

## Lesson 5 of 6

# Gymnic Balls

### EQUIPMENT

gymnic balls (one per student) »  
music » music player

### RELATED RESOURCES

- On the Ball Activities Manual, Triangles Creative Enterprises, 1995, [www.physedsource.com](http://www.physedsource.com)

ABCD's of Physical Education



### Cooperation

Communication	
Fair Play	
Leadership	
Teamwork	C1-5

## Warm It Up

### MEET AND GREET

Provide each student with an appropriately sized gymnic ball (refer to lesson 1) and instruct students to travel with the ball through the activity area in time to the music. When the music stops, students find the closest partner, sit on the ball facing their partner and bounce 10 times while holding hands with their partner. Travel through the activity area again to the music and sit and bounce with a new partner when the music stops. Repeat several times challenging students to find a different partner each time the music stops. To add variety while traveling, challenge students to move in different locomotor patterns; e.g., roll the ball in a zig-zag pathway, carry the ball above head in curves, scoot bounce on ball.



### Safety First!

See Safety Guidelines pages 19-20 and 63.

### Clues that students are achieving the outcome...

"Students will display a willingness to play cooperatively with others in large and small groups" *K-12 Physical Education Program of Studies, Alberta Learning, 2000.*

- Students can show cooperative skills with a variety of partnerships
- Students can demonstrate trust and positive communication with partners



## Whoop It Up

### EXCHANGES

Consider ways to increase or decrease the level of difficulty of each activity in order to challenge the individual abilities of students and ensure success for all.

**TOSS AND CATCH:** Provide an opportunity for students to practice tossing and catching individually. Start with a small toss straight up in the air and bend knees to absorb the force of the catch. Increase the height of the toss appropriate to age and ability level, retaining control of the ball. Then, challenge students to toss and let the ball bounce once before catching. Try it in reverse, bounce hard and let the ball go up over head, then catch. Try tossing the ball in the air and spinning on the spot once before catching. Encourage students to practice all types of toss and catch variations of their choice.

**BALL EXCHANGE:** Instruct students to find a partner and explore a variety of ways to exchange balls; e.g., one partner rolls the ball while the other partner tosses (release and catch at the same time), one partner bounce passes while the other partner tosses over, both partners sit back to back against one ball and pass the other ball in a circle from partner to partner. Encourage students to try other ways to exchange balls.

Instruct each pair to create a routine of 4 tosses, catches, bounces and exchanges. For example, toss and catch individually, roll and toss exchange, bounce 3 times individually, both bounce pass to the other (to the right side so balls do not collide). Repeat. Encourage students to talk and count out loud to communicate with their partner. Stop the group occasionally and invite a few groups to share parts of their routine to spark creativity. Invite administrators, teachers and staff to stop by and view the short routines, which students can perform together.



### Safety First!

See Safety Guidelines page 63.



## Wrap It Up

### THREAD THE NEEDLE

Follow the leader in a single line. Students will travel with a ball in the same way as the leader. Instruct the leader to curve the line while moving forward causing it to cross itself so students must move between others like threading a needle. Teamwork and spatial awareness are required for success.