

# Every Body Moves!

Leading Inclusive and Engaging Physical Activities for Youth



Presented by:

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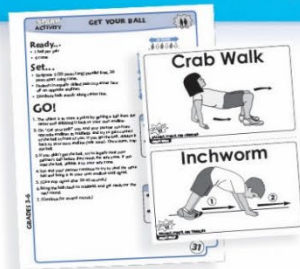
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## Learning Objectives

- Students will be able to use proper form to toss and catch with a partner.
- Students will be able to move safely in general space.
- Students will be able to cooperate with a partner.

## Learning Targets

- I can show proper form when tossing and catching with my partner.
- I can move safely in general space.
- I can and have cooperate and fun participating with a partner.

## Teaching Cues

- Listen for the stop and start cues.
- Use a 2-finger safe tag between the shoulders and waist.
- Be aware of other students when moving in general space.

## PREP

- 4 [cones](#) (for boundaries)
- 1 3" dia [foam ball](#) per 2 students
- Music and player
- Assorted [tossables](#) (optional)
- 2 paper plates per student (optional)

## SET

- Create an extra-large (40 x 40 paces) activity area.
- Pair students; send them to select a ball/tossable.
- Scatter pairs within area to face off, 2 giant paces apart.

## TEACH

### 1. Lesson Objective

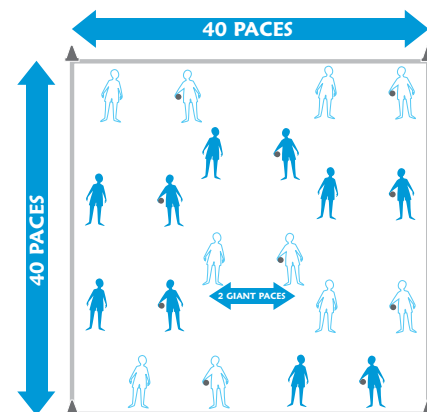
- The object of **Catch and Chase** is to practice throwing, catching, chasing, and fleeing skills.

### 2. Instructions

- When the music starts, play catch with your partner using underhand tosses.
- If you or your partner drops the tossable, pick it up and keep going.
- When the music stops, the partner with the tossable is the "Chaser" and tries to tag their partner using a 2-finger tag.
- Chasers: if you tag your partner, give him/her the tossable and then flee. The partner becomes the new chaser.
- New Chasers: do 3 jumping jacks before you start chasing your partner.
- When the music starts again, partners come back and play catch.
- (Switch partners every few minutes or after several rounds.)

## REFLECTION QUESTIONS

- Why was it better to use a soft, underhand toss when tossing to your partner?
- Which was more fun, being the one who was chasing or the one fleeing?
- Did you enjoy participating in this activity with a partner? Explain.



## Learning Objectives

- Students will be able to volley a balloon using a variety of body parts.
- Students will be able to strike a balloon from all levels.
- Students will be able to cooperate with a partner to keep a balloon up in the air by volleying it.

## Learning Targets

- I can keep my balloon up by volleying it with many different body parts.
- I can strike my balloon from different levels.
- I can cooperate with my partner to keep our balloon up.

## Teaching Cues

- Keep your eyes on the balloon as you make contact.
- For individual challenges, move safely in personal space.
- For partner challenges, take turns and cooperate with your partner.

## PREP

- 4 **cones** (for boundaries)
- 2 **balloons** and/or 1 beach ball per student
- Music and player

## SET

- Create an extra-large (40 x 40 paces) activity area.
- Scatter students within area, each with a balloon or beach ball.

## TEACH

### 1. Lesson Objective

- The object of **Keep it Up** is to keep the balloon in the air as long as you can. You do that by volleying it with different body parts.

### 2. Exploration

- Explore with your balloon while the music plays. Change the direction, height, and amount of force you use to strike the balloon.
- When the music stops, hold your balloon by its "button;" freeze and listen.

### 3. Individual Keep it Up Challenges – Can you:

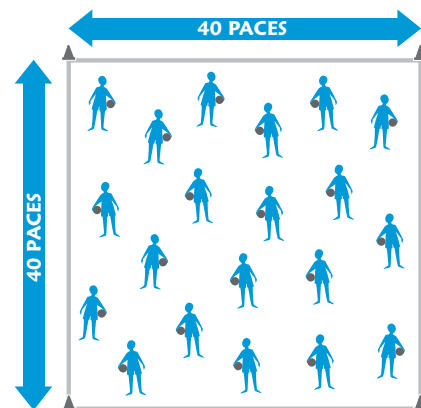
- Strike the balloon from a low level? Medium level? High level? Squat position? Crab position? From your knees?
- Strike your balloon up from a low level? Down from a high level?
- Strike your balloon from hand to hand?
- Toss your balloon in the air, then jump and strike it with 1 hand? The other hand?
- Jump in the air and strike your balloon with a different body part?
- Strike the balloon with an elbow, knee, and shoulder, then catch it? What other combinations can you do?
- Make your balloon go under a body part? Two body parts?
- What other ways can you strike your balloon?

### 4. Partner Keep It Up Challenges:

- (Pair students; each pair with 1 balloon, scattered safely within area.)
- How high can you and your partner strike your balloon back and forth (with your hands)? How low? How softly? How slowly?
- How long can you and your partner keep your balloon in the air? I'll count out loud. (Play 2-3x, moving to give pairs tips to improve.)
- How far back can you move from your partner and still strike back and forth?
- (After trials.) Let's play again, this time you can use any body part to keep the balloon in the air!

### 5. Partner Step Back

- One partner strikes and the other catches. If you make 2 catches in a row, both of you take 1 step back. How far back can you and your partner go in 2 minutes?
- We are going to repeat the challenges with partners kneeling.
- When kneeling, you must have very good control over your hits.



## REFLECTION QUESTIONS

- What was your favorite individual challenge for striking the balloon?
- How does the amount of force you use to strike the balloon affect the next time you strike it?
- Why is it important to take turns when participating with a partner?



## Learning Objectives

- Students will roll a ball with accuracy.
- Students will participate in moderate to vigorous activity (MVPA) for sustained periods of time.
- Students will work cooperatively within a group.

## Learning Targets

- I can roll a ball at a target with reasonable accuracy.
- I can actively participate in activities that keep my heart rate up.
- I can demonstrate respect for myself and others by working hard and encouraging others.

## Teaching Cues

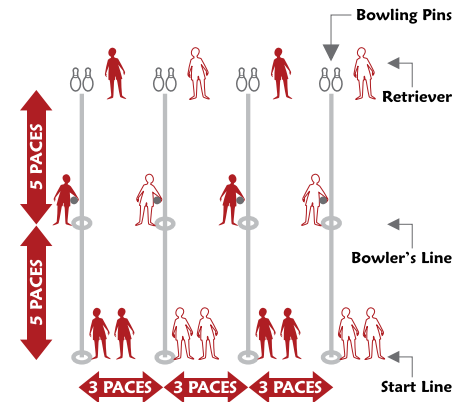
- Bowlers, step forward with opposition and release the ball when pointing at the target.
- Ball Retrievers, move quickly to bring the ball to the next bowler.
- New Bowlers, move to the bowling line quickly.

## PREP

- 2 [spot markers](#) per group of 4 students
- 2 [bowling pins](#) (or substitute 2 lightweight cones) per group of 4 students
- 1 [utility ball](#) per group of 4 students

## SET

- Create 2 parallel lines of spot markers and a third line of bowling pins.
- Lines are 5 paces apart, and spot markers in each line 3 paces apart.
- The first line of spot markers is the start. Two students start here. The second line of spot markers is the bowlers' line. The third line is for the bowling pins (or 2 cones) and where the ball retriever stands.



## TEACH

### 1. Lesson Objective

- The object of **Aerobic Bowling** is to use underhand rolling skills to score as many points as your group can before the signal.

### 2. Instructions

- On the signal, the bowler (*at second cone*) rolls the ball toward pins/cones trying to knock them over.
- Bowler runs after the ball and sets up pins/cones for the next bowler (*if needed*) and stands safely off to the side.
- The ball retriever retrieves rolled ball, runs it to second cone for the new bowler, then continues to start line.
- When you reach the front of the start line, run to be the next bowler.
- Continue bowling, setting up pins, retrieving, and running until signal.

### 3. Scoring

- Strike = knocking down both pins is 10 points.
- Spare = 1 pin knocked down is 5 points.

### 4. Challenges

- How quickly can your group score 50 points?
- How many points can your group score before the signal?

## REFLECTION QUESTIONS

- What can you do to improve your accuracy?
- Did you hit the intensity you needed to improve your aerobic capacity? How do you know?
- How can you help your team members to improve your score?



## Learning Objectives

- Students will throw and catch an object with proper technique.
- Students will pass objects within a group in a sequence.
- Students will engage in physical activity with responsible interpersonal behavior.

## Learning Targets

- I can throw and catch a ball appropriately and with good form.
- I can toss and catch objects with others in my group using a sequence.
- I can cooperate with others by paying attention, communicating positively, and giving my best effort.

## Teaching Cues

- No one can catch it twice, until everyone in your group catches it once.
- Remember who passes you the ball and who you pass the ball to.
- Hands up, ready to receive a pass. Keep eyes on student who passes to you.

## PREP

- 1 ball or other small manipulative per group of 5-7

## SET

- Students in circles of 5-7, scattered within boundaries.
- Each group with ball/manipulative.

## TEACH

### 1. Lesson Objective

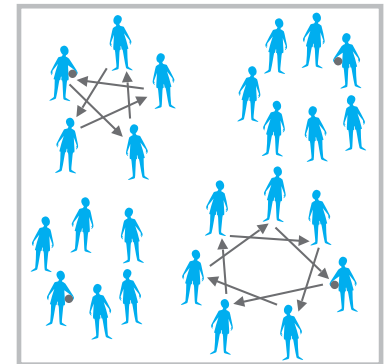
- The object of **Group Juggling** is to cooperate with others in the group by passing a tossable object in sequence.

### 2. Instructions

- Play begins with a toss across the circle to anyone not next to you.
- Passing continues until everyone has received a pass and the ball returns to the first person.
- Repeat, using same sequence.
- Once you have successfully passed in sequence 3 times, add a second ball.
- When you are successful with 2, try it with 3 balls simultaneously.

### 3. Challenges

- How quickly can you get the ball back to the 1st player 5x?
- How many catches can your group get in 20 seconds?
- How many tossable objects can your group use without dropping?



## REFLECTION QUESTIONS

- How can you recognize when someone is giving their best effort?
- How can you help encourage someone to give their best effort?
- What are some tips you can give to help someone in your group that keeps missing the ball?



## Learning Objectives

- Students will be able to strike a ball through a goal using their hands.
- Students will be able to defend their goal using their hands.
- Students will be able to show respect for others in a group activity.

## Learning Targets

- I can strike a ball with my hands to score a goal.
- I can defend my goal using my hands.
- I can show respect for others in a group activity.

## Teaching Cues

- Feet wider than shoulder-width apart.
- Strike the ball with an open palm keeping the ball on the ground.
- You may block your goal with your hands.

## PREP

- 4 [cones](#) (for boundaries)
- 3 7" dia [foam balls](#) per 8-10 students

## SET

- Create a large (30 x 30 paces) activity area.
- Create groups of 8-10 students.
- Have each group form a circle, with members' legs wide and sides of feet touching their neighbors' feet.

## TEACH

### 1. Lesson Objective

- The object of **Straddleball** is to score a goal. You do that by striking the ball through the legs of anyone in your circle.

### 2. Instructions

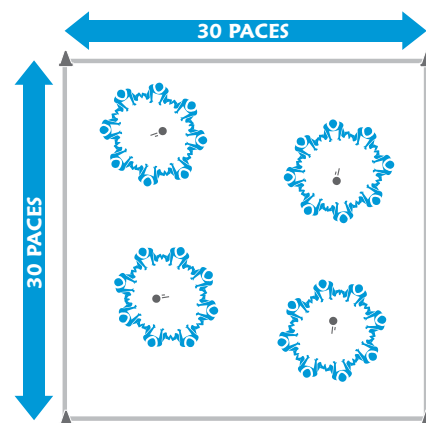
- Everyone has created their own "goal" by straddling wide. Your legs should be wider than shoulder width apart.
- Look around, and make sure everyone's goal is close to the same size!
- Bend your knees and get low.
- Send the ball through anyone's goal by striking it with an open palm and stiff wrist. Keep the ball low and on the ground.
- You may use your hands to protect your goal. You can't hold the ball. When it comes to you, you must strike it.
- If the ball goes outside the circle, the person who touched it last runs after it.
- If you are scored on, go retrieve the ball, toss it back in, then rejoin the group as quickly as you can.

### 3. Double Trouble

- We'll play again, this time with 2 balls at once!

### 4. Triple Threat

- Which group is ready to try 3 balls at 1 time?



## REFLECTION QUESTIONS

- Is it best to strike the ball with strong force? Why or why not?
- Were there elements of fitness in this activity? Where?
- What is respect? How can we demonstrate respect for others during physical education?





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