



Games & Sports

This document is one piece in a series of Special Olympics Unified Champion Schools resources to conduct Unified Physical Education. Each document may be used individually or in combination with others as the course is implemented. They outline strategies to support educators with inclusive school environments. These resources are designed as examples and samples that can be modified to meet the needs of each individual classroom or school district.

TEAM CHALLENGES

LESSON PLAN

Lesson Topic: Team Challenges is a unit where students will come together to work on their social relationships, cooperation, and sportsmanship. This unit will challenge students to think critically and problem solve as a group.

UNIT OBJECTIVES

The student objectives below are followed by specific reference to SHAPE America National Physical Education Standards and Grade-Level Outcomes.



Students will be able to...

- Employ effective self-management skills to analyze barriers and appropriately modify activity patterns as needed. (S4.H1.L1)
- Exhibit proper etiquette, respect for others and teamwork while engaging in physical activity. (S4.H2.L1)
- Uses communication skills and strategies that promote team or group dynamics. (S4.H3.L1)
- Solve problems and think critically in team challenges. (S4.H5.L1)
- Select and participate in team challenges that meet the need for self-expression and enjoyment. (S5.H3.L1)
- Identify the opportunity for social support in self-selected team challenges. (S5.H4.L1)

Note: S= standard number; H=high school outcome number; L= level number [level 1 indicates the minimum knowledge and skills that students must attain to be college/career-ready; level 2 allows students to build on Level 1 competencies by augmenting knowledge and skills considered desirable for college/career readiness] (Society of Health and Physical Educators, 2014).



Special Considerations

It is important to give students an opportunity to choose appropriate games, sports and events. However, the health and safety of all students is paramount. Games, sports and events must provide safe, meaningful and challenging opportunities for all students.

Equipment Considerations

- Multi-color dome cones or poly spots.
 - Hula hoops
 - Floor tape or panel mats could be used on the floor surface instead of using a raised balance beam.
 - A music system
 - Omnikin Balls
 - 10-12 Pieces of rope, 3-5 feet in length
 - 1 (10-15) foot rope
 - 5 Yarn or tennis balls
 - 4 Indoor bases
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Safety Considerations

- Provide proper dynamic warm-ups at the beginning of each class.
- Discuss spotting techniques if necessary for the activities.
- Inspect the playing area and remove unsafe objects.
- Determine space requirements for your activities.
- Determine any allergies to latex with students, make necessary equipment changes.

UNIT SCHEDULE

This unit is segmented into 8 sessions, however instructors can decide to extend or shorten skill instruction time-frames based on what best serves their students. As with many activities/games, skills and understanding of the game only get better with practice, therefore the more students practice playing games, the better they will become.

SESSION 1: ICE BREAKERS, PERSONAL INTRODUCTIONS

Objectives

Students will be able to...

- Exhibit proper etiquette, respect for others and teamwork while engaging in physical activity. (S4.H2.L1)
- Uses communication skills and strategies that promote team or group dynamics. (S4.H3.L1)
- Solve problems and think critically in team challenges. (S4.H4.L1)
- Apply best practices for participating safely in team challenges. (S4.H5.L1)
- Identify the opportunity for social support in self selected team challenges. (S5.H4.L1)

Materials

- Colored dome cones or pylon spots
- Music

Vocabulary

- **Teamwork:** cooperative effort on the part of a group of persons acting together as a team or in the interests of a common goal
 - **Sportsmanship:** fair and generous behavior or treatment of others, especially in a sports contest
 - **Respect:** the way of treating someone in a positive way
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Task Analysis

Movement Sequence	Verbal Cues
Respect for others - proper handshake	<ul style="list-style-type: none"> HANDSHAKE
Positive communication skills - introducing self in games	<ul style="list-style-type: none"> Hi my name is
Solve problems and think critically - Identifying and form groupings based on teacher's selection	<ul style="list-style-type: none"> Music stops and/or whistle blows
Teamwork - willingness to participate with other people	<ul style="list-style-type: none"> Participation



Game Overview

Getting to know everyone's names and interests in the class through common class rules of respect, teamwork, communication, and problem solving.

Activity #1

Hello My Name Is -

- You need one less cone or poly spot than players
- Have students place cones or poly spots in a circle
- Each person needs to have 1 foot on either side of the cone or stand on their poly spot

Object: To get to know the names of students in the class

Teach

- The leader will start the game by saying, "Hi, my name is _____. The class will respond, "Hi, _____. The leader replies, "I want to meet everyone that has a dog", for example, "at home." Then everyone that has a dog at home has to move from their cone and find another one. The person that is left in the center without a cone will become the new leader and start another round of play. "Hi, my name is..."
- Example questions to ask are: I want to meet everyone who:
 - Has a sibling at home
 - Plays a sport
 - Is wearing blue
 - Has traveled to another state or country
- At the end of the game you can have a volunteer in class see how many students they know by their first name.



Activity#2

MIX IT UP

Object: To meet as many people as you can.

Teach

- Begin with music playing and have students move throughout the room with a locomotor activity of teacher choice
- Stop music and/or whistle
- The teacher will hold up the number of fingers of the number of people that need to get into a group. If the teacher has two fingers showing on the same hand the students need to group in pairs of two. If the teacher has two fingers showing but on separate hands, students need to pair with two people of opposite gender.

Activity #2 (continued)

- Once in groups, students introduce themselves with a hand shake and then the teacher poses a question to the students and the students need to discuss it. For example the teacher says, "Introduce yourself with a firm handshake and share with your partner, one item about yourself" Give approximately 30 seconds to a minute for students to share and process and then begin the music again. Have students move with a different locomotor activity. Stop the music again and choose different pairings whether groups of 2-3-4-5
- Continue the pattern above.

Some sample questions that can be used:

- What is your favorite sport?
- Act out their favorite sport and have the partner or group guess what it is.
- What is your favorite vegetable?
- What are the components of fitness?
- What is something they want to try, but have not tried yet?
- What is your favorite subject and why?
- What do you want to do for a career?

Assessment

Student Demonstrated...	Attempt #1	Attempt #2	Attempt #3	Attempt #4
Skill 1 Respect for others - proper handshake				
Skill 2 <ul style="list-style-type: none">• Positive communication skills - introducing self in games• Problem solving and critical thinking• Identifying and form groupings based on teachers selection				
Skill 3 Teamwork - willingness to participate				

SESSION 2: ICE BREAKERS, PERSONAL INTRODUCTIONS

Objectives

Students will be able to...

- Employ effective self-management skills to analyze barriers and appropriately modify activity patterns as needed. (S4.H1.L1)
- Exhibit proper etiquette, respect for others and teamwork while engaging in physical activity. (S4.H2.L1)
- Use communication skills and strategies that promote team or group dynamics. (S4.H3.L1)
- Solve problems and think critically in team challenges. (S4.H4.L1)
- Apply best practices for participating safely in team challenges. (S4.H5.L1)
- Select and participate in team challenges that meet the need for self-expression and enjoyment. (S5.H3.L1)
- Identify the opportunity for social support in self selected team challenges. (S5.H4.L1)

Materials

- Hula Hoops 6-8
- Music

Vocabulary

- **Inclusion:** The act of including a person within a larger group.
- **Exclusion:** The act of excluding a person from taking part in an activity.

Task Analysis

Movement Sequence	Verbal Cues
Respect for others - proper handshake	<ul style="list-style-type: none">• Discussion of Inclusion and Exclusion
Solve problems and think critically - Identifying and form groupings based on teacher's selection	<ul style="list-style-type: none">• Music stops and/or whistle blows
Teamwork - willingness to participate with other people	<ul style="list-style-type: none">• Participation

Game Overview

Inclusion and exclusion activities to trigger conversations and feelings around what it can look like and feels like to students. How can we make a more inclusive class, school, society?

Activity #1

Musical Hula Hoops

Object: To stay in the game as long as possible

Teach

- Place 6-8 hula hoops around your teaching space. Spread them out.
- Have students begin with a locomotor activity staying outside the hula hoops.
- When the music stops all students find a hula hoop to get into. They can be creative to fit as many people in one hula hoop as possible. (Make sure to start the activity with enough hula hoops so all student are successful.)
- Start music again and assign a different locomotor skill and take away one hula hoop.
- When music stops, students find a hula hoop to get into. If a student does not find a hula hoop they are out of the game.
- When students get out, set up a space for them to go, and have them process a question that the teacher decides for them to think about. For example, what strategy could have been used to stay in the game?

Activity#2

The Captain is Coming

Object: To be one of the last individuals standing in the game

Teach

- The Captain (teacher) calls out the commands and the sailors follow the command.

- Sailors who cannot find the right match of groupings of the remaining students are out until the game is over. When students get out, set up a space for them to go, and have them process a question that the teacher decided for them to think about. For example, what strategy could have been used to stay in the game?
- The last two people standing are the winners.

Here are the commands that the teacher "Captain" calls out:

- **Captains Coming (Groups of 1)**

When the captain says "Captain's Coming", everybody needs to stand by themselves in the salute position.

- **Lookout (Groups of 2)**

When the Captain says "Lookout!" everybody has to find another person and stand facing each other with their hands over their eyebrows like they are looking off into the distance.

- **Lighthouse (Groups of 3)**

When the Captain says "Lighthouse!" everybody must form groups of three. In this group of two people hold both of their hands together while the third person spins in the middle of the other two. The middle person is the light of the lighthouse.

- **Eating Slop (Groups of 4)**

When the Captain says, "Eating Slop!" everybody must form groups of four. The group stand like they are standing around a square table and they proceed to act like they are eating with each other.

- **Rowing (Groups of 5)**

When the Captain says, "Rowing!" everybody must form groups of five. The group needs to form a line like they are standing in a row and move their arms like they are rowing.

Discussion

- What were some items you noticed about the activity? Prompt until inclusion or exclusion are part of the answers.
- Have students think of a time in their life when they were included.

What was it that they were included in?

How did it make you feel?

- Have students think of a time in their life when they were excluded.

What were they excluded from?

How did it make you feel?

- What should inclusion look like in this class?
- Where in your school do you see inclusion and exclusion?
- How can we make a difference in our school?

Assessment

Student Demonstrated...	Attempt #1	Attempt #2	Attempt #3	Attempt #4
Skill 1 Solve problems and think critically				
Skill 2 Positive communication skills - introducing self in games				
Skill 3 Teamwork - willingness to participate				
Skill 4 Teamwork - Identifying inclusion vs exclusion				
Skill 5 Think critically - what is the purpose of the games that were chosen?				

SESSION 3: TEAMWORK

Objectives

Students will be able to...

- Exhibit proper etiquette, respect for others and teamwork while engaging in physical activity. (S4.H2.L1)
- Use communication skills and strategies that promote team or group dynamics. (S4.H3.L1)
- Apply best practices for participating safely in team challenges. (S4.H5.L1)

Materials

- 1-3 large Omnikin Balls
- Music

Vocabulary

- **Teamwork:** Working together to reach a common goal.

Task Analysis

Movement Sequence	Verbal Cues
Respect for others - linking arms or using a small rope to remain as partners	<ul style="list-style-type: none">• Link together
Positive communication skills - calling people by names using encouraging language	<ul style="list-style-type: none">• Finding different partners
Teamwork - willingness to participate with other people	<ul style="list-style-type: none">• Participation

Activity #1

Ball Tag

Object: To tag another group

Teach

- Students are to find one partner and hook elbows with them or modify by having partners hold onto a rope.
- Start with one Omnikin Ball
- The partners that are the taggers must roll the ball with their hands only.
- The group that is "it" has to remain in control of the Omnikin ball until they tag another group with the ball.
- Once they tag another group with the ball, that group becomes the new taggers.
- Groups are not allowed to break apart when the ball rolls towards them. They must move as one unit. If they do, the teacher may choose whether they are "it" or not.
- To increase rigor, add in one or two more Omnikin balls.



Activity#2

Train with the Omnikin Ball

Object: To not let the ball touch the ground. Watch this [video](#).

Teach

- Teacher or student leader will have the Omnikin ball.

- Students begin by laying down side by side on their back or front.
- When the ball goes over top of them, they need to get up and run to the end of the line so that the train tracks do not stop.

Activity #3

Human Pinball

Object: Try to score on your opponent's goal.

Teach

- Create two teams.
- Define the direction of the goals. (goals need to be large - typically when the Omnikin touches the end wall that would be a goal)
- You may have one - two standing goalies for each team. Set a goalie line that no other team member can cross to ensure safety.
- Have one team go and sit wherever they want trying to cover as much of the playing field that they can.
- Then have the other team go and sit down.
- Students need to remain in their position and remain seated. Using hands or feet, they try to move the ball forward toward their goal keeping the ball on the ground.
- Increase rigor play with one-two Omnikin balls, or modify the size of the ball.



Assessment

Student Demonstrated...	Attempt #1	Attempt #2	Attempt #3	Attempt #4
Skill 1 Positive communication skills				
Skill 2 Teamwork - willingness to participate				



SESSIONS 4-6: LESSONS - STATION WORK WITH SMALL GROUPS

Objectives

Students will be able to...

- Employ effective self-management skills to analyze barriers and appropriately modify activity patterns as needed. (S4.H1.L1)
- Exhibit proper etiquette, respect for others and teamwork while engaging in physical activity. (S4.H2.L1)
- Uses communication skills and strategies that promote team or group dynamics. (S4.H3.L1)
- Solve problems and think critically in team challenges. (S4.H4.L1)
- Apply best practices for participating safely in team challenges. (S4.H5.L1)

Materials

- 3-5 feet of rope or yarn for each person in a group.
- 36 dome cones or 36 poly spots
- 1 long rope 10-15 feet long
- 5 yarn balls or tennis balls
- 2 balance beams or panel mats

Vocabulary

- **Problem Solving:** The process of finding solutions.

Task Analysis

Movement Sequence	Verbal Cues
Respect for others	<ul style="list-style-type: none">• Discussion of the challenge, allow for input from team members
Solve problems and think critically	<ul style="list-style-type: none">• Work to solve the challenge
Teamwork - willingness to participate with other people	<ul style="list-style-type: none">• Participation

Activity #1

Warm-up Activity

Object: To tag one person in the group

Teach

- Students form groups of four.
- Three members of group join hands (Modification - hold onto a small rope instead of hands).
- The fourth group member will be the chaser.
- The chaser will designate one person that they will try to tag.
- On the teacher's signal, the chaser will try to tag the designated person in the group.
- The group holding hands will work together to try to protect the person to be tagged.
- Play for a designated amount of time or if they tag the other person, then switch roles.



Game Play Instruction/Create the following stations

1. Rope Untangle

Object: To get untangled from your partner

Teach

- Each person will have a rope 3-5 feet in length.
- A slipknot is made at each end of the rope.
- Put your own wrists inside each of the knot, before your partner puts their rope on their wrist they must cross their rope over yours.

- Once ropes are crossed and both people have their wrists in their own slip knots, try to get untangled.
- Ropes must stay on your own wrists the entire time.
- [Video](#) how of answer



2. Minefield

Object: Get everyone of your group members through the minefield successfully

Teach

- The leader of the group will read the instructions of the game. The teacher will give the leader the map through the maze that the group will need to figure out.

			X		
	X	X	X		
	X				
		X			
			X		
			X		

- After instructions are read, the group remains silent the rest of the game.
- The first person in the line will select which cone to start at.
- If they choose the wrong one they go to the end of the line

Minefield (continued)

- The next person needs to remember what the person before them did and try again until all members of the group have the correct path through the minefield.
- The second person will begin to choose a cone, as long as it is correct they can try another cone. When they get it wrong, they go to the end of the line.



- Make sure the knots are evenly spaced apart.
- After all knots are tied, place one hand on the rope next the knot that is tied. This hand cannot leave the rope at anytime during the activity. (You can use the opposite hand to help untie the knots)
- As a group you must get all the knots out of the rope without letting go.



3. Low Balance Beam

Object: Get into a specific order without falling off the beam

Teach

- All group members stand on the balance beam.
- The teacher will assign a random order (For example, by first, middle, or last name).
- Without falling off the beam have the group in that order. (For modifications allow for other solid objects to assist with balance, for example, panel mats or line on the floor)

4. Knots in the Rope

Object: To get all the knots out of the rope

Teach

- Each person in the group is to tie one knot in the rope. (Rope Length 10-15 feet)

Resource: [Venture Team Building](#)

5. Group Jungle

Object: Get as many objects juggling at the same time per group

Teach

- Form groups of 5-7 students.
- Have students problem solve the best pattern to throw the ball so that everyone gets the ball one time before it goes back to the first person. Typically known as a the "star" passing drill.
- Once a group has mastered 1 ball with 3 successful group passes in a row, add another ball to begin juggling.
- To increase difficulty or rigor continue to add more objects to the group.

Assessment

Student Demonstrated...	Attempt #1	Attempt #2	Attempt #3	Attempt #4
Skill 1 Solve problems and think critically				
Skill 2 Teamwork - willingness to participate				
Skill 3 Self management skills				
Skill 4 Communication				



SESSIONS 7: LESSON TOPIC ON STRATEGY

Objectives

Students will be able to...

- Employ effective self-management skills to analyze barriers and appropriately modify activity patterns as needed. (S4.H1.L1)
- Exhibit proper etiquette, respect for others and teamwork while engaging in physical activity. (S4.H2.L1)
- Uses communication skills and strategies that promote team or group dynamics. (S4.H3.L1)
- Solve problems and think critically in team challenges. (S4.H4.L1)
- Apply best practices for participating safely in team challenges. (S4.H5.L1)
- Identify the opportunity for social support in self selected team challenges. (S5.H4.L1)

Materials

- 2 low balance beams or 2 folded panel mats
- Clear set boundary lines
- 4 bases
- 4 hula hoops

Vocabulary

- **Leadership:** the art of motivating a group of people to act towards achieving a common goal
- **Followers:** Commonly seen as a bad thing, being a good **follower** is in fact just as important as being a good **leader**. It is impossible to be a strong **leader** if you are not a strong **follower**.
- **Brainstorming:** produce an idea or way of solving a problem by holding a spontaneous group discussion

Task Analysis

Movement Sequence	Verbal Cues
Respect for others	<ul style="list-style-type: none"> Discussion of the challenge, allow for input from team members
Solve problems and think critically	<ul style="list-style-type: none"> Work to solve the challenge
Teamwork - willingness to participate with other people	<ul style="list-style-type: none"> Participation

Activity #1

Canyon Valley

Object: Get your whole team from one side of the valley to the other without falling off balance beam or panel mats. Students are to work on strategies to solve problems and think critically. (Split the class into two groups)

Teach

- Have all students start on one side of the room (Create boundaries).
- The valley needs to be wide enough to that it would require 4-6 balance beams lengths to get across.
- They can put as many individuals on the beams or mats that can fit safely.
- Students will figure out how to get from one side to the other with the equipment given for them to use. (balance beam or panel mats)
- If someone falls off, they will need to restart the challenge as a whole group..
- Continue task until all students make it from one side to the other successfully.

Activity #2

Raging River

Object: Get the entire class from one side to the other without falling in the river. Students are to work on strategies to solve problems and think critically. (Split the class into two groups)

Teach

- Have all students start on one side of the room (Create boundaries).
- The hula hoops are meant to be islands you can place ahead of time between the boundaries.
- The four bases are to be used as floating stepping stones.
- You can place as many people in the hula hoop that can fit.
- All students need to make it across. If they fall off, then they need to restart as an entire group (This can be modified)

Assessment

Student Demonstrated...	Attempt #1	Attempt #2	Attempt #3	Attempt #4
Skill 1 Solve problems and think critically				
Skill 2 Self management skills				
Skill 3 Self management skills				

SESSIONS 8-10: LESSON STUDENTS CREATE THEIR OWN TEAM CHALLENGES

Lesson extension to increase rigor

Objectives

Students will be able to...

- Solve problems and think critically in team challenges. (S4.H4.L1)
- Apply best practices for participating safely in team challenges. (S4.H5.L1)
- Select and participate in team challenges that meet the need for self-expression and enjoyment. (S5.H3.L1)

Materials

- Students will need to check with teacher for needed equipment for their lesson.

Task Analysis

Movement Sequence	Verbal Cues
Respect for others	<ul style="list-style-type: none">• Discussion of the challenge, allow for input from team members
Solve problems and think critically	<ul style="list-style-type: none">• Work to solve the challenge
Teamwork - willingness to participate	<ul style="list-style-type: none">• Participation in project

Activity

Student team challenge project

- Student or teacher choose groups
- Students research and plan idea to present
- Student presentation

Teach

- Create groups.
- Allow students to be creative and come up with a Team Challenge on their own. They can create their own or they can research other team challenges and present.
- Activity must be well-thought out ,safe, and equitable for all students in the class.
- Provide a rubric for grading the projects.

Sample Rubric

Description	3	2	1
Group Participation	Full group participation. All group members take part in the presentation	Partial group participation	No group participation. One group member gives the presentation
Materials	Has all materials ready for activity	Has all materials ready for activity	Does not have materials ready for activity
Activity	Activity chosen demonstrates cooperation and teamwork	Activity chosen somewhat demonstrates cooperation and teamwork	Teamwork and cooperation are not visible in the activity presented
Lesson	Submits idea via electronically or by paper with description of activity, materials needed and source of activity	Submits lesson including two of the three requirements	Submits lessons with one of the three requirements

Assessment

Student Demonstrated...	Attempt #1	Attempt #2	Attempt #3	Attempt #4
Skill 1 Teamwork				
Skill 2 Respect				

CREATIVE INVASION GAMES

Lesson Topic

The world of invasion games is vast! Simply put, the goal of an invasion game is to score a point or goal by attacking an opponent's territory. Teams typically consist of equal numbers of players. Games are fast paced and focus on keeping possession, defending, scoring and teamwork. Examples include but are not limited to; football, basketball, hockey, soccer, handball, ultimate frisbee, lacrosse, etc. In order for students to find success it may be necessary to break down the full game into smaller invasion games that can provide specific skill practice, this unit plan will do just that.



UNIT OBJECTIVES

The student objectives below are followed by specific reference to SHAPE America National Physical Education Standards and Grade-Level Outcomes .



Students will be able to...

- Throws with a mature pattern for distance or power appropriate to the activity during small-sided game play. (S1.M2.8)
- Passes and receives with an implement in combination with locomotor patterns of running and change of direction, speed and/or level with competency in invasion games such as lacrosse or hockey (floor, field, ice). (S1.M4.8)
- Throws a lead pass to a moving partner off a dribble or pass. (S1.M5.8)
- Executes at least 2 of the following to create open space during modified game play: pivots, fakes, jab steps, screens. (S1.M6.8)
- Executes the following offensive skills during small-sided game play: pivot, give and go, and fakes. (S1.M7.8)
- Drop-steps in the direction of the pass during player-to-player defense. (S1.M11.8)
- Opens and closes space during small-sided game play by combining locomotor movements with movement concepts. (S2.M1.8)
- Executes at least 3 of the following offensive tactics to create open space: moves to create open space on and off the ball; uses a variety of passes, fakes and pathways; give and go. (S2.M2.8)
- 1Creates open space by staying spread on offense, cutting and passing quickly, and using fakes off the ball. (S2.M3.8)
- Reduces open space on defense by staying on the goal side of the offensive player and reducing the distance to him/ her (third-party perspective). (S2.M4.8)
- Reduces open space by not allowing the catch (denial) and anticipating the speed of the object and person for the purpose of interception or deflection. (S2.M5.8)
- Transitions from offense to defense or defense to offense by recovering quickly, communicating with teammates and capitalizing on an advantage. (S2.M6.8)
- Provides encouragement and feedback to peers without prompting from the teacher. (S4.M3.8)
- Responds appropriately to participants' ethical and unethical behavior during physical activity by using rules and guidelines for resolving conflicts. (S4.M4.8)
- Demonstrates respect for self by asking for help and helping others in various physical activities. (S5.M6.8)
- Assumes a leadership role (e.g., task or group leader, referee, coach) in a physical activity setting. (S4.H3.L2)

** Most grade-level outcomes were selected from 8th grade because invasion games are not supported in the high school standards/ outcomes. Students participating in a high school physical education invasion game unit should be minimally competent in these grade-level outcomes.*

Note: S= standard number; M=middle school outcome number; 8=grade level. S=Standard number; H=high school outcome number; L=level. (Society of Health and Physical Educators, 2014).



Special Considerations

It is important to give students an opportunity to choose appropriate games, sports and events. However, the health and safety of all students is paramount. Games, sports and events must provide safe, meaningful and challenging opportunities for all students.

Equipment Considerations

- Use a variety of sizes and weights of equipment.
 - Use a variety of sizes, weights, lengths, and shapes of equipment
 - Use a variety of modes of transportation, for example scooters
 - Adjust the boundaries of the playing space.
-

Safety Considerations

- Adequate and appropriate warm up that includes cardio and dynamic stretching exercises should take place at the beginning of class.
- Ensure safety in all play areas.
- Remind students of strategies to avoid collisions and ensure proper spacing and tactic for successful gameplay.

UNIT SCHEDULE

This unit is segmented into 3 independent sessions and a creative invasion game generation and idea suggestion section. Instructors can decide to extend or shorten skill instruction timeframes based on what best serves their students, these games can be played after specific skill work pertaining to the particular game. As with many activities/games, skills and understanding of the game only get better with practice, therefore the more students practice playing games, the better they will become. Also, allow for discussion after each game and ask for ideas to make the game more challenging, less challenging, different, ect. Each session is a different game that is a hybrid of two or more “traditional” invasion games. The games are meant to be modified to the needs of the students and class, also students should have a basic understanding as to rules, how to play and tactic for the “traditional” games and skills being used in these hybrid games.

SESSION 1: KNOCKOUT HANDBALL

Objectives

Students will be able to...

- Executes at least 3 of the following offensive tactics to create open space: moves to create open space on and off the ball; uses a variety of passes, fakes and pathways; give and go. (S2.M2.8)
- Create open space by staying spread on offense, cutting and passing quickly, and using fakes off the ball. (S2.M3.8)
- Reduces open space on defense by staying on the goal side of the offensive player and reducing the distance to him/ her (third-party perspective). (S2.M4.8)
- Reduces open space by not allowing the catch (denial) and anticipating the speed of the object and person for the purpose of interception or deflection. (S2.M5.8)
- Transitions from offense to defense or defense to offense by recovering quickly, communicating with teammates and capitalizing on an advantage. (S2.M6.8)

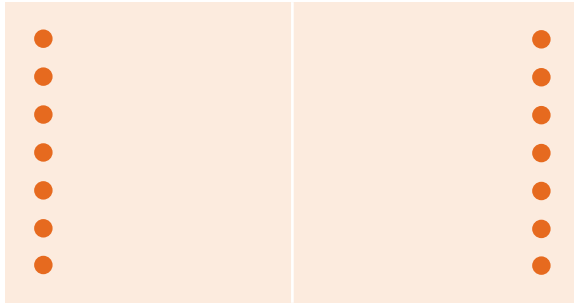
Materials

- **Handball or Foam GatorBall:** depending on the level your students are at you will need to choose what ball will make for the most successful and safe game.
- **12-24 Cones, Topple Tubes or any objects that can be used as target, stand free and be knocked over:** Object will be used as a target to be knocked over by the ball
- **Jerseys:** enough jerseys or pinnies for one team to wear

Task Analysis: Communication, Leadership, Teamwork

Set up

- Indoor, a traditional basketball court works well for the boundaries. If outside, establish end lines with cones.
- Set up 2 cones on each corner of the base/endlines
- Split class into two teams
- All players for each team start lined up on the baseline.
- Goalies may use hands, all other players may not.



- Defend the target items from being knocked over (defensive team)
- Defend and intercept the ball (defensive team)
- Move the ball up the playing space (they can dribble or take three steps for up to three seconds without dribbling) to throw at and knock down all of the opposing team's target items (offensive team)

Conditions

- 3 v 3 minimum, there is no maximum number of players of this game, you may want to add additional target items or balls if there are many players to keep the game moving.
- Offensive players can dribble or take three steps for up to three seconds without dribbling, pass or shoot when possessing the ball.
- Designate a "no cross line" for shooting/throwing at the target items.
- The game is won when a team has successfully knocked over all of the opposing team's target items.
- Reset and play again.

Questions (answers):

- What was the goal of the game? (to knock over all of the other team's target items)
- What was the goal of the game for the defensive team? (get the ball from the offensive team and become the offensive team)
- Focusing on the defensive team's performance, how were you able to defend the target item? (move body in defensive position, watch the ball, intercept the ball, knock the ball away and change directions of the game to be on offense.)

Assessment

Student Demonstrated...	Attempt #1	Attempt #2	Attempt #3	Attempt #4
Creating Space <ul style="list-style-type: none"> • Changes Pathways • Varies Speed • Fakes, pivots, and change of pace • Creates open space at least 51% of the time 				
Reduces Space <ul style="list-style-type: none"> • Reduces angles • Reduces distance • Reduces space movements the majority of the game 				
Transitions <ul style="list-style-type: none"> • Moves quickly after change of possession • Spreads out while returning • Keeps eye contact with ball and opposing players 				

SESSION 2: SO MANY GOALIES SOCCER!

Objectives

Students will be able to...

- Provide encouragement and feedback to peers without prompting from the teacher. (S4.M3.8)
- Respond appropriately to participants' ethical and unethical behavior during physical activity by using rules and guidelines for resolving conflicts. (S4.M4.8)
- Demonstrate respect for self by asking for help and helping others in various physical activities. (S5.M6.8)
- Assume a leadership role (e.g., task or group leader, referee, coach) in a physical activity setting. (S4.H3.L2)

Materials

- **Soccer ball:** depending on the level your students are at you will need to choose what ball will make for the most successful and safe game; hard or soft, bell ball for students with visual impairments, slo-mo soccer ball, etc.
- **4 Cones:** for making the end lines/goals
- **Jerseys:** enough jerseys or pinnies for one team to wear

Task Analysis: Communication, Leadership, Teamwork

Set up

- Indoor, a traditional basketball court works well for the boundaries. If outside, establish end lines with cones.
- Set up 2 cones on each corner of the base/endlines
- Split class into two teams
- All players for each team start lined up on the baseline.
- Goalies may use hands, all other players may not.

Goals

- Defend the goal line, do not let the ball cross the line either on the ground or in the air, no goal if the ball is shot over the students arm reached above head (defensive team)
- Move the ball up the playing space and score a goal by passing the opposing team's goal line (offensive team)

Conditions

- 8v8 minimum, there is no maximum number of players of this game
- Game play starts when the teacher rolls the ball into the middle of the playing space. The first three students from each baseline run to the middle to play a 3v3 mini game of soccer, with the rest of the team on the baseline playing as goalies.
- Because of the smaller playing space, full leg kicks should not be used. Tell students to concentrate on a

more controlled, smaller game play.

- Goalies may use hands to stop the ball. They may then overhead throw in the ball to a teammate. Goalies may NOT drop kick the ball.
- Each mini game lasts 2 minutes or until one team scores, whichever is first. If 2 minutes passes, the teacher blows the whistle and the players go to the end of the goal line, while the next three in line get ready to go out in the playing space.
- The game is won by the team who has scored the most points at the end of the class period.

Questions (answers):

- How were you a supportive teammate today? (answers may vary)
- How did you demonstrate leadership today? (answers may vary)
- If there is conflict (example: if a goal counted or not), how was it resolved positively and constructively in today's class? (answers may vary)

Assessment

Facilitator Instructions: During the games and skills practice, make a tally mark for each time the student successfully performs each task.

Student Demonstrated...	Attempt #1	Attempt #2	Attempt #3	Attempt #4
Communication <ul style="list-style-type: none">• Communicates appropriately with classmates• Engages in game play				
Leadership <ul style="list-style-type: none">• Supports classmates' thoughts and suggestions				
Teamwork <ul style="list-style-type: none">• Passes/offensive skills based on teammates' movements/abilities• All teammates involved• Comments are encouraging and positive• Feedback is constructive and positive				

SESSION 3: SCOOTER TARGET FRISBEE, FOOTBALL, CHICKEN... GAME

Objectives

Students will be able to...

- Throws with a mature pattern for distance or power appropriate to the activity during small-sided game play. (S1.M2.8)
- Passes and receives with an implement in combination with locomotor patterns of running and change of direction, speed and/or level with competency in invasion games such as lacrosse or hockey (floor, field, ice). (S1.M4.8)
- Executes at least 2 of the following to create open space during modified game play: pivots, fakes, jab steps, screens. (S1.M6.8)
- Executes the following offensive skills during small-sided game play: pivot, give and go, and fakes. (S1.M7.8)
- Drop-steps in the direction of the pass during player-to-player defense. (S1.M11.8)
- Opens and closes space during small-sided game play by combining locomotor movements with movement concepts. (S2.M1.8)

Materials

- **Frisbee, football, rubber chicken or anything that can be safely thrown:** depending on the level your students are at you will need to choose what ball will make for the most successful and safe game
- **8 Cones:** for end zones
- **8 Hoops on stands or hula hoops on stands for hoop targets** (use varying sizes of hoops if possible, each team needs the same)
- **Jerseys:** enough jerseys or pinnies for one team to wear
- **Scooters:** enough for one per person

Task Analysis: Mature Throwing, Receiving and Pivot, Fakes and Give and Go

Set up

- Using traditional handball boundaries and ultimate rules.
- Set up two end zones.
- At the back of each end zone set up 4 hoop targets at various heights.
- Split class into two teams.

Goals

- Defend the opposing team from making it safely into the endzone (defensive team)
- Defend and intercept the ball/object (defensive team)
- Move the ball/object up the playing space to cross the end zone line and have a chance to throw it through one of 4 hoops. Player who crosses the end line while on the scooter will have a chance to score points by throwing it through a hoop target. The player throwing must be behind the end zone line to make the throw. The hoop is not defended. Each hoop is worth a designated amount of points. (offensive team)

Conditions

- 3v3 minimum, there is no maximum number of players of this game, you may want to add additional target items or balls if there are many players to keep the game moving.
- Offensive players can take three scoots or pass when possessing the ball.
- The game is won by the team with the most points at the end of the class period.

Questions (answers):

- What was the goal of the game? (to get the ball across the end line to have a chance to throw through a target hoop for points)
- What was the goal of the game for the defensive team? (get the ball from the offensive team and become the offensive team)
- Explain how you had to alter your throwing technique while sitting on the scooter. (The step is removed from the process, the rest is the same)

Assessment

Facilitator Instructions: During the games and skills practice, make a tally mark for each time the student successfully performs each task.

Student Demonstrated...	Attempt #1	Attempt #2	Attempt #3	Attempt #4
<p>Mature Throwing</p> <ul style="list-style-type: none"> • Back swing throwing arm takes a downward circular pattern • Proper hip rotation • Forearm in L position • Appropriate follow-through • Motion crisp with steady rhythm • Full range of motion 				
<p>Receiving</p> <ul style="list-style-type: none"> • Receives ball with fingers spread • Catches only with hands • Maintains balance and control • Moves fluidly after receiving ball either to move up court or pass to teammate 				
<p>Pivot, Give and Go, Fakes</p> <ul style="list-style-type: none"> • Pivot foot on ground • Body turns or rotates • Can pivot with both preferred and non preferred foot • Moves fluidly to create passing lane • Calls for the ball • Performs more than 2 different forms of fakes 				

Creative Invasion Game Generation and Suggestions

Sometimes “traditional” invasion games can become repetitive, so spice it up a bit! Looking at curriculum, standards and IEP needs, educators can combine components of traditional games to create a new invasion game that will keep students moving, develop skills and have fun! By using the simple invasion game premise of crossing over into the opposing team’s territory and creating an offensive and defensive situation, and then making creative twists of equipment and rules, you open up a whole new world of enjoyable physical activity. There doesn’t have to be just two teams, there can be as many as you would like or can manage safely in your space. Using scooters can level the playing field and bring a whole new feel to invasion games. Adding or replacing traditional equipment with alternatives can invigorate and reignite an old game. Pushing the time and tempo of the large game and breaking into small mini games, develops muscle memory and improves natural reaction time in an authentic environment. Finally, presenting this idea to students in the form of a class project would be an excellent way of assessing knowledge and understanding, not to mention ownership and excitement!

Activity Protocol & Etiquette

Whether during practice or competition, individuals should be encouraged to abide by the following:

- Play the rules.
 - Have Fun!
 - Respect yourself and your classmates.
-

STRIKING AND FIELDING UNIT PLAN

Unit Topic

Striking and fielding games can provide learners skills to fulfill a lifetime of fun in recreation and leisure activities in their communities. Softball, baseball, kickball, cricket (England), and rounders (England) are striking and fielding games that can be played throughout one's lifetime.



UNIT OBJECTIVES

The student objectives below are followed by specific reference to SHAPE America National Physical Education Standards and Grade-Level Outcomes .



Students will be able to...

- Throw with a mature pattern for distance or power appropriate to the activity during small-sided game play. {S1.M2.8}
- Catch using an implement in a dynamic environment or modified game play. {S1.M3.8}
- Strike a pitched ball with an implement for power to open space in a variety of small-sided games. {S1.M20.8}
- Catch, using an implement, from different trajectories and speeds in a dynamic environment or modified game play. {S1.M21.8}
- Identify sacrifice situation and attempt to advance a teammate. {S2.M10.8}
- Reduce open spaces in the field by working with teammates to maximize coverage. {S2.M11.8}
- Provide encouragement and feedback to peers without prompting from the teacher. {S4.M3.8; 8.4.2.1}
- Respond appropriately to participants' ethical and unethical behavior during physical activity by using rules and guidelines for resolving conflicts. {S4.M4.8}
- Analyze the empowering consequences of being physical active. {S5.M2.8}
- Develop a plan of action and make appropriate decisions based on that plan when faced with an individual challenge. {S5.M3.8; 8.5.2.1}
- Discuss how enjoyment could be increased in self-selected physical activities. {S5.M4.8; 8.5.3.1}
- Identify and participate in an enjoyable activity that promotes individual self-expression. {S5.M5.8}
- Demonstrate respect for self by asking for help and helping others in various physical activities. {S5.M6.8}
- Throw for distance, accuracy and speed appropriate to the activity during invasion or fielding and striking small-sided games. {8.1.2.1}
- Catch using an implement during invasion or fielding and striking small-sided games. {8.1.2.2}
- Strike a pitched ball, using an implement, to open space in a variety of small-sided fielding and striking games. {8.1.6.1}

UNIT OBJECTIVES (CONT)



Students will be able to...

- Catch from different trajectories maintaining balance while transitioning to the next skill in small-sided fielding and striking games. {8.1.6.2}
- Identify sacrifice situations and attempts to advance a teammate in small-sided fielding and striking games. {8.2.4.1}
- Reduce open spaces in the field by working with teammates to maximize coverage in small-sided fielding and striking games. {8.2.4.2}
- Establish guidelines for resolving conflict and apply them to respond appropriately to classmates' ethical and unethical behavior during physical activity. {8.4.1.1}
- Analyze participation in physical activity and determine the personal impact it has on one's physical, emotional, social and mental health. {8.5.1.2}
- Identify and participate in a physical activity that provides opportunities for enjoyment and explain how it could lead to lifelong enjoyment. {8.5.3.2}

** Most grade-level outcomes were selected from 8th grade because invasion games are not supported in the high school standards/outcomes. Students participating in a high school physical education invasion game unit should be minimally competent in these grade-level outcomes.*

Note: S= standard number; M=middle school outcome number; 8=grade level. S=Standard number; H=high school outcome number; L=level. (Society of Health and Physical Educators, 2014).



Special Considerations

It is important to give students an opportunity to choose appropriate games, sports and events. However, the health and safety of all students is paramount. Games, sports and events must provide safe, meaningful and challenging opportunities for all students.

Equipment Considerations

- Use a variety of sizes and weights of balls for students to use, ideally one ball for every two students.
 - Use a variety of sizes, weights, lengths, and shapes (flat barrel bat) of striking implements for students to use.
 - Use the traditional bases or poly spots for bases.
 - Adjust the size of the playing fields as well as the distance between each base.
 - Use a striking tee, adjustable for student success.
-

Safety Considerations

- Do not allow students to play while wearing watches, bracelets, earrings, or other jewelry.
 - Provide proper dynamic stretching exercises at the beginning of each class, as a part of the warm-up.
 - Continuously provide exercise to increase overall fitness of students in order to minimize risk of injury.
 - Make all play areas safe.
 - Provide a batting helmet and other protective equipment for students as needed.
-

Activity or Game Variations

The activity or game variations are listed below. If a school chooses to participate in a Special Olympics competition, they will need to be in contact with the state Special Olympics office for rules, regulations, and training requirements.

- Individual Softball Skills (base running, hitting, fielding, throwing)
- Traditional Softball
- Coach Pitch Softball (batting team's coach will pitch; or use a tee)
- Unified Softball (comparable level of skill in students with and without disabilities)

UNIT SCHEDULE

This unit is segmented into 5 sessions, however instructors can decide to extend or shorten instruction timeframes based on what best serves their students. As with many activities/games, skills and understanding of the game only get better with practice, therefore the more students practice playing games, the better they will become.

The Tactical Games Model (Mitchell, Olsin, & Griffin, 2013) is used for this unit. The focus of this specific curriculum model is on supporting students to master the game tactics of fielding, batting, and base running as they are used in fielding and striking games. The use of small-sided games is the focal point in the model, which allows students maximal opportunities to improve their individual game skills as well as the tactical problems within the various fielding and striking games they may play in this unit. Due to the structure of the small-sided games (3 v 3; 4 v 4; 6 v 6), it is recommended that numerous 'ball diamonds' (use a cloverleaf arrangement; 4 separate softball diamonds) are created in the play space. There should be enough room for a 'safety zone' in the middle of the 4 diamonds. Depending on the total available play space and the size of the class, there could be multiple cloverleaf diamonds.

Conceptually, the format of a tactical games lesson would follow these steps:

1. Start with a small-sided game that focused on a tactical problem to be solved. If the students successfully master the tactic, move onto the next level of tactical problems.
2. IF they did not master that tactic, bring the students together and ask specific targeted questions about the tactical problems to LEAD them the 'correct' solution/s for performing the tactic/s correctly.
3. After providing solutions, students will go BACK to the INITIAL game and replay USING the suggested solutions from the Q & A - hopefully armed with the knowledge about how to successfully complete the tactical problem.
4. IF the students still have NOT mastered the tactical problem/s, bring the students together and explain/demonstrate/implement a "practice task".
5. The practice task is similar to the old 'skill-drill' concept, providing students an opportunity to practice a pre-cursor skill/drill that could help them be successful in the game.
6. Upon successful completion of the practice task, have students return to the INITIAL game and use their newly practiced skills to solve the tactical issue(s).
7. Finally, if the Game 1 tactics were successfully mastered, move on to the next set of tactical issues and repeat this cycle.

Tactical Games Lesson Format

Tactical Problems	Game 1	Practice Task	Game 2
Lesson Focus	Set-Up	Set-Up	Goal
Objective	Goal	Goal	Conditions
	Conditions	Cues	Questions
	Questions	Extensions	Replay Game 2
	Replay Game 1	Questions	Closure

SESSION 1: DEFENDING SPACE BY INFIELD POSITION

Objectives

Students will be able to...

- Field ground balls from the third base and shortstop positions.
- Make an accurate throw to first base.
- Field ground balls from the second and first base positions.

Materials

- **Balls:** Provide a variety of sizes and weights of balls for students to use, ideally one ball for every two students.
- **Bats:** Provide a variety of sizes, weights, lengths, and shapes (flat barrel bat) for students to use.
- **Tees:** Provide a variety of heights or use an adjustable tee.

Vocabulary

- **Defensive Team:** The team who is in the outfield, and who tries to prevent the batting team from scoring any runs.
- **Ground Ball:** A ball that is hit/kicked and travels along the ground.
- **Infield:** The area of the playing field that is inside the bases.
- **Offensive Team:** The team who is at bat, and who tries to score as many runs as possible.

Session 1 Content

Activity 1

Tactical Problem: defending space by infield position

Focus: no outs, no runners on base, and a grounder to the left side of the infield

Game 1

Set up

- No runners on base, no outs

Goals

- Get the runner out at 1st (defensive team)
- Get to 1st before the throw (offensive team)

Conditions

- Use 3v3 minimum/6v6 maximum; start with no runners on base and no outs
- Batter MUST hit/kick a ground ball to the left side of the infield
- Players score runs by reaching returns to dugout area
- Inning is over after three runs or three outs, whichever comes first

Questions (answers):

- What was the goal of the game for the offensive team? (get to 1st base before the throw)
- What was the goal of the game for the defensive team? (get the runner out at 1st base)
- Today we are focusing on the defensive team's performance. How were you able to get the runner out at 1st base? (move feet to the ball, watch the ball into the glove, catch the ball, and throw the ball to 1st base; keep feet moving toward 1st base)

Replay Game 1

Practice task associated with Game 1

Set up

- 3 players in the infield (shortstop, 3rd base, 1st base); 3 players in the battery (pitcher, catcher, batter)
- Batter will roll or hit a grounder to the left side of the infield and then runs hard and fast to 1st base
- After fielding 3 balls from each position (shortstop, 3rd base), players rotate to 1st base or into the battery
- Fielding player always calls the ball, and non-fielding player always backs up the fielder

Goals

- Successfully field 3 balls in a row at 3rd base and at shortstop
- Throw the batter out 5-6 times

Cues

- Move your feet to the ball
- Watch the ball into your glove
- Catch and recover
- Recover to throw

Game 2

Replay game 1

Session 1 Content (cont)

Activity 2

Tactical Problem: defending space by infield position, defending first base

Focus: no outs, no runners on base, and a grounder to the right side of the infield

Game 1

Set up

- No runners on base, no outs

Goals

- Get the runner out at 1st (defensive team)
- Get to 1st before the throw (offensive team)

Conditions

- Use 3v3 minimum/6v6 maximum
- The hitter/kicker must hit/kick a ground ball to the right side of the infield
- Players score runs by safely reaching 1st base
- Whether safe or out, the runner returns to the dugout area
- Inning is over after three runs or three outs, whichever comes first

Questions (answers):

- What was the goal of the game for the offense and defense? (get to 1st ahead of the throw and get the runner out at 1st)
- Today we are focusing on the defensive team's performance. What did you do to get the runner out at 1st base? (move feet to the ball, watch the ball into the glove, and throw quickly to first)
- Were you successful? If not, let's practice

Replay Game 1

Practice task associated with Game 1

Set up

- 2 players in the field (minimum) at 2nd and 1st base, pitcher is on the mound (optional), and 3 players are hitting (the battery)
- Extra players serve as catchers
- From a ball rolled, pitched, or placed on a tee; the hitter/kicker hits/kicks a grounder to the right side of the infield and then runs hard & fast to 1st
- Players field 3 balls from each position
- The task can also focus on the footwork used to cover 1st base on a force play

Goals

- Successfully field 3 balls in a row at 2nd and at 1st
- Throw the batter out 5-6 times

Cues

- Move your feet to the ball
- Watch the ball into your glove
- Catch and recover
- Recover to throw

Game 2

Replay game 1

Assessment

Facilitator Instructions: During the small-sided games and practice tasks, make a tally mark for each time the student successfully performs each task.

Student Demonstrated...	
<p>Field ground balls from 3rd base position</p> <ul style="list-style-type: none">• Feet are moving toward the direction the ball is traveling• Glove is out in front of the body, near the ground• Eyes watch ball into the glove• Non-glove hand covers the ball in the glove• Non-glove hand brings the ball into throwing position	
<p>Field ground balls from the shortstop position</p> <ul style="list-style-type: none">• Feet are moving toward the direction the ball is traveling• Glove is out in front of the body, near the ground• Eyes watch ball into the glove• Non-glove hand covers the ball in the glove• Non-glove hand brings the all into throwing position	
<p>Field ground balls from the 2nd base position</p> <ul style="list-style-type: none">• Feet are moving toward the direction the ball is traveling• Glove is out in front of the body, near the ground• Eyes watch ball into the glove• Non-glove hand covers the ball in the glove• Non-glove hand brings the all into throwing position	

Assessment (cont)

Student Demonstrated...	
<p>Field ground balls from 1st base position</p> <ul style="list-style-type: none"> • Feet are moving toward the direction the ball is traveling • Glove is out in front of the body, near the ground • Eyes watch ball into the glove • Non-glove hand covers the ball in the glove • Non-glove hand brings the ball into throwing position 	
<p>Make an accurate throw to 1st base (fielded from 3rd base or shortstop)</p> <ul style="list-style-type: none"> • Use approach step (e.g., crow hop, shuffle step) in preparation for throwing action • Throwing arm takes a downward circular pattern & throwing hand drops below the waist • Steps with opposite foot • Hips rotate simultaneously with step forward and prior to shoulder rotation • Forearm in laid back in an L position as hips start to rotate toward 1st base • Throwing hand points to target in follow-through • Movements well-coordinated and timed 	

SESSION 2 & 3: GETTING ON BASE; DEFENDING SPACE BY OUTFIELD POSITION

Objectives

Students will be able to...

- Hit a grounder to the left side of the infield
- Run to first as quickly as possible (running through or past the base)
- Field grounds, line drives, and fly balls in the outfield
- Back up the adjacent outfielder

Materials

- **Balls:** Provide a variety of sizes and weights of balls for students to use, ideally one ball for every two students.
- **Bases:** Traditional bases or poly spots could be used for bases.
- **Bats:** Provide a variety of sizes, weights, lengths, and shapes (flat barrel bat) for students to use.
- **Tees:** Provide a variety of heights or use an adjustable tee.

Vocabulary

- **Backing up a teammate:** When a player, adjacent to the person fielding the ball, moves into a position behind the fielder to act as a safety valve if the fielder misses the ball.
- **Battery:** The pitcher and the catcher of a team are referred to as the battery.
- **Fly ball:** A ball that is typically hit high in the air, and the fielder attempts to catch it on the descent.
- **Line drive:** A ball that is typically hit in a straight line with a low trajectory.

Session 2 & 3 Content

Activity 1

Tactical Problem: getting on base

Focus: no runners on base

Game 1

Set up

- No runners on base

Goals

- Get on 1st safely

Conditions

- Use 4v4 minimum/5v5 optimum, 6v6 maximum
- Defensive players play 1st base & as many other infield positions as possible
- The hitter/kicker must hit/kick a ground ball to the infield and get to 1st before the throw
- Players score runs by safely reaching 1st base
- Whether safe or out, the runner returns to the dugout area
- Inning is over after three runs or three outs, whichever comes first

Questions (answers):

- To where did you have to hit/kick the ball to get on 1st base? (along the 3rd baseline, on the left side of the infield, close to 3rd)
- So, when there are no runners on base where is the best place on the left side of the infield to hit/kick the ball? (along the third base line)

- How did you run to get to 1st before the throw? (ran fast without looking at the ball and ran through 1st base)

Replay Game 1

Practice task associated with Game 1

Set up

- 3 players in the field (minimum) at shortstop, 3rd base, 1st base, and 3 players are hitting (the battery)
- Extra players serve as pitchers and catchers
- From a ball rolled or thrown from the pitcher's mound or placed on a batting tee, the batter hits/kicks a grounder to the left side of the infield and then runs hard and fast over 1st base to a cone 20 feet past 1st on the 1st base line
- Batter hits and runs five times, attempting to knock down cones (one cone on the 3rd base line 10' past the base and the other cone just beyond but between 3rd base and shortstop)
- After five hits, the batter replaces a defensive player
- Defensive players make a play on every ball, and attempt to throw the runner out at 1st

*NOTE: You may use three or four cones as targets, depending on players' ability

Goals

- Angle the bat to hit (or approach to kick) toward the 3rd base line or between 3rd base and the shortstop
- Run hard and fast through 1st base

Session 2 & 3 Content (cont)

Cues

- Step, hit, and drive
- Run hard and through 1st base
- Adjust the angle of the bat to hit the ball toward left field
- Approach (if kicking) or bat (if batting) to send the ball toward left field

Game 2

Replay game 1 and match final score with the score of the previous game

Activity 2

Tactical Problem: defending space by outfield position

Focus: runner on 1st and a ball hit to the left side of the outfield base

Game 1

Set up

- Runners on 1st

Goals

- Get the runner out at 2nd (defensive team)
- Safely move the runner to 2nd (offensive team)

Conditions

- Use 4v4 minimum; 6v6 maximum
- Defensive players play left field, left center field, 2nd base, 1st base

- The offensive team must have a runner on 1st at all times
- The batter must hit/kick the ball to the left side of the outfield and run to 1st base
- Balls hit to the right of 2nd base are considered outs
- Players score runs by safely reaching 2nd base
- Whether safe or out, the runner returns to the dugout area
- Inning is over after three runs or three outs, whichever comes first

Questions (answers):

- What was the goal of the game for the offensive team and for the defensive team? (safely move the runner to second, and get the runner out at 2nd)
- Today we are focusing on the defense. How were the defensive players, left fielder and the left center fielder, able to get the ball to 2nd base ahead of the runner? (by getting to the ball quickly and throwing to 2nd as quickly as possible)
- Why is it important for the outfielders to get the ball to the infield as quickly as possible? (to keep runners from advancing or scoring)
- What should the non-fielding outfielder do and why? (back up the player fielding the ball and be ready in case the fielder missed the ball to stop it and get it to the infield as quickly as possible)

Replay Game 1

Session 2 & 3 Content (cont)

Practice task associated with Game 1

Set up

- 4 players are on defense (minimum) at left field, 2nd base, and 1st base, and 4 players are on offense - the batter and a base runner
- Batter hits/kicks a ball from the pitcher or a batting tee to the left side of the outfield and then runs hard and fast to 1st base
- Runner on 1st advances to 2nd except on a fly ball
- After players field three balls from each position (left, left center), they rotate to 2nd base and then to first or into the batter
- Fielding players call the ball, and non-fielding players back them up

Goals

- Successfully field the ball and throw the runner out at 2nd base
- Perform a proper backup on every play

Cues

- Move your feet to the ball
- Watch the ball into your glove
- Catch and cover over you throwing shoulder
- Recover and throw quickly
- Back up to get the appropriate angle, and pretend the fielder isn't there or assume he will miss the ball

Game 2

Replay game 1; the defense scores a bonus run by throwing out a base runner at 2nd base on a throw

Activity 3

Tactical Problem: defending space by outfield position

Focus: runner on 1st and a ball hit to the left side of the outfield base

Game 1

Set up

- Runners on 1st

Goals

- Get the runner out at 2nd (defensive team)
- Safely move the runner to 2nd (offensive team)

Conditions

- Use 4v4 minimum; 6v6 maximum
- Defensive players play right field, right center field, 2nd base, 1st base
- The offensive team must have a runner on 1st at all times
- The batter must hit/kick the ball to the right side of the outfield and run to 1st base
- Balls hit to the left of 2nd base are considered outs
- Players score runs by safely reaching 2nd base
- Whether safe or out, the runner returns to the dugout area
- Inning is over after three runs or three outs, whichever comes first

Session 2 & 3 Content (cont)

Questions (answers):

- Today we are focusing on the defense. How were the defensive players, the right fielder and the right center fielder, able to get the ball to 2nd base ahead of the runner? (by fielding the ball quickly and throwing to 2nd as quickly as possible)
- How were you able to quickly catch and throw the ball? (by catching the ball over the throwing shoulder and running forward if possible)

- What should the non-fielding outfielder do? (back up the player fielding the ball)
- What's the best angle to take when backing up the player fielding the ball? (cut behind her so if she misses the ball you'll be in a position to catch it)

Replay Game 1

Assessment

Facilitator Instructions: During the small-sided games and practice tasks, make a tally mark for each time the student successfully performs each task.

Student Demonstrated...	
Running from home to 1st base <ul style="list-style-type: none"> • Upon contact with ball, batter runs as fast as possible • Batter runs 'through' the base • Batter does not look at ball while running to base 	
Field a fly ball <ul style="list-style-type: none"> • Fielder runs up (or back) depending on the trajectory of the ball • Glove is out in front of the body above the head • Eyes watch ball into the glove • Non-glove hand covers the ball in the glove • Non-glove hand brings the ball into throwing position 	
Striking ball to open field <ul style="list-style-type: none"> • Batter surveys the position of the defensive fielders, looking for the open space/s • Batter strikes the ball toward the open space/s in the field 	

SESSION 4 & 5: DEFENDING BASES ON THROW FROM OUTFIELD; ADVANCING TO 2ND BASE

Objectives

Students will be able to...

- Demonstrate proper positioning and footwork when covering second base on a throw from the outfield.
- Take off from first base at the appropriate time and run to second base and execute a proper stop.
- Tag up and run to second base on a fly ball to the outfield

Materials

- **Balls:** Provide a variety of sizes and weights of balls for students to use, ideally one ball for every two students.
- **Bases:** Traditional bases or poly spots could be used for bases.
- **Bats:** Provide a variety of sizes, weights, lengths, and shapes (flat barrel bat) for students to use.

Vocabulary

- **Tag up:** A base runner must touch or remain on her starting base until after a hit ball lands in fair territory or is first touched by a fielder. If the base runner leaves the base on a fly ball (prior to a successful catch), the base runner must return to the base and tag up before running to the next base.
- **Battery:** The pitcher and the catcher of a team are referred to as the battery.

Session 4 & 5 Content

Activity 1

Tactical Problem: defending bases on a throw from outfield positions

Focus: runner on 1st and ball hit to the outfield

Game 1

Set up

- Runner on 1st

Goals

- Get the runner out at 2nd (defensive)
- Safely move the runner to 2nd (offensive)

Conditions

- Use 5v5 minimum, 6v6 maximum
- Defensive players play all four outfield positions, 2nd base & shortstop
- The offensive team must have a runner on 1st at all times
- The batter must hit/kick the ball to the right side of the outfield and run to 1st base
- Balls hit to the left of 2nd base are considered outs
- Players score runs by safely reaching 2nd base
- Whether safe or out, the runner returns to the dugout area
- Inning is over after three runs or three outs, whichever comes first

Questions (answers):

- When the ball is hit to the left side of the outfield, which infielder covers 2nd? (the player at second base)

- When the ball is hit to the right side of the outfield, which infielder covers 2nd? (the shortstop)
- What part of the base should you tag with your foot? (the outside edge closest to the person throwing the ball {this may require repositioning})
- Why? (to keep from interfering with the runner)

Replay Game 1

Practice task associated with Game 1

Set up

- 6 players are on defense (minimum) playing left field, right field, right center field, and shortstop, and 6 players are on the offense - the battery (pitcher, catcher, and batter) and 3 base runners
- Batter hits/kicks ball from pitcher or a tee to the outfield and then runs hard and fast to 1st base
- Runner on 1st advances to 2nd except on a fly ball
- Runners can tag up on fly balls
- After catching three balls from the outfielders while playing 2nd base and shortstop, players rotate to the battery
- From the batter, players rotate through the outfield positions
- Players use the speed of the incoming runner and the position of the incoming throw to adjust their foot positions when covering second base

Session 4 & 5 Content (cont)

Goals

- Keep the runner from advancing to 2nd
- Cover 2nd as the shortstop or 2nd-base player
- Cover 2nd using proper footwork and be on the outside edge of the base

Cues

- Give the thrower a target
- Position your foot on the edge closest to the incoming throw
- Use the incoming runner and the incoming throw to adjust your position to cover 2nd base
- Make catching the ball your first priority

Game 2

Replay game 1; the defense scores a bonus run by throwing out a base runner at 2nd base.

Activity 2

Tactical Problem: advancing to 2nd base

Focus: runner on 1st and a ball hit to the outfield

Game 1

Set up

- Runner on 1st

Goals

- Get the runner out at 2nd (defensive)
- Safely move the runner to 2nd (offensive)

Conditions

- Use 5v5 minimum, 6v6 maximum
- Defensive players play all four outfield positions, 2nd base & shortstop
- The offensive team must have a runner on 1st at all times
- The batter must hit/kick the ball to the right side of the outfield and run to 1st base
- Balls hit to the left of 2nd base are considered outs
- Players score runs by safely reaching 2nd base
- Whether safe or out, the runner returns to the dugout area
- Inning is over after three runs or three outs, whichever comes first

Questions (answers):

- As a runner, when should you leave 1st base? (when the batter steps)
- How should you stop at 2nd base? (slide, lean back as you approach, and hang onto the base with your foot)
- Can the runner on first advance to 2nd on a fly ball to the outfielder? (yes, but she must tag up first)
- What should the runner do to tag up? (wait until the fielder touches the ball and then run as fast as possible to the next base)
- Does she have to run if she is unable to make it to the next base? (No. The runner does not have to advance if her team has fewer than two outs)

Replay Game 1

Session 4 & 5 Content (cont)

Practice task associated with Game 1

Set up

- 6 players are on defense (minimum) at left field, right field, right center field, 2nd base and 1st base, and 4 players are on offense - the battery and a base runner
- Batter hits/kicks to the outfield and then runs hard and fast to 1st base
- Runner on 1st advances to 2nd except on a fly ball; runner can tag up on fly balls
- Batter hits and runs to 1st three times
- Base runners runs from 1st to 2nd three times (the batter should attempt to hit at least one fly ball so the runner can practice tagging up)
- After running, the base runner should rotate to an infield position and then rotate from an infield position to an outfield position

Goals

- As the runner, take off when the batter step
- As the runner, tag up and take off as soon as any defensive player touches the ball

Cues

- Be in ready position
- Take off (or step off) on the batter's step
- On a fly ball, go when the ball contracts the glove of any defensive player
- Run hard and be prepared to slide

Game 2

Replay game 1; the defense scores a bonus run by throwing out a base runner at 2nd base on a throw



Assessment

Facilitator Instructions: During the small-sided games and practice tasks, make a tally mark for each time the student successfully performs each task.

Student Demonstrated...	
<p>Running from 1st to 2nd base</p> <ul style="list-style-type: none">• Base runner is in ready position• Base runner takes off/steps off base on the batter's step• On a fly ball, runner takes off when the ball contacts the glove of any defensive player• Run hard toward 2nd base and stop by sliding, leaning back on the approach and hanging onto the base with the foot	
<p>Striking ball to open field</p> <ul style="list-style-type: none">• Batter surveys the position of the defensive fielders, looking for the open space/s• Batter strikes the ball toward the open spaces/s in the field	
<p>2nd base coverage</p> <ul style="list-style-type: none">• When ball is hit to left side of outfield, 2nd base person covers the base• When ball is hit to right side of outfield, 2nd base person covers the base• 2nd base fielder tags the base with the foot on the outside edge closest to the person throwing the ball• 2nd base fielder uses the speed of the incoming runner and the position of the incoming throw to adjust the foot position/s when covering 2nd base	

Activity Protocol & Etiquette

- Have FUN and play by the rules of the game!
- Respect yourself and your classmates, and do what the teacher asks you to do, even when she is not watching.
- Follow all the safety rules during the class period.

Resources

- "Game of the Week: The Captain Is Coming!" DioPA Youth Ministry, www.diopayouth.org/blog/game-of-the-week-the-captain-is-coming.
- PEC: Lesson Plans for Physical Education, www.pecentral.org/lessonideas/ViewLesson.asp?ID=776#.Wk_Dxqin-Hcs.
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Special Olympics
Unified Schools

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