



## Volleybat

Grades 4-8

Donna Lewis

Brookside Elementary

Gastonia, NC

Object of the Game : To hit the slightly deflated volleyball on first bounce...on the way to first base the batter must place the bat in the barrel.

Equipment: A sturdy whiffle ball bat, slightly deflated volleyball, set of throw down bases or carpet squares, a barrel or 34 gallon trash can (I bought mine at the dollar general store)

Rules: The pitcher stands near the center circle on the basketball court.

The pitcher is from the batting team.

The pitcher must give the batter a two handed underhand toss.

The batter stands in the free throw lane.

The batter must hit the ball on first bounce.

The batter must put the bat in the barrel/trash can on the way to first base.

The batter gets only one pitch.

The fielding team cannot cross the mid-court line until the ball is hit.

The fielding team is not allowed to cover home.

The student playing the base is the only player who can cover that particular base and get the runner out.

All outs at the bases are forced outs.

Play 3 outs.

Boys sit on the left side of the baseline /girls sit on the right side waiting to bat.

Boys and girls alternate batting.

A ball that hits the back wall is a homerun.

Runners on base when their team gets their 3 outs may return to that base if they do so before the first pitch.

Each batter gets only one pitch.

There are no foul balls.

A batter is out :

- if they miss the ball

- if the fielder catches their hit ball before it hits the floor

- if the ball beats them to a base

- if the ball fails to move forward

- if they hit out of turn



## STAR WARS

Grades 3-8  
Donna Lewis  
Brookside Elementary  
Gastonia, NC

Equipment Needed : 12 Foam Balls, 6 cones w/rope, 2 hula hoops, 2 15 inch swim noodles(light savers), CD player, Star Wars Theme Song

### Rules of the Game:

#### Players are out when:

1. they get hit by a ball before it hits the floor.
2. the ball they threw gets caught by an opposing player.
3. they hit an opposing player in the head.
4. they go past the rope to throw a ball.
5. they have more than one ball.
6. they slap a ball out of the air.

#### The Jedi is out when:

1. a ball hits them when they are out of the hula hoop
2. a ball hits them when they have only one foot in the hula hoop.
3. they drop the light saver.
4. the light saver gets hit by a ball.
5. they tap a player who is not sitting criss/cross style.

The game begins with the class divided equally with players standing on their baseline. Start the game with a girl Jedi then alternate each round boy/girl. The Jedi stands in the hula hoop with the Light Saver. The 6 foam balls are scattered on each side of the floor. When the music begins the players get the balls and throw them over the rope to the other side. They are attempting to hit the opposing players with the ball. Once a player is hit they sit down immediately. They may not move to get closer to the Jedi. When the player is sitting criss/cross style the Jedi can tap them on the shoulder with the light saver allowing the player to return to the game. The game continues until one of the following happens: 1.) the song plays all the way through or 2.) the Jedi gets out. When this happens all players put the foam balls down and return to their baseline.

# SURVIVOR

Grades 2-8

Donna Lewis

Brookside Elementary

Gastonia, NC

**Equipment Needed:** 6 different colored foam balls

**Description of the Game:**

1. Everybody is it... no teams... everyone for themselves...
2. The players spread out in the playing area...
3. The six different colored foam balls are randomly placed in the playing area...
4. Play begins when a particular color of foam ball is called out by the teacher ...
5. That ball is "alive" ... and the only ball that can get a player out ...
6. When a player is hit by the ball before it hits the floor they sit down criss/cross style and they may not touch a ball...
7. When a player throws the ball that is alive they cannot throw that ball again until someone else throws it ...
8. Teach them to throw and run away...
9. When the teacher calls out a different color the previous color dies and the new color is now alive...
10. If a player gets hit in the head the thrower is out ...
11. This game wears them out ... It gets everybody involved...
12. To make it more interesting change the color quite often...
13. The game is over when only one player remains... the Survivor
14. When playing with older or highly skilled players use 2 sets of 6 balls which allow 2 balls to be alive at the same time.



## BATTLE BALL

Grades 3-8

Donna Lewis

Brookside Elementary

Gastonia, NC

Equipment Needed : 6 cones w/rope (mid line), 5 big yellow foam balls per side

Description of the Game : Divide the class into two equal groups and have them stand on their baseline. The five yellow foam balls are placed by a cone on each side of the floor. On the whistle the players may get a ball, tag the ball against the wall behind their baseline, then throw the ball to the opposite side. If a player gets hit by a ball before the ball touches the floor they will go to their sideline and sit down criss/ cross style. If someone on their side catches a ball all the players sitting on the sideline on that side may get back in the game. A round is over when one side has all their players sitting on their sideline. Once this happens all players on each side will go back to their baseline and stand. Allow players to put the balls at the cones before starting the next round.

Object of the game : To eliminate all players on one side.

Players are out if they:

1. get hit by a ball before it hits the floor
2. throw a ball and it gets caught by the other team
3. hit an opposing player in the head with the ball
4. step out of bounds while dodging
5. have more than one foam ball at a time

Integrating Ideas

Math skills: allow the sideline players to solve a math equation. If they answer correctly they may go back in.

Language skills: allow the sideline players to spell a word. If they answer correctly they may go back in.

## Incorporating NASPE Standards 5 & 6 into Your Teaching

Carla Vidoni & Tammy Burt

Ball State University

Traditionally, the main focus of many physical education curricula has been the areas of psychomotor and cognitive domains. Psychomotor domain is about fundamental movement skills that can produce competence in performance. The cognitive domain has its emphasis in processing information of principles and concepts of games, activities, and sports during instruction. Not surprisingly, the affective domain has typically been a hidden component of the written curriculum. However, with the establishment of NASPE content standards, students' emotions and attitudes have been considered elements of learning. Teachers who plan to meet the national standards have found ways to incorporate the affective domain in their written curriculum and in their daily instruction.

The purpose of this presentation is to share some strategies that can provide students with opportunities to increase their (a) personal responsibility towards accomplishment of tasks and respect for self and others, (b) effort to be active movers, and (c) to take ownership of the learning environment. This presentation will specifically point out elements to explicitly teach and assess social behaviors based on (a) Hellison's model of Teaching Personal and Social Responsibility, (b) Fair Play Instruction, and (c) Dependent group contingencies. The ultimate goal of this presentation is to call attention to how affective domain can transcend to students' active lifestyle.

