

TYPES OF GYMNASTICS

GRADES 7-9 1-11

Lesson 6 of 6

EQUIPMENT

10 foam balls » 4 pylons » 4 small balls » folding mats » music and music player » equipment as chosen by students

RELATED RESOURCES

- Physical Education Online Website, www.education.alberta.ca/physicaleducationonline



Activity

Basic Skills	
Application of Basic Skills	A8-12

WARM IT UP!

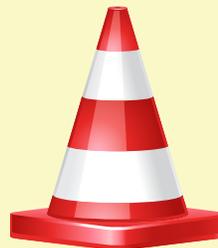
CREATIVE EXPLORATION

Divide students into four groups and assign each group a corner of the activity area. Each group will choose where to place a small ball balanced on top of a pylon in their corner. On the signal to begin, students move around the activity area attempting to successfully pass a ball to other group members, advance toward the corner of another group, and successfully hit the small ball off of the target. Students are allowed to take 1 step while in possession of a ball and can move freely without the ball. Should the small ball be knocked off of a group's pylon, it is replaced and play continues. Keeping score is optional.



Safety First!

2008 Safety Guidelines pages 19-20.



Clues that students are achieving the outcome...

"Students will select and perform ways to improve the functional and expressive qualities of movements, that combine basic skills in a variety of gymnastics experiences individually, with a partner, or in a group; e.g., educational, rhythmic and artistic" *K-12 Physical Education Program of Studies, Alberta Learning, 2000.*

- Students can acknowledge, accept and incorporate the skills and abilities of all group members in a group sequence
- Students can perform a synchronized group sequence that includes a variety of elements



Ever Active Schools

WHOOOP IT UP!
GROUP SEQUENCES

Create one row of 4-5 folding mats for each group of 3-4 students. Explain to students they will combine the movement skills they have refined into a series of sequences. Groups will perform and self assess their performance of one group sequence. Continue to build on previously articulated criteria (refer to lesson 4) and include elements of synchronization of movements, incorporation of high, medium, and low levels of movements in a variety of direction, and flow from one movement to the next. Remind students they can choose to safely incorporate equipment into their group sequence if desired.

Provide each group with a set of 3 task cards. Invite groups to complete the three tasks and create an original sequence that incorporates each of the elements, order is not important. Encourage students to peer assess before finalizing their group sequence. When a sequence has been developed for all 3 task cards, provide an opportunity for students to perform their Task #3 sequence. Videotape each sequence and instruct students to view their sequence on tape and complete a self assessment within a week. Turn on the music and let the fun begin!

- Task 1:** 2 rolls, 1 jump, 1 individual balance, 2 partner/group balances
- Task 2:** 1 roll, 2 jumps, 2 individual balances, 1 group balance
- Task 3:** Tell a story; e.g., history of a sport or sequence of movements for a physical activity, with an unlimited combination of movements including a minimum of 1 roll, 1 jump, 1 individual balance, and 1 group balance



Safety First!
 2008 Safety Guidelines pages 57-63, 103.



Activity

WRAP IT UP!

HUMAN KNOT
 Invite groups of 7-8 students to stand in a circle facing each other. Invite each circle to create a tangled web of arms by holding hands with two different group members standing across the circle. When all students in the circle are holding hands, challenge the group to untangle their “knot” without letting go of hands. Invite students reflections about the learning experiences and celebrate the learning with a “great, great, great!” (hold an imaginary grater in one hand and an imaginary block of cheese in the other and “grate” the cheese in three strokes).