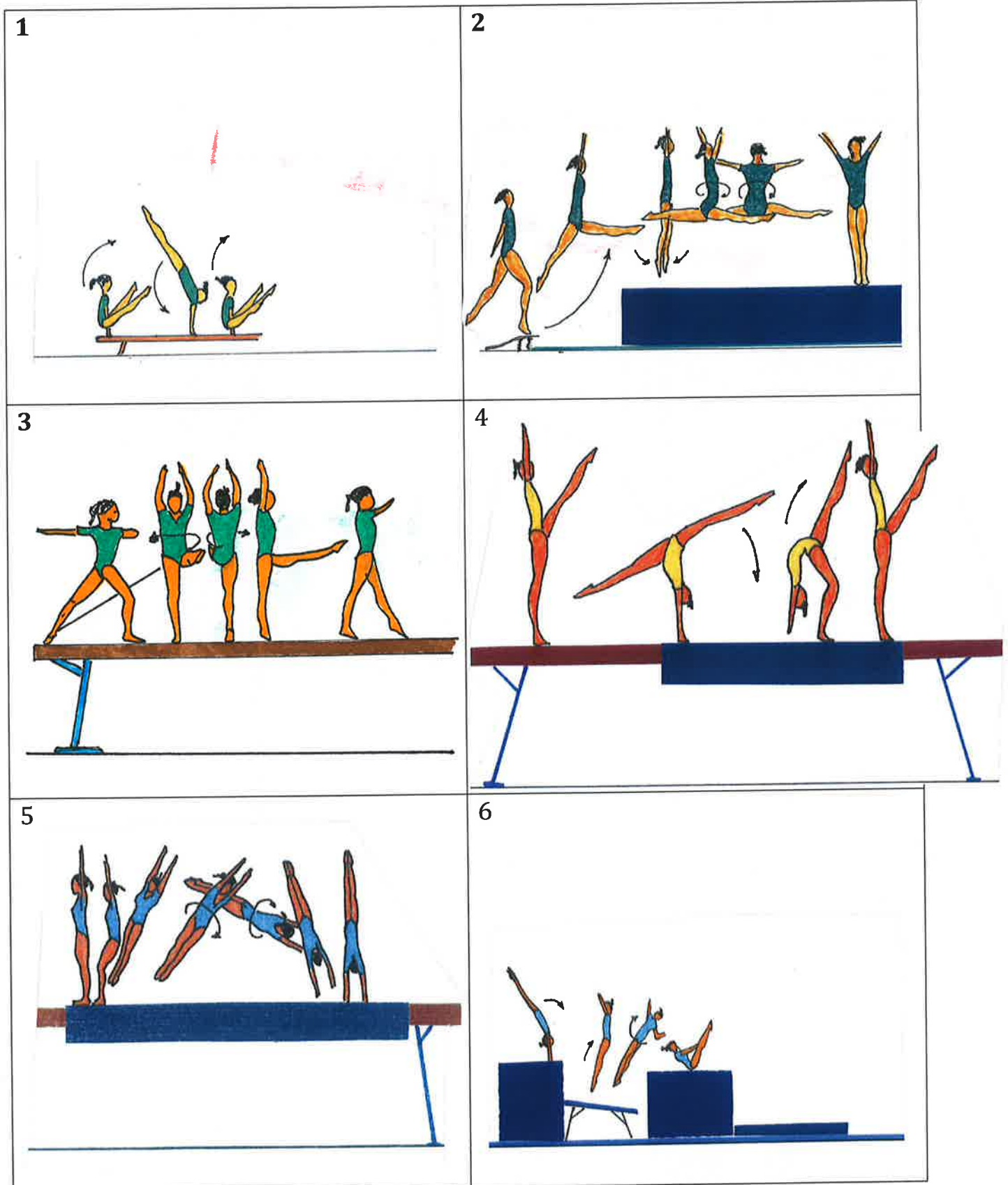
5



6



PROPOSTA N.48

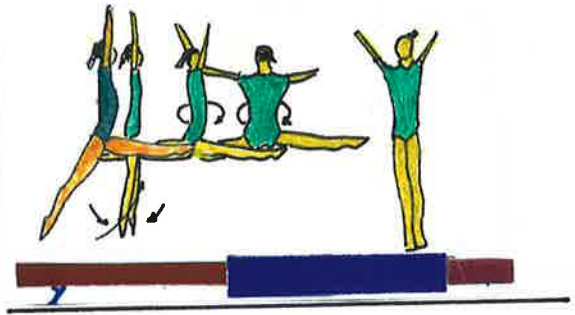


PROPOSTA N.49

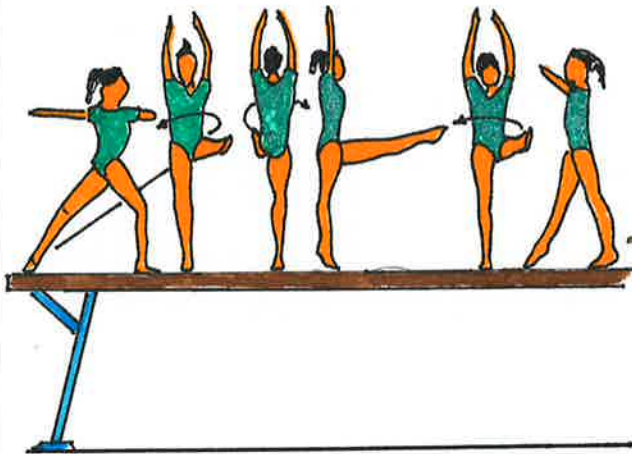
1



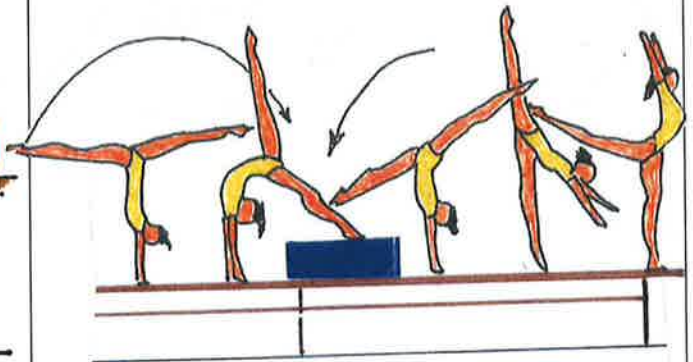
2



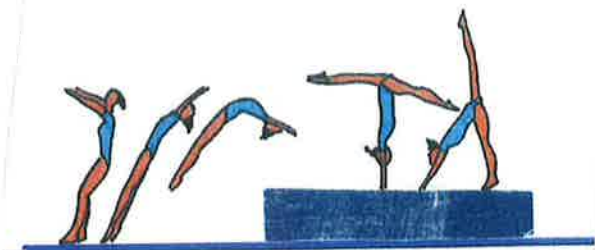
3



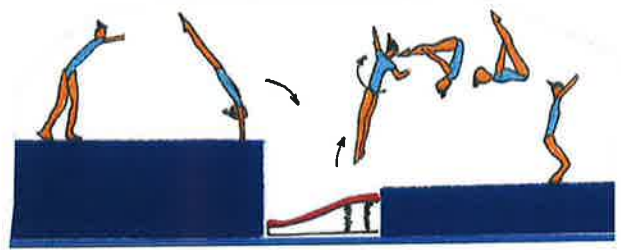
4



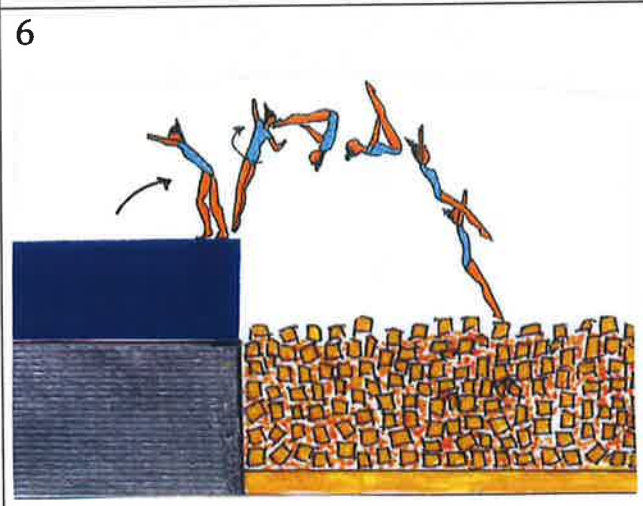
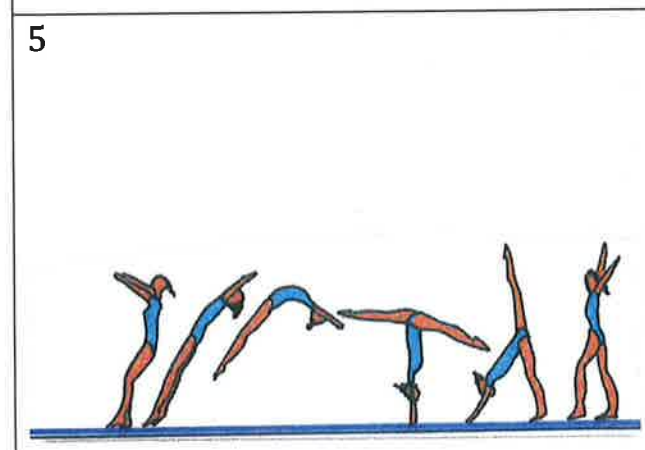
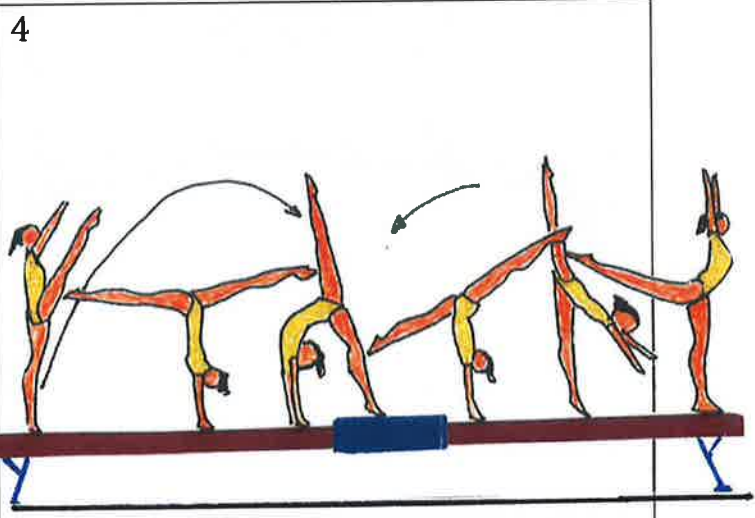
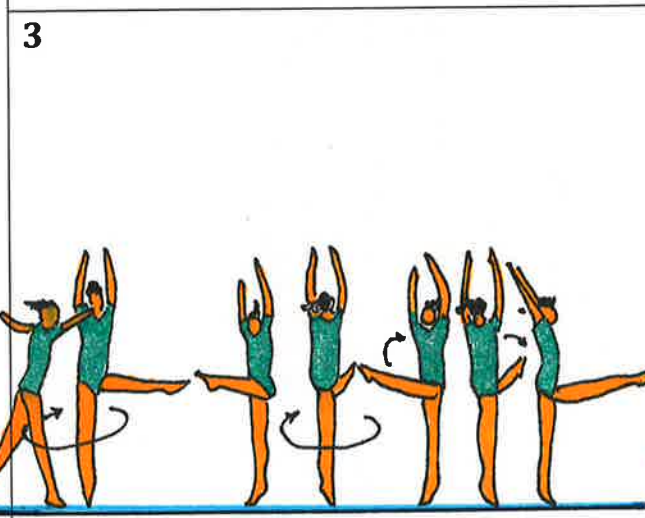
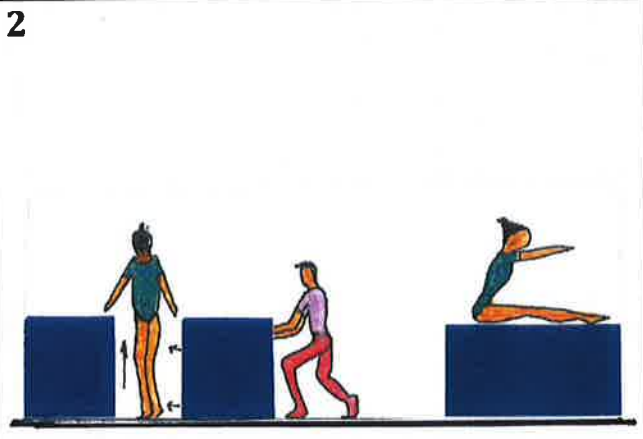
5



6

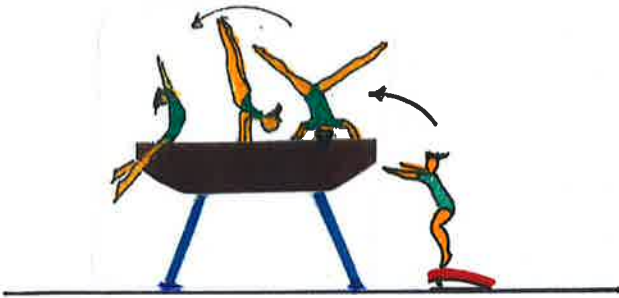


PROPOSTA N.50

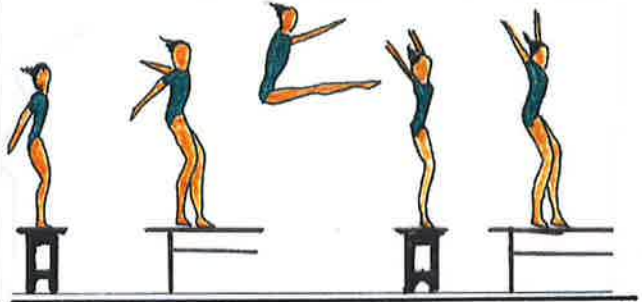


PROPOSTA N.51

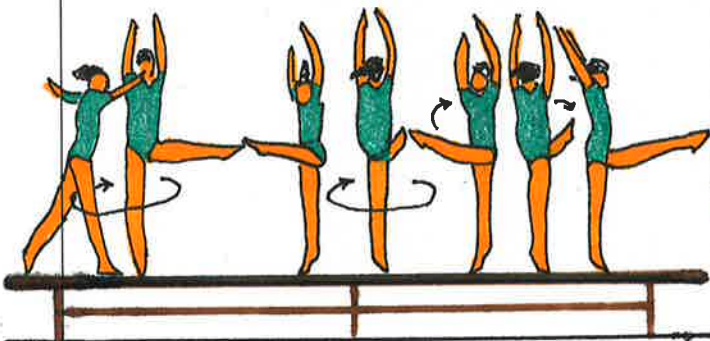
1



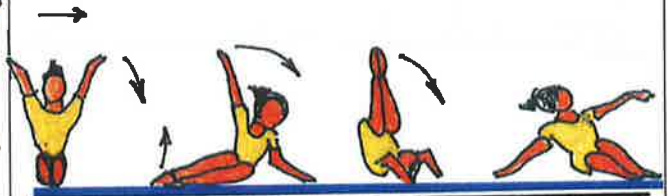
2



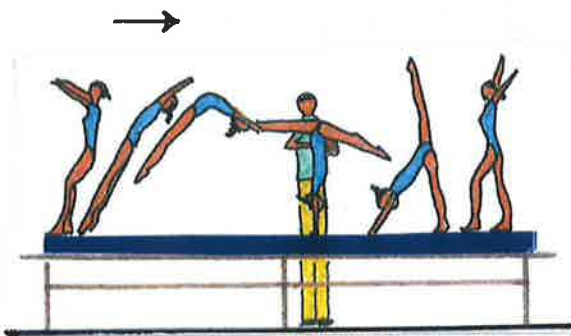
3



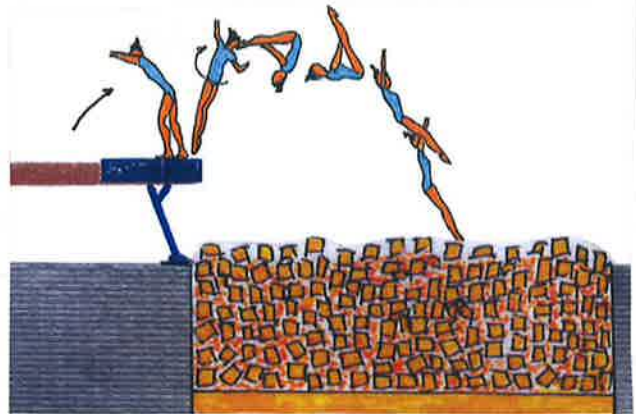
4



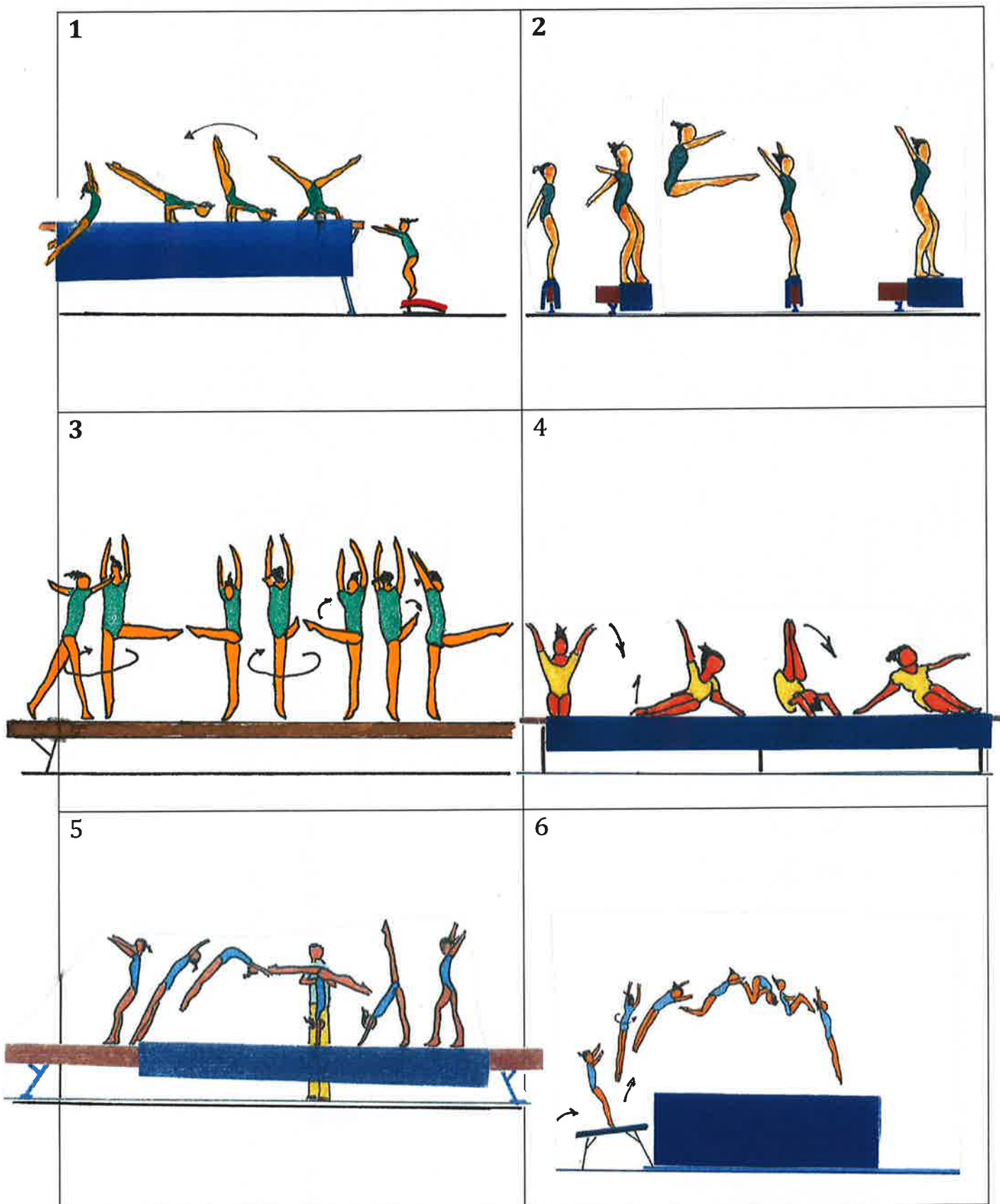
5



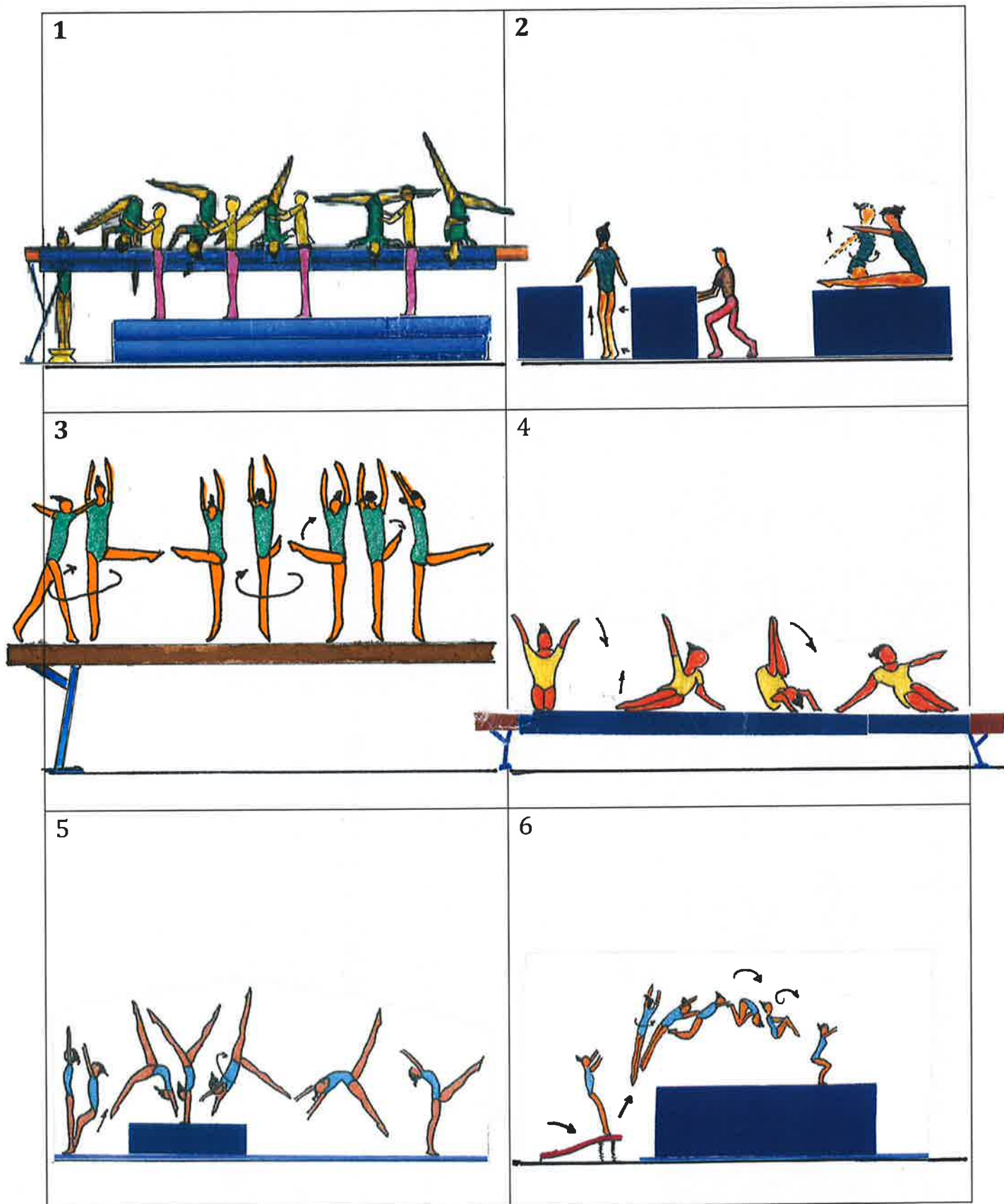
6



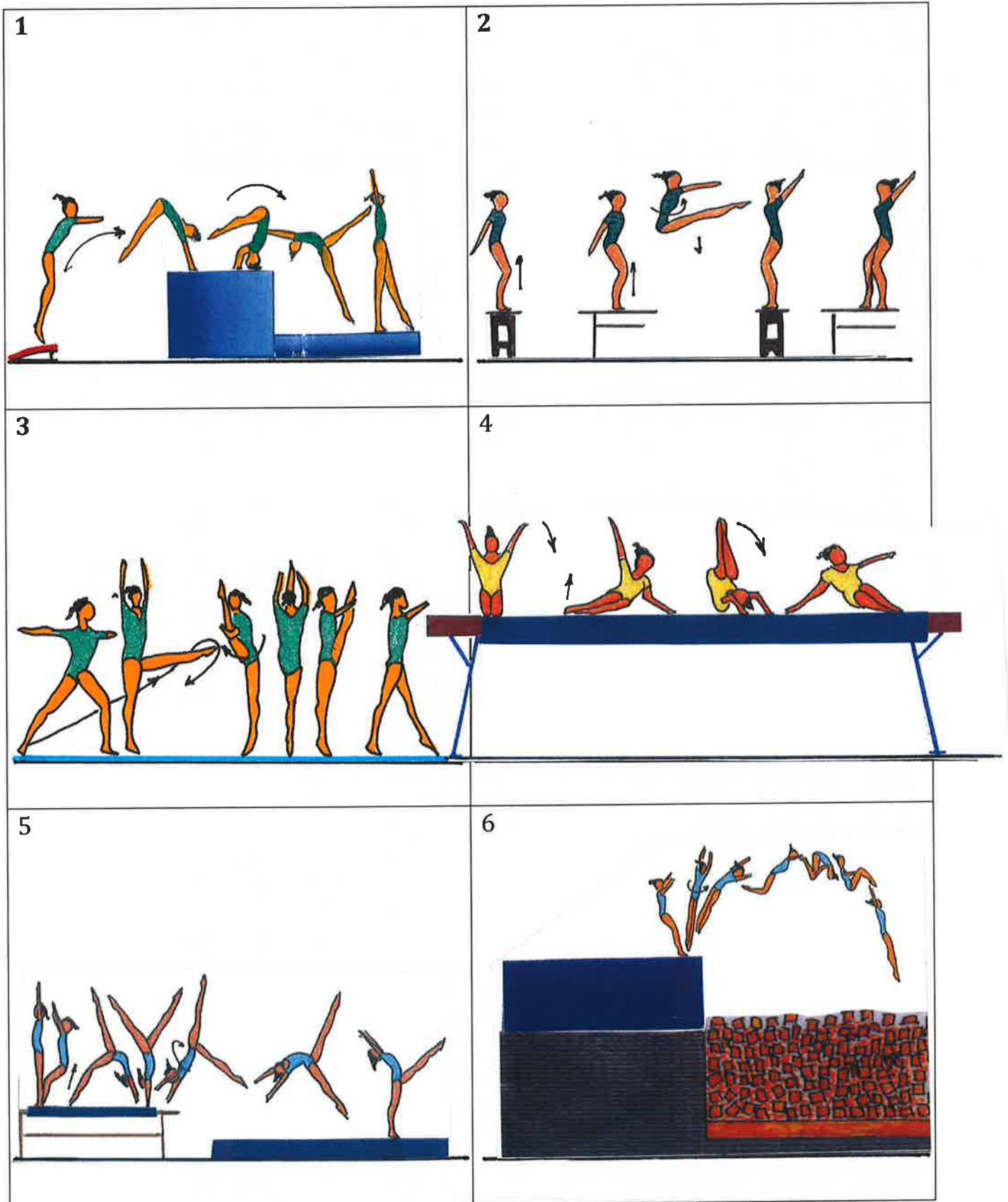
PROPOSTA N.52



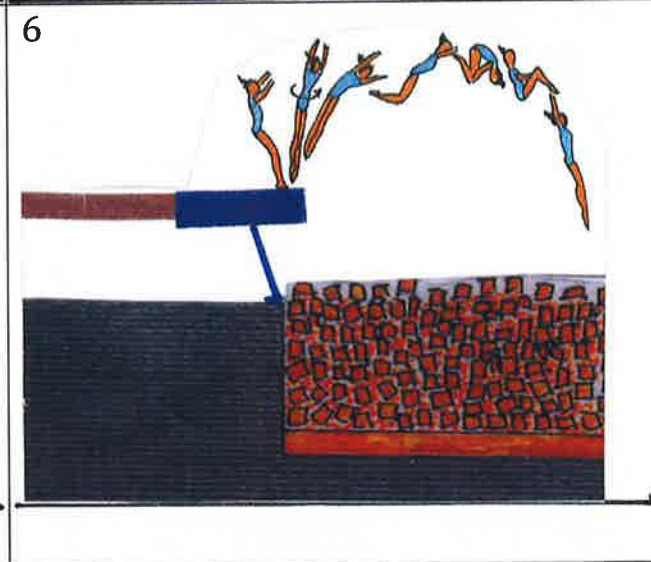
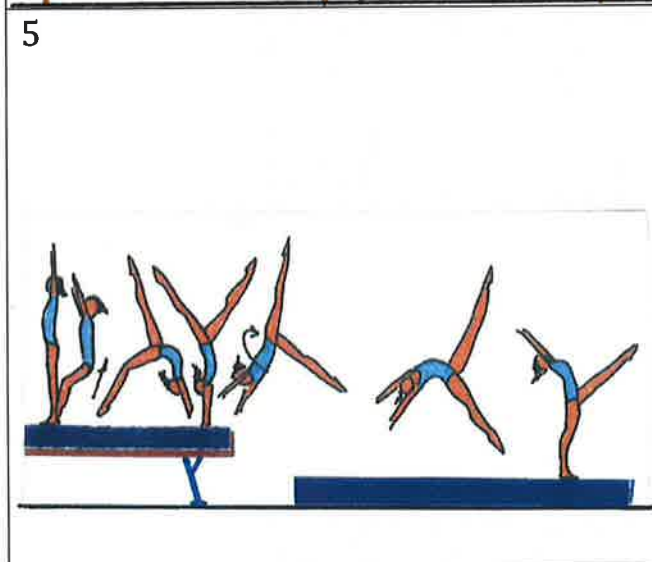
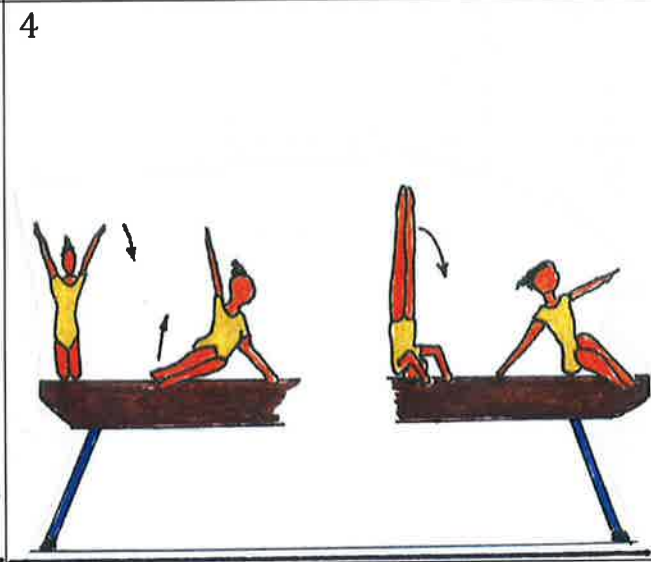
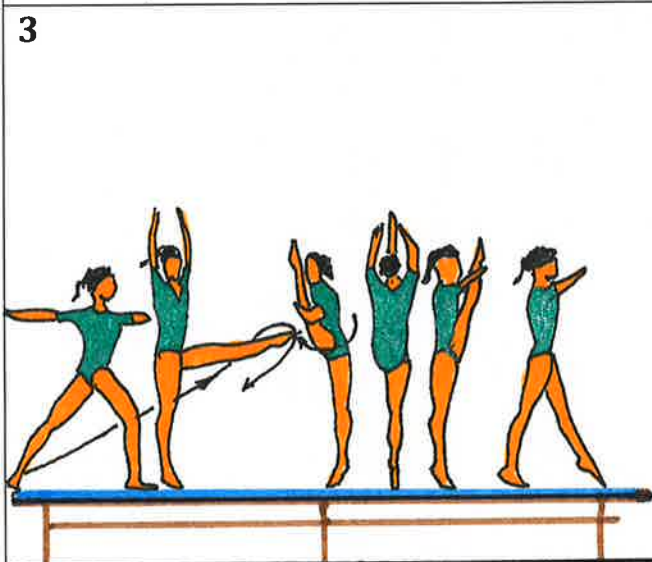
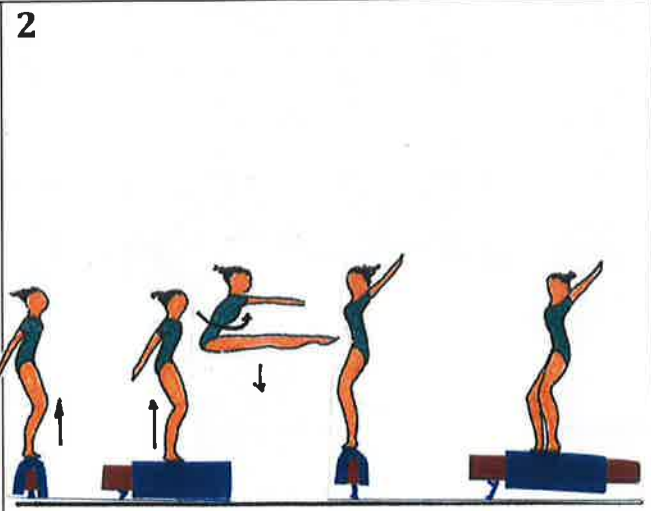
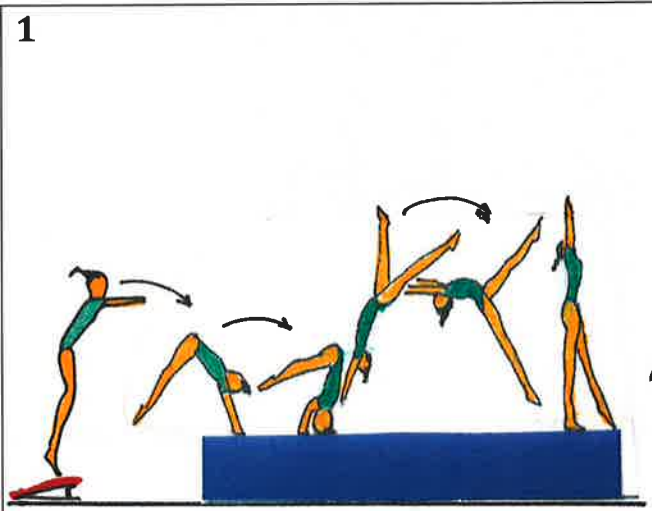
PROPOSTA N.53



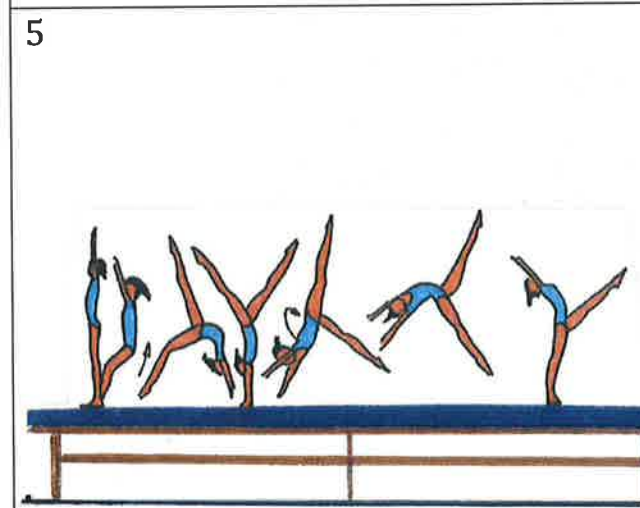
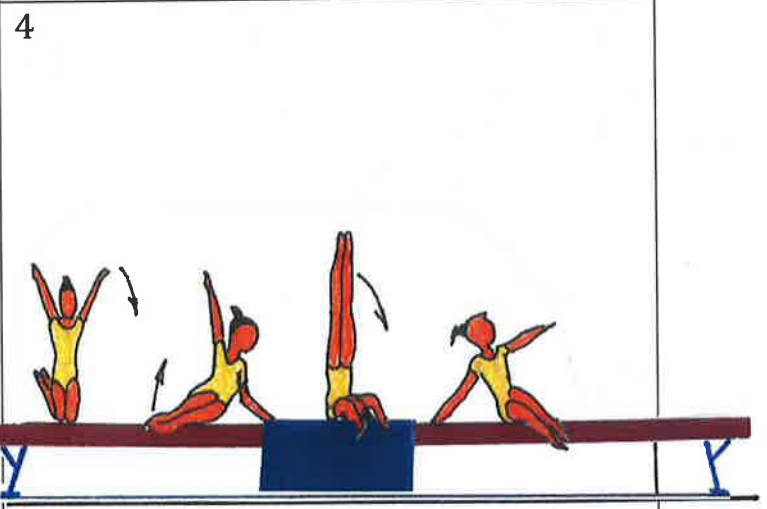
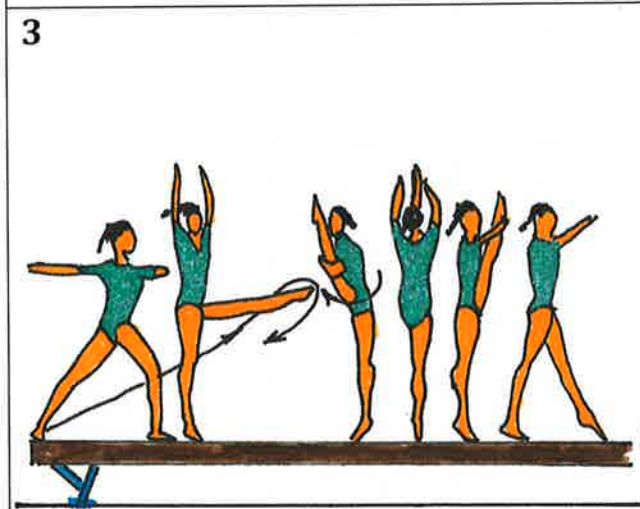
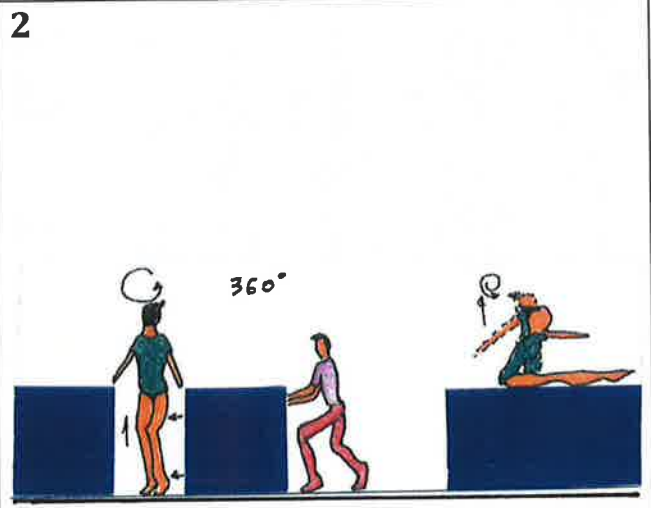
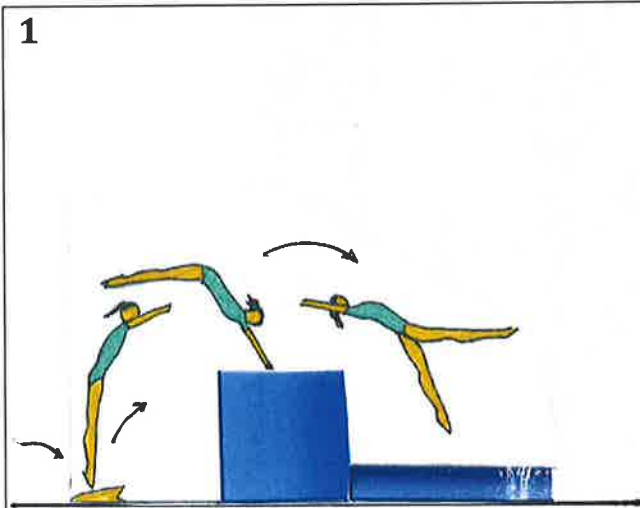
PROPOSTA N.54



PROPOSTA N.55

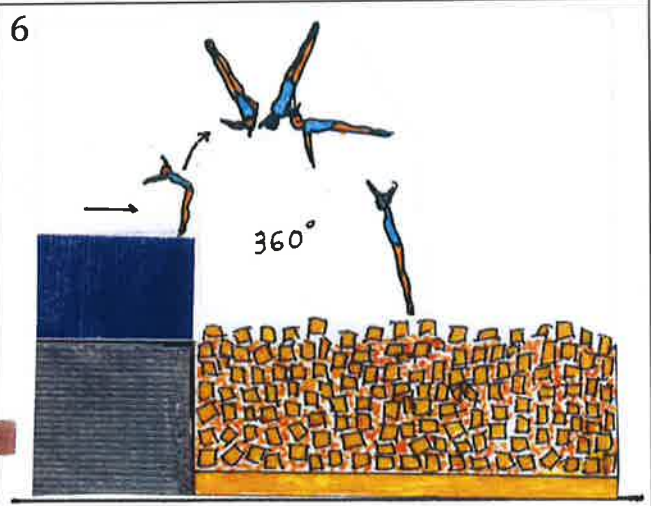
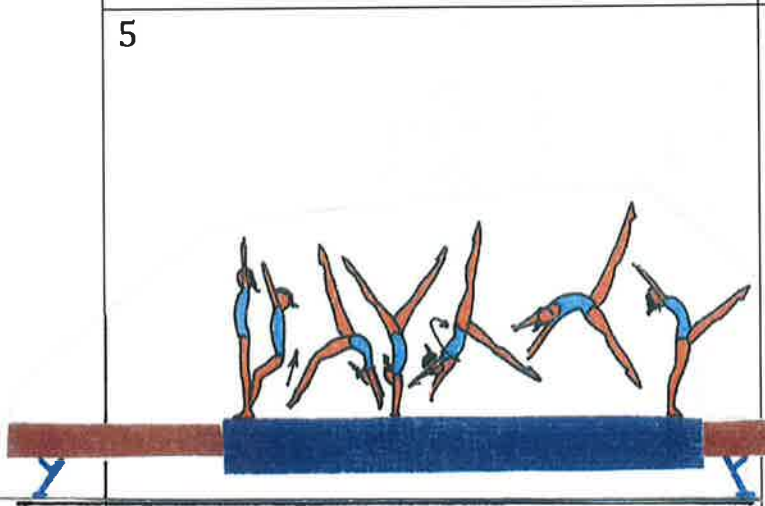
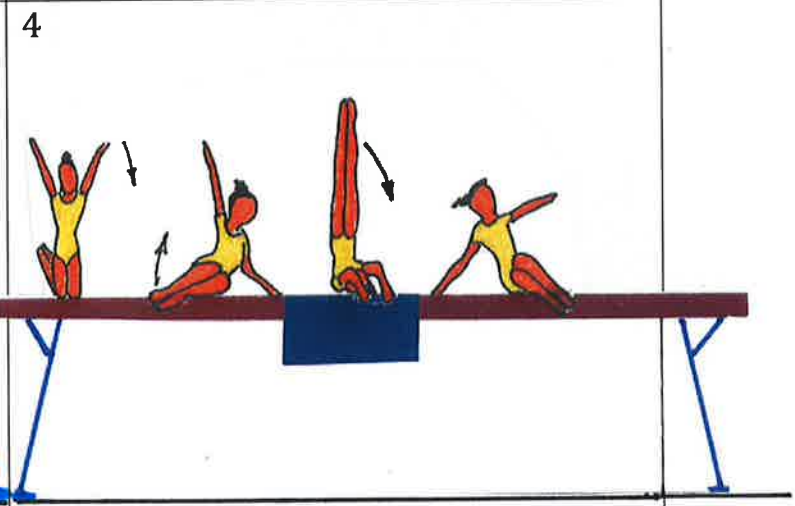
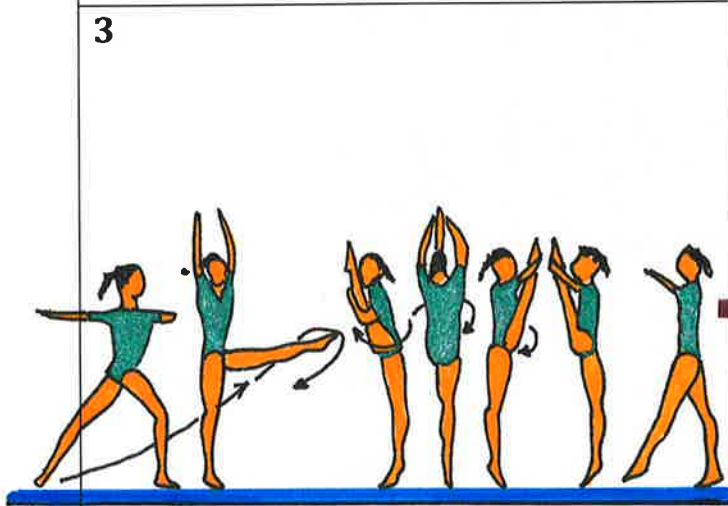
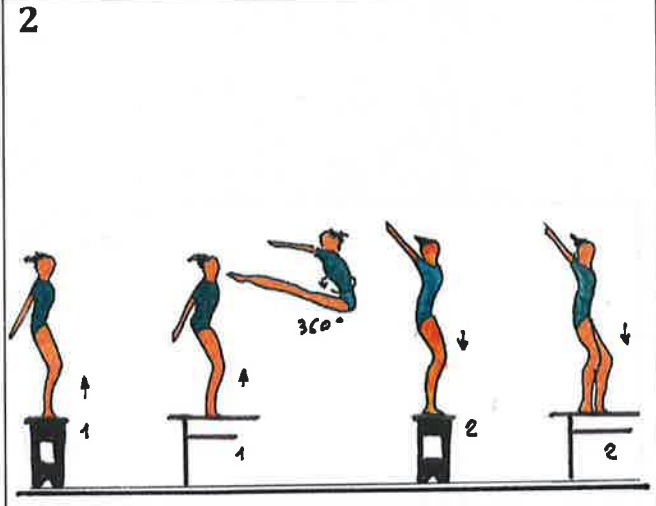
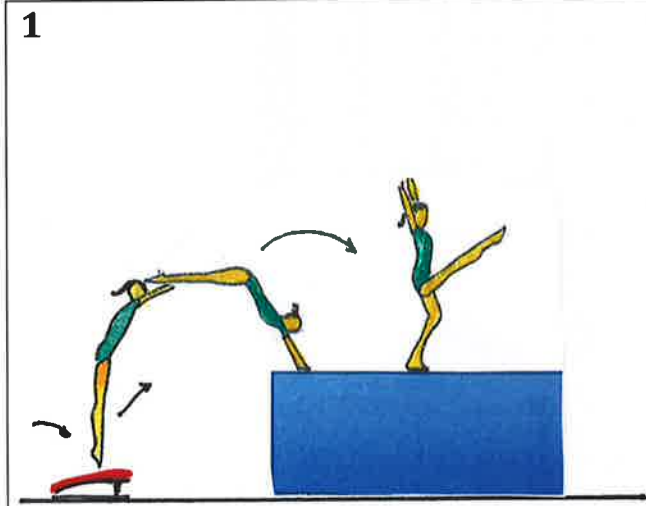


PROPOSTA N.56



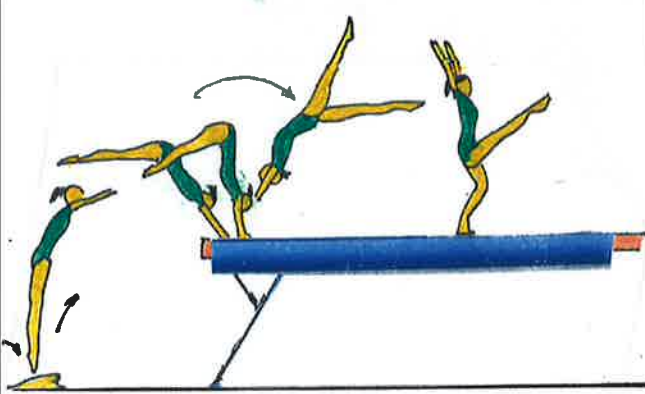
6 Utilizzando un mini trampolino o una pedana elastica, dei tappeti paracadute, eseguire un salto giro indietro a corpo teso con uno o più avvistamenti arrivando supini o proni su un tappeto paracadute.

PROPOSTA N.57

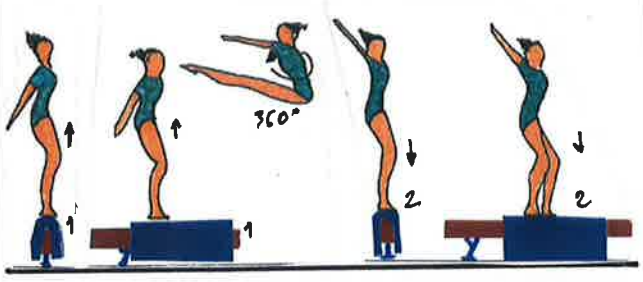


PROPOSTA N.58

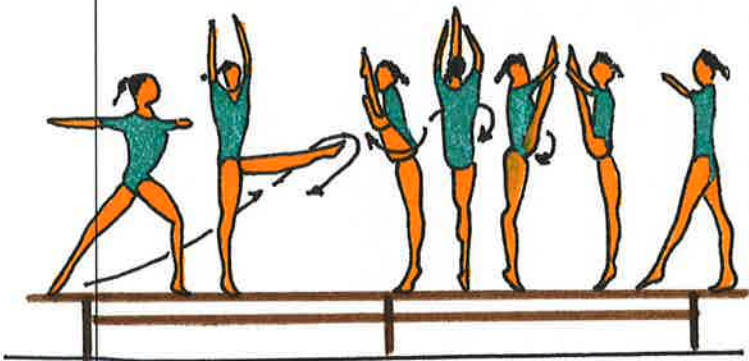
1



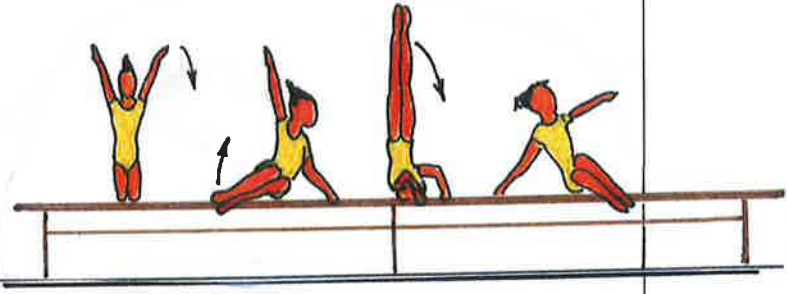
2



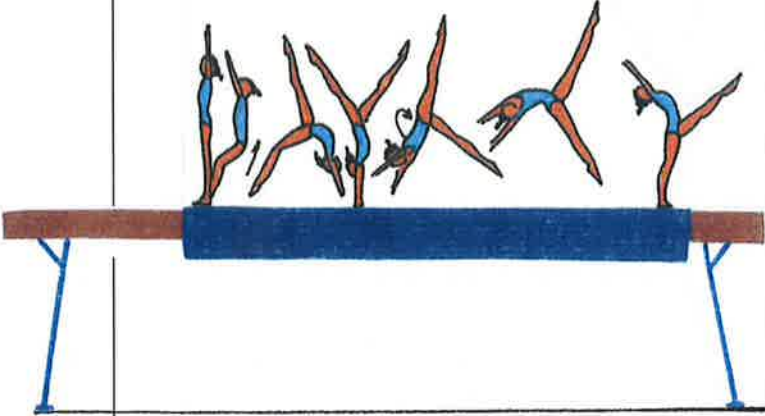
3



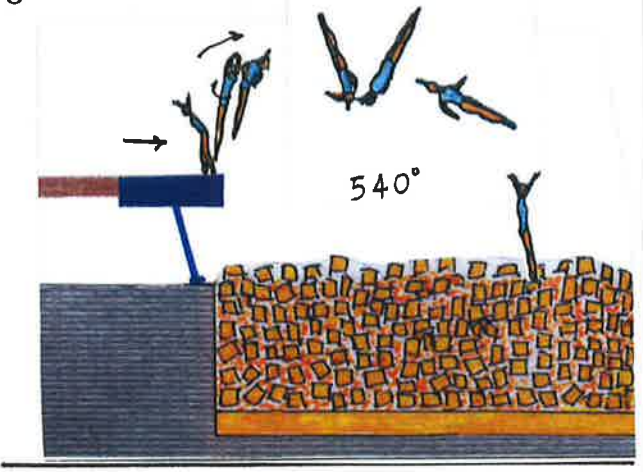
4



5

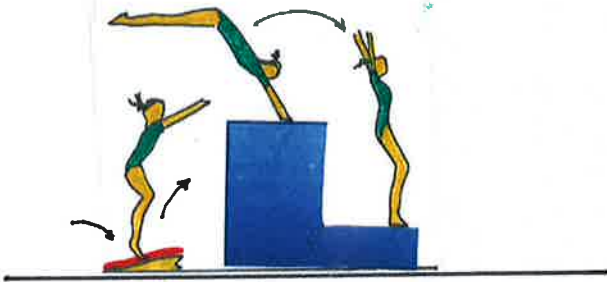


6

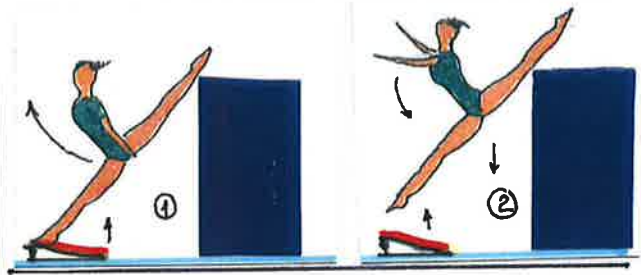


PROPOSTA N.59

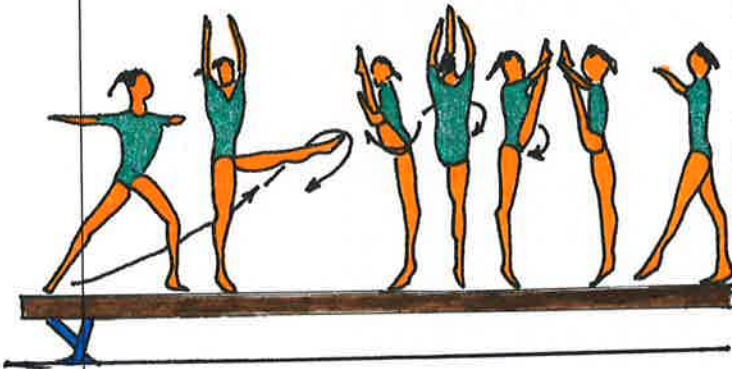
1



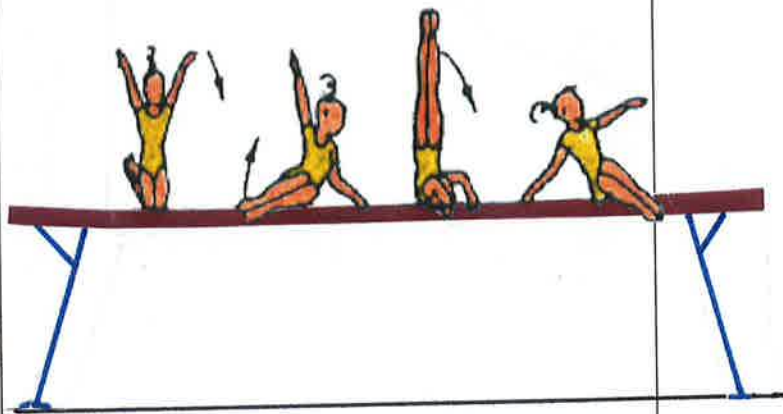
2



3



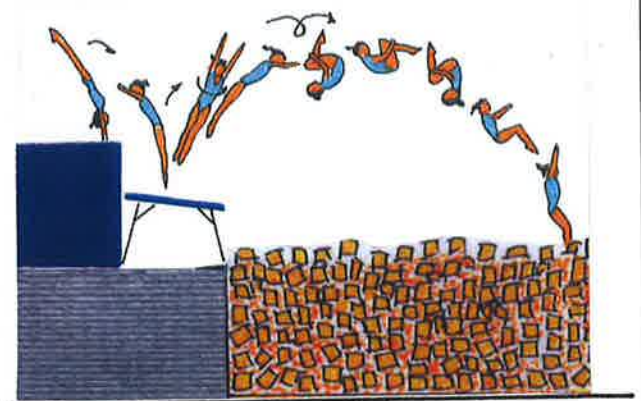
4



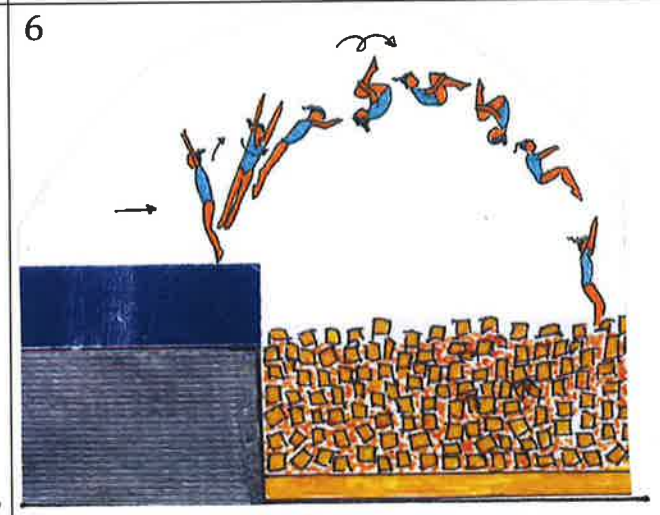
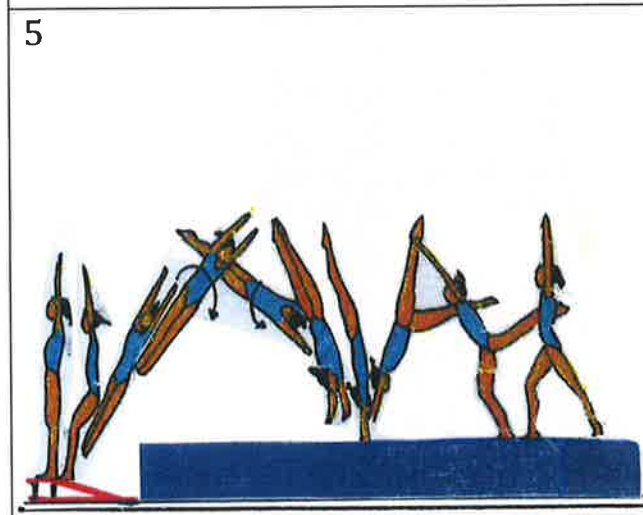
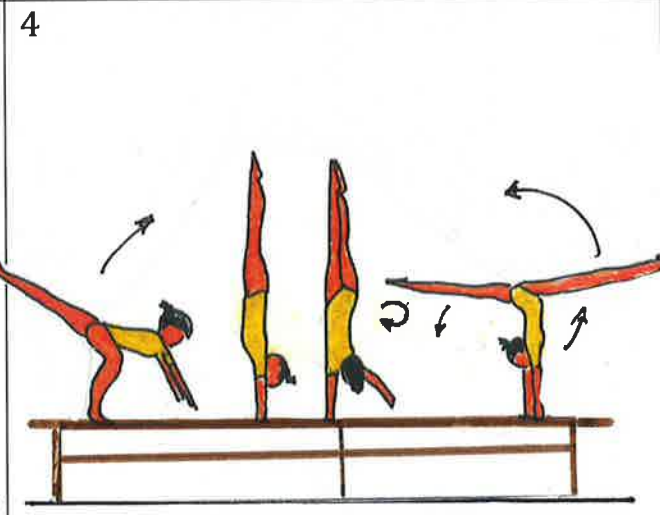
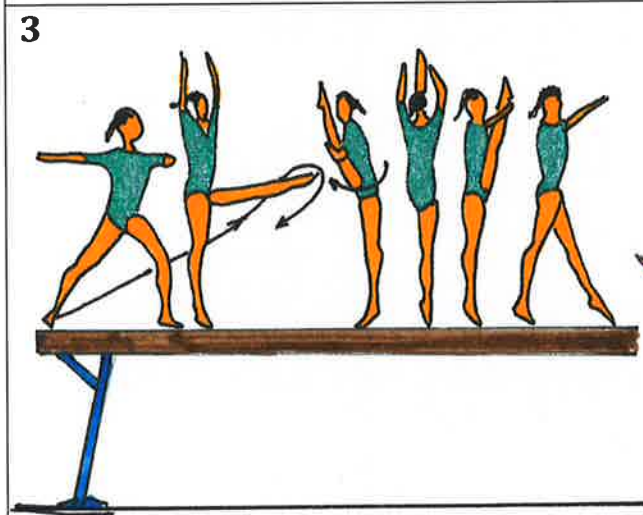
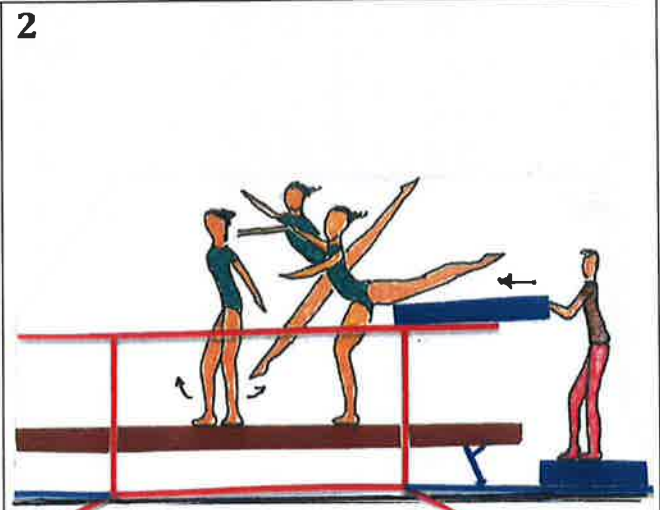
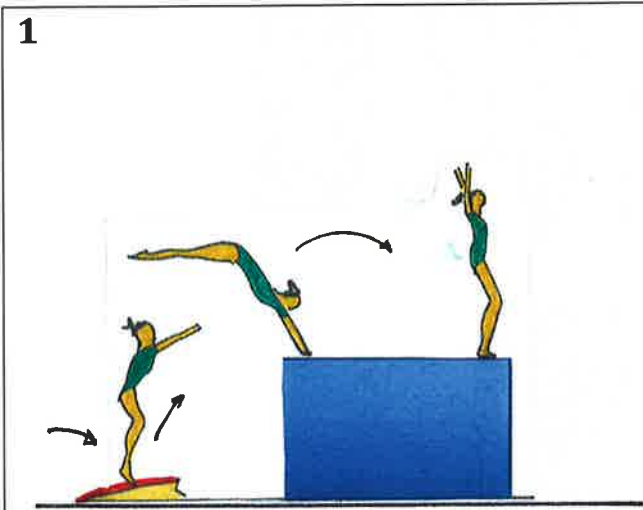
5



6

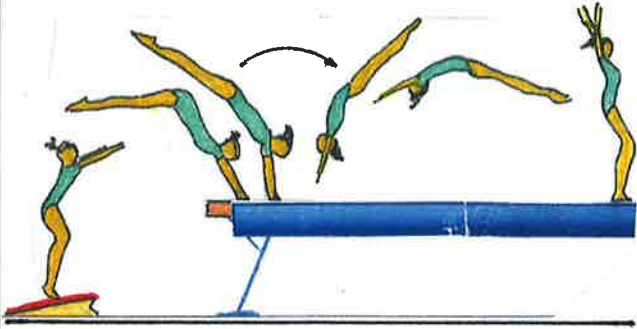


PROPOSTA N.60

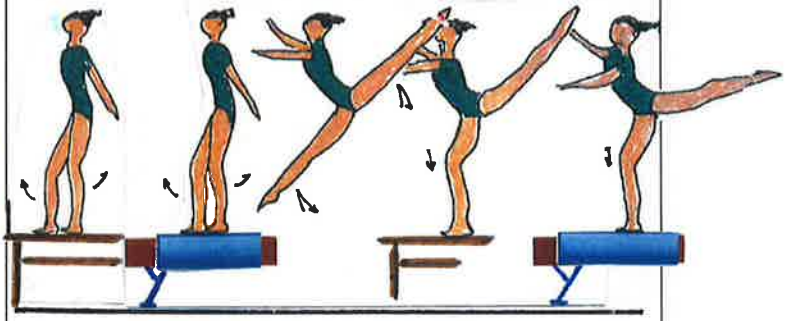


PROPOSTA N.61

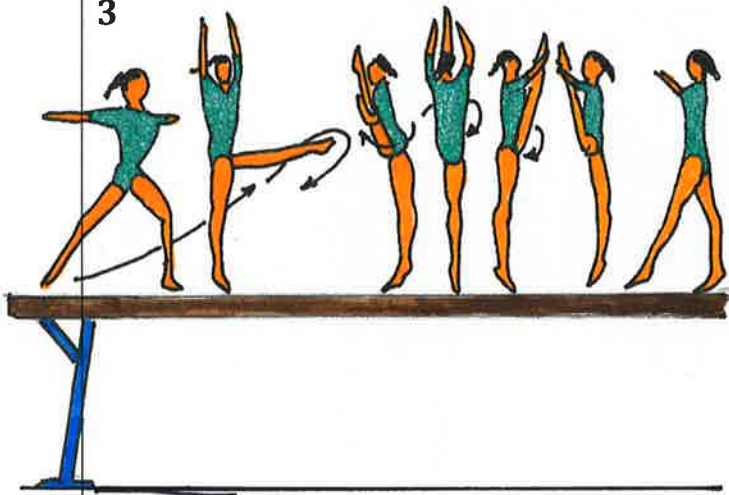
1



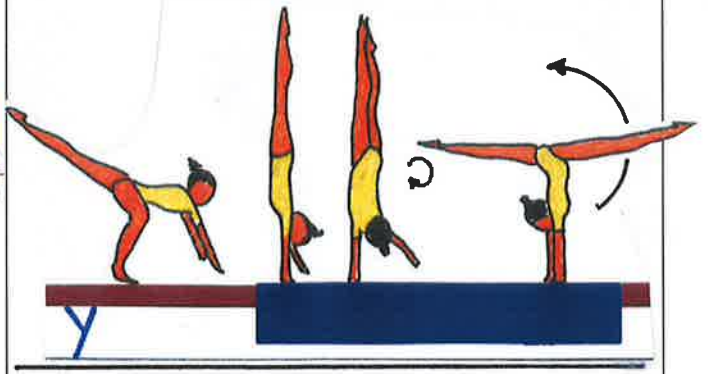
2



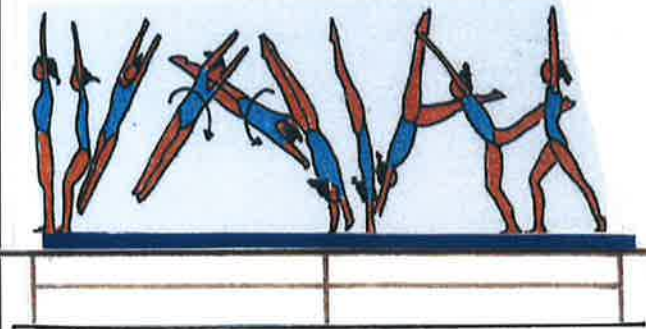
3



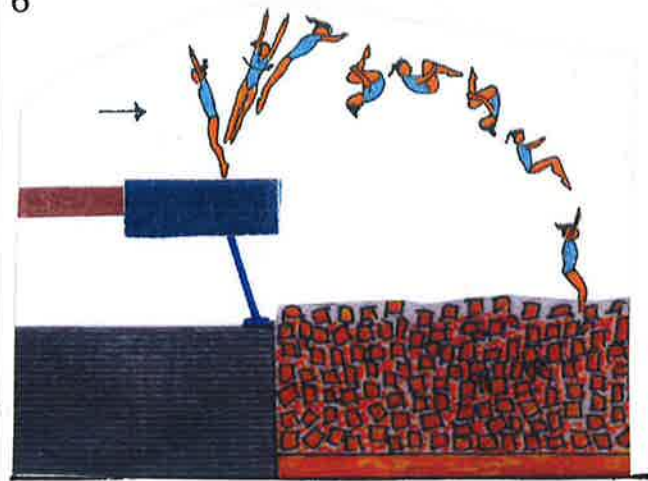
4



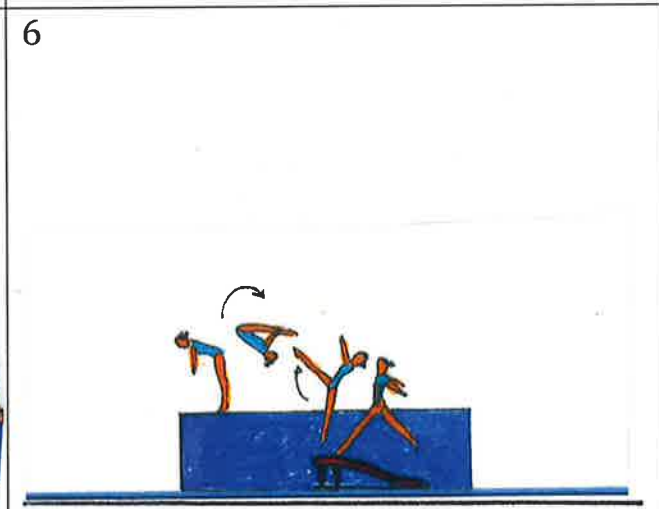
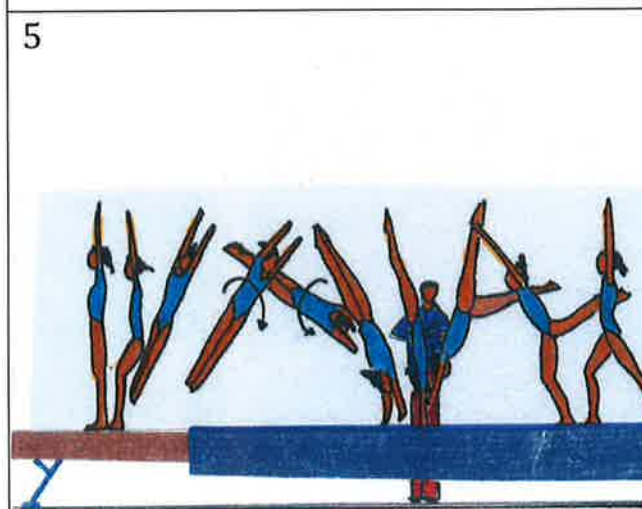
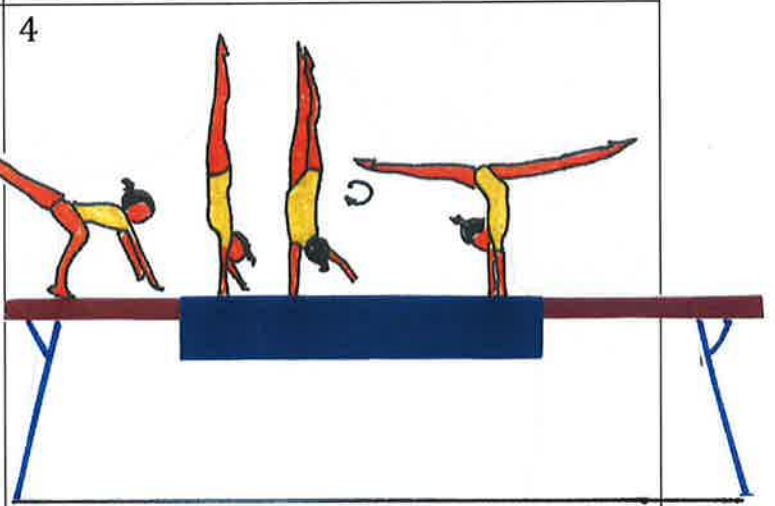
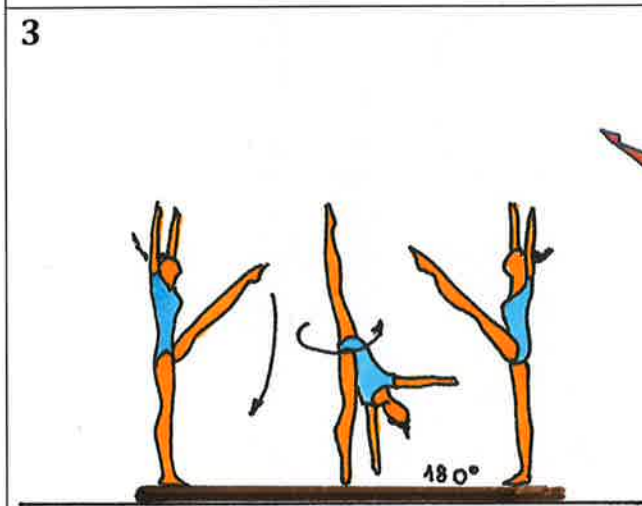
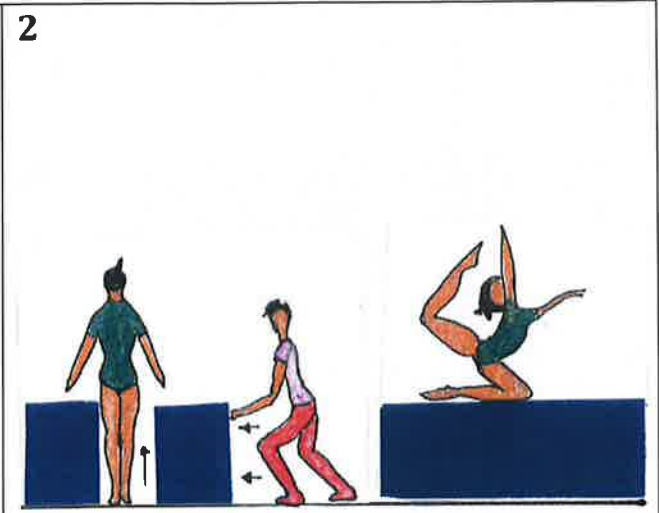
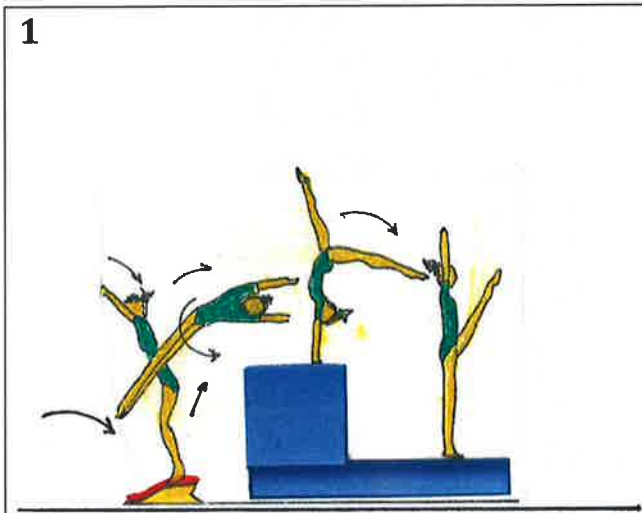
5



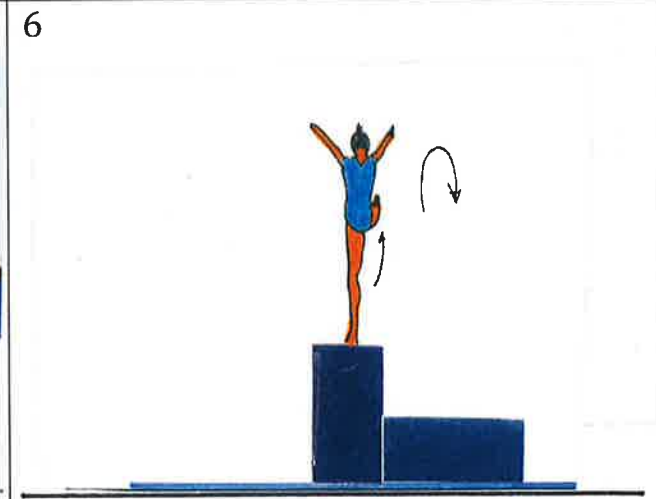
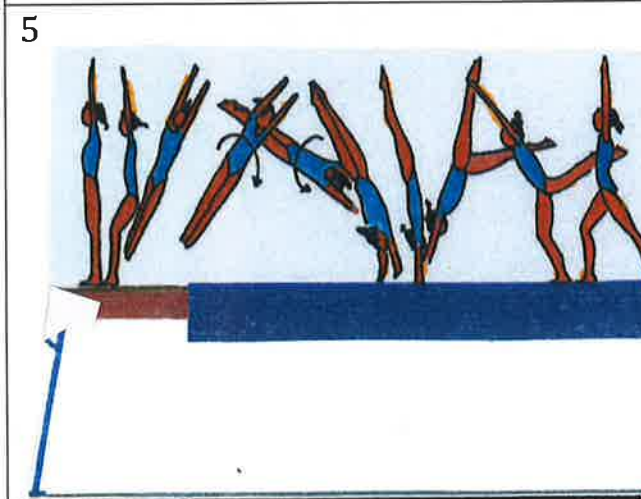
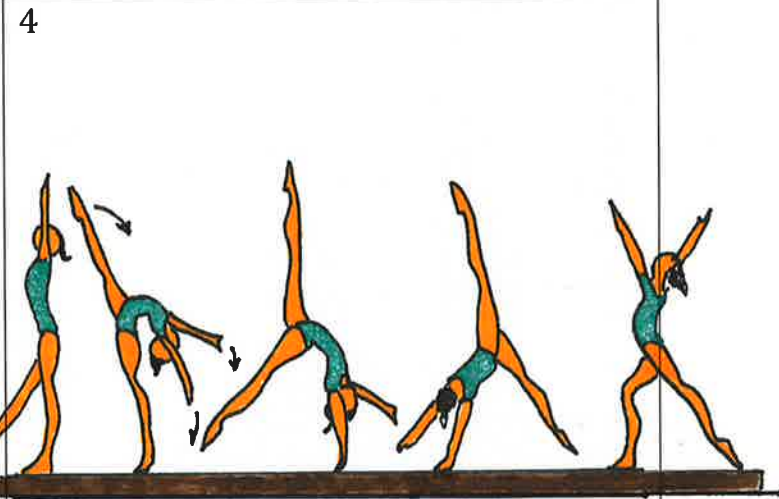
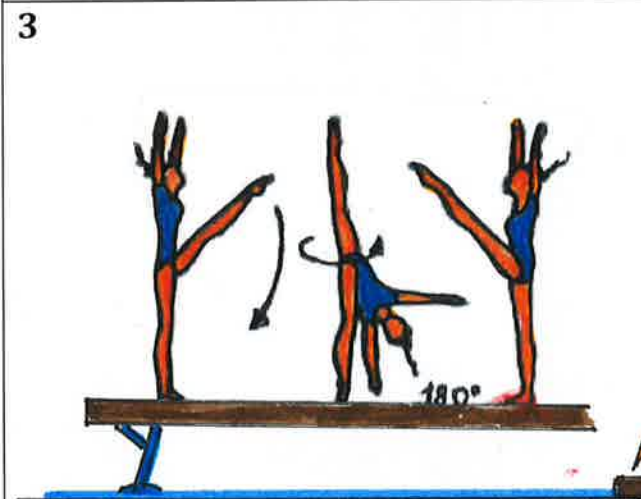
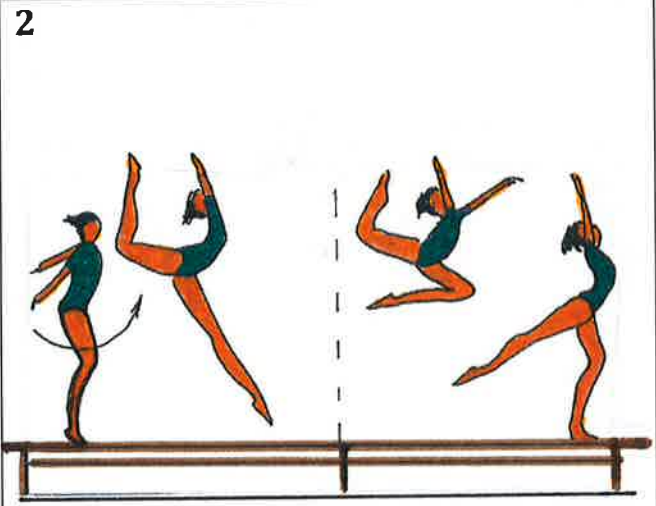
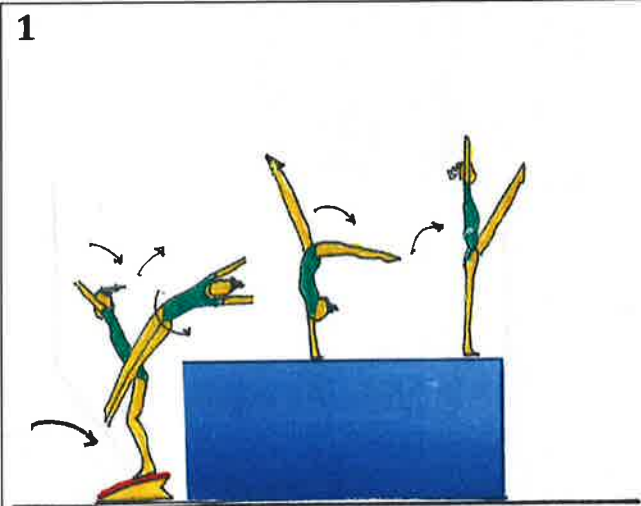
6



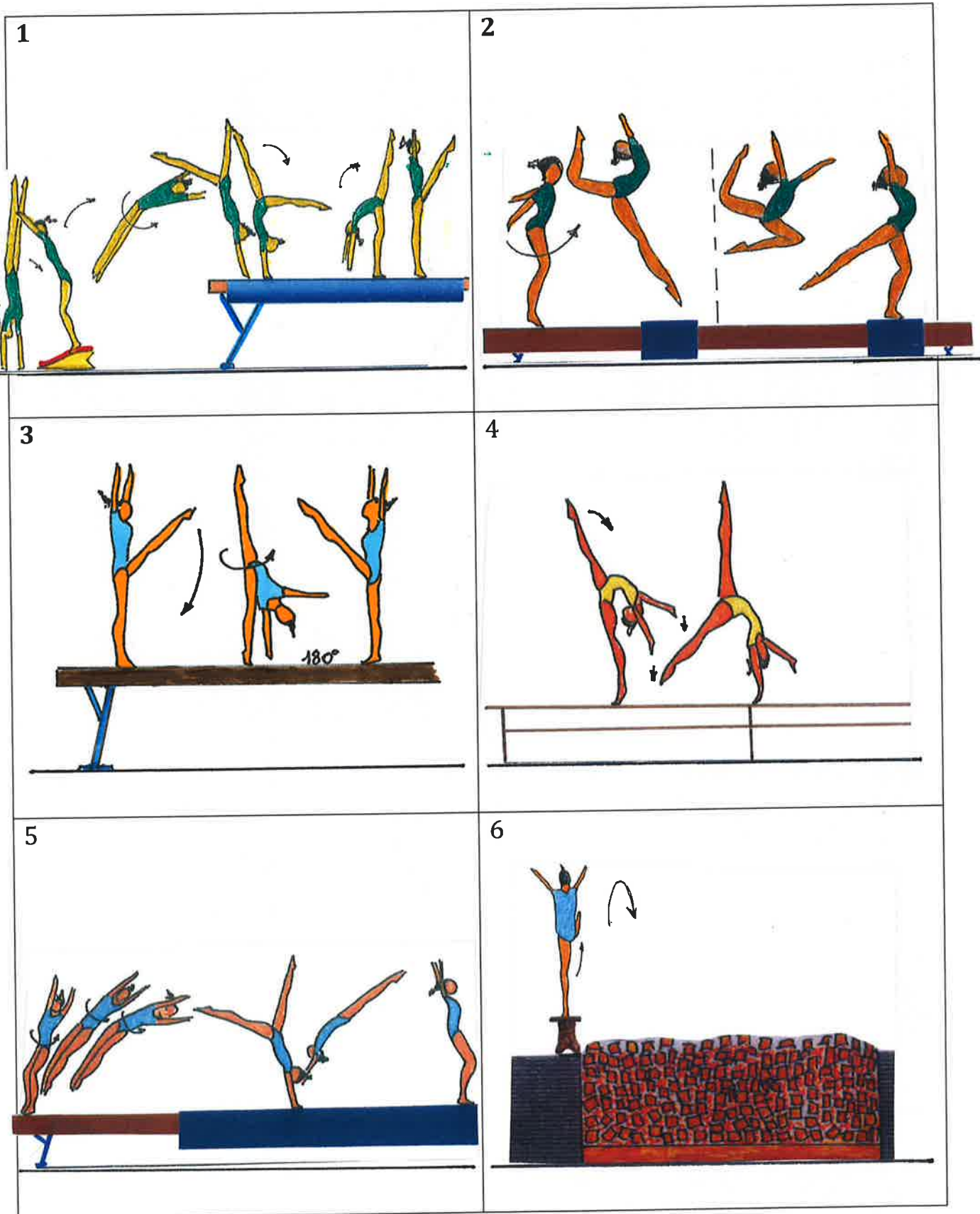
PROPOSTA N.62



PROPOSTA N.63

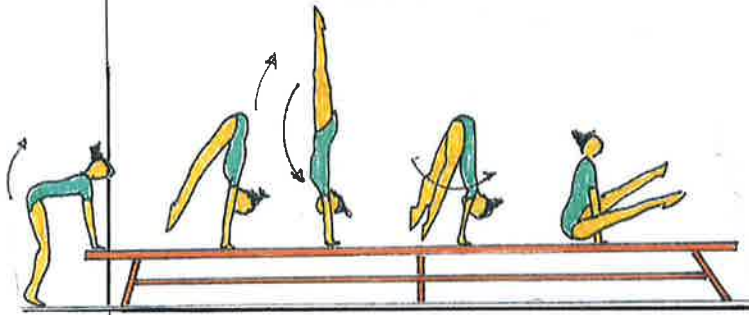


PROPOSTA N.64

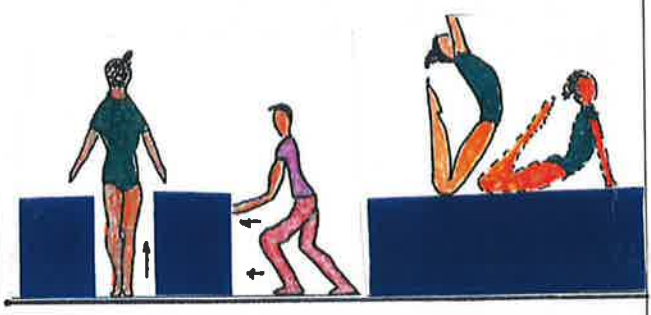


PROPOSTA N.65

1



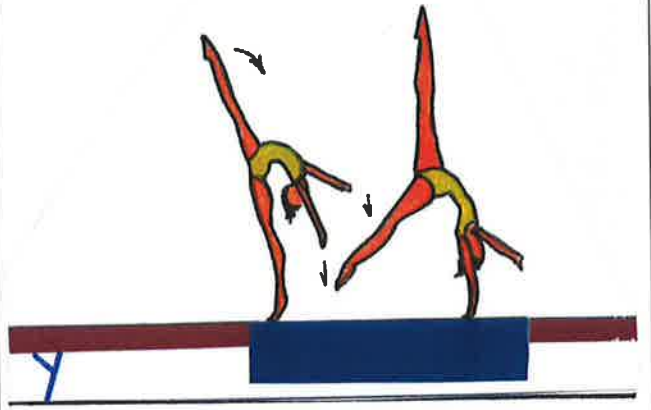
2



3



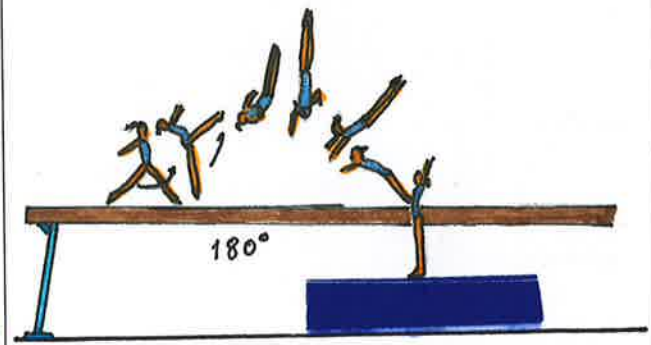
4



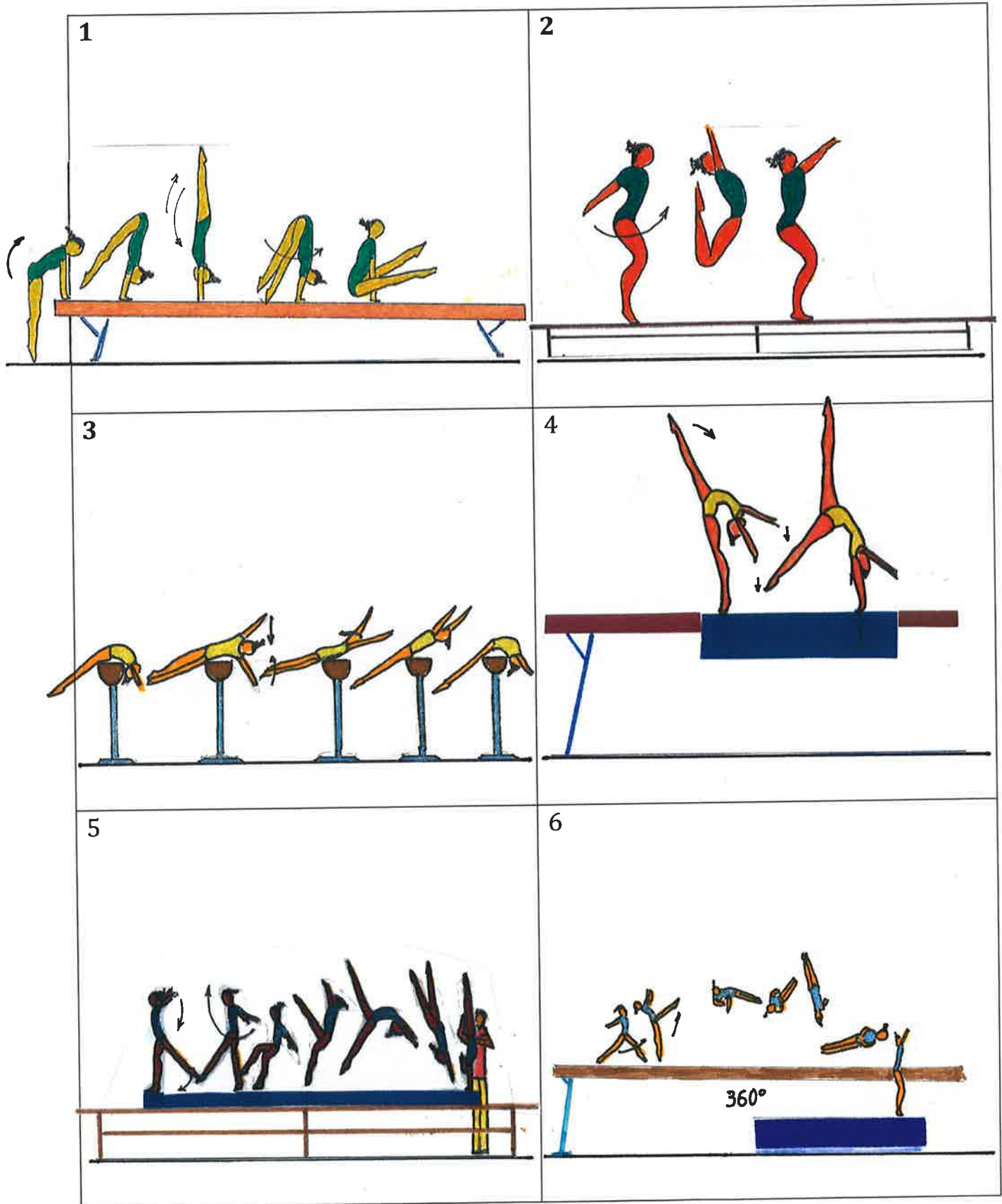
5



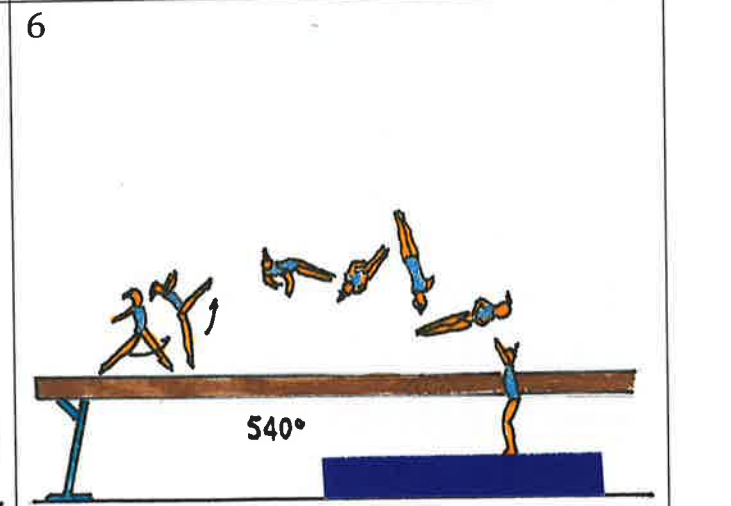
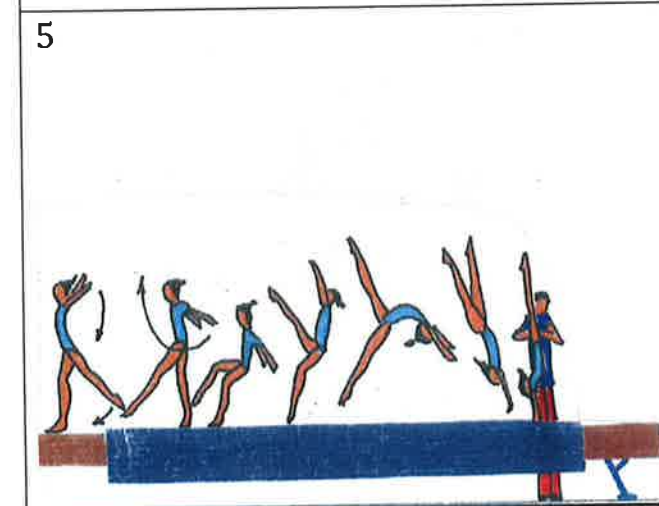
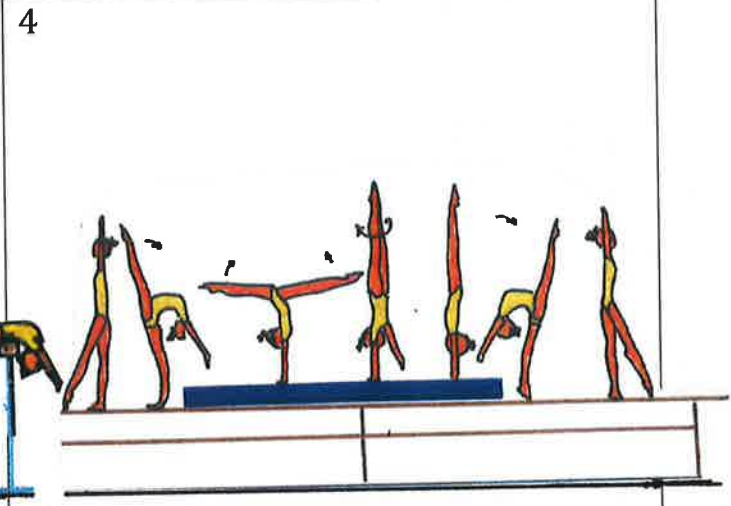
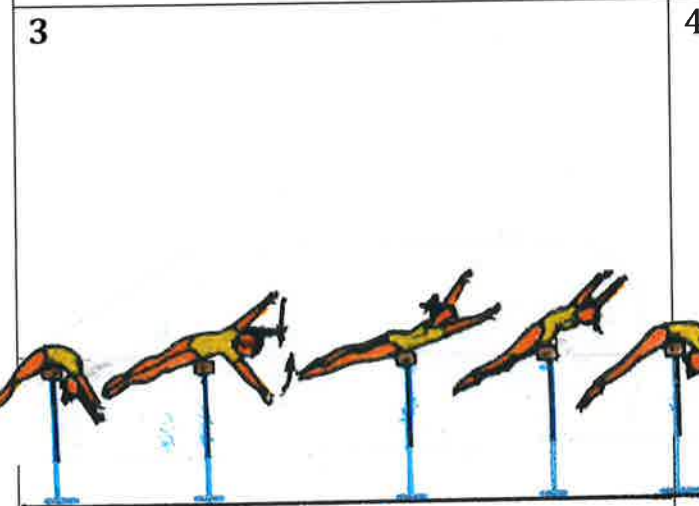
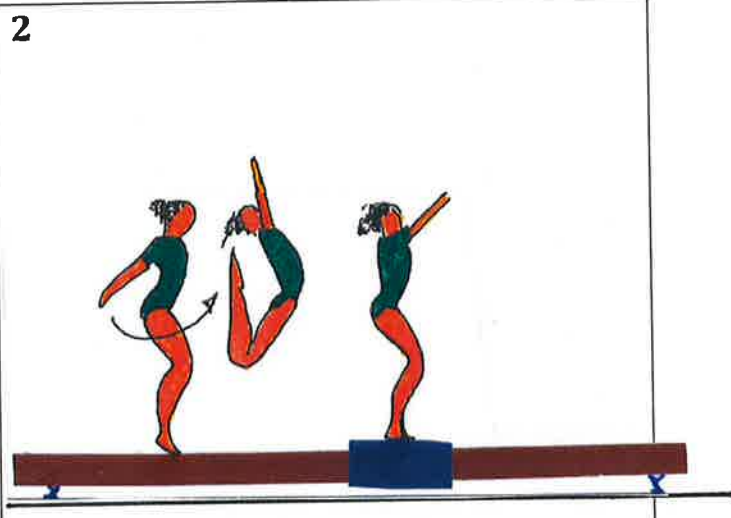
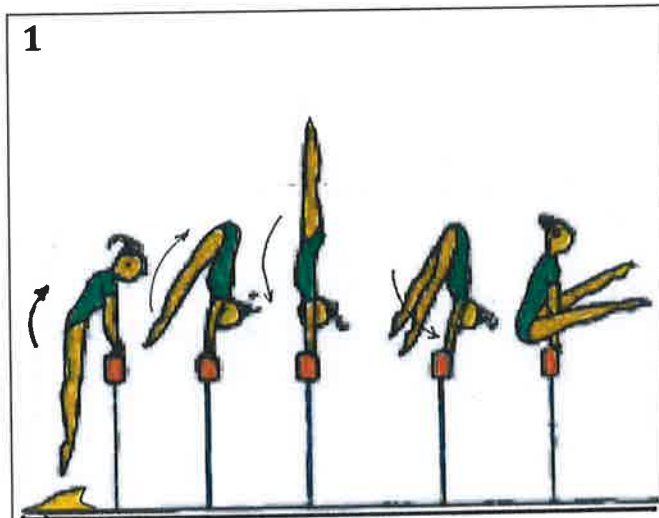
6



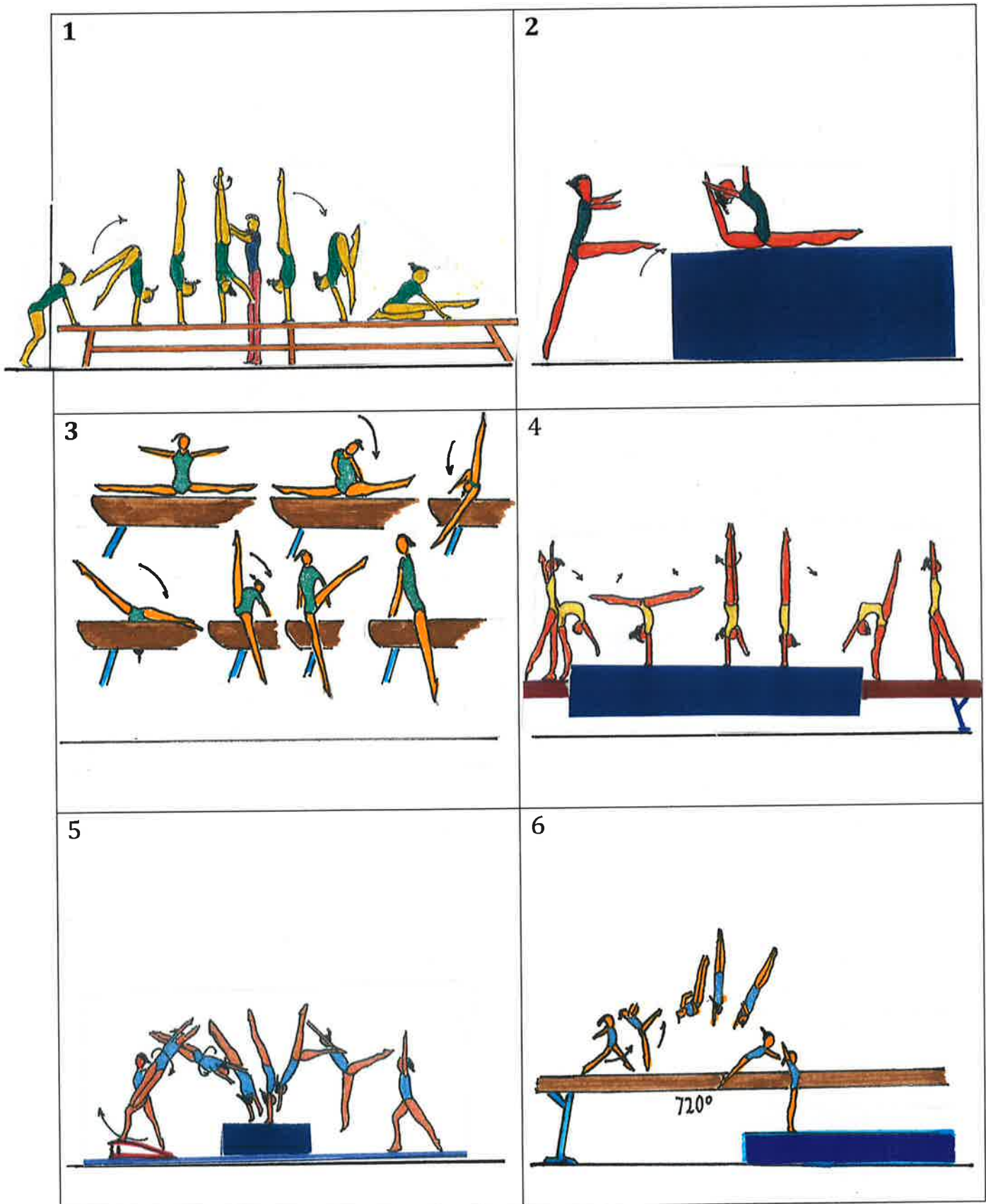
PROPOSTA N.66



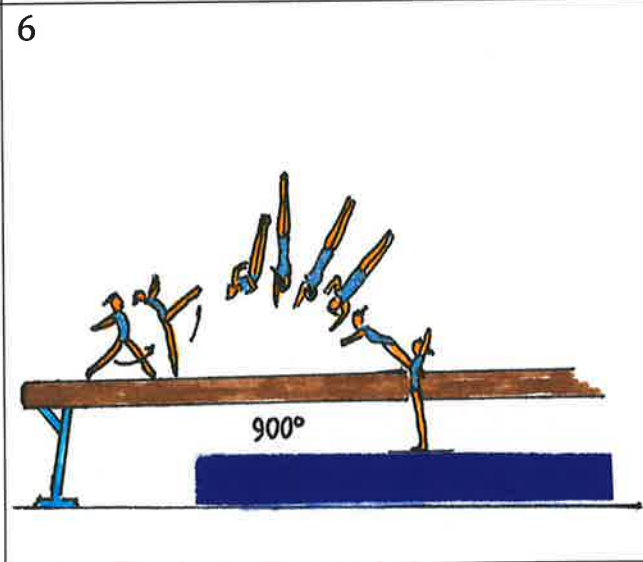
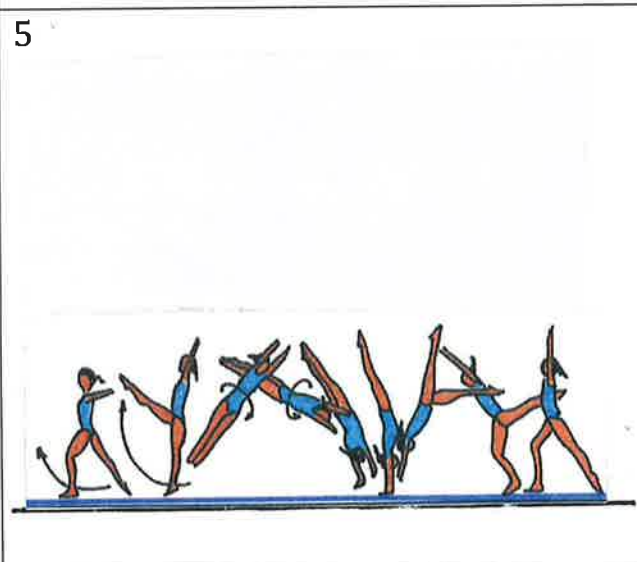
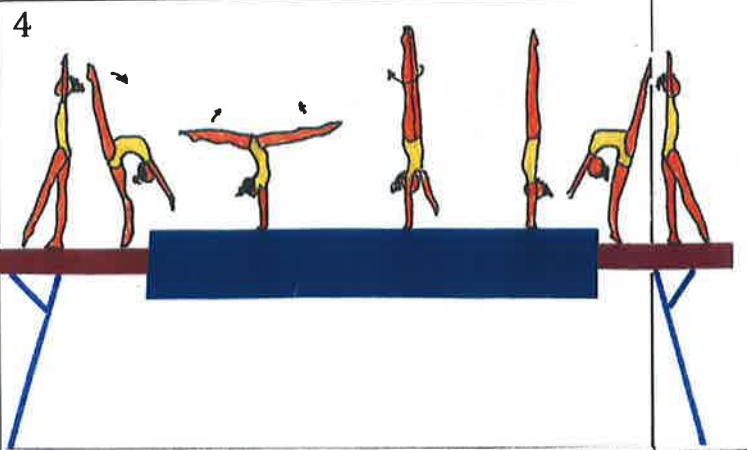
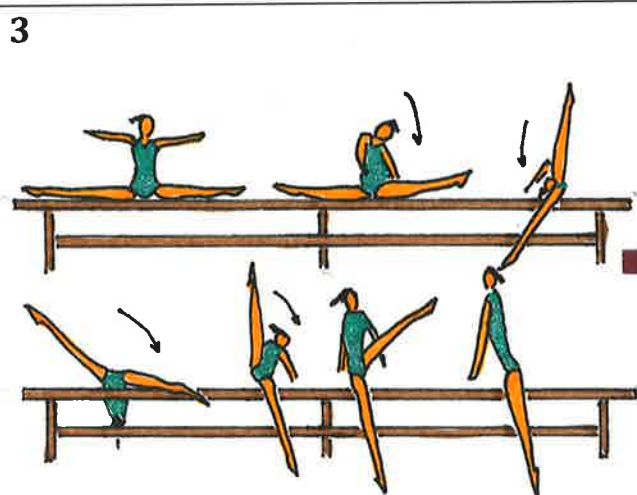
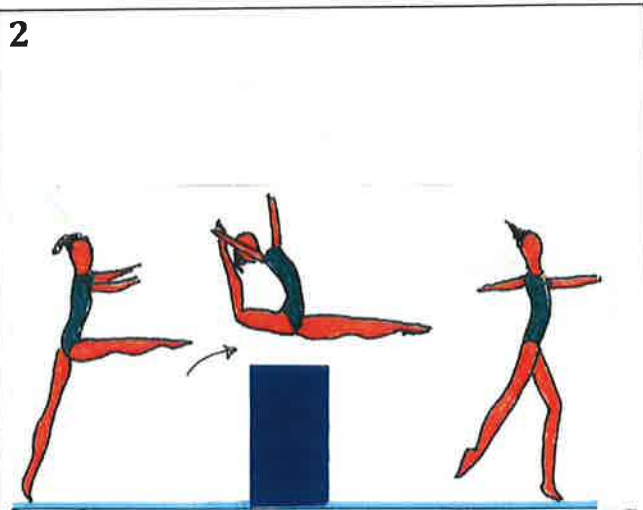
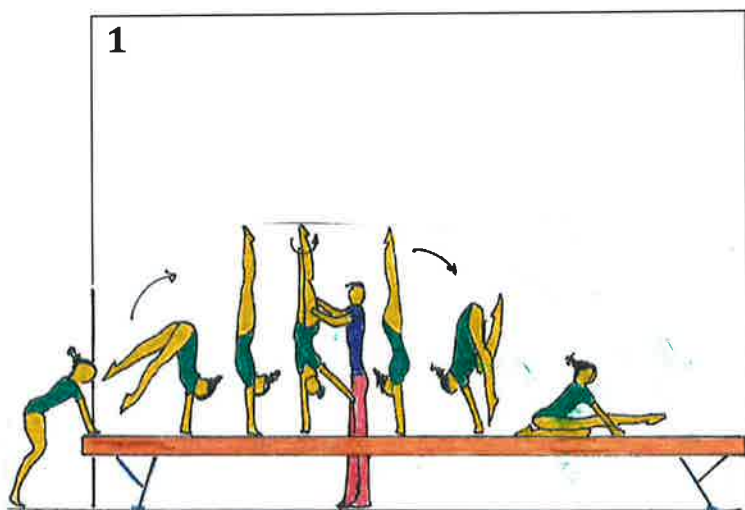
PROPOSTA N.67



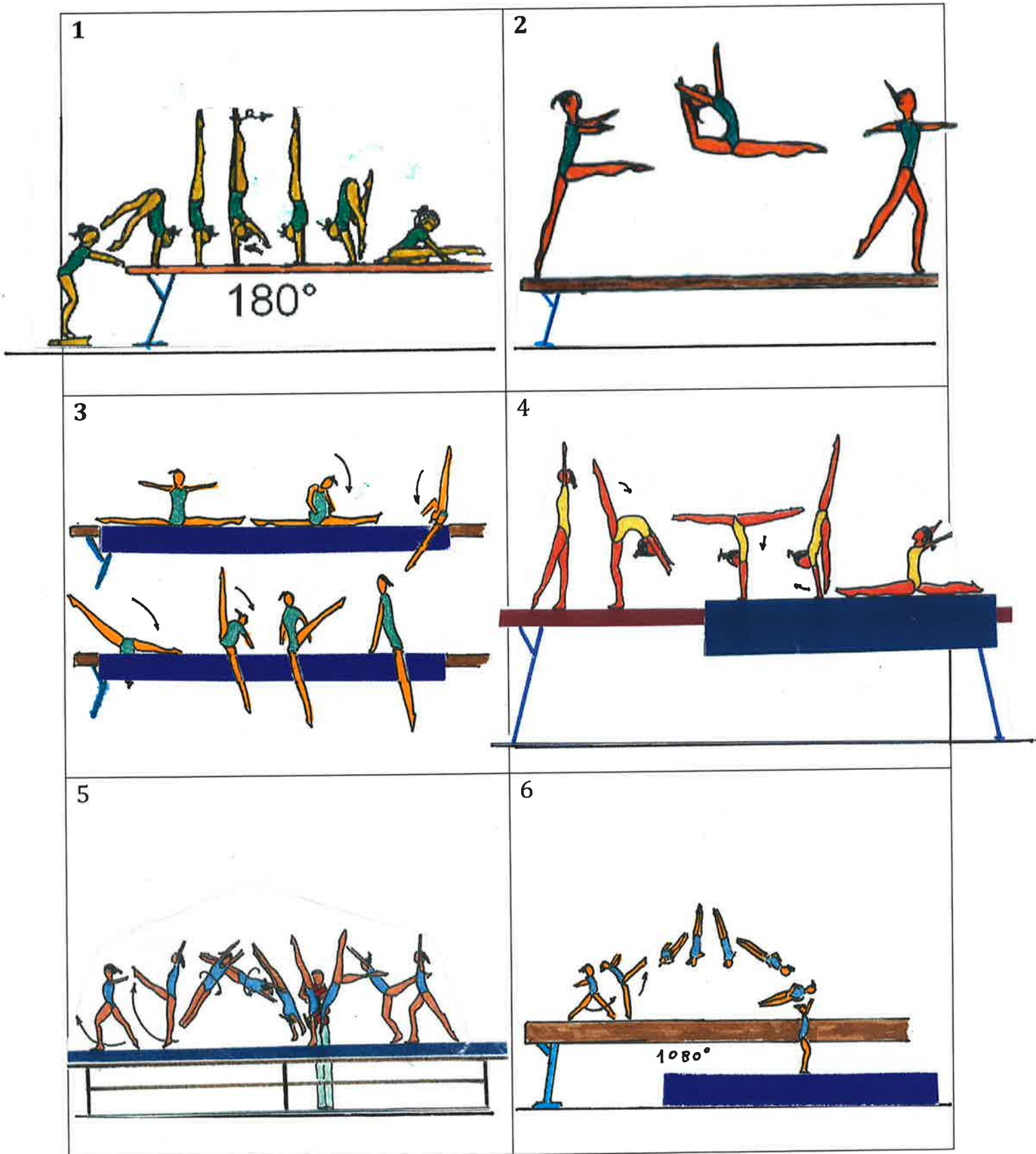
PROPOSTA N.68



PROPOSTA N.69

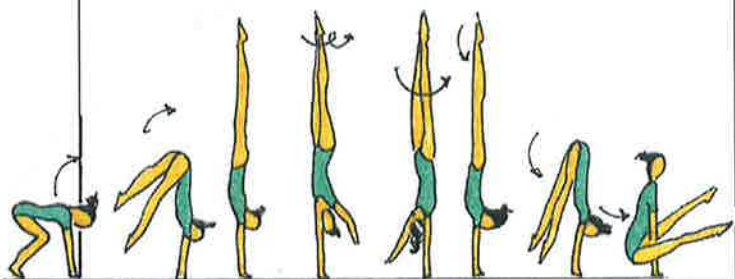


PROPOSTA N.70

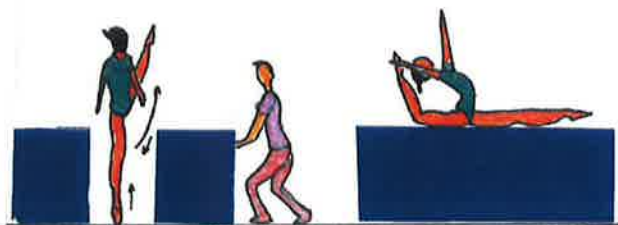


PROPOSTA N.71

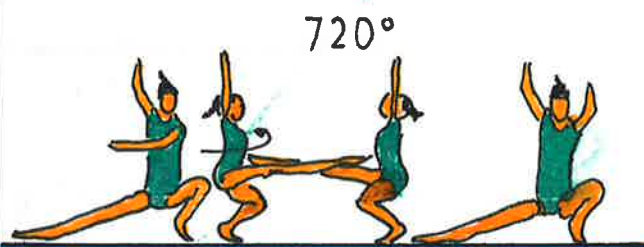
1



2

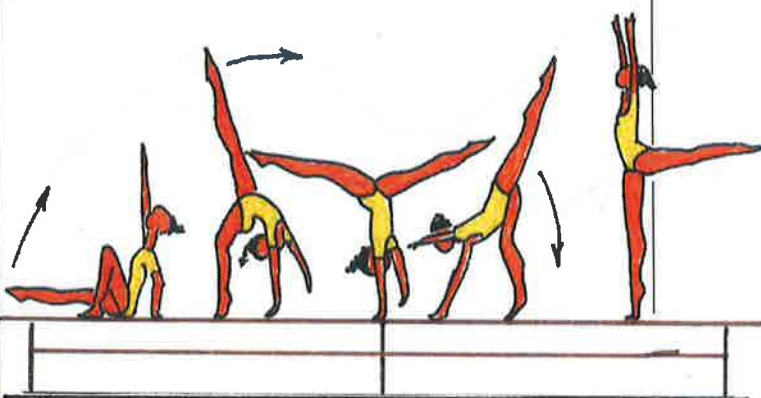


3

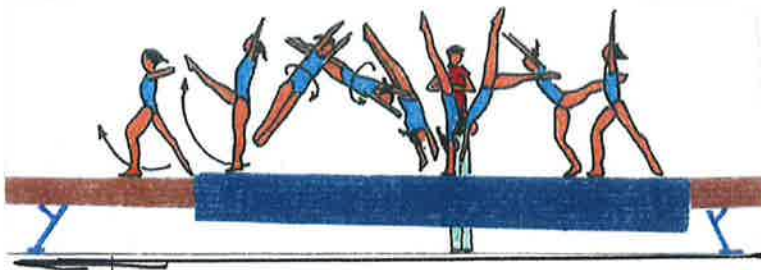


4

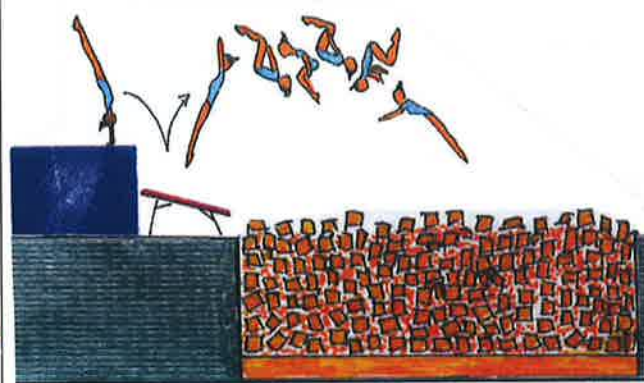
Eeguire il movimento su una panca, con e senza assistenza.



5

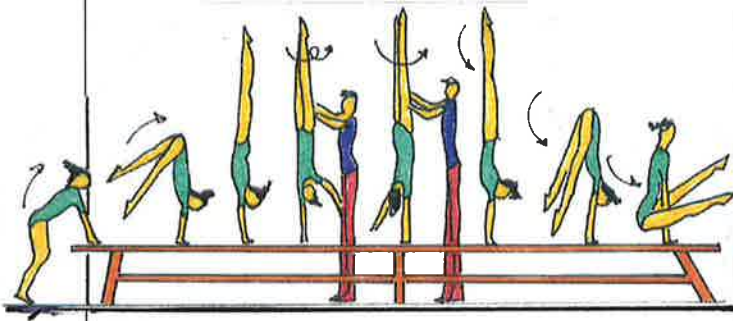


6

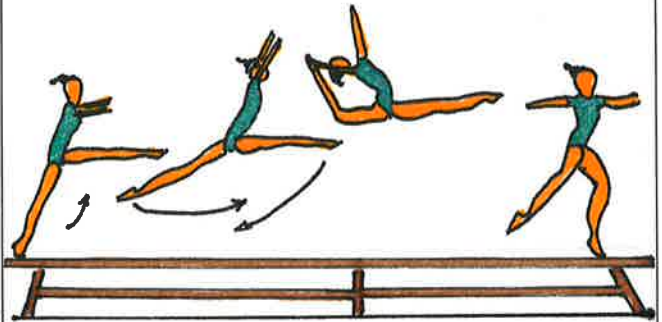


PROPOSTA N.72

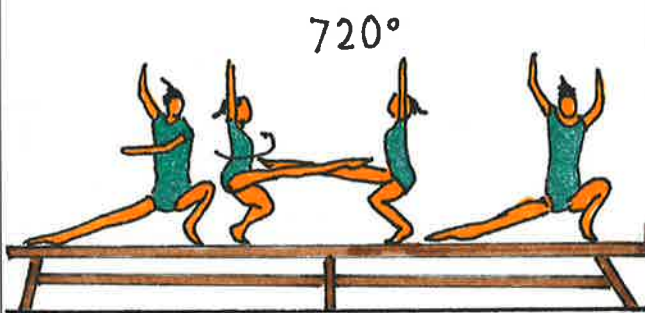
1



2

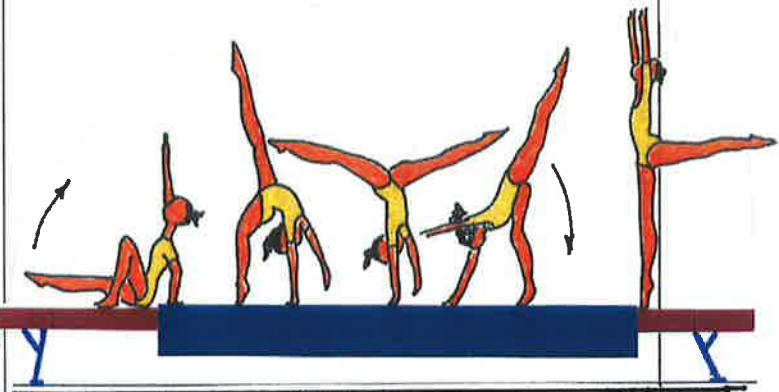


3

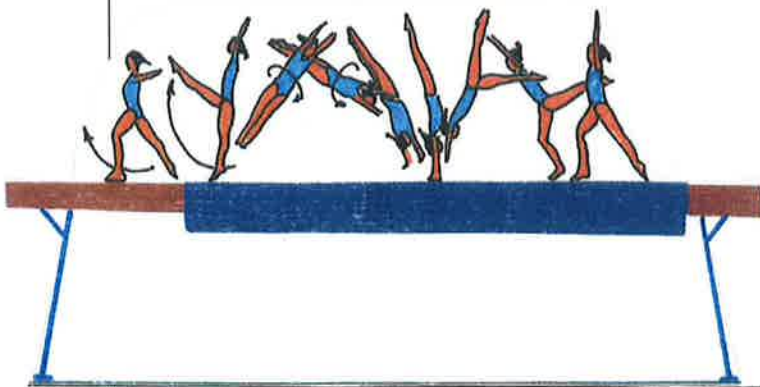


4

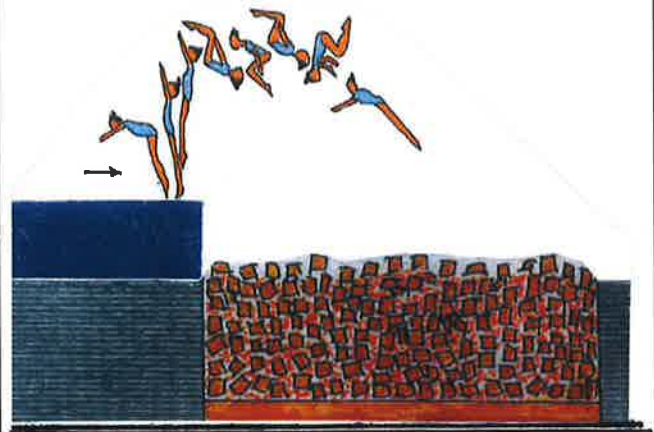
Eeguire il movimento su una trave bassa, con un tappeto sopra, con e senza assistenza.



5

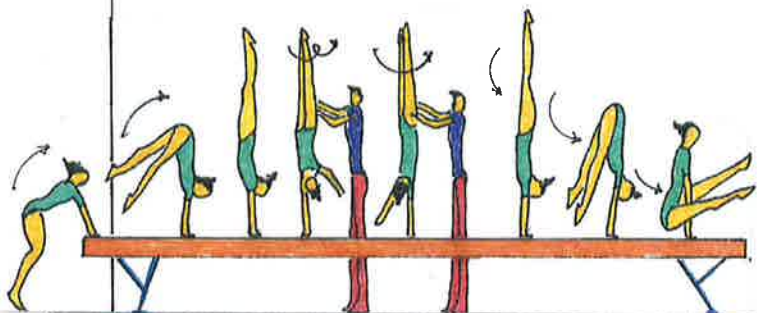


6

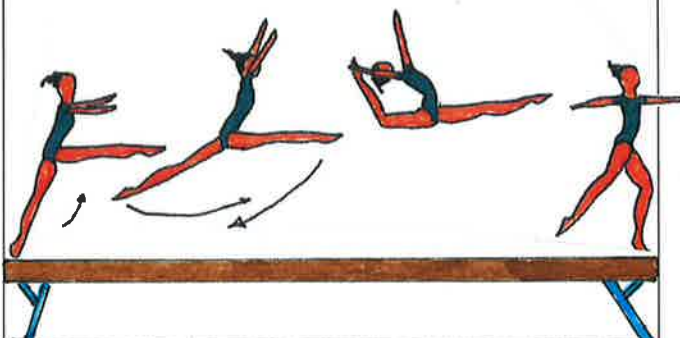


PROPOSTA N.73

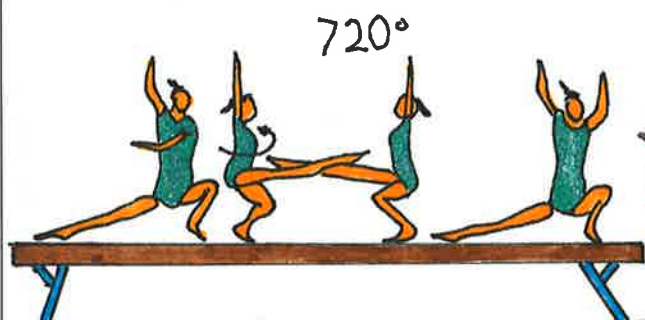
1



2

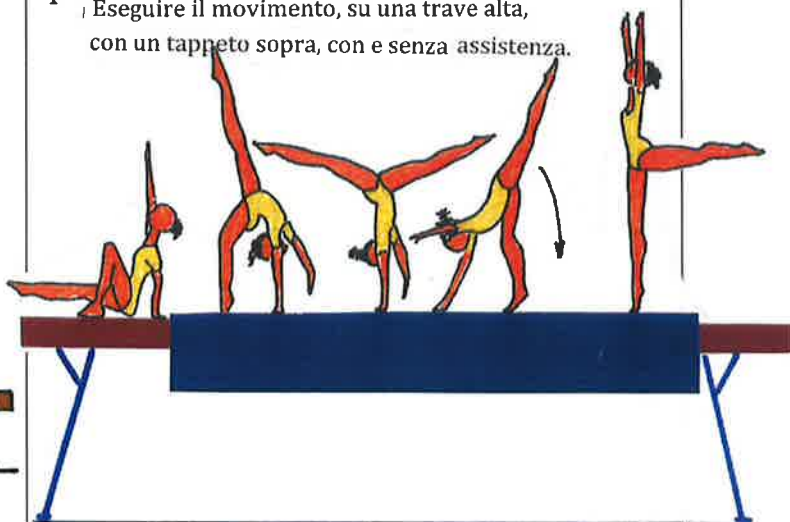


3

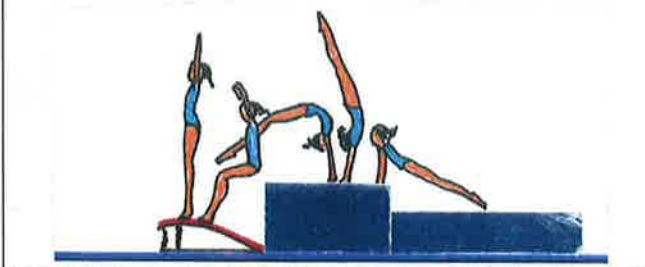


4

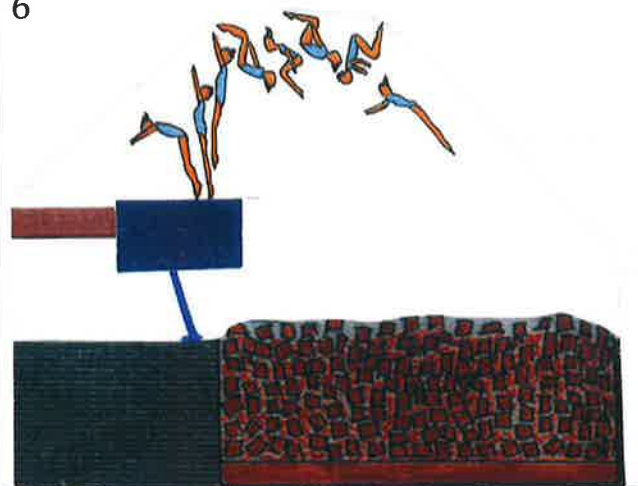
Eeguire il movimento, su una trave alta, con un tappeto sopra, con e senza assistenza.



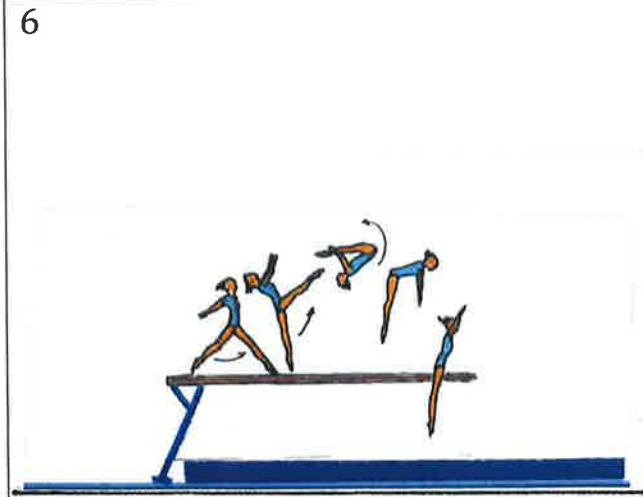
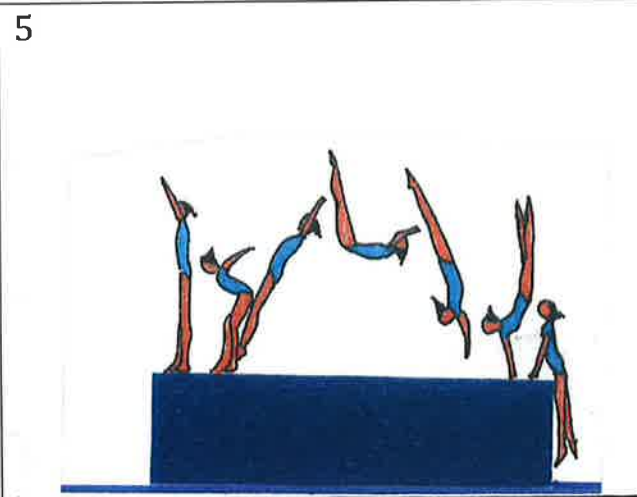
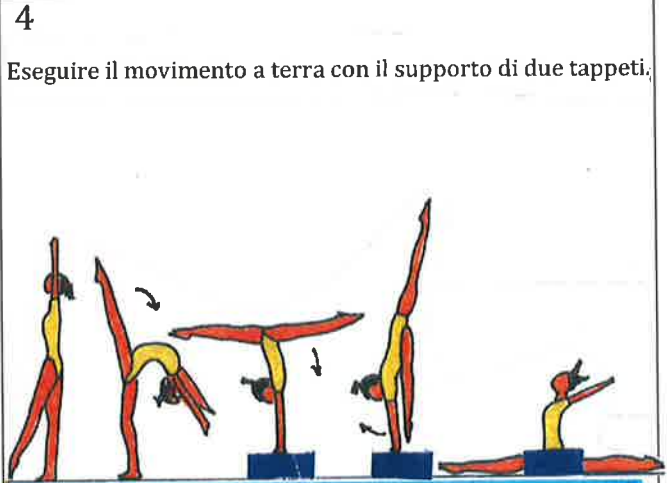
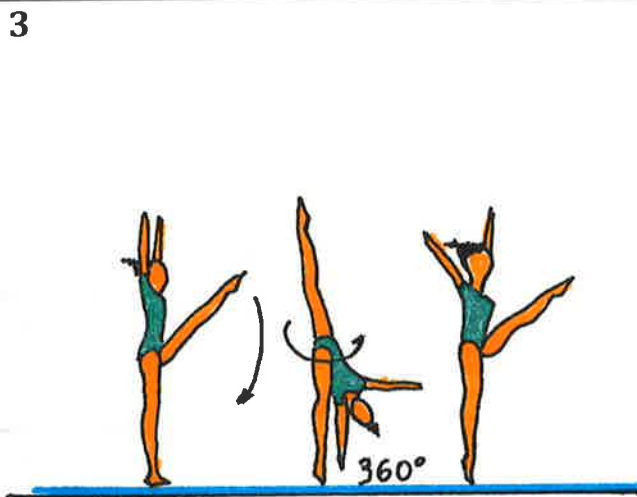
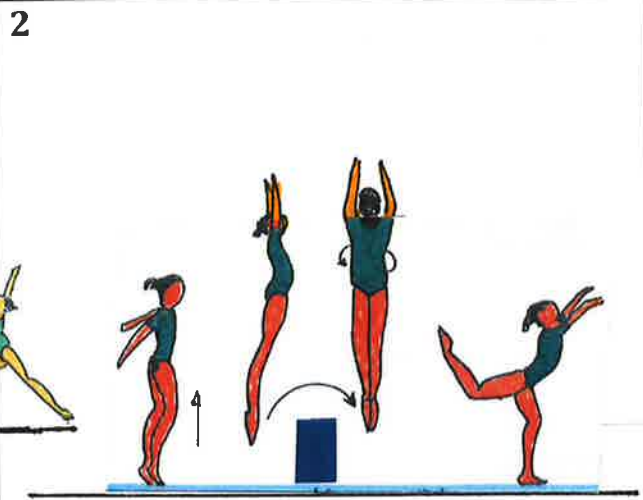
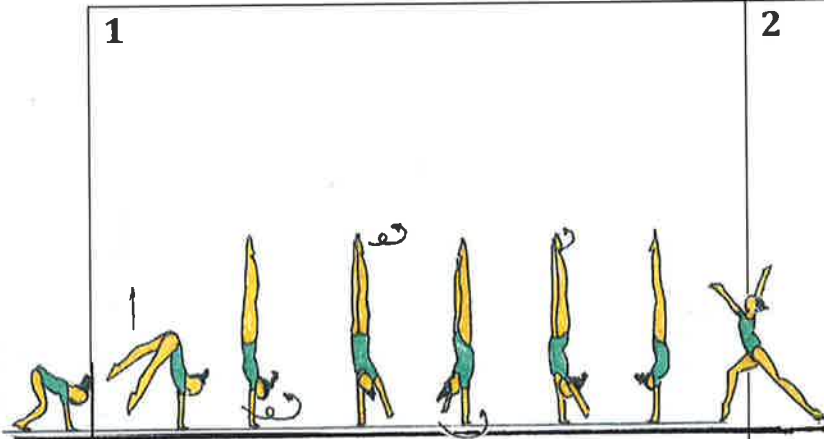
5



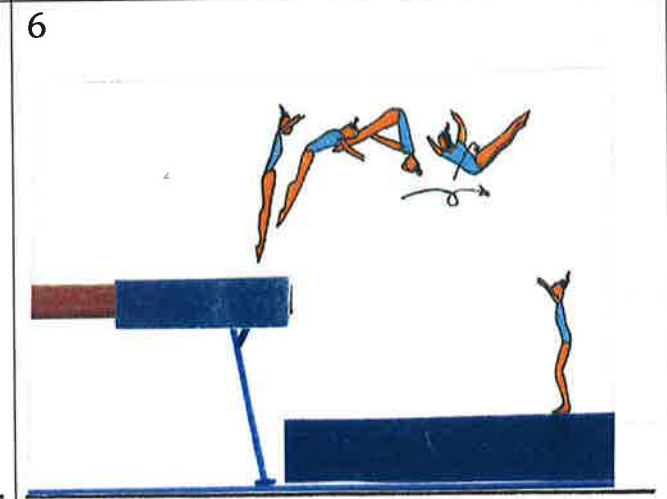
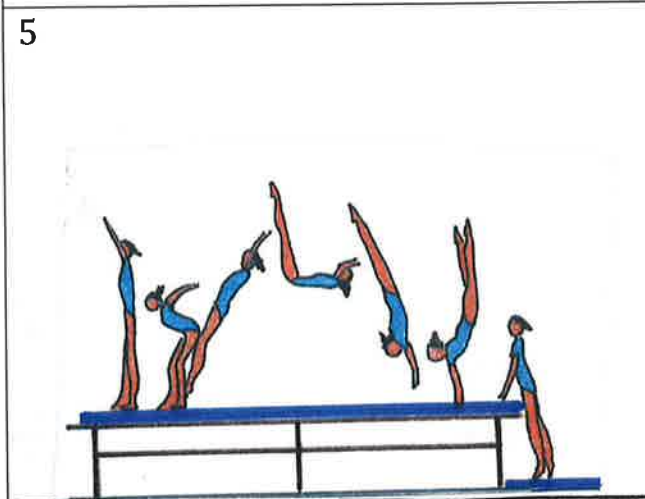
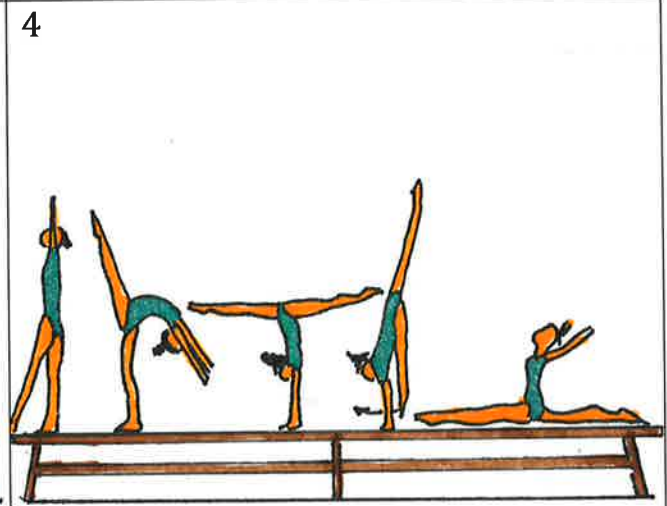
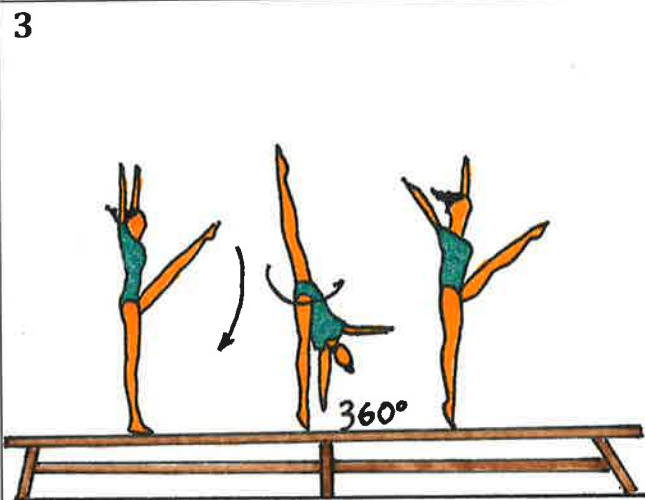
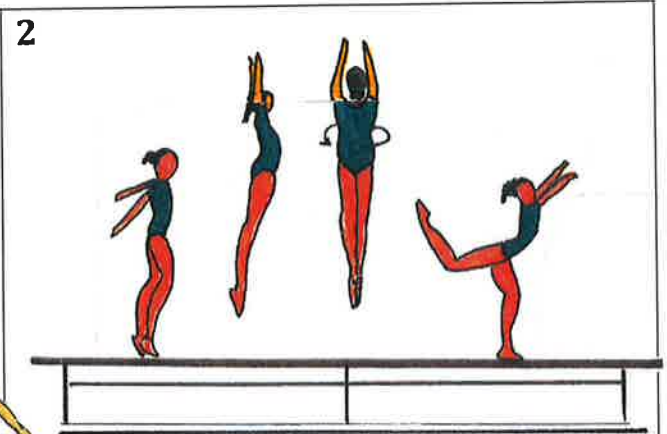
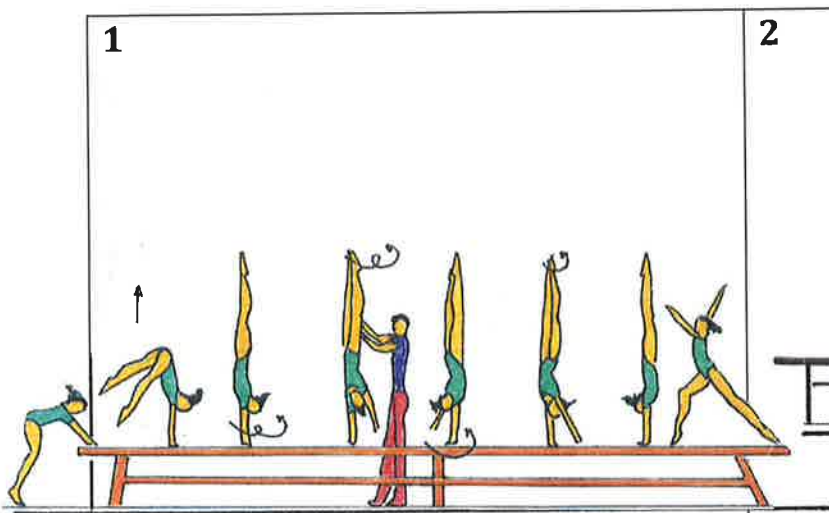
6



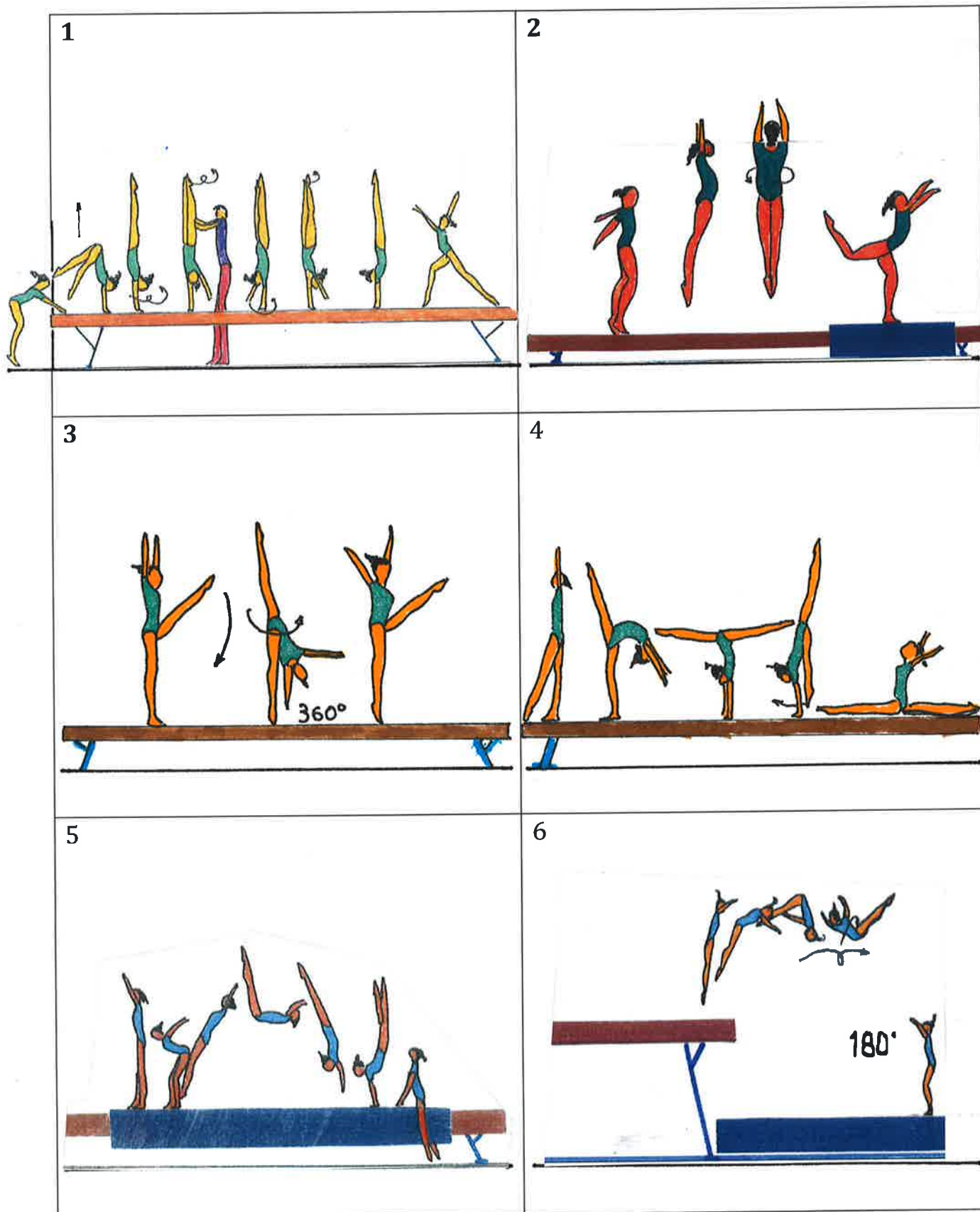
PROPOSTA N.74



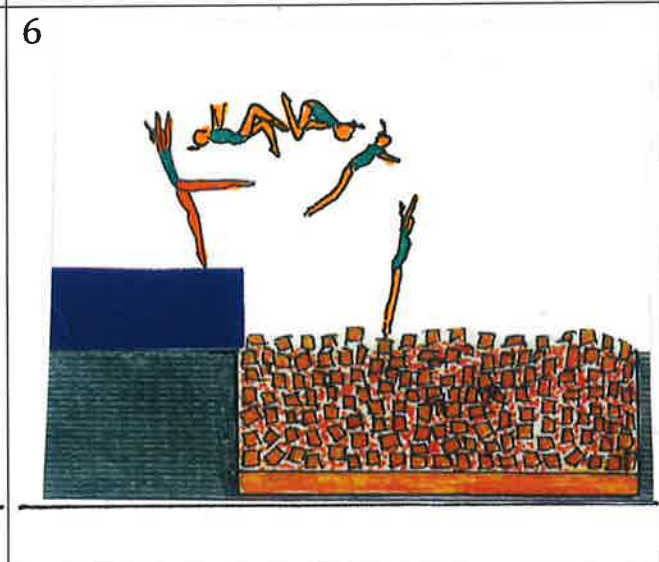
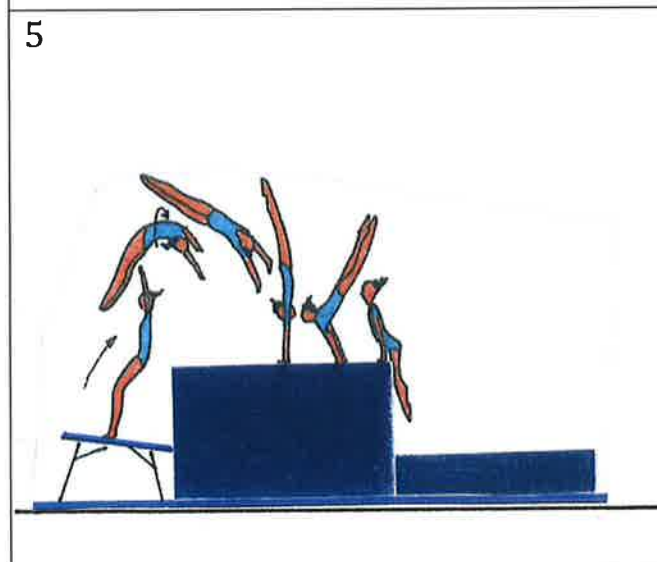
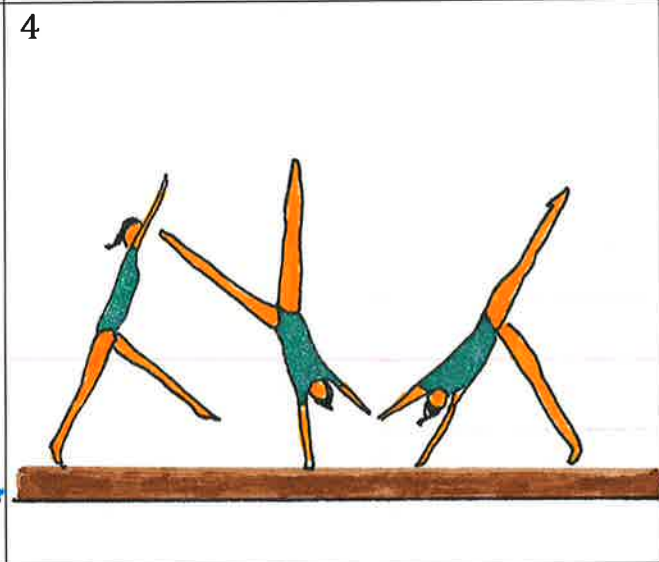
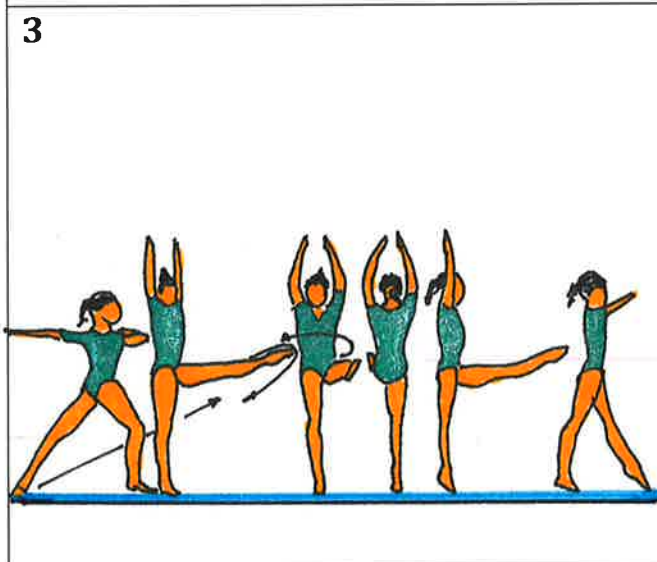
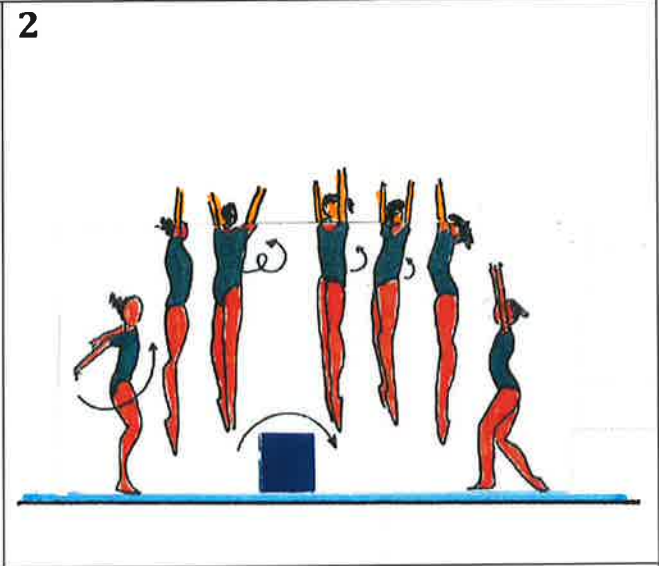
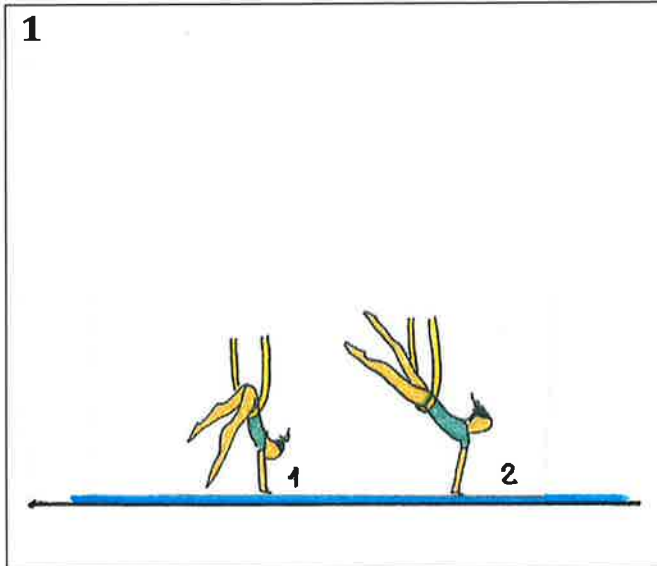
PROPOSTA N.75



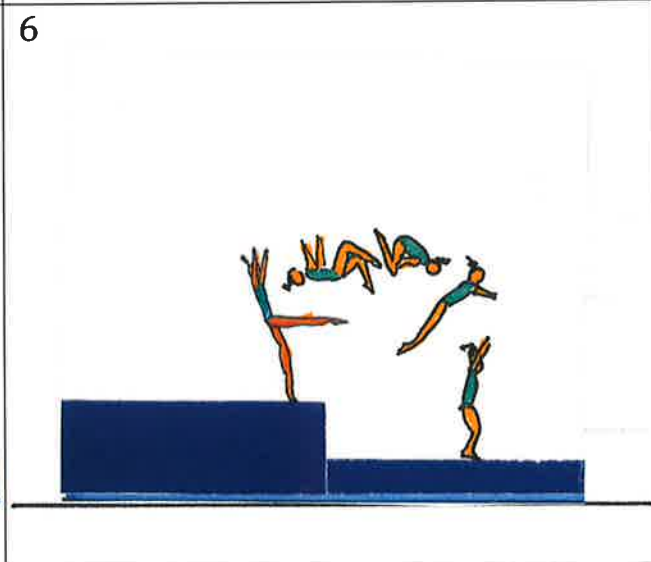
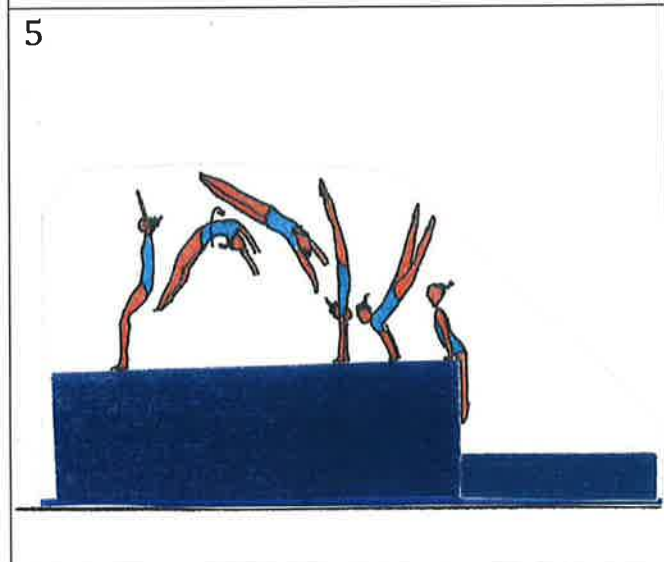
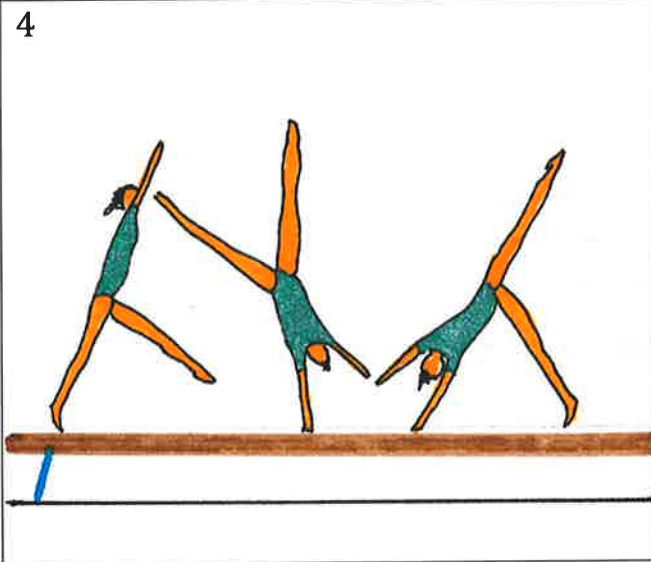
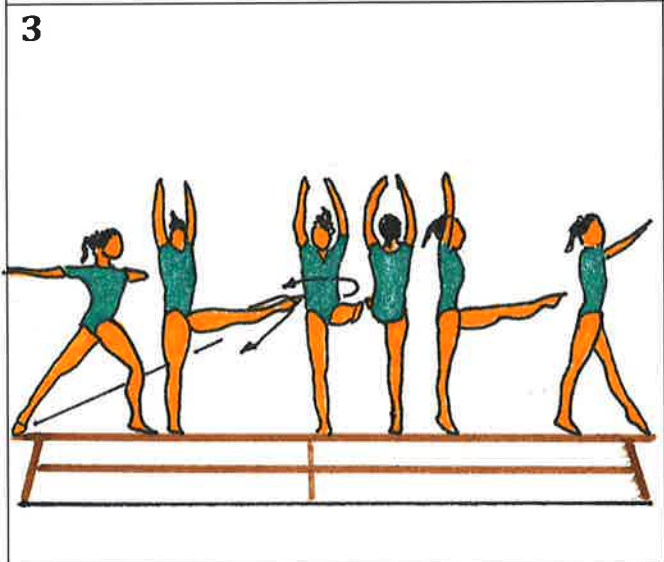
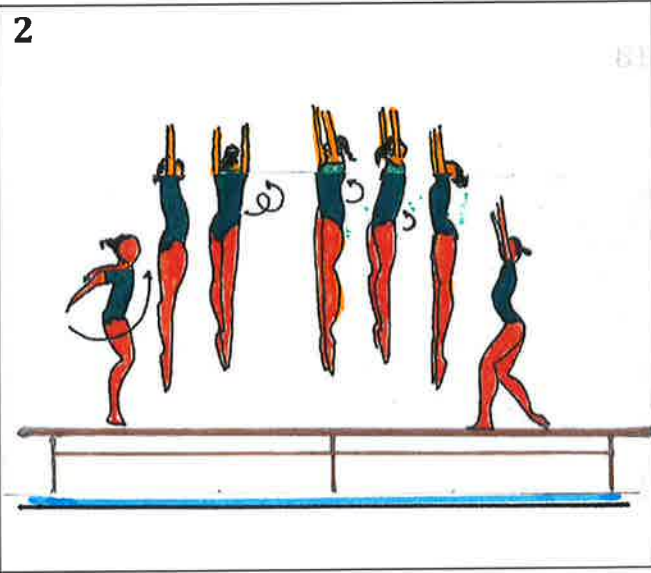
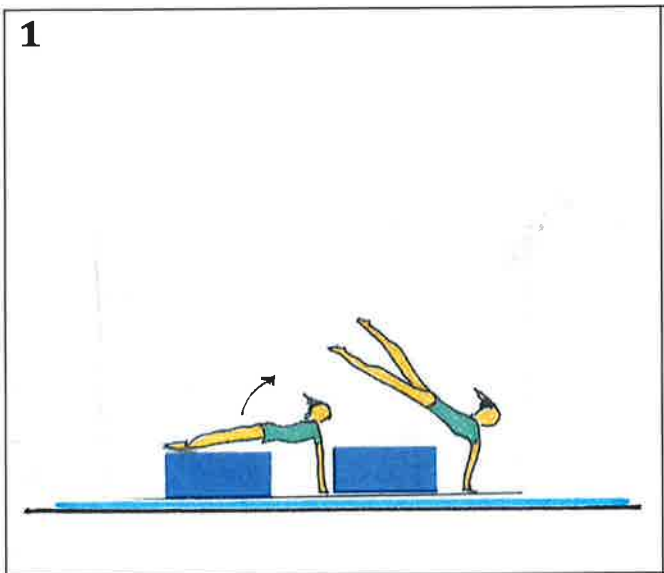
PROPOSTA N.76



PROPOSTA N.77

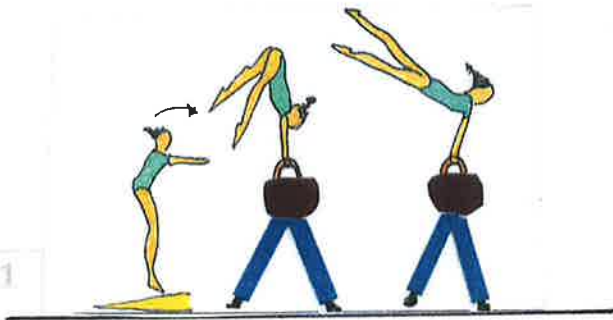


PROPOSTA N.78

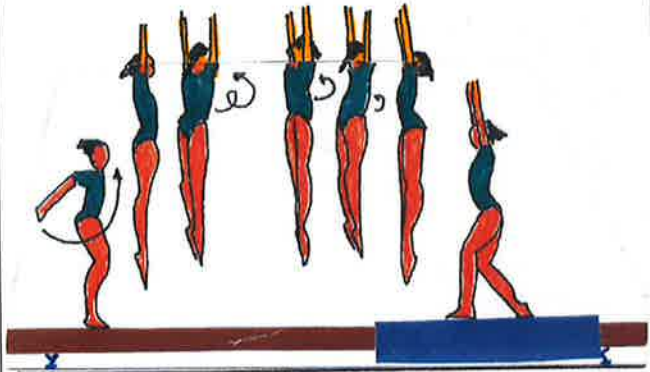


PROPOSTA N.79

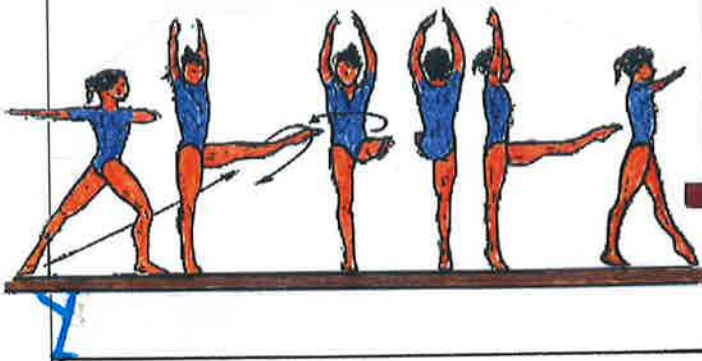
1



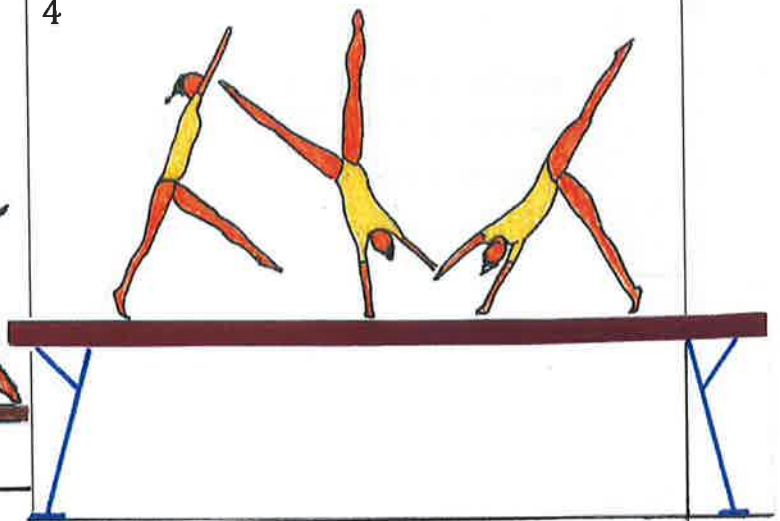
2



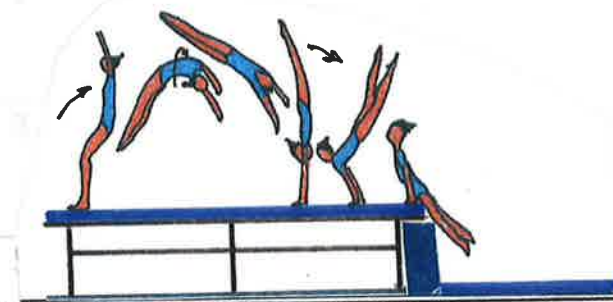
3



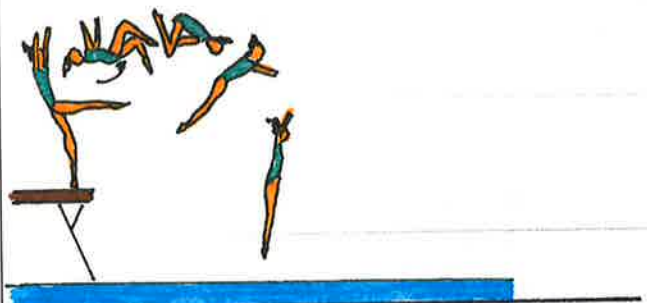
4



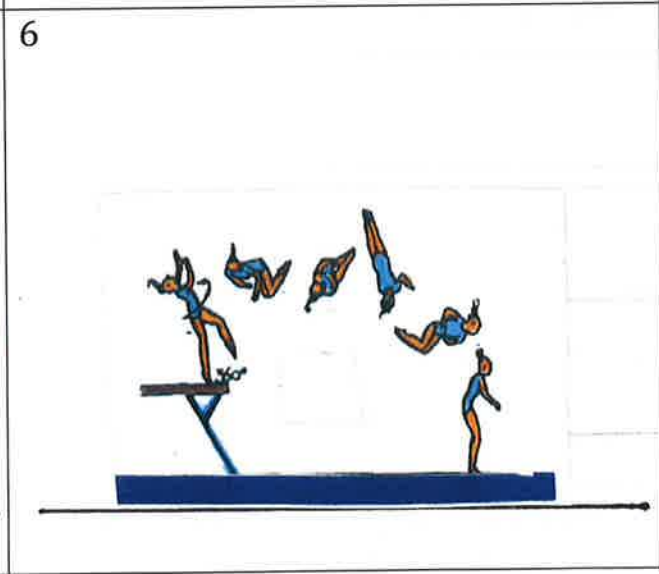
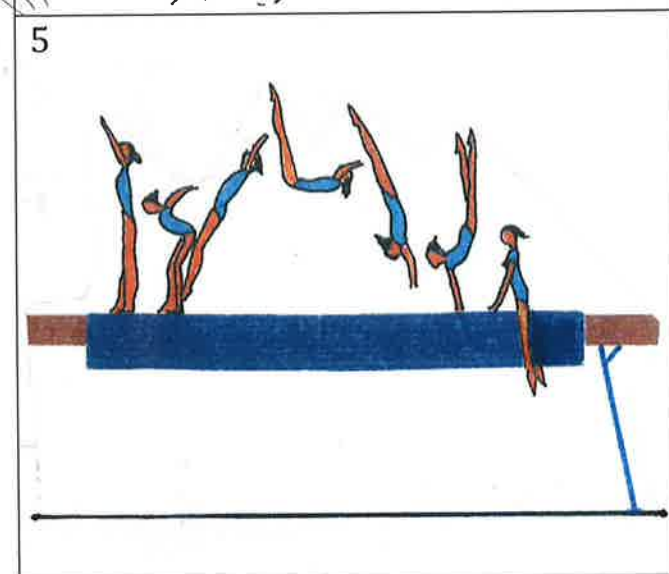
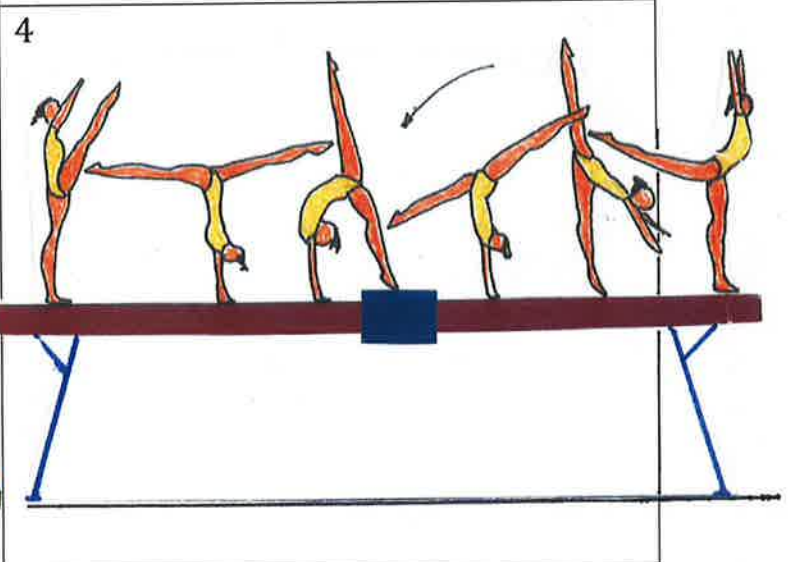
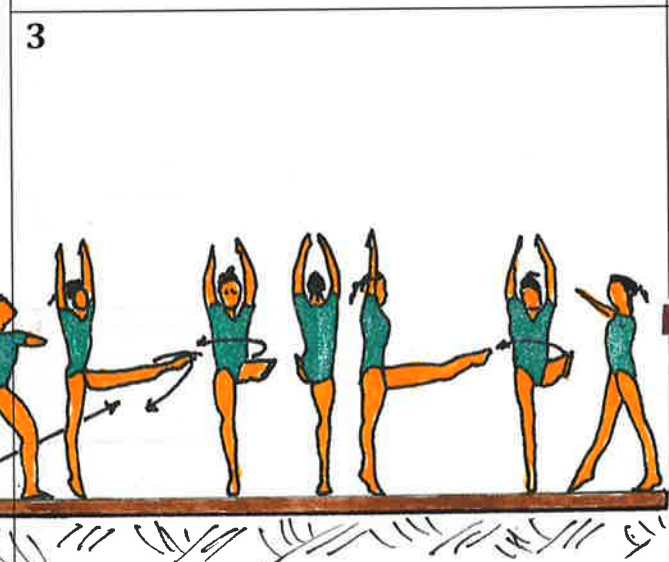
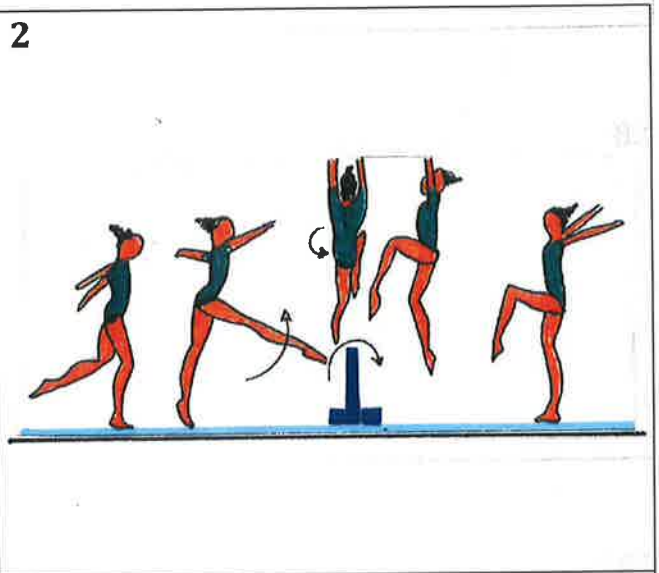
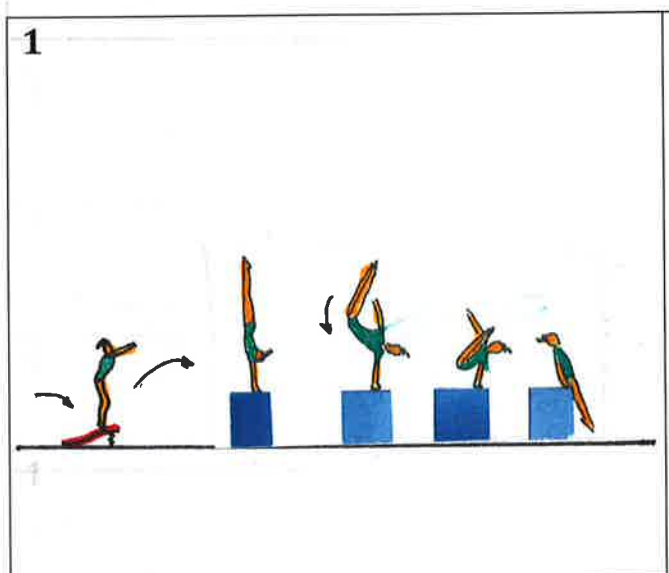
5



6

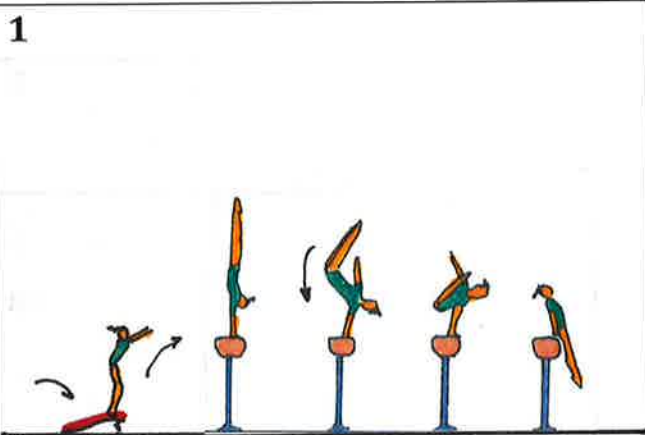


PROPOSTA N.80

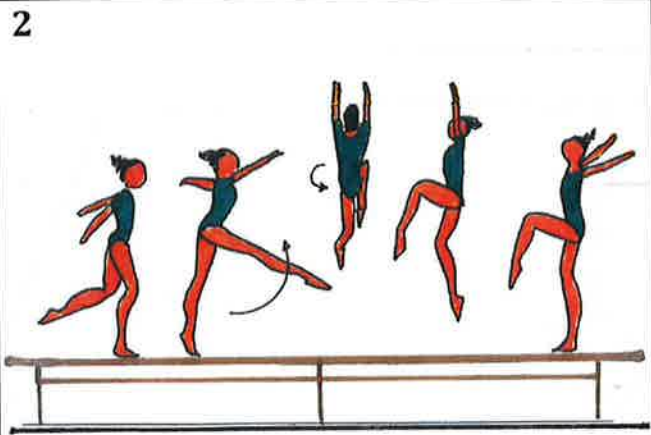


PROPOSTA N.81

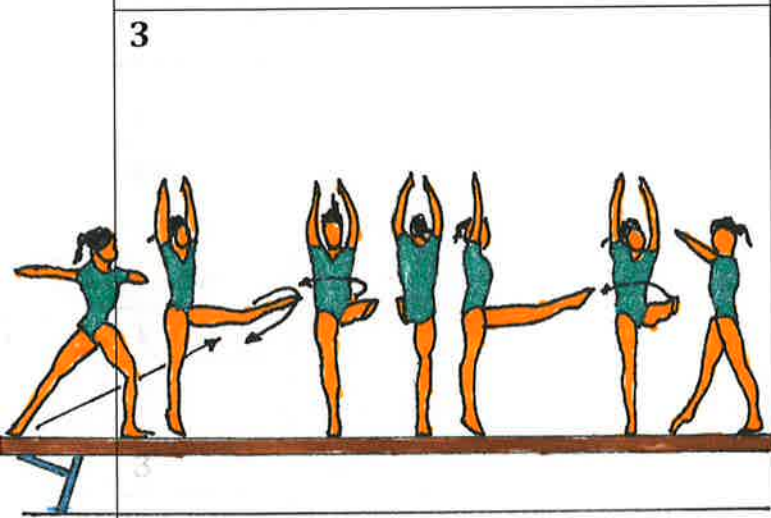
1



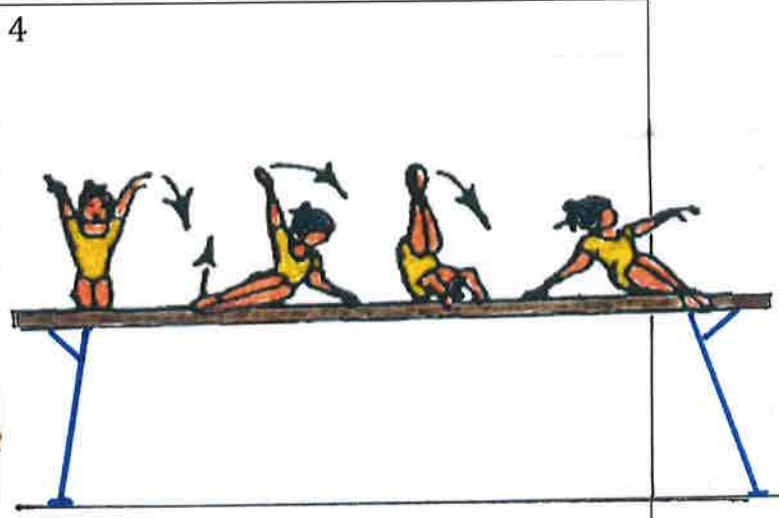
2



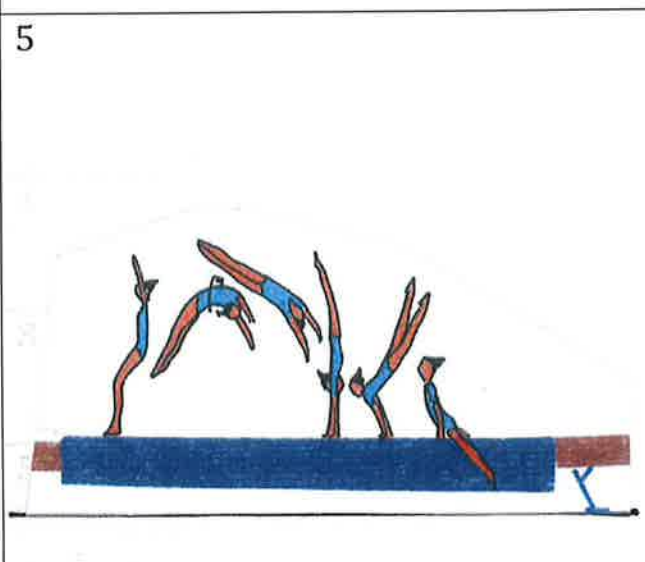
3



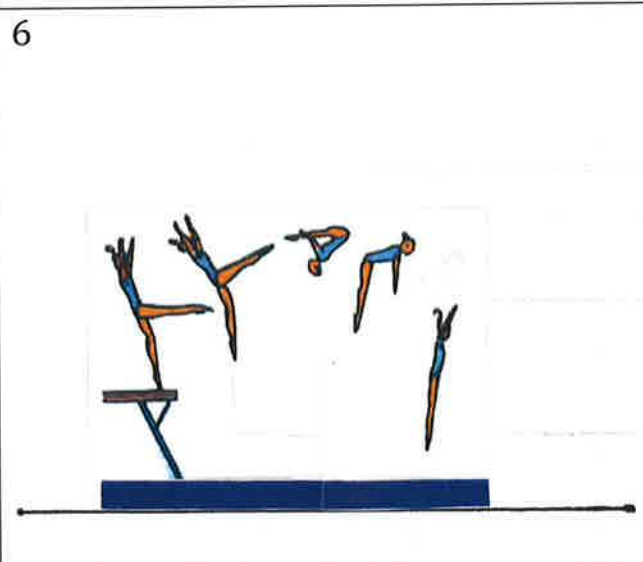
4



5

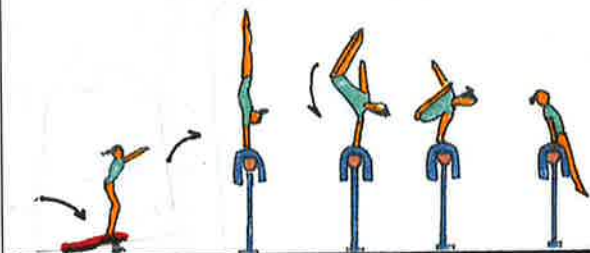


6



PROPOSTA N.82

1



2

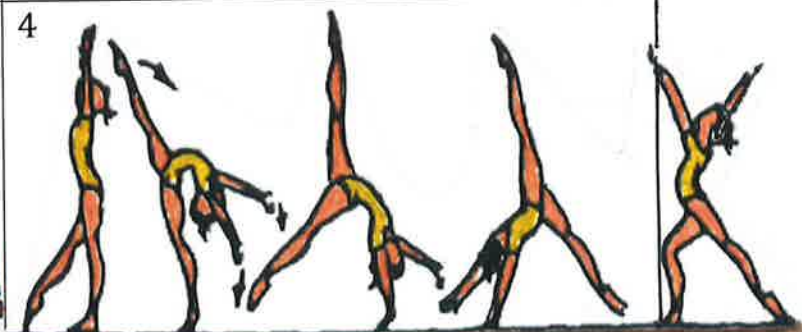


85

3



4

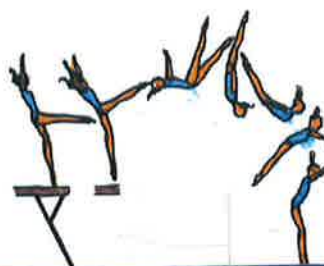


85

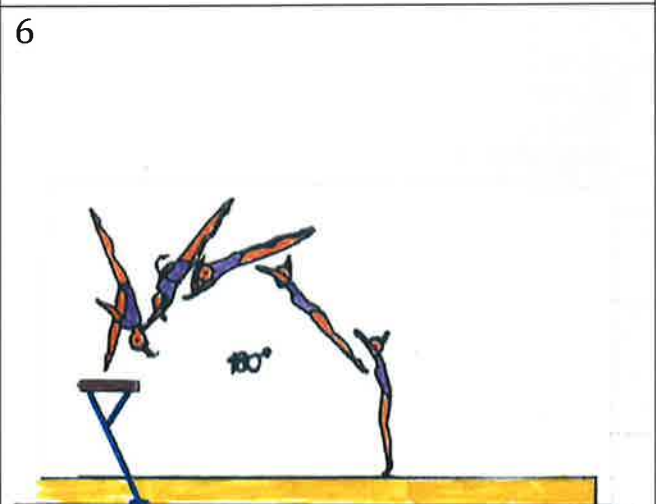
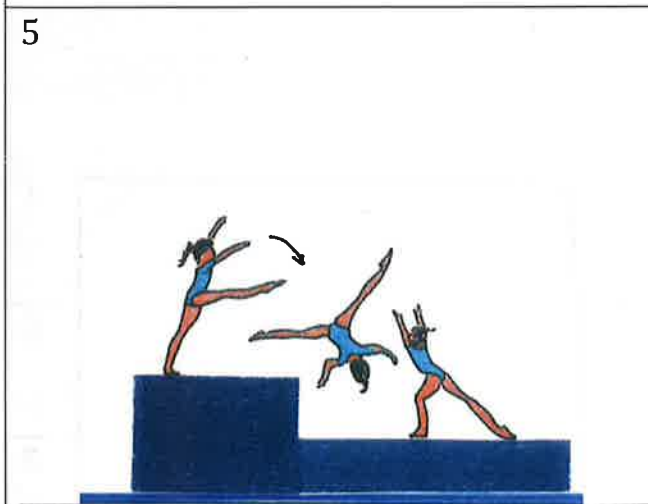
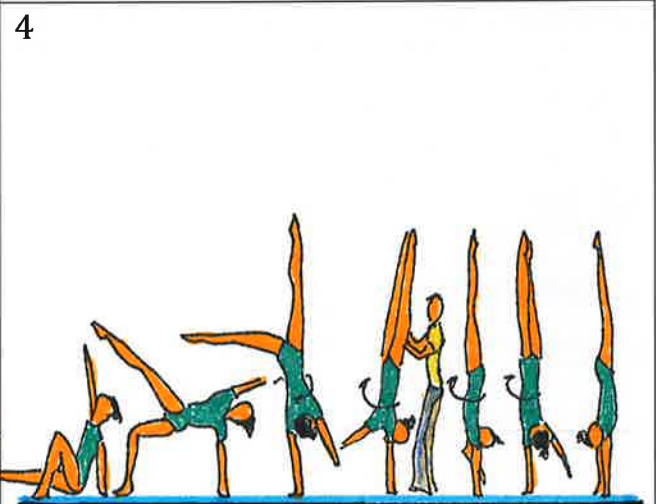
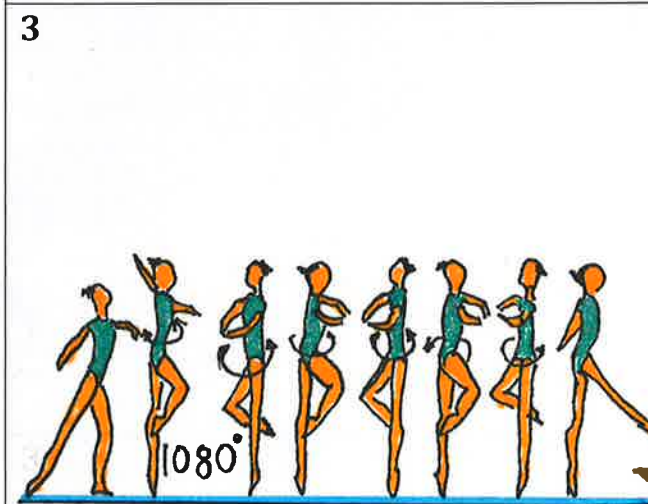
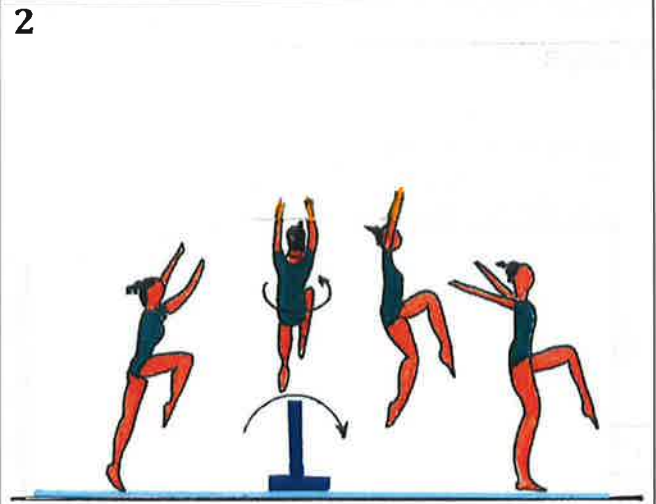
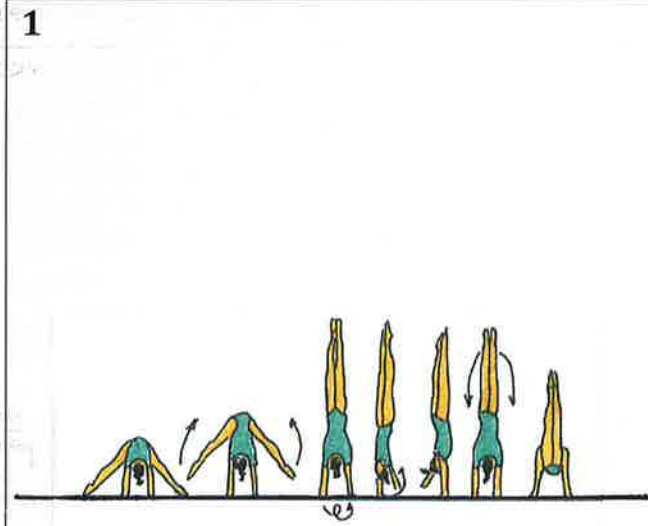
5



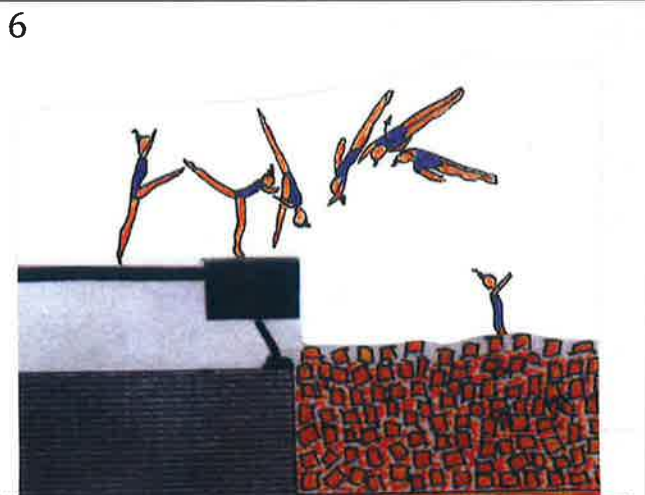
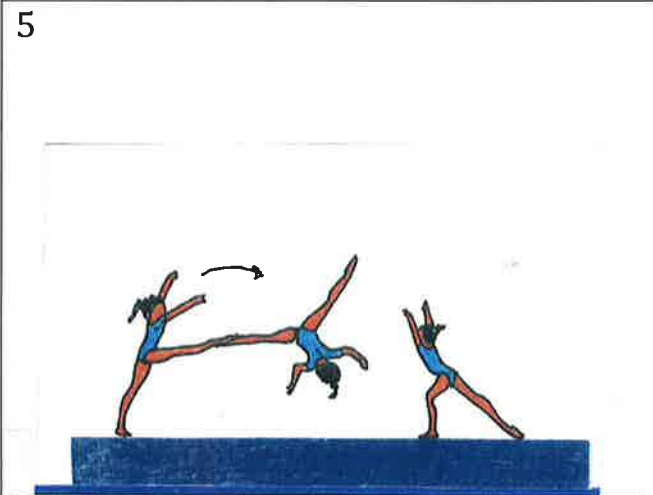
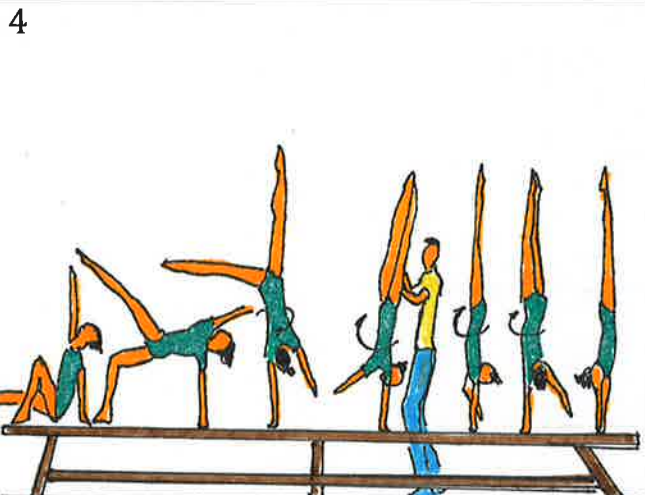
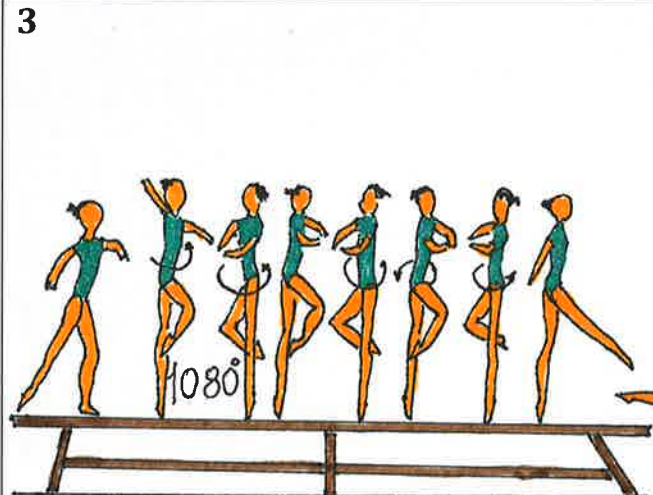
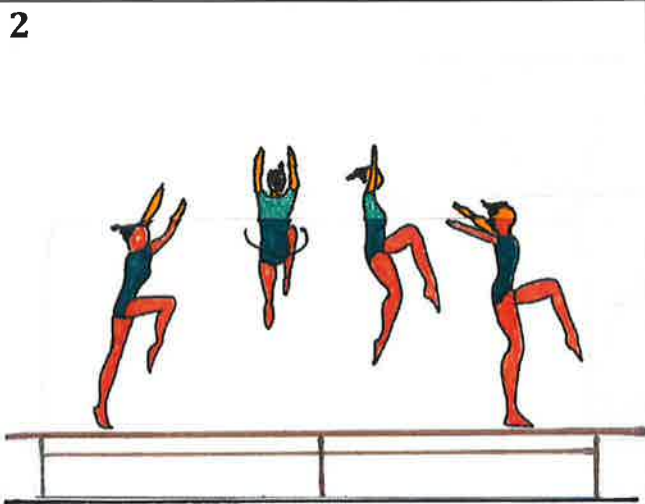
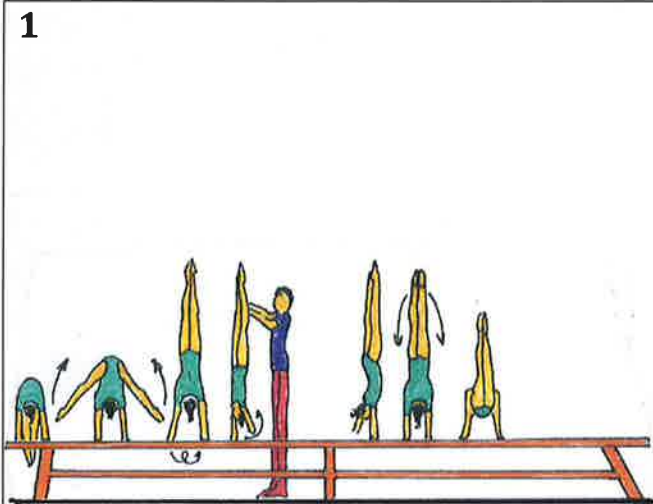
6



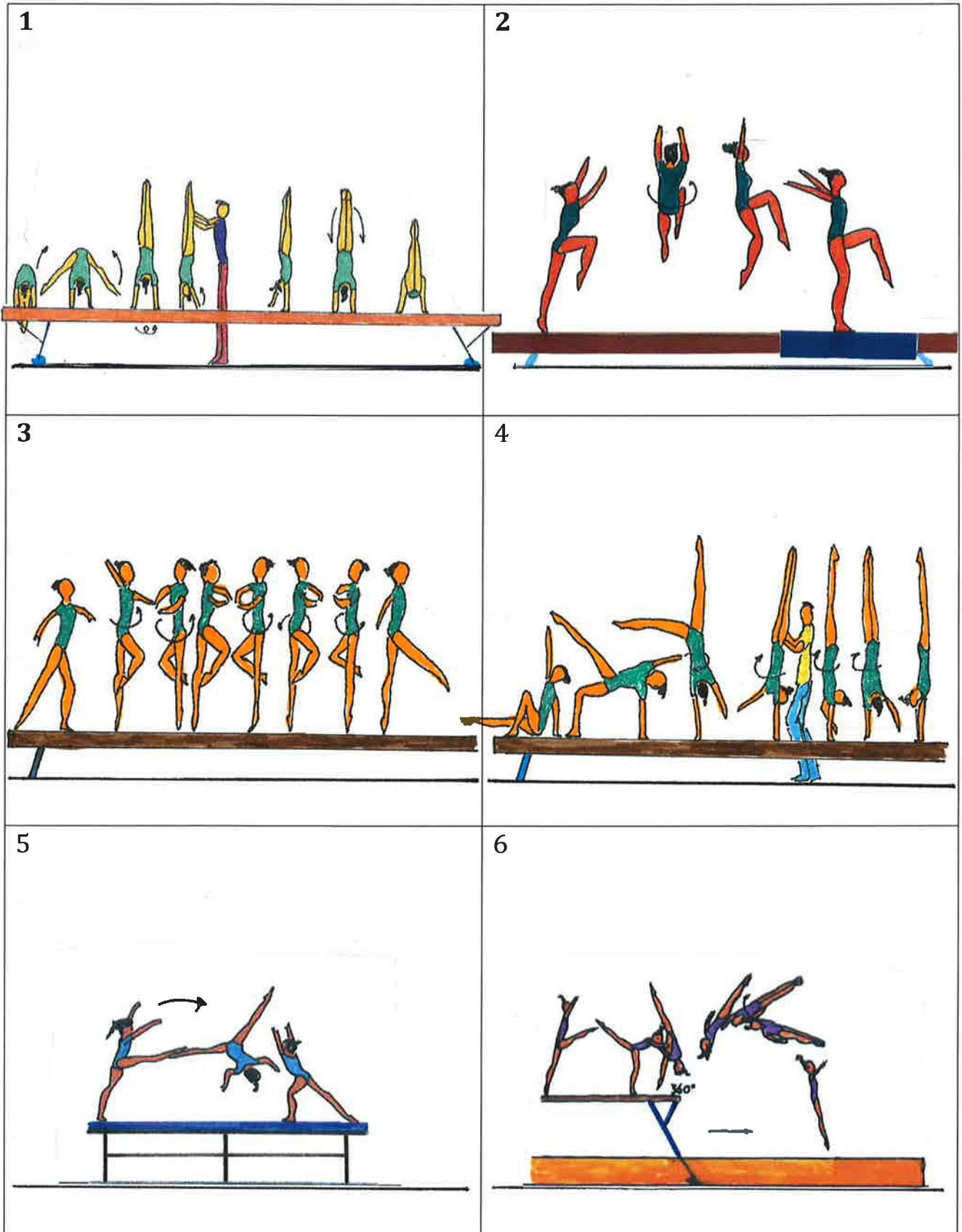
PROPOSTA N.83



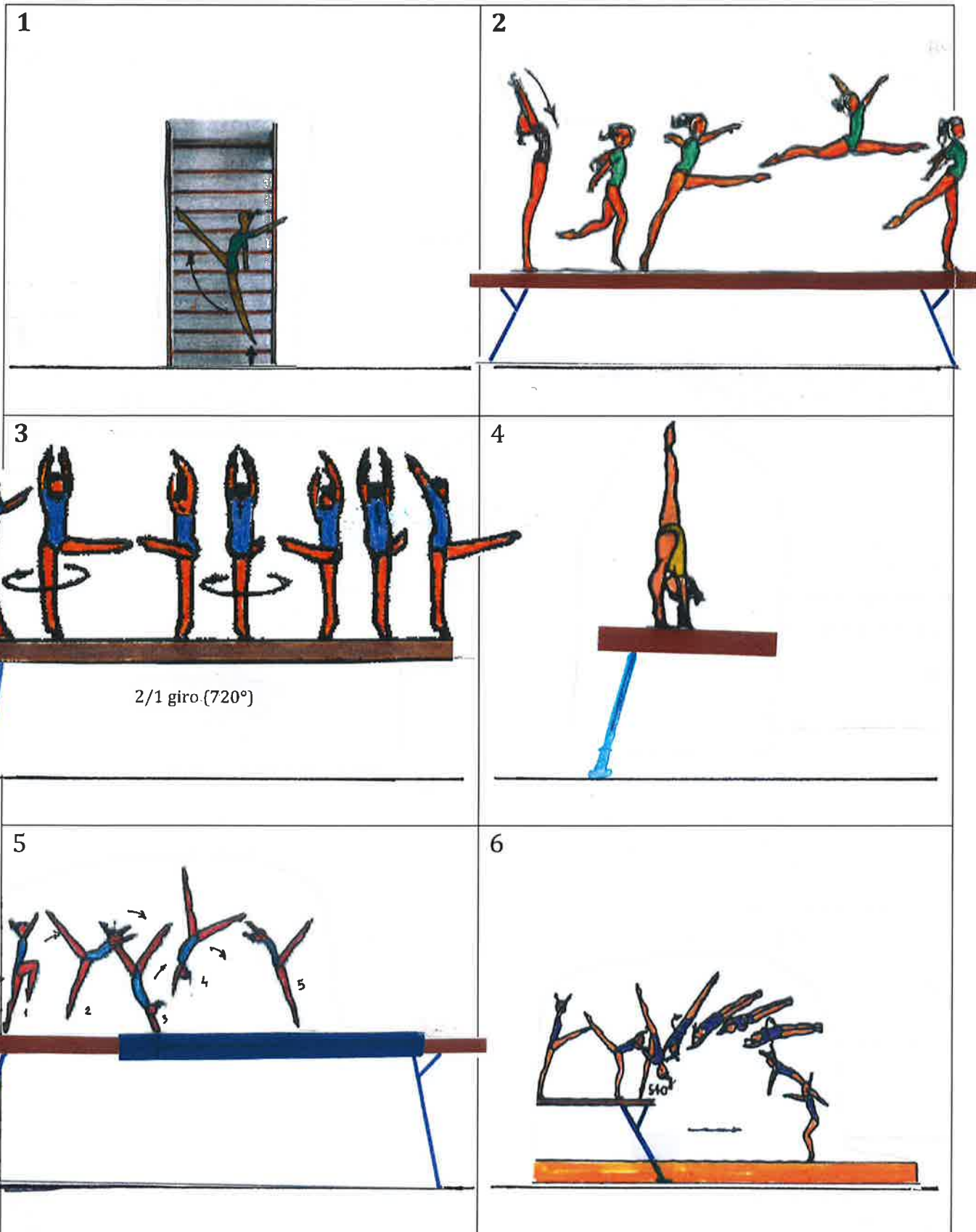
PROPOSTA N.84



PROPOSTA N.85

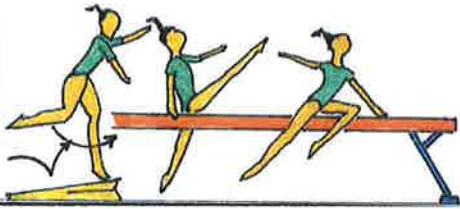


PROPOSTA N.86

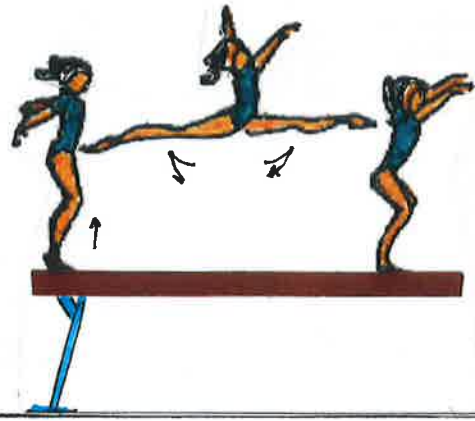


PROPOSTA N.87

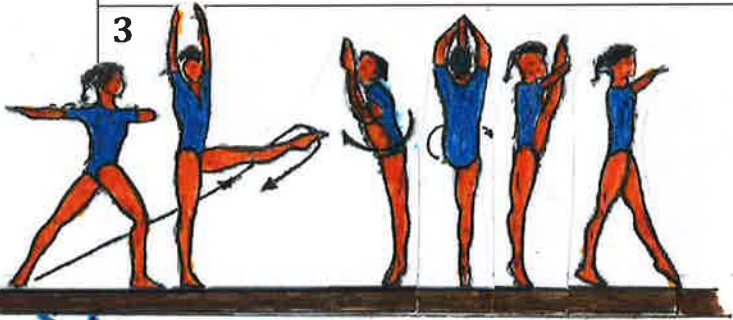
1



2



3

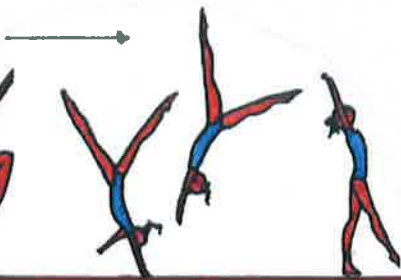


1/1 giro (360°)

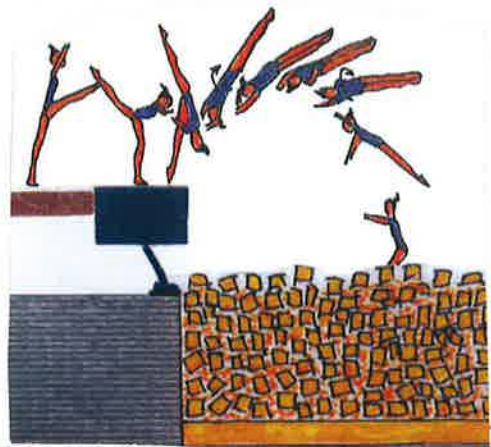
4



5

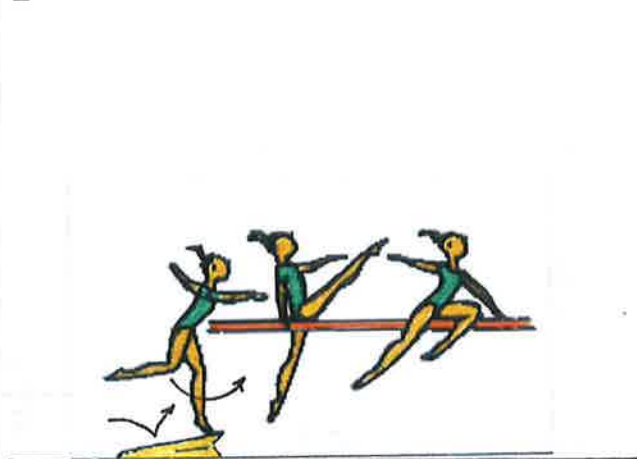


6

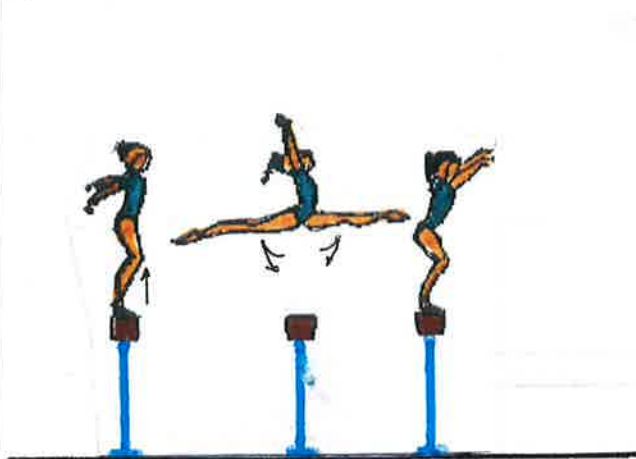


PROPOSTA N.88

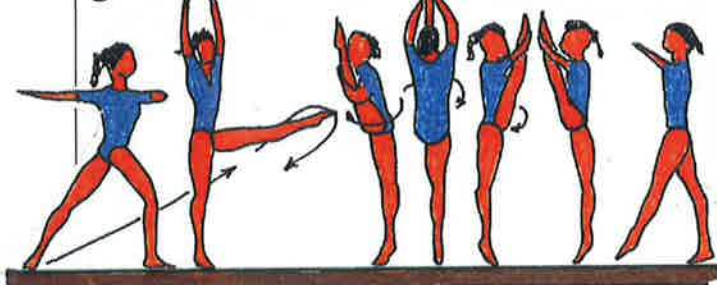
1



2



3

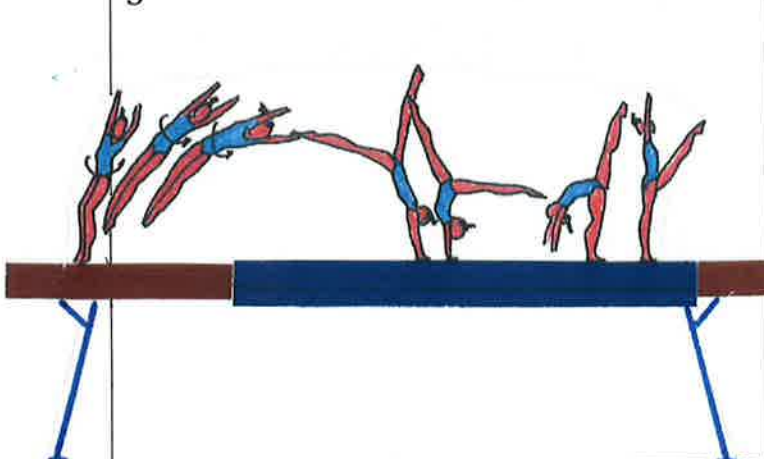


1 ½ giro (540°)

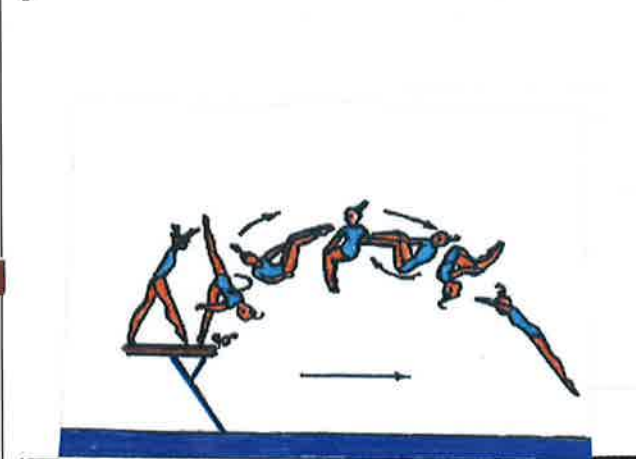
4



5



6

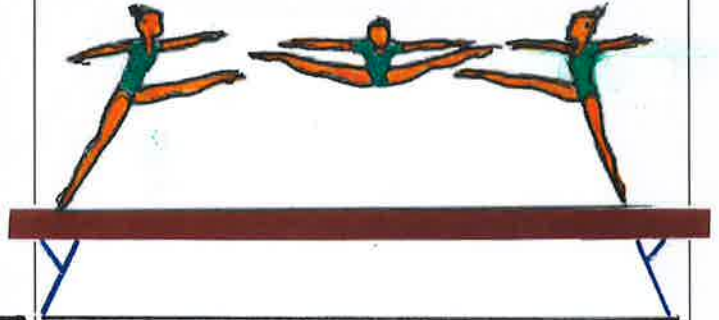


PROPOSTA N.89

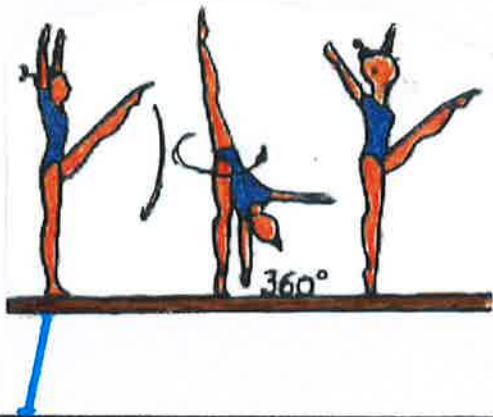
1



2



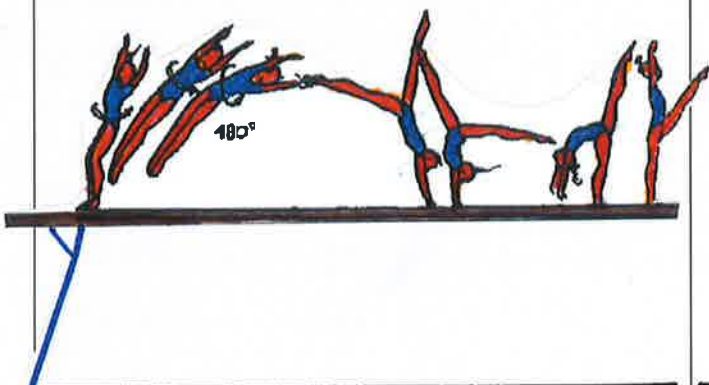
3



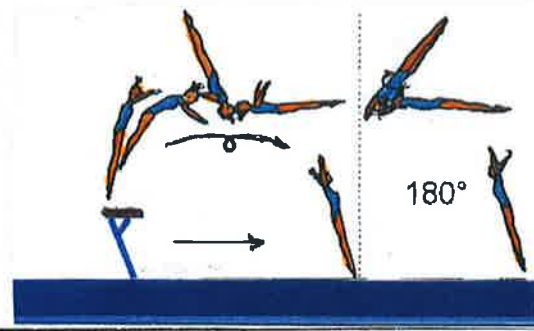
4



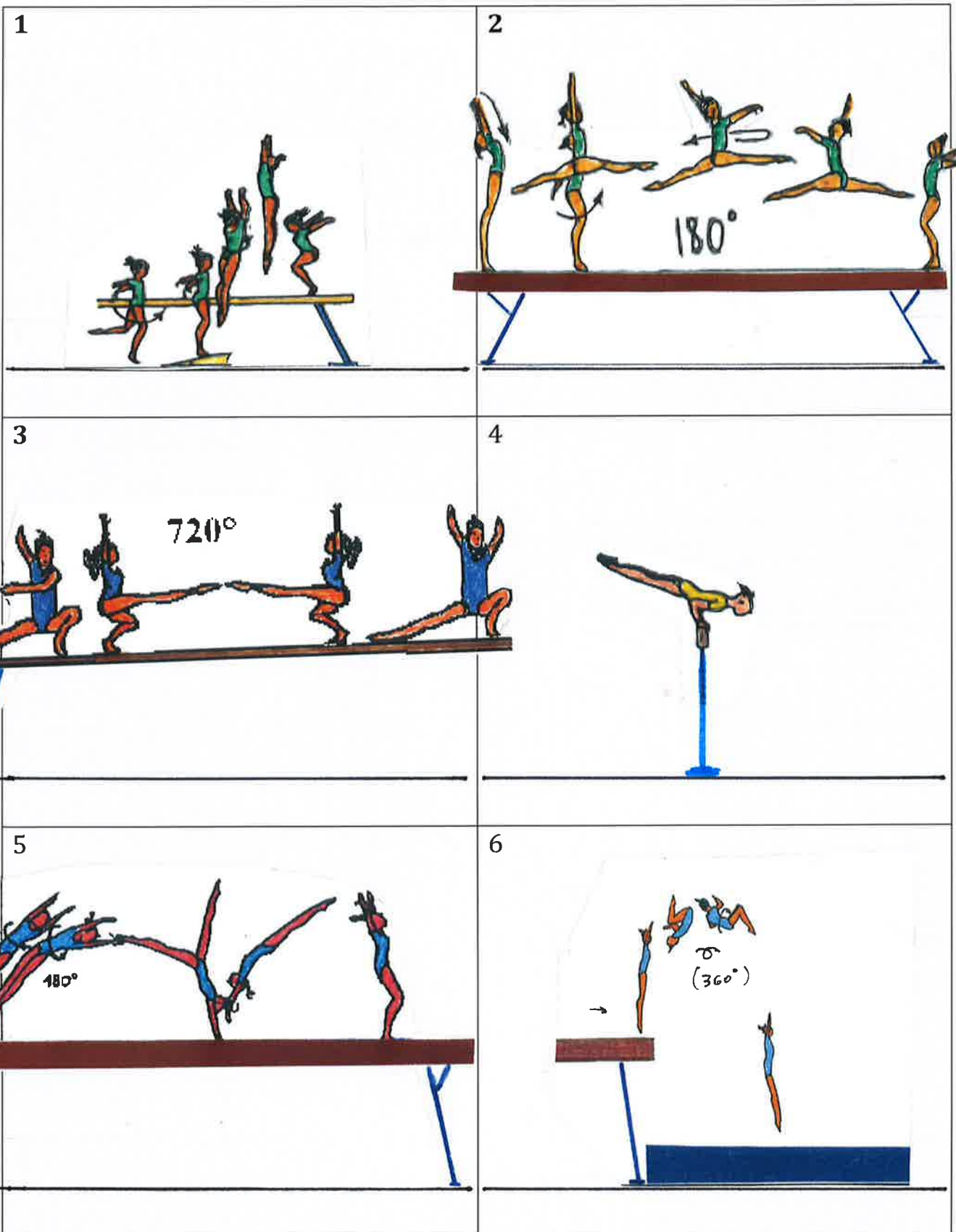
5



6

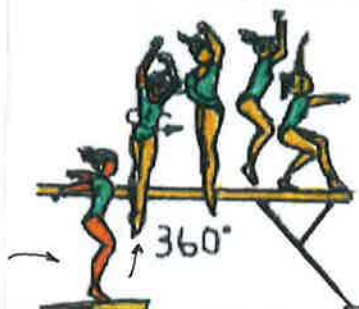


PROPOSTA N.90

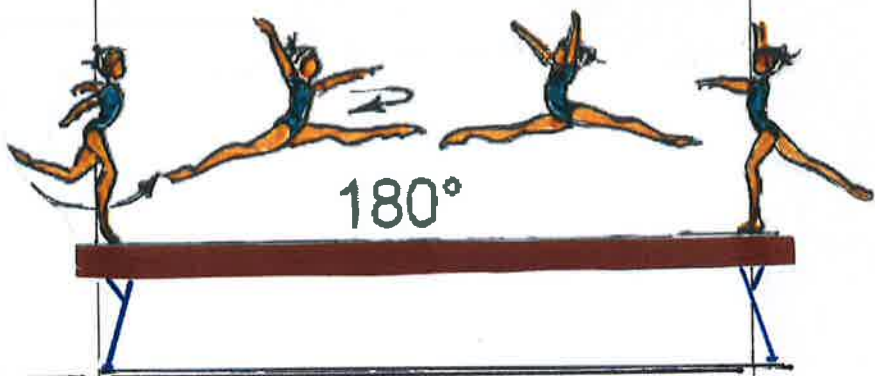


PROPOSTA N.91

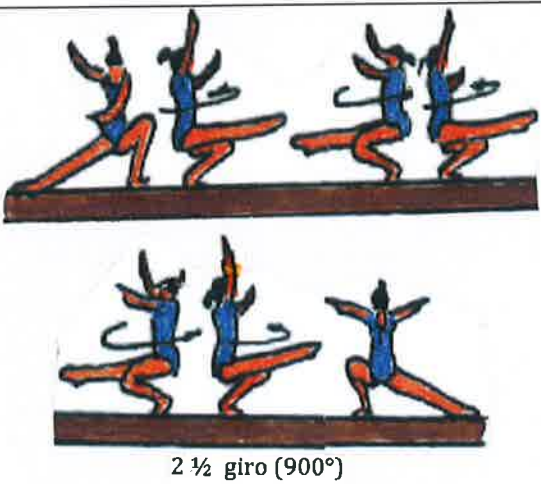
1



2



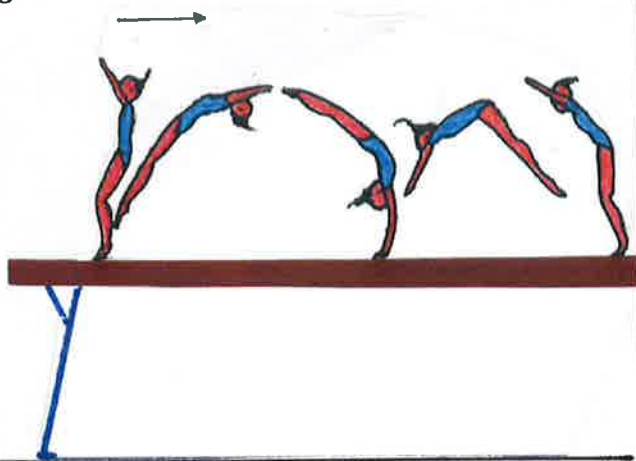
3



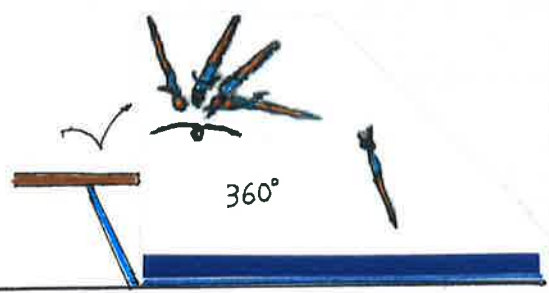
4



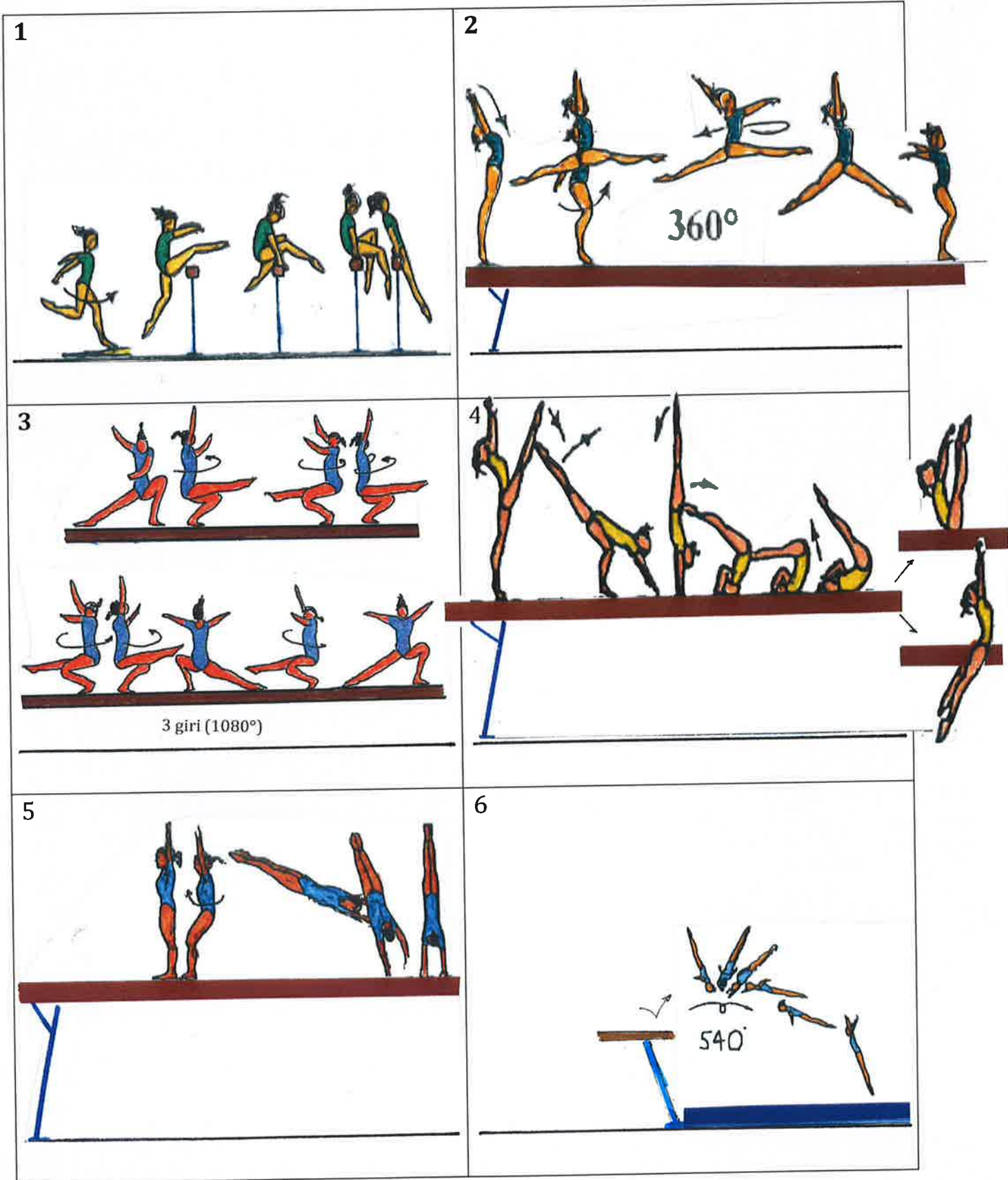
5



6



PROPOSTA N.92

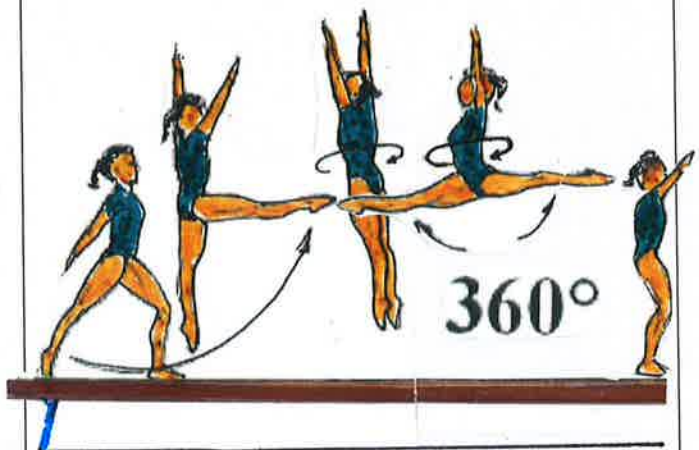


PROPOSTA N.93

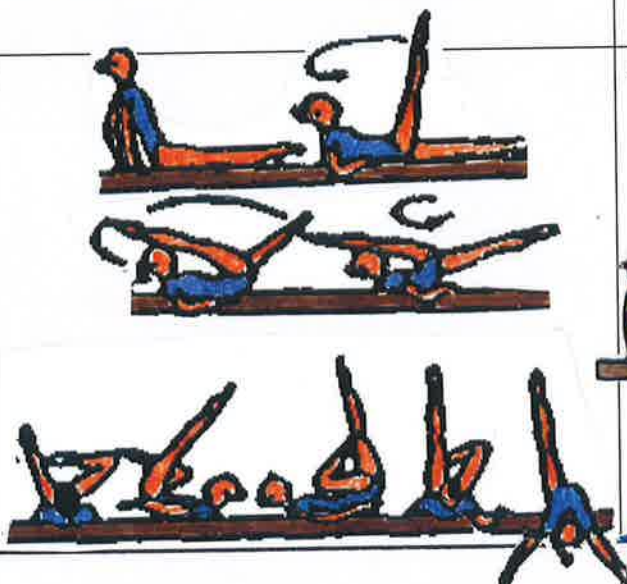
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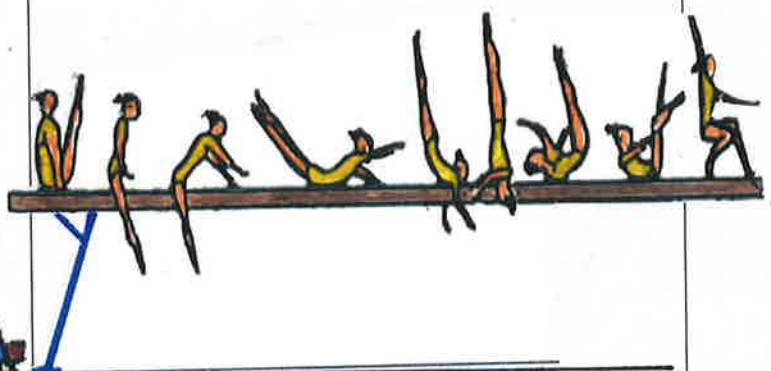
2



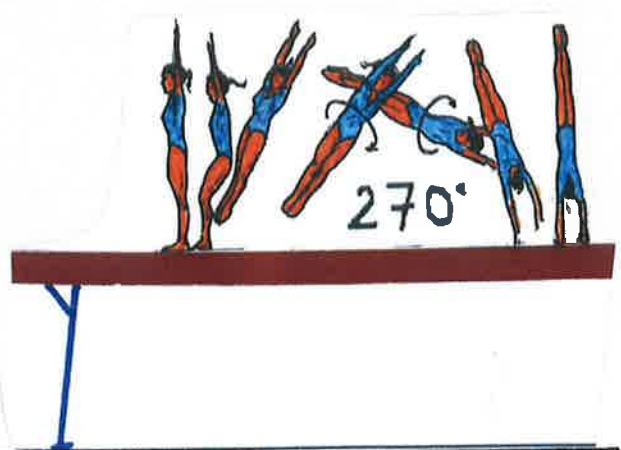
3



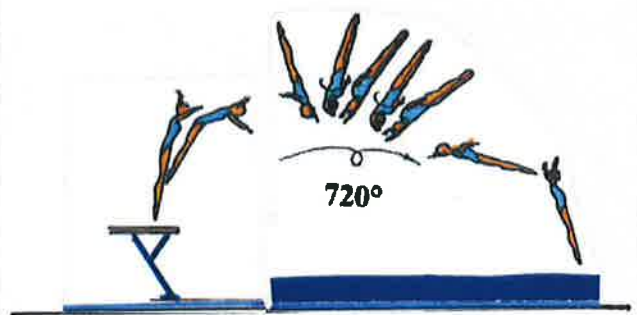
4



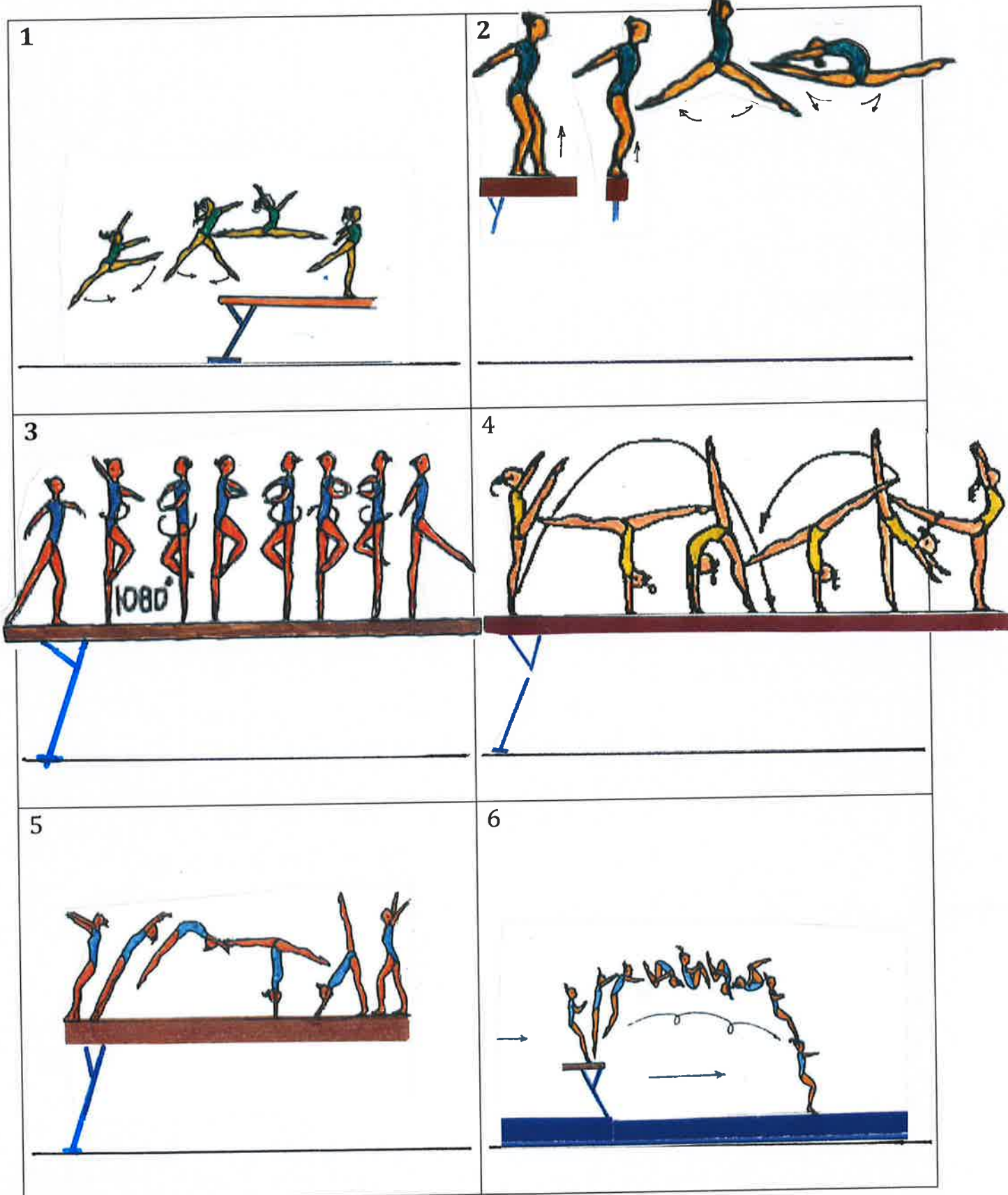
5



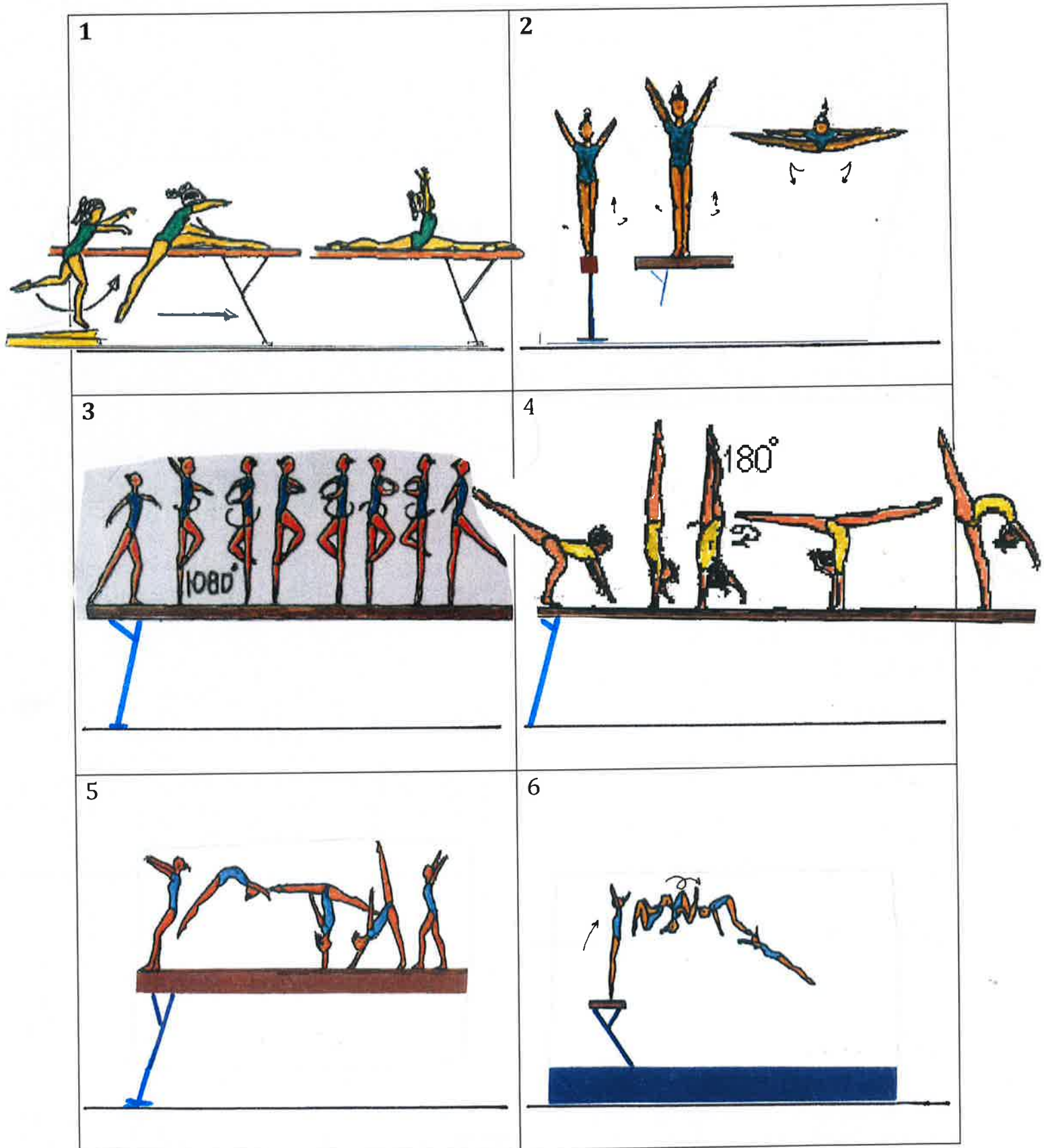
6



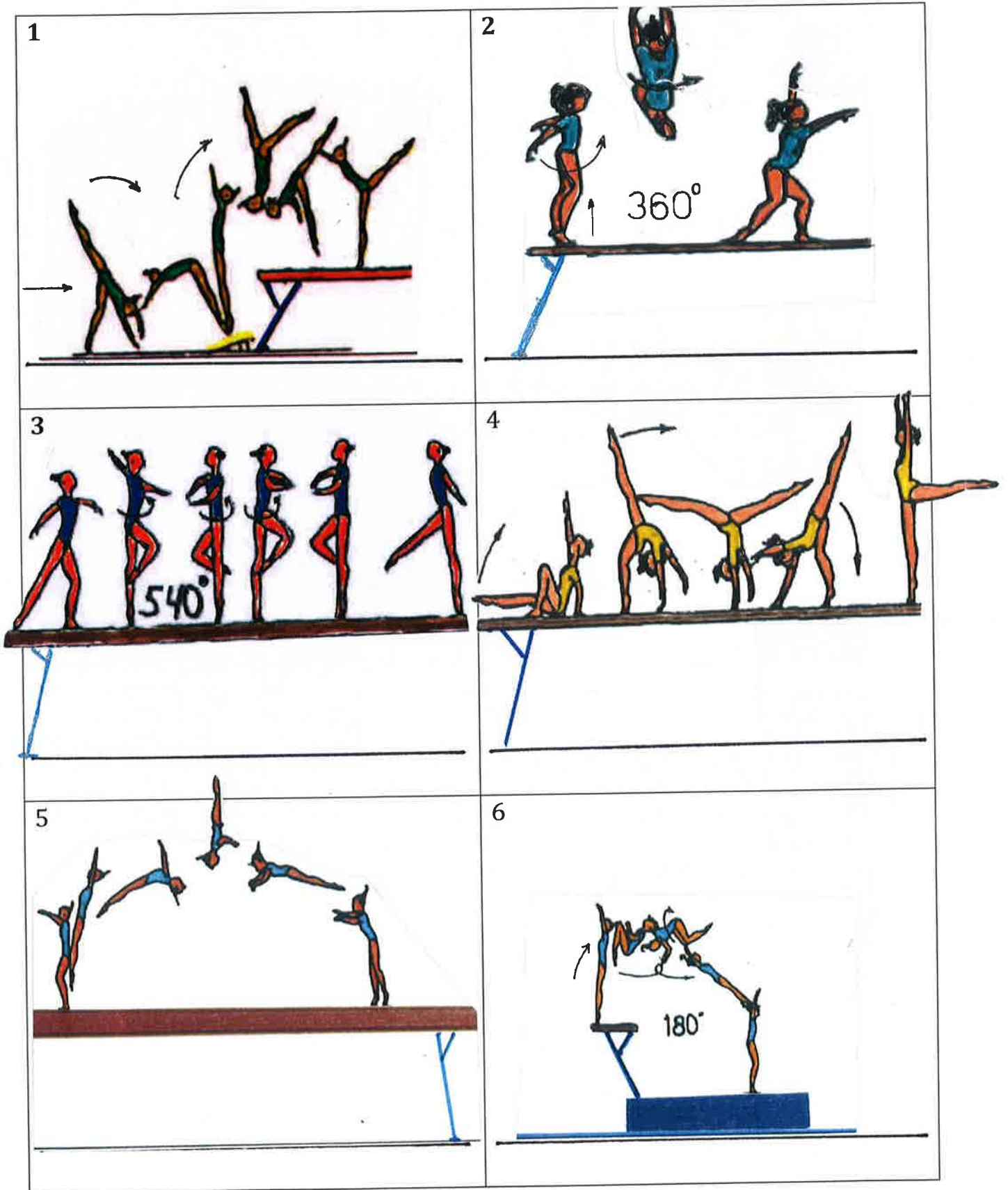
PROPOSTA N.94



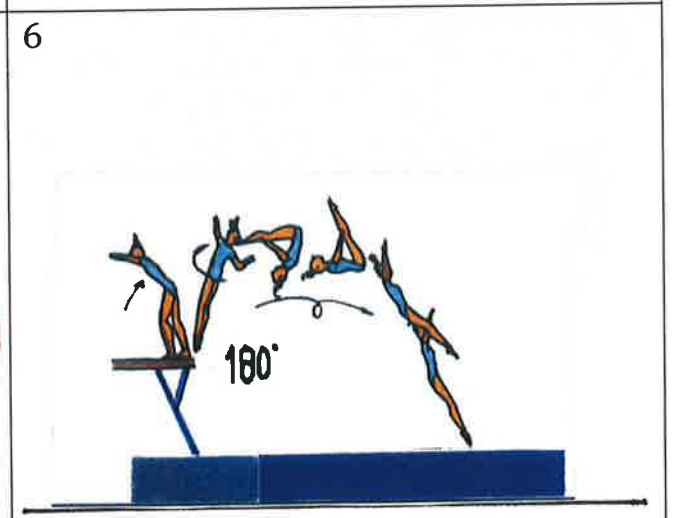
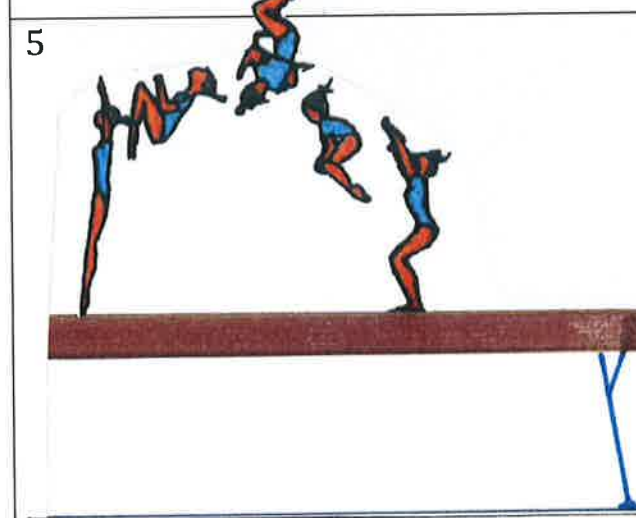
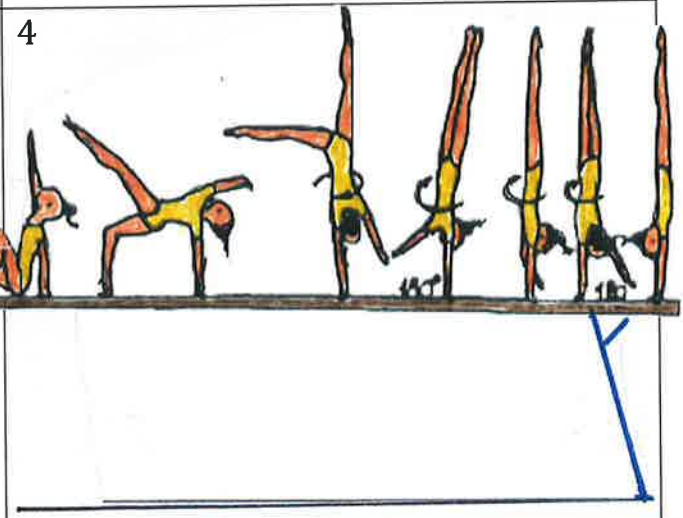
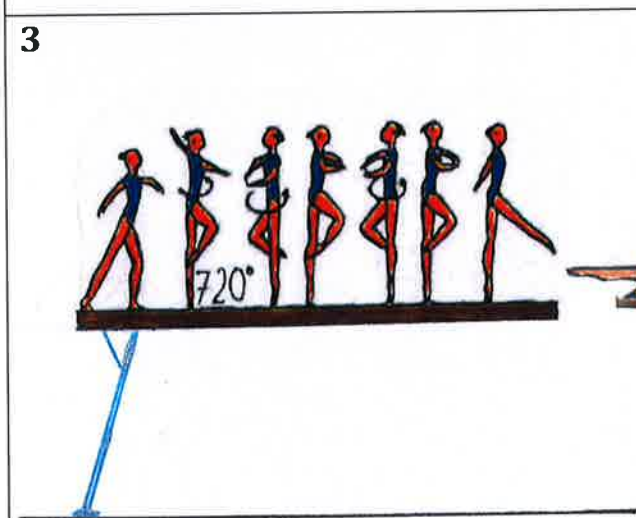
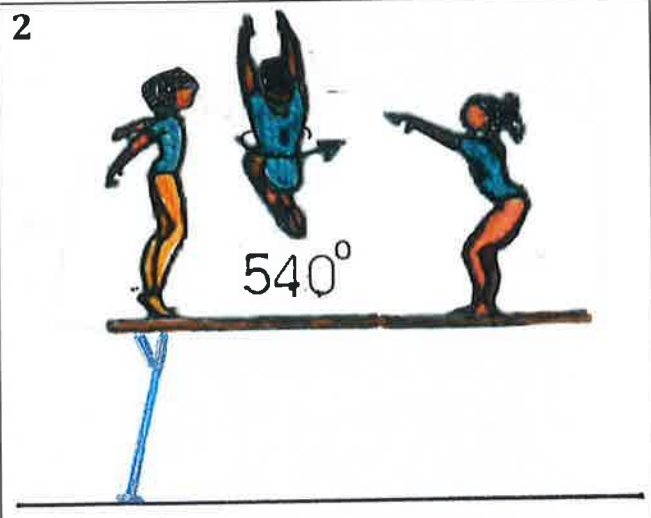
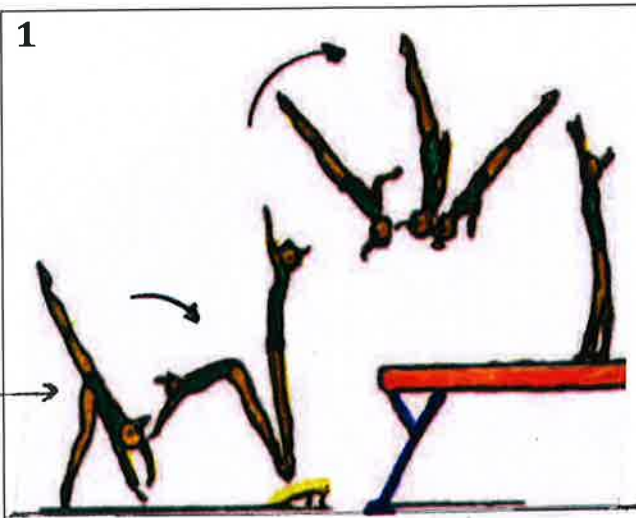
PROPOSTA N.95



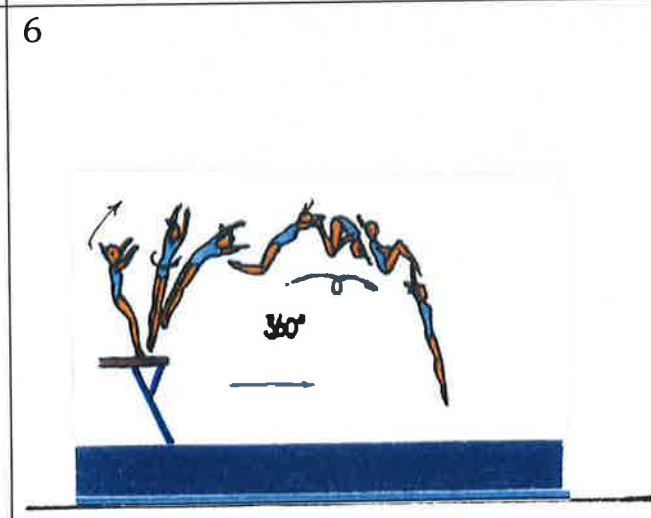
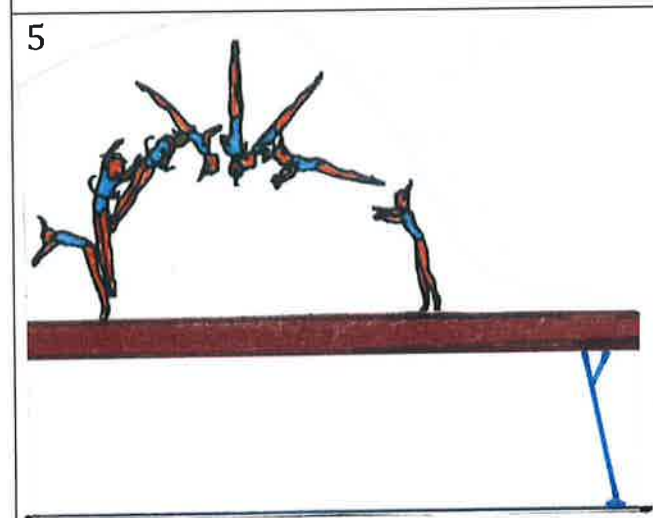
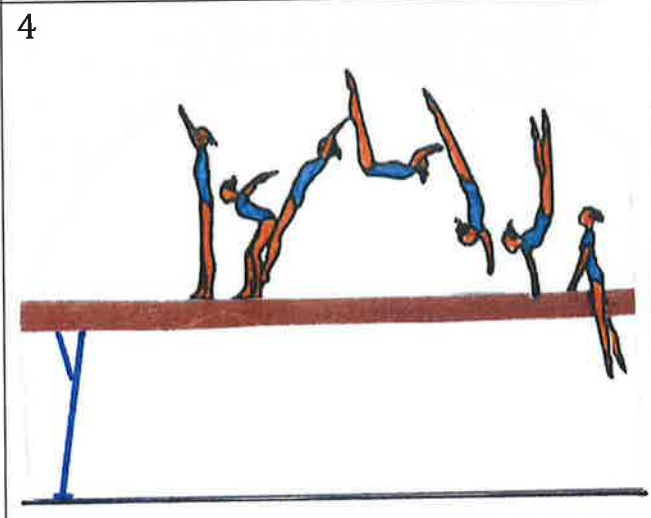
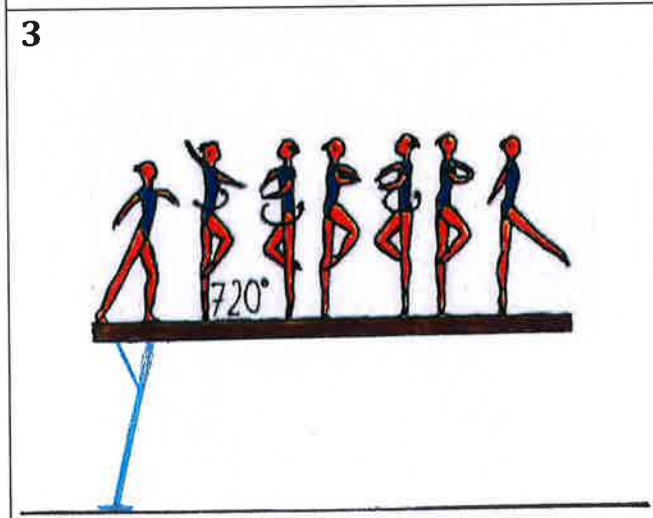
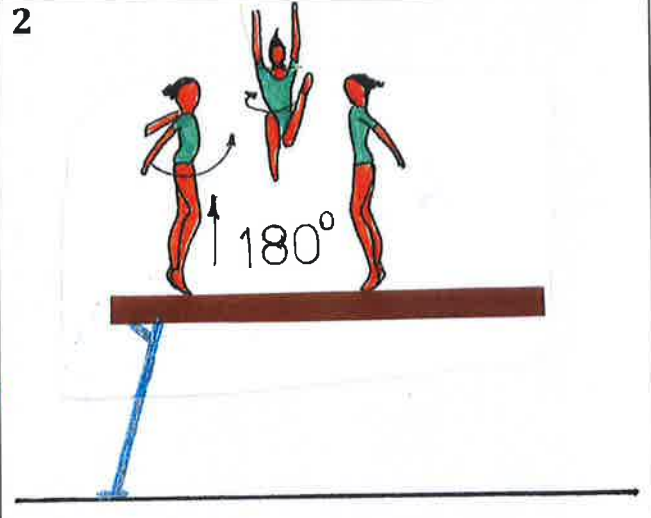
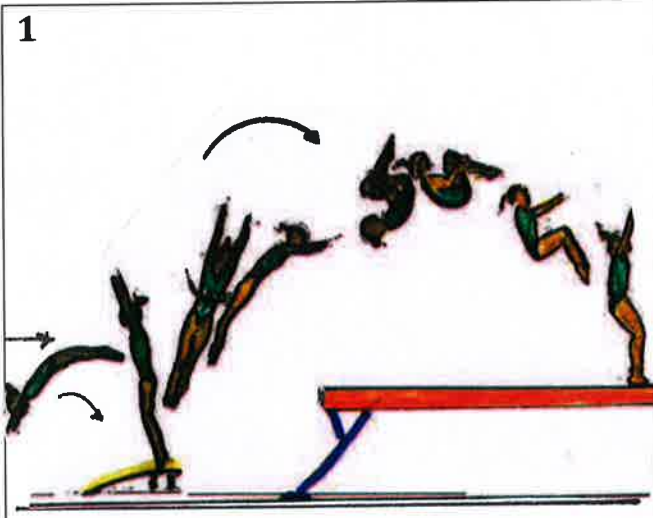
PROPOSTA N.96



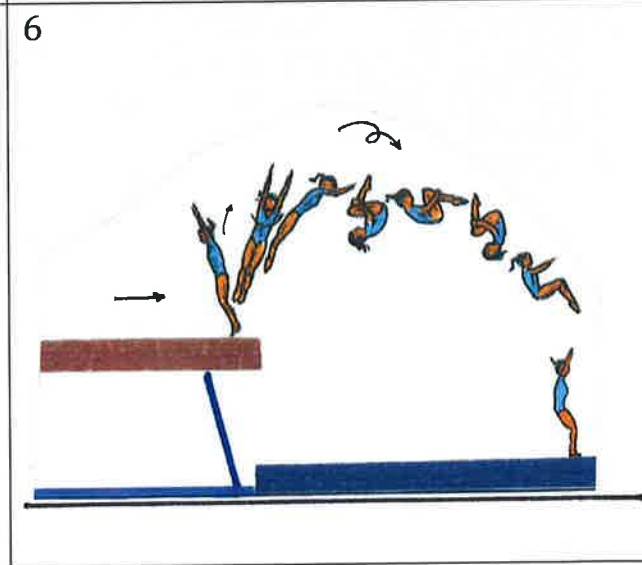
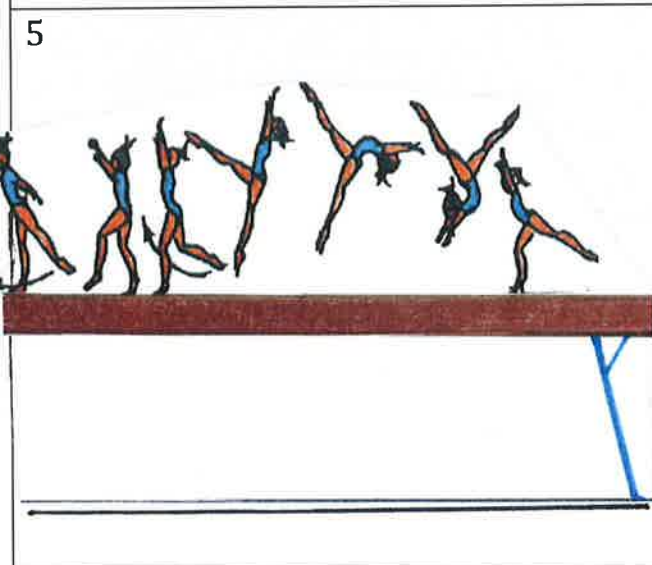
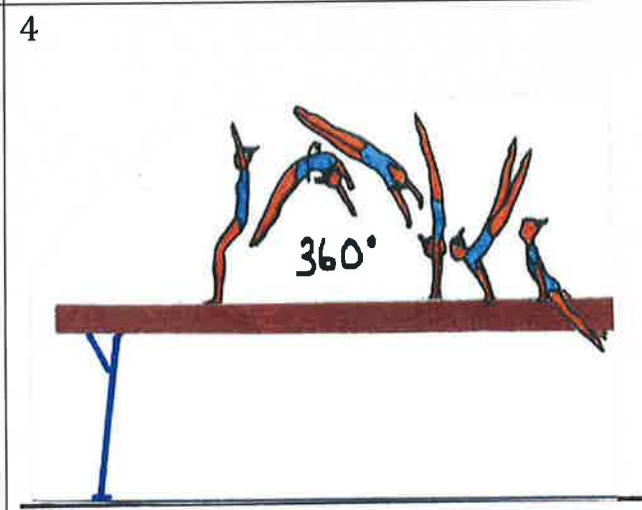
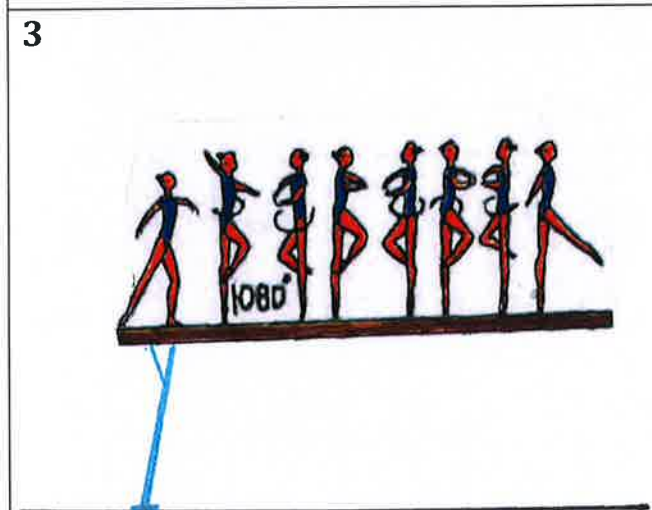
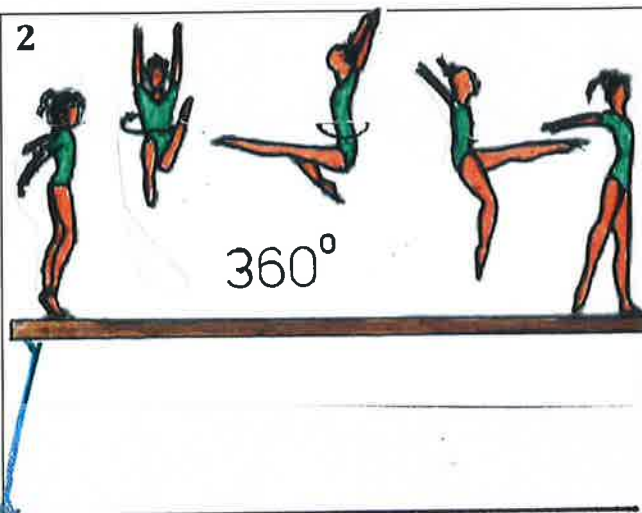
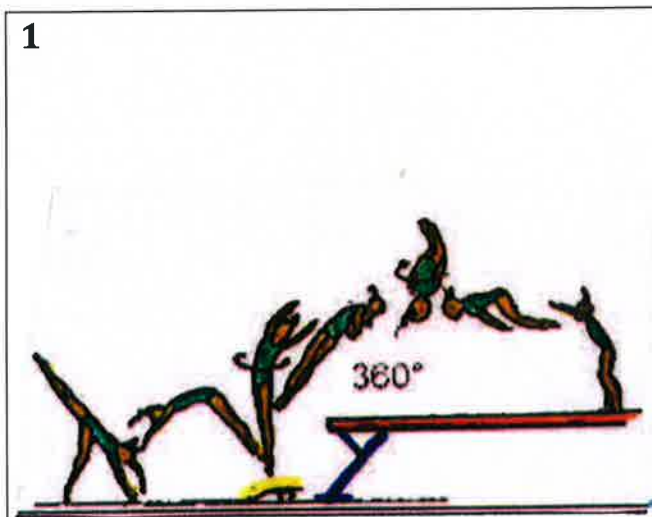
PROPOSTA N.97



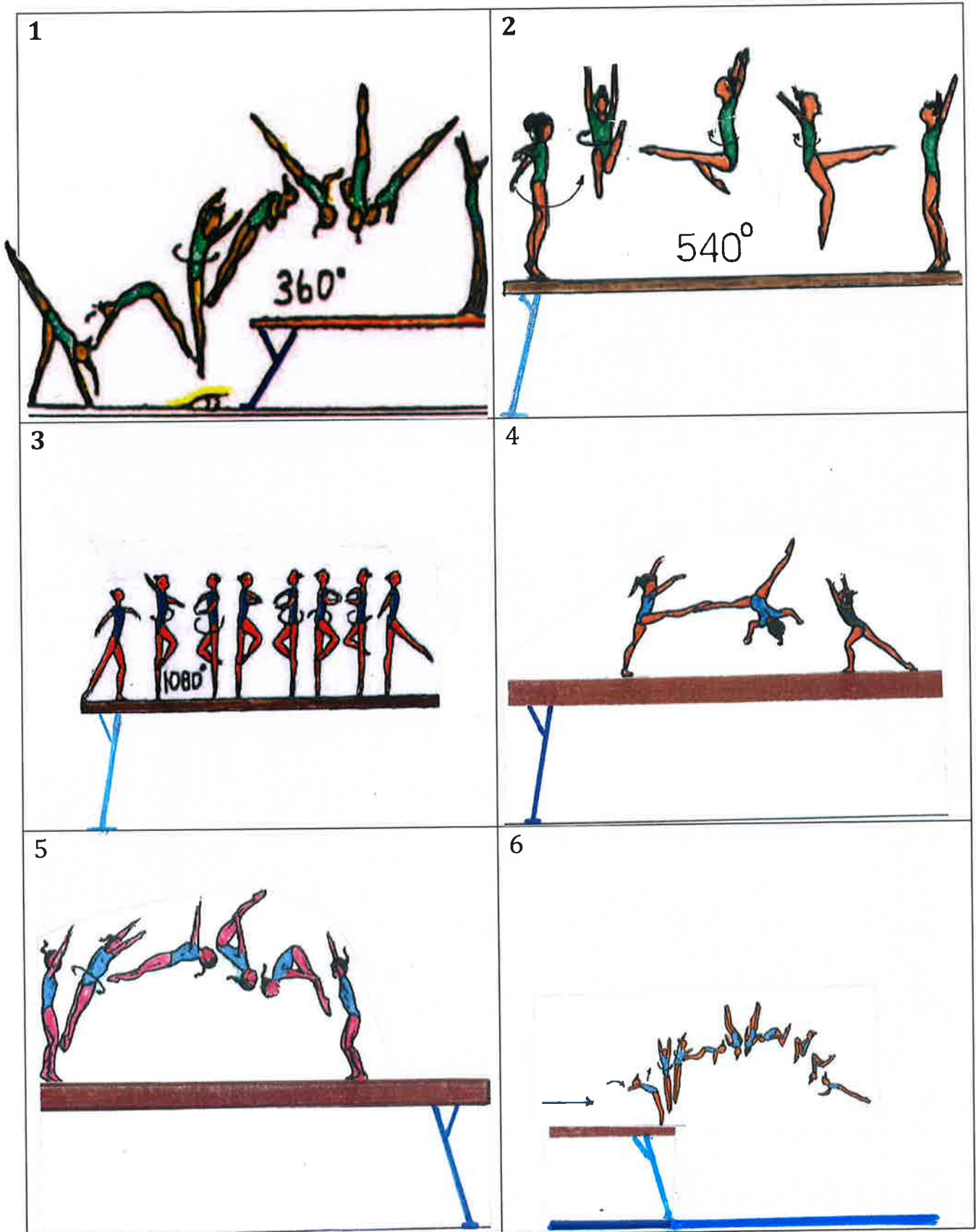
PROPOSTA N.98



PROPOSTA N.99



PROPOSTA N.100



Si allega uno schema, da fotocopiare, così l'insegnante potrà inserire dei movimenti che lui riterrà opportuno da proporre alle sue ginnaste per un nuovo circuito.

1	2
3	4
5	6