Speedball Unit Plan

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December, 2008
Grade 9
EDCI 429
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Contextual Factors

Northridge Middle School, Crawfordsville, IN

Northridge Middle School is located in Montgomery County just north of Tippecanoe Country. Northridge is in the city of Crawfordsville, which has a population of approximately 15,000 people. The student population at Northridge consists of grade 6-8 with a total number of students equaling 495. This rural community of northern Montgomery County is very supportive of both the middle and high school in their area. Walking through Northridge you notice there is not a high rate of diversity. Northridge consists of 95% Caucasian students, 1% Hispanic and 4% other. Interests of students at Northridge include 4-H, hunting, skate boarding, and sports. Anna Starkey, a guidance counselor at Northridge, reports that the schools ISTEP scores are at 78% passing, which is above the state average.

For being a very rural and small school, Northridge provides great technology for its students. For physical education class alone heart rate monitors, a portable lab, and a working PDA are all available. In health classrooms, televisions, DVD players, and portable laptops are available for students and teachers. There are also three computer labs available for teachers to use. The student to teacher ratio at Northridge varies each year. Mr. Kyle, health education teacher, reports the ratio ranges from a maximum of 35 students in a classroom to a minimum of 15. The classroom structure at Northridge is fairly similar to any other classroom. Students at this school all seemed to be well behaved. From personal experiences teaching there, I have not had any major problems with students misbehaving or being disrespectful. This makes the teaching and learning environment much more positive and focused.
Teaching this nutrition unit at Northridge, I believe, would be very beneficial to the students. The median income for a family in Crawfordsville, in 1999, was $43,211 (U.S Census Bureau), acknowledging this area as not very wealthy. As a health educator I could not go into this school and discuss only healthy foods when many of their families cannot afford them. I have to modify what I discuss, to fit the student’s lives outside of school. For example, I may provide them with some recipes of healthy foods that contain common household foods. Another implication I may look at, is the use of computers in our webquest. At school, maybe the only place some of my students use a computer. I may have to provide them with basic computer usage instructions prior to beginning our class in the computer lab. The final instructional implications I looked at in developing my unit was the interest of my students. The students of this very rural area enjoy different outside school activities than students from a school in the city. If I can incorporate some of their interests in my lessons, I believe they will be more eager to learn which in turn would keep them focused on learning.

Finally, this unit would give students at Northridge great information on nutrition and contents that are associated with it. It is not solely dedicated to the food groups or what you should eat. It is expanded to discuss other issues that are affected by nutrition. When discussing eating disorders, as a teacher I would share with my class that if they are dealing with an eating disorder or know someone that is, they should seek help. Eating disorders can be a very sensitive topic because of the seriousness of them. As a teacher I may have to make other modifications during my teachings, but this unit I developed is a great blueprint to begin with.
**Wea Ridge Middle School, Lafayette, IN**

Wea Ridge Middle School is located in Lafayette, Indiana. The school consists of three grades: 6th, 7th, and 8th. There is an enrollment of 589 students with 80% being white while the other 20% is made up of Hispanic, Black, Asian, and multicultural students. 21% of the students are on a free or reduced lunch (14% free, 7% reduced). The classes average between 20 and 29 students. Each student in the school will take one semester (two 9 week sessions) of health and with the other semester consisting of physical education. This school opened on August 1, 2003. The new building gave new opportunities to use technology and extra classroom space. This building consists of three separate wings. The students are separated in the wings by grades, lockers, and classrooms. Each wing has a computer lab with over 30 computers. This gives each teacher the tools to utilize the technology and the opportunities that come along with computers. The building provides a good environment for the students and the faculty. The overall feeling of the school promotes learning. The elementary schools that feed into Wea Ridge have similar school environments. This allows for an easy transition between elementary to middle school. The drawback to this school is that there is not a projector for the computer in each classroom. There is a projector that can be checked out but at times causes more problems than it is worth. This affects the teacher lecture by not having the ability to use PowerPoint. This unit allows the students to utilize the computer lab, be creative within the classroom, and really take advantage of the healthy school environment. It will introduce and reinforce the importance of taking care of both your respiratory and circulatory systems.

**Global Goals**
**Psychomotor:** Students will be able to combine a number of different speedball skills, including kicking, throwing, dribbling, catching and passing to become skillful in speedball game play.

National Standard:

**Standard 1:** Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities

Benchmark:

- **H.1.1** Demonstrate the ability to use and appreciate activity-specific skills.
- **H.1.4** Develop specific skills at an advanced or skilled performance level.

Assessment: self assessment, peer assessment, heart rate monitor record sheet, pedometer record sheet

**Affective:** Students will be able to demonstrate positive sportsmanship by respecting teacher, classmates, and equipment throughout the entire speedball unit.

National Standard:

**Standard 5:** Exhibits responsible personal and social behavior that respects self and others in physical activity settings

Benchmark:

- **H.5.1** Demonstrate safe and appropriate use and care of equipment and facilities

Assessment: journal writing, teacher sportsmanship checklist

**Cognitive:** Students will be able to understand rules, strategies, and positions related to the speedball during the unit.

National Standard:

**Standard 2:** Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

Benchmark:

- **H.2.1** Synthesize previously learned strategies into advanced game strategies
- **H.2.2** Analyze and evaluate information about complex motor (movement) activities that lead to improved physical performance.

Assessment: quiz, exam

**Unit Objectives**
Day 1
**Fitness:** Students will be able to improve on their lap time for at least 2 out of the 5 laps they run.
**Cognitive:** Students will be able to identify at least 2 different way to score in speedball after watching the speedball video.
**Affective:** Students will be able to learn at least 2 facts about other classmates after playing hula hoop het to know you.

Day 2
**Fitness:** Students will be able to accumulate at least 1,500 steps during the interval workout.
**Psychomotor:** Students will be able increase their number of steps between each of the five intervals during the activity dibble escape.

Day 3
**Fitness:** Student will be able to keep control of their ball as long as possible while still trying to deflect other player’s balls.
**Cognitive:** Students will be able to describe one specific skill they want to improve on by writing a paragraph in their journal.
**Psychomotor:** Students will be able to complete the 3 man weave the length of the basketball court without dropping the ball at least 2 out of 3 times.

Day 4
**Fitness:** Students will be able to create at least one new push up movement with their partner after they have completed the pre-determined push up routine.
**Affective:** Students will be able to show respect towards their partner by cheering and encouraging them in the overhead challenge
**Psychomotor:** Students will be able to throw and catch the gator ball cleanly (w/o fumble or dropping) at least 5 out of 10 trials during the overhead challenge activity

Day 5
**Fitness:** Students will able to continuously move around the gym to avoid and retrieve other player’s flags.
**Psychomotor:** Each student will be able to dribble with feet around diamond and score at least five times each during punting baseball.
**Affective:** Students will be able to show teamwork by working together and encouraging teammates, to score as many runs as possible during punting baseball.

Day 6
**Fitness:** Students will be able to hold different Pilates movements for 5-10 seconds to help improve flexibility.
**Affective:** Students will be able to demonstrate good sportsmanship by encouraging teammates and opponents during soccer tennis activity
**Psychomotor:** Students will be able to volley the soccer ball back and forth over the net for at least 15 seconds without losing control of the ball, while playing soccer tennis.
Day 7  
**Fitness:** Students will be able to work as a team to prevent the ball from crossing their team’s line during castle ball.  
**Psychomotor:** Students will be able to accomplish at least 3 out of 10 complete one footed kick ups and at least 5 out of 10 two footed kick ups by making the ball come off the ground and catching it cleanly.

Day 8  
**Fitness:** Students will be able to continuously perform each step during the step aerobics routines to the beat of the music.  
**Cognitive:** Students will be able to describe their favorite speedball position and explaining why by writing a paragraph in their journal.  
**Psychomotor:** Students will be able to continuously move for at least 2 minutes without stopping or resting in the speedball 3 v 3 modified game play activity.

Day 9  
**Fitness:** Students will be able to jump rope for the entire minute each time during the jump rope routine.  
**Psychomotor:** Students will be in their target heart zones for at least 2 out of the 3 check points during the game.  
**Affective:** Students will be able to respectively and responsibly choose their teammates for the 3 v 3 modified game play of speedball.

Day 10  
**Fitness:** Student will be able to spend 2-3 minutes at each stations working on cardiovascular endurance, muscular strength and endurance, and flexibility.  
**Psychomotor:** Students will be in their target heart zones for at least 2 out of the 3 check points during the game.

Day 11  
**Fitness:** Student will be able to  
**Cognitive:** Students will be able to score at least a 85% on their speedball quiz after reviewing information prior to class.  
**Psychomotor:** Students will be able to perform kick ups and passes with hands and feet to be successful when on offensive in speedball regulation game.

Day 12  
**Fitness:** Students will be able to perform the relay activities continuously for the stated amount of time.  
**Cognitive:** Students will be able to score at least 85% on the unit exam after gaining information from both the speedball study guide and information shared throughout the unit.

**Unit Block Plan**

<table>
<thead>
<tr>
<th>Day 1</th>
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| **Intro:** Keep away with hands and feet (small groups)  
**Fitness:** Flag Tag  
**Focus:** Punting, drop kicking  
**Culminating:** Punting Baseball | **Intro:** Zig Zag dribbling (dribbling with hands and feet w/defense)  
**Fitness:** Pilates  
**Focus:** Scoring with field goals, drop kick, touch downs, and penalty kicks  
**Culminating:** Soccer Tennis | **Intro:** Review of scoring, field goals, drop kick, touch downs, and penalty kicks  
**Fitness:** Castle Ball  
**Focus:** Kick-Ups-2 feet, 1 foot  
**Culminating:** Soccer Scatter | **Intro:** Individual kick up practice  
**Fitness:** Step aerobics  
**Focus:** Offensive positions, Defensive positions  
**Culminating:** 3 vs. 3 Modified Game Play |
| **Day 9** | **Day 10** | **Day 11** | **Day 12** |
| **Intro:** Push Up Ball Fury  
**Fitness:** Jump Rope Routine  
**Focus:** Offensive Game Play Strategies  
**Culminating:** 3 vs. 3 Modified Game Play | **Intro:** Offensive strategy situation (in teams)  
**Fitness:** 4 corner fitness  
**Focus:** Defensive Game Play Strategies  
**Culminating:** 6 Team Speedball | **Intro:** 2 x 2 Fitness  
**Fitness:** Team Handball  
**Focus:** Regulation Game Play  
**Culminating:** Speedball Tournament-6 on 6 | **Intro:**  
**Fitness:** Continuous Relay  
**Focus:** Review Speedball Game  
**Culminating:** Unit Exam |
Day 1

LESSON OBJECTIVES:
Fitness: Students will be able to improve on their lap time for at least 2 out of the 5 laps they run.
Cognitive: Students will be able to identify at least 2 different ways to score in speedball after watching the speedball video.
Affective: Students will be able to learn at least 2 facts about other classmates after playing hula hoop get to know you.

NATIONAL STANDARD: Standard 6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction
BENCHMARK: H.6.2 Develop strategies for inclusion of others in physical activity

ASSESSMENT TOOL: Video questionnaire of rules, equipment, and scoring.

ADAPTIONS: Change requirements for fitness activity to promote student success.

EQUIPMENT: 1 hula hoop, 19 poly spots, 20 fitness worksheets, 20 speedball study guide handouts, 1 TV and DVD player, 1 speedball video, 20 video questionnaires

INTO ACTIVITY: Hula Hoop Get to Know You

FITNESS ACTIVITY: Pacing and Cardiovascular activity

FITNESS CONCEPT: Cardiovascular endurance

LESSON FOCUS: Into to speedball: general description, field and equipment, scoring, rules

CULMINATING ACTIVITY: Watch Speedball video
Day 2

INTO ACTIVITY: Review of speedball video

FITNESS ACTIVITY: Interval Workout

FITNESS CONCEPT: Cardio, and muscular strength/endurance

LESSON FOCUS: Dribbling with feet, instep kick/pass, outside foot kick/pass

CULMINATING ACTIVITY: Dribble Escape

LESSON OBJECTIVES:
Fitness: Students will be able to accumulate at least 1,500 steps during the interval workout.
Psychomotor: Students will be able increase their number of steps between each of the five intervals during the activity dibble escape.

NATIONAL STANDARD: Standard 3: Participates regularly in physical activity

BENCHMARK: H.3.2 Identify physical activities that contribute to the improvement of specific fitness components (i.e. cardiovascular, strength, body composition, flexibility).

ASSESSMENT TOOL: Pedometer recording sheet

ADAPTIONS: Decrease the amount of time spent on each activity during the interval workout based on your student’s fitness levels.

EQUIPMENT: completed student questionnaires, 20 soccer balls, 4 cones

11
Day 3

INTO ACTIVITY: Partner passing with feet

FITNESS ACTIVITY: Dribble Tag

FITNESS CONCEPT: Cardiovascular endurance

LESSON FOCUS: Passing with hands- chest, bounce, overhead

CULMINATING ACTIVITY: 3 man weave

LESSON OBJECTIVES:
Fitness: Student will be able to keep control of their ball as long as possible while still trying to deflect other player’s balls.
Cognitive: Students will be able to describe one specific skill they want to improve on by writing a paragraph in their journal.
Psychomotor: Students will be able to complete the 3 man weave the length of the basketball court without dropping the ball at least 2 out of 3 times.

NATIONAL STANDARD: Standard 3: Participates regularly in physical activity

BENCHMARK: H.3.3 Participate regularly in physical activities (minimum of 30 minutes a day, 3 to 4 times per week) that contribute to improved physical fitness and wellness

ASSESSMENT TOOL: Journal writing

ADAPTIONS: Students join new dribble tag game when eliminated from first one. Change 3 man weave to just passing and moving up the court, it to difficult for students to learn.

EQUIPMENT: 20 soccer balls, 10 basketballs, 4 cones, student journals
Day 4

INTO ACTIVITY: Passing with hands with partner

FITNESS ACTIVITY: Push up Routine

FITNESS CONCEPT: Muscular strength/endurance

LESSON FOCUS: Placekicking, overhead dribble

CULMINATING ACTIVITY: Overhead Challenge

LESSON OBJECTIVES:
Fitness: Students will be able to create at least one new push up movement with their partner after they have completed the pre-determined push up routine.
Affective: Students will be able to show respect towards their partner by cheering and encouraging them in the overhead challenge.
Psychomotor: Students will be able to throw and catch the gator ball cleanly (w/o fumble or dropping) at least 5 out of 10 trials during the overhead challenge activity.

NATIONAL STANDARD: Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings

BENCHMARK: H.5.2 Understand benefits of physical education on social and emotional well-being.

ASSESSMENT TOOL: Partner checklist

ADAPTIONS: May use larger balls in overhead challenge. Allow longer rest during push up routine for students will low upper body strength.

EQUIPMENT: 10 basketballs, 10 gator balls, 20 partner checklist handouts, 10 cones
Day 5

INTO ACTIVITY: Keep away with hands and feet (small groups)

FITNESS ACTIVITY: Flag Tag

FITNESS CONCEPT: Cardiovascular endurance

LESSON FOCUS: Punting, drop kicking

CULMINATING ACTIVITY: Punting Baseball

LESSON OBJECTIVES:
**Fitness:** Students will able to continuously move around the gym to avoid and retrieve other player’s flags.
**Psychomotor:** Each student will be able to dribble with feet around diamond and score at least five times each during punting baseball.
**Affective:** Students will be able to show teamwork by working together and encouraging teammates, to score as many runs as possible during punting baseball.

NATIONAL STANDARD: **Standard 2:** Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

BENCHMARK: **H.2.2** Analyze and evaluate information about complex motor (movement) activities that lead to improved physical performance.

ASSESSMENT TOOL: Punting baseball score sheet

ADAPTIONS: Add rule to keep away, person in the middle is only there for 5 completed passes then switch. Larger gator balls for punting practice.

EQUIPMENT: 10 gator balls, 10 soccer balls, 12 bases, 6 baseball score sheets
Day 6

INTO ACTIVITY: Zig Zag Passing

FITNESS ACTIVITY: Pilates

FITNESS CONCEPT: Flexibility

LESSON FOCUS: Scoring with field goals, drop kick, touch downs, and penalty kicks

CULMINATING ACTIVITY: Soccer Tennis

LESSON OBJECTIVES:

**Fitness:** Students will be able to hold different Pilates movements for 5-10 seconds to help improve flexibility.

**Affective:** Students will be able to demonstrate good sportsmanship by encouraging teammates and opponents during soccer tennis activity.

**Psychomotor:** Students will be able to volley the soccer ball back and forth over the net for at least 15 seconds without losing control of the ball, while playing soccer tennis.

NATIONAL STANDARD: **Standard 5:** Exhibits responsible personal and social behavior that respects self and others in physical activity settings

BENCHMARK: **H.5.3** Understand the inherent risks associated with physical activity in extreme environments

ASSESSMENT TOOL: Sportsmanship teacher checklist


EQUIPMENT: 10 gator balls, 20 carpet squares, 10 soccer balls, and 12 cones, teacher sportsmanship checklist
Day 7

LESSON OBJECTIVES:

**Fitness:** Students will be able to work as a team to prevent the ball from crossing their team’s line during castle ball.

**Psychomotor:** Students will be able to accomplish at least 3 out of 10 complete one footed kick ups and at least 5 out of 10 two footed kick ups by making the ball come off the ground and catching it cleanly.

NATIONAL STANDARD: **Standard 2:** Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

BENCHMARK: **H.2.1** Synthesize previously learned strategies into advanced game strategies

ASSESSMENT TOOL: Self Assessment sheet

ADAPTIONS: Add more castles in castle for students to knock down. Use different types of balls for kick up practice.

EQUIPMENT: 10 hula hoops, 10 gator balls, 10 soccer balls, 4 cones, 20 self assessment sheets

INTO ACTIVITY: Review of scoring, field goals, drop kick, touch downs, and penalty kicks

FITNESS ACTIVITY: Castle Ball

FITNESS CONCEPT: Cardiovascular endurance

LESSON FOCUS: Kick-Ups- 2 feet, 1 foot

CULMINATING ACTIVITY: Soccer Scatter
Lesson Objectives:

**Fitness:** Students will be able to continuously perform each step during the step aerobics routines to the beat of the music.

**Cognitive:** Students will be able to describe their favorite speedball position and explaining why by writing a paragraph in their journal.

**Psychomotor:** Students will be able to continuously move for at least 2 minutes without stopping or resting in the speedball 3 v 3 modified game play activity.

National Standard: **Standard 1:** Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

**Benchmark:** **H.1.1** Demonstrate the ability to use and appreciate activity-specific skills

**Assessment Tool:** Journal writing

**Adaptations:** Offer a variety of different ball to choose from for individual kick up practice. Make player area larger for 3 v 3.

**Equipment:** 20 gator balls, 20 step boxes, 10 cones, CD player, upbeat music, 8 goals, 10 pennies, student journals
Day 9

INTO ACTIVITY: Push Up Ball Fury

FITNESS ACTIVITY: Jump Rope Routine

FITNESS CONCEPT: Cardiovascular endurance

LESSON FOCUS: Offensive Game Play Strategies

CULMINATING ACTIVITY: 3 vs. 3 Modified Game Play

LESSON OBJECTIVES:
- **Fitness:** Students will be able to jump rope for the entire minute each time during the jump rope routine.
- **Psychomotor:** Students will be in their target heart zones for at least 2 out of the 3 check points during the game.
- **Affective:** Students will be able to respectively and responsibly choose their teammates for the 3 v 3 modified game play of speedball.

NATIONAL STANDARD: **Standard 1:** Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities

BENCHMARK: **H.1.4** Develop specific skills at an advanced or skilled performance level.

ASSESSMENT TOOL: Heart rate monitor record sheet

ADAPTIONS: Give students rest during push up ball fury. Increase playing area size for 3 v 3 games based on skill level.

EQUIPMENT: 4 cones, 10 gator balls, 20 jump ropes, 10 cones, 8 goal, 10 pennies, 20 heart rate monitors, 20 heart rate monitor record sheets
Day 10

INTO ACTIVITY: Offensive strategy situation (in teams)

FITNESS ACTIVITY: 4 corner fitness

FITNESS CONCEPT: All components

LESSON FOCUS: Defensive Game Play Strategies

CULMINATING ACTIVITY: 6 Team Speedball

LESSON OBJECTIVES:
Fitness: Student will be able to spend 2-3 minutes at each stations working on cardiovascular endurance, muscular strength and endurance, and flexibility.

Psychomotor: Students will be in their target heart zones for at least 2 out of the 3 check points during the game.

NATIONAL STANDARD: Standard 1: Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities

BENCHMARK: H.1.4 Develop specific skills at an advanced or skilled performance level.

ASSESSMENT TOOL: Heart rate monitor record sheet

ADAPTIONS: Vary time on fitness stations based of class fitness level.

EQUIPMENT: 4 cones, 10 jump ropes, 8 free weights, 4 stations signs, 6 different colored pennies, 6 different colored balls, 6 goals, 20 heart rate monitors, 20 record sheets
Day 11

INTO ACTIVITY: 2 x 2 Fitness

FITNESS ACTIVITY: Team Handball

FITNESS CONCEPT: Cardiovascular endurance

LESSON FOCUS: Regulation Game Play

CULMINATING ACTIVITY: Speedball Tournament- 6 on 6

LESSON OBJECTIVES:
Fitness: Student will be able to
Cognitive: Students will be able to score at least a 85% on their speedball quiz after reviewing information prior to class.
Psychomotor: Students will be able to perform kick ups and passes with hands and feet to be successful when on offensive in speedball regulation game.

NATIONAL STANDARD: Standard 2: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities

BENCHMARK: H.2.1 Synthesize previously learned strategies into advanced game strategies.

ASSESSMENT TOOL: Short speedball quiz

ADAPTIONS: Change amounts for fitness activities in 2 x 2 Fitness based on class fitness level. Change field size and ball used in regulation speedball based on class skill level. Make rule everyone on a team must touch the ball before scoring in handball.

EQUIPMENT: 2 jump ropes, 10 five pound dumbbells, 1 gymnastic mat, a pencil, copy of 2 x 2 worksheet for each student, 4 cones, 10 gator balls, 10 pennies, 4 goals
Day 12

INTO ACTIVITY: Barrel ball review game

FITNESS ACTIVITY: Continuous Relay

FITNESS CONCEPT: Cardiovascular endurance

LESSON FOCUS: Review Speedball Game (physically active game)

CULMINATING ACTIVITY: Exam

LESSON OBJECTIVES:
Fitness: Students will be able to perform the relay activities continuously for the stated amount of time.
Cognitive: Students will be able to score at least 85% on the unit exam after gaining information from both the speedball study guide and information shared throughout the unit.

NATIONAL STANDARD: Standard 5: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

BENCHMARK: H.5.2 Understand benefits of physical education on social and emotional well-being.

ASSESSMENT TOOL: Unit test

ADAPTIONS: Have more than two teams in barrel ball. Shorten time on continuous relay based on class fitness level.

EQUIPMENT: 4 jump ropes, 8 free weights, 20 unit exams, pencils, study guide
Resources

Intro Activities:

Hula Hoop Get to Know You: One hula hoped is placed in the middle of the gym. Poly spots or some markings are spread out on the court. Students start by standing on a poly spot. One student will start standing in the hula hoop. The person in the hula hoop says something interesting or fun they have done before. Example: I have been snowboarding. Then all the students that are on the poly spots that HAVE been snowboarding before have to quickly move to a different poly spot before they are all taken. The person that is left without a poly spot to stand on is that person that goes in the hula hoop. Game can continue for as long as time allows.

Keep Away with hands and feet: Students are in groups of 3. Two students are spread out and the other student is in between them. Students practice keeping the ball away from the student in the middle by using their hands and feet. When student in the middle gets the ball they switch the students on the outside that they stole it from. Focus is on passing with hands and feet.

Zig Zag Passing: There are five line spread out in the gym in a zig zag pattern. The first person in the end line will pass the soccer ball with their feet to the person diagonal left of them and then follow the ball to that line. That person will trap the ball and pass it to the next line diagonal to them. To increase the pass you may more balls.

Push Up Ball Fury: Students are in two teams. Each team stands shoulder to shoulder forming a wall with their teammates. Where to stand is marked on the floor with tape. The distance between the two teams in about 3-5 yards. Both teams go down into push up position. In this position their hands should be just in front of the taped line. Begin the ball with one ball and then work up to adding more. The object of the game is to push the ball to the other team, in hopes of getting the ball to cross their line. The ball may only hit with hands. Players must support themselves with one hand with hitting or stopping the ball. Students may take no more than a 10 second break (placing knees on the floor). During the 10 second break students may not push the ball. IF they try to stop the ball while knees are on the floor – it is a point for the other team.

2 x 2 Fitness: Before beginning the activity give each student a copy of the worksheet. On the worksheet are 15 different tasks. While working with a partner for each task students will attempt to complete the entire sheet of fitness activities. Each time a task is completed you and your partner should sign each other papers. After completion of the task you should find a new partner and continue to a different task. Play music.

Fitness Activities:

Pacing and Cardiovascular activity: Students are taken out to the track to learn how to pace themselves when running the mile. Also students will be taking their heart rates so this should be covered prior to this activity. Give each student the attached worksheet.
Students will be running 5 laps for this activity and information should be filled in after each lap.

**Interval Workout:** After students are properly warmed up lead them in an interval workout. The time for each activity may vary based of the fitness level of your students. Students should work hard to perform the exercise for whole amount of time determined. The workout can be:

1. Sprint 30 seconds, Walk briskly 60 secs. to recover
2. Tuck Jumps for height for 30 seconds (tuck knees to chest, land with bend in knees), Walk briskly 60 secs. to recover
3. Push-ups for 30 seconds, Walk briskly 60 secs.
4. High Knee Sprint for 30 seconds, Walk briskly 60 secs.
5. Wall Push-up 30 seconds (bend elbows, keep body straight), Walk briskly 60 secs.
6. Sprint 30 seconds, Walk briskly 60 secs. to recover
7. Grapevine sprint 30 seconds (keep shoulder pointing forward), Walk briskly 60 secs.
8. Alternating Lunges 30 seconds (make sure knees do not go past toes), Walk briskly 60 secs.
9. High Knee Skipping 30 seconds, Walk briskly 60 secs.
10. Crunches for 30 seconds, WALK to cool down
11. Stretch all muscle groups

The teacher will keep the time and use her whistle to switch intervals.

**Dribble Tag:** All students, if possible, have a soccer ball. Set a boundary with cones or use court lines. Everyone begins dribbling with their feet. The goal is to dribble around and try to knock away other people’s balls out of bounds, while keeping possession of your own ball. Students that get their ball knocked away, will begin their own game on another part of the gym. As the number of people decrease, the teacher will make the boundary area smaller. Play until there is one person left. If a player stops dribbling or loses their ball out of bounds in any way, they are out and join the other game.

**Push Up Routine:** Students work with one partner. Explain and demonstrate some movements students can do from a push-up position synchronized with a partner. With two people facing one another in push-up position, demonstrate:

- Shake hands (right hand)
- Shake hands (left hand)
- High five (right hand)
- High five (left hand)
- Pat the floor with right hand
- Pat the floor with left hand
- Lift right foot
- Lift left foot

Once students finish all movements, encourage them to think to their own movements to do together.
Flag Tag: All students put on flag football belts with flag hanging on each hip. Students then spread out in gym. The goal is to try to steal other people's flags and place them on your belt. When you do steal a flag from someone, you kneel down to put that flag on your belt. When a person is kneeling you may not steal their flags. Also you may not kneel unless you are putting a flag on your belt. If you have both your flags stolen, you stay in the game and try to get other flags. Game is played for teacher's pre-determined amount of time.

Pilates: This is used to work on flexibility and core strength. Movements that are done include thigh lift, bridging, rotation, single leg switch, double leg to ceiling, and knee way. Activity is done in relaxing atmosphere. Quiet music may be played. Whole Pilates routines and movements may be found at http://www.shapefit.com/pilates-exercises.html.

Castle Ball: Castle-ball is like building a "house of cards" out of 4 to 6 hula hoops. This structure will stand on its own but will fall when a ball strikes any part of it. To build the castle teams place one hoop on the floor, four hoops form the sides, and one the top. Depending on the space available have many games going on at the same time. It works best when teams are 3-on-3 and no more than 4-on-4. The object of the activity is to try to knock down the castle of the other team, while protecting your own. One point is awarded each time a castle is knocked down, even if a player bumps into his/her own castle. Castles that are knocked down should be set up as quickly as possible so players can continue playing. The game area is separated by a center line, which players cannot cross to retrieve a ball (this center line is optional--you decide). It is also best to have a throwing line inside each team’s area to make sure all balls are thrown from the same distance. Teams are not to throw at castles inside of that line. Players should be encouraged to try different throwing strategies, i.e.; different angles, speeds, trajectories, bounced off the wall or the ceiling etc. They should also be encouraged (and even recognized with scoring rewards) to pass the ball to teammates to surprise the defenders or to make sure everyone gets to throw the ball. In defending the castle, players should be alert, on the balls of their feet, and cooperate with their teammates to form strategies that will best defend their "castles".

Step Aerobics: Each student has a step box in front of them. Students are in rows in the gym. Teacher leads the step aerobics at the font of the class. An upbeat and fast pace song is played while doing step aerobics. Teacher starts with simple steps such as up, down, up, down. As the song progress the teacher works up to harder steps that can be found on many step aerobic videos.

Jump Rope Routine: All students have a jump rope. The exercises and times may vary based on your student’s fitness levels. A routine may contain:
1. Jump rope for 1 minute
2. Sit up/crunches for 30 seconds
3. Jump rope for 1 minute
4. Push ups for 30 seconds
5. Jump rope for 1 minute
6. Hold plank for 30 seconds
7. Jump rope 1 minute
8. Squats for 30 seconds
9. Jump rope 1 minute
10. Jumping jacks for 30 seconds

This routine can be made longer or shorter. Also teachers can add many different fitness activities between the jumping rope.

**4 Corner Stations:** The four corners of the gym are used as different fitness component stations. Teacher may use one or multiple exercises at each station. Students may work in pairs or as individual. Exercises may include push up, sit ups, jumping jacks, rope jumping, cup stacking, free weights, triceps dips, lunges, squats etc. Students spread a certain amount of time at each station. Also teachers can have papers that explain the benefits of each exercise, for students knowledge.

**Team handball:** Team handball is playing just like ultimate frisbee but with a ball instead of a frisbee. There are two teams. There are two cones at each end of the gym to make the end zones. When on offense a team may move anywhere inside the boundaries. When a student has the ball they may only take 3 steps then they must pass it to a teammate. When on defense a player may not hit the ball out of the offensive players’ hand, but they may hit it out of the air when it is thrown. When the ball hits the ground on a pass, it becomes the other team ball. When a player hits the ball out of the air and it hits the ground it becomes that team’s ball. A team scores then a player catches the ball across the end zone line. After a score the team throws the ball off to the other team. The game is started with a throw off.

**Continuous Relay:** Start with explanation of target heart rate zone and how it is important to exercise in it. Have students calculate their target heart rate zones. Have students take their heart rates before beginning the activity. Divide students into groups of three. Student 1 is located on the end line of a basketball court. Student 2 is located on the center line. Student 3 is located on the other end line. Start music. End-line students perform rope jumping skills. The middle student is the runner. The student starts running toward one of the end-line students. Upon the runner’s arrival, the jumper becomes the runner and heads toward the teammate located at the other end of the gym. Continue this activity for two to three minutes. After two to three minutes have starts take their heart rate and write it down on worksheet provided. Do continuous relay again for 2 or 3 minutes

**Barrel ball review:** This is played just like barrel ball. You have at least two teams or more if you have a large class. One team is up to bat and the other teams are in the field. The field is set up like a kick ball field. Everyone on the kicking team has a ball in front of them. The teacher will ask them a speedball review questions. If they get it right they all kick and run the bases. Every time they pass home base is 1 point. The students in the field are trying to collect all the balls and place them in a basket as fast as possible. When they have them all collected they yell Freeze and the runner must stop. If a team gets the review question wrong they are given an out and you are allowed 3 outs.
**Culminating Activities**

**Dribble Escape:** each player has a soccer ball and on a signal begins to dribble around the field. Designate two players without soccer balls as “chasers.” These players attempt to kick the ball away from others. Any player whose ball is kicked by the chaser also becomes a chaser. New chasers must place their soccer balls out of play before they begin to chase. Continue until all players have become chasers.

Quality Lesson Plans for Secondary Physical Education

**3 Man Weave:** Students form three lines on the baseline of the basketball court. The line is the middle starts with the ball. They chest pass the ball to the person on their right, and then follows that pass and runs behind the person. After catching the pass, you pass it to the person you are facing. Student will need to remember to always follow their pass and run behind the person they pass it to.

**Overhead Challenge:** spread about 10 cones along sideline of basketball court. Start with the cones close together (starting about 2 feet apart) and slowly spread them more apart at each cone. Tell students they will use an overhead pass to go from one cone to the next. They will challenge themselves to make it to each cone by making good, controlled tosses to self. If the students get through all cones, take some of the 10 cones away and make them farther apart.

**Punting Baseball:** set up several diamonds around the playing area so there are small groups of students at each diamond. Have students split into two teams. One team is in the outfield and the other team split between the small diamonds. Each team member around the diamond should have a ball. One kicker from each diamond will punt the ball into the air. The rest of the team will take their ball and dribble around the bases. The outfielders will collect all the punted balls and place them in a bucket in the center of the field. When all balls are in the bucket, the runners will stop. The number of team members that crossed home base will score. Each diamond is in charge of keeping track of their own score. After 5 punts, teams will switch positions.

**Soccer Tennis:** Group students into teams of 3-6 depending on the size of the court. Each team will have their own side of the court. The game starts when a player puts the ball in play by either:
- **punt** - from baseline or service box
- **throw-in** - soccer style from baseline or service box

The ball must land in the opposing court on the first bounce.

The teacher can decide that the ball cannot bounce at all, can have 1, 2 or 3 bounces between each hit, or can have a total of 3 bounces on one side. Also, the teacher has the option of putting a limit on the number of times a ball can be hit on one side. Rules that are helpful:
1. The same person cannot hit the ball twice in a row.
2. If the teacher chooses to use multiple bounces between hits, the maximum to use is usually three because the ball starts to roll.
3. If the ball is bouncing have the team call out the number of bounces so there is no confusion or accusations of more bounces.
4. The serving rotation can be used like that in volleyball. You can also allow for serves by providing two chances, but it makes the game move slower.
5. Scoring follows volleyball rules.
6. Time to play can be a time limit (which is easier because everyone ends at the same time) or to a point total.

**Soccer Scatter:** Pair students up. One partner has a ball at their feet while the other partner does not. On the teachers signal, the person with the ball dribbles throughout general space while their partner runs/jogs along side. On the stop signal, the person with the ball traps the ball. The partner without the ball needs to get in position to receive a pass. He/she calls for the ball. The person with the ball makes a nice inside of the foot pass to their partner and they start moving again, Keep repeating this progress. Change time between each pass.

**6 Team Speedball:** There will be 6 teams and 6 goals. Each team will have their own color penny, ball, and assigned goal. The objective is to score on the other goals and not let anyone score on your own goal. For instance, the yellow team is trying to get the yellow ball in all of the other nets. They are also trying to keep everyone else’s ball out of their net. Students will play with speedball rules. They can kick a ball into the net OR throw the ball into the net after it has been kicked up by a teammate. When a team scores, simply take the ball out of the net and throw it back into the playing field. There is no out of bounds so stress the importance of keeping balls away from your net and scoring in other goals. Stress the importance of having your color ball move continuously.
Assessments

Day 1: Video Questionnaire

After reviewing the Speedball Video, have students answer the following questions:

1. How many different ways did you see the teams score? Describe one situation where you saw a team score.

2. What equipment was used in Speedball?

3. Please describe one foul that occurred in the video. What was the penalty?

Day 2: Pedometer Recording Sheet

During Dribble Escape, explain to students that after every 2 minutes of play, they will record the number of steps they completed using pedometers. Explain that it is their goal to improve the number of steps after each two minutes.

Dribble Escape:

Name: _____________________________

<table>
<thead>
<tr>
<th></th>
<th>2 min</th>
<th>4 min</th>
<th>6 min</th>
<th>8 min</th>
<th>10 min</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td># of Steps:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Day 3: Journal Writing

Students are asked to answer the following questions in their assigned journals:

1. So far, what has been your favorite skill to practice? Why?
2. Describe one thing you want to get out of this unit.
Day 4: Partner Checklist

Students are told they will be working with a partner to complete the Overhead Challenge. Explain that each student will get 3 attempts to get as far as they can through the cones without dropping the ball, landing short of the cone, or losing control of the toss. After each attempt, partners will switch recording position and overhead passing position until each partner has completed challenge 3 times.

Name: ____________________

<table>
<thead>
<tr>
<th>Cone:</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attempt 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attempt 2</td>
<td></td>
<td></td>
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<tr>
<td>Attempt 3</td>
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<td></td>
</tr>
</tbody>
</table>

Day 5: Punting Baseball Score sheet

Explain to students that at each small diamond will keep track of their own score. After each completed round of punting, each player will add in their individual score for the round to the teams. All team members’ score will be added together after each round.

Team Name: ________________________________
Team Members: ____________________________________________

<table>
<thead>
<tr>
<th>Round 1</th>
<th>Round 2</th>
<th>Round 3</th>
<th>Round 4</th>
<th>Round 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Score:
Day 6: Sportsmanship Teacher Checklist

Explain to students that during Soccer Tennis, their goal is to show good sportsmanship towards their team, their opponent, and their equipment. Teacher will tally each time he/she good sportsmanship demonstrated.

<table>
<thead>
<tr>
<th>Tally</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hears encouragement towards teammate</td>
</tr>
<tr>
<td>(example: way to stick with it, keep trying)</td>
</tr>
<tr>
<td>Hears encouragement towards other team</td>
</tr>
<tr>
<td>(example: nice shot, good recovery, etc.)</td>
</tr>
<tr>
<td>Shows respect of equipment</td>
</tr>
<tr>
<td>(example: rolls ball to other team)</td>
</tr>
<tr>
<td>Other:</td>
</tr>
</tbody>
</table>

Day 7: Self Assessment Checklist

You have 10 tries for each 1 foot and 2 feet kick ups. To count the kick up must come up off the floor and must be caught. Place a check mark in the box if you complete the kick up. Place an X in the box if you do not complete it.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 foot</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 feet</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A complete kick up consists of the ball coming off the ground and student catching it cleanly in their hands.

Day 8: Journal reflection

Students write and reflect in their journal on the question of.

Q: What is your favorite speedball position and why?

Day 9 & 10: Heart rate monitor record sheet

During culminating activity of team speedball, students were heart rate monitors. Prior to beginning students determine their personal target heart rate zone and write it down. Then 3 times throughout the game, the teacher will pause the game for students to record their heart rates.

**Name:**

<table>
<thead>
<tr>
<th>Target heart rate zone:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heart Rate</td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>bpm</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>bpm</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>bpm</td>
</tr>
</tbody>
</table>
Day 11: Short speedball quiz

Short Speedball Quiz

Name: ___________________________    Date: __________________

1. Speedball is a combination of what three sports?

2. What are the five types of scoring and their point values?

3. What are 4 examples of violations in speedball?

4. What are 4 examples of personal fouls in speedball?

5. What are 2 positions in speedball?
Day 12: Unit Test

Speedball Unit Test

Name: ___________________________ Date: ______________________

Multiple Choice:

Circle the answer that best answers the question.

1. Which one of these is NOT a way to score in speedball?
   a. Field goal
   b. Drop kick
   c. A basket
   d. Touchdown

2. How is a game of speedball started?
   a. With a tip off
   b. With a team kick off
   c. With a jump ball
   d. With a throw in

3. After a violation is committed who is awarded the ball?
   a. The opponents of the team who committed the penalty
   b. The team who committed the penalty
   c. Both teams
   d. Neither team

4. Closely guarded is defined as?
   a. Being guarded within 5 feet
   b. Being guarded within 10 feet
   c. Being guarded within 1 foot
   d. Being guarded within 3 feet
5. The player whose duty is to defend the goal is?
   a. Forward
   b. Goalkeeper
   c. Defender
   d. Attack player

**True or False**
**Circle true or false for each question.**

6. When a personal foul is committed in speedball the other team is awarded with penalty kicks.
   True  False

7. An end goal is made when the ball passes over the crossbar after having been dropped-kicked from the field of play outside the penalty area.
   True  False

8. A punt is when a player drops a caught ball and kicks it before it touches the ground.
   True  False

9. There are 8 ways to score in speedball.
   True  False

10. The object of speedball is for a team in possession of the ball to advance the ball down the field toward the opponent’s goal line and score.
    True  False

**Short Answer**
**In the blank provided write the best answer for the question. Write neatly.**

11. What are three violations in speedball?
    a. ___________________________
    b. ___________________________
    c. ___________________________

12. Describe what a touchdown in speedball is:
    __________________________________________________________
    __________________________________________________________

13. Write three examples of personal fouls in speedball:
14. The game of speedball is a combination of what three sports?
   a. __________________________
   b. __________________________
   c. __________________________

15. Speedball is played on what type of sports field?
   ______________________________

List the five ways to score in speedball and their point values:

<table>
<thead>
<tr>
<th>Way to score</th>
<th>Point value</th>
</tr>
</thead>
<tbody>
<tr>
<td>16.</td>
<td></td>
</tr>
<tr>
<td>17.</td>
<td></td>
</tr>
<tr>
<td>18.</td>
<td></td>
</tr>
<tr>
<td>19.</td>
<td></td>
</tr>
<tr>
<td>20.</td>
<td></td>
</tr>
</tbody>
</table>
Pacing and Cardio Respiratory Activity

1. What is your personal target heart rate for 10 seconds? _________

2. What is your goal for the mile run? ________

3. Based on this goal, what should your time be for (see chart below for help):

   1 Lap _________
   1/2 Lap _________

4. Record the following information as you go through today's activity:

<table>
<thead>
<tr>
<th>Lap Number</th>
<th>Time</th>
<th>Pulse for 10 Seconds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lap #1</td>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td>Lap #2</td>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td>Lap #3</td>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td>Lap #4</td>
<td>_____</td>
<td>_____</td>
</tr>
<tr>
<td>Lap #5</td>
<td>_____</td>
<td>_____</td>
</tr>
</tbody>
</table>

Lap/Time Chart

<table>
<thead>
<tr>
<th>Mile Time</th>
<th>1/2 Lap Time</th>
<th>1 Lap</th>
</tr>
</thead>
<tbody>
<tr>
<td>5:00</td>
<td>:38</td>
<td>1:15</td>
</tr>
<tr>
<td>5:30</td>
<td>:41</td>
<td>:1:23</td>
</tr>
<tr>
<td>6:00</td>
<td>:45</td>
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<td>:52</td>
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<td>7:30</td>
<td>:56</td>
<td>1:56</td>
</tr>
<tr>
<td>8:00</td>
<td>1:00</td>
<td>2:00</td>
</tr>
<tr>
<td>8:30</td>
<td>1:03</td>
<td>2:07</td>
</tr>
<tr>
<td>9:00</td>
<td>1:07</td>
<td>2:15</td>
</tr>
<tr>
<td>9:30</td>
<td>1:11</td>
<td>2:22</td>
</tr>
<tr>
<td>10:00</td>
<td>1:15</td>
<td>2:30</td>
</tr>
<tr>
<td>10:30</td>
<td>1:19</td>
<td>2:37</td>
</tr>
</tbody>
</table>

Name:                                                                       Date:   
http://www.pecentral.com/lessonideas/ViewLesson.asp?ID=781
Fitness 2 x 2 worksheet

PE Central Assessment Sheet
(http://www.pecentral.org)
Two by Two's Fitness Worksheet

**Directions:** Find a partner and complete one of the following tasks. Sign each other's sheet and find a new partner to complete another task. Continue finding new partners and completing one task until the allotted time is completed. I will be watching for proper form and cooperation.

1. YOU AND SOMEBODY DO 13 PUSH-UPS:
2. YOU AND SOMEBODY HAVE AN ARM WRESTLE:
3. YOU AND SOMEBODY DO 20 SHOULDER PRESSES:
4. YOU AND SOMEBODY DO 50 JUMP HOPS:
5. YOU AND SOMEBODY DO 15 RIGHT ARM CURLS:
6. YOU AND SOMEBODY DO 25 CRUNCHES:
7. YOU AND SOMEBODY DO 15 RIGHT ARM FRONTAL EXT:
8. YOU AND SOMEBODY DO 20 TRI-CEP EXTENSIONS:
9. YOU AND SOMEBODY DO 15 RIGHT ARM LATERAL EXT:
10. YOU AND SOMEBODY HIGH TEN YOUR PE TEACHER:
11. YOU AND SOMEBODY DO 15 LEFT ARM FRONTAL EXT:
12. YOU AND SOMEBODY DO 15 LEFT ARM CURLS:
13. YOU AND SOMEBODY JUMP ROPE FOR 1 MINUTE:
14. YOU AND SOMEBODY TAKE YOUR HEART RATE FOR 1 MIN:
15. YOU AND SOMEBODY DO A 30 SECOND DANCE:
**Speedball Study Guide**

**General Description:** A variety of techniques are used in speedball, including kicking and dribbling the ball with the feet as in soccer, catching and throwing the ball as in basketball, and punting and passing the ball as in football. Generally the soccer rules apply when the ball is on the ground, basketball rules apply to aerial or fly balls, and football rules usually apply in the forward passing of the ball and in scoring. The object of the game is for the team in possession of the ball to advance the ball down the field toward the opponent’s goal line and score. The opponents of the team in possession of the ball try to intercept and obtain possession of the ball to move it toward the opposite goal line in an attempt to score.

**Scoring:** Points may be scored as follows:

*Field Goal:* a field goal is scored when a ball that as been kicked or legally played with any part of the body passes between the goalposts and under the crossbar. A field goal counts as 3 points

*Dropkick:* a dropkick is made when the ball passes over the crossbar after having been drop-kicked from the field of play outside the penalty area. A dropkick counts for 2 points

*Touchdown:* a touchdown is scored when an offensive player passes the ball to a teammate who catches it behind the opponent’s goal line. A touchdown counts for 1 point.

*Penalty Kick:* A penalty kick is scored when the player awarded the try kicks the ball between the goalposts and under the crossbar. A penalty kick counts for 1 point

*End Goal:* an end goal is scored when an offensive player who is in the end zone legally causes the ball to pass over the end line but not between the goalposts. An end goal counts for 1 point.

**Beginning the Game:** the game starts by having one team kick off (placekick) into its opponent’s territory from the center of the field.

**Rules:**

**Violations** - the following infractions of rules are considered violations:

1. traveling with the ball
2. touching a ground ball with the hands or arms
3. dribbling overhead more than once
4. kicking or kneeing a fly ball before catching it
5. causing the ball to go out of bounds
6. interfering with a kickoff or jump ball
7. illegally interfering with a penalty kick
8. illegally interfering with a player returning the ball from out of bounds
Violation penalties: the opponents to those committing the violation are awarded the ball out of bounds for a throw-in.

**Personal Fouls** - personal fouls include the following infractions:
1. pushing, holding, kicking, tripping, charging, or blocking an opponent
2. unnecessary roughness

Personal-foul penalties: if a personal foul is committed by a player within the penalty area, the offended team is given two penalty kicks. If the second kick is missed, the ball remains in play. If a player commits a personal foul outside the penalty area, the opponents are given one penalty kick.

**Glossary:**
- **Aerial ball** a ball that has been raised into the air by either a one- or two-foot kick. Also called a “fly ball.”
- **Air dribble** a ball that is tossed or tapped into the air and caught by the same player
- **Attackers** the team in possession of the ball
- **Closely guarded** being guarded within 3 feet
- **Dead ball** a ball no longer in play
- **Defenders** the team not in possession of the ball
- **Double foul** fouls committed at the same time by both teams; a toss up is awarded
- **Dribble** advancing the ball by a series of kicks
- **Dropkick** dropping the ball to the ground and kicking it just as it bounces from the ground
- **End goal** passing the ball over the end line but not between the goalposts; counts for 1 point
- **Field goal** passing the ball between the goalposts and under the crossbar; counts for 3 points
- **Foul** an infringement of the rules for which a free kick, free throw, or penalty kick is awarded to the opponents
- **Free kick** a placekick from which a goal can be scored directly
- **Free throw** a throw taken by any player on the team that has been fouled during the play of an aerial ball
- **Goalkeeper** a player whose duty it is to defend the goal
- **Ground ball** a stationary, rolling, or bouncing ball that is in contact with the ground
- **Handling the ball** putting the hands or arms on a ground ball
- **Kick up** the play converting a ground ball into an aerial ball
- **Penalty kick** a free kick awarded as the result of a foul; a placekick from the 10-yard line, and the ball must go under the crossbar
- **Place kick** a stationary ball kicked by a player
- **Punt** a play in which a player drops a caught ball and kicks it before it touches the ground
- **Volley** a play in which a player fields a fly, or aerial, ball with some part of the body, such as the head, hip, or shoulder
<table>
<thead>
<tr>
<th>Learning Goals</th>
<th>Assessment</th>
<th>Form of Assessment</th>
<th>Adaptations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Using the gator ball, students will be able to throw and cleanly catch the ball to at least the 5th cone.</strong></td>
<td>Pre</td>
<td>Oral check for understanding</td>
<td>Shorten distances between cones. Make cues specific to speedball.</td>
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<td></td>
<td></td>
<td>Written quiz of how to move in speedball</td>
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<tr>
<td></td>
<td>Formative</td>
<td>Partner checklist</td>
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<td>Post</td>
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<tr>
<td><strong>Using the gator ball, students will be able to complete at least 5 out of 10 complete one and two footed kick ups.</strong></td>
<td>Pre</td>
<td>Self checklist</td>
<td>Use larger bal l when doing kick ups. Give students multiple ways to kick up the ball.</td>
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<tr>
<td></td>
<td></td>
<td>Short written quiz of kick up cues</td>
<td></td>
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<tr>
<td></td>
<td>Formative</td>
<td>Self checklist</td>
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<tr>
<td><strong>Students will be able to have at least 1,500 steps at the end of the dribble escape activity</strong></td>
<td>Pre</td>
<td>Pedometer record sheet</td>
<td>Decrease number of steps required. Measure pedometer steps during different activity when students are moving a lot.</td>
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<td></td>
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<td>Written quiz of how to increase steps</td>
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<tr>
<td></td>
<td>Formative</td>
<td>Pedometer record sheet</td>
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<tr>
<td><strong>Students will be able to be in their target heart rate zone at least 3 out of the 5 check times during the activity.</strong></td>
<td>Pre</td>
<td>Heart rate record sheet</td>
<td>Decrease number of times students have to be in heart rate zone. Measure during a more cardiovascular activity.</td>
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<tr>
<td></td>
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<td>Written quiz of how to increase hr</td>
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<tr>
<td></td>
<td>Formative</td>
<td>Heart rate record sheet</td>
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</table>
Technology

This unit possesses different uses of technology. We have planned to incorporate the use of heart rate monitors and pedometers throughout the unit. In the gym, a portable laptop will be available to download heart rate monitor workouts. Also at the beginning of the unit a TV and DVD player are used to view the speedball video. The video is shown to introduce speedball rules, skills, and strategies. The TV and DVD player are on a rolling cart, which is very mobile. Other videos are easily added to the unit because the TV and DVD player are for physical education class use only.
References

PE Central
http://www.pecentral.com/lessonideas/ViewLesson.asp?ID=781

PE Central
http://www.pecentral.com/lessonideas/ViewLesson.asp?ID=784

PE Central
http://www.pecentral.com/lessonideas/ViewLesson.asp?ID=1872

PE Central – Castle Ball
http://www.pecentral.com/lessonideas/ViewLesson.asp?ID=819

PE Central – 2 x 2 fitness
http://www.pecentral.com/lessonideas/ViewLesson.asp?ID=789


Web.ics.purdue.edu/~rhartog
