

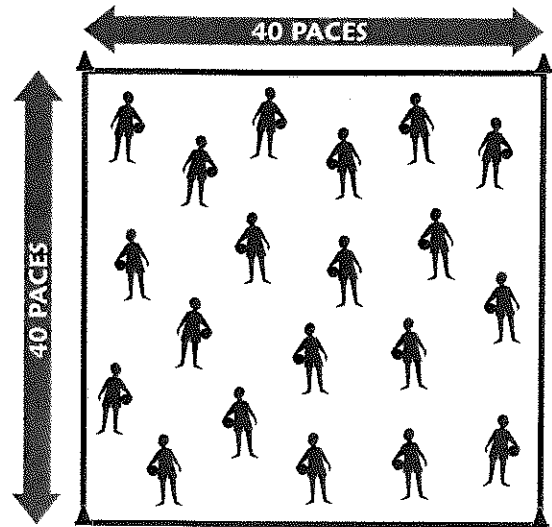


## Ready

- 4 cones (for boundaries)
- 2 balloons and/or 1 beachball per student
- Music and player
- 1 paddle (for a demonstration)

## Set

- Create an extra large (40X40 paces) activity area.
- Send students to select a balloon or beachball, then scatter them within area.



## GO!

### 1. Introduction and Exploration

- Explore with your balloon while the music plays. Touch it gently so it doesn't pop.
- When the music stops, hold your balloon by its "button;" freeze and listen.
- *(Allow 1-2 minutes of exploration; practice stop and start signals until learned.)*
- Today, we'll learn how to volley; that is the skill we use to keep an object in the air.

### 2. Volleying Challenges – Can you keep your balloon up using. . .

- The top of your hand? The top of your other hand?
- The palm (*show*) of your hand? Other palm?
- Your arm? The other arm? Your elbow? The other elbow?
- Your knee? The other knee? Your thigh (upper leg)? Other thigh?
- Your head?
- Your foot? The other foot?
- Two fingers? Three? Four? Thumb only?
- **Each finger** on 1 hand? Each finger on the other hand?
- A body part we haven't tried yet?

### 3. Striking

- Striking is moving a body part towards an object to send it into the air.
- We can strike with our hands (*show with a balloon*), our feet (*show with a soccer-style kick*), and even with an object in our hands (*show with a paddle*).
- Today, we'll practice striking with our hands.
- Hold the balloon in 1 hand around shoulder height.
- Reach back with your other hand.
- Let go of the balloon and watch it drop slowly.
- Swing your hand forward as if you were doing an underhand toss.

(continued)

# VOLLEYING AND STRIKING INTRODUCTION

## GO! (continued)

- **Challenges** – Can you. . .
  - Strike your balloon straight up in the air?
  - Run under the balloon and catch it? Try again.
  - Strike the balloon so it floats for 3-5 seconds? Count out loud.
  - Keep practicing, drop, strike, catch.
  - Strike it with your other hand? Drop, strike, catch.
  - Strike the balloon so it goes forward? To the R? The L? Down?

### 4. **Wrap It Up**

- Where should you contact the balloon if you want it to go up? (*At its bottom.*) Straight forward? (*On the side facing you.*) Down? (*On the top.*)
- How many of you kept your balloon from popping today? You'll be able to choose the color of your balloon the next time we play.

# VOLLEYING AND STRIKING INTRODUCTION

## \* SPARK™ IT UP!

### \* Volley on the Move

Can you volley your balloon while moving in a curved pathway? (*Then zigzag, changing directions, at different levels.*) Can you volley your balloon while skipping slowly? (*Hopping, jumping, side-sliding, galloping, etc.*)

### \* Double Trouble

(*Each student with 2 balloons and more than double the space between them.*) Can you volley 2 balloons at 1 time? What strategy seems to work best?



## HOME

Practice volleying and striking balloons at home. How many touches can you make before the balloon drops to the floor? Count out loud and try and establish a personal best score. Then play with a family member or friend, and see if the 2 of you can top it!

### STANDARDS ADDRESSED

#### • NASPE

#1, 2 Spatial and body awareness, strike a balloon continuously

#3, 4 Participates in enjoyable, challenging activities

#### • #5, 6 Participates, appreciates, enjoys movement

**Your State** (Write in here)

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### PAULA'S POINTERS

- Balloons can cause allergic reactions in latex-sensitive individuals. (Students with a diagnosis of spina bifida or a history of allergic disorders are particularly at risk.) Use beachballs, gator skin balls or mylar balloons as a substitute.

#### Vocabulary

Volley, strike, palm, thigh

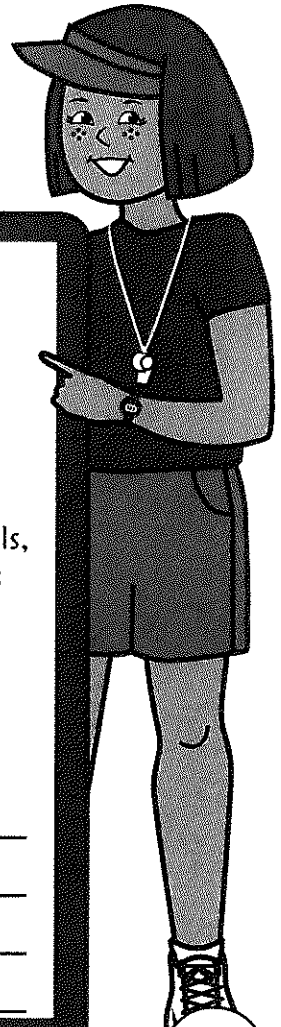
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## Ready

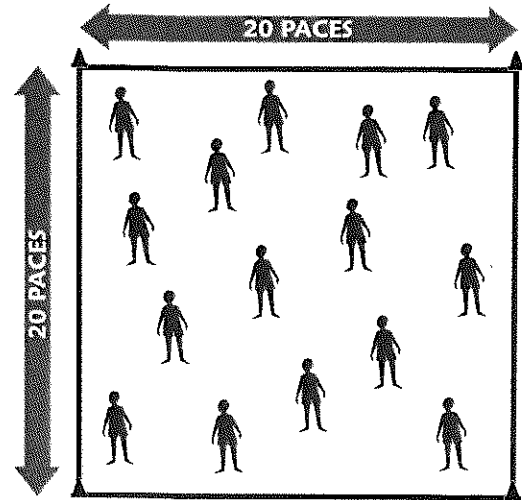
- 4 cones (for boundaries)

## Set

- Create medium (20X20 paces) activity area.
- Scatter students within area.

## GO!

1. Our ASAP is called *Airplanes*.
2. When you hear “Pilots, start your engines!” extend your arms and fly like an airplane, complete with airplane noises, within our boundaries.
3. When you hear “Fasten your seatbelts” it’s time to land and refuel.
4. To refuel your engine, do 3 jumping jacks, then begin flying again.
5. Start slowly (walk) on take-off, then gradually move faster until you’re at cruising altitude.
6. It’s up to you to fly your plane safely without bumping or touching others.
7. Can you twist and turn in the sky? Fly in different directions? At different levels?
8. **Wrap It Up**
  - What helps you “refuel” when you get tired? Drinking lots of water and eating fruit is a great way to refuel.



ASAP

# \*SPARK\* IT UP!

## \* Change Refuel Task

(Change the task for refueling. For example, use 3 Donkey Kicks, Crab Walk 3 steps, or 3 modified push-ups.)

## \* Change Mode of Transportation

This time, pretend you are a motorcycle (call it "Motorcycle Mania").

Next time, we will be cars (called "Go, Car, Go").



## HOME

Next time you go on a walk with your family, pretend you are an airplane and fly to your destination. Each walk you take, change to something new: a car, a train, a boat, a motorcycle, a rocket ship, etc.

### STANDARDS ADDRESSED

#### ● NASPE

#1, 2 Spatial awareness, nonlocomotor skills, locomotor skills, directions, levels

#### ● #3, 4 Cardiovascular endurance

#6 Participates, appreciates, enjoys movement

**Your State** (Write in here)

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### PAULA'S POINTERS

- Discuss moving safely within general space before starting.
- Some students may move too quickly at first. Prompt everyone to fly slowly to warm-up their engine; then add speed when they are flying safely.

#### Vocabulary

Extend, altitude

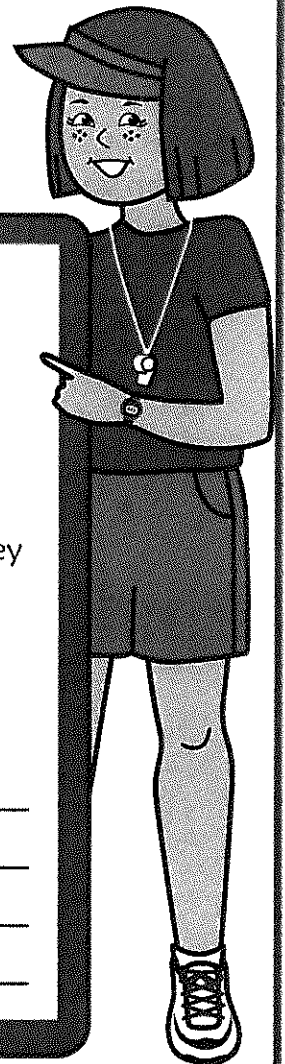
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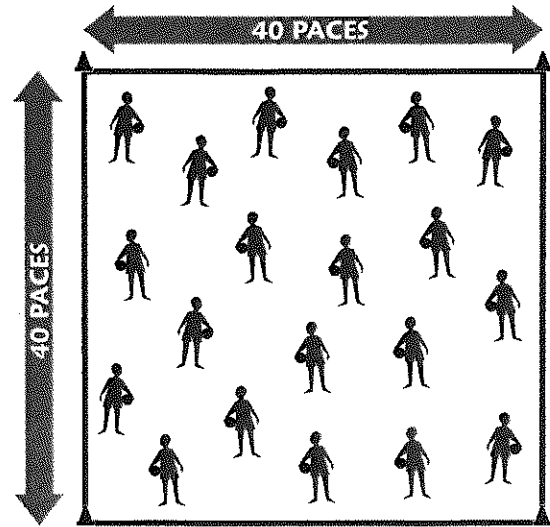


## Ready

- 4 cones (for boundaries)
- 2 balloons and/or 1 beachball per student
- Music and player

## Set

- Create extra large (40X40 paces) activity area.
- Scatter students within area, each with a balloon or beachball.



## GO!

### 1. Exploration

- Explore with your balloon while the music plays. Touch it gently so it doesn't pop.
- When the music stops, hold your balloon by its "button;" freeze and listen.

### 2. Keep It Up

- The object of *Keep It Up* is to keep the balloon in the air as long as you can. You do that by volleying it with different body parts.
- **Challenges** – Can you. . .
  - o Strike the balloon from a low level? Medium level? High level? Squat position? Crab position? From your knees?
  - o Strike your balloon up from a low level? Down from a high level?
  - o Strike your balloon from hand to hand?
  - o Toss your balloon in the air, then jump and strike it with 1 hand? The other hand?
  - o Jump in the air and strike your balloon with a different body part?
  - o Strike the balloon with an elbow, knee, shoulder, then catch it? What other combinations can you do?
  - o Make your balloon go under a body part? Two body parts?
  - o What other ways can you strike your balloon?

### 3. Partner Keep It Up Challenges. . .

- (Pair students; each pair with 1 balloon, scattered safely within area.)
- How high can you and your partner strike your balloon (with your hands) back and forth? How low? How softly can you strike? How slowly?

## GO! (continued)

- How long can you and your partner keep your balloon in the air? I'll count out loud. (*Play 2-3X, moving to give pairs tips to improve.*)
- How far back can you move from your partner and still strike back and forth?
- (*After trials.*) Let's play again, this time you can use any body part to keep the balloon in the air!

### 4. Partner Step Back

- One partner strikes, the other catches. If you make 2 catches in a row, both of you take 1 step back. How far back can you and your partner go in 2 minutes?
- We are going to repeat the challenges with partners kneeling.
- When kneeling, you must have very good control over your hits.

### 5. Wrap It Up

- Why is it important to take turns when playing with a partner?

## \* SPARK™ IT UP!

### \* Over the Line

As your pair backs up, I'm going to give you a line to stay behind and strike over. (*Use existing lines, or create lines with chalk or tape.*) This makes your striking game look more like tennis! Can you and your partner keep a rally going?

### \* Be My Shadow

(*Need 2 balloons per pair and plenty of space.*) Whoever's head is closest to the ceiling chooses a way to volley or strike the balloon (*e.g., touch it with 1 finger, strike it with your hand straight up, skip while you volley it*). The other partner follows and shadows the move. When you hear "Switch," (*or the music stop*) change roles. Be creative; what can you do with your balloon that your partner can do, too?

### \* Group Keep It Up

(*Need 1-3 balloons per group of 4. Combine pairs to form groups of 4.*) The object is to see how many times your group can volley the balloon before it touches the ground. A player may not strike the balloon twice in a row. Set a group goal, and see if you can reach that number. (*After trials, add a 2<sup>nd</sup> balloon. Advanced learners might try 3 balloons at a time.*)

## STANDARDS ADDRESSED

### ● **NASPE**

#1, 2 Spatial and body awareness, strike a balloon continuously

#3, 4 Participates in enjoyable, challenging activities

- #5, 6 Participates, appreciates, enjoys movement, cooperates with a partner

**Your State** (Write in here)

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## WELLNESS

I'm thinking of a family of fruits that are almost the same shape as our balloons. Who can guess? (*Melons.*) Who likes watermelon? Who has tasted cantaloupe? What about honeydew? Melons are sweet and good for you. They contain a lot of water, natural sugars, and some vitamins, too. Ask a parent to choose a melon for your family next grocery shopping trip. Just don't try to pick it up and volley it like a balloon – you'll have a big mess to clean up on aisle 3!

## TONY'S TIPS

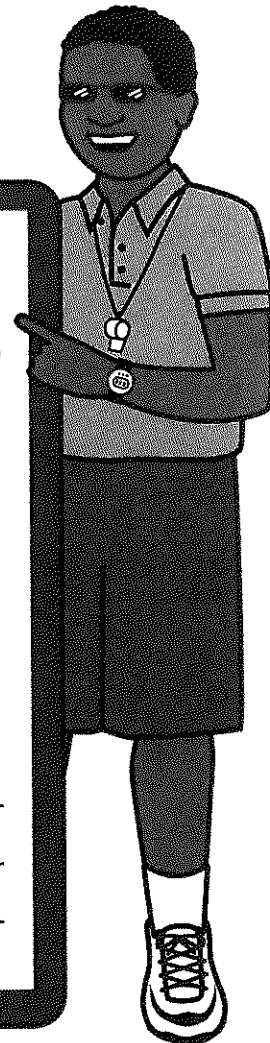
- Like throwing, students should transfer their weight by stepping to their front foot.
- Adjust students' arm angles so they progress from swinging directly underneath the balloon, to striking it with a "low to high" swing, similar to a forehand in tennis.
- Emphasize moving feet quickly to get into striking position.

### NOTES

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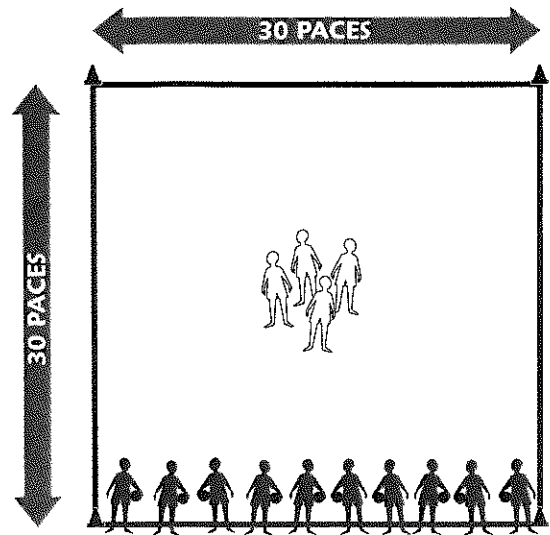


## Ready

- 4 cones for boundaries
- 2 balloons and/or 1 beachball per student
- 10 12" cones (optional)

## Set

- Create large (30X30 paces) activity area.
- Select 3-5 students (sheep dogs), and send them to the middle of the area.
- Scatter remaining students (shepherds), each with a sheep (balloon), along 1 sideline.



## GO!

1. The object of *Sheep Dogs* is to move our “sheep” (balloons) safely across the “pasture” (activity area) without them being “captured” by a “sheep dog.”
2. Sheep owners: On my “Go,” tap, tap, tap your balloons, and try to cross the pasture.
3. Sheep dogs: Try to capture a sheep by catching it while it’s in the air.
4. If a sheep is captured, the sheep dog that caught it becomes its new owner. New owners take the sheep back to the starting line and try to tap it across. The owners who lose their sheep becomes sheep dogs.
5. *(Start the game, fix leaks, and add on the next cue when someone crosses.)*
6. If you successfully make it across with your balloon, run around the outside of our pasture, back to the starting line, and try crossing again.
7. **Wrap It Up**
  - What is open space? Why would you want to move to open space with your sheep?
  - Who remembers what the A in SPARK stands for? *(Avoid excess sugar and fat.)*
  - At lunch today (or dinner), I hope you’ll choose more vegetables and avoid chips, candy, and soda.

## ★ Animal Noises

We'll play again; this time, sheep dogs bark, and sheep owners make sheep noises for their sheep (baaa, baaa).

## ★ Get the Point

Each time you successfully escort your sheep across the pasture, you score 1 point. How many points can you score before the stop signal?

## ★ Maze of Cones

(For advanced learners, scatter large cones within the boundaries of the activity area.) I've made our game more challenging by adding obstacles for you to avoid. Move slowly, watch for cones in your way, and see if you can move your sheep all the way across the pasture.



## ACADEMIC

### Language Arts

(Read *Brave Dogs, Gentle Dogs: How They Guard Sheep* by Cat Urbigkit.)

### STANDARDS ADDRESSED

#### ● NASPE

#1, 2 Spatial and body awareness, strike a balloon continuously

#3, 4 Participates in enjoyable, challenging activities

- #5, 6 Participates, appreciates, enjoys movement, cooperates in a group setting

**Your State** (Write in here)

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### TONY'S TIPS

- Prompt students to keep their heads up, watch where they're going, and avoid others.
- Rotate Sheep Owners and Sheep Dogs often, ensuring each student has the opportunity to play both roles.
- Increasing the boundaries enhances safety and activity levels.

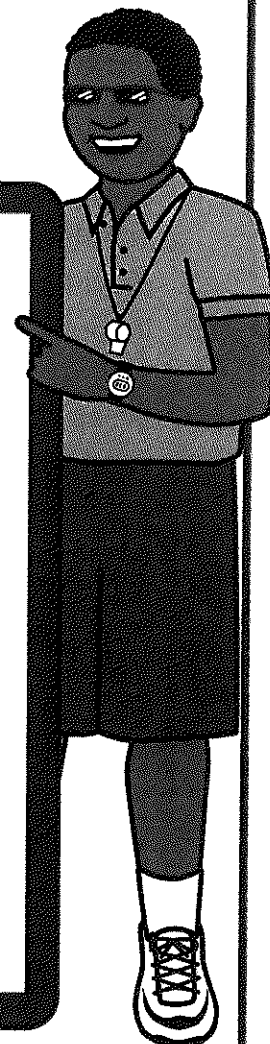
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## Ready...

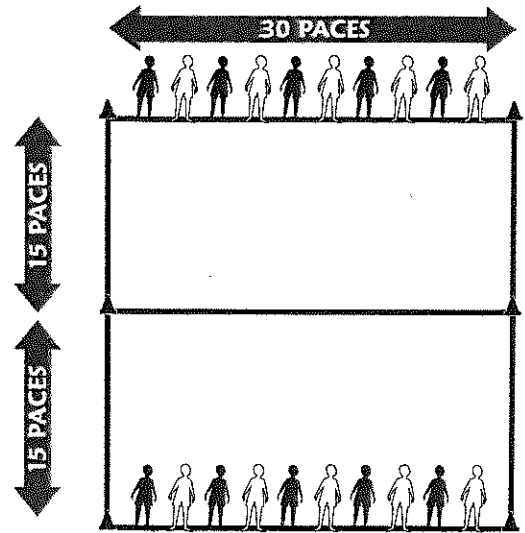
- 6 cones (for boundaries)
- Music and player (optional) Suggestion: *Let's Get Ready to Rumble* by Michael Buffer on *Jock Jams Vol. 1*

## Set...

- Create a large (30X30 paces) activity area with 2 cones forming a midline.

## GO!

1. The object of *Meet Me in the Middle* is to warm up major muscle groups and cooperate with a partner.
2. As you enter the activity area, find a partner. Move to stand on the opposite endline from your partner.
3. On signal, jog to meet your partner in the middle, do the task I call, then return to your original line.
4. Each time you meet in the middle, I will add a new task to the old tasks. Do the first task first, then add the 2nd, the 3rd, and so on, until you've sequenced them all.
5. (Below is an example:)
  - High-five R hands
  - High-five L hands
  - Jump and turn 360°
  - Jumping high-ten
  - Elbow turn R and L
  - Do sa do
  - Create your own (Add 1-4-Fun)



ASAP

### CHALLENGES

- \* How many tasks can you sequence without forgetting any?
- \* Can you add your own twist to the tasks?

### CUES

- \* Keep adding on to the first task.
- \* Work with your partner to remember the tasks in order.
- \* Be gentle with your partner.

# ★ SPARK★ IT UP!

## ★ More Aerobic

(Spread cones farther apart to increase aerobic fitness.)

## ★ Kids Call

(Call individual students to give a new task for each round.)

## ★ Pair Creation

You and your partner create your own tasks each round. This will be your own original "Pair Creation."



## ACADEMIC

**Math (Finding the Middle) -** I'll call a number between 1 and 100. When you meet your partner in the middle, both say the number that is half of that number (or the middle). For example, I call 68, you and your partner call 34 before you start your moves.

### STANDARDS ADDRESSED

#### NASPE

#1, 2 Locomotor, non-locomotor skills

#3, 4 Cardiovascular endurance, upper-body strength

#4 Understanding warm-up concepts

#5 Cooperation

#6 Accepting challenges

**Your State** (Write in here)

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### PAULA'S POINTERS

- Use rowdy, stadium-type music to motivate students.
- Allow faster students to meet partner past halfway.

### NOTES

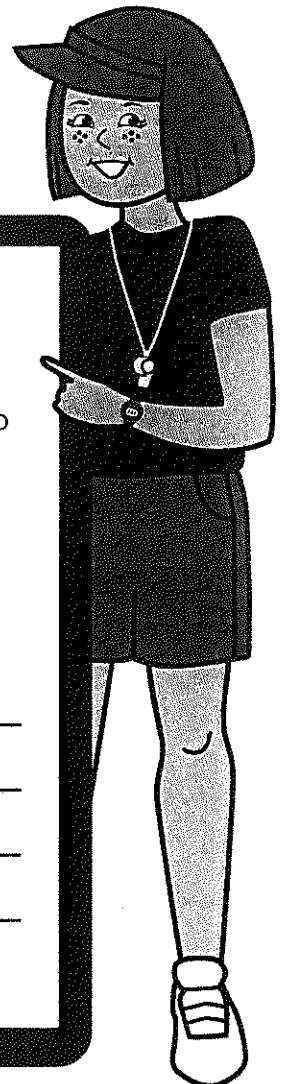
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## Ready...

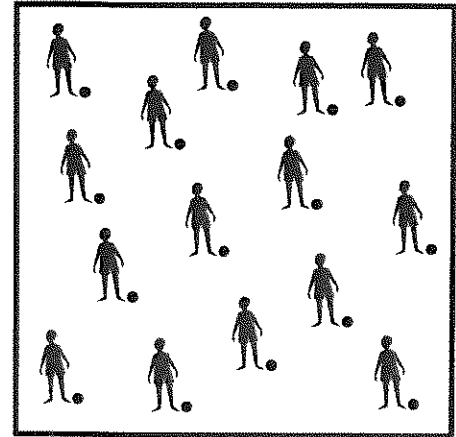
- 1 ball per student

## Set...

- Scatter students in area; each with a ball on floor nearby.

## GO!

1. Today, we'll learn and practice the "Overhead Pass." Calling it the "Set" is easier.
2. First, we'll practice without the ball (shadowing). When you show good technique, we'll add the ball.
3. **Set Position**
  - Toes straight ahead; feet shoulder width apart; bend knees and lean forward.
  - Arms overhead, point elbows out and make the shape of a diamond.
  - Form the size and shape of the ball with fingers and thumbs.
4. **To Execute a Proper Set**
  - Move your feet under the ball; watch it into your finger pads, and allow them to "give" on contact.
  - Straighten your legs and elbows.
  - Extend your arms and wrists towards your target.
5. **Setting with the Ball**
  - **Catch:** Toss the ball a few feet in the air, move your feet under it, then "catch" it on your finger pads just above and in front of your forehead.
  - **Toss, Set, Catch:** Toss (toss the ball up); set (set it straight up), and catch it with both hands. Keep going. After you TSC 3X in a row, try toss, set 2X, catch. Then toss, set 3X, catch.
  - **Keep it Up!** On signal, toss, set, and keep setting.



### CHALLENGES

- ★ How many sets can you do in a row before the ball hits the ground?
- ★ How many sets can you do in 15 seconds? Count out loud.
- ★ Try again. See if you can improve your score!
- ★ Can you set as high as a basketball rim?

### CUES

- ★ Move your feet to get in position to set!
- ★ Are your hands in the shape of the ball?
- ★ Are all 10 finger pads contacting the ball?
- ★ Shhh! A good overhead pass is silent. Because only finger pads (not palms) touch the ball, and they do so very softly.

# SPARK IT UP!

## ★ Against the Wall – Toss, Set, Catch

Stand 2-3 paces from a wall. Toss the ball to yourself and practice to the wall. Toss, set, and catch. How many in a row can you do, staying in control?

## ★ Step Back

If you make 2 catches in a row, take a step back and try again. How far back can you get in 3 minutes?

## ★ Against the Wall – Toss, Set, Set

Can you toss, set, set, catch? How about toss, set 3X and catch? Can you keep it going? How many sets can you make in a row?



## FUN FACT

The set was invented in the Philippines. It was an offensive style of passing the ball high to be spiked by another player. Filipinos called the spike the “bomba” or kill, and the hitter was called a “bomberino.”

### ● STANDARDS ADDRESSED

#### NASPE

#1, 2 Overhead set

#3, 6 Independent work

#2, 6 Challenge completion

● **Your State** (Write in here)

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### PAULA'S POINTERS

- If you are inside, use balloons inside a plastic grocery bag, beach balls or foam balls. These are lighter and easier to control, and students can better maximize their time on the task and spend less time chasing balls.

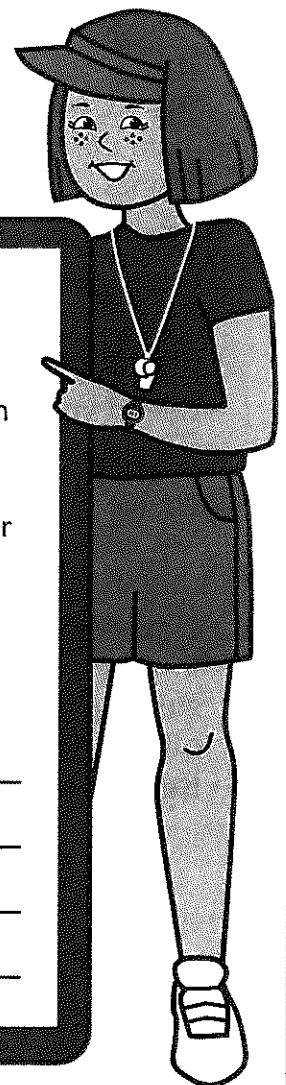
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## ★ Set to Wall

(Give each pair 7 paces of wall space.) Stand 2-3 paces from the wall, and set back and forth with ball hitting wall between each hit.

## ★ S.E.T.

(Give each pair 7 paces of wall space.) The objective is to earn all the letters of S.E.T. Stand 2-3 paces from the wall and set the ball back and forth. The ball must hit the wall between each set. The player who wins the rally earns the letters S.E.T. in sequence. (You can also use this game with Keep It Up if walls are not available.)



## HOME

Offer to “set” the table at home. No, don’t pick up the table and hit it across the dining room! Create a volleyball place setting. The plate can be the ball, knives and forks the posts, and the napkin the net. Take a picture, and send it to us at [spark@sparkpe.org](mailto:spark@sparkpe.org). You’ll receive a prompt response. Now dig in!

### ● STANDARDS ADDRESSED

#### **NASPE**

#1, 2 Overhand set

#3, 6 Partner setting

#2, 6 Challenge completion

● **Your State** (Write in here)

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### TONY’S TIPS

- The toss is critical to skill development. If need be, have pairs practice tossing the ball to one another before doing setting drills.
- Remind students of setting cues.
- Switch partners often.

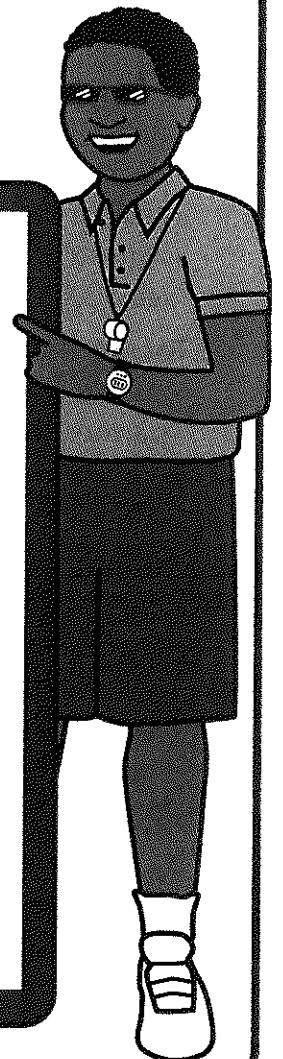
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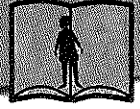
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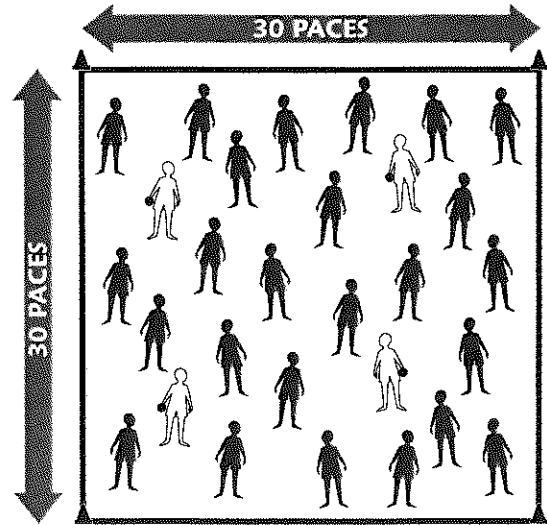


## Ready

- 4 cones (for boundaries)
- 1 fluffball per 8 students
- Music and player

## Set

- Create large (30X30 paces) activity area. (Note: This activity requires students to crawl; play indoors on a soft surface or outdoors on dry grass.)
- Scatter individuals within area.
- Designate 4 students as “Its,” and give 1 fluffball to each.



## GO!

1. The object of *Stuck-in-the Mud* is to avoid being tagged by the “Its” (taggers) while freeing others who have been tagged.
2. When the music starts, fast walk (then skip, side-slide, gallop, run) within our boundaries and avoid being tagged by an It.
3. If tagged, stand in a straddle position (feet wide apart) with your arms straight up. You are “stuck in the mud!”
4. Players: Free those stuck in the mud by crawling through their legs!
5. Its: Safely and gently tag as many as you can with your fluffball. You may not tag anyone while they are crawling through someone’s legs or getting up.
6. (Play 2-3 minutes, then stop and designate new Its.)
7. **Wrap It Up**
  - Who freed someone from the mud today? How did it feel to be freed?
  - Did you remember to thank the person that rescued you?
  - Today at recess, lunch, after school, or at home, you may have another opportunity to help someone. It’s always the right thing to do.



## \* High-Five Tag

When tagged, stand frozen and balance on 1 foot with 1 hand raised high (*demonstrate*). Free a frozen player by giving them a high-five. Be sure to thank your rescuer.

## \* Leap Frog Tag

When tagged, squat very low. Free a squatting player by leap-frogging over them. Thank your rescuer.



## ACADEMIC

### Social Studies

The game we played today, *Stuck-in-the-Mud*, originated in England. It rains a lot there, so it's easy to see how people could **really** get stuck in the mud. And speaking of England, did you know that the version of baseball we play today is said to have its roots in England? It comes from a game called Cricket that's still popular today. No, not the cricket that rubs its legs together and makes noise at night, but a game played with paddles and a hard ball on a very large grass field. (*Discover playground games children play in England: <http://www.woodlandsjunior.kent.sch.uk/studentssite/playgroundgames.htm>*)

### STANDARDS ADDRESSED

#### ● NASPE

#1, 2 Spatial awareness, locomotor skills, chasing and fleeing

#3, 4 Participates in enjoyable, challenging activities, aerobic capacity

#5, 6 Participates, appreciates, enjoys movement, cooperates in a group setting

**Your State** (Write in here)

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### PAULA'S POINTERS

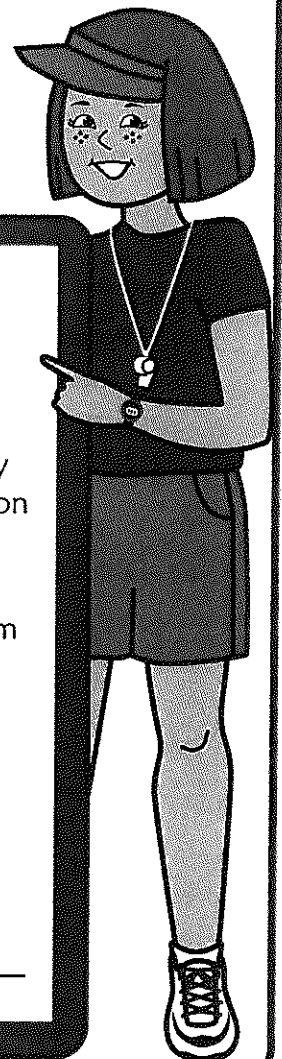
- If an indoor surface or grass field are not available, have students free tagged players by doing 3 jumping jacks (or another activity where they don't have to crawl on the ground) with them.
- Progress from moderate to vigorous tempos as children warm up and demonstrate safe play.
- Vary the locomotor skill each round.

#### Vocabulary

Rescue

#### NOTES

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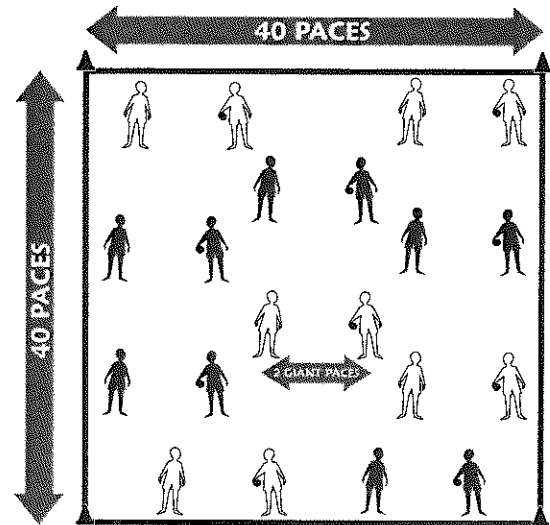


## Ready

- 4 cones (for boundaries)
- 1 3" foamball per 2 students
- Music and player
- Assorted tossables (optional)
- 2 paper plates per student (optional)

## Set

- Create extra large (40X40 paces) activity area.
- Pair students; send them to select a ball/tossable.
- Scatter pairs within area to face off, 2 giant paces apart.



## GO!

1. Today's game is called *Catch and Chase*. We will use throwing, catching, chasing, and fleeing skills.
2. When the music starts, play catch with your partner using underhand tosses.
3. When the music stops, the partner with the ball is the "Chaser" and tries to tag their partner using a safe and soft 2-finger tag.
4. Chasers: If you tag your partner, give them the ball. They become the new Chaser.
5. New Chasers: You must do 3 jumping jacks before you can chase your partner.
6. When the music starts again, partners come back and play catch.
7. (*Switch partners every few minutes or after several rounds.*)
8. **Wrap It Up**
  - Why was it safer to use a soft, underhand toss in this game? (*Because you and your partner are close together.*)
  - What does the P in SPARK stand for? (*Play actively.*)
  - Could you and a friend play this game at recess, lunch, after school, or at home?

## \* Slow It Down

(Each student needs 2 paper plates, i.e., crayon boxes, or other cardboard surface, under their feet.) Can you and your partner keep the plates under your feet while we play? (This stops students from running, as they must shuffle to keep their feet on the plates.)

## \* Speed It Up

(After students show they are moving safely.) I'll call a locomotor skill for everyone to do (e.g., skip, side-slide, gallop, run) and increase the tempo (e.g., skip at a medium pace, gallop quickly, run as fast as you can, etc.).

## \* Change the Distance and Throw

(Increase the size of the activity area and ensure pairs are spread out safely before starting.) When you and your partner return to toss and catch again, stand further apart from one another, and change the type of throw you use. Can you roll the ball back and forth? Toss it higher in the air? Use a soft 1-hand overhand throw? Can anyone catch it with 1 hand?

### STANDARDS ADDRESSED

#### ● NASPE

#1, 2 Spatial awareness, locomotor skills, chasing and fleeing, throwing and catching

#3, 4 Participates in enjoyable, challenging activities, aerobic capacity

#5, 6 Participates, appreciates, enjoys movement, cooperates in a group setting

**Your State** (Write in here)

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## ACADEMIC

### Language Arts

I'll give you a word to spell. Each catch (not throw) allows you to call 1 letter. Keep going, and see if you and your partner can spell the entire word together.

Use your spelling words and/or:

Ks: Dog – Me – Cat – You

1<sup>st</sup>: Lion – Bear – Here – There

2<sup>nd</sup>: Horse – Water – First – Little

### TONY'S TIPS

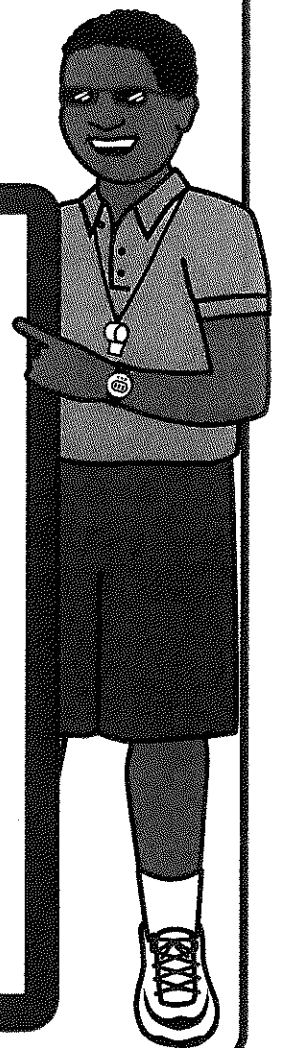
- You may choose to play with beanbags first – especially helpful for Ks – and/or provide pairs with choices of different tossables.
- Begin by having partners standing near each other for tossing and catching. Gradually increase the distance between them when they are catching consistently.
- Remind students to tag lightly with 2 fingers of their free hand. Do not tag with the ball.

### NOTES

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## Ready...

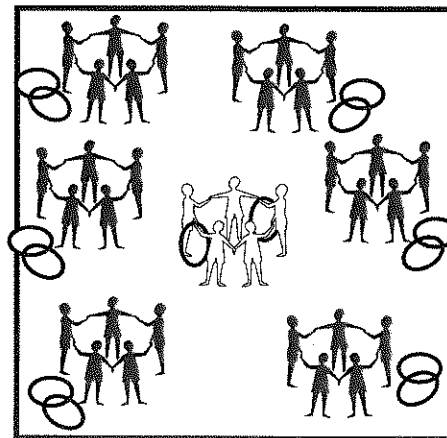
- 2 hoops per 5 students

## Set...

- Create circles of 5, hands joined, scattered within boundaries.
- 2 hoops near each group.

## GO!

1. The object of the game is to see how fast your group can pass a hoop around the circle without letting go of your hands.
2. I will place a hoop over 2 students' joined wrists, so it dangles like a bracelet.
3. On signal, move the hoop around your circle by stepping and ducking through it. Remember, keep your hands joined at all times.
4. Once successful, add a 2nd hoop.



### CHALLENGES

- ★ How many times can your group move the hoop around your circle in 1 minute?
- ★ How quickly can your group pass your hoop around your circle 2 times?

### CUES

- ★ Bend, twist, turn! Talk to each other and work together!
- ★ Try not to use your individual fingers.

COOPERATIVES

GRADES 3-6

# SPARK IT UP!

## Switcheroo

When you hear "Switcheroo!" move the hoop(s) in the opposite direction.

## Criss-Cross

Move 2 hoops in opposite directions. When the hoops criss-cross, figure out a way to get 1 to pass through the other – no hands (yes, the hoops can do this).

## Caterpillar

5-6 students in a line – 2 hoops. As the hoop clears the first student in line, they let go and run to other end and joins hands with the last student in line. The line moves from 1 point to another.



## HOME

Ask your parents if they remember Harry Houdini. Maybe not, since he died in 1926, but most likely, they've heard of him. Considered America's most talented magician, Houdini was famous for his escape tricks. He was born exactly 26 years before the turn of the 20th century, and died on Halloween exactly 26 years after the turn of the 20th century. He was 52 when he died - the exact number of cards in a standard deck.

### STANDARDS ADDRESSED

#### NASPE

- #1 Body awareness
- #2 Problem-solving
- #5, 6 Cooperation and teamwork

**Your State** (Write in here)

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### TONY'S TIPS

- Allow students to choose groups and whose hand they hold.

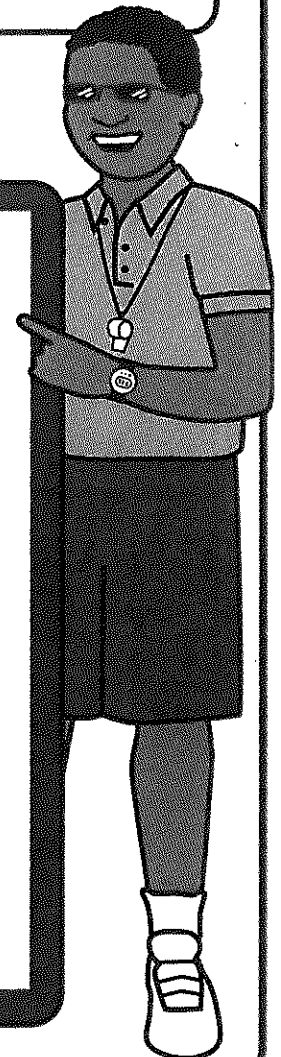
### NOTES

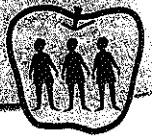
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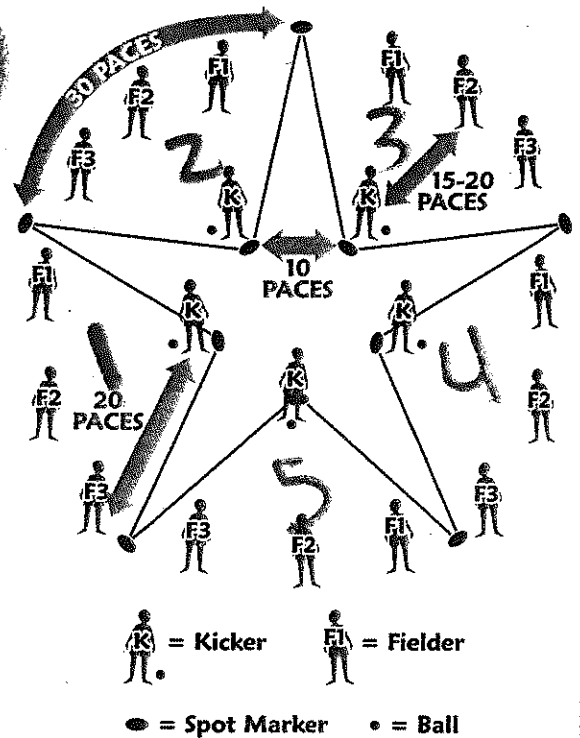
**Ready...**

- 1 utility ball per group of 4 students
- 3 spot markers per group of 4 students

3-5/4

**Set...**

- Create a circle of spot markers 10 paces apart in the center of a very large area; 1 spot marker per group of 4 students. These spots mark the kicking spot for each group. Walk out 20 paces away from inner circle of spots, and create boundaries for each inner spot by placing 2 spot markers 30 paces apart.
- Form groups of 4; 1 ball per group.
- 1 player, the Kicker, starts at the spot marker with ball. The Fielders scatter in front and 15-20 paces away from their Kicker.



**GO!**

1. The object is to be the first player to catch 3 fly balls kicked by your group's Kicker.
2. The Kicker punts the ball toward the Fielders.
3. Fielders each try to catch ball before it bounces. Call, "Mine!" when the ball comes in your direction. Do not cut in front of others to field it.
4. When a Fielder catches 3 fly balls, they become the new Kicker, and the Kicker becomes a Fielder.

**CHALLENGES**

- ★ How high can you kick the ball?
- ★ Can you watch the ball all the way into your hands?

**CUES**

- ★ Kicker, drop the ball an arm's length in front of you. Step toward the ball, and kick it with your shoe laces.
- ★ Fielders, try to get under the ball. Call, "Mine!" if it comes your way.



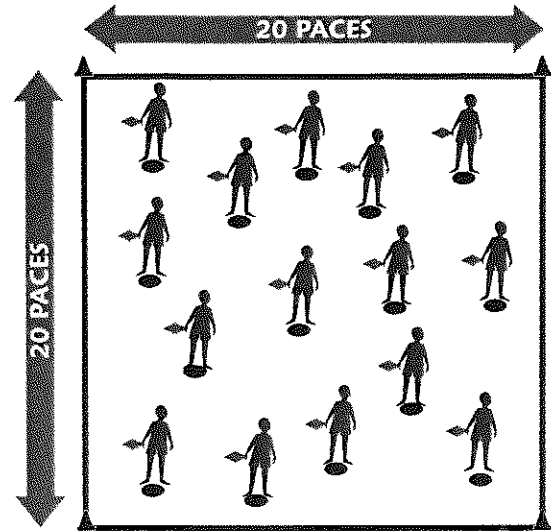


## Ready

- 4 cones (for boundaries)
- 1 beanbag per student
- 1 spot marker per student
- Music and player
- 1 small, soft, light ball per student (optional)

## Set

- Create medium (20X20 paces) activity area.
- Have each student select 1 beanbag and 1 spot marker.
- Send them to place their spot and create a home base.



## GO!

### 1. Exploration

- Today we will practice tossing and catching the beanbag.
- You have 2 minutes to safely explore with your beanbag at home base.
- When the music stops, set your beanbag on the floor next to you.

### 2. Low Tosses

- Low tosses go no higher than the top of your head. Catch with your palms up, thumbs out, and fingers spread. Watch the beanbag fall into “soft” hands, then close your fingers around it.
- **Challenges** – Can you...
  - Low toss side-to-side, hand-to-hand?
  - How many catches can you make?

### 3. Medium Tosses

- Raise your hands high. That’s where the beanbag goes on “medium tosses.”
- **Challenges** – Can you...
  - Catch the beanbag below your waist? How low can you go?
  - Catch above your waist? Your shoulders? Your head? How many 2-hand catches can you make before the music stops?

### 4. High Tosses

- High tosses go about as high as a basketball rim (*point and/or demonstrate*). You may need to move your feet to make the catch.
- Begin with low tosses, and if you make 2 catches in a row, toss a little higher. Keep increasing the height until you are practicing high tosses.



# SELF-TOSS AND CATCH

## GO! (continued)

- **Challenges** – Can you...
  - o Toss your beanbag, clap, (*touch your ears, touch your knees*) then catch it?
  - o How many times can you clap (*touch*) and still catch it? How else can you toss and catch it?

### 5. 1-Hand Catch

- Try catching it with 1 hand. Watch the beanbag fall into your hand.
- **Challenges** – Can you...
  - o Low toss and catch it with the same hand?
  - o Low toss with 1 hand and catch with the other? How many times in a row?
  - o Catch 1-handed after a medium toss? Try the other hand.
  - o Catch with your palm facing out, like giving the beanbag a high-five? If you make 5 catches in a row, you may high toss and catch with 1 hand. Then try the other hand.
  - o Hold your beanbag high, drop it, then catch it below your waist? Below your knees? Just before it hits the floor?

### 6. Wrap It Up

- Show the proper hand position for catching a beanbag with 2 hands below your waist (*thumbs out*). Now with 2 hands above your head (*thumbs in*).
- How would you catch it with 1 hand on your R side (*with the R hand*)? How would you catch it with 1 hand on your L side (*with L hand*).

# SELF-TOSS AND CATCH

## \* SPARK™ IT UP!

### \* More Challenges

Can you medium toss your beanbag, touch your ears, then catch it? Your toes? Can you toss it high, turn around and catch it facing the opposite direction? What other tricks can you do before catching the beanbag?

### \* Small Ball Challenges

(Need 1 small, soft, light ball – foam or yarn, tennis ball size or smaller – per student.) Let's try our challenges again, this time with a small ball.



## HOME

### Grocery Bag Grab

Did you think plastic grocery bags are only for carrying groceries? You can play catch with your grocery bag! First, ball it up, and try to catch it with 2 hands, then 1, then the other, oh, you get it! Then try catching it opened up like a parachute. Which way is easier to toss? To catch? When you're finished playing, ask a parent to fill it with your favorite fruits and veggies the next time you're shopping!

### STANDARDS ADDRESSED

#### ● NASPE

#1, 2 Tossing, catching, spatial awareness, body awareness

#3, 4 Participates in enjoyable, challenging activities

- #5, 6 Participates, appreciates, enjoys movement, cooperates with a partner

**Your State** (Write in here)

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### PAULA'S POINTERS

- If students already toss and catch well, reduce time explaining/ demonstrating. (Talk less and let them practice more!)
- Allow students to exchange a beanbag for a small, soft, ball if/when ready; then repeat challenges.
- Encourage students to practice self-toss and catch at home.

### NOTES

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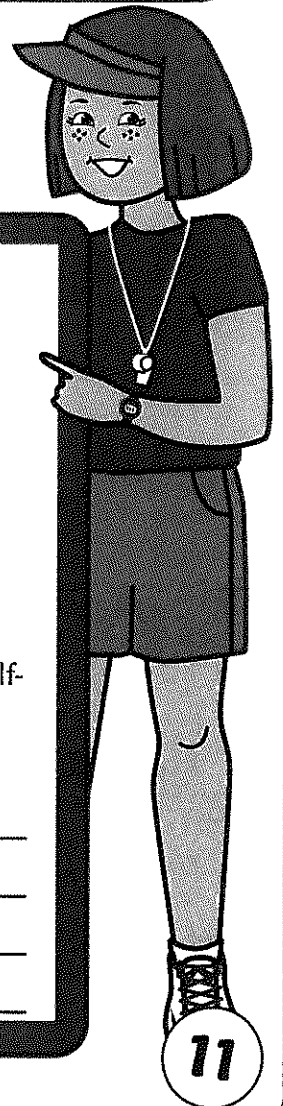
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# PARTNER THROW AND CATCH

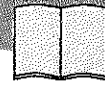
## \* SPARK™ IT UP!

### \* Bee Catchers

(Each student with a beanbag or ball.) Pretend to be a bee with your own “honey pouch” (ball). I will choose 3 people to be “Bee Catchers.” Try to safely (2-finger) tag 1 bee at a time. Tagged bees place their honey pouch in our “hive” (cart or bag) then become “Bee Catchers.” How quickly can we fill our hive with honey? (Use to return equipment.)

### \* Partner Wall Ball

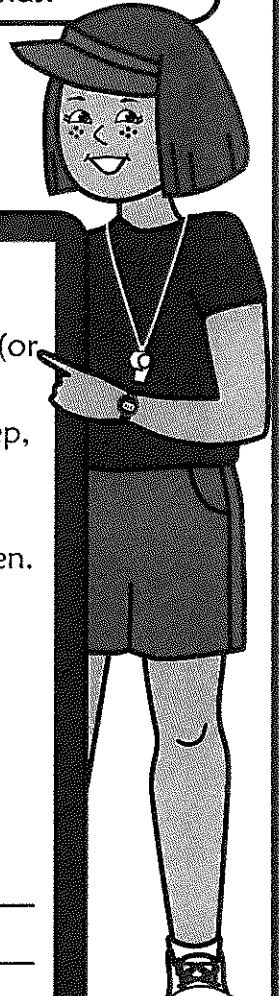
(Need wall space and 1 playground ball/pair.) Play catch by throwing to the wall gently so your partner can catch it after 1 or 2 bounces. Take turns; work together. How many catches in a row can your pair make? If you both catch the ball after 1 bounce 4X in a row (2X each), try catching before it bounces.



## ACADEMIC

### Language Arts

(Read *Horton Hatches the Egg* by Dr. Seuss.) At home, ask a parent if you can have 1 egg to play with for “PE homework.” Handle your egg very gently, moving it hand to hand. Then try a very soft and short toss and catch. Toss a tiny bit higher each time and let your hands “give” when you catch your egg. If you make 5 catches in a row without breaking it, you’ve earned an omelette! Be serious and don’t “crack up” or you’ll really have a mess on your hands!



### STANDARDS ADDRESSED

- **NASPE**
  - #1, 2 Spatial awareness, throwing, catching
  - #3, 4 Participates in enjoyable, challenging activities
  - #5, 6 Participates, appreciates, enjoys movement, cooperates with a partner

**Your State** (Write in here)

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### PAULA'S POINTERS

- It's always OK to allow a single (or double) bounce before catching.
- Simplify signals: “Reach back, step, and throw.”
- Switch partners and prompt choices of different tossables often.
- Challenge advanced learners by prompting them to practice catching 1-handed.

### Vocabulary

Arch, extend

### NOTES

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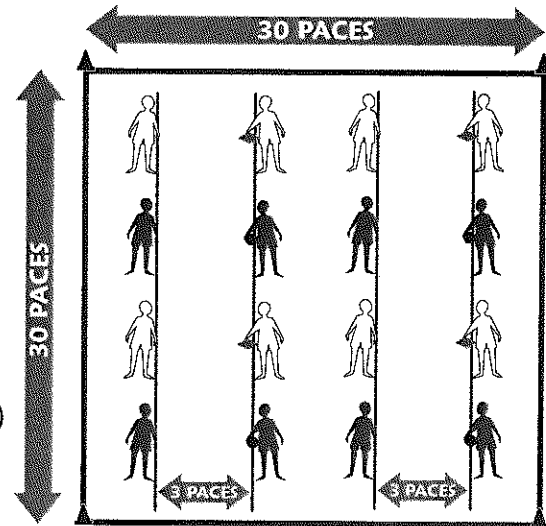
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## Ready

- 4 cones (for boundaries)
- 1 beanbag per 2 students
- 1 3" foamball per 2 students
- 1 7" foamball per 2 students
- Assortment of small, soft balls (fluff, yarn, tennis, etc.)
- Music and player
- 1 8½" playground ball per 2 students (optional)



## Set

- Create large (30X30 paces) activity area.
- Pair students; send 1 per pair to select a beanbag (or other tossable).
- Send pairs to stand on lines 3 paces apart facing each other.

## GO!

### 1. Exploration

- You have 3 minutes to underhand toss and catch with your partner while the music plays. When it stops, freeze and hold the beanbag.
- *(During student practice: "Throw softly; aim for your partner's hands. When catching, watch the ball; have your hands up and ready.")*
- We're ready for some challenges, but 1<sup>st</sup>, each of you take 1 giant step back.

### 2. Challenges – Can you...

- *(Review/use signals for the Underhand Throw from Activity 2, page 5, as needed.)*
  - Toss the beanbag above your partner's waist? Below their waist? At their knees? Chest?
  - Toss to 1 side of your partner? The other side?
  - Toss your beanbag high so your partner has to jump to catch it?
  - Toss it very low by your partner's feet? Try not to let it hit the ground!
  - Throw the beanbag from under your leg?
- What other ways can you toss or throw your beanbag?
- Which pair is ready to practice with a different "tossable?"
- *(Pair students who want to – should – continue with beanbags, and pair those ready to practice with a different tossable. Then repeat Throw and Catch Challenges.)*

# PARTNER THROW AND CATCH

## GO! (continued)

### 3. Partner Step Back

- Choose the tossable you'd like to play with. *(Allow pairs to choose a different tossable. Guide their selection as needed.)*
- Move so close to your partner that when you extend your arms towards each other, you can touch fingertips.
- What would be a safe toss from this distance? *(Demonstrate a very soft, arching, underhand toss that's easy to catch.)*
- When you and your partner each make a catch, both of you take 1 step back.
- If there's a drop, practice at that distance until you make 2 catches in a row, then continue.
- How far back can you and your partner go in 3 minutes?
- *(After the 1<sup>st</sup> round.)* We'll start again from the beginning; this time, as you and your partner back up, switch from underhand to overhand throws.

### 4. Wrap It Up

- Why do we step forward with the opposite foot when throwing?
- Why do we use different types of tosses and throws depending on how close we are to our partners?
- Who knows what putting an arch on the ball means?