

 **WHAT IS IT? (RATIONALE)**

This activity draws upon the students’ understanding of rhythm and beats of music. This activity could be used to introduce this idea or to review it. Music and movement are closely related and is a perfect enhancement tool when studying either subject area.

 **GETTING STARTED (PROCEDURES & MATERIALS)**

A bag ball ( or carpet square or floor tile) and a musical selection are needed for this activity. To make a bag ball: Crunch up as many bags as you want (more bags = bigger ball) and place them inside one bag. Fold the outer bag over and tape so the no part of the bag is flapping around. The size of the ball should be in proportion to the skill level and age of the students with younger and less experienced students using larger balls.

This transition requires music. Each student will need one bag ball or a square on the floor. The student hops around the ball or square to the beat of the song being played. When the music stops the student freezes in any position he/she is in at the time.

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 **REFERENCES**

The idea of a bag ball came from Joan Koerschen, Ann Arbor, MI.

 **ADAPTATIONS**

The locomotion in this game can be changed, for example the students could jump to the beat or skip, etc. Varying the music so there is a different beat will vary the intensity of the exercise.

The bag balls can also be used to practice mathematical skills and spelling. For example, the class is reviewing addition of numbers between zero and ten; the teacher provides the numbers. The teacher says “5” and student 1 tosses the ball to student 2 while saying “5,” the teacher says “plus 3,” student 2 repeats “plus 3” and tosses the ball back to student 1, student 1 provides the answer to student 2 while tossing the ball “8.” The ball is tossed back to student 2 who can either repeat the answer if they believe that is the correct answer or provide a new answer. The teacher will then ask the class to repeat the correct answer together. This activity can be duplicated with spelling words, or any practice/rehearsal/review the students need to do.

One teacher from the pilot program suggests, “I used a rhythm 1,2,3, hold - we clapped 1,2 and held a position on 3,4, then repeated; they mimicked me for the positions. i.e. Clap, clap, stand on one foot, clap, clap, twist, clap, clap, stomp, etc.”



**BODY IMAGE**  
**LATERALITY**



**BALANCE**  
**GENERAL COORDINATION**

**DOMAINS ADDRESSED**



**FLEXIBILITY**  
**STRENGTH**



**BEST EFFORT**  
**COOPERATION**