

Lesson 6 of 6

Group Sequence

EQUIPMENT

accordion mats » ropes » musical instruments » variety of low surfaces like box horses, foam boxes and benches

Warm It Up

BOTTOMLESS PIT

Provide each group of 8-9 students with a large rope and instruct groups to place the rope on the floor in the shape of a circle and stand holding hands around the rope without touching it. The rope is the bottomless pit. On the signal to begin, groups will pull/push in an attempt to make other group members step into the bottomless pit. Should a student step into the bottomless pit, they regain their balance and continue playing. After 1-2 minutes, signal groups to stop, let go of hands, and move throughout the activity area around the ropes on the floor for 30 seconds. When 30 seconds have passed, students should form a new group of 8-9 at a different bottomless pit. Repeat the pattern two more times. Explain that the activity helps to develop the muscular tension required to develop strong gymnasts (push/pull action). Allow time for students to individually stretch the major muscle groups; e.g. side, shoulders, thighs, buttocks, calves.



Safety First!

For safety, equipment, and supervision considerations when planning for indoor physical activities, see pages 19-20 in "Safety Guidelines for Physical Activity in Alberta Schools", Alberta Centre for Injury Control and Research (ACICR), 2008.

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

- Students can demonstrate a group sequence including a definite beginning and ending and required middle content (DMP's) with smooth connections
- Students can work cooperatively and are sensitive to varying levels of ability



Whoop It Up

GROUP SEQUENCES

Students should have a basic understanding of the dominant movement patterns (DMP's) prior to this lesson (refer to page 21 in the *Safety Guidelines for Physical Activity in Alberta Schools, 2008* for more information about DMP's). Be sure to take into account the abilities of all students when planning learning opportunities and incorporate variations as needed to ensure learning and success for all. Scatter mats throughout the activity area and review static balances and supports, locomotions, and rotations while students practice the skills in a personal space (refer to lessons 1, 2, and 3). Challenge students to vary the number of contact points with the floor, level, and shape. Remind students that balances/supports should be held for at least five seconds.

MUSICAL DMP: Engage students in a DMP game, in which they will respond to musical instruments. When the **hand drum** is played, students move throughout the activity area on and around equipment, performing a variety of locomotor skills (on feet or on other parts of body). When the **tamborine** is played, students perform a variety of rotations (all 3 axes) on the mats. When **sticks** are hit together, students perform balances or supports on the mats or on the apparatus. Play each instrument long enough for students to make different choices within each DMP. Play for 4-5 minutes, or until there is repeated repetition of movement.

GROUP SEQUENCES: Groups of 4-5 students work at their own mini-station (apparatus such as a box horse or bench is optional) and create a sequence that includes the following elements in any order: static beginning, 2 locomotions (1 on the feet, 1 on other body parts), 3 statics (supports or balances), 3 rotations (1 of each axes), and a static ending. Post the criteria and provide time for the selection of elements, practice, and refinement of the sequence. Circulate among groups to provide feedback and encourage creativity, clarity in skills, body control and fluency in transitions.



Safety First!

For safety, equipment, and supervision considerations when planning gymnastics activities, see pages 21-22 and 57 in "Safety Guidelines for Physical Activity in Alberta Schools", Alberta Centre for Injury Control and Research (ACICR), 2008.



Activity

Wrap It Up

PERFORMANCE AND DISCUSSION

Invite half of the groups to show their sequences while the other half watch, then switch roles. Provide an opportunity for students to comment on the sequences they observed as well as the process of developing a group sequence. Consider video taping the performances. Compliment and comment on how many different and creative ways there are to make group sequences with the required elements.