

Rock, Paper, Scissor, Football

Objective: To score a 'touchdown' by getting the ball over the hula hoop.

Rules: Students will run in a straight line until they meet another student. They will then play Rock, Paper, Scissors to determine who may pick the ball up.

Equipment: playground ball or large football, hula hoops, cones.

Set up:

XXXXXX ^ 0 _____ 0 ^ XXXXX

XXXXXX ^ 0 _____ 0 ^ XXXXX

Students will line up relay style behind a cone and against an opponent.

Play: Form teams of 5-7 players and line up relay style and against another team. Students will stand behind the cone. Coach determines where the ball starts. On the whistle, a student from each side will run out until they meet each other. Without touching, students will play R,P, S. The winner will then pick up the ball and proceed to the opposite teams hula hoop in hopes of scoring a touchdown - worth 6 points. If another player meets them before the hula hoop they must stop and play R,P,S. The student that did not win R,P,S will turn around and head back to the end of their line. Play for 3 minutes.

Fitness Monopoly

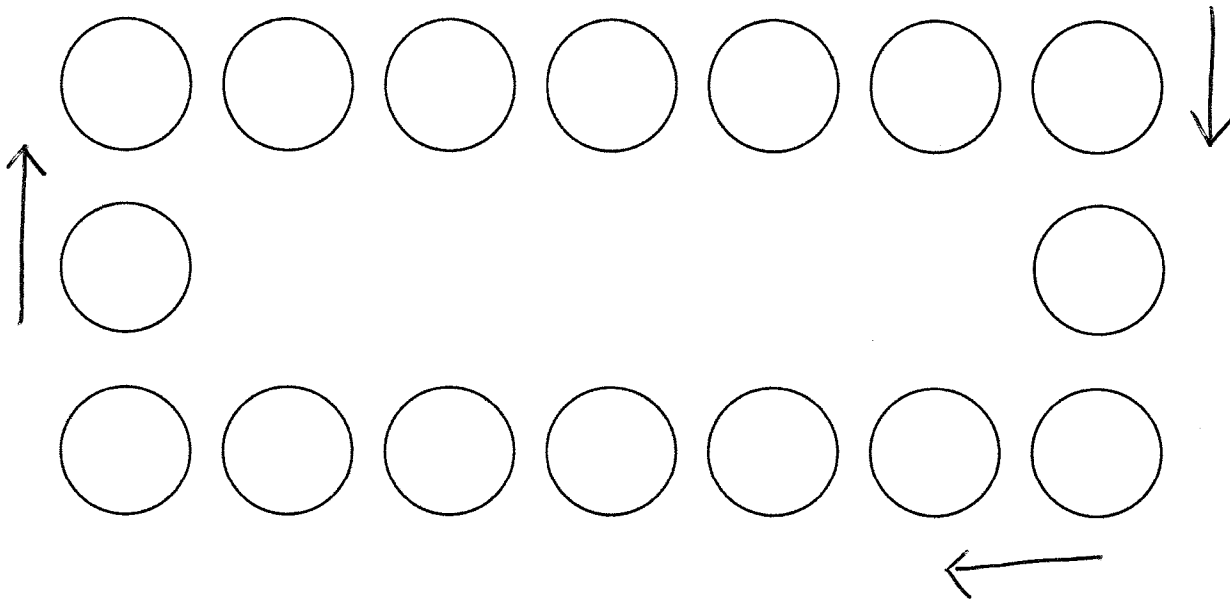
Objective: To do as many fitness activities as you can during a class period.

Rules: Students will get with partners or teams of 3 and complete the fitness activity in the hula hoop.

Students do not step inside the hula hoop. They may do the exercise on the outside the hula hoops or the inside area. The students start at random hula hoops.

Equipment: Hula hoops, dice, cards with explanation of exercise or an image

Set up: →



Play: The group rolls the dice, moves that many hula hoops and completes the next fitness activity. Challenge them to see how many times they go around. To incorporate literacy, in one of the hula hoops mark it "Go to the Nest". In the nest, there is a thinking map that the group completes together.

Played w/ 76 kids & went well. Everyone fit.



SLAM BALL

STUDENT TARGETS

- **Fitness:** I will demonstrate quick reaction time when receiving a ball thrown by my opponent.
- **Personal & Social Responsibility:** I will demonstrate fair play.

TEACHING CUES

- Aim for target
- Move to ball
- Soft hands to catch

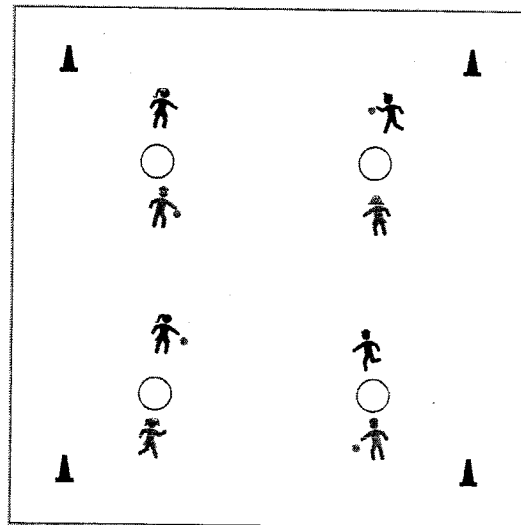
ACTIVITY SET-UP & PROCEDURE

Equipment:

- 1 hoop per 2 (or 4) players
- 1 ball (e.g. 6" PG Ball) per 2 players

Set-Up:

1. Two players stand on opposite sides of a hoop at least one step away.
2. If sharing a hoop, two other players can stand perpendicular at the same hoop.
3. One player starts holding the ball.



Activity Procedures:

1. Today's activity is called Slam Ball. The object of the game is to successfully throw and catch the ball using a hoop as a target.
2. When I say "GO!" the first player throws the ball into the hoop. The second player attempts to catch it.
3. Scoring:
 - a. Ball does not hit inside the hoop (point for receiving player)
 - b. Ball hits inside hoop, but does not bounce at least 1 step away from hoop (point for receiving player)
 - c. Ball hits inside hoop and bounces over the head of the receiver (point for receiving player)
 - d. Ball is not successfully caught by receiving player (point for serving player)
 - e. **BONUS RULE:** If a player wins 3 points in a row, they get to choose a new type of ball.
4. If sharing a hoop with 4 players and the two balls collide, this is a 'slam' and the two players that threw the ball switch opponents.

Grade Level Progression:

K: Allow students to practice bouncing and catching a ball without hoops or opponents.

1st – 2nd: Focus on teamwork by counting the number of catches players can make without using scoring.

3rd – 5th: Play the game as described.

STANDARDS & OUTCOMES ADDRESSED

- **Standard 4 (E14.3):** Throws overhand, demonstrating critical elements of a mature pattern, in non-dynamic environments (closed skills), for distance and/or force (3).

DEBRIEF QUESTIONS

- **DOK 1:** What does reaction time mean?
- **DOK 2:** How did reaction time affect your performance in slam ball?
- **DOK 3:** How would you adapt slam ball to make it easier or more difficult?

Normal Heart Rate Range:

	Resting	Normal Range
4 to 6 years	98 beats/minute	65 to 131 beats/minute
6 to 8 years	91 beats/minute	59 to 123 beats/minute
8 to 12 years	84 beats/minute	52 to 115 beats/minute
12 to 15 years	78 beats/minute	47 to 108 beats/minute

Resting Heart Rate: the number of beats per minute when you wake up.

How to find your MAX heart rate:

A simple formula to get your maximum heart rate is to subtract your age from 220.

For example, $220 - 12 = 208$ (beats per minute).

How to find your TARGET heart rate:

Target Heart Rate = $[(\text{Maximum Heart Rate} - \text{Resting Heart Rate}) \times \% \text{Intensity}] + \text{Resting Heart Rate}$

$208 - 70 = 138$

50 percent target heart rate: $[(208 - 70) \times 0.50] + 70 = 139$ bpm

85 percent target heart rate: $[(208 - 70) \times 0.85] + 70 = 187$ bpm

Learning About Heart Rate

My Age: _____ My Resting Heart Rate: _____

My Maximum Heart Rate : _____

My Minimum Training Heart Rate: _____

My Maximum Training Heart Rate:

1. This time find your target heart rate by doing the math yourself. Use the formulas.

$220 - \text{your age} = \text{_____}$ (maximum heart rate)

$220 - \text{your age} - \text{resting heart rate} = \text{___} * .60 + \text{RHR} = \text{___}$ (minimum training heart rate)

$220 - \text{your age} - \text{resting heart rate} = \text{___} * .80 + \text{RHR} = \text{___}$ (maximum training heart rate)

Now...go to your stations to perform aerobic activities and see how your rate changes. Remember to take your pulse to make sure you remain in your target zone.

1. What aerobic activities (stations) did you participate in and what was your heart rate while you exercised?

2. Were you successful at staying in your zone? Explain how you know.

3. What is the most important thing you learned during today's lesson?

Sideline Soccer

Objective: Students will learn the basics of soccer by beginning with sideline soccer. Sideline soccer also allows more student involvement.

Rules: Students will follow soccer rules. Students will utilize various soccer skills: dribbling, passing, shooting, and defensive play.

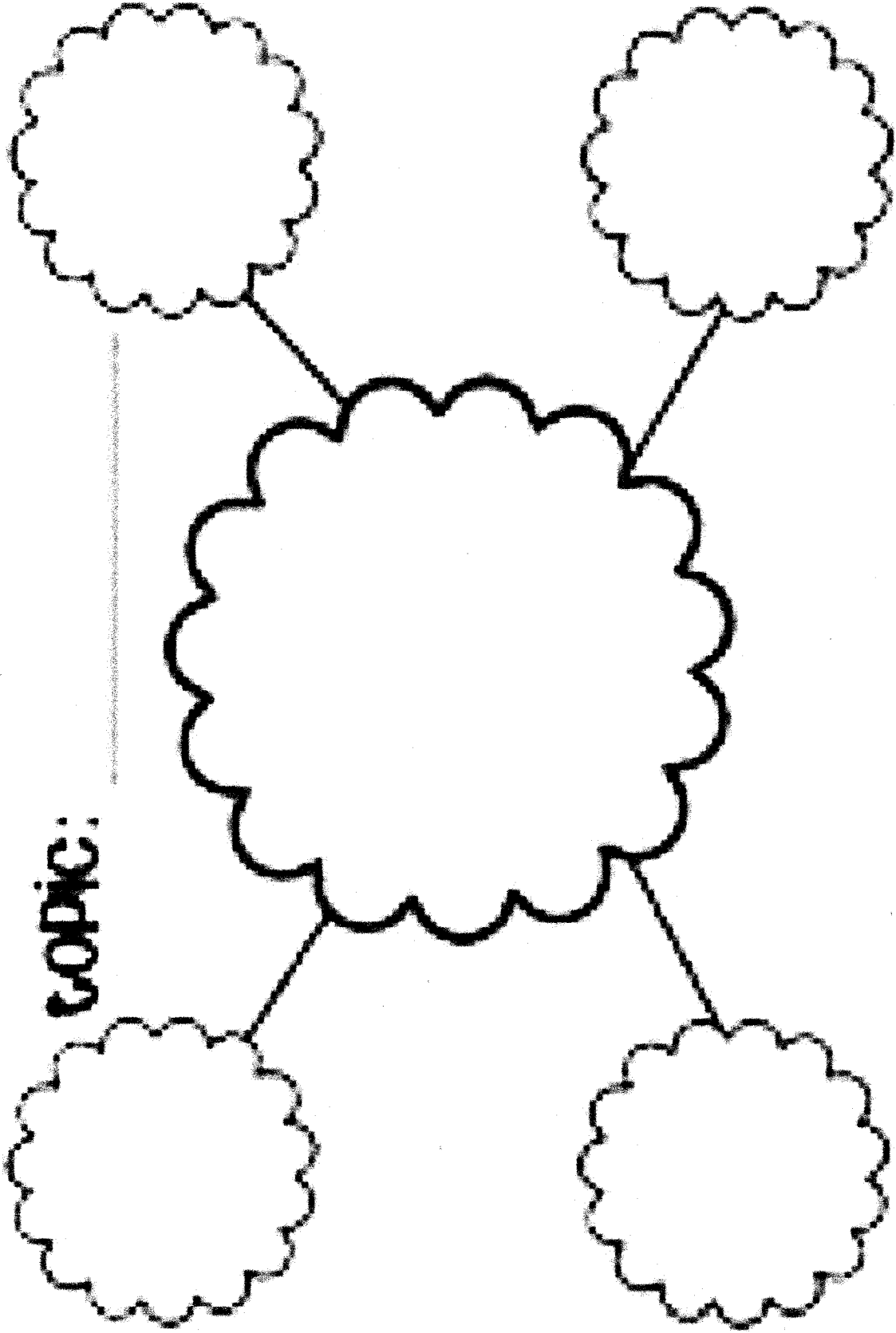
Equipment: soccer ball, vests, timer. Should be played in a gymnasium.

Set up: Form two teams of equal number and line them up on the wall. These students will be your defenders (or goalies). Pull the first 8 students from each team to be field player - or offense. Offense will play for two minutes and then rotate new students on.

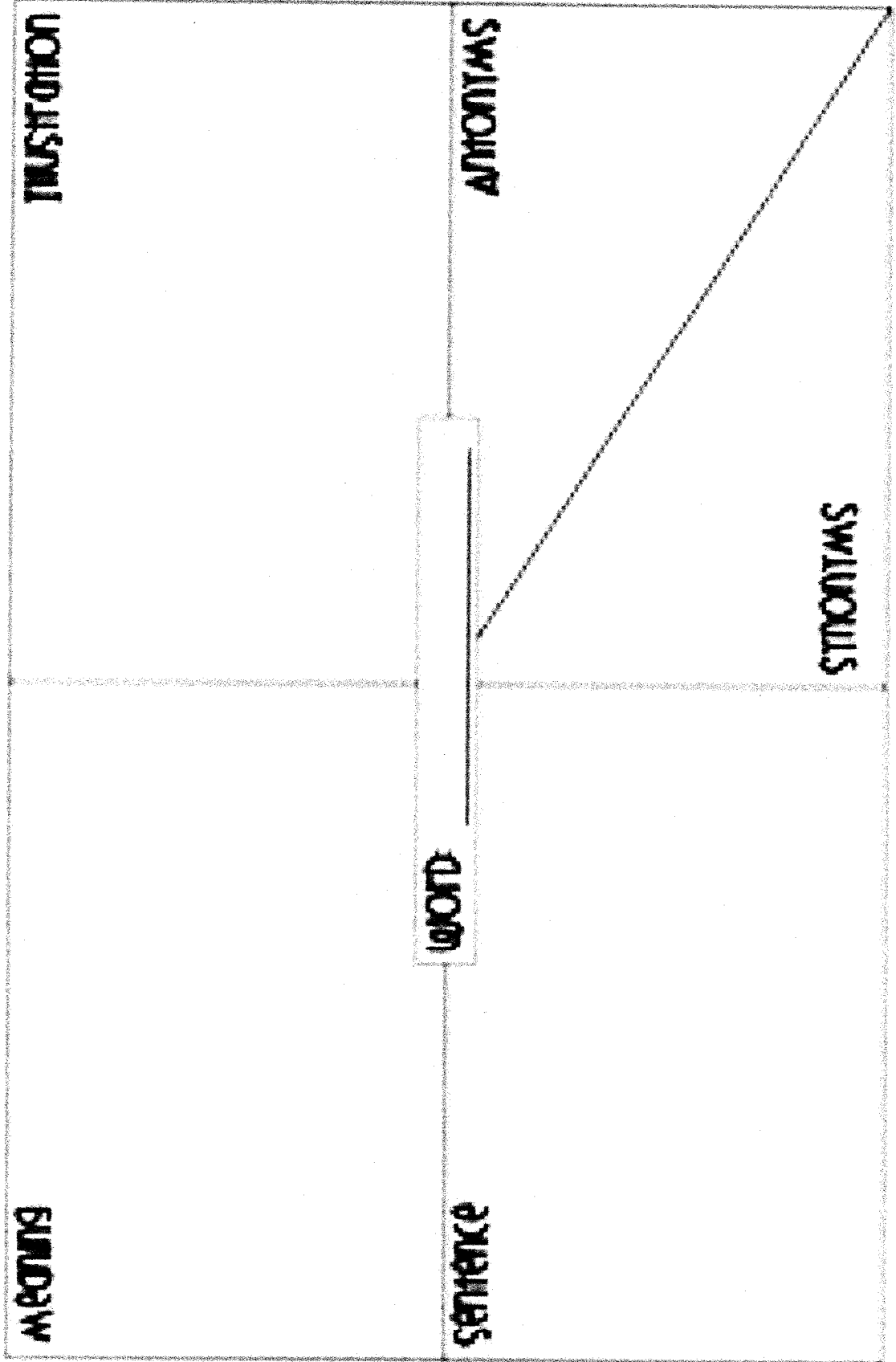
Play: Play is started by placing the ball between two opposing players and blowing the whistle. Active members try to move the ball towards the opposite wall - or goal - to score. Sideline players have to stay behind the sideline, but may pass the ball to active members. Active members and sideline players switch after two minutes. Keep a running clock for a faster paced game.

My Bubble Map

TOPIC:



VOCABULARY 4-Square



3-2-1 Notes

Name _____

Date _____

Topic _____

3 Things I learned

1.

2.

3.



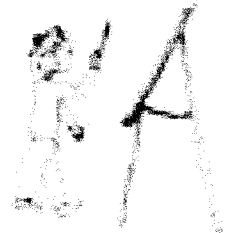
2 Questions I have

1.

2.



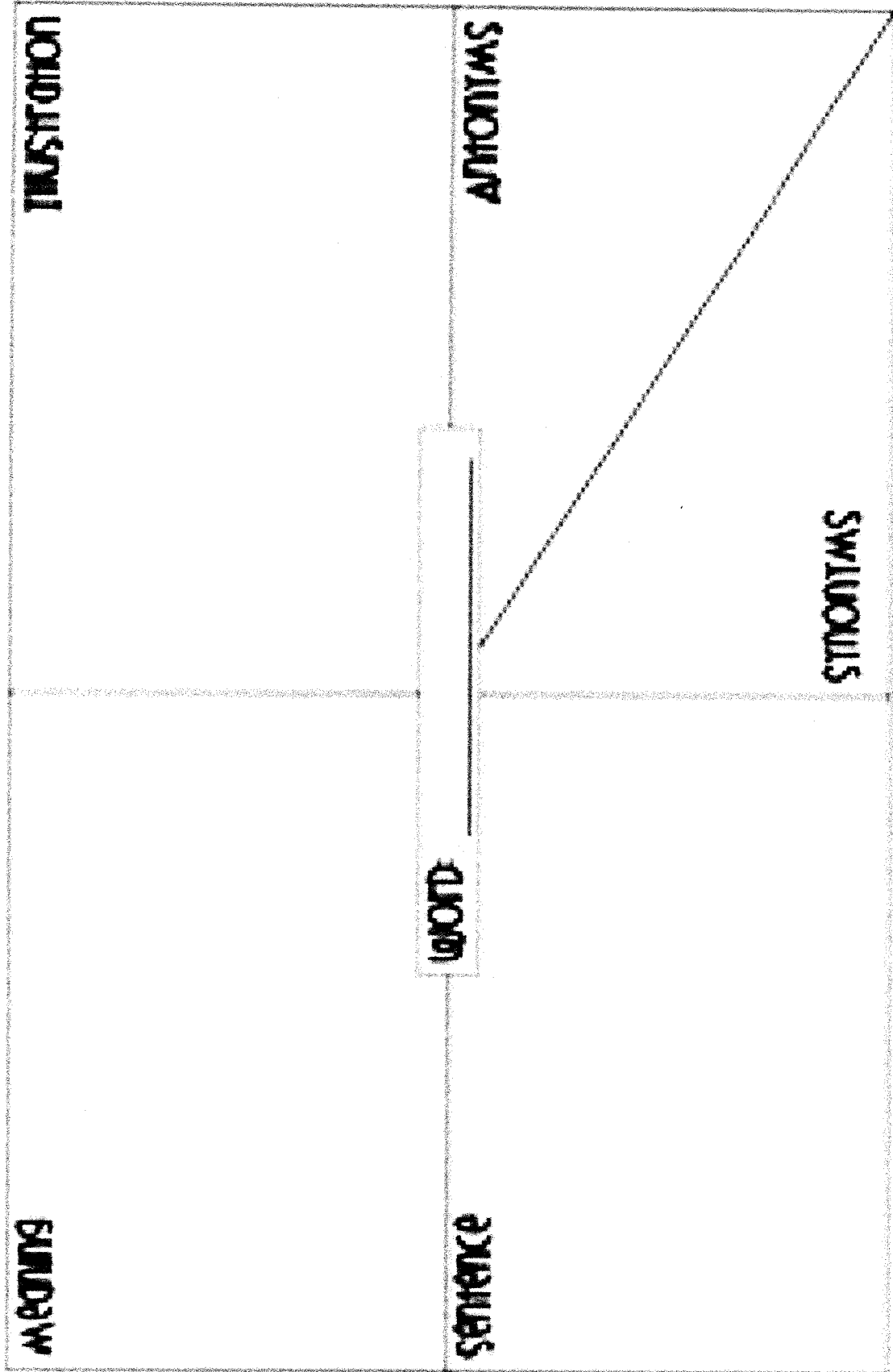
1 Picture



Name _____

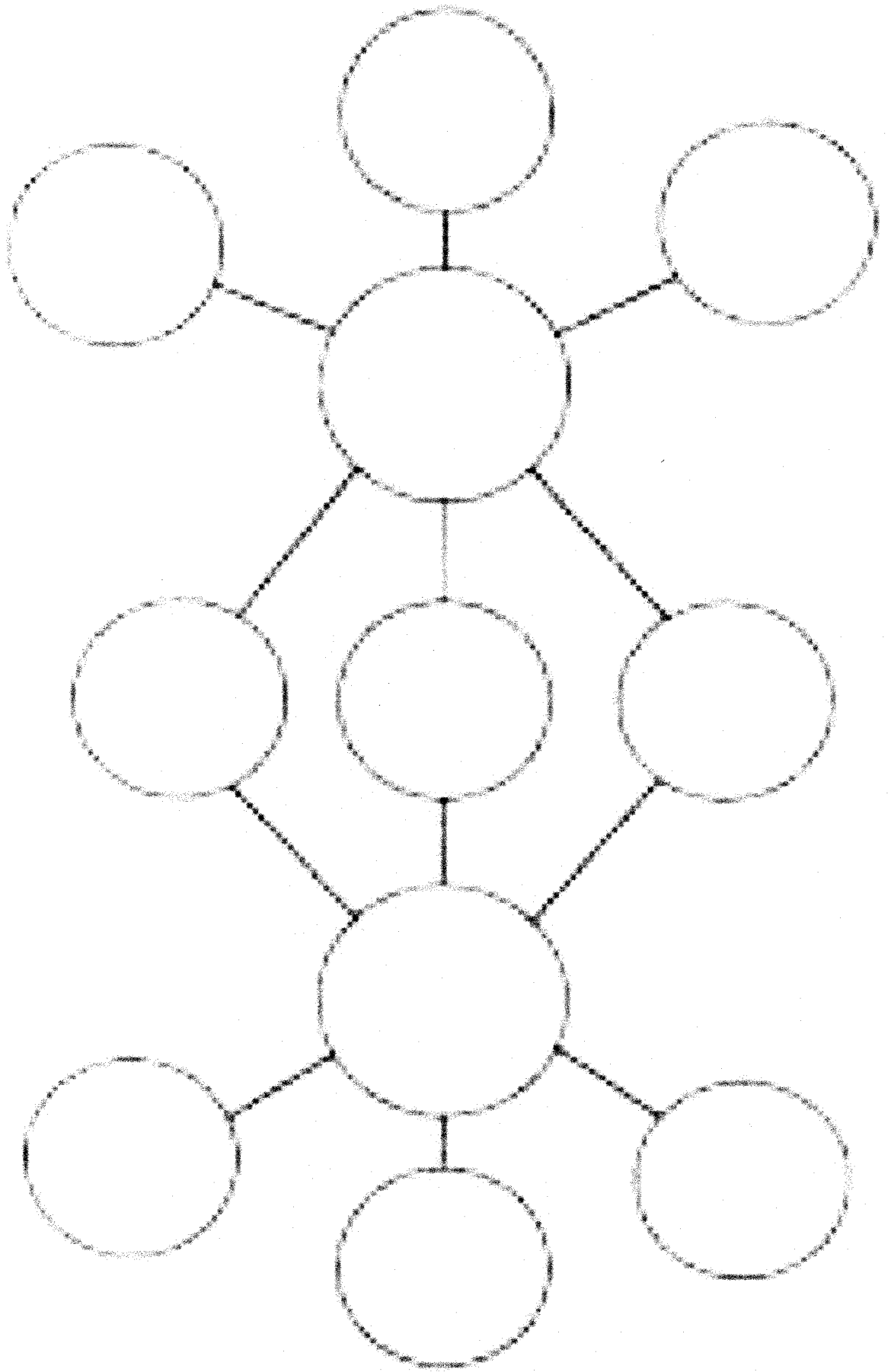
Date _____

VOCABULARY 4-SQUARE



name _____

Double Bubble Thinking Map



1.

2.

3.

4.

5.

6.

EXIT TICKETS

Check for Understanding

- 3-2-1:
3 - things you learned
2 - ways you supported your own learning
1 - question you still have
- What did you learn as a result of today's lesson?
- 6 Word Summary:
In exactly six words, sum up the big idea of today's learning.
- Ask a broken record question.
(See Hack 5)

Relevance

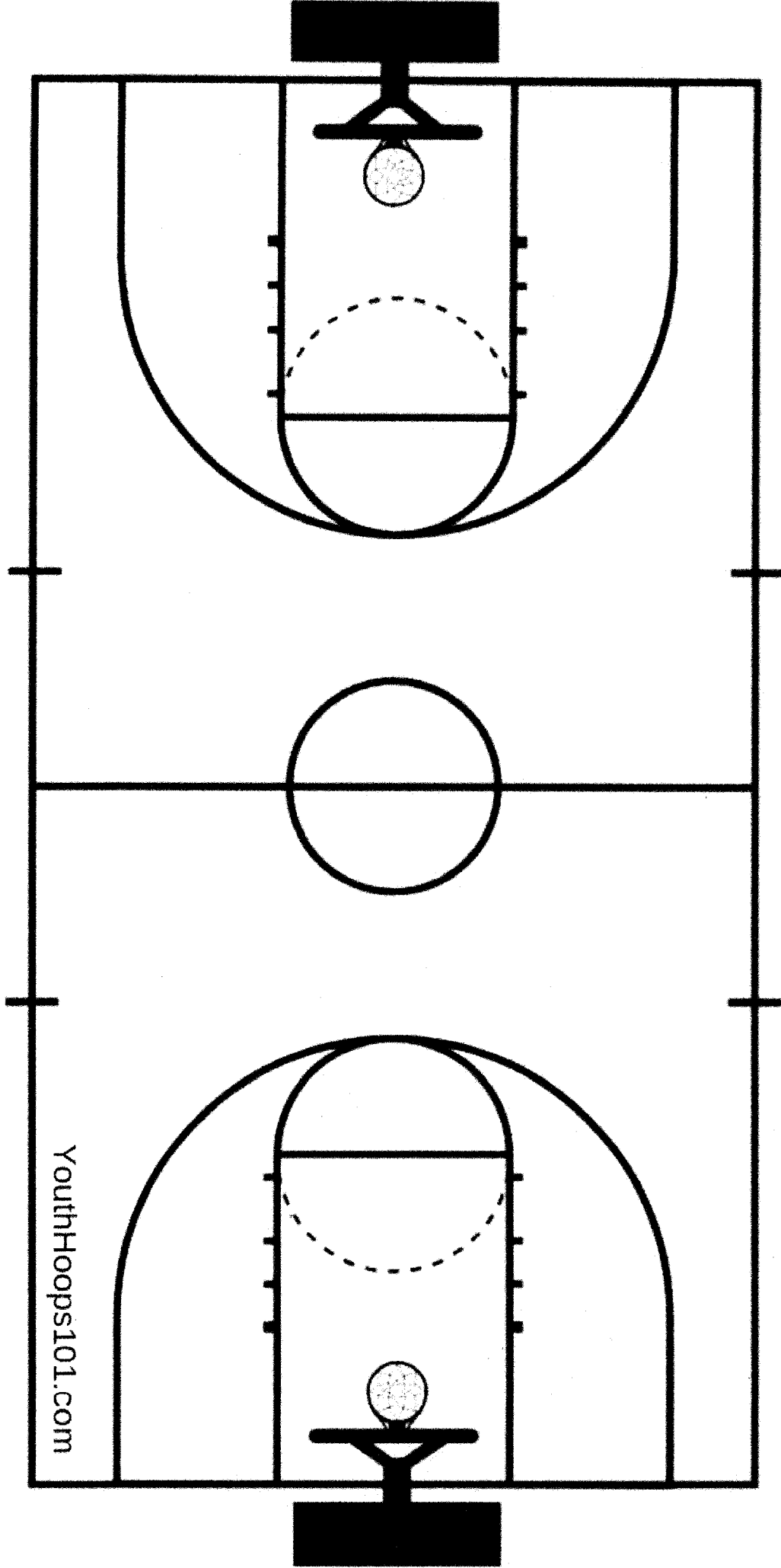
- How will today's learning help you as a reader (author, mathematician, scientist, artist, musician, etc.)?
- When might this learning be helpful to you outside of the classroom?
- Why is it important that you learn about _____ (insert learning target)?
- What kind of careers use this type of learning?

Self Assessment

- Tomorrow's Help Scale:
4 - I can help someone else
3- I will not need any help
2 - I might need help from my resources
1 - I will need help from an expert
- How Sure Are You?
Respond to a check for understanding question. Then quantify your level of confidence in your response with a percent.
- What do you need to learn next?

Mindset

- What kind of self talk did you have? Was it encouraging, negative, helpful, etc.?
- How did you approach something that was difficult for you today?
- How did your mindset impact your learning today?
- What level of effort was required for your learning today?
- How were you challenged today?
What pushed your thinking?



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