

LEVEL	UNIT	LESSON Number 8	EQUIPMENT
Second Grade	Fitness	Two Square/Striking A Ball To A Partner	Playground balls, Chalk, 6 hoops, Control Cones

Objectives

1. Work safely.
2. Have fun.
3. Stop when told to.
4. Work in working space.
5. Hit the ball after one bounce.
6. Hit the ball back and forth with a partner, at least three times in a row.
7. Play cooperatively with their partner in a game of two square.

Activity	Time (Minutes)	Procedure	Comments/Set-up/ Diagram
Part 1 Warm Up	10	<p><u>Clean Up Your Back Yard</u> Have the balls spread out in 4/6 hoops, one on each corner of the working area. This will enable you to instruct the students to all get a ball at once, keeping them spread out as they do it.</p> <p>"When I say go, get a ball from the hoop, find an own space on the same side of the gym that the ball you have is on, and put the ball on the ground between your feet. When ever I say stop, I want you to put your ball down like this.</p> <p>Divide the children into two even groups. One quick way to do this is to say you have 5 seconds to sit back to back with a partner in an own space, ready go. One partner stand, and the other remain seated, go. the partner that is standing, go to the red side of the field, and the partner sitting stay on the blue side (or whatever way you can distinguish the two sides from each other) Once they are in own spaces on each side of the field, explain the game.</p> <p>This space is really your back yard, and this space is your neighbor's. These balls (playground games) are garbage. You have garbage into both yards. Your job is to clean up your yard. You get to roll the garbage into your neighbor's yard! You cannot pick up or hold the balls; you must only roll them on the ground with your hands. But they will be rolling the garbage into your yard too! At the end of the 5 minutes we'll stop and see who has the cleanest back yard. Remind them to watch where they throw the ball. Only rolling is allowed. At the end of the game, conveniently forget to count how many balls are left!</p> <p><b>BENCHMARKS</b></p> <p><u>Fitness Concepts</u> 3.1 Participate in physical activities for increasing amounts of time that are enjoyable and challenging.</p> <p><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.</p> <p><u>Body Composition</u> 3.6 Sustain continuous movement for increasing periods of time, while participating in moderate to vigorous physical activity.</p>	<p>If any student kicks or throws the ball, be sure to sit them out of the game right away. This will reinforce your rule regarding rolling the ball.</p> <p>During this game, stop the class to check heart rate. How can you get your heart rate higher if you are not in your training zone?</p>
Part 2 Review striking the ball to a partner	10	<p><b>ACTION TASK:</b> When I say go, drop the ball down to the ground, and when it comes back up, hit it to your partner using an underhand motion. Your partner should let the ball bounce once, and hit it back to you using an underhand motion. . Try to stay in your working space while you work. Keep hitting back and forth until I say stop or freeze.</p> <p>(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</p>	

		<p>answer. It is safest to choose students that you know have discovered the correct answer. Then, once they understand the concept, ask the next question and set them off to work again.)</p> <ol style="list-style-type: none"> <li>1. What do your eyes look at when you are trying to hit the ball? (The ball) Alternate question: This time when you try to catch the ball, try keeping your eyes closed. This time try looking only at the ceiling. This time try looking at the ball. Which one worked best?</li> <li>2. When you hit the ball underhand, where are your palms facing? (Toward the direction the ball is coming from.) Alternate question: This time when you hit the ball, look at where your palms are facing. Are they facing the ground, floor, or your target?</li> <li>3. When you hit the ball that falls below your waist ,where do your fingers point when you are hitting the ball?(out away from you) Alternate question: This time when you hit the ball, look at where your fingers are pointing before you move your hands, do your fingers point away from you or toward you when you hit a ball that falls below your waist?</li> <li>4. When you hit a ball that is still above your waist, where do your fingers point when you are hitting the ball? (Toward yourself and upward) Alternate question: This time when you catch the ball, look at where your fingers are pointing before you move your hands, do your fingers point away from you or toward you when you catch the ball above your waist?</li> </ol> <p>4.1 What do you step toward as you hit the ball to your partner? (Toward your partner) Alternate Question: This time when you hit the ball, step into your hit. I want you to think about the direction you are stepping. Do you step backwards, forwards or stay in the same spot as you hit the ball to your partner?</p> <p><b>BENCHMARKS</b> <u>Manipulative Skills</u> 1.13 Strike a ball using correct grip and side orientation.</p>	
<p>Part 3 2 Square</p> <p>Stretch</p>	<p>15</p> <p>3</p>	<p><i>I will have a 2 square court drawn on the ground to show as a demo. I will bring all the students into the circle, and explain the next task.</i></p> <p>We are going to play a game now called two squares. The rules are:</p> <ol style="list-style-type: none"> <li>2. You cannot catch the ball. The other person gets the point if they are serving, or they get to serve, if they were receiving.</li> <li>3. To serve the ball, you must first drop it, and then hit it into your opponents square. The other person gets the serve.</li> <li>4. You cannot hit it more than once to get it into your partner=s square. The other person gets the point if they are serving, or they get to serve, if they were receiving.</li> <li>5. If the ball hits the line, or outside the line, the other person gets the point if they are serving, or they get to serve, if they were receiving.</li> <li>6. You cannot hit the ball so that it bounces over your opponents shoulder. The other person gets the point if they are serving, or they get to serve, if they were receiving.</li> </ol> <p>When I say go, you and your partner will draw a two square court, about the same size as the one I have drawn here, and then play a game of two square. If you get to five points, you can look for another set of partners who have finished their game, and challenge a new person. Remember to be patient as you get your chalk to draw the 2 square court. Ready go.</p> <p>Stretch with partners before coming to the circle. Each partner should lead two stretches. Hold the stretches for 30 seconds each.</p> <p><b>BENCHMARKS</b> <u>Flexibility</u> 3.5 Demonstrate proper form for stretching the hamstrings, quadriceps, shoulders, biceps and triceps. <u>Self Responsibility</u></p>	<p>As they are working and drawing, I will go around to each set of partners, making sure that they are remembering the rules, and help coach them on their technique. I will also remind them to get new partners if they finish their game.</p>

		<p>5.1 Participate in diverse group settings without interfering with others.</p> <p>5.2 Accept responsibility for one's own behavior in a group activity.</p> <p><u>Social Interaction</u></p> <p>5.3 Acknowledge one's opponent or partner before, during, and after an activity or game and give positive feedback on their performance.</p> <p>5.4 Encourage others using verbal and non-verbal communication.</p> <p>5.5 Demonstrate respect for self, others, and equipment during physical activities.</p> <p>5.6 Demonstrate how to solve a problem with another during physical activity.</p> <p><u>Group Dynamics</u></p> <p>5.7 Participate positively in physical activities that rely on cooperation.</p>	
Closure	2	<p>Freeze. Please bring the ball in, and any left over chalk and come sit in the circle. Who can tell me what I should look at when I'm hitting the ball?</p> <p>We didn't talk about this before, but if you don't want your partner to be able to hit the ball back to you, where in the square should you hit the ball?</p> <p>What would you step toward in that case?</p> <p>Did you have fun?</p> <p>Thanks for working so hard, and playing fair. It was a pleasure to teach you today!</p>	