

PLANKING SLAM BALL

STUDENT TARGETS

- **Skill:** I will demonstrate and hold the correct plank position.
- **Cognitive:** I will identify the major muscles used for holding plank position.
- **Fitness:** I will discuss the connection between core strength and overall physical health.
- **Personal & Social Responsibility:** I will demonstrate safe behaviors and good sportsmanship.

TEACHING CUES

PLANK

- Elbows Below Shoulders
- Arms Straight, Not Locked
- Feet Together, Toes Down
- Legs, Back, Head Aligned

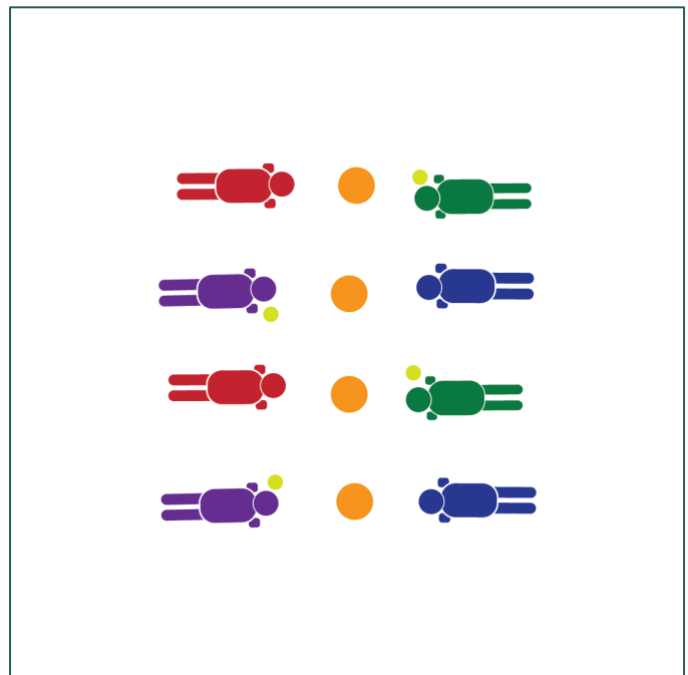
ACTIVITY SET-UP & PROCEDURE

Equipment:

- 1 large spot marker per 2 players
- 1 tennis-sized ball (or Spikeball®) per 2 players

Set-Up:

1. Pair students.
2. Paired players face each other in plank position with a spot marker between them, approximately 2–3 feet from each player.
3. 1 player from each pair begins with the ball.



Activity Procedures:

1. Today we're going to work on upper body and core strength by playing Slam Ball in plank position. (See OPEN's [Elementary Instant Activities](#) for the traditional Slam Ball activity.)
2. The object of Slam Ball is to successfully throw and catch the ball using the spot marker as a target.
3. When I say, "GO!" the first player throws the ball at the spot marker. The second player attempts to catch it. This continues until the ball is not caught.
4. Scoring:
 - a. Ball does not hit inside the spot marker (point for receiving player)
 - b. Ball hits the spot marker, but is not within reach of the receiver (point for receiving player)
 - c. Ball hits the spot marker and bounces over the head of the receiver (point for receiving player)
 - d. Ball is catchable, but is not successfully caught by receiving player (point for serving player)

Grade Level Progression:

6th: Play the activity as described above.

7th–8th: Increase/decrease the size of the spot and/or the distance students are positioned from the spot.

PLANKING SLAM BALL

UNIVERSAL
DESIGN
ADAPTATIONS

- Provide plank modifications and allow students to choose their level of participation.
 - Level 1: Standard plank with hands and toes as points of contact.
 - Level 2: Modified plank with hands and knees as points of contact (core firm, legs and back aligned)
 - Level 3: Table position with hands and knees as points of contact (knees at 90 degrees, upper leg perpendicular with the floor)

ACADEMIC
LANGUAGE

Health-Related Fitness, Mental Health, Muscular Endurance, Muscular Fitness, Muscular Strength, Plank

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 3 [M14.6]** Identifies major muscles used in selected physical activities (6).
- **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:** Let's create a list of the muscles used for holding plank position.
- **DOK 2:** What did you notice about your performance as you continued to hold plank position?
- **DOK 3:** How can you adapt this activity to help improve other components of fitness?

TEACHING
STRATEGY
FOCUS

Help students engage in cognitively complex tasks. Exploring the muscles engaged in planking games is a great way to provide immediate relevance to physical activity and exercise. Showing students the connection between games and activities and their own bodies can connect student learning and help inspire student interest in exercise science and biomechanics.