

LEVEL	UNIT	LESSON Number 1	EQUIPMENT
Second	STX Ball	Throw And Catch To Targets And Self, Using Bleach Bottle/Milk Jug Scoopers	Bleach Bottle or Milk Jug Scoopers, Wiffle Balls, Yarn Balls, Jump Ropes

### Objectives

1. Students will verbally describe the points to catching and throwing a ball using a scooper.
2. Students will work safely while in own space as well as while traveling around room space.
3. Students will have fun.
4. Students will demonstrate the skills of throwing and catching a ball with a scooper.

Activity	Time (Minutes)	Procedure	Comments/Set- up/ Diagram
Part 1 Warm up the Large Muscles of the Body	10	<p><b>Team Scoop Ball</b></p> <p><u>Number of Players:</u> Teams of 6 up</p> <p><u>Playing Area:</u> Proportionate to the number of players so each has territory of about 8-10 square feet. Large multipurpose room or playground.</p> <p><u>Formation:</u> Rectangle, divided in half, each team spread out on one side so that all space is covered.</p> <p><u>Equipment:</u> Scoop and yarn/whiffle ball per player, boundary markers, long rope for center line 3' from floor.</p> <p><u>Procedure:</u> Each player has a scoop and ball. Each player tries as rapidly as possible to throw balls over into opponent's court. When period is over, all players freeze. Count number of balls anywhere on lines or within boundaries of each team. That number becomes the score for the opposing team. Game is made up of four three-minute periods. High scoring team wins.</p> <p><u>Special rules:</u></p> <ol style="list-style-type: none"> <li>1. Player must not touch ball with hand. Must use scoop to catch and throw.</li> <li>2. If challenged by referee, a player must get rid of a ball before the end of a five second count.</li> <li>3. Player can cause his/her team to lose a point if hand or body contact with the ball is seen and called by the referee.</li> <li>4. During each period, players are encouraged to retrieve balls that have gone out of bounds and put them back in play. At end of period, out of bounds balls are dead and do not count. If some slyness causes a problem this rule can be altered to penalize the team that seems to be abusing the rule.</li> <li>5. Depending on number of children on a team, rotate positions so that all children get to play in different areas.</li> <li>6. Game is better if played with rope strung lengthwise.</li> </ol>	
Part 2 Learn Throw and Catching with the Scooper.	10	<p><u>Throw And Catch With A Scooper In Own Space</u></p> <p>[AT]</p> <p>“Get a scooper and a ball and find an own space. In your own space, practice throwing the ball up in the air with the scooper, and then catching it with the scooper when it comes back down to you.” Try not to use your bare hand to throw or catch the ball.</p> <p>(Once everyone is working in own space I will stop them and ask the first question. If you are using command style, you should tell the class the points one at a time, allowing them to work on each point before moving on to the next.)</p> <ol style="list-style-type: none"> <li>1. What do you look at to catch the ball? (The ball)</li> <li>2. Where should the tip of the scooper be pointing when the ball rolls off, if you want it to go up into the air and back down to your own space? (Up into the air, the direction you want the ball to go.)</li> <li>3. Where should the scooper opening be pointed as you are trying to catch the ball? (Toward the ball)</li> </ol>	As the students are working, walk around asking individual students about what they are working on. Once you have at least three or four students who have figured out the correct answer, stop the class and discuss the point they are working on. Be sure to choose students who have figured out the correct answer to describe what they found as they were working. After discussing the point, move onto the next question. You can also stop the class to point out students who are doing a

		<p>4. As the ball is dropping into your scooper, what direction should you move the scooper to keep the ball from popping back out? (In the same direction the ball is traveling or, move with the direction of the ball. This absorbs the force of the ball and helps it to stay inside the scoopers)</p>	<p>great job using the scooper, or staying in own space. This will help reinforce what you want the rest of the class to do as well as provide some great warm fuzzies to the individuals who you point out!</p>
<p>Part 3 – Practice Throwing and Catching Using the Scoopers</p>	<p>10</p>	<ol style="list-style-type: none"> <li>1. See if you can throw the ball up into the air, letting it bounce and then catching it with your scooper.</li> <li>2. After you throw the ball up into the air, can you jump up into the air before you catch it?</li> <li>3. See if you can throw the ball up into the air, switch the scooper to the opposite hand and then catch the ball with the scooper.</li> <li>4. See if you can toss the ball up into the air with the scooper so that you have to travel a couple steps to catch it. Watch out for other students as you do this. Can you throw the ball so that you have to travel Backward to catch it? How about Sideways?</li> <li>5. What is a trick you can think of to do? You should throw the ball first and do your trick before you catch it. (If you have some wall space)</li> <li>6. Throw the ball at the wall, and as it comes back to you catch it. See if you can catch it before it stops rolling or passes by you. Remember to use your scooper and not your hands.</li> </ol>	<p>As the students Are working on these practice tasks, walk around pointing out cool ideas, students who are being safe, and students who are really doing a great job throwing and catching.</p> <p>Also remind the students of the points they worked on during part two.</p>
<p>Closure</p>	<p>2</p>	<p>Review the points to throwing and catching with a scooper. Tell the class what a great job they did, and send them on their way!</p>	