

PEPPER

STUDENT TARGETS

TEACHING CUES

- ✓ **Skill:** I will demonstrate the Roundnet skills and strategies required to play Pepper.
- ✓ **Cognitive:** I will discuss the movement concepts and principles related to my Pepper performance.
- ✓ **Fitness:** I will remain actively engaged in practice tasks.
- ✓ **Personal & Social Responsibility:** I will demonstrate respect for my classmates by using positive and encouraging language during challenging tasks.

- ✓ Controlled Passes
- ✓ Set to the Net

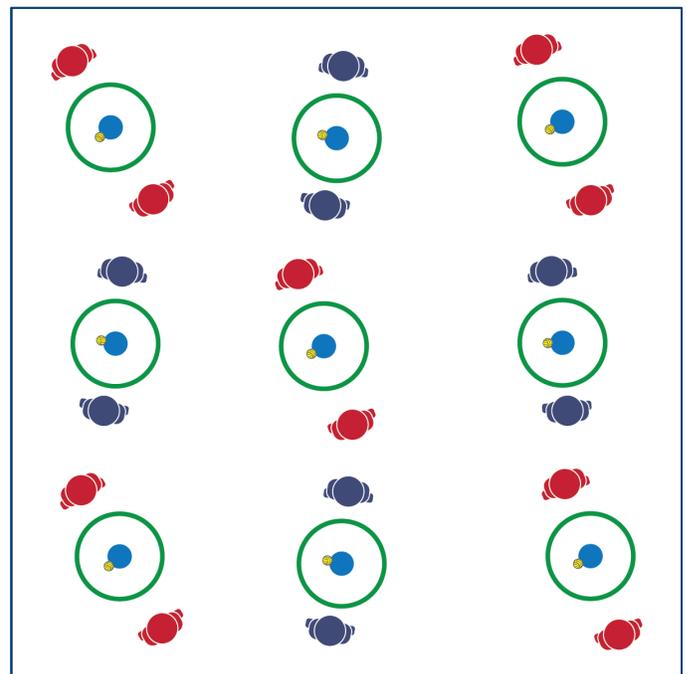
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ 1 Spikeball® (or foam ball) per pair of students
- ✓ 1 Spikeball® net or hoop per pair

Set-Up:

1. Scatter nets/hoops in the activity area with enough space for groups to move freely.
2. Pair students, each pair at a net/hoop with a Spikeball® or foam ball.



Activity Procedures:

1. It's time to practice our first-touch defense with a game of Pepper. The object is for you and your partner to keep your Pepper rally going as long as possible using a series of 3 hits (pass, set, spike).
2. Player 1 will serve the ball to player 2. Player 2 will defend the serve with a good pass back to player 1. Player 1 will then set the ball back to player 2, who will spike the ball onto the net.
3. Player 1 will then defend the spike with a good pass back to player 2. Player 2 will set the ball back to player 1, who will spike the ball onto the net.
4. Keep this alternating pattern going as long as you can. When a dead ball occurs, restart with a fresh serve.

Grade Level Progression:

- L1:** Demonstrate all Roundnet-specific skills required for successful Pepper rallies.
- L2:** Discuss movement concepts and principles in relation to the speed/accuracy trade-off in spiking.

PEPPER

UNIVERSAL DESIGN ADAPTATIONS

- ✓ Increase the size of the target area (net) or remove the net altogether.
- ✓ Allow the ball to bounce in between passes/spikes.

ACADEMIC LANGUAGE

Accuracy, Competency, Etiquette, Refine, Speed, Teamwork

STANDARDS & OUTCOMES ADDRESSED

- ✓ **Standard 1 [H1.L1-2]** Demonstrates competency and/or refines activity-specific movement skills in two or more lifetime activities (outdoor pursuits, individual-performance activities, aquatics, net/wall games, or target games) (L1); Refines activity-specific movement skills in one or more lifetime activities (outdoor pursuits, individual-performance activities, aquatics, net/wall games, or target games) (L2).
- ✓ **Standard 2 [H2.L1-2]** Uses movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill (L1); Describes the speed/accuracy trade-off in throwing and striking skills (L2).
- ✓ **Standard 4 [H2.L1-2]** Exhibits proper etiquette, respect for others, and teamwork while engaging in physical activity and/or social dance (L1); Examines moral and ethical conduct in specific competitive situations (e.g., intentional fouls, performance-enhancing substances, gambling, current events in sport) (L2).

DEBRIEF QUESTIONS

- ✓ **DOK 1:** What would you include on a list about the relationships involved within the game of Roundnet?
- ✓ **DOK 2:** How does the relationship between the ball's trajectory off the net and your positioning affect your performance?
- ✓ **DOK 3:** What facts can you select to support the existence of the relationships included on your previous list? Elaborate on why you chose those facts.

TEACHING STRATEGY FOCUS

Review content: Success in Pepper requires the combination of all basic passing and spiking skills. As students perform with partners, find individual and group moments in which you can stop play, discuss ways students can improve, and then help them apply what has been discussed in their performance.