

LEVEL	UNIT	LESSON Number 7	EQUIPMENT
Second Grade	Fitness	Spud/Ball Handling Rolling	Playground balls, Control Cones, and various targets. Aerobic Fitness Activity Log worksheet

Objectives

1. Have fun
2. Play safely
3. Use an underhand motion to roll the ball at the target.
4. Verbally discuss the key points of rolling;
 - A. eyes look at the target.
 - B. palm faces target at the moment of release.
 - C. arm swings out toward target.
 - D. opposite foot steps toward target.
 - E. farther the target, the more force to roll the ball
5. Play by the rules of spud in a group of 6 people.

Activity	Time (Minutes)	Procedure	Comments/Set-up/ Diagram
Part 1: <u>Warm up</u> Cardio Circuit	10	At this point, have your class get flags and use that to organize them for all of the activities today. Set up six of the cardiovascular cards and warm up with the cardiovascular circuit for six minutes. (Don't do the stretches at this time.) BENCHMARKS <u>Fitness Concepts</u> 3.1 Participate in physical activities for increasing amounts of time that are enjoyable and challenging. <u>Aerobic Capacity</u> 3.2 Participate 3-4 times per week, for increasing amounts of time, in moderate to vigorous physical activities that increase breathing and heart rate. <u>Muscular Strength/Endurance</u> 3.3 Perform abdominal curl-ups, modified push-ups, oblique curl-ups, forward and side lunges, squats, and triceps push-ups from a chair or bench, to enhance endurance and increase muscle efficiency.	
Part 2: <u>Rolling the ball</u>	5	(This process should be quick if your class learned this in first grade.) If you can have your students set up their targets so they are rolling the ball toward a fence or a wall, this will save time and chaos when having to retrieve the ball after they roll it! [AT = Action Task] "When I say go, you will get a ball and a target and find an own space. After setting your target down in your own space, stand a few steps away from your target and roll your ball on the ground toward your target. The object is to hit your target." As everyone is working, walk around and watch the students as they roll. Remind the class to watch out for others when they are moving to get the ball as well as when they are rolling the ball. Once everyone is working and is on task move onto the guided discovery questions. (Guided discovery questions. These questions should be asked one at a time. After each question at least 2 minutes of time should be allowed for the students to physically practice bouncing the ball while concentrating on the question. While the students are working during this two minute period, the teacher should walk among the class, asking the students if they have discovered the answer. Rephrasing the question may be necessary for those students who do not understand or cannot figure out the answer without a more specific guideline. Before moving on to the next question, stop the class and ask them for the answer. It is safest to choose students that you know have discovered the correct answer. Then, once they understand the	

		<p>concept, ask the next question and set them off to work again.)</p> <p>Questions</p> <ol style="list-style-type: none"> 1. What do you look at as you roll the ball toward your target? (The target) 2. What can your weak, or opposite leg do as you roll the ball to help direct the ball to the target? (Step toward the target.) 3. In order to get low enough to roll the ball, and still look at your target, what part of your body should bend to help lower your arm and hand closer to the ground. (Your knees, not your waist.) What happens when you bend at the waist is it easy to see the target? 4. How can you use your arm's back swing to help get more power in your roll? (swing it back farther) 5. What should your arm be pointing toward when you release the ball to roll to your target? (The target) 6. As you roll the ball back and forth, try rolling it from different distances. What do you notice that you do differently when you roll it closer as opposed to being farther away? (Have to roll it harder to get it to go farther. Speed also keeps the ball on target better.) <p>Once you are satisfied that your students have a good grasp of the concept of rolling a ball at a target, you can move onto part three.</p> <p>BENCHMARKS</p> <p><u>Manipulative Skills</u></p> <p>1.7 Roll a ball for distance using proper form.</p> <p><u>Manipulative Skills</u></p> <p>2.8 Compare changes in force and speed when rolling a ball, and when rolling a ball for distance.</p> <p><u>Body Composition</u></p> <p>3.6 Sustain continuous movement for increasing periods of time, while participating in moderate to vigorous physical activity.</p>	
Part 3:	15	<p>Explain how to play spud. Use their flag colors to make teams quickly, and play the game.</p> <p style="text-align: center;">SPUD</p> <p>All players form a circle (you can use your markers, one set of seven per team, for each team to use to mark off their playing circle.) One player is chosen to go first and is given a playground ball. S/he throws the ball high up into the air, taking care to throw it so that it will land within the boundaries of the playing circle, and calls out another player's number or name. Everybody runs away except for the player with that number. S/he must run to the ball. When s/he gets the ball, s/he calls, "Spud!" very loudly (if the ball doesn't land within the circle, the receiver can request a do over!). Everybody must freeze, facing the roller with legs at least shoulder width apart, when they hear, "Spud!" Then, the player with the ball can take three big steps (or you can choose a locomotor move to be used to step) towards any player and roll the ball at his/her aiming to roll the ball between their feet. If does go through their legs, s/he gets one of the four letters of spud. If the person rolling the ball misses the player, the roller receives the letter. If the rolled ball touches any part of the body the person rolling the ball receives the letter. If the person who is being rolled at moves before the ball gets to them, they automatically receive the letter, even if the ball wasn't going to hit them. Either way the person, who was rolling the ball, tosses the ball the next turn. Encourage your students to choose someone different each time they toss.</p> <p>Additional Rules: Fitness Spud</p> <p>In addition to the letter, if the person rolls the ball through your legs, you must do 5 push ups. If they miss, the roller must do 5 push ups! Each game you can use a different strength exercise.</p>	<p>Use the flags to make teams.</p> <p>Have the markers and ball set out in groups so the teams can quickly get their equipment and begin the game.</p>

		<p>BENCHMARKS <u>Social Interaction</u> 5.3 Acknowledge one’s opponent or partner before, during, and after an activity or game and give positive feedback on their performance. 5.4 Encourage others using verbal and non-verbal communication. 5.5 Demonstrate respect for self, others, and equipment during physical activities. 5.6 Demonstrate how to solve a problem with another during physical activity. <u>Group Dynamics</u> 5.7 Participate positively in physical activities that rely on cooperation. 5.1 Participate in diverse group settings without interfering with others. 5.2 Accept responsibility for one’s own behavior in a group activity.</p> <p>Stretch stations to cool down.</p> <p>BENCHMARKS <u>Flexibility</u> 3.5 Demonstrate proper form for stretching the hamstrings, quadriceps, shoulders, biceps and triceps.</p>	
Culmination:	5	<p>How do you know you are getting more fit? FREQUENCY (“F” in FITT) how often should you do cardiovascular activity? Have you been active outside of school? Remember when we talked about what you could do outside of school to get a cardiovascular workout? For one month keep a journal. Resting heart rate each morning. Activity log and THR. <u>Assessment</u> Aerobic Fitness Activity Log – worksheet</p> <p>BENCHMARKS <u>Assessment</u> 3.7 Measure improvements in individual fitness levels.</p>	<p>INCLUSION: Provide parents and students with community parks and places that students and families can go to exercise and play. Be sure to include places that students with disabilities can go to as well. PB3.9</p>

