

Lesson 3 of 6

Having a Ball

EQUIPMENT

variety of balls (one per student); e.g., sponge, foam, wiffle » Cotton Eyed Joe by Rednex music » music player » station activity posters

RELATED RESOURCES

- Teaching Rhythmic Gymnastics: A Developmentally Appropriate Approach (LRC# 537178), H. Palmer, 2003, www.lrc.education.gov.ab.ca
- The Biggest Little Games Book Ever! A Bucket Full of Ball Games (Mini-Series Book 2), (LRC#396293), J. Brewer, 2000, www.lrc.education.gov.ab.ca

Warm It Up

SQUARE BALL DANCE

Invite each student to choose a ball. Explain to students that they will be participating in a square dance that incorporates movement with a ball. Instruct students to create an 8-member square or 6-member triangle, with half of the group standing on the outside forming the square or triangle and the other half standing on the inside. Partners will be formed in this way. With partners facing each other, introduce the five actions of the warm up dance. When ready, add the music (strong 4-count beat works best)! **Bolded** words can be called out during the dance: 1. **Toss** the ball **to self** (4x) 2. **Do-si-do** with your partner; hold onto the ball and walk forward towards partner and circle back to back, then return to original position, repeat and do-si-do on the other side of partner (8-counts) 3. **Squat and roll** the ball around your feet **to the right** (4-counts), then **to the left** (4-counts) 4. **Toss** the ball **to self** (4x) 5. **Ball hop**; place the ball between ankles or knees, outside partners hop to their right in a counterclockwise direction to find a new partner in the square or triangle while the inside partner hops in place (8-counts).

ABCD's of Physical Education



Cooperation	
Communication	C5-1
Fair Play	
Leadership	
Teamwork	



Safety First!

2008 Safety Guidelines page 49.

Clues that students are achieving the outcome...

"Students will identify and demonstrate respectful communication skills appropriate to cooperative participation in physical activity." *K-12 Physical Education Program of Studies, Alberta Learning, 2000.*

- Students can describe examples of respectful verbal and non-verbal communication.
- Students can trust and communicate positively with each other.



Whoop It Up

HAVE A BALL

Ask each square/triangle to brainstorm

5 examples of verbal and non-verbal communication that could be used to show respect for and encourage classmates to participate in partner and group activities. Provide an opportunity for each group to share and record the ideas. Ask students to demonstrate their ability to communicate respectfully and positively for the duration of the lesson. Provide individual feedback as appropriate. As explored in the previous lesson, participation in strength, endurance, and flexibility activities that incorporate balance and coordination will not only improve fitness, but will improve these fundamental skills needed for successful participation in rhythmic gymnastics.

HAVE A BALL STATIONS: Post the description of specific ball activities around the perimeter of the activity area (one station for every 2-4 students). Provide approximately 45 seconds. Station activities might include:

- **Ball Roll** – Roll ball on floor around body while seated, then while standing. Move back to a seated position while continuing to roll.
- **Crab Ball** – Place ball between legs while in a crab walk position. Walk to a designated line and back.
- **Partner Toss** – Toss ball to partner. Start with one ball, then two. Try underhand and overhand tosses.
- **Ball Dribble** – Hold body in a plank/push-up position and dribble (bounce) the ball continuously. Attempt to switch hands while dribbling.
- **Rebound Jumps** – One partner tosses the ball high against the wall while the other partner jumps to catch the ball at its highest point.



Safety First!

2008 Safety Guidelines pages 101-103.



Cooperation

Wrap It Up

PARTNER BALL STRETCH

Lead students in partner flexibility activities. While stretching, ask students to share what they liked best about the square ball dance and examples of positive and respectful communication. Flexibility activities might include; *over/under/side* - partners stand back to back and pass a ball between the legs, over the head, and from side to side while keeping feet firmly planted on the floor; *shoulder stretch* - students sit facing each other with legs straight and feet touching, holding one ball between them. One partner gently pulls the ball, holds for 10 seconds and then releases, switch roles.