

## Lesson 1 of 6

# Locomotion with Gymnic Balls

### EQUIPMENT

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

**STORAGE TIP:** Suspend gymnic balls from a large net in the storage room to keep them out of the way when not in use.

## Warm It Up

### RUN ROLL STOP

Provide each student with an appropriately sized gymnic ball (knees bent at 90 degrees when sitting on the ball). Instruct students to stand in an open space beside the ball, holding it still with one hand. On the command “run and roll”, invite students to practice moving through the activity area avoiding contact with others while rolling the ball beside them, and on the command “stop”, to stop both their body and the ball with control. Play upbeat music and challenge students to run and roll when the music plays and stop when the music stops. Instruct students to alternate the side on which they roll the ball each time the music starts, and encourage students to move at speeds that allow them to maintain control of the ball at all times. Emphasize the importance of body and ball control. Consider adding additional commands; e.g., run, roll and stop on a red line, run, roll and stop beside a partner.

### ABCD's of Physical Education



### RELATED RESOURCES

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



### Safety First!

See Safety Guidelines pages 19-20 and 63.



Activity	
Basic Skills	A1-1
Application of Basic Skills	

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

“Students will perform locomotor skills through a variety of activities” *K-12 Physical Education Program of Studies, Alberta Learning, 2000.*

- Students can manipulate a gymnic ball in a variety of ways demonstrating control
- Students can maintain control while traveling with a gymnic ball (roll and carry)
- Students can demonstrate a variety of pathways while traveling with a ball (e.g. straight, curved, zig zag, spiral)



## Whoop It Up

### ROADWAYS, ROADTRIP

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.

**ROADWAYS:** Instruct students to move to an open space and choose a line on the floor on which to place their ball. On the signal to begin, students walk while rolling their ball along the line they have chosen as if driving a car down a road. Should students meet traveling in opposite directions on the same line, one will 'signal left' by extending their left arm out to the side and rolling their ball around the other student's ball to get back on the road. Should many students get bunched in one part of the activity area, call "traffic jam" and allow 10 seconds for students to move to a personal space before beginning again.

**ROADTRIP:** Challenge students to use the ball and move throughout the activity area while imitating the movements of the journey home after school. Students start sitting in their desk (on the ball) in a personal space, bouncing up and down in anticipation of the dismissal bell. Shake a tambourine or provide a verbal cue to indicate the end of the school day. Students will rebound off the ball when the bell rings, pick up their books (the ball), gather their homework and materials (run and carry the ball to touch all four walls in the activity area), set the ball down and start the journey home. Instruct students to move throughout the activity area taking the pathway they would on their way home. Consider calling out a series of commands to help students vary direction and speed; e.g., go straight, turn right, stop at the crosswalk, go slow across the street, turn left, run across the field. Anything could happen on the way home, for example, students might play hide and seek with a friend (hide behind the ball), or get caught in a thunderstorm (hold the ball on head). Arrive home and take a rest (lie on ball, front or back). Create a variety of narratives or have students write narratives in the classroom that can be recreated with movement in physical education class.



### Safety First!

See Safety Guidelines page 63.



Activity

## Wrap It Up

### FOLLOW THE LEAD BALL

Students stand in one long line (each student with their ball) and follow your movements through the activity area; e.g., walk and roll the ball, sit scoot bounce, carry ball overhead, swing ball from side to side, zig zag along the floor. Change the movement every minute and consider providing an opportunity for students to lead. Conclude by wrapping the line around to form one large circle in the middle of the activity area. Sit on the balls and review the variety of ways students moved with the balls and strategies for maintaining control.