



## BINGO, BANGO, BONGO

### STUDENT TARGETS

- **Skill:** I will demonstrate a variety of volleyball skills during small-sided games.
- **Cognitive:** I will discuss the importance of communication with respect to enjoyment of play.
- **Fitness:** I will demonstrate a variety of skill-related fitness components.
- **Personal & Social Responsibility:** I will demonstrate respect for myself and my classmates by following the rules of the game and encouraging others.

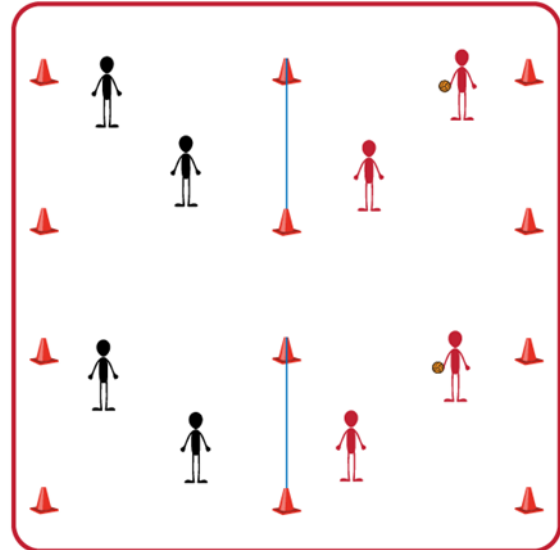
### EQUIPMENT & SET-UP

#### Equipment:

- 1 volleyball, volleyball trainer, or foam ball per group (*Teachers: allow student choice of equipment when possible*)
- 1 net per group
- 4 boundary cones per group
- Task Tent and Volleyball Cue Charts per group

#### Set-Up:

1. Divide students into groups of 6. Each group splits into even teams (i.e., 3v3) with teams beginning on opposite sides of the net.
2. Set up 1 court per group of 6 students. Place cones and task tents with cue charts beside each court. (*Teachers: If you do not have enough courts, you can have teams serve as line judges and then rotate into courts*)



### ACTIVITY PROCEDURES

1. This activity is called Bingo, Bango, Bongo. The object of the game is to score a BIG “bongo point” by winning a rally three times during our small-sided volleyball games.
2. The first time a team wins a rally they will yell BINGO! When a team wins their second rally they yell BANGO, and on the third win they yell BONGO! Once a team has won three rallies and yells BONGO they score a BIG “bongo point.”
3. On the start signal the teacher (or a student) tosses the ball to one of the teams and play begins on that court. All of the teams will be yelling Bingo, Bango, Bongo as they win rallies during the 3-minute games.
4. On the stop signal after each 3-minute game, we will determine how many BIG “bongo points” each team has to see which team earned the most.
5. Teams will play Rock, Paper, Scissors at the end of each 3-minute game. The winner of Rock, Paper, Scissors will stay on that court, and the other team will rotate to a new court to play again with a new opponent.

### GRADE LEVEL PROGRESSION

- **Level 1:** Play as described above.
- **Level 2:** Play as described above but use a cross-net set up so that there are 4 teams playing against one another at all times instead of 2.

### TEACHING CUES

- **Cue 1:** Communicate with your team using positive language.
- **Cue 2:** Follow the skill cues on the charts to assist with success during the games.
- **Cue 3:** Try to have all of your teammates touch the ball (max of 3 touches) before your team hits it over the net.



**BINGO BANGO BONGO** (continued...)

**UNIVERSAL DESIGN FOR LEARNING**

- **UDL 1:** Increase/decrease the size of the court as needed.
- **UDL 2:** Use floor lines or jump ropes rather than a net.
- **UDL 3:** Use modified equipment as needed (e.g., balloon or beach ball with a bell attached).
- **UDL 4:** Use verbal cues and visual aids along with demonstrations.
- **UDL 5:** Use peer partners as appropriate.
- **UDL 6:** Allow a toss to begin the game vs. a serve if needed.

**ACADEMIC LANGUAGE**

Positive Language, Communication, Teamwork

**PRIORITY OUTCOMES**

**Social Interaction:**

- **(Grades 9-12)** Identifies and evaluates the opportunity for social interaction and social support in self-selected physical activities.

**Manipulative Skills:**

- **(Grades 9-12)** Demonstrates competency and/or refines activity-specific movement skills in two or more lifetime activities.

**DEBRIEF QUESTIONS**

- **DOK 1:** Was there a communication strategy that your team used during this activity?
- **DOK 2:** Sometimes we use a strategy during a game or activity, and it doesn't work well. Was there a communication strategy that you tried during this game that didn't work very well? What did you do differently if you realized a communication strategy wasn't working for your team?