



Online Physical Education Network

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## Welcome to High Speed Games that Promote Academic Rigor!

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To build confidence and competence we need:  
Rigorous Physical Literacy Content + Challenge + Fun

**What is Academic Rigor?** True rigor is creating an environment in which each student is expected to learn at high levels, is supported so he or she can learn at high levels, and demonstrates learning at high levels.

### Tool to Ensure Academic Rigor

#### Academic Language

The vocabulary, symbols, icons, signals, and non-verbal communication that students must know and be able to apply in order to be competent/proficient in a specific academic area. The academic language of physical education is not simply a list of spelling words or grade-level appropriate vocabulary; it is the vocabulary essential for students to master on the path toward physical literacy.

#### Tiered Instruction and Questioning Sessions

Tiered instruction guides student learning through basic understanding through competent execution using Webb's Depth of Knowledge (DOK) levels.

#### Depth of Knowledge Extended Explanations

- **Level 1 Recall & Reproduction:** Requires students to recite facts or to use simple skills or abilities.
- **Level 2 Skills & Concepts:** Includes the engagement of some mental processing beyond recalling or reproducing a response. It requires both comprehension and subsequent processing of information.
- **Level 3 Strategic Thinking:** Deep knowledge becomes more of a focus at Level 3. Students are encouraged to go beyond information and context. However, they are still required to show understanding of the ideas and skills. Students may be encouraged to explain, generalize, connect ideas, or perform skills in a dynamic environment. Task at Level 3 involve reasoning and planning. Students must be able to support their thinking.
- **Level 4 Extended Thinking:** Higher order thinking is central and knowledge is deep at Level 4. Tasks at this level will probably be an extended activity, with extended time provided. However, the extended time period is not a distinguishing factor. Students take information from at least one content area and are asked to apply this information to a new task. They may also be asked to develop hypotheses and perform complex analyses of the connections among concepts, skills, and settings.

## TicTacToe Relays

### Equipment:

- 9 Hula Hoops or Spot Markers per group
- 6 bean bags per group (3 of one color, 3 of another)
- 1 cone per group

### Set up:

- Create TicTacToe lanes with a cone as the starting line and a 3X3 grid of 9 hoops 25 to 50 feet away from the cone.
- Place 6 beanbags in a pile in front of the cone (2 different colors).
- Create teams of 2 or 3 players with 2 teams at each lane. Assign each team a beanbag color.
- Add equipment to allow students to practice dribbling skills (e.g., basketballs, soccer balls, etc.).

### Procedures:

- This is a TicTacToe relay. The object is for your team to get 3 beanbags in a row before the other team.
- On the start signal one player on each team picks up one of the team beanbags and runs to the TicTacToe grid. Players place beanbags strategically in any open hoop, and then run back to start cone.
- Teams take turns "relay race" style. When all 3 team beanbags are in play, players will strategically move 1 of the team bags into an open hoop. This continues until a team gets 3 in a row.

## Partner Passing Challenges (Roundnet)

### Equipment:

- 1 Spikeball® per pair
- 4-8 Partner Passing Challenge Cards

### Set-Up:

- Pair students, each pair with a ball.
- Post several Partner Passing Challenges Cards throughout the activity area for students to see and reference.

### Activity Procedures:

- We're going to continue our Roundnet passing drills by completing a series of partner passing challenges. This will give us more advanced practice with the below- and above-chest passes.
- Remember, both passes require you to be ready in an athletic stance, use proper hand placement, and use a Palm Strike to hit the ball.
- On the start signal, begin working to complete the partner passing challenges found on the Challenge Card. Reach JV level with 10 successful partner passes. Reach Varsity level with 20 successful partner passes.
- Freeze and be ready to listen when you hear the stop signal.

## Spot Shot Challenges

### Equip

- 2 to 4 goals
- 1 ball per 2 students
- 20-40 Poly Spots or spot markers
- 4-10 Cones

### Set-up

- Create a large rectangular activity area with cones. Place 2-4 goals in the center of the area.
- Disperse spot markers throughout the inside of the rectangular activity area.
- Create teams of two students and have them spread out around the outside of the rectangular activity area.
- Give each team of two one ball.

### Procedures

1. Today's activity is called Spot Shot Challenge. The object of the game is to collect as many spots as you can using the skill we identified (Teachers Choice: dribbling and shooting, passing and shooting, etc)
2. On the start signal the partner with the ball will dribble to a spot of their choice and shoot into the top of the goal. If the player makes the shot, they will pick up the spot and crab crawl to get the ball out of the bottom of the goal and then run back to their partner, pass the ball off to their partner. If the player does not make the shot, they will leave the spot, retrieve the ball and take it back to pass of to their partner.
3. Partner 2 will then do the same skill to collect a poly spot and bring it back to the partner.
4. While one player is collecting the spot. The other player will preform a fitness skill of choice (Jumping Jacks, Push Ups, etc.)
5. The activity ends when all spots are collected.

## Over There

### Equipment Needed:

- 2 goals per group of 16 students
- 3 (or more) foam balls per student
- 1 long foam noodle per student
- 4 cones per group of 16 students
- Pinnies for half of all the students

### Set-up:

- Using cones, create 1 court (activity area) for each group of 16 students.
- Set goals at the ends of each court, approximately 5 yards from the court's end line.
- Scatter 24 foam balls at one end of each court and 24 at the other. (If you have more than 3 foam balls per student, adjust accordingly.)
- Create teams of 8 students, each student with a foam noodle.
- Send 2 teams to each court, 1 team at each court wearing pinnies.

### Procedures:

1. Today's activity is called Over There. Your team's goal is to get all of your foam balls into the other team's goal as quickly as you can.
2. You'll use your foam noodle and safe striking rules to move the ball from your side of the activity area to the goal. After shooting your ball into the goal, hustle back to your side to get another ball from inside your goal.
3. Freeze when you hear the stop signal and listen for instructions.
4. Extensions: Move the ball soccer-style with feet; add goalies and/or defensive players.

## Switch

### Equipment Needed:

- 1 or 2 goals per 12 students
- 1 ball per 12 students
- 12 spot markers per group of 12 students
- 1 pinnie per 2 students.

### Set-up:

- Create 1 activity area per 12 students with 2 stacked goals in the center of each area.
- Create a shooting circle 8 to 10 paces from the goal using 12 spot markers. This creates a defensive area inside the spots and an offensive area outside the spots.
- Create teams of 6 students with 1 team inside the circle area (defense) and 1 team outside the circle area (offense). The team starting on offense wears pinnies.

### Procedures:

1. Today's activity is called Switch. The object of the game is for the offense to score a goal (teacher's choice: soccer, handball, or basketball style). Three passes must be made before a shot is taken.
2. When a goal is scored or an interception is made (defense gains possession), players yell, "SWITCH!" On this signal, teams switch; offense becomes defense and defense becomes offense.
3. The new offensive team must complete 10 jumping jacks before the next round begins.
4. Defensive teams must stay inside the cones but may move throughout the defensive area. Offense must stay outside cones but may move throughout the offensive area. If a player breaks this rule 3 times, she/he must sit out for 1 minute while the other team has a Power Play.
5. Continue play until you hear the stop signal.

## Team Handball

### Equipment Needed:

- 2 goals per 12 students
- 1 ball per 12 students
- 12 spot markers per goal
- 12 large cones per court/field

### Set-up:

- Create a large activity area (the size of a basketball court) using large cones.
- Set up goals 5 to 10 paces from each end line.
- Create a shooting circle (i.e., crease) 6 paces from the goal using spot markers.
- Create two teams per activity area (6 per team is ideal). One team per area wearing pinnies. Pinnies begin with the ball.

### Procedures:

1. Today we're going to play Team Handball. The object of the games is for your team to score more points than your opponent scores before the stop signal.
2. You'll use the skills and strategies we've learned to work as a team on both offense and defense.
3. There are a few important rules:
  - o Play begins with a throw-off from midfield: the starting player stands at midfield and passes to a teammate. This starts the game and is the way players should restart play after each goal.
  - o If the ball goes out of bounds, restart with a throw-in: a player standing on the side line or end line throws to a teammate who is in bounds.
  - o Defense must be 5 paces away from the player performing every throw-off and throw-in.
  - o No contact between players is allowed. Defense stays an arms-length from the ball.
  - o Defense cannot touch the ball when an offensive player has control.
  - o Passes and shots can be intercepted/knocked down with hands and arms.
  - o Offense can only take 3 steps with the ball and/or hold the ball for no more than 3 seconds before passing or shooting.