

## Lesson 2 of 6

# Bouncing Strength with 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)
- Teacher's Guide to Physical Activity Guide for Children (2002) Public Health Agency of Canada, [www.paguide.com](http://www.paguide.com)

## Warm It Up

### SCOOT BOUNCE TAG

Provide each student with an appropriately sized gymnic ball (refer to lesson 1) and demonstrate, or invite a student to demonstrate the scoot bounce. Sit on the ball with hands behind and touching the ball. Push feet on the floor to start bouncing. When fingertips touch the ball on the downward bounce, flick forward to propel the ball forward as students bounce up and down. Allow time for students to practice the scoot bounce moving from one side of the activity area to the other. Choose 2 or 3 students to be taggers. On the signal to begin, taggers try to tag all other students by touching them with a hand or their ball. Should a student be tagged, they join the taggers and try to tag other students. Emphasize the importance of bouncing in control, always landing on the ball.

ABCD's of Physical Education



### Benefits of Health

Functional Fitness	
Body Image	
Well-Being	B(K-3)-7

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

"Students will identify changes that take place in the body during physical activity"  
*K-12 Physical Education Program of Studies, Alberta Learning, 2000.*

- Students can recognize change in core body temperature after gymnic ball activities
- Students understand that muscle strength is important in gymnastics



### Safety First!

See Safety Guidelines pages 19-20 and 63.



## Whoop It Up

### BOUNCING STRENGTH AND VARIATIONS

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.

Instruct students to find an open space in the activity area and explore bounces while sitting on the ball; e.g., bounce with only one foot touching the floor, march, bounce and rotate, bounce at varying speeds. Challenge students to use different parts of the body to bounce on the ball; e.g., tummy bounce, elbows only on the ball, front lay out thigh bounce, side bounce, one knee. Play upbeat music and instruct students to bounce on a different part of the body each time they hear 'switch'. Call out 'switch' several times. After a few minutes of activity, stop and ask students to think about how their body feels. Ask if their body feels warm or cool, if they are sweating, if their heart is beating slow or fast, and which muscles feel like they have been working. Explain that when participating in vigorous activities or activities that make the heart beat faster, the lungs work harder and that it is important for the body to sweat to cool down. Continue and challenge students to bounce in a way that allows them to be vigorously active.

**BOUNCE BALL BOOGIE:** Instruct students to choose 3 of their favourite bounces and link them together to create a bounce sequence that gets their heart beating fast.



### Safety First!

See Safety Guidelines page 63.



Benefits Health

## Wrap It Up

### BOUNCE BALL BOOGIE SHOW

Divide students into two large groups to showcase individual bounce sequences. Instruct one group to sit on their ball and watch while the students in the other group each perform their bounce sequence at the same time to music. Cheer and applaud at the end of the performance. Groups switch roles while the other half of the class performs. As one large group, review how cardiovascular (heart and lung) and muscular endurance are used while doing gymnastic ball activities. Ask students to identify parts of the body where they could feel the muscles working.