Activity with Playground Balls

INTRODUCTORY

Outcomes:

I am responsible for using physical education equipment safely.

Instructions:

Allow students to practice ball control skills. Encourage a challenge by allowing them to move if they are able to control the ball in place. Activities can range from tossing and catching to dribbling.

Teaching Hints:

Place the balls around the perimeter of the area.  
On a signal, students move throughout the area, acquire a ball and practice doing a favorite activity.  
Start by controlling the ball and standing in place. Then progress to walking or jogging.

Fitness Games & Challenges

FITNESS DEVELOPMENT

Outcomes:

I can demonstrate chasing fleeing and dodging in a game situation.  
I can relate flexibility to movement efficiency and injury prevention.

Instructions:

1. Alphabet Tag - Shape your body into a letter to be safe.  
2. Freeze; perform stretching activities.  
3. Fruit Tag - Call out a fruit to be safe for three seconds.   
4. Freeze; perform abdominal challenges using curl-up variations.  
5. Stork Tag - Balance on one leg to be safe.  
6. Freeze; perform arm-upper-body strength challenges using push-up variations.  
7. I like to move it Tag - Perform you favorite dance to be safe.  
8. Freeze; perform trunk development challenges.  
9. Color Tag - Stand on a color designated by teacher to be safe.

Teaching Hints:

Alternate simple tag games with fitness challenge activities. Exercise all parts of the body including upper body and abdominal strength and flexibility.  
Any tag games can be used. Ask students what their favorite tag game is and play it.

Manipulative Skills - Basketball Related

LESSON FOCUS

Outcomes:

I can identify the cues for a chest pass.   
I can control a ball using my hands.   
I can dribble a ball using my favorite hand.   
I can work independently during physical education.

Instructions:

1. Warm-up with informal passing back and forth between partners.  
2. Push (chest) pass - two handed. Emphasize one or two of the following points at a time depending on the skill level of students:  
a. Ball at chest level, face partner.  
b. Fingers spread.  
c. Step toward partner and extend arms.  
d. Throw to chest level.  
e. Catch with finger tips.  
f. Add the bounce pass - same technique.  
3. One-Handed Pass  
a. Side toward catcher.  
b. Ball back with both hands to side of head or above shoulder. Fingers spread, directly behind the ball.  
c. Release the forward hand and throw with a wrist snap.  
d. Practice both right and left.  
4. Birdie in the Cage  
a. Form circles of 7-8 children.  
b. Pass ball among the circle for practice. Be sure everyone handles the ball.  
c. Select "Birdie," put in center until he touches the ball, or there is a loose ball leaving the circle.  
5. Dribbling (each has a ball)  
    a. Explain technique: wrist action, finger control, eyes ahead.  
    b. Dribble in different directions. Use right and left in turn.  
6. One-Handed Shot  
    a. Raise ball up to eye level, sight, and shoot to a partner (demonstrate).  
    b. Shoot into cardboard boxes placed around the perimeter of the area.  
    c. Shoot at lowered baskets with partners alternating shooting and rebounding.

Teaching Hints:

Have students get toe to toe with a partner. One partner gets a ball, returns, and starts passing to their partner.  
Reach for the ball when making the catch. As the ball is caught, bend the arms and bring the ball to the body to absorb the force.  
The ball should be bounced slightly past the midway point nearer the receiver and should bounce to chest level.  
Foam rubber balls (8") are lighter than playground balls. They are easier to catch and make students more confident and less fearful. Use them if they are available.

Blindfolded Duck; Cat and Mice

CLOSING ACTIVITY

Outcomes:

I can compliment others during physical education.

Instructions:

**Blindfolded Duck**    One child, designated the duck (Daisy if a girl, Donald if a boy), stands blindfolded in the center of a circle and holds a wand or similar article. She taps on the floor and tells the class to hop (or perform some other locomotor movement). Children in the circle act accordingly, all moving in the same direction. Daisy then taps the wand twice on the floor, which signals all children to stop. Daisy moves forward with her wand, still blindfolded, to find a child in the circle. She asks, "Who are you?" The child responds, "Quack, quack." Daisy tries to identify this person. If the guess is correct, the identified child becomes the new duck. If the guess is wrong, Daisy must take another turn. After two unsuccessful turns, another child is chosen to be the duck.  
  
**Cat and Mice**  
    Form a large circle. One child is the cat and four others are the mice. The cat and mice cannot leave the circle. On signal, the cat chases the mice inside the circle. As they are caught, the mice join the circle. The last mouse caught becomes the cat for the next round. Start at one point in the circle and progress around the circle to select mice so each child gets a chance to be in the center.  
Sometimes, one child has difficulty catching the last mouse or any of the mice. The point of the game is for all youngsters to be active. Change mice on a regular time interval rather than waiting until all mice are caught. Another variation is to gradually decrease the size of the circle ("take a step toward the center") so it becomes difficult to evade the cat.