

## PITCH & GO TREASURE

### STUDENT TARGETS

- **Skill:** I will stay vigorously active throughout this activity.
- **Cognitive:** I will identify the 5 components of health-related fitness.
- **Fitness:** I will discuss the connection between fitness and mental health.
- **Personal & Social Responsibility:** I will discuss how being physically active leads to a healthy body.

### TEACHING CUES

- Head Up, Stay Alert
- Control the Treasure
- Heart Rate Up

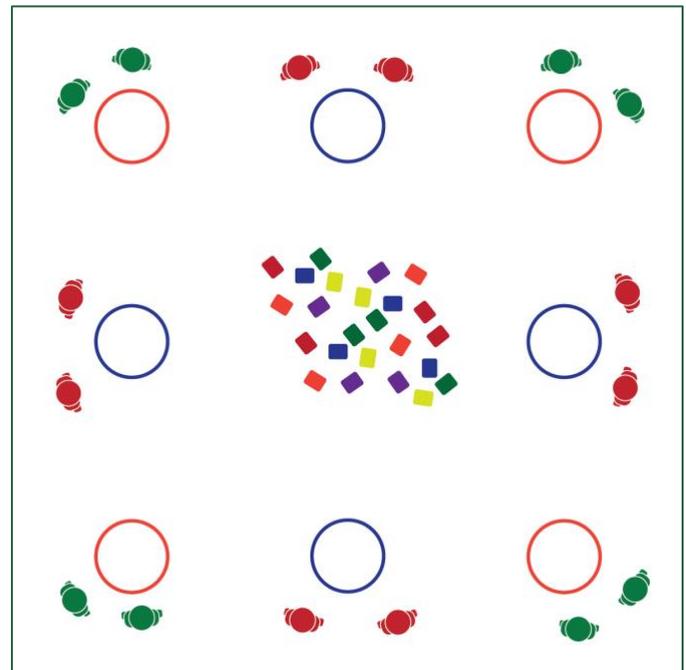
### ACTIVITY SET-UP & PROCEDURE

#### Equipment:

- 1 hoop per 2 students
- 30–60 bean bags

#### Set-Up:

1. Set up hoops around the perimeter of the activity area. Ideal distance between hoops is 20 meters.
2. Scatter bean bags in the center of the activity area.
3. Group students in teams of 2 or 3, each team at a hoop.



#### Activity Procedures:

1. It's time for Pitch & Go Treasure. The object of the game is for your team to collect more bean bags in your hoop than any other team.
2. On the start signal, 1 teammate will run to the center of the activity area to collect 1 bean bag (you cannot collect more than 1 bean bag at a time). Return to your hoop with the bean bag and toss it into your team's hoop. As soon as the bean bag is in the hoop, the next player can go to collect another bean bag.
3. When all of the bean bags in the center of the area are collected, it's time to steal other teams' treasures. In this same relay-style format, continue to send 1 teammate at a time out to other hoops to collect bean bags and then return to the hoop so the next teammate can go. Teams cannot guard or block others from making a steal.
4. Each round of play will last 3–5 minutes.

#### Grade Level Progression:

**6<sup>th</sup>:** Play the activity as described above.

**7<sup>th</sup>–8<sup>th</sup>:** Add passing as a skill element using foam balls or foam flying discs. Students must complete an accurate pass back to their teammates in order to score an object into their hoops.



**PITCH & GO TREASURE**

UNIVERSAL  
DESIGN  
ADAPTATIONS

- Provide a variety of objects that are easy for students to grab and carry.
- Modify the boundaries (smaller or larger) to meet the needs of all students

ACADEMIC  
LANGUAGE

Health-Related Fitness, Mental Health, Moderate, Physical Activity, Physical Health, Vigorous

STANDARDS  
& OUTCOMES  
ADDRESSED

- **Standard 3 [M1.6, 8]** Describes how being physically active leads to a healthy body (6); Identifies the five components of health-related fitness (muscle strength, muscle endurance, flexibility, CV endurance, body composition) and explains the connections between fitness and overall physical and mental health (8).
- **Standard 5 [M1.6-8]** Describes how being physically active leads to a healthy body (6); Identifies different types of physical activities and describes how each exerts a positive impact on health (7); Identifies the five components of health-related fitness (muscle strength, muscle endurance, flexibility, cardiovascular endurance, and body composition) and explains the connections between fitness and overall physical and mental health (8).

DEBRIEF  
QUESTIONS

- **DOK 1:** What is mental health?
- **DOK 2:** How does your fitness affect your mental health?
- **DOK 3:** How is confidence related to this connection? What facts would you select to support your answer?

TEACHING  
STRATEGY  
FOCUS

**Help students identify critical content.** The connection between physical activity and physical health is often the focus of discussion for middle school students. However, mental and emotional health benefits are well documented and very relevant for today's youth. Help students identify and discuss this important connection.