

Lesson 6 of 6

Group Sequence with Gymnic Balls

EQUIPMENT

gymnic balls » music » music player

Warm It Up

SWIMMING POOL

Provide each student with an appropriately sized ball (refer to lesson 1) and instruct students to sit on the ball and form one large circle. Imagine the circle is the edge of a swimming pool and the centre of the circle is the pool. Students copy your movements as you shift slightly forward on the ball and dip one foot in the pool, rock back and then forward to dip the other foot in. Instruct the group to hold hands and repeat the motions of dipping each foot in the pool. Drop hands and straddle back over the ball sliding down into a front squat (frog) behind the ball. Roll forward to 'dive into the pool' with the hands in front layout position. Push back to land on feet in front squat (frog). Count 1, 2, 3, push and dive into the pool in unison as a large group. Dive again and try to lift each hand and shake the water off. Invite students to share other movements.

ABCD's of Physical Education



Activity

Basic Skills

Application of Basic Skills

A(2-3)-12

RELATED RESOURCES

- On the Ball Activities Manual, Triangles Creative Enterprises, 1995, www.physedsource.com



Safety First!

See Safety Guidelines pages 19-20 and 63.

Clues that students are achieving the outcome...

"Students will select and perform the basic skills in educational gymnastics; e.g., use of different body parts, types of effort, space and relationship, to develop a sequence"
K-12 Physical Education Program of Studies, Alberta Learning, 2000.

- Students can demonstrate a group sequence
- Students can perform basic gymnic ball skills with control and space awareness
- Students can effectively use levels, space, and relationships with group members creatively.



Whoop It Up

GROUP SEQUENCE

Instruct students to form groups of 3-4 and find a personal space in the activity area. Lead students in the development of a sequence of 5 ball movements, which will be shared with classmates. Instruct all groups to start in their own mini circle and hold hands. Students will bounce on the ball on the command to bounce, and stop on the command to stop. Practice several times until groups become proficient at bouncing 5 times and then stopping. Instruct students to straddle back on the ball and allow time for groups to sequence two skills of their choice together. Consider providing examples or inviting students to share examples and demonstrate to generate ideas. After 4-5 minutes, instruct students to go back to the starting bounce in a mini circle, straddle back and then perform their two gymnastic ball skills. Practice several times and then add one group balance that will be held for 5 seconds and be the ending shape of the sequence. Give clues about stable balances (more points of contact on the floor and lower center of gravity) to ensure the group balance can be held for at least 5 seconds. Encourage groups to incorporate a variety of levels in their sequence and ending shape. Modify the size of groups and sequence criteria to appropriately match the readiness, grade and ability levels of students.



Safety First!

See Safety Guidelines page 63.



Activity

Wrap It Up

SHOW AND SHARE

Assemble in the large 'swimming pool circle'. Invite groups to take turns performing their sequence 'in the pool'. If necessary to reduce performance pressure, two groups can perform at a time. In this case, the swimming pool circle must become larger to allow space for all performers. To assist students in remembering their sequence, call out "bounce, stop, straddle back, two skills, ending shape" during each performance. Music can accompany the performances if desired. Emphasize respectful and quiet audience behaviour at the edge of the pool, followed by thunderous applause and cheering at the end of each performance.