

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

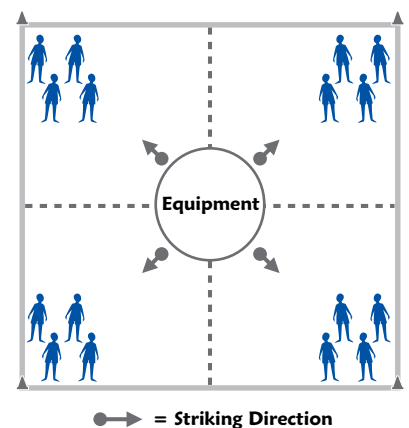
- Game should have 50% MVPA.
- Use basic skills/tactics of original game.
- Be a good listener and be open minded.

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

Key Standards Addressed

Standard 1.12.2

Demonstrates activity-specific movement skills in recreational games.

Standard 1.12.8

Demonstrates appropriate technique in skill-related fitness training.

Standard 2.12.2

Demonstrates knowledge of tactics and strategies within recreational games.

Standard 2.12.6

Establishes a goal and creates a practice plan to improve performance for a self-selected skill.

Standard 3.12.7

Thinks critically and solves problems, both as an individual and in groups.

Standard 4.12.2

Selects and participates in activities that meet the need for social interaction.

Standard 4.12.5

Chooses and participates in self-selected activity at a level that is appropriately challenging.

(The complete set of standards for this lesson can be found in the Curriculum Resources section on SPARKfamily.org)

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

