



## SPIKEBALL SHUFFLE

### STUDENT TARGETS

- **Purposeful Competition:** I will recognize the value of purpose in my daily activities and use it to motivate me.
- **Skill:** I will demonstrate skill cues for a set in order to pass the ball as many times as possible.
- **Fitness:** I will remain focused and actively engaged in practice tasks.
- **Responsible Behaviors:** I will work cooperatively to complete consecutive passes with my group.

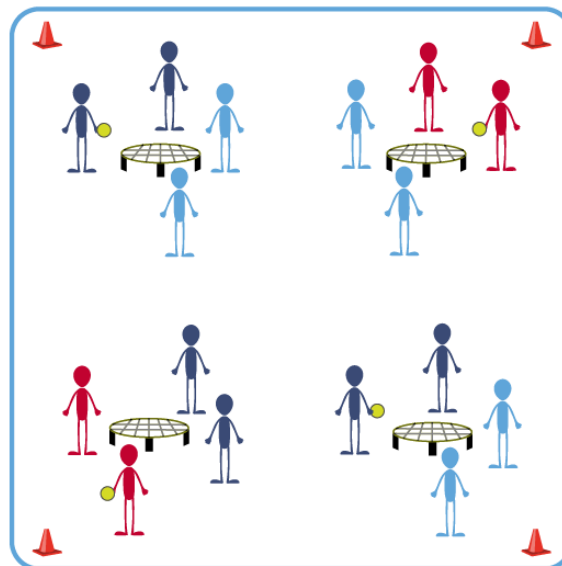
### EQUIPMENT & SET-UP

#### Equipment:

- 1 Spikeball® net and 1 ball per group of 4 students
- Use hoops and foam balls if you do not have enough Spikeball® sets for your entire class

#### Set-Up:

- Scatter nets (or hoops) in the activity area, allowing space for vigorous activity.
- Place 1 Spikeball® at each net.
- Pair students in groups of 4 and send one group to each net.



### ACTIVITY PROCEDURES

1. This activity is a cooperative game called Spikeball Shuffle.
2. The object of the activity is to work on our set by passing the ball as many times in a row as possible before it hits the ground.
3. On the start signal, your team will begin to shuffle clockwise around the net while consecutively passing the ball as you move.
4. If the ball hits the ground, your group will do 3 jumping jacks and then move in the opposite direction and try to consecutively pass again. Keep track of how many times you can pass in a row!
5. Each round will be 3 minutes. When you hear the stop signal, the person who has the ball in their hand for each group will stay, and the other 3 teammates will move to a different net before we play again.
6. On the stop signal put equipment down and be ready for the next set of instructions.

### GRADE LEVEL PROGRESSION

- **Level 1:** Participate cooperatively and demonstrate skill elements related to passing.
- **Level 2:** Play as described above but add a second ball to each group.

### TEACHING CUES

- **Cue 1:** Athletic Stance (Feet, Knees, Hands, Eyes Ready)
- **Cue 2:** Hand Placement (Below-Chest: Palms Up, Fingers Away; Above-Chest: Palms Out, Fingers Toward Head)
- **Cue 3:** Palm Strike (Palm Flat, Strike Between Heel and Fingers)



## SPIKEBALL SHUFFLE (continued...)

### UNIVERSAL DESIGN FOR LEARNING

- **UDL 1:** Provide implements (e.g., paddle) if students have difficulty striking with their hands.
- **UDL 2:** Use modified equipment as needed (e.g., foam ball, balloon) and allow students to choose their challenge preference.
- **UDL 3:** Use verbal cues and visual aids along with demonstrations.
- **UDL 4:** Allow the ball to bounce in between passes.

### ACADEMIC LANGUAGE

Cooperation, Respect, Accuracy, Control

### PRIORITY OUTCOMES

#### **Purposeful Competition – Association of Competition with Partnership:**

- **(HS)** Distinguish the self-selection of tasks with greater levels of difficulty, or more highly skilled opponents/partners, as purposeful movement towards excellence.

#### **Social Interaction:**

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

### DEBRIEF

#### **Debrief Questions:**

- **DOK 1:** What are the movement concepts related to the Spikeball Shuffle activity?
- **DOK 2:** How do those concepts affect the performance of specific skills or tactical plays in Roundnet?
- **DOK 3:** How can you apply what you've learned to develop your Roundnet setting/passing skills?