

<p>K-5th Lesson Plans</p>	<p>Standards and "I can" statements: K-5th</p> <p>Kindergarten: I can describe why it is harmful to bully others. Health (K.1.10) I can explore manipulative skills using a kin-ball P.E. (K.1.MS1)</p> <p>1st Grade: I can describe the dangers of using tobacco. Health (1.1.21) I can demonstrate manipulative skills using a kin-ball P.E. (1.1.MS1)</p> <p>2nd Grade: I can describe the short and long-term effects of smoking. Health (2.1.5) I can demonstrate manipulative skills using a kin-ball. P.E. (2.1.MS1)</p> <p>3rd Grade: I can identify feelings and emotions. I can demonstrate appropriate ways to express and deal with emotion. Health (3.1.10) I can strategies and tactics in a game of Kin-ball. (3.2.ST1)</p> <p>4th Grade: I can summarize why it is harmful to bully others. Health (4.1.8) I can apply offensive strategies and tactics in kin-ball. (4.2.ST1)</p> <p>5th Grade: I can explain that tobacco use is an addiction that can be treated. Health</p>	<p>Vocabulary:</p> <p>Nonviolence Bullying, bully Kindness, courtesy, responsibility Smoking Vape, accountability Kin-ball</p>	<p>Mini lesson: (Health) Students will enter the gym and sit down on in their assigned spot on the floor. Students will go through the first few slides of a PowerPoint presentation.</p> <p>Warm-up: (P.E.) Teacher will go over how to safely run laps. Students will run three laps as a warm up.</p> <p>Mini lesson (Health/Citizenship): (P.E.) On Tuesday, Students will be introduced to the rules and procedures of P.E. Students will learn about rewards and consequences, finger commands, safety is #1, check and log students that do not wear correct shoes, (wearing shoes, class and individual data log & behavior log), entering and exiting the gym, bulldog voice levels. Rules and procedures will be reviewed on an as need basis throughout the rest of the week.</p> <p>Mini lesson: (Careers): I will show the students the career cluster poster and introduce students to careers based on who the guest speaker will be next Monday (kindness).</p> <p>Warm-up: (P.E./stretching & warm-up) Mr. Kuhn will get into their personal space. Tuesday: All students will learn about "dynamic" stretching before a workout and will watch Kids Workout Beginners 1. (K-5th) Wednesday & Thursday: Students will warm up with four different dynamic stretches as a station. Friday: Students will dance as a warm-up.</p> <p>Mini lesson: (Health & Character Education)</p> <p>Tuesday: 4th-5th Bullying (brainpop) (K-3rd) Bullying (jr.brainpop)</p> <p>Wednesday: 4th-5th Timed Pair Share: Talk about a time you showed courtesy. How would you help someone being bullied?</p> <p>(K-3rd) Timed Pair Share: Talk about a time you showed courtesy. How would you help someone being bullied?</p> <p>Thursday: 4th-5th smoking & brainpop</p>	<p>Daily Assessment:</p> <p>X Observation X Oral responses <input type="checkbox"/> Self-Evaluation <input type="checkbox"/> ORQ X Whole Class X Small Group X Individual</p> <p>Formative and Summative Assessments</p> <p>X Entrance (flashback) and Exit Slips</p> <p>X Oral Questions</p> <p><input type="checkbox"/> Student Self-Assessment</p>
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Teacher: Clark Kuhn Subject: Practical Living (P.E./Health/Career/Consumerism) Week: August 9-11th Topic: Rules, procedures, making friends, back to school, movement, football (throwing)

(5.1.8) I can apply offensive strategies and tactics in kin-ball during game situations. P.E. (5.2.ST1)

(K-3rd) smoking & jr. brainpop
Friday: 4th-5th Timed Pair Share: Tobacco can be an addiction. How can addiction be treated?
(K-3rd) Timed Pair Share: What are the dangers of smoking?

P.E. Activity #1: Primary (K-2nd) Kin-ball: Tuesday & Wednesday: Students will play the game: 1. "The Train". Students will lie down on the floor as a group. The ball will be rolled over the group of students while they create a track with their bodies. The track will be made and move around the entire gym.
2. Temple of Doom: Students will create a large circle. Students will then keep the Kin-ball moving inside the circle by pushing the Kin-ball in a circle. Two students will be chased inside the circle by the Kin-ball.
3. Popcorn: Students will sit down and then lie down on the center circle. The Kin-ball will be thrown in and the students will use their hands and feet to keep the ball inside the circle. Four students will stand outside the circle and will help keep the ball inside the circle.

Thursday & Friday: 1. Kin-ball tag: Two students will be chosen to push the kin-ball. The pair of students pushing the kin-ball will try to tag their partnered (holding hands or wrists) peers with the kin-ball. Students that are tagged must perform 5 jumping jacks before reentering the game.

2. Butterfly Net: Students pair up and share one hula hoop. Ball is placed within one hoop, and one player kicks the ball into the air (be sure it is kicked straight up!). Another pair must catch the ball with the hoop before it hits the floor. The object is to make as many catches as possible before the ball is dropped. Both hands must be in contact with the hoop at all times. A team must wait 2 turns before it can catch the ball again. Variations include play off a wall or allowing one bounce. You can make this game more competitive by calling colors of hoops or forming teams, etc.

	<p>3. NO HANDS: Four players practice moving a large Omnikin ball, without using their arms or hands, preventing it from touching the ground. Techniques can include use of the head, the back, the chest or the feet.</p> <p>4. Cooperative Corridors-Have the group form four lines in order to create two corridors. Players from each team move the ball from one end of their corridor to the other, in different positions; standing up, seated, lying down, back to back, or using different methods; with the hands or the feet, rolling the ball, in the air or dribbling.</p> <p>5. Poison Ball: Divide students into two teams. One team will stand on the poly dots while the other team will be in the middle of the circle. Students who are on the dots will try to either roll or slap the kin ball to hit the students in the middle. Students in the middle will try to avoiding getting hit by the ball for as long as possible. If a student does get hit, they have to leave the circle and perform a specific exercise such as 10 line jumps, 5 push-ups, etc. before getting back in game. After 2-3 minute have students switch.</p> <p>Differentiated Instruction: Struggling students will receive one on one and /or small group instruction through additional modeling the movement correctly from the teacher or from peers. Advanced students: They will be given an opportunity to demonstrate some of the advanced kin-ball techniques.</p> <p>Assessments/Exit Slip: Students will demonstrate catching, walking, running, and hitting or kicking).</p> <hr/> <p>P.E. Activity #1: Intermediate (3rd-5th) Kinball (Tuesday-Friday) See attached lesson plan for Kin-ball. (Spark, pg. 19-20) If time permits, students will play one of the primary Kin-ball activities listed above.</p>	
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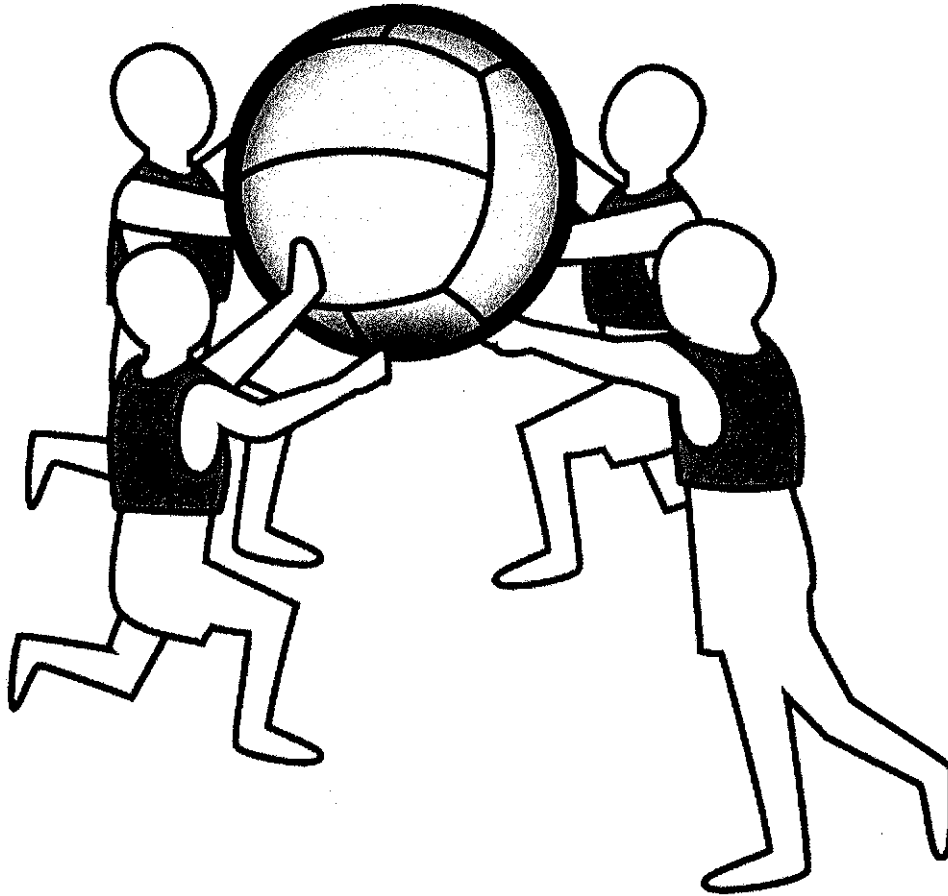
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SPARK™

KIN-BALL® & SPARK **High Activity FUN!!!**



Session Handout

Presented by: Aaron Hart

Development Director, SPARK

Lecturer, SUNY Cortland's Activity & Movement Pedagogy Lab



WHY KIN-BALL®

Teaching KIN-BALL® utilizing SPARK's research-based instructional strategies is a fun and cooperative way to get students excited about physical activity. Here's what we love about teaching KIN-BALL:

- 1) Everyone is included
- 2) Everyone is active
- 3) Character Matters concepts emerge naturally

A Focus on Character Matters Focus

- Cooperation
- Fair Play
- Competition

With a focus on Cooperation, KIN-BALL® allows students to practice identified Character Matters concepts in an environment in which all students can participate successfully.

A Focus on SPARK Instructional Strategies

- **Activity From the Get-Go** – Students move as soon as they arrive to class.
 - Use a lead-up game taught during a previous lesson to get students active soon as possible.
- **Involvement By All** – Provide ample practice opportunities for everyone.
 - Use variations to increase challenges for those who need it.
 - Use inclusionary strategies to adapt for students with special needs.
- **Concise Instructional Cues** – The object is... You do that by...
 - Reduce time spent giving instruction by stating the desired outcome first, then 1 or 2 steps to achieve it. Then add-on as students progress through the activity.
 - Follow the 80-20 Rule: After instructing a new activity, 80% “get it,” 20% don't. Start anyway! Then, help those in need – be a “plumber” and fix leaks.
- **Principle of 3s** – The answer is always 3!
 - When students know the answer they don't have to use class time to ask the question.
- **Supervision and Feedback** – After instructions are given, shift your role to supervision and feedback.
 - Move throughout class to see all students, all the time.
 - Provide positive-specific feedback at least 3X more often than corrective statements.



Activity Line-up:

- The Train (www.omnikin.com)
- Bubble Gum Bull Dog (www.omnikin.com)
- Giant Rebound (SPARKfamily.org)
- Kin-Ball® Target Practice (SPARK MS PE)
- Kin-Ball® Cooperative Golf (SPARK MS PE)
- Kin-Ball Sport (SPARK MS PE)

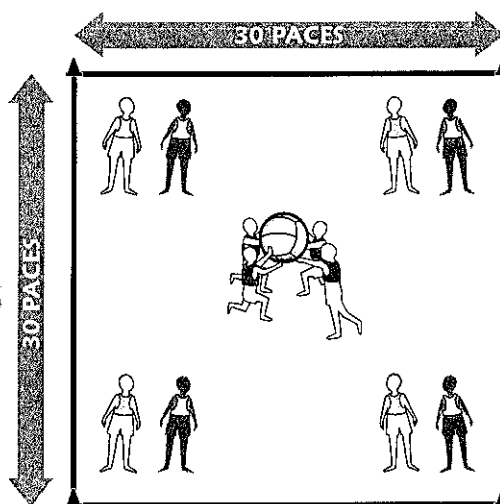


Prep

- 4 cones (for boundaries)
- 3 sets of different color pinnies (4 pinnies per color) per 12 students
- 1 Kin-Ball® (40")
- Kin-Ball® Scoreboard (optional) *dry erase boards*

Set

- Create large (30X30 paces) activity area.
- Form groups of 4; 3 groups with different pinnie colors and 1 Kin-Ball® per match.



Teach

- Today you'll play *Kin-Ball® Sport*, a Canadian game that is played around the world. ¹⁹⁸⁶ The object is to serve the ball to 1 of the 2 opposing groups so they can't catch and control it; Receivers work together to control the ball, then serve to another group.
- The Rules**
 - Play begins when Serving Group calls, "OMNIKIN®" and names the color of another group. All but 1 player in Serving Group touches ball with both hands, hold it high overhead, and drops to 1 knee. Server uses 2 fists to punch ball into open space.
 - Serves must be hit up and travel at least 3 paces. No spiking allowed.
 - The group whose color is called must catch and control the ball; then serve it up to another color group. Rotate servers within your group.
 - Continue until a fault is made. A fault occurs when:
 - o ball hits the ground.
 - o ball goes out of bounds.
 - o the same player hits ball 2X before it is controlled.
 - o ball does not travel 3 paces.
 - When a fault is made, all other groups score a point. *
 - Faulting group becomes the Serving Group.
- Continue until the signal.
- Cues**
 - Spread your group around to defend the entire court. Stay ready and alert.
 - Ball should be served to the leading group (the one with the highest score) *
- Challenges**
 - How many points can you score before the signal? How few faults?
- Think About...**
 - Why do you think it is important to communicate as a team?

KIN-BALL® SPORT

EXTENSIONS

Pedometer Points

(Need 1 pedometer per group.) We're going to add group step-count to our scoring. The group with the most steps at the end of the match will get 3 bonus points.

Speed Play

As soon as the ball is touched, you will have 3 seconds to serve it away. Listen for a 3-count.



GLOBAL INTEGRATION

The International Kin-Ball® Federation serves nearly 4 million participants around the world. If you like the action and teamwork of *Kin-Ball® Sport*, check out the official website and get involved in a growing global game. In 2011, Japan hosts the 6th *Kin-Ball® Sport World Cup*. Visit www.kin-ball.com to read more about it – in both English and French!



STANDARDS ADDRESSED

NASPE

- #1 Motor skill development
- #2 Defending open space
- #3, 4 Aerobic capacity, upper body strength
- #5, 6 Communication/cooperation, appreciation of diversity, accepting challenges

Your State (Write in here)



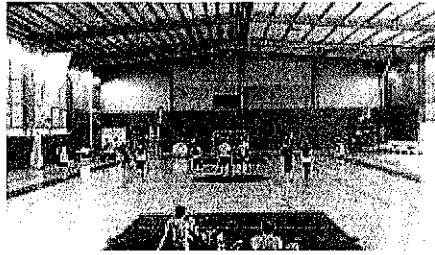
TEACHING TIPS

- Keep a minimum of 3 paces between the playing area and a wall or obstacle.
- Focus on cooperation, technique, and strategy – not score.

NOTES

Kin-Ball, is a team sport created in Quebec, Canada in 1986 by Mario Demers, a physical education professor, in which the main distinctive characteristics are the big size of the ball (about 1.5 meters of diameter) and that the matches are played between three teams at the same time instead of traditional one-vs-one like the most of the team games. The International Kin-Ball Federation counts 3.8 million participants, primarily from Canada, the U.S., Japan, Belgium, France, Switzerland, Spain, Germany, Denmark and Malaysia.

Game[edit]



3 periods
7 min. each

Kin-Ball game

Games have three periods lasting between 7 to 15 minutes each, depending on the age level of the participants, with a one-minute intermission between each period. At the beginning of each period, the ball is put into play from the center of the gym by the team with the fewest points. The team with the most points at the end of the three periods wins the game.

Teams are composed of 4 players (with up to 4 substitutes), all of which wear a jersey or pinny of a different colour, with grey, pink and black being the official colours internationally, except in Quebec where blue replaced pink in 2004.

Each team has 4 players. When the game starts, the player at the center throws the ball up while yelling the word "Omnikin" and the corresponding color of a team. The named team must catch the ball before it touches the floor. The catching team must have three players holding the ball from below, each player with one leg bent and with both hands on the ball. The remaining player may stand, then hit the ball with his/her hands while clearly yelling "Omnikin" and the color of another team which will then run and catch the ball. If the named team does not prevent the ball from hitting the floor, the other two teams are each awarded one point. The ball then goes to the team which failed to score. If a player mistakenly yells the color of his/her own team when hitting the ball, the other teams are awarded points and play restarts.

A player can commit a series of fouls during the match.

1. Yelling the color of his/her own team when hitting the ball.
2. Yelling the color simultaneously with hitting the ball.
3. Allowing the ball to touch the walls of the room without the named team touching it.
4. Hitting the ball in a downwards direction.
5. The offensive team takes longer than 5 seconds to hit the ball once there are 3 contacts.
6. A player hits twice in a row. (serves)
7. The ball is hit less than 6 feet in distance. (serves)
8. Hitting the ball when there are less than 3 contacts on the ball. (serves)
9. Intentionally blocking a player who is on a different team.