



Equipment	One small-medium sized ball per student, music and speaker
Learning Outcome	Perform a movement routine demonstrating balance, rotation, and traveling skills.
COVID-19 Safety Precautions	Remind students to keep a safe physical distance from each other. Clean or sanitize the equipment before and after the activity.

## Flipped Classroom Strategy (Optional)

A flipped classroom is an instructional model where direct instruction is delivered to students *outside of and before* instructional time. Students are introduced to content that supports the introduction, comprehension, and recall of content and then instructional time is utilized to apply, analyze, synthesize, or evaluate content.

Before implementing this activity during instructional time, create a video or written instructions to share with students providing an overview of rhythmic gymnastics with a ball. Share with students that rhythmic gymnastics uses a hoop, ball, clubs, ribbon, or rope to perform leaps, balances, throws, pirouettes, and artistic expression. Encourage students to play music and choose a safe object (e.g., ribbon, ball, etc.) to practice different movements and forms of expression. This can include jumps, leaps, turns, twists, rolls, skips, tucks, pikes, or balancing on different body parts.

## Activity Description

Provide each student with a ball and encourage them to spread out in a large open space. Explain different components of rhythmic gymnastics and demonstrate jumps, leaps, turns, twists, rolls, skips, tucks, pikes, or balancing on different body parts. If utilizing a flipped classroom approach, remind students to apply what they learned or reviewed in the video or written instructions.

For younger students, demonstrate the simple movements and have students follow them. If students require a challenge, put the movements together and create a short routine. Students can practice as a large group or in small groups. For older students, challenge students to work in small groups and create their own routine. Interested groups can perform their routine in front of the class. Encourage students to focus on creating a flow of movements, displaying appropriate facial expressions and body language, and working towards creating or following the routine in a technically correct manner.



## Physical Education Competencies



### MOVE

Develop psychomotor skills, tactics, and strategies that facilitate a variety of physical activities across diverse environments.



### THINK

Develop cognitive skills and strategies for a variety of movement contexts that facilitate critical thinking, decision-making, and problem solving.



### FEEL

Develop affective skills and strategies that facilitate healthy and safe relationships with themselves, with others, and with their environment.



### ACT

Practice behaviour skills and strategies that facilitate movement competence and confidence.



## Reflection Questions

Reflection is important to support learning during physical education. Consider asking students the reflection questions below and discuss the answers together.

- *What different body parts did you use throughout the routine?*
- *What did you like/dislike about working with a ball? What other equipment would you like to try using?*



## Inclusion Considerations

Modifications can be made to a variety of activity components to ensure inclusion. As you plan activities, consider how everyone can be involved and how to modify or adapt the activities to ensure the full inclusion of all. The STEP framework provides modifications to the following activity components — space, task, equipment, and people.

S	Space	T	Task	E	Equipment	P	People
	Complete the activity in a space with minimal distractions.		Play music and encourage students to move their body, use facial expressions, and use body language that aligns with the music.		Use a scarf to demonstrate the routine.		Complete this activity in pairs.

# Rhythmic Ball Routine

Physical  
Education



At School  
Activities



Creative  
Movements

K-3

Grade  
Level

## Observing Learning Outcomes

Consider the following when observing student learning:

- Is the student able to demonstrate balance during the sequence or routine?
- Is the student able to rotate their body in different ways during the sequence or routine?
- Is the student able to demonstrate different ways of traveling during the sequence or routine?
- Is the student able to interpret and perform a routine watching a demonstration and practicing?

## Connecting to PHE At Home Learning

The following PHE At Home Learning activity can be utilized by students at home or modified for use during instructional time in order to extend learning.

[Fantastic Gymnastic Routine](#)