

## Learning Objectives

- Students will create a strike/field game using previously learned skills.
- Students will use proper form for basic skills and tactics.
- Students will demonstrate social and inclusive behaviors.

## Learning Targets

- I can create a strike/field game using previously learned skills.
- I can use proper form for basic skills and tactics.
- I can demonstrate social and inclusive behaviors.

## Teaching Cues

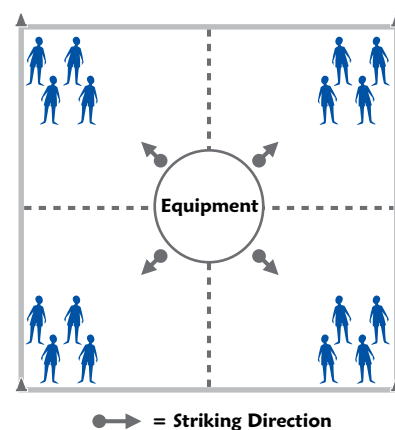
- Game should have 50% MVPA.
- Use basic skills/tactics of original game.
- Be a good listener and be open minded.

## PREP

- 6+ [spot markers](#) per team (for boundaries and bases)
- 1 [pinnie](#) per 2 students
- 1 [ball and softball glove](#) (optional) per student
- 1+ [striking implement](#) (e.g., bat) per team
- 1+ [wicket, tee, or tall cone](#) per team
- 1 [Strike/Field Games Content Card](#) per team
- 1 [Create Your Own iGame Task Card](#) per team
- 1 [Scorecard](#) and pencil per team (optional)

## SET

- Create a large, safe playing area per team. Multiple fields: orient in pinwheel fashion with strikers hitting away from one another.
- Place equipment in playing area so each team can create, practice, and play their own game.



## TEACH

### 1. Lesson Objective

- The object of **iStrike/Field** is to create your own strike/field game, then practice and play it.

### 2. Instructions

- You have learned a lot about strike/field games in PE.
- In strike/field games, players on the offensive team strike a ball so that it cannot be fielded by the defensive players, giving the striker time to run between two objects like in softball, kickball, or cricket.
- Your game must have 50% MVPA, use basic skills and tactics of strike/field games, and be fun for all levels.
- *(Provide content card and Create Your Own iGame Task Card.)*
- Using the Create Your Own iGame Task Card, work to fulfill the requirements.
- *(Play music and allow time for creativity and practice.)*
- After creating your strike/field game, practice it until you can present it well.
- *(Allow time for each team to present their game. Then allow teams to play that game.)*
- *(Repeat until all games have been presented and played.)*



# iStrike/Field

## Standards Alignment

### Standard 1: Outcome 1

Demonstrates competency in movement skills.

### Standard 2: Outcome 1

Applies terminology associated with exercise and participation.

### Standard 2: Outcome 2

Uses movement concepts to analyze & improve performance.

### Standard 2: Outcome 5

Uses strategies and tactics effectively during game play.

### Standard 4: Outcome 2

Exhibits proper etiquette, respect for others, and teamwork.

### Standard 4: Outcome 3

Uses communication skills that promote group dynamics.

### Standard 4: Outcome 4

Solves problems and thinks critically as individual/group.

### Standard 5: Outcome 2

Chooses an appropriate level of challenge to experience success.

### Standard 5: Outcome 4

Identifies the opportunity for social interaction in activity.

## SEL Competencies

### Self-Awareness

Creating a game  
Self-confidence

### Self-Management

Self-discipline

### Social Awareness

Respect for others

### Relationship Skills

Cooperation  
Social engagement

## Reflection Questions

- What basic skills and tactics did you include? Why?
- How did you reach consensus on which ideas to include? Why?
- What was your favorite game? Why?

## Game Reset

### Rewind

Limit the number of items used to design the game/activity by prescribing specific requirements (e.g., # of players, size of playing area, type of equipment, etc.).

### FFwd 1

Teams create 1 game for each of the following participation/difficulty levels: recreational, semi-pro, and pro.

### FFwd 2

Each team creates a practice plan that includes instructional tasks and cues needed to refine the skills and tactics particular to their game/activity.

## Teaching Suggestions

- Place content cards so all students have access while creating their game/activity.
- Prompt students to be thoughtful about the interaction of game/activity features (e.g., intensity is impacted by playing area, number of people, and time of game).
- Monitor team interactions to ensure cooperation as games are being developed.

## Integration

Maintaining a healthy weight is not an easy task. Junk food, TV, and video games are just a few of the bad habits teens deal with every day. Think moderation. Unhealthy food and screen time is ok **SOMETIMES** as long as you are eating nutritious foods and exercising regularly. Some think this requires a lot of planning but it just takes some small changes that gradually become part of your routine.

## Teacher Reflection

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