



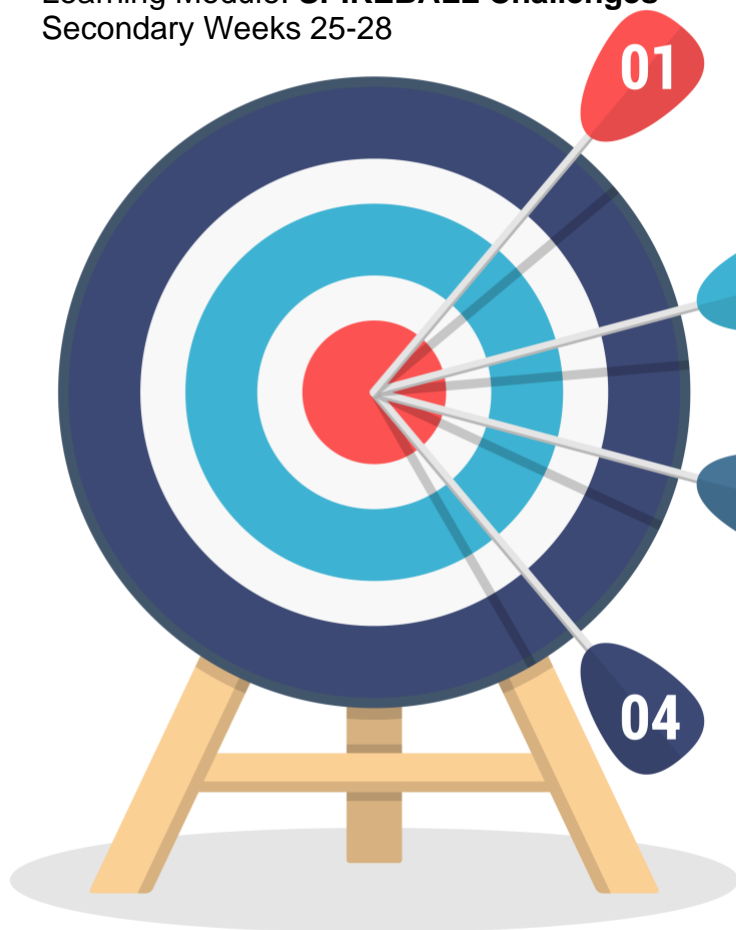
SKILL BUILDING
GRADES 6-8
OPENPHYSED.ORG

Varsity  **BRANDS**





Learning Module: **SPIKEBALL Challenges**
Secondary Weeks 25-28



Healthy Body

I will participate in health-enhancing physical activity for at least 60-minutes each day.

Healthy Mind

I will reflect on the SEL concepts of determination, courage, and passion.

Enjoyment & Challenge

I will participate in purposeful and challenging practice in an effort to improve my skills.

Building Skills

I will participate in Roundnet skill-building and practice activities to improve passing, hitting, and serving skills.

Why are we learning this?

Roundnet is the popular sport played with Spikeball equipment. This module is designed to help students build basic Roundnet skills while preparing them for participation in OPEN National Field Day. Students will also reflect on important emotional concepts with a focus on empowerment. They will:

- Learn and practice basic skill-building activities and drills with a focus on improving your passing, hitting and serving skills.
- Reflect on the concepts of determination, courage, and passion.

Spikeball™

Weekly Learning Targets

Students and families:

During the next 4 weeks, we will be building basic Roundnet skills. Roundnet is the sport played with SPIKEBALL equipment. It's okay if you don't have a SPIKEBALL set at home. You can use any small ball or even a sock-ball to practice. For a net, you can use a hoop or create a net-sized circle with a rope.

Keep this page in a safe place. It's a checklist of everything that you will need to complete during this 4-week *SPIKEBALL CHALLENGE* experience! But, if there's ever a time when you need a copy of our learning materials, you can visit: [OPENPhysEd.org](https://openphysed.org) to download activity pages, assignments, and watch video demonstrations of the learning activities that we'll be using in physical education class.

Secondary Students Physical Education Checklist for SPIKEBALL Challenge

CHECK	WEEK 1 of 4
	Attend physical education class, have fun, and stay healthy and safe.
	Complete the SEL Concept Square for Determination via this Google Slide.
	Complete Weekly Physical Activity Log (be active every day for 60 minutes). Include Roundnet practice at least 3X per week.
	WEEK 2 of 4
	Attend physical education class, have fun, and stay healthy and safe.
	Complete the SEL Concept Square for Courage via this Google Slide.
	Complete Weekly Physical Activity Log (be active every day for 60 minutes). Include Roundnet practice at least 3X per week.
	WEEK 3 of 4
	Attend physical education class, have fun, and stay healthy and safe.
	Complete the SEL Concept Square for Passion via this Google Slide.
	Complete Weekly Physical Activity Log (be active every day for 60 minutes). Include Roundnet practice at least 3X per week.
	WEEK 4 of 4
	Attend physical education class, have fun, and stay healthy and safe.
	Complete the SEL Reflection Guide for Passion via this Google Slide.
	Complete Weekly Physical Activity Log (be active every day for 60 minutes). Include Roundnet practice at least 3X per week.





Weekly Learning Targets

WEEK 1 of 4 STUDENT LEARNING OBJECTIVES (6-8)

PHYSICAL EDUCATION OBJECTIVES:

- I use perform passing challenges in an effort to improve my Roundnet skills.
- I will focus on purposeful practice in an effort to build my skills.

SOCIAL AND EMOTIONAL OBJECTIVES:

- I will reflect on determination and its role in my personal improvement and achievement.

WELLNESS OBJECTIVES:

- I will be physically active every day for at least 60 minutes.

CONTENT-SPECIFIC PRIORITY OUTCOMES

Physical Education Priority Outcomes:

MOVEMENT SKILLS & CONCEPTS: NON-LOCOMOTOR SKILLS

Students demonstrate skill competency and can apply concepts and strategies to movement and performance.

- **(HS)** Demonstrates competency and/or refines activity-specific movement skills in two or more lifetime activities.

Social and Emotional Learning Priority Outcomes:

SELF-AWARENESS: EMPOWERMENT

- **(Secondary)** Recognizes the role of emotion within the context of past experiences and applies that learning to create a path toward self-improvement and personal achievement.





Weekly Learning Targets

WEEK 2 of 4 STUDENT LEARNING OBJECTIVES (6-8)

PHYSICAL EDUCATION OBJECTIVES:

- I use perform passing challenges in an effort to improve my Roundnet skills.
- I will focus on purposeful practice in an effort to build my skills.

SOCIAL AND EMOTIONAL OBJECTIVES:

- I will reflect on courage and its role in managing my fear and helping me establish positive and optimistic behaviors.

WELLNESS OBJECTIVES:

- I will be physically active every day for at least 60 minutes.

CONTENT-SPECIFIC PRIORITY OUTCOMES

Physical Education Priority Outcomes:

MOVEMENT SKILLS & CONCEPTS: NON-LOCOMOTOR SKILLS

Students demonstrate skill competency and can apply concepts and strategies to movement and performance.

- **(HS)** Demonstrates competency and/or refines activity-specific movement skills in two or more lifetime activities.

Social and Emotional Learning Priority Outcomes:

SELF-AWARENESS: SAFETY

- **(Secondary)** Recognizes the role of emotions in personal behavior and applies that understanding to establish positive and optimistic patterns of behavior.





Weekly Learning Targets

WEEK 3 of 4 STUDENT LEARNING OBJECTIVES (6-8)

PHYSICAL EDUCATION OBJECTIVES:

- I use perform hitting challenges in an effort to improve my Roundnet skills.
- I will focus on purposeful practice in an effort to build my skills.

SOCIAL AND EMOTIONAL OBJECTIVES:

- I will reflect on passion and its role in setting a path toward self-improvement and personal achievement.

WELLNESS OBJECTIVES:

- I will be physically active every day for at least 60 minutes.

CONTENT-SPECIFIC PRIORITY OUTCOMES

Physical Education Priority Outcomes:

MOVEMENT SKILLS & CONCEPTS: NON-LOCOMOTOR SKILLS

Students demonstrate skill competency and can apply concepts and strategies to movement and performance.

- **(HS)** Demonstrates competency and/or refines activity-specific movement skills in two or more lifetime activities.

Social and Emotional Learning Priority Outcomes:

SELF-AWARENESS: EMPOWERMENT

- **(Secondary)** Recognizes the role of emotion within the context of past experiences and applies that learning to create a path toward self-improvement and personal achievement.





Weekly Learning Targets

WEEK 4 of 4 STUDENT LEARNING OBJECTIVES (6-8)

PHYSICAL EDUCATION OBJECTIVES:

- I use perform serving challenges in an effort to improve my Roundnet skills.
- I will focus on purposeful practice in an effort to build my skills.

SOCIAL AND EMOTIONAL OBJECTIVES:

- I will reflect on passion and its role in setting a path toward self-improvement and personal achievement.

WELLNESS OBJECTIVES:

- I will be physically active every day for at least 60 minutes.

CONTENT-SPECIFIC PRIORITY OUTCOMES

Physical Education Priority Outcomes:

MOVEMENT SKILLS & CONCEPTS: NON-LOCOMOTOR SKILLS

Students demonstrate skill competency and can apply concepts and strategies to movement and performance.

- **(HS)** Demonstrates competency and/or refines activity-specific movement skills in two or more lifetime activities.

Social and Emotional Learning Priority Outcomes:

SELF-AWARENESS: EMPOWERMENT

- **(Secondary)** Recognizes the role of emotion within the context of past experiences and applies that learning to create a path toward self-improvement and personal achievement.





ROUNDNET CHALLENGES

— OPENPHYSED.ORG —

Brain & Body Warm-Ups

WEEK 1 of 4

Challenge: A task or situation that tests a person's abilities and resolve.

The challenge of learning new Roundnet skills tested the students' determination and focus.

Zero Gravity: [[YouTube](#)]

Your Challenge: Keep 3 balloons in the air for 1 minute.

Stand in personal space holding three balloons. On the start signal, toss the balloons into the air. Tap or volley the balloons to prevent them from touching the ground. You must keep all 3 balloons in the air for 1 minute.

Download or stream 1-Minute Challenge Music on [Apple Music](#) or [Spotify](#)

Purposeful Practice

WEEK 1 of 4

Pass: To transfer something from one person to another or from one spot to another.

Fiver's advanced ability to pass the Spikeball to his teammate gave him an advantage during game play.

Passing Challenges 1: [[YouTube](#)]

Your Challenge: How many self-passes can you make in a row?

5 in a row = Bronze Medal

10 in a row = Silver Medal

20 in a row = Gold Medal

Level 1: Underhand passes only

Level 2: Overhand passes only

Level 3: Overhand & underhand passes

Just for Fun (and health)

WEEK 1 of 4

Determination: Certainty and firmness about a purpose with a willingness to work toward that purpose.

Kendra demonstrated determination as she worked to help her family live a healthy and active lifestyle.

Ted Talk: Overcoming Challenges
[[Video Link](#)]

Take a few minutes to watch this Ted Talk on overcoming challenges.

Complete the SEL Concept Square for Determination after you watch the Ted Talk. [[Google Slide Link](#)]



ROUNDNET CHALLENGES

— OPENPHYSED.ORG —

Brain & Body Warm-Ups

WEEK 2 of 4

Effort: A determined attempt.

Sila's continued effort allowed her to overcome her greatest challenge.

Book End: [\[YouTube\]](#)

Your Challenge: Score points by standing up while balancing a book on your head as many times as you can in 1 minute.

If you successfully move from a seated to a standing position without the book falling off your head, you score a point. Sit back down and try again.

Download or stream 1-Minute Challenge Music on [Apple Music](#) or [Spotify](#)

Purposeful Practice

WEEK 2 of 4

Pass: To transfer something from one person to another or from one spot to another.

Fiver's advanced ability to pass the Spikeball to his teammate gave him an advantage during game play.

Passing Challenges 1: [\[YouTube\]](#)

Your Challenge: How many self-passes can you make in a row?

5 in a row = Bronze Medal

10 in a row = Silver Medal

20 in a row = Gold Medal

Level 4: Underhand pass non-dominant

Level 5: Either pass alternating hands

Level 6: Either pass while jogging

Just for Fun (and health)

WEEK 2 of 4

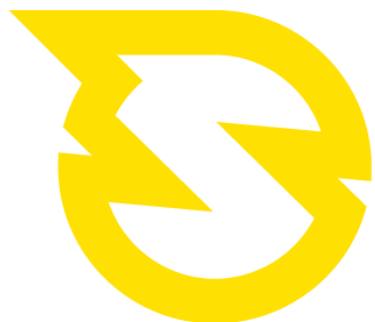
Courage: The ability and willingness to overcome fear in order to accomplish a goal or complete a task.

Cara's courage allowed her to pursue her career and personal goals despite incredible challenges.

Ted Talk: The Beautiful Balance Between Courage and Fear
[\[Video Link\]](#)

Take a few minutes to watch this Ted Talk on allowing courage and fear to coexist.

Complete the SEL Concept Square for Courage after you watch the Ted Talk.
[\[Google Slide Link\]](#)



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ROUNDNET CHALLENGES

— OPENPHYSED.ORG —

Brain & Body Warm-Ups

WEEK 3 of 4

Focus: To concentrate on the process of completing a specific task or accomplishing a goal.

Skyler's focus allowed him to become a very skilled Roundnet player.

Jacks Flash: [\[YouTube\]](#)

Your Challenge: Remove all 6 pieces of paper by rolling every number on a 6-sided die in 1 minute.

Roll a die and do that number of jumping jacks. Next, remove the paper with the number that you rolled. Repeat until all papers are removed or 1-minute expires.

Download or stream 1-Minute Challenge Music on [Apple Music](#) or [Spotify](#)

Purposeful Practice

WEEK 3 of 4

Hit: To strike an object toward a specific target.

There are several ways to hit a Spikeball to the net.

Hitting Challenges: [\[YouTube\]](#)

Your Challenge: How many hits in a row can you place on target (hitting the net)?

3 in a row = Silver Medal

5 in a row = Gold Medal

- Self-toss and hit the ball onto the net
- Self-toss towards the net and hit while moving
- Self-toss and hit onto the net using non-dominant hand

Just for Fun (and health)

WEEK 3 of 4

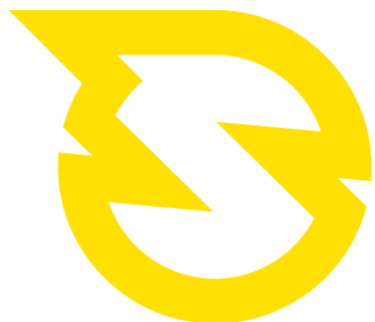
Passion: The collection of your life experiences that give you the deepest sense of fulfillment.

Noeline turned her passion into meaningful work that empowers young people to find their own passion.

Ted Talk: 2 Questions to Uncover Your Passion
[\[Video Link\]](#)

Take a few minutes to watch this Ted Talk on turning passion into meaningful work.

Complete the SEL Concept Square for Passion after you watch the Ted Talk.
[\[Google Slide Link\]](#)



Spikeball™

ROUNDNET CHALLENGES

— OPENPHYSED.ORG —

Brain & Body Warm-Ups

WEEK 4 of 4

Practice: A repeated exercised focused on improving a skill or ability.

Ami practiced her bowling skills and improved her Bowling for Cups time.

Bowling for Cups: [\[YouTube\]](#)

Your Challenge: Knock down 6 plastic cups in 1 minute.

Arrange cups in a line. Stand 5-15 paces away. On the signal, slide the bean bag (or ball) to knock down one of the cups. Get your bean bag and any cup knocked over. Return to starting position and repeat.

Download or stream 1-Minute Challenge Music on [Apple Music](#) or [Spotify](#)

Purposeful Practice

WEEK 4 of 4

Serve: To hit a ball or object in order to begin game play.

Developing an accurate serve is important for any skilled Roundnet player.

Serving Challenges: [\[YouTube\]](#)

Your Challenge: How many serves in a row can you place on target (the net)?

3 in a row = Silver Medal

5 in a row = Gold Medal

- Serve 3' away from the net
- Serve 6' away from the net
- Serve using a dropshot
- Serve using a sidestep style
- Serve using a Fwango style

Just for Fun (and health)

WEEK 4 of 4

Passion: The collection of your life experiences that give you the deepest sense of fulfillment.

Black turned his passion into an incredible skill that inspires people all over the world.

Ted Talk:

My Journey to Yo-Yo Mastery
[\[Video Link\]](#)

Take a few minutes to watch this Ted Talk on the power of passion and determination.

Complete the SEL Reflection Guide for Passion after you watch the Ted Talk.
[\[Google Slide Link\]](#)

Spikeball™

Teacher Talk

[SPIKEBALL Challenge Week 1 Sample Script]

Brain & Body Warm-Ups

Today is the first lesson in our OPEN SPIKEBALL CHALLENGE physical education module. In this unit, we will be working on building basic ball Roundnet skills.

SPIKEBALL CHALLENGES are a part of this year's OPEN National Field Day for High Schools. We'll be participating in those events and activities during class, including some fun Minute To Win Challenges.

The first challenge we'll attempt is called Zero Gravity. We'll all start and stop at the same time on my signals and my timer. The object of this challenge is to keep 3 balloons in the air for 1 minute. On the start signal you'll toss the balloons in the air and tap or volley the balloons to prevent them from touching the ground.

If you don't have a balloon you can use the ball you'll be using for your SPIKEBALL practice and attempt self-passing skills to keep the ball in the air.

Purposeful Practice

During our Purposeful Practice time, we will practice passing skills. Passing is one of the foundational skills in Roundnet and is absolutely necessary for game play. There are two types of passes – underhand passing and overhand passing. Let's watch this short video to get an overview of passing from the team at SPIKEBALL ([WATCH THIS VIDEO LINK](#)).

Now that we have an understanding of how passing is used and the skills cues for performing each pass, let's work on Levels 1 through 3 of the self-passing challenges. If you can perform 5 passes in a row you earn a bronze medal; 10 passes in a row is a silver medal; and 20 in a row is a gold medal. Begin on the start signal and freeze on the stop signal.

Just for Fun (and health)

During the Just for Fun and Health section of the SPIKEBALL CHALLENGE module, we'll focus on social and emotional concepts that can improve our overall wellbeing and help us achieve our goals. This week we'll focus on Determination.

Let's watch this short Ted Talk about determination. Then, we'll complete the concept square using a Google Slide. After you fill out your Google Slide, we'll discuss our ideas and thoughts on this important social and emotional learning concept.



Book End

Watch this activity demo on  YouTube 

The Goal:

Score points by standing up while balancing a book on your head.

What You Need:

Timer / [Interval Music](#), Book (or Flying Disc)

How To Play:

- On the start signal, balance a book on top of your head and try to stand up.
- If you successfully move from a seated to a standing position without the book falling off your head, you score a point. Sit back down and try again.
- If the book falls off your head, return to a seated position and try again.
- Score as many points as you can in one minute!
- Bronze = 1-3 points, Silver = 4-5 points, Gold = 6 points

Download or stream 1-Minute Challenge Music on [Apple Music](#) or [Spotify](#)



in support of



Zero Gravity

Watch this activity demo on



The Goal:

Keep three balloons in the air for 1 minute.

What You Need:

Timer / [Interval Music](#), 3 Balloons

How To Play:

- Stand in personal space holding three balloons.
- On the start signal, toss the balloons into the air.
- Tap or volley the balloons to prevent them from touching the ground.
- To succeed, you must keep all 3 balloons in the air for 1 minute.

Download or stream 1-Minute Challenge Music on [Apple Music](#) or [Spotify](#)



in support of



Jacks Flash

Watch this activity demo on  YouTube 

The Goal:

To remove all 6 pieces of paper by rolling every number on a 6-sided die in 1 minute.

What You Need:

Timer / [Interval Music](#), 6-sided die, 6 pieces of paper (numbered 1-6)

How To Play:

- On the start signal, roll a 6-sided die and do that number of jumping jacks.
- Next, remove the piece of paper with the number that you rolled and repeat.
- If you roll the same number, you must complete the jumping jacks before rolling again, but you do not have to do anything with the piece of paper because it has already been removed.
- To succeed in this challenge, you must roll all numbers 1-6 before your 1-minute timer has expired.

Download or stream 1-Minute Challenge Music on [Apple Music](#) or [Spotify](#)



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Grand Slam

Watch this activity demo on  YouTube 

The Goal:

Score as many points as you can in 1 minute.

What You Need:

Timer / [Interval Music](#), Book (or Target), Paper Ball, Marker (or Pen)

How To Play:

- Stand a book on its end on top of your desk or table.
- Stand 2 paces away holding a marker (cap on!) in your dominant hand and a paper ball in the opposite hand.
- On “GO!” toss the paper ball into the air and hit/strike it with the marker.
- If the paper ball hits the book/target, you just hit a “grand slam” and score 4 points! Quickly retrieve the paper ball and continue the action until the one minute timer signals the end.
- Levels: Bronze = 12-18 points, Silver = 18-24 points, Gold = 24+ points

Download or stream 1-Minute Challenge Music on [Apple Music](#) or [Spotify](#)



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Bowling for Cups

Watch this activity demo on  YouTube 

The Goal:

Knock down 6 plastic cups in 1 minute.

What You Need:

Timer / [Interval Music](#), 6 plastic cups, bean bag (or sock ball)

How To Play:

- Arrange cups in a line with each cup spaced approximately one foot apart. Stand 5-15 paces away.
- On the start signal, slide the bean bag (or sock ball) on the ground attempting to knock down one of the cups.
- Race to collect your bean bag and any cup that is knocked over.
- Return to your starting position and repeat.
- Your goal is to knock over all 6 cups in 1 minute.

Download or stream 1-Minute Challenge Music on [Apple Music](#) or [Spotify](#)



in support of



Passing

(Individual Challenges)

Watch this activity demo on  YouTube 

The Goal:

How many self-passes can you make in a row?

What You Need:

A Spikeball™ or another ball that you can pass and strike like a Spikeball™

How To Play:

- Level 1 - Use only underhand passes
- Level 2 - Use only overhand passes
- Level 3 - Use both overhand and underhand passes
- Level 4 - Use only underhand passes and your non-dominant hand
- Level 5 - Use either overhand and underhand passes while alternating hands
- Level 6 - Use both overhand and underhand passes while jogging
- Level 7 - Use only overhand passes and your non-dominant hand



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Hitting to the Net

(Individual Challenges)

Watch this activity demo on  YouTube

The Goal:

Complete as many levels as you can.

Silver Medal = 3 hits in a row on target

Gold Medal = 5 hits in a row on target

What You Need:

A Spikeball™ (or similar ball) and

Spikeball™ Net (or hula hoop)

How To Play:

- Level 1 - Stand next to the net. Self-toss and hit the ball onto the net
- Level 2 - Stand 1' from the net. Self-toss and hit the ball onto the net
- Level 3 - Stand 3' from the net. Self-toss and hit the ball onto the net
- Level 4 - Stand 5' from the net. Self-toss and hit the ball onto the net
- Level 5 - Stand 5' from the net. Self-toss the ball towards the net and hit while moving
- Level 6 - Stand 1' from the net. Self-toss and hit onto the net using non-dominant hand
- Level 7 - Stand 3' from the net. Self-toss and hit onto the net using non-dominant hand
- Level 8 - Stand 5' from the net. Self-toss and hit onto the net using non-dominant hand
- Level 9 - 5' from the net. Self-toss towards the net. Hit while moving w/non-dominant hand



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Serving to the Net

(Individual Challenges)

Watch this activity demo on  YouTube



The Goal:

Complete as many levels as you can.

Silver Medal = 3 hits in a row on target

Gold Medal = 5 hits in a row on target

What You Need:

A Spikeball™ (or similar ball) and

Spikeball™ Net (or hula hoop)

How To Play:

- Level 1 - Stand 3' from net, self-toss and serve onto the net using a standard serve
- Level 2 - Stand 3' from the net, self-toss and serve onto the net with a Fwango serve
- Level 3 - Stand 3' from the net, self-toss and serve onto the net using a sidestep serve
- Level 4 - Stand 3' from the net, self-toss and serve onto the net using a dropshot serve
- Level 5 - Stand 3' from the net, self-toss and serve using your non-dominant hand
- Level 6 - Stand 6' from the net, self-toss and serve using a standard serve
- Level 7 - Stand 6' from the net, self-toss and serve using a Fwango style serve
- Level 8 - Stand 6' from the net, self-toss and serve using a sidestep style serve
- Level 9 - Stand 6' from the net, self-toss and serve using a dropshot style serve
- Level 10 - Stand 6' feet from the net, self-toss and serve using your non-dominant hand



in support of





Physical Education Vocab

Important words for us to understand and use.

Challenge: Something that presents difficulty and requires effort to master or achieve.

*The students enjoyed the **challenge** of the soccer drills they practiced in class.*

Control: To manage or regulate the movement or actions of something.

*Sammi worked to **control** her body and the ball as she dribbled through the cones.*

Courage: The ability and willingness to overcome fear in order to accomplish a goal or complete a task.

*Cara's **courage** allowed her to pursue her career and personal goals despite incredible challenges.*

Determination: A strong feeling about the purpose of a goal that gives motivation for accomplishing that goal.

*Akinyi's **determination** helped push her to practice and improve her dribbling skills.*

Dribble: Moving a ball under the control of a single player. Soccer requires foot dribbling. Basketball requires hand dribbling.

*Joshua's ball control skill helped him **dribble** around defenders.*





Physical Education Vocab

Effort: A determined attempt.

Sila's continued effort allowed her to overcome her greatest challenge.

Enjoy: Having positive feelings caused by doing or experiencing something you like.

*The class knew that they would **enjoy** the soccer activities that Ms. Williams had planned.*

Focus: To pay close attention to someone or something.

*It's important to **focus** on good form when you're practicing soccer skills.*

Grit: Passion and perseverance for long-term goals.

*Akinyi's **grit** helped push her to practice and improve her dribbling skills in order to become an outstanding soccer player.*

Hit: To strike an object toward a specific target.

*There are several ways to **hit** a Spikeball to the net.*

Pass: To transfer something from one person to another or from one spot to another.

Fiver's advanced ability to pass the Spikeball to his teammate gave him an advantage during game play.





Physical Education Vocab

Passion: The collection of your life experiences that give you the deepest sense of fulfillment.

*Noeline turned her **passion** into meaningful work that empowers young people to find their own passion.*

Practice: To perform an activity or exercise repeatedly and/or regularly to improve or maintain skill.

*Becoming a skilled soccer player requires **practice** and determination.*

Serve: To hit a ball or object in order to begin game play.

Developing an accurate serve is important for any skilled Roundnet player.

Skill: The ability to do something well.

*Eliana improved her soccer **skills** each time that she practiced.*





Class Discussion Questions

Physical Activity & Personal Health

Question Set 1

- 1) What are two types of passing used in Roundnet?
- 2) What do you know about performing each pass?
- 3) How is passing used on offence during Roundnet game play?

Question Set 2

- 1) What is effort?
- 2) How does effort affect you and your success?
- 3) What does effort look like in your daily life?

Question Set 3

- 1) What is focus?
- 2) How is focus related to hitting in the game of Roundnet?
- 3) Let's make a list of ways that we can improve our focus.

Question Set 4

- 1) What is a serve?
- 2) What different sports and activities require a serve?
- 3) Why is it important to practice serving?

Social & Emotional Health

Question Set 1

- 1) What is determination?
- 2) How does determination help you work toward goals?

Question Set 2

- 1) What is courage?
- 2) How is courage related to fear?

Question Set 3

- 1) What is passion?
- 2) What are examples of personal passions?

Question Set 4

- 1) What is fulfillment?
- 2) What are examples of things that bring people fulfillment?

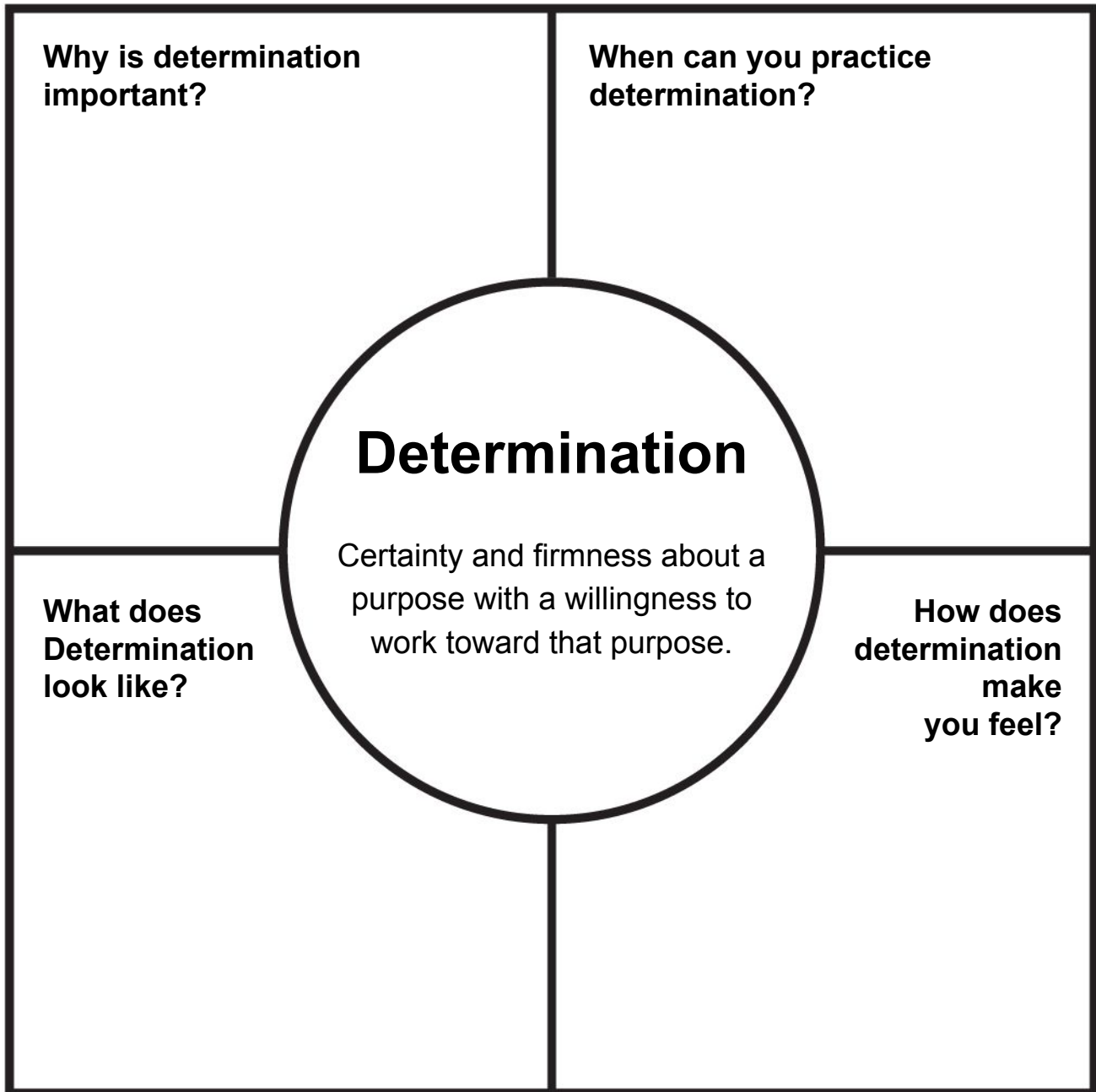


BELIEVE IN YOU

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Use the boxes below to explore what determination means to you. Think about the why, when, what, and how of determination in your life.



Watch the Ted Talk, *Overcoming Challenges* to learn more. [[Video Link](#)]

BELIEVE IN YOU

VARSITY  BRANDS

 BSN SPORTS™

 VARSITY
SPIRIT

 HERFF JONES.

Use the boxes below to explore what courage means to you. Think about the why, when, what, and how of courage in your life.

Why is courage important?	When can you practice courage?
What does courage look like?	How does courage make you feel?

Courage

The ability and willingness to overcome fear in order to accomplish a goal or complete a task.

Watch the Ted Talk, *The Beautiful Balance Between Courage and Fear* to learn more. [\[Video Link\]](#)

BELIEVE IN YOU

VARSITY // BRANDS



Use the boxes below to explore what passion means to you. Think about the why, when, what, and how of passion in your life.

Why is passion important?	When can you use your passion?
What does passion look like?	How does passion make you feel?

Passion

The collection of your life experiences that give you the deepest sense of fulfillment.

Watch the Ted Talk, *Questions to Uncover your Passion* to learn more. [\[Video Link\]](#)

BELIEVE IN YOU

VARSITY // BRANDS



Use the boxes below to reflect on your passion. Reflect on your interests and how they spark your passion for helping others.

What skills do you enjoy developing?	Choose 1 skill listed on the left. How does that skill help the world improve?
<div><div>Passion The collection of your life experiences that give you the deepest sense of fulfillment.</div></div>	
When have you used that skill in a meaningful way?	How can you develop and use that skill in the future?

Watch the Ted Talk, *My Journey to Yo-Yo Mastery* to learn more.

[\[Video Link\]](#)

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Activity Log

Name: _____

Class: _____

Date: _____

WEEK 1: Use this activity log to track your physical activity minutes.
Have an adult sign their initials next to each day that you complete 60 minutes.

Go Be Great Goal: Get 60 minutes (or more) of physical activity every day.

Initials	Day	Activity 1	Activity 2	Activity 3	Total
ABC OK	Sample Day	Phys. Ed. Activities 30 Mins	Walk with Family 15 Mins	Dance Challenge 15 minutes	60 mins
	Monday				
	Tuesday				
	Wednesday				
	Thursday				
	Friday				
	Saturday				
	Sunday				

Physical Activity Enjoyment Meter

Rate your physical activity enjoyment for the week.



Circle if you had
GIANT ENJOYMENT



Circle if you had
AVERAGE ENJOYMENT



Circle if you had
SO-SO ENJOYMENT

Check-In Chat

[Respond to the question below with 2 or 3 sentences.]

> What was the biggest benefit of your physical activity choices this week?

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Activity Log

Name:

Class:

Date:

WEEK 2: Use this activity log to track your physical activity minutes.
Have an adult sign their initials next to each day that you complete 60 minutes.

Go Be Great Goal: Get 60 minutes (or more) of physical activity every day.

Initials	Day	Activity 1	Activity 2	Activity 3	Total
ABC OK	Sample Day	Phys. Ed. Activities 30 Mins	Walk with Family 15 Mins	Dance Challenge 15 minutes	60 mins
	Monday				
	Tuesday				
	Wednesday				
	Thursday				
	Friday				
	Saturday				
	Sunday				

Physical Activity Enjoyment Meter

Rate your physical activity enjoyment for the week.



Circle if you had
GIANT ENJOYMENT



Circle if you had
AVERAGE ENJOYMENT



Circle if you had
SO-SO ENJOYMENT

Check-In Chat

[Respond to the question below with 2 or 3 sentences.]

> What was your favorite nutritious food and how did your body benefit from you eating that food?

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Activity Log

Name: _____

Class: _____

Date: _____

WEEK 3: Use this activity log to track your physical activity minutes.
Have an adult sign their initials next to each day that you complete 60 minutes.

Go Be Great Goal: Get 60 minutes (or more) of physical activity every day.

Initials	Day	Activity 1	Activity 2	Activity 3	Total
ABC OK	Sample Day	Phys. Ed. Activities 30 Mins	Walk with Family 15 Mins	Dance Challenge 15 minutes	60 mins
	Monday				
	Tuesday				
	Wednesday				
	Thursday				
	Friday				
	Saturday				
	Sunday				

Physical Activity Enjoyment Meter

Rate your physical activity enjoyment for the week.



Circle if you had
GIANT ENJOYMENT



Circle if you had
AVERAGE ENJOYMENT



Circle if you had
SO-SO ENJOYMENT

Check-In Chat

[Respond to the question below with 2 or 3 sentences.]

> What barrier to being physically active did you overcome over the past 3 weeks? How did you overcome it?

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Activity Log

Name: _____

Class: _____

Date: _____

WEEK 4: Use this activity log to track your physical activity minutes.
Have an adult sign their initials next to each day that you complete 60 minutes.

Go Be Great Goal: Get 60 minutes (or more) of physical activity every day.

Initials	Day	Activity 1	Activity 2	Activity 3	Total
ABC OK	Sample Day	Phys. Ed. Activities 30 Mins	Walk with Family 15 Mins	Dance Challenge 15 minutes	60 mins
	Monday				
	Tuesday				
	Wednesday				
	Thursday				
	Friday				
	Saturday				
	Sunday				

Physical Activity Enjoyment Meter

Rate your physical activity enjoyment for the week.



Circle if you had
GIANT ENJOYMENT



Circle if you had
AVERAGE ENJOYMENT



Circle if you had
SO-SO ENJOYMENT

Check-In Chat

[Think – think some more – and then express yourself through writing, art, or with a selfie video.]

> There are many reasons to be physically active. Can you make a list of your reasons for being active?

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Soccer Skill Cues

FOR PASSING AND HITTING

- Athletic stance
- Hand facing up toward sky/ceiling
- Keep your hand flat
- Keep your hand soft
- Keep your eyes on the ball





Universal Design for Learning

Universal Design for Learning (UDL) is a strategy for eliminating instructional and environmental barriers for every member of a learning community to meet the needs of all students across the continuum of physical, intellectual, and emotional abilities.

The table below offers UDL adaptations and suggestions.

Equipment	Rules	Environment	Instruction
<ul style="list-style-type: none">• Use a variety of different “SPIKE” balls (size, material, weight, colors, etc.). Allow students to explore and choose from the options.• Use a large net/target made from ropes or hoops.	<ul style="list-style-type: none">• Allow students to catch the ball before passing.• Allow students to throw the ball instead of hitting.• Allow the ball to bounce.• Use more than 3 or unlimited touches.	<ul style="list-style-type: none">• Visually mark/define space in the activity area with visual markers like cones, spot markers, visual signs/cues.• Adjust lighting (e.g., brighter or lighter).	<ul style="list-style-type: none">• Be flexible. Adjust as needed. One size doesn’t fit all.• Establish consistent, predictable routines.• Be concise. Speak slowly & clearly with a well-defined beginning & end.• Give 1-step vs multiple-step directions.• Provide time for students to process instruction.• Give choice to motivate students.• Provide multiple forms of prompts and cues — kinesthetic, visual, and auditory.

When UDL adaptations are not enough for accessing and developing equitable learning activities and assessments, and you feel that you need to do more for individual students, reach out to providers on the students’ IEP Teams. You can also reach out to your school’s curriculum resource department in order to see how else you can modify instructional delivery to meet students’ needs. Students who have an IEP or a 504 will oftentimes have specific modifications and accommodations in their IEP based on individual needs.

