

Learning Objectives

- Students will be able to cooperate with a partner.
- Students will be able to maintain control of a rolling hoop.
- Students will be able to catch a rolling hoop in a variety of ways.

Learning Targets

- I can work cooperatively with my partner.
- I can roll my hoop under control to my partner.
- I can demonstrate different ways to catch a rolling hoop from my partner.

Teaching Cues

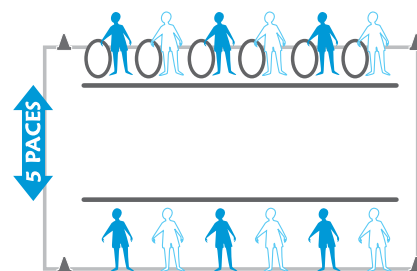
- Lay your fingers just behind the top of the hoop.
- Push the hoop forward to roll it.
- Move your hands to keep the hoop rolling.

PREP

- 4 cones for boundaries
- 1 hoop per 2 students
- Music and player

SET

- Create 2 parallel lines 5 paces apart and long enough to spread half the class on each line.
- Pair students in partner face-off formation along the lines. Give each pair a hoop.



TEACH

1. Lesson Objective

- The object of **Partner Hoop Rolling** is to practice rolling and receiving a hoop with a partner.

2. Instructions

- When you roll the hoop, be sure your partner is ready to catch it.
- Clasp both hands together around the hoop before it rolls past you.

3. Challenges – Can you:

- Roll the hoop to your partner without making them move to catch it? How many catches can you and your partner make in 30 seconds?
- (Switch partners every few rounds.)
- Receive it with 1 hand? Catch with the other hand? Use whichever hand is closest to the rolling hoop.
- Receive it on your wrist, and spin it before rolling it back?
- Stop it with your foot, and jump in and out of it?
- Climb through the hoop as your partner rolls it?
- Straddle jump over it?

REFLECTION QUESTIONS

- What was the most challenging task in this hoop activity? Easiest?
- What does cooperation look like? What does it sound like?
- How did it feel to do these challenges with a partner?



Partner Hoop Rolling

Key Standards Addressed

Standard 1.2.4

Demonstrates non-locomotor skills with the concepts of space, effort, and relationship awareness.

Standard 1.2.6

Demonstrates the ability to manipulate small implements.

Standard 2.2.3

Identifies movement concepts related to locomotor, non-locomotor, and manipulative skills.

Standard 2.2.4

Demonstrates knowledge of manipulative skills in movement settings.

Standard 3.2.5

Demonstrates respectful behaviors that contribute to positive social interactions in movement.

Standard 4.2.5

Recognizes individual challenges through movement.

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

SEL Competencies

Self-Awareness

Peer interaction

Self-Management

Self-discipline

Relationship Skills

Cooperation

Vocabulary

- absorb
- clasp
- force

Teaching Suggestions

- Teach students that whenever in partner face-off with a piece of equipment, the one with the equipment always lines up on line A and the partner without equipment always lines up on line B.
- Have students wait for your signal before rolling the hoop.
- Allow partners to meet in the middle for 20-30 seconds to strategize their success!
- Repeat challenges several times.

SPARK It Up!

1. Add 1 for Fun

- Can you create a new way to roll and catch the hoop with your partner? After practicing it, you will show the rest of the class, and we will all try it.

2. 2 Hoops

- Add a second hoop and roll both hoops back and forth at the same time. This takes great cooperation and communication!

3. Group Hoop

- This activity is for advanced learners. How quickly can your pair find another and make a group of four? Create a square and have 2 hoops ready (*demonstrate*). Can you roll both hoops across the square? Communicate and strategize so they don't touch, and you can complete your partner pass.

Integrations

Let's create a "Staying Healthy" book by illustrating and completing sentences such as: I can stay healthy by... (*eating nutritious foods*), I can stay healthy by... (*playing actively*), I can stay healthy by... (*getting enough sleep*). You can create your own designs by adding pictures, quotes, and your favorite ways to stay healthy!

Teacher Reflection

