

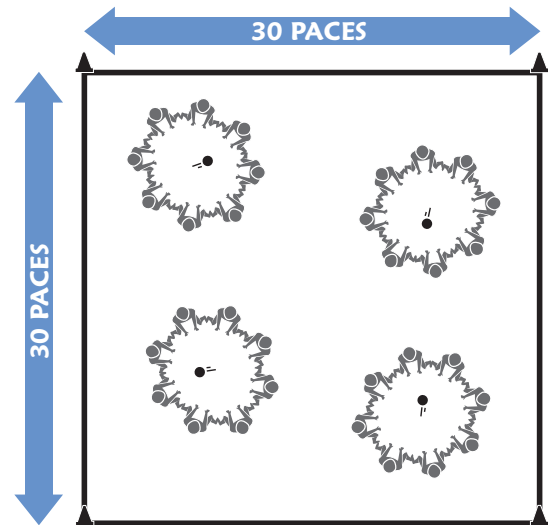


## Ready

- 4 cones (for boundaries)
- 3 7" foamballs per 8-10 students

## Set

- Create large (30X30 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'.



## GO!

1. 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. Everyone has created their own "goal" by straddling wide. Look around, and make sure everyone's goal is the same size!
3. Bend your knees and get low.
4. Send the ball through anyone's goal by striking it with an open palm and stiff wrist. Keep the ball low and on the floor/ground.
5. You may use your hands to protect your goal.
6. If the ball goes outside of the circle, the person who touched it last runs after it.
7. If you are scored on, go retrieve the ball, toss it back in, then rejoin the group as quickly as you can.
8. **Double Trouble**
  - We'll play again, this time with 2 balls at once!
9. **Triple Threat**
  - Which group is ready to try 3 balls at 1 time?
10. **Wrap It Up**
  - How can we demonstrate respect for others during physical activity?
  - *Straddleball* is a fun game to play at recess and lunch. Who will try and organize a *Straddleball* game later today (or tomorrow)?

# STRADDLEBALL

## \*SPARK™ IT UP!

### ★ Play in Levels

Now that you know how to play *Straddleball*, those of you that would like to play a “nice and easy” game, meet over here (*point*). Those that want to play a “little faster” game, gather here (*point*). Those that want to play “super fast” *Straddleball*, move to this area (*point*). (*Organize students so there are at least 8 in a group; combine groups if necessary. Distribute equipment so “level 1” is playing with 1 ball, “level 2” with 2 or more, “level 3” with 3 or more balls.*)

(*Note: You may vary the size of the ball in level 3, but only play straddleball with very soft foamballs.*)

### ★ Flip It

This time, turn around so you face out from the circle, and strike the ball while looking back between your legs!

### ★ Super Straddleball

Let’s make a giant circle and play 1 huge game of *Straddleball* with 3 (or more) different balls at once!



## HOME

Take your *Straddleball* skills home with you and practice against a wall. Does *Straddleball* remind anyone of a popular sport? I think it’s a lot like hockey. You try and score a goal, but in hockey, you strike the ball with a stick in your hand. You can play ice hockey where you skate to move, or field hockey where you run to move. Both games are really fun. Has anyone ever played hockey?



## STANDARDS ADDRESSED

### National PE Standards

#### Movement/Skills:

Spatial and body awareness, striking

#### Fitness:

Participates in enjoyable, challenging activities, muscular endurance

#### Personal/Social:

Participates, appreciates, enjoys movement, cooperates in a group setting

**Your State** (Write in here)

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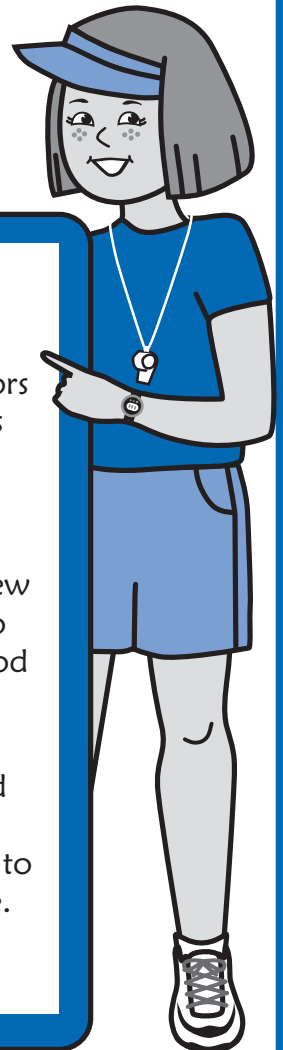
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## PAULA'S POINTERS

- *Straddleball* is a fun recess/lunch game. Ensure playground monitors use only very soft, safe foamballs to play it.
- While using smaller groups for *Straddleball* seems like a good idea, it’s hard to play with too few students in the circle. They’re too close to one another to get a good rally going.
- Larger foamballs (e.g., 7") are easier to strike (larger surface and slower play) than smaller ones (3"). Use equipment strategically to build skills and provide challenge.



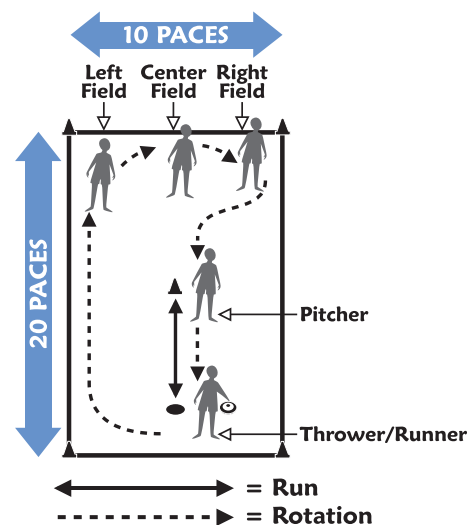


## Ready...

- 4 cones per group of 5 (for boundaries)
- 2 bases (cones, spot markers, etc.) per group of 5
- 1 flying disc per group of 5

## Set...

- Create 1 long, narrow (20X10 paces) grid per group of 5.
- In each grid, place 1 base centered and close to the baseline, and the other 10 paces toward the opposite baseline.
- Create groups of 5; each with a flying disc.
- Positions include Left Field, Center Field, Right Field, Pitcher and Thrower/Runner.
- Thrower/Runner begins at home plate with the disc.



## GO!

1. The object is for the Thrower/Runner to score as many points as possible before the fielding team passes to all, and hits the Pitcher's cone with the flying disc.
2. Play begins with throw from Thrower out to the field. Thrower then runs around the 2 bases as fast as possible.
3. Defense fields the disc and must pass to all players; then pass to the Pitcher at the Pitcher's cone to stop the Runner's progress.
4. You score as many points as bases you have touched; i.e., getting home = 2, going around twice = 4, etc.
5. Rotate in the shape of a question mark: L Field to Center, Center Field to R, R Field to Pitcher, Pitcher to Thrower, and Thrower to L Field.

### CHALLENGES

- ★ How many times can you be the Thrower/Runner before the signal?
- ★ How quickly can you pass to all players on Defense?

### CUES

- ★ Fielders: Pass to the closest teammate first. Relay it to all.
- ★ Spread out to cover more area.

# 5-PLAYER FLYING DISC THROW AND RUN

## \*SPARK™ IT UP!

### ★ **Name the Pass**

Fielders must only use a \_\_\_\_\_ (designate either backhand or forehand) throw.

### ★ **Vary the Distance**

(Shorten or lengthen base path.)

### ★ **Hoop to Hoop**

(Spread 3 hoops in the field.) Fielders must first throw to each other while standing in the 3 hoops. If they miss, they must take flying disc to their hoop before they throw to the next Fielder. They stop the Runner only when the final throw, caught by the Pitcher, touches the Pitcher's cone with the disc.



## WELLNESS

Heat exhaustion is when your body has lost too much water and begins to overheat. Heat stroke is more dangerous. Your brain no longer sends signals for the body to cool itself and body temperature. Stop playing immediately if you ever get a headache or feel dizzy. Find an adult, get in some shade, and drink plenty of water. Remember, the best defense is to hydrate with water **BEFORE** you play.



## STANDARDS ADDRESSED

### **National PE Standards**

#### **Movement/Skills:**

Passing, catching, offensive and defensive strategies

#### **Personal/Social:**

Cooperation

**Your State** (Write in here)

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## TONY'S TIPS

- Play a game to teach the rotation. Students do jump tucks; then, on signal, sprint to the next spot and do jumping tucks, etc.
- Mixed skill levels work well with this activity.

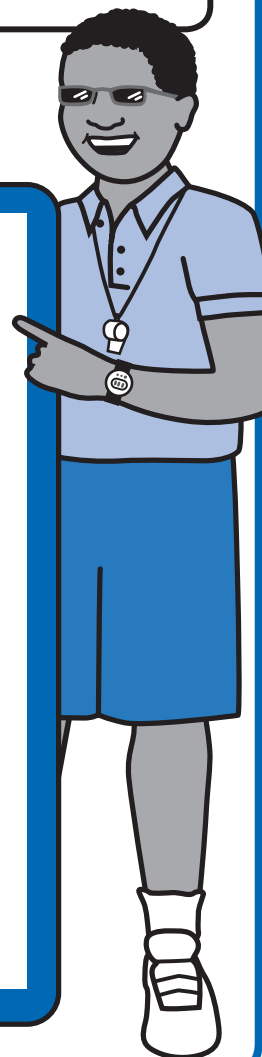
## NOTES

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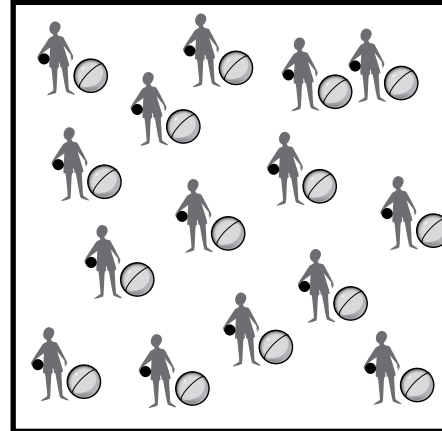
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## Prep

- 1 medicine ball (3-6#) per student (use utility balls if not available)
- 1 stability ball per student
- Music and player
- *Medicine Ball Skill Cards (SPARKfamily.org)*
- *Stability Ball Skill Cards (SPARKfamily.org)*



## Set

- Scatter students in activity area.
- Place all balls to the side. Review safety rules, then start activity with balls next to students.

## Teach

1. Let's improve muscular strength and endurance with *Strength Ball Workout*.
2. **Stability Ball Safety Rules**
  - Stability ball sizes vary. Choose the one that's right for you.
  - If needed, keep 1 hand on stability ball for balance.
3. **Stability Ball Exercises**
  - *(Use the Stability Ball Skill Cards to lead the class in exercises.)*
4. **Stability Ball Cues**
  - Stay in personal space, maintaining good posture.
  - Move slowly and with control.
  - Move rhythmically with the bounce of the ball.
5. **Medicine Ball Safety Rules**
  - Medicine ball weights vary. Choose the one that's right for you.
  - Don't toss a medicine ball to anyone unless they are calling for it and ready.
  - Bend joints to absorb force of weight transfers.
6. **Medicine Ball Exercises**
  - *(Use the Medicine Ball Skill Cards to lead the class in exercises.)*
7. **Medicine Ball Cues**
  - Stay in self-space, maintaining good posture. Keep your back straight and strong.
  - Move smoothly, slowly and with control.
  - Keep knees bent; avoid arching back.
8. **Challenges**
  - See individual Skill Cards for specific challenges.
  - Can you perform some activities with eyes closed to increase the balance challenge?
9. **Think About...**
  - Why is a medicine ball a valuable piece of exercise equipment?
  - Why is a stability ball good for improving core strength and endurance?

# STRENGTH BALL WORKOUT

## EXTENSIONS



### Add 1-4-Fun

Combine 2 of the exercises to create a brand new exercise.



### Create a Routine

(Pair students.) Create a routine with your partner, combining up to 3 moves with the medicine ball and 3 with the stability ball. Share your routine with another pair.



## GLOBAL INTEGRATION

The ball is a wonder of the ancient world! We find images and monuments portraying ball games in nearly every ancient culture. The Romans believed that ball games were as important as bathing and set a special public place called a sphaeristerium for people to refresh their minds and bodies with ball games and exercises. From medicine ball workouts to cricket championships, the ball has survived as one of the most important tools for human physical activity and fitness.



## STANDARDS ADDRESSED

### National PE Standards

#### Movement/Skills:

Body awareness

#### Fitness:

Muscular strength and endurance, medicine ball and stability ball exercise technique

#### Personal/Social:

Safety, accepting challenges

#### Your State (Write in here)

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## TEACHING TIPS

- Teach and emphasize safety tips before giving balls to students.
- Not enough equipment? See *Limited Equipment/Large Class Ideas*.
- Substitute medicine balls with utility balls, basketballs or soccer balls until students have mastered techniques.
- Use an under-inflated stability ball and/or place mats under balls for beginners to make balancing easier.
- Do not allow students to throw or kick balls.

### NOTES

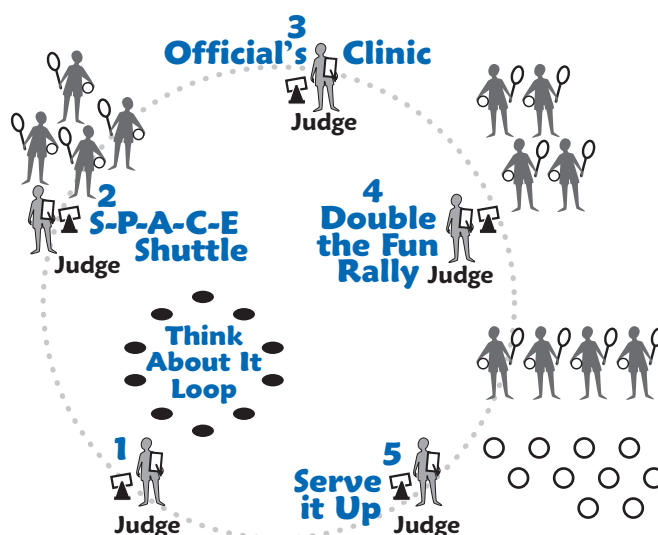
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## Prep

- 5 cones (1 each for 5 stations)
- 10 small cones or spot markers (to create *Think About It Loop*)
- 10 small cones or spot markers (for Station 5)
- 1 racquet per student
- 1 shuttle per student
- 1 *Badminton Adventure Race Task Card* per team
- *Badminton Content Cards: Clears, Serves, & Official's Signals*
- 5 stamps or marking pens
- 5 shoulder folders (optional)



## Set

- Create a large loop, placing 5 cones equal distance for tasks around the loop. See *Badminton Adventure Race Task Card* for task details.
- Create 5 stations, 1 per cone. Place *Badminton Content Cards* in shoulder folders. Number Stations: 1=Think About It; 2=S-P-A-C-E Shuttle (*Clears*); 3=Official's Clinic; 4=Double the Fun Rally; 5=Serve it Up (*Serves*).
- Place 1 Judge at each station, each with a stamp or marking pen. At *Think About It Station*, provide the Judge with an *Answer Key*.
- Create a short (30 paces) *Think About It Loop* on the inside of the track beginning and ending at the *Think About It Station*.
- Allow students to create Adventure Racing Teams of 4-6 or use pre-assigned teams. Provide each group with a *Badminton Adventure Race Task Card*.

## Teach

1. Today you will test your skills and knowledge in a *Badminton Adventure Race*. Your success will not only rely on your own personal skill and knowledge, but on the ability of your group to work as a team. Teamwork requires a high degree of cooperation.
2. **The Expectations**
  - Follow instructions on *Badminton Adventure Race Task Card*.
  - (Assign each team a number 1 – 5. Review Adventure Race Task Cards with Students.)
  - Teams adhere to Adventure Race Creed
  - “Out Lead” – Cooperation and communication are keys to leadership.
  - “Out Last” – Give 100%. Work to accomplish more than you think you can.
  - “Out Laugh” – Have fun. Enjoy the process and encourage your teammates.
3. **Think About...**
  - What leadership qualities did you demonstrate during today's adventure race?

# BADMINTON ADVENTURE RACE



## Rewind

Reduce the number of repetitions required.

## FFwd 1

Teachers and/or students create their own Badminton Adventure Race Task Card that utilizes equipment and facilities unique to your school site; increases the challenges; and considers the specific needs of your students.

## FFwd 2

Set a time standard for each station and obtain a score (e.g., # of shots made in 1 minute). Set a goal and attempt to reach it on the next loop. Repeat this for each new loop. Award 1 point for improving and 1 point for reaching goal (2 points total per station).



## GLOBAL/MULTICULTURAL INTEGRATION

Give props where props are due. Year after year Asian players dominate the Top 10 World Rankings for badminton. China, Indonesia, and South Korea own the Top 10 with an assembly line of elite athletes. In fact, from 1992 to 2008 the 3 countries earned 65 total medals out of a possible 76. That's 85% of the hardware!



## STANDARDS ADDRESSED

### National PE Standards

#### Movement/Skills:

Clearing, serving, officiating

#### Fitness:

Aerobic capacity

#### Personal/Social:

Cooperation, accepting challenges

#### Your State (Write in here)

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## TEACHING TIPS

- Station Bottlenecks? Arrange the activity area so that multiple groups can be at the same station if necessary (e.g., multiple goals for shooting).
- Answers to *Badminton Adventure Race Task Card, Station 1 - Think About It:*
  - o Clear
  - o Return to Center
  - o 2 o'clock

### NOTES

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