

Lesson 3 of 6

Shapes and Balances with Gymnic Balls

EQUIPMENT

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

RELATED RESOURCES

- Kids on the Ball – Using Swiss Balls In A Complete Fitness Program, Spalding et al., 1999, www.excelway.ca

ABCD's of Physical Education



Cooperation

Communication	C1-1
Fair Play	
Leadership	
Teamwork	

Warm It Up

STATUES

Provide each student with an appropriately sized gymnic ball (refer to lesson 1) and instruct students to stand facing a partner. One student will take a balanced shape incorporating the ball while their partner mirrors the balance on their own ball. Hold the partner shape for 5 seconds. Students switch roles and create a new mirrored partner shape. Hold for 5 seconds. Consider using a hand drum to count five seconds for all students to hold their shape. Instruct students to say goodbye to their partner and walk while rolling the ball beside them to find a new partner. Say hello and decide who will be the first to choose a balance for their mirrored partner shape. Switch roles and repeat. Challenge students to vary the height and shape of their balance by calling out criteria such as high and wide, low and curled, or ball must be off the floor and a hip must be on the floor.



Safety First!

See Safety Guidelines pages 19-20 and 63.

Clues that students are achieving the outcome...

"Students will develop and demonstrate respectful communication skills appropriate to context" *K-12 Physical Education Program of Studies, Alberta Learning, 2000.*

- Students can share an encouraging positive comment about a static position with a partner
- Students can work with a variety of partners respectfully



Whoop It Up

PARTNER LANDSCAPES

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. Explain the focus of the lesson is not only to learn and develop balances and shapes on the ball, but also to practice communicating respectfully with each other. Highlight positive examples from the warm up activity, such as a student inviting another to be their partner, or a student complimenting their partner on the balance they chose. Encourage students to share positive comments with classmates throughout the lesson and work respectfully with each other.

PRAIRIES AND MOUNTAINS: Review static positions on the ball while students practice in an open space; e.g., sit, front squat or 'frog' (squat low to the ground with ball in front), and front layout (push up position with legs on the ball). Instruct students to sit on the ball and talk about the differences between prairies and mountains. Ask students to share words that describe prairies (long, low, flat) and words that describe mountains (high, angular, sharp). Instruct students to explore prairie shapes on the ball, and invite volunteers to demonstrate their low and flat shapes. Then ask students to explore mountain shapes on the ball, and invite volunteers to demonstrate their high peaks and angles. Encourage students to explore moving from a prairie to a mountain shape on the ball.

PARTNER LANDSCAPES: Instruct students to find a partner different from the students they worked with during the warm up activity. Pairs will work together to create a contrasting prairie and mountain shape. One partner holds a balanced prairie shape while the other partner holds a mountain shape. The two shapes must be connected by the ball, body, or both. Switch roles to create a different partner shape. Students practice the two partner shapes and determine a way to smoothly transition from the first shape to the second. Ensure each shape is held for 5 seconds.



Safety First!

See Safety Guidelines page 63.



Cooperation

Wrap It Up

PARTNER SHARING

Instruct each pair to find another pair of students to show their shapes. One pair will demonstrate their first prairie mountain shape and transition into their second prairie mountain shape. Switch roles while the second pair performs. After watching each other, have students sit down together and share something they liked or found interesting about the other group's shapes. Provide an example to get them started.

Storage Tip: Have each classroom in the school store a few balls. Teachers can use a ball at their desk, students can take turns each day or week with appropriately sized balls at their desks, or students can be allowed to use a ball as a reward for a personal accomplishment.