

Lesson 6 of 6

Group Routines with Apparatus

EQUIPMENT

ropes » balls » hoops » scarves or ribbons » pool noodles » music » music player » copies of Routine Planner worksheet

RELATED RESOURCES

- Rhythmic Gymnastics Alberta, www.rgalberta.com
- Gymnastics Fun & Games, (ISBN), E. Malmberg, J. Nance, P. Hacker, 1996, www.amazon.com

Warm It Up

RHYTHMIC GYMNAST FINDER

Create a Rhythmic Gymnast Finder worksheet for students to complete that includes a list of activities that students in the class can perform; e.g., find someone who can spin a hoop around their waist for 20 seconds, find someone who can boomerang and catch two hoops, find someone who can pivot on both feet, find someone who can kick a ball into their hands using only their feet, find someone who can balance a ball on the back of their neck, find someone who can toss a rope in the air and catch it. Students move around the activity area with a worksheet and pencil and try to find students who can demonstrate the activities described. Students will ask a student to perform the activity, observe the performance, and then have the student initial their worksheet in the space describing the activity. A different student's initials are needed for each skill described.

ABCD's of Physical Education



Activity

Basic Skills	
Application of Basic Skills	A(5-6)-12

Clues that students are achieving the outcome...

"Students will select, perform and refine basic skills and elements of body and space awareness, effort and relationships together to form a variety of more challenging gymnastic sequences with a partner or in a group; e.g., educational rhythmic gymnastics." *K-12 Physical Education Program of Studies, Alberta Learning, 2000.*

- Students can demonstrate a group sequence.
- Students can move the apparatus with control and space awareness.
- Students can effectively and creatively incorporate levels, space, and relationships with group members in a sequence.



Safety First!

2008 Safety Guidelines page 103.



Whoop It Up

GROUP RHYTHMIC ROUTINES

Review examples of positive and respectful verbal and non-verbal communication as well as the elements of a quality rhythmic gymnastics routine; e.g., locomotor movements, balances, turns/pivots, flexibility, manipulation of the apparatus, and creativity. Provide an opportunity for groups of 3-4 students to demonstrate their ability to work together to develop a quality rhythmic gymnastics routine with the apparatus of their choice. Post the elements of a quality routine; e.g., start and end in a balanced position held for 5 or more seconds, and include, 2 different locomotor movements, 2 turns/pivots, 4 different ways of manipulating the apparatus, and different levels, shapes and pathways. Provide each group with a Routine Planner worksheet that lists each element of quality rhythmic gymnastics routines at the top of a column in a table. Encourage groups to identify the kinds of skills all group members are able to perform and record them on the worksheet. The appropriate number of each element could then be chosen for inclusion in the routine. While groups are creating and refining their sequence, circulate and provide descriptive feedback and guidance.

Consider recording or inviting families and staff members to view the performances. Invite 2-3 groups at a time to share their routines. Allow students to comment on the routines they observed. Identify the many different and creative ways students incorporated the required elements in their routines. Celebrate the performances with a round of applause (move hands in a circle while clapping).



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Wrap It Up

SPORT APPRECIATION

Draw attention to and review the index cards describing what students know about rhythmic gymnastics completed the first day. Explore if student understanding, interest, and appreciation of the sport has changed as a result of the learning activities. Provide information about opportunities for students to be involved in rhythmic gymnastics at school and in the community.