

**ESS 303 Teaching Gymnastics and Rhythmic Activities  
UNIT BLOCK PLAN**

<b>Day 1</b>	<b>Day 2</b>	<b>Day 3</b>	<b>Day 4</b>	<b>Day 5</b>
<p><u>Intro Activity:</u> <b>Rainbow Writing-</b> introduction activity to ribbons</p>	<p><u>Intro Activity:</u> <b>Windmills-</b> ribbon movements that require students to move their bodies</p>	<p><u>Intro Activity:</u> <b>Sequence-</b> students follow the leader who progressively combines different movements together to create a rhythmic sequence</p>	<p><u>Intro Activity:</u> <b>Spider's Webb-</b> students use ribbons to create a spider webb as they move</p>	<p><u>Intro Activity:</u> <b>Rainbow Wave-</b> students work together to create a wave of colors</p>
<p><u>Movement Sequences:</u> Introduction to the 3 types of equipment: ribbons, ball, and hoops</p> <p>Allow students to become familiar with using each type of equipment ; freely moving through space</p>	<p><u>Movement Sequences:</u> Manipulating ball movements, patterns, and skills on the floor</p>	<p><u>Movement Sequences:</u> Manipulating ball movements, patterns, and skills while kneeling</p>	<p><u>Movement Sequences:</u> Manipulating ball movements, patterns, and skills while standing and applying locomotor movements</p>	<p><u>Movement Sequences:</u> Manipulating ball movements, patterns, and skills by tossing and catching</p>
<p><u>Assessment</u> Task-Station Method set up various stations with on type of equipment at each station and allow the students time to practice and explore different movement patterns, concepts, and skills with each item. Access if student is able to manipulate each item in some manner.</p>	<p><u>Assessment</u> Rhythmic gymnastics sticker chart. A chart will be made with all the student's names on it and all the skills applied to manipulating a ball, ribbon, or hoop. As the students practice and are able to successfully perform the skill using a particular piece of equipment then they reward themselves by putting a sticker under that skill.</p>	<p><u>Assessment</u> Rhythmic gymnastics sticker chart.</p>	<p><u>Assessment</u> Performance assessment- students will start on one line and must travel to the opposite end line using each locomotor movement while also rolling, bouncing, and tossing the ball without losing control.</p> <p>Rhythmic gymnastics sticker chart, allowing students to continue to mark their progress.</p>	<p><u>Assessment</u> Rhythmic gymnastics sticker chart.</p>
<p><u>Culminating Activity:</u> Station work</p>	<p><u>Culminating Activity:</u> Ball Pac Man- each student has a ball and they must use the lines on the gym floor to roll the balls along in order to escape the Pac Man or person who is "it". If they get tagged then they also become "it"; the last person to be tagged is the winner.</p>	<p><u>Culminating Activity:</u> Freeze tag- One student or two will be taggers. They must go around and tag as many people as they can. Each person has a ball, and if they get tagged they must get in a kneeling position within the spot they were tagged in and practice maneuvering the ball around their bodies in different ways. They can only become unfrozen when tagged by another player who is not a tagger.</p>	<p><u>Culminating Activity:</u> Partner Relay Race</p>	<p><u>Culminating Activity:</u> Capture the ball. The class is split up into teams and each team has a ball within a hula-hoop. Their goal is to protect their ball from getting stolen by the other teams. They can tag members from other teams to get them out and stop them from stealing their ball. Once a ball has been captured from another teams hoop and brought back to the opposing teams hoop then that team wins.</p>
<b>Day 6</b>	<b>Day 7</b>	<b>Day 8</b>	<b>Day 9</b>	<b>Day 10</b>
<p><u>Intro Activity:</u> <b>Ribbon Weave-</b> students The students will hold the ribbons and move in and out of the cones pulling</p>	<p><u>Intro Activity:</u> <b>Snake Charmer-</b> students us the ribbons to make squiggles pretending to be snake charmers</p>	<p><u>Intro Activity:</u> <b>Follow the leader-</b> one student is designated leader and the rest of the class must follow their lead</p>	<p><u>Intro Activity:</u> <b>Nature Walk-</b> students will move through the space pretending to be on a nature adventure</p>	<p><u>Intro Activity:</u> <b>Mirror-Mirror:</b> in partners the students will make different motions using the ribbon and once they make a</p>

the ribbons behind them				motion their partner must mirror the same motion
<u>Movement Sequences:</u> Manipulating hoop movements, patterns, and skills while moving through space and applying spatial awareness to various movement sequences	<u>Movement Sequences:</u> Manipulating hoop, movements, patterns, and skills in combination with ball movements, patterns, and skills	<u>Movement Sequences:</u> Manipulating ribbon movements, patterns, and skills in relation to body awareness (front, back, high, low, etc.)	<u>Movement Sequences:</u> Manipulating ribbon movements, patterns, and skills (swinging, circling, figure-eight, serpentine, and spiral)	<u>Movement Sequences:</u> Manipulating ribbon movements, patterns, and skills while moving to various tempos of music. Motions of ribbon movements must match the speed and pace of the music.
<u>Assessment</u> Rhythmic gymnastics sticker chart.  Skills checklist	<u>Assessment</u> Rhythmic gymnastics sticker chart	<u>Assessment</u> Have the students write a journal entry explaining what new skills they learned and how they applied those skills  Rhythmic gymnastics sticker chart.	<u>Assessment</u> Rubric: Movement Routine  Rhythmic gymnastics sticker chart.	<u>Assessment</u> Journal entry focused on the student's opinions or concerns. The students can reflect on the difficulties they face trying to apply their movements to music, the success they had, or what they liked or disliked.  Rhythmic gymnastics sticker chart.
<u>Culminating Activity:</u> Hula hoop travel guide. Each student stands inside a hula-hoop to start, when the music begins to play they step outside the hoop and pick it up. In order for the students to move from their starting spot they must either roll, swing, or turn the hula-hoop facing the direction they want to travel. If they cross paths with someone else they must stop and change directions as well as the motion being used to manipulate the hoop.	<u>Culminating Activity:</u> Steal the Chicken students work in teams to collect as many items in their hula-hoops as they can while the music plays. Once the music stops the team with the most items within their hula-hoop wins. Can incorporate different movement patterns, and locomotor skills to challenge the students.	<u>Culminating Activity:</u> Body Awareness: Students move around in the general space explore the movements with different body parts. Travel using one foot, both feet, one hand with one foot, and so on. On the teachers signal or when the music stops the students must "freeze", holding their body position. When the music starts playing again the students will start moving using a different body position (Palmer, 59).	<u>Culminating Activity:</u> Students work in small groups to create a mini-routine using the ribbon skills they learned.	<u>Culminating Activity:</u> Sequence- students follow the leader as the music plays and they must perform the same movements. The leaders goal is to combine various motions and movements to create a sequence.
<b>Day 11</b>	<b>Day 12</b>	<b>Day 13</b>	<b>Day 14</b>	<b>Day 15</b>
<u>Intro Activity:</u> <b>Fireworks-</b> students perform various motions with the ribbon making explosive movements	<u>Intro Activity:</u> <b>Streamer Dance-</b> learn how to explore different ways to travel, turn, and make shapes while using a ribbon and applying it to dance	<u>Intro Activity:</u> <b>Action Words-</b> when student hear different action words like run, skip, jump, hop, pounce, shrink, rise, explode, fall etc. they must perform the action as they interpret them	<u>Intro Activity:</u> <b>Steal the Chicken-</b> students work in teams to collect as many items in their hula-hoops as they can while the music plays	<u>Intro Activity:</u> <b>Roller Map-</b> students will use balls to sketch out their own unique map or course to follow

<p><u>Movement Sequences:</u></p> <p>Manipulating ribbons, balls, and hoops (review of all skills) Must apply skills to culminating activity.</p>	<p><u>Movement Sequences:</u></p> <p>Manipulating ribbons, balls, and hoops (review of all skills) Must apply skills to culminating activity.</p>	<p><u>Movement Sequences:</u></p> <p>Applying all skills together and using them to create unique movement routines. (Day1)</p>	<p><u>Movement Sequences:</u></p> <p>Applying all skills together and using them to create unique movement routines. (Day2)</p>	<p><u>Movement Sequences:</u></p> <p>Routine Performance (Day3)</p>
<p><u>Assessment</u></p> <p>Rhythmic gymnastics sticker chart.</p>	<p><u>Assessment</u></p> <p>Rhythmic gymnastics sticker chart.</p>	<p><u>Assessment</u></p> <p>The students will work together in teams to create unique rhythmic patterns while performing various movements using ribbons, balls, and hoops. The routines must use a combination of movements while being applied to music.</p> <p>Rhythmic gymnastics sticker chart.</p>	<p><u>Assessment</u></p> <p>The students will work together in teams to create unique rhythmic patterns while performing various movements using ribbons, balls, and hoops. The routines must use a combination of movements while being applied to music.</p> <p>Rhythmic gymnastics sticker chart.</p>	<p><u>Assessment</u></p> <p>Students are to design a movement sequence that meets the criteria for movements or skills, concepts, and transitions according to the rubric guidelines. By following the movement rubric students will proficiently be able to meet the required assessment standards.</p> <p>Rhythmic gymnastics sticker chart.</p>
<p><u>Culminating Activity:</u></p> <p>Task Stations- each station will focus on using either a ribbon, ball, or hoop to achieve various tasks such having the students find different ways to get the ball from one side of their body to the other either by tossing and catching, rolling, or bouncing. Each station will have a different focus and task for the students to complete.</p>	<p><u>Culminating Activity:</u></p> <p>Rapid switch obstacle course- this activity will require students to move through space as they manipulate ribbons, balls, or hoops while trying to complete the obstacle course successfully. The obstacle course will contain various challenges such as the fast feet ropes, dot hops, animal zigzag, and hurdle jump. As the students move through the course music will be playing and they must move to the pace of the music while manipulating either a ribbon, ball, or hoop. When the music stops they must put their equipment down and quickly race to find a new piece of equipment to use when the music starts back up.</p>	<p><u>Culminating Activity:</u></p> <p>Group practice time to create rhythmic routine.</p>	<p><u>Culminating Activity:</u></p> <p>Group practice time to create rhythmic routine</p>	<p><u>Culminating Activity:</u></p> <p>Group routine performances. Each group must perform their rhythmic routine expressing their knowledge through movements, and patterns.</p>