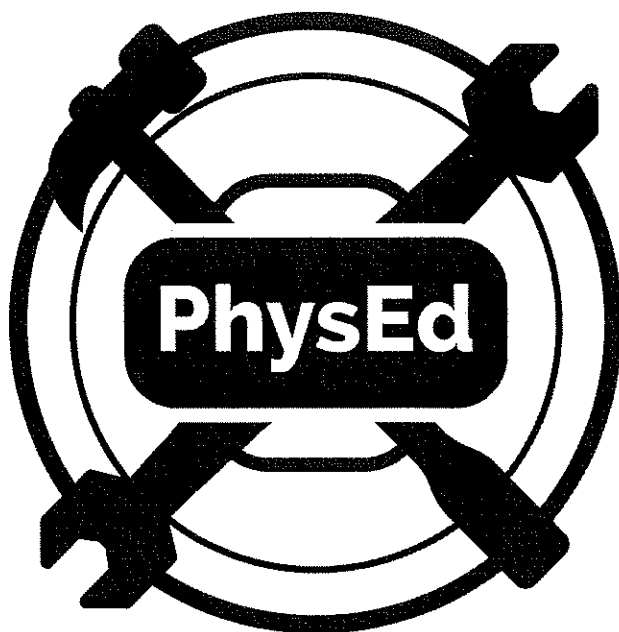


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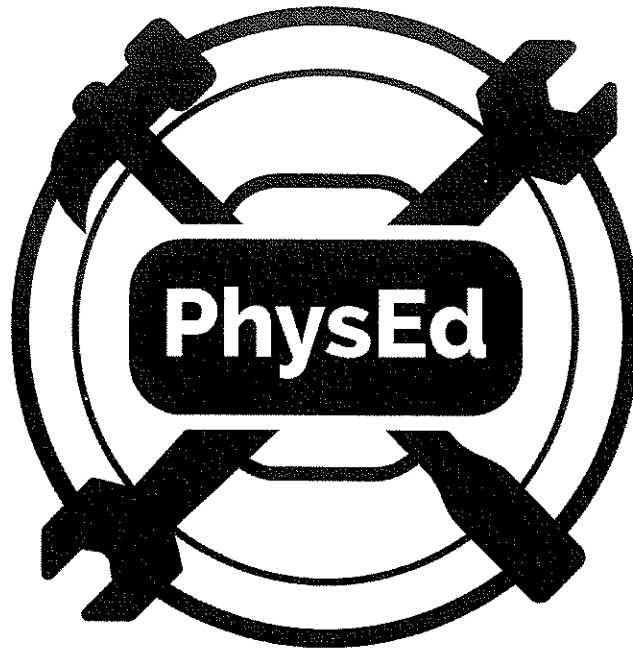


TOOLS FOR TEACHING WITH
LIMITED EQUIPMENT

KINDER - TWELVE

A Public Service of





TOOLS FOR TEACHING WITH **LIMITED EQUIPMENT**

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12 HOOPS OF FITNESS

Cooperative Fitness

STUDENT TARGETS

- ✔ **Skill:** I will perform skills and movements at the right time.
- ✔ **Cognitive:** I will discuss health- and skill-related fitness.
- ✔ **Fitness:** I will perform activities and skills that will enhance my fitness.
- ✔ **PSR:** I will cooperate with my partner.

TEACHING CUES

- Toss
- ✔ Tick-Tock Swing, Step to Target
 - ✔ Release to Target, Follow Through
- Catch
- ✔ Watch, Stand Ready
 - ✔ Pinkies or Thumbs, Soft Hands

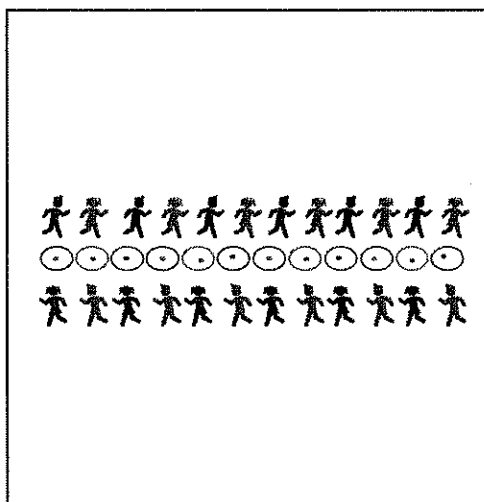
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✔ 12 hula hoops
- ✔ 1 tossable item in each hoop (bean bag, foam ball, etc.)

Set-Up:

1. Create a single line of hula hoops with at least 3 feet of space in between each hoop.
2. Place 1 tossable piece of equipment in each hoop.
3. Pair students. Space them 10–20 feet apart, facing each other with a hoop centered between them.



Activity Procedures:

1. Today we're going to practice tossing, catching, locomotor skills, sharing, and listening! Our activity is called the 12 Hoops of Fitness.
2. On the start signal, pick up the piece of equipment in your hoop and begin tossing it back and forth with you partner. On the stop signal, freeze. (Allow students to toss for 30–45 seconds.)
3. After you freeze, I'll ask the partner with the equipment to place it back in the hoop. Next, I'll give you a traveling instruction and a direction. For example, "gallop clockwise." When I say, "Travel!" everyone will move as instructed until you hear the stop signal.
4. On the stop signal, you'll freeze next to a new hoop with a new partner. On the start signal, you'll begin tossing the piece of equipment in your hoop. How many good tosses and catches can you make before you hear the stop signal?

Grade Level Progression:

- K–2nd:** Focus on locomotor skills and pacing. Add animal movements when appropriate.
- 3rd–5th:** Add fitness activities as the form of travel (e.g., plank walks, bear walks, walking lunges).

STANDARDS & OUTCOMES ADDRESSED

- ✔ **Standard 3 [E3.K-5]** Recognizes that when you move fast, your heart beats faster and you breathe faster (K); Identifies the heart as a muscle that grows stronger w/exercise, play & physical activity (1); Uses own body as resistance (e.g., holds plank position, animal walks) for developing strength (2a); Identifies physical activities that contribute to fitness (2b); Describes the concept of fitness and provides examples of activity to enhance fitness (3); Identifies the components of health-related fitness (4); Differentiates between skill-related and health-related fitness (5).

DEBRIEF QUESTIONS

- ✔ **DOK 1:** What is health-related fitness? What is skill-related fitness?
- ✔ **DOK 2:** What did you notice about your heart during this activity?
- ✔ **DOK 3:** How is this activity related to health- and/or skill-related fitness?

TEAM REP TIME

Cooperative Fitness

STUDENT TARGETS

- ✔ **Skill:** I will perform exercises with perfect form.
- ✔ **Cognitive:** I will discuss the benefits of being active.
- ✔ **Fitness:** I will discuss the benefits of the exercises we perform.
- ✔ **PSR:** I will cooperate with my team and follow all rules.

TEACHING CUES

- ✔ Follow Rules
- ✔ Demonstrate Perfect Form
- ✔ Work Hard
- ✔ Have Fun

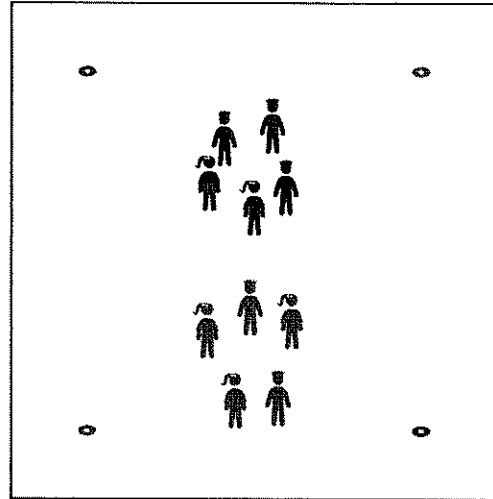
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✔ 1 foam ball per 2 teams
- ✔ 4 low-profile cones per 2 teams

Set-Up:

1. Create a large grid with 1 section of the grid for 2 teams.
2. Create equal teams of 5–7 students; 2 teams per section, 1 ball per 2 teams.



Activity Procedures:

1. It's time to exercise our bodies while we play a game called Team Rep Time. The object of the game is to score points by completing as many repetitions of each exercise as possible.
2. Each team forms a circle with enough space to safely perform exercises. Offense starts with the ball, and the other team is defense. A player on the offense throws the ball high in the air so it lands within the cones. If the ball is thrown out of bounds, the team loses its turn and cannot score points.
3. When the ball is thrown, offense begins the set exercise (e.g., jumping jacks). Defense retrieves the ball and hands it off behind them in an over/under pattern. When everyone on defense has held the ball, the final player yells, "STOP!" Offense scores a point for each repetition complete before the stop signal is made. Offense and defense switch roles. 1 round is complete when both teams have had an opportunity to score. Play for 3–5 rounds and then find a new team to compete against.

Grade Level Progression:

- K–2nd:** Use simple exercises like jumping jacks, marching knees, star jumps, and plank shoulder taps.
- 3rd–5th:** Add exercises like burpees, plank jacks, and push-ups.

STANDARDS & OUTCOMES ADDRESSED

- ✔ **Standard 5 [E1.K-5]** Recognizes that physical activity is important for good health (K); Identifies physical activity as a component of good health (1); Recognizes the value of "good health balance" (2); Discusses the relationship between physical activity and good health (3); Examines the health benefits of participating in physical activity (4); Compares the health benefits of participating in selected physical activities (5).

DEBRIEF QUESTIONS

- ✔ **DOK 1:** What is physical activity?
- ✔ **DOK 2:** What do you know about physical activity and good health?
- ✔ **DOK 3:** What facts would you select to support the importance of physical activity? Why did you choose those facts?

HEALTHY CHOICE TAG

Cooperative Fitness

STUDENT TARGETS

- ✔ **Skill:** I will practice safe tagging techniques.
- ✔ **Cognitive:** I will identify and discuss healthy choices.
- ✔ **Fitness:** I will stay active in order to increase my heart rate.
- ✔ **PSR:** I will help others when they are frozen by tagging them with a green bean bag.

TEACHING CUES

- ✔ Eyes Up
- ✔ Be Aware of your Surroundings
- ✔ Safe Tagging

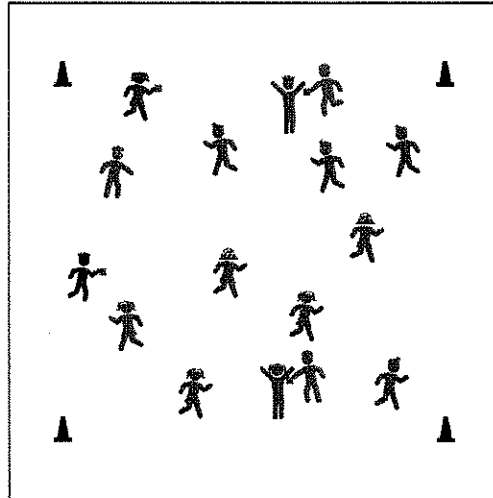
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✔ 1–3 red bean bags
- ✔ 1–3 green bean bags
- ✔ 4 low-profile cones

Set-Up:

1. Use cones to create a large activity area.
2. Give red bean bags to 1–3 Unhealthy Choice Taggers and green bean bags to 1–3 Healthy Choice Taggers.
3. Students scattered in the activity area.



Activity Procedures:

1. It's time for Healthy Choice Tag. When I say, "GO!" the game begins at a speed-walking pace.
2. To start, all taggers will do 5 jumping jacks to give the other players time to get away from them. Then the Unhealthy Choice Taggers will attempt to safely tag others with their red bean bags.
3. If you're tagged, freeze, do 5 jumping jacks, and then put your hands above your head and repeat, "I need help!" The red bean bags symbolize unhealthy choices. In real life—and in this game—if you make an unhealthy choice, it's important to stop the behavior, make a healthy choice (like exercise), and ask for help.
4. To be freed, a Healthy Choice Tagger must come and tag you with a green bean bag. The green bean bags symbolize healthy choices and allow you to return to the game. Unhealthy Choice Taggers may not tag Healthy Choice Taggers (and vice versa).
5. Everyone freeze on the stop signal.

Grade Level Progression:

- K–2nd:** Use simple exercises like jumping jacks, marching knees, star jumps, and plank shoulder taps.
3rd–5th: Add exercises like burpees, plank jacks, and push-ups.

STANDARDS & OUTCOMES ADDRESSED

- ✔ **Standard 5 [E1.K-5]** Recognizes that physical activity is important for good health (K); Identifies physical activity as a component of good health (1); Recognizes the value of "good health balance" (2); Discusses the relationship between physical activity and good health (3); Examines the health benefits of participating in physical activity (4); Compares the health benefits of participating in selected physical activities (5).

DEBRIEF QUESTIONS

- ✔ **DOK 1:** How can you recognize a healthy choice?
- ✔ **DOK 2:** How would you compare and contrast healthy and unhealthy choices?
- ✔ **DOK 3:** How can you help friends or family members make healthy choices? How can you help them if they make unhealthy choices?

JOHNNY ON THE SPOT

Fielding Games

STUDENT TARGETS

- ✔ **Skill:** I will follow skill cues when I throw and catch the ball.
- ✔ **Cognitive:** I will discuss skills cues for throwing and catching.
- ✔ **Fitness:** I will stay active to collect as many spots as I can.
- ✔ **PSR:** I will cooperate with my partner to make accurate throws and successful catches.

TEACHING CUES

- ✔ Look & Get Ready
- ✔ Pinkies Together or Thumbs Together
- ✔ Soft Hands

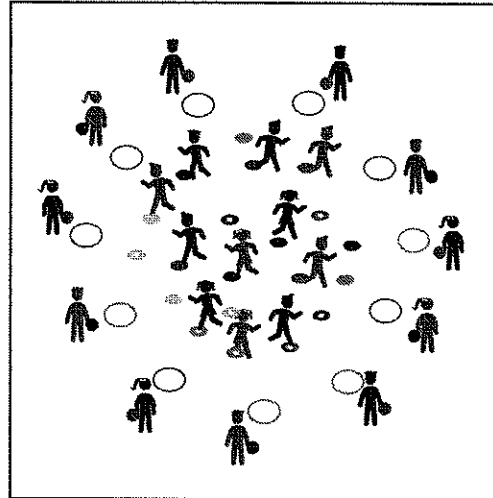
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✔ 1 foam ball per 2 students
- ✔ 1 hula hoop per 2 students
- ✔ 12–24 spot markers or low-profile cones

Set-Up:

1. Use 12+ hoops to create a large activity circle.
2. Scatter spots/low-profile cones inside the circle.
3. Pair students, each pair at a hoop with a ball.



Activity Procedures:

1. We're going practice our throwing and catching with a game called Johnny on the Spot. The object is to collect as many spots as you can by making a clean catch while standing on a spot.
2. On the start signal, the partner with the ball stays in the home hoop while the other partner travels safely to any spot.
3. The partner in the hoop will throw the ball to the partner on the spot. If she/he catches it, she/he'll throw it back to the hoop partner.
4. If both partners catch the ball, they get to keep the spot. Pick it up and place it in your home hoop, abd then change roles and continue playing, working to collect as many spots as possible.

Grade Level Progression:

K–2nd: Start with underhand throws, progressing to overhand throws.

3rd–5th: Expand the distance between spots and hoops to make the game more challenging.

STANDARDS & OUTCOMES ADDRESSED

- ✔ **Standard 1 [E16.1-5]** Catches various sizes of balls self-tossed/tossed by a skilled thrower (1b); Catches a self-tossed or well-thrown large ball with hands, not trapping or cradling against the body (2); catches a gently tossed hand-sized ball from a partner, demonstrating four of the five critical elements of a mature pattern (3); Catches a thrown ball above the head, at chest/waist level, and below the waist using a mature pattern in a non-dynamic environment. (4); Catches with reasonable accuracy in dynamic, small-sided practice tasks (5c).

DEBRIEF QUESTIONS

- ✔ **DOK 1:** Show me how you would perform a catch above your shoulders? Below your waist?
- ✔ **DOK 2:** How was throwing and catching in this game similar to throwing and catching in other games we've played? How was it different?
- ✔ **DOK 3:** How could we change this game to make it easier? More difficult?

RACE BASE KICKBALL

Fielding Games

STUDENT TARGETS

- ✔ **Skill:** I will kick the ball into fair territory.
- ✔ **Cognitive:** I will discuss the cues for kicking a ball.
- ✔ **Fitness:** I will stay active throughout the activity.
- ✔ **P&S Responsibility:** I will follow the rules and etiquette of Race Base Kickball.

TEACHING CUES

- ✔ Plant Foot
- ✔ Lean In
- ✔ Shoelaces
- ✔ Swing Through

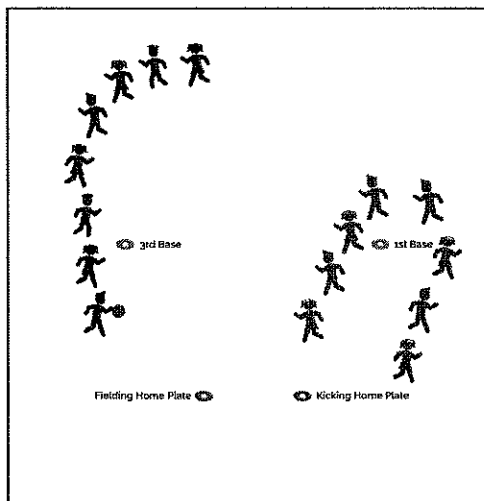
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✔ 1 kickball
- ✔ 4 bases (low profile cones or spot markers)

Set-Up:

1. In a large activity area, place 2 home plates 20 feet apart from one another.
2. Align 1st and 3rd base with each other, placed 40 feet from each home plate.
3. Divide students into 2 equal teams.



Activity Procedures:

1. It's time to play Race Base Kickball! We'll play Rock, Paper, Scissors to see who is the home team. Visiting team kicks first. The object of this game is to score as many runs as you can by having all your teammates run around 1st base and back to the kicking home plate, before the fielding team gets the ball and all has all their teammates run around 3rd base and the fielding home plate.
2. Kicking teams use their own pitchers. Kicker 1 kicks the ball into fair territory. Then the kicker leads the entire team in a straight line to first base and back to home plate. 1 point is scored for each team member who makes it across home plate before the opposing team can make an "out."
3. To make an out, the fielding team retrieves the ball and the player with the ball leads the team around 3rd base to the fielding home plate. Once all the fielding team players make it past home, it's an out.
4. Caught fly balls are not automatic outs; both teams must run no matter what.

Grade Level Progression:

K-2nd: Start with students kicking a stationary ball. Teams use different locomotor skills to travel.

3rd-5th: All or nothing: kicking teams must get everyone across home plate to score 1 run.

STANDARDS & OUTCOMES ADDRESSED

- ✔ **Standard 1 [E21.K-2]** Kicks a stationary ball from a stationary position, demonstrating two of the five elements of a mature kicking pattern (K); Approaches a stationary ball and kicks it forward, demonstrating two of the five critical elements of a mature pattern (1); Uses a continuous running approach and kicks a moving ball, demonstrating three of the five critical elements of a mature pattern (2); Uses a continuous running approach and intentionally performs a kick along the ground and a kick in the air, demonstrating four of the five critical elements of a mature pattern for each (3a).

DEBRIEF QUESTIONS

- ✔ **DOK 1:** What are the cues for kicking a ball?
- ✔ **DOK 2:** How does each cue affect the accuracy of a kick?
- ✔ **DOK 3:** How is purposeful practice related to skill cues?

KICKBALL TAG

Fielding Games

STUDENT TARGETS

- ✔ **Skill:** I will kick the ball into fair territory.
- ✔ **Cognitive:** I will discuss the importance of cooperation in team games.
- ✔ **Fitness:** I will actively participate in Kickball Tag.
- ✔ **PSR:** I will cooperate with my teammates to make outs while we are playing as the fielding team.

TEACHING CUES

- Kick
- ✔ Plant Foot
 - ✔ Lean In
 - ✔ Shoelaces
 - ✔ Swing Through

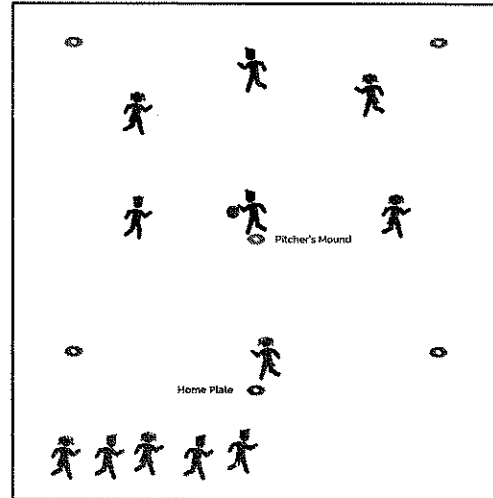
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✔ 1 playground or foam ball
- ✔ 2 spot makers (home base & pitcher's mound)
- ✔ 4 low profile cones to mark area boundaries

Set-Up:

1. Use 4 cones/spots to create an extra-large activity area.
2. Place 1 spot maker as home base and 1 as the pitcher's mound.



Activity Procedures:

1. It's time to play Kickball Tag! The object is for the kicker to score runs by tagging as many fielding players and she/he can before an out is made.
2. As soon as the ball is kicked into fair territory, the kicker will chase and attempt to tag the fielding players. At the same time, fielding players will make at least 3 passes to get the ball to the pitcher's mound. Fielders cannot run with the ball—it must advance through accurate passes. As soon as the ball reaches the pitcher's mound, the fielding team yells, "OUT!"
3. Switch sides after each player on the kicking team has a chance to kick.

Grade Level Progression:

- K–2nd:** Kickers kick a stationary ball.
- 3rd–5th:** Kickers kick a pitched ball. Increase the number of passes required for an out.

STANDARDS & OUTCOMES ADDRESSED

- ✔ **Standard 1 [E21.K-5]** Kicks a stationary ball from a stationary position, demonstrating 2/5 elements of a mature kicking pattern (K); Approaches a stationary ball and kicks it forward, demonstrating 2/5 critical elements of a mature pattern (1); Uses a continuous running approach and kicks a moving ball, demonstrating 3/5 critical elements (2); Uses a continuous running approach and intentionally performs a kick along the ground and a kick in the air, demonstrating 4/5 critical elements (3a); Uses a continuous running approach and kicks a stationary ball for accuracy (3b); Kicks along the ground and in the air using mature patterns (4); Demonstrates mature patterns in kicking in small-sided practice task environments (5).

DEBRIEF QUESTIONS

- ✔ **DOK 1:** What would you include on a list about kicking a ball?
- ✔ **DOK 2:** What did you notice about your kicks when you used good form? When you did not use good form?
- ✔ **DOK 3:** How is good kicking form related to accuracy? How is it related to power?

CHARIOT RACE

Personal/Social Responsibility

STUDENT TARGETS

- ✔ **Skill:** I will safely pace my movements to match my teammates.
- ✔ **Cognitive:** I will find opportunities to praise the performance of my teammates.
- ✔ **Fitness:** I will stay active throughout each chariot race.
- ✔ **P&S Responsibility:** I will accept all of my teammates and recognize their contributions to our team.

TEACHING CUES

- ✔ Move Together, Stay Together
- ✔ Praise Good Effort
- ✔ Keep a Good Attitude

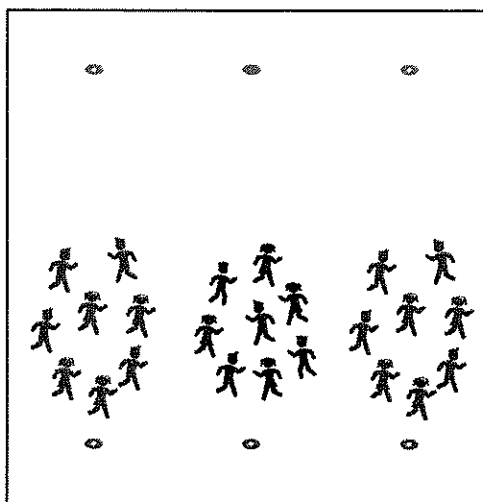
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✔ 2 low profile cones per group

Set-Up:

1. Use low profile cones to set up 2 parallel lines on opposite sides of the activity are.
2. Create equal groups of 6-10 students.
3. Each group starts behind their own cone facing the cone on the other side of the area.



Activity Procedures:

1. It's time for our Chariot Races! The object of the game is for each team to take their chariot past the cone on the opposite side of the activity area.
2. On the start signal each team will form a circle around the first person in line. Hold hands (or lock elbows) to keep the circle together. Then start walking (jogging, skipping, galloping, etc.) as a group to the opposite cone. (Stop on the other side, reset with a new "chariot rider" and then start again.)
3. Now that you're really good at racing your chariots we'll begin our marathon races. On the start signal the first person will ride the chariot to the opposite cone. As soon as your past the cone, change riders and quickly cross the activity area again. Continue changing riders until everyone has had a turn.

Grade Level Progression:

- K – 2nd: Focus on controlled locomotor skills with safe pacing.
 3rd – 5th: Add fitness and challenges like bear walks, crab walk, soccer dribbles, ect.

STANDARDS & OUTCOMES ADDRESSED

- ✔ **Standard 4 [E4.K-5]** Shares equipment and space with others (K); Works independently with others in a variety of class environments (e.g., small and large groups) (1); Works independently with others in partner environments (2); Works cooperatively with others (3a); Praises others for their success in movement performance (3b); Praises the movement performance of others both more and less-skilled (4a); Accepts "players" of all skill levels into the physical activity (4b); Accepts, recognizes, and actively involves others with both higher and lower skill abilities into physical activities and group projects (5).

DEBRIEF QUESTIONS

- ✔ **DOK 1:** How can you recognize good effort and good performance?
- ✔ **DOK 2:** How would you praise good effort? How would you praise good performance?
- ✔ **DOK 3:** How is praise related to feeling accepted by your teammates?

SOCCKER SPOTS

Personal/Social Responsibility

STUDENT TARGETS

- ✔ **Skill:** I will follow the rules and parameters of Soccer Spots.
- ✔ **Cognitive:** I will discuss my social behavior.
- ✔ **Fitness:** I will stay actively engaged during all activities.
- ✔ **PSR:** I will respect my self and others by behaving appropriately and following all rules.

TEACHING CUES

- ✔ Keep Ball Close
- ✔ Tap with Both Feet
- ✔ Eyes Up

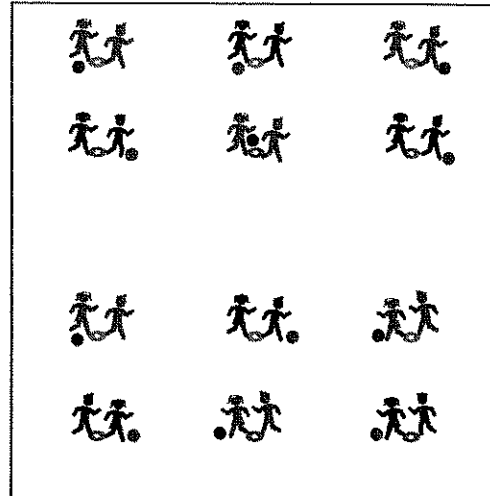
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✔ 1 spot marker per group of 2–3 students
- ✔ 1 foam ball per group of 2–3 students

Set-Up:

1. Create 1 safe activity area per 2 groups.
2. In each area, place 2 spot markers 10–20 feet apart.
3. Create groups of 2–3 students, with 2 groups at each activity area.
4. Each team with a ball.



Activity Procedures:

1. It's time to challenge another team to Soccer Spots. We will focus on fair play and sportsmanship. The object of the game is to touch the other team's spot marker with the ball before they can touch yours.
2. Each player starts with one foot on their home spot marker. On the signal, begin dribbling and passing to your partner while avoiding the other team. The first team to touch the opposing team's spot scores a point. Then the game resets, and teams turn around to aim at the other spot. After both teams have reset and taken the starting position (1 foot on their new home spot), the team who just scored a point will make the next start signal.
3. After 3–4 minutes, each team will find a new team to challenge.

Grade Level Progression:

- K–2nd:** Play without allowing any defensive plays. Limit team size to 2 students with a focus on dribbling.
3rd–5th: Allow teams to attempt to intercept passes and use other defensive plays. Body contact is not allowed and results in an automatic score for the team that is fouled.

STANDARDS & OUTCOMES ADDRESSED

- ✔ **Standard 4 [E2.K-5]** Acknowledges responsibility for behavior when prompted (K); Follows the rules/parameters of the learning environment (1); Accepts responsibility for class protocols with behavior and performance actions (2); Works independently for extended periods of time (3); Reflects on personal social behavior in physical activity (4); Participates with responsible personal behavior in a variety of physical activity contexts, environments, and facilities (5a); Exhibits respect for self with appropriate behavior while engaging in physical activity (5b).

DEBRIEF QUESTIONS

- ✔ **DOK 1:** What is social behavior?
- ✔ **DOK 2:** What do you know about social behaviors in physical education class?
- ✔ **DOK 3:** How are social behaviors related to fun?

LEANING TOWER

Personal/Social Responsibility

STUDENT TARGETS

- ✔ **Skill:** I will cooperate with my teammates to build a tower.
- ✔ **Cognitive:** I will discuss the importance of cooperation.
- ✔ **Fitness:** I will stay actively engaged during all activities.
- ✔ **PSR:** I will share equipment and space and work cooperatively.

TEACHING CUES

- ✔ Move Together
- ✔ Listen to Teammates
- ✔ Use Positive Words

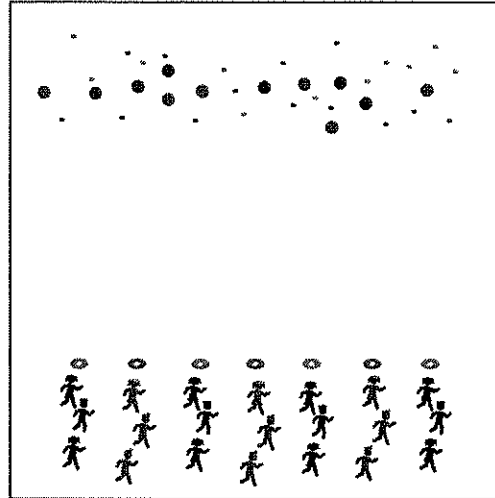
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✔ 1 low-profile cone per group of 3–4 students
- ✔ 1 foam ball per group of 3–4 students
- ✔ 36+ bean bags

Set-Up:

1. Space low-profile cones in a line along 1 side of the activity area.
2. Scatter foam balls and bean bags on the opposite side of the play area.
3. Create groups of 3–4 students; 1 group at each cone.



Activity Procedures:

1. The name of this cooperative challenge is Leaning Tower. The object of the game is for each team to create a tower on top of your cone using a foam ball and at least 3 bean bags.
2. On the start signal, everyone on your team will move together to pick up a foam ball. Each player must be touching the ball as you travel back to place the ball on the cone.
3. In the same way, your team will then travel to pick up one bean bag, and then return to place the bean bag on top of the foam ball. Continue until your tower is built 3 or more bean bags high.
4. If your tower falls at any time, you must return all materials back to the opposite sideline and start over with a foam ball.

Grade Level Progression:

K–2nd: Make the challenge easier by using only bean bags (no foam ball).

3rd–5th: Challenge students to use 1 finger or an elbow to pick up and transport objects. Add a fitness activity if a team's tower falls (i.e., the team must do 10 jumping jacks before rebuilding).

STANDARDS & OUTCOMES ADDRESSED

- ✔ **Standard 4 [E4.K-5]** Shares equipment/space with others (K); Works independently with others in a variety of environments (e.g., small and large groups) (1); Works independently with others in partner environments (2); Works cooperatively with others (3a); Praises others for success in movement performance (3b); Praises the movement performance of others both more & less-skilled (4a); Accepts “players” of all skill levels (4b); Accepts, recognizes, and actively involves others with both higher and lower skill abilities into physical activities and group projects (5).

DEBRIEF QUESTIONS

- ✔ **DOK 1:** What does cooperation mean?
- ✔ **DOK 2:** What do you know about cooperation?
- ✔ **DOK 3:** How is cooperation related to success?

PARTNER FLIP THE HOOP

Personal/Social Responsibility

STUDENT TARGETS

- ✔ **Skill:** I will use an underhand throw to get my bean bag inside the hula hoop.
- ✔ **Cognitive:** I will think of ways to praise my partner.
- ✔ **Fitness:** I will stay actively engaged during this activity.
- ✔ **PSR:** I will work cooperatively with my partner.

TEACHING CUES

- Underhand Toss
- ✔ Eyes on Target
- ✔ Tick-Tock Swing
- ✔ Step to Target
- ✔ Release and Follow Through

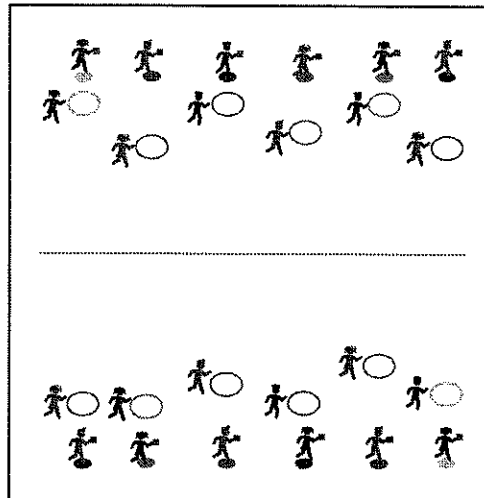
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✔ 1 hula hoop per 2 students
- ✔ 1 bean bag per 2 students
- ✔ 1 spot marker per 2 students

Set-Up:

1. Along each sideline, create 2 parallel lines. The outside lines are spot markers and the inside lines are hoops.
2. Put 1 bean bag on each spot marker.
3. Pair students, 1 pair at each hoop.



Activity Procedures:

1. It's time for Partner Flip the Hoop. The object of the game is for you and your partner to move your hoop to the center of the activity area. You'll do that by tossing the bean bag from the spot marker into the hoop. Every successful toss will get your hoop closer to the center.
2. 1 partner begins as the Tossers, and the other is the flipper. On the start signal, the Tossers tosses the bean bag into the hoop. The Flipper flips the hoop toward the center, picks up the bean bag, and changes places with the Tossers. Continue this way until you make it to the center, then reset and begin again.
3. If a toss falls outside of the hoop, the flipper will pick up the bean bag without flipping the hoop before changing places with the tagger.

Grade Level Progression:

- K-2nd:** Play the game without flipping the hoop (stationary spot and hoop). Pairs toss and switch quickly.
3rd-5th: Provide different tossable objects (e.g., critters, foam balls). Allow students to choose a tossable.

STANDARDS & OUTCOMES ADDRESSED

- ✔ **Standard 4 [E4.K-5]** Shares equipment/space with others (K); Works independently with others in a variety of environments (e.g., small and large groups) (1); Works independently with others in partner environments (2); Works cooperatively with others (3a); Praises others for success in movement performance (3b); Praises the movement performance of others both more & less-skilled (4a); Accepts "players" of all skill levels (4b); Accepts, recognizes, and actively involves others with both higher and lower skill abilities into physical activities and group projects (5).

DEBRIEF QUESTIONS

- ✔ **DOK 1:** What would you include on a list of positive praise words to use in physical education?
- ✔ **DOK 2:** How does praise affect a person's confidence?
- ✔ **DOK 3:** How is praise related to the enjoyment of physical activity with friends?

DISC TAG

Ultimate

STUDENT TARGETS

- ✔ **Skill:** I will demonstrate a pancake catch using skill cues.
- ✔ **Cognitive:** I will discuss the importance of improving skills.
- ✔ **Fitness:** I will identify lifetime recreational sports and discuss the importance of participation.
- ✔ **P&S Responsibility:** I will use language that promotes positive team dynamics.

TEACHING CUES

- ✔ 2 Hands Out in Front
- ✔ Palms Facing Each Other
- ✔ Snap Together

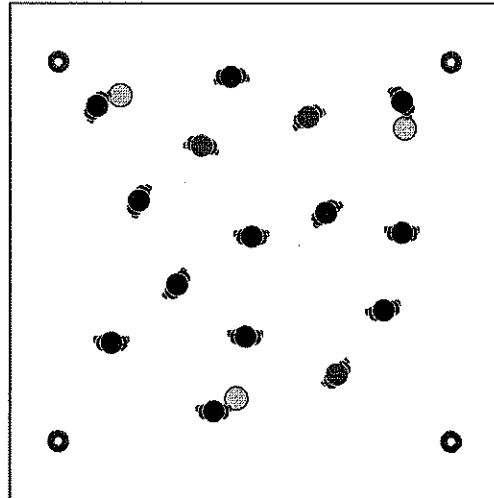
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✔ 3 pinnies
- ✔ 3 foam discs
- ✔ 4 low-profile cones

Set-Up:

1. Use low-profile cones to create a large activity area. Scatter students in the area.
2. Give pinnies to 3 students and foam discs to 3 different students.



Activity Procedures:

1. Today's activity is called Disc Tag. The object is for the taggers to tag all students, and for the rest of the class to avoid getting tagged. Focus your skill practice on how to throw and catch a disc.
2. Players wearing pinnies are the taggers, and players holding discs are Savers. Savers will free those who have been tagged. Players with discs cannot be tagged.
3. If you are tagged, you must perform jumping jacks (or another exercise) until a disc is tossed to you by a Saver. Throw the disc back to the same Saver after you catch it. Throws must be made from at least 10 feet away.
4. Play several rounds, switching Savers and Taggers.

Grade Level Progression:

- ✔ Add a give-and-go to each throw. Saver makes a toss and then cuts to open space for the return toss.
- ✔ Allow Taggers to knock down tosses. If a toss is knocked down, Savers find a new player to save.

STANDARDS & OUTCOMES ADDRESSED

- ✔ **Standard 1 [M4.6]** Passes and receives with hands in combination with locomotor patterns of running and change of direction and speed with competency in invasion games such as ultimate (6).
- ✔ **Standard 1 [H1.L1]** Demonstrates competency and/or refines activity-specific movement skills in two or more lifetime activities (target games) (L1).

DEBRIEF QUESTIONS

- ✔ **DOK 1:** What are examples of lifetime recreational sports?
- ✔ **DOK 2:** What have you learned in physical education that applies to 1 or more recreational sport?
- ✔ **DOK 3:** What facts would you select to support the importance of recreational sport participation in college? Can you elaborate on why you chose those facts?

OVER THERE

Ultimate

STUDENT TARGETS

- ✔ **Skill:** I will demonstrate cooperation skills with my partner.
- ✔ **Cognitive:** I will discuss various cooperation skills.
- ✔ **Fitness:** I will actively engage in Over There.
- ✔ **P&S Responsibility:** I will accept differences among my teammates in varying skill levels.

TEACHING CUES

- ✔ Listen
- ✔ Share Thoughts and Ideas
- ✔ Keep an Open Mind
- ✔ Use Positive Language

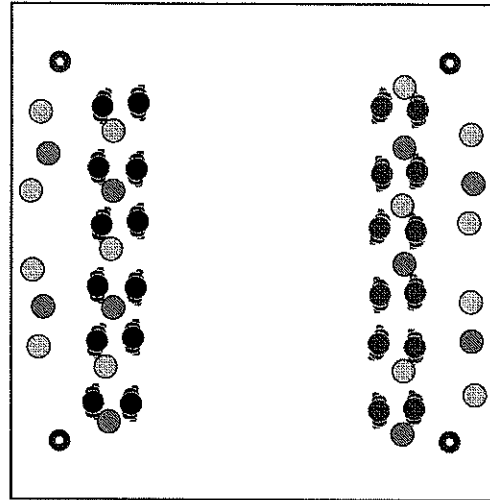
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✔ 12 foam discs
- ✔ 12 foam balls
- ✔ 4 cones per team
- ✔ Pinnies for half of all the students

Set-Up:

1. Use cones to create end zones at each end of a large activity area.
2. Divide and scatter foam discs and balls inside each team's end zone.
3. Create 2 equal teams, and pair students within their teams. Students start inside their end zones with their partner.



Activity Procedures:

1. Today's activity is called Over There. Your team's goal is to get all your foam discs and balls past the other team's end line to score a point. You will work with a partner who is the same team as you to pass and catch objects, moving them into the opposite end zone.
2. Students holding a foam disc/ball cannot travel with the object, they can only pivot in place. Forward progress is made with a pass to your partner. The ball must advance into the end zone with a pass.
3. After a score is made, players return to their end zone, pick up a new disc/ball and begin again.

Grade Level Progression:

- ✔ Combine pairs into groups of 4. Every player in a group must receive a catch before a score is made.
- ✔ Designate 1-3 defensive players on each team. They can intercept passes and jog to the end zone.

STANDARDS & OUTCOMES ADDRESSED

- ✔ **Standard 4 [M4.6-8]** Accepts differences among classmates in physical development, maturation, and varying skill levels by providing encouragement and positive feedback (6); Demonstrates cooperation skills by establishing rules and guidelines for resolving conflicts (7); Responds appropriately to participants' ethical and unethical behavior during physical activity by using rules and guidelines for resolving conflicts (8).
- ✔ **Standard 4 [H3.L1-2]** Uses communication skills and strategies that promote team/group dynamics (L1); Assumes a leadership role (e.g., task or group leader, referee, coach) in a physical activity setting (L2).

DEBRIEF QUESTIONS

- ✔ **DOK 1:** What would you include on a list about cooperation skills?
- ✔ **DOK 2:** What do you know about each of these skills?
- ✔ **DOK 3:** What is your interpretation of how well your team used cooperation skills? Provide examples.

FLY DISC BASEBALL

Ultimate

STUDENT TARGETS

- ✔ **Skill:** I will throw and catch the disc using skill cues.
- ✔ **Cognitive:** I will discuss the importance of self-officiating.
- ✔ **Fitness:** I will actively engage in base running and fielding.
- ✔ **PSR:** I will follow the rules and etiquette of the game.

TEACHING CUES

- ✔ Thumb on Top, Fingers on Edge
- ✔ Curl Disc In, Extend & Snap
- ✔ 2-Hands Out in Front
- ✔ Palms Facing Each Other
- ✔ Snap Together

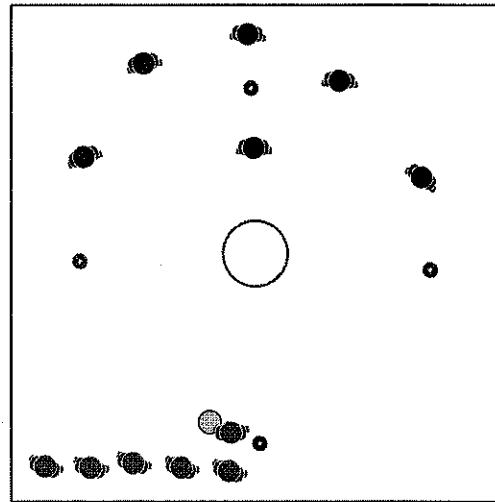
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✔ 1 disc
- ✔ 4 bases (spot markers or low-profile cones)
- ✔ 1 hoop

Set-Up:

1. Create a baseball field with 4 bases.
2. Place the hoop at the pitcher's mound.
3. Create teams of 8-12 with 1 team at bat first.



Activity Procedures:

1. It's time to play Fly Disc Baseball. The object of this activity is to score as many runs as possible in a set number of innings. To start, the batter will throw the disc into fair territory. A disc thrown in foul territory is considered a strike. Two strikes equal an out.
2. Once the batter throws, she/he will proceed to run the bases, starting with 1st. As soon as the batter passes 1st, the next person at bat quickly begins to run. This continues throughout the batting order after each teammate passes 1st base.
3. The fielding team must catch or retrieve the disc and then pass to everyone on the team. After a person has caught and thrown the disc, they will make their way to the pitching circle (hoop).
4. Once the entire team has 1 foot in the pitching circle, the batting team can no longer run the bases.
5. Runners stay on the nearest base, and the next batter is up. After 3 throws, switch sides.

Grade Level Progression:

- ✔ Players self-officiate and keep score with minimal supervision by the teacher.
- ✔ Allow fielding players to tag runners after the final fielding catch is made.

STANDARDS & OUTCOMES ADDRESSED

- ✔ **Standard 4 [M6.6-8]** Identifies the rules and etiquette for physical activities/games (6); Demonstrates knowledge of rules and etiquette by self-officiating modified physical activities/games (7); Applies rules and etiquette by acting as an official for modified physical activities/games (8).
- ✔ **Standard 4 [H2.L1]** Exhibits proper etiquette, respect for others, and teamwork while engaging in physical activity and/or social dance (L1).

DEBRIEF QUESTIONS

- ✔ **DOK 1:** How would you describe a self-officiated game?
- ✔ **DOK 2:** How would you apply knowledge of a game/sport in self-officiating?
- ✔ **DOK 3:** How is etiquette related to self-officiating?

CAPTURE THE CORNER

Ultimate

STUDENT TARGETS

- ✔ **Skill:** I will create open space by staying spread out on offense.
- ✔ **Cognitive:** I will discuss force, speed, and accuracy as it relates to passing and receiving.
- ✔ **Fitness:** I will stay actively engaged on offense and defense.
- ✔ **PSR:** I will work cooperatively with my partner.

TEACHING CUES

- ✔ Pass and Then Move
- ✔ Catch, Turn, Look for Open Space
- ✔ Talk to Your Teammate

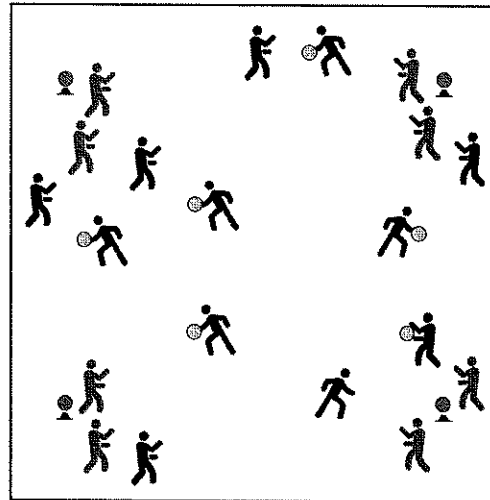
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✔ 4 cones
- ✔ 4 foam balls
- ✔ 4 hoops
- ✔ 1 disc per 2 students (or group of 3 students)

Set-Up:

1. Create a large activity area with 1 cone in each corner and a ball balanced on top of each cone. (Use 6 cones/balls for larger class sizes and activity spaces.)
2. Students work in pairs. Send 1 pair to each cone to play defense (they do not need a disc). Other pairs begin scattered in general space, each pair with a disc.



Activity Procedures:

1. It's time to play Capture the Corner.
2. The object of the game is for offensive teams to "capture" the corners by throwing their foam discs and knocking a foam ball off its cone. Defensive teams work to block offensive shots on their cone.
3. If a corner is "captured," the team who captured it scores a point and changes roles with that cone's defense.
4. When you're holding your disc, you cannot take any steps—you can only pivot. Players "off the disc" can move throughout the activity area using quick cuts and fakes in order to move into spaces with open passing lanes.
5. Defensive players must stay within 4 feet of their assigned cone and cannot touch the cone or the foam ball with any part of their body. Begin on the start signal. Freeze on the stop signal.

Grade Level Progression:

- ✔ Play with teams of 3 to 4 students.
- ✔ Add pairs of field defenders that move throughout the activity area. If a disc is intercepted, teams switch roles.

STANDARDS & OUTCOMES ADDRESSED

- ✔ **Standard 2 [M3.6-8]** Creates open space by using the width and length of the field/court on offense (6); Creates open space by staying spread on offense, and cutting and passing quickly (7); Creates open space by staying spread on offense, cutting, and passing quickly, and using fakes off the ball (8).
- ✔ **Standard 2 [H2.L1-2]** Uses movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill (L1); Describes the speed/accuracy trade-off in throwing and striking skills (L2).

DEBRIEF QUESTIONS

- ✔ **DOK 1:** How can you recognize open space?
- ✔ **DOK 2:** How would you apply cutting, fakes, and passing to create open space?
- ✔ **DOK 3:** How well did you apply these strategies? Support your answer with examples.

GHOSTS IN THE GRAVEYARD

Ultimate

STUDENT TARGETS

- ✔ **Skill:** I will create open space by staying spread out on offense.
- ✔ **Cognitive:** I will discuss force, speed, and accuracy as it relates to passing and receiving.
- ✔ **Fitness:** I will stay actively engaged on offense and defense.
- ✔ **PSR:** I will demonstrate the Spirit of the Game.

TEACHING CUES

- ✔ Pass and Then Move
- ✔ Catch, Turn, Look for Open Space
- ✔ Talk to Your Teammates

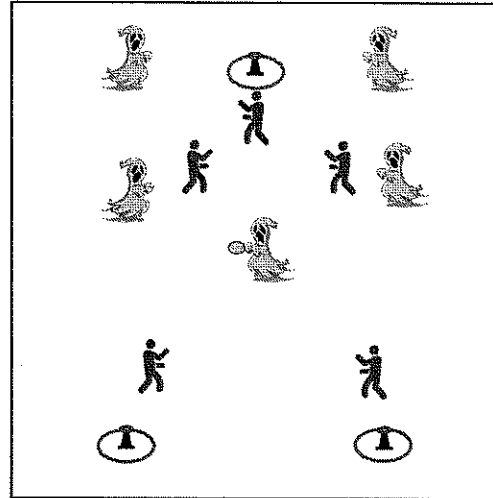
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✔ 3 cones
- ✔ 3 low profile cones
- ✔ 1 foam disc or ball
- ✔ 3 hoops
- ✔ 1 pinnie or armband per 2 students

Set-Up:

1. Create a large activity area with 3 cones spaced inside the area (like giant triangle). Place low profile cone on the top of each cone.
2. Create teams of 4 to 6 players; 2 teams per activity area.



Activity Procedures:

1. It's time to play Ghost in the Graveyard. The object of the game is for the "Ghosts" (offense) to tip over the tombstones by throwing the disc (or ball) and knocking the small cone off of the large cone. The "Ghostbusters" (defense) will work to intercept or knock the disc out of the air.
2. The game is played in 1- to 2-minute rounds. During each round, the offensive team stays on offense. Interceptions and knock downs are points for the defense, tipped tombstones are points for the offense. At the end of each round teams switch roles.
3. Rules for Defense: no contact is allowed, defense cannot touch a held disc (knock it out of hands), players cannot move inside of a hoop.
4. Rules for Offense: Players with the disc cannot move (only pivot), the disc is advanced with passing, if a disc is intercepted or hits the floor the closest offensive player picks it up and continues play.

Grade Level Progression:

- ✔ Start by playing 5v4 with 1 defender acting as a referee. This provides an advantage to the offense.

STANDARDS & OUTCOMES ADDRESSED

- ✔ **Standard 2 [M3.6-8]** Creates open space by using the width and length of the field/court on offense (6); Creates open space by staying spread on offense, and cutting and passing quickly (7); Creates open space by staying spread on offense, cutting, and passing quickly, and using fakes off the ball (8).
- ✔ **Standard 2 [H2.L1-2]** Uses movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill (L1); Describes the speed/accuracy trade-off in throwing and striking skills (L2).

DEBRIEF QUESTIONS

- ✔ **DOK 1:** How can you recognize open space?
- ✔ **DOK 2:** How would you apply cutting, fakes, and passing to create open space?
- ✔ **DOK 3:** How well did you apply these strategies? Support your answer with examples.

SWITCH

Ultimate

STUDENT TARGETS

- ✔ **Skill:** I will demonstrate throwing cues for accurate passing.
- ✔ **Cognitive:** I will identify and discuss basic skills and strategies need to gain an offensive advantage.
- ✔ **Fitness:** I will remain actively engaged.
- ✔ **PSR:** I will work safely while staying active.

TEACHING CUES

- ✔ **Offense:** Space, Movement, Pass, Shoot
- ✔ **Defense:** Ball/Opponent, Angles, Space, Force Outside

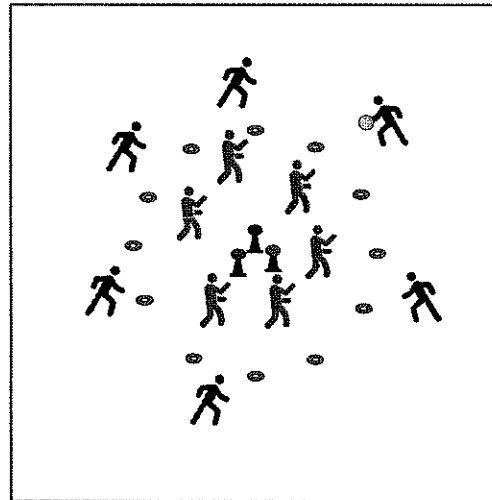
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✔ 3 cones per 12 students
- ✔ 3 foam balls per 12 students
- ✔ 1 flying disc per 12 students
- ✔ 12 low profile cones per 12 students
- ✔ 1 pinnie per 2 students.

Set-Up:

1. Create 1 activity area per 12 students with 3 cones in the center of each area. Foam balls on the cones.
2. Create 8 to 10 paces from the cones using 12 low profile cones. This creates a defensive area inside and an offensive area outside.
3. Create teams of 6 students with 1 team inside the circle area (defense) and 1 team outside the circle area (offense). The team starting on offense wears pinnies.



Activity Procedures:

1. Today's activity is called Switch. The object of the game is for the offense to score a goal. Three passes must be made before a shot is taken.
2. When a goal is scored or an interception is made (defense gains possession), players yell, "SWITCH!" On this signal, teams switch; offense becomes defense and defense becomes offense.
3. The new offensive team must complete 3 passes before a shot is taken.
4. Defensive teams stay inside the cones but may move throughout the defensive area. Offense must stay outside cones but may move throughout the offensive area. Continue play until you hear the stop signal.

Grade Level Progression:

- ✔ Add a second flying disc to the activity.

STANDARDS & OUTCOMES ADDRESSED

- ✔ **Standard 2 [M2.6-8]** Executes at least 1 the following offensive tactics to create open space: moves to open space without the ball; uses a variety of passes; uses pivot, fake, or give & go (6); Executes at least 2 of the following offensive tactics to create open space: give & go; a variety of passes; fakes, pivot (7); Executes at least 3 of the following offensive tactics to create open space: moves to create open space on and off the ball; uses a variety of passes, fakes, and pathways; give & go (8).

DEBRIEF QUESTIONS

- ✔ **DOK1:** What does it mean to have an offensive advantage?
- ✔ **DOK 2:** What skills and strategies help you gain an offensive advantage?
- ✔ **DOK 3:** How is the movement of players without the fly disc related to offensive advantage?