



CONE CATCHER

STUDENT TARGETS

- **Skill:** I will use correct form for an underhand toss.
- **Cognitive:** I will focus my attention on the challenge in an effort to improve my team's score.
- **Fitness:** I will be actively engaged in this Minute to Win challenge.
- **Responsible Behaviors:** I will use positive and encouraging communication with my teammates.

EQUIPMENT & SET-UP

Equipment:

- 1 large game cone per team of 3
- 5 to 10 beanbags per team
- 1 hoop per team
- 1-Minute Timer Music ([Spotify](#), [Apple](#))

Set-Up:

- Create teams of 3 players.
- Each team has space with beanbags placed in a hoop and a cone 5 paces away from the hoop.
- One teammate is the tosser and stands behind the hoop and beanbags.
- The other two teammates are cone holders and stand 5 paces away with the cone opening facing the tosser.



ACTIVITY PROCEDURES

1. This activity is called Cone Catcher! The object of the game is for your team to use the cone to catch as many beanbags as you can in 1 minute.
2. Get ready with 2 players holding a cone, and 1 player 5 paces away, ready to toss the beanbag into the cone.
3. On the start signal, the tosser makes the first toss and quickly picks up another beanbag for another toss. The cone holders count catches aloud to keep track of the score.
4. Cone holders can move the cone to help the tosser and make the catch. If your team tosses all of your beanbags successfully in the cone before time expires, cone holders quickly dump the beanbags back into position and play continues. Beanbags that miss the cone and fall to the ground can be collected and tossed again.
5. Repeat this challenge with students focused on improvement.

PRIORITY OUTCOMES

Personal Challenge:

- Discusses the challenge that comes from learning new physical activities.
- Rates the enjoyment of participating in challenging and mastered physical activities.
- Expresses the enjoyment and challenge of participating in a favorite physical activity.

DEBRIEF QUESTIONS

- **DOK 1:** What is teamwork? What does it look like? What does it sound like?
- **DOK 2:** How does teamwork affect how well your team performs in Minute to Win challenges?
- **DOK 3:** How does growth mindset affect how well you work with a team?

PARTNER FLIP THE HOOP

STUDENT TARGETS

- **Skill:** I will use an underhand throw to get my bean bag inside the hula hoop.
- **Cognitive:** I will identify ways to encourage my partner.
- **Fitness:** I will stay actively engaged during the activity.
- **Responsible Behaviors:** I will work cooperatively with my partner.

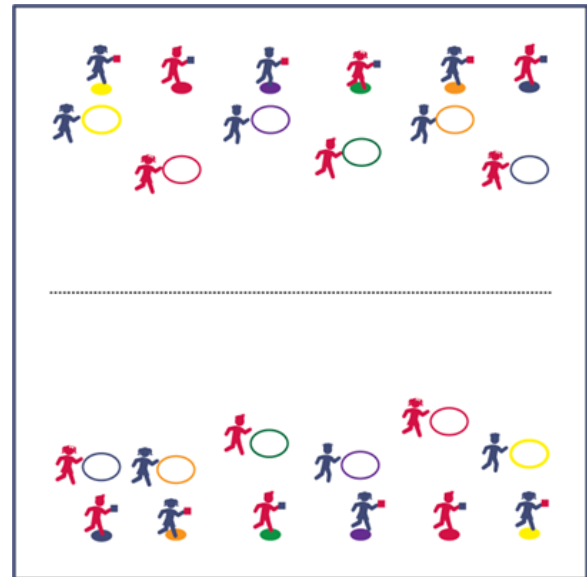
EQUIPMENT & SET-UP

Equipment:

- 1 hula hoop per 2 students
- 1 bean bag per 2 students
- 1 spot marker per 2 students

Set-Up:

- Along each end of the activity space, space out spot markers and place a hula hoop about 2-3 feet in front of each spot marker.
- Place one bean bag on each spot marker.
- Create pairs of 2 students, with one pair at each spot marker.



ACTIVITY PROCEDURES

1. It's time for Partner Flip the Hoop. The object of the game is for you and your partner to move your hoop to the center of the activity area. You'll do that by tossing the bean bag from the spot marker into the hoop. Every successful toss will get your hoop closer to the center.
2. 1 partner begins as the tosser, and the other is the hoop flipper. On the start signal, the tosser attempts to toss the bean bag into the hoop. The flipper flips the hoop one flip toward the center, picks up the bean bag, and changes places with the tosser. Continue this way until you make it to the center of the activity space.
3. If a toss falls outside of the hoop, the flipper will pick up the bean bag without flipping the hoop and change places with the tosser.
4. On the stop signal put equipment down and be ready for the next set of instructions.

PRIORITY OUTCOMES

Social Interaction:

- Describes the positive social interactions that come when engaged with others in physical activity.
- Demonstrates respect for self and others in activities and games by following the rules, encouraging others, and playing within the spirit of the game or activity.

CLOSURE AND DEBRIEF

- **DOK 1:** What are some words you would include on a list of encouraging words to use during physical education class?
- **DOK 2:** How does encouragement impact a person's confidence?
- **DOK 3:** How are positive words and encouragement related to the success of a team or group?

R, P, S VICTORY LAP

STUDENT TARGETS

- **Skill:** I will work to stay active and increase my heart rate during the activity.
- **Cognitive:** I will identify ways to encourage my classmates.
- **Fitness:** I will stay actively engaged during the activity.
- **Responsible Behaviors:** I will use encouraging language with my classmates.

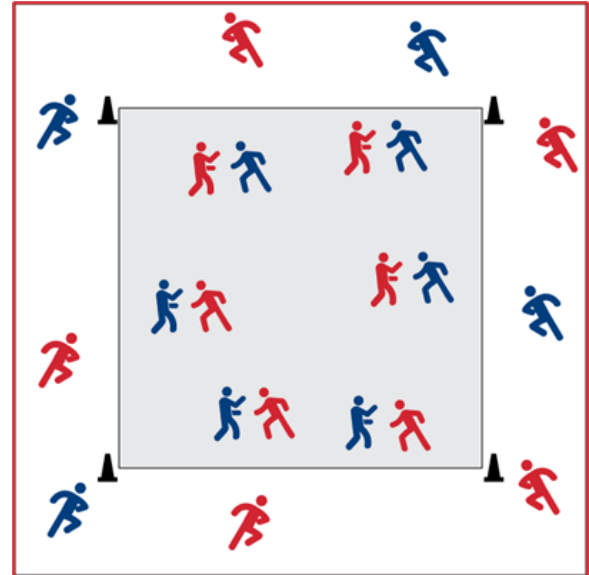
EQUIPMENT & SET-UP

Equipment:

- 4 cones for boundaries

Set-Up:

- Create a lap area with the 4 cones.
- Students begin in the center of the lap area.
- Pair students in groups of 2. Each pair should stand facing their partner.



ACTIVITY PROCEDURES

1. Today we're going to try and get our heart rates up by playing Rock, Paper, Scissors Victory Lap.
2. The object is to win as many games of RPS as possible. After each win, you'll run a victory lap around the cones to celebrate your success. Find a new partner as soon as you complete your lap and play again.
3. If you don't win, quickly find a new partner within the center of the activity area and play again.
4. On the stop signal be ready for the next set of instructions.

PRIORITY OUTCOMES

Social Interaction:

- Describes the positive social interactions that come when engaged with others in physical activity.
- Demonstrates respect for self and others in activities and games by following the rules, encouraging others, and playing within the spirit of the game or activity.

CLOSURE AND DEBRIEF

- **DOK 1:** How can you recognize an activity that helps to improve your fitness?
- **DOK 2:** How does your favorite physical activity improve your personal fitness level?
- **DOK 3:** In what ways could you modify this activity in order to improve any of the health-related fitness components?



ROUNDNET

STUDENT TARGETS

- **Skill:** I will demonstrate a variety of striking and passing skills for Roundnet.
- **Cognitive:** I will discuss movement concepts related to Roundnet play.
- **Fitness:** I will remain focused and actively engaged in Roundnet games.
- **Responsible Behaviors:** I will work cooperatively to demonstrate the importance of social interaction during physical activities.

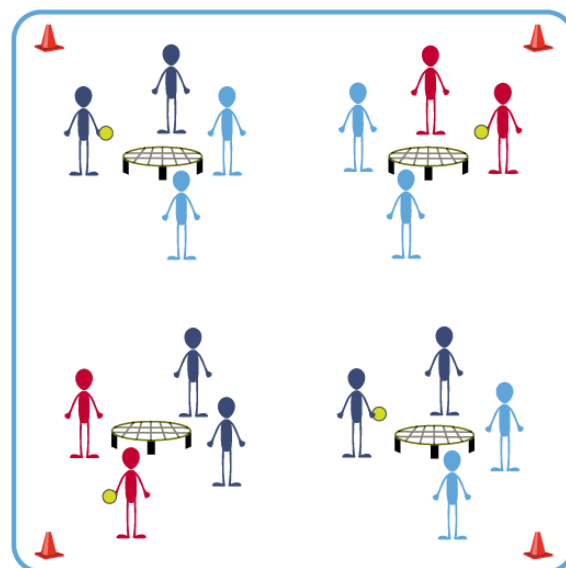
EQUIPMENT & SET-UP

Equipment:

- 1 Spikeball® net (or hoop) and 1 ball per group of 4 students
- Use hoops and foam balls if you do not have enough Spikeball® sets for your entire class

Set-Up:

- Scatter nets (or hoops) in the activity area, allowing space for player movement.
- Place 1 Spikeball® at each net.
- Pair students and send 2 pairs (4 players) to each net.



ACTIVITY PROCEDURES

1. This activity is called Roundnet and will give you some practice time to apply offensive and defensive strategies you have been learning.
2. This will be a full game of Roundnet, using a toss serve to begin the game. You will use rally scoring, which means points can be won by the serving or receiving team.
3. On the start signal, determine which team will serve first and begin the game. Teams have a maximum of 3 hits (2 passes and 1 spike) to send the ball down to the net for a change of possession.
4. We will play 5-minute games. At the end of each game, each of you must play with a different partner. We will play a total of 3 games, so you have an opportunity to partner with everyone at your net for one game.
5. If there are any questions about plays or points, it is an automatic redo of that point.
6. On the stop signal put equipment down and be ready for the next set of instructions.

PRIORITY OUTCOMES

Social Interaction:

- Describes the positive social interactions that come when engaged with others in physical activity.
- Demonstrates respect for self and others in activities and games by following the rules, encouraging others, and playing within the spirit of the game or activity.

CLOSURE AND DEBRIEF

- **DOK 1:** What are the movement concepts related to Roundnet participation?
- **DOK 2:** How do those concepts affect the performance of specific skills or tactical plays?
- **DOK 3:** How can you apply what you've learned to develop your Roundnet skills?

UPSIDE DOWN

STUDENT TARGETS

- **Skill:** I will pace my activity trying to stay in my target heart rate zone.
- **Cognitive:** I will discuss the importance of an active lifestyle.
- **Fitness:** I will stay actively engaged during all activities.
- **Responsible Behaviors:** I will show respect for myself and others during the activity.

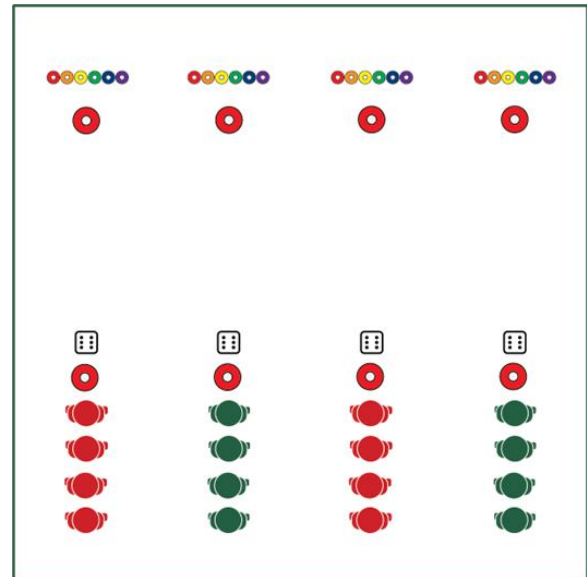
EQUIPMENT & SET-UP

Equipment:

- 6 low profile cones per team of 3-4 students
- 1 six-sided die per team of 3-4 students
- 1 medium cone per team of 3-4 students

Set-Up:

- Use the medium cone to create a starting line for each team. Place a dice at each starting cone.
- Place the 6 low-profile cones 20 meters away from the starting cone in a horizontal line. Number the low-profile cones 1 through 6, going from left to right.
- Create groups of 3-4 students, with one group at each cone.



ACTIVITY PROCEDURES

1. The name of this activity is Upside Down. The object of the game is to get all of your team's cones upside down.
2. On the start signal, the first person in line rolls the die and then runs down to flip the cone that corresponds to the number rolled.
3. As soon as that player returns to the line, the next player rolls the die and runs down to flip the appropriate cone.
4. If a number is rolled again, corresponding cones are flipped back right-side up.
5. Play the game until one team gets all cones upside down, or time runs out (set an appropriate amount of time based on your lesson).

PRIORITY OUTCOMES

Social Interaction:

- Describes the positive social interactions that come when engaged with others in physical activity.
- Demonstrates respect for self and others in activities and games by following the rules, encouraging others, and playing within the spirit of the game or activity.

CLOSURE AND DEBRIEF

- **DOK 1:** What is something that is a benefit of an active lifestyle?
- **DOK 2:** How can an active lifestyle affect a person's social life?
- **DOK 3:** How is an active lifestyle related to a person's social and emotional well-being?