One on Three Kickball

Prerequisite(s)

* Ability to perform a kicking motion
* Ability to run to a base and back successfully
* Ability to change direction quickly
* Ability to throw and catch a pop-up, grounder and/or a line-drive

Objectives

As a result of participating in this experience children will improve their ability to:

* Perform kicking skills
* Perform throwing accurately to a teammate
* Work collaboratively as a team of three while playing a lead up game to baseball/softball

Suggested Grade Range

Intermediate (3-4) Middle 5-8 and above

Organization

Groups of 4 children with enough space to set up 5 or 6 games at one time.

Occasionally one may need to play this game as a one on four game should space preclude the additional game. Two bases are set up to include home plate and a pitcher's mound about 10-15 yards apart or less if needed. The players will take one of the four positions: **Outfield, Pitcher, Batter and Catcher.** Note: Use two outfielders if needed for a group of five.
**Equipment Needed:**

Two bases for each group of 4-5 students. (Preferably different colors)

One dino-skin ball, or a softer ball for younger classes. (Preferably the same color as the bases)

**Description:**

Note: The batter may choose to kick a stationary ball or have the pitcher pitch it to them. The batter kicks the ball into play and begins running from base to base and continues to run until the fielders relay the ball into the catcher who tags home plate and shouts “OUT!” The batter scores a run for every base touched. The players then rotate to assume a new position and the next batter is up.

**Rotation:**

Catcher becomes the batter.

Batter becomes the pitcher.

Pitcher becomes the Outfielder

Outfielder becomes the catcher

**Rules:**

1. The fielders may not run with the ball. They must throw it in.

2. The fielders must all catch the ball before throwing home. (This forces them to work on the double-play pivot or the outfielder-infielder relay.)

3. Three strikes and you are out! (Foul balls are all strikes, even on the third strike.

4. A ball caught in the air (Pop-Fly) is still in play It is not an out!

**Variations:** This game can be played as wiffleball, soccer, football, frisbee, lacrosse, etc.
Move the Mountain

- Divide the class into two teams
- Line teams up on each half of a 30’ circle.
- Each student starts with one dinoskin ball.
- Place a large cage ball into the center of the circle.
- Object: Throw the dinoskin ball at the cage ball. Try to get it to cross opponents side of the circle.
- Students must throw from the outside of the circle but may enter the circle to retrieve a ball.
- If cage ball touches a player it is an automatic point for the other team.

Shark Attack

- Divide class into groups of four.
- Each group has four bases spread into a square 20 ‘ apart.
- One student (the shark) starts in the middle.
- The other students try to move from their starting point base to a new base. They can move to any open base or switch with someone else.
- If the shark can tag them off the base then they become the shark.
- Students must stay in the base lines or across the middle.
**Navy Seals**

- One or two Navy Seals protect the Dignitary. They may use every part of their body to deflect a terrorist attempt.

- All others are would be terrorists and try to knock off the Dignitaries be hitting them with a dinoskin ball. “Dignitaries are foam targets”

- Terrorists are not allowed to step over the line. But may move anywhere along the line.

- If a terrorist is successful they switch places with the Navy Seals.
The Falcon and the Dove

- Divide class into groups of three.
- Each student will start as one of three different roles: Falcon, Dove, or Falconer.
- The students stand in a line holding hands. The falconer needs to be in the middle.
- On the teacher's command the falconer hands off the ball to the dove, then 3-5 seconds later releases the falcon. The falcon tries to pull the flag from the dove before it can get back to the falconer. The Falconer must stand in one place.
- Rotate positions so each player plays every role.
- Variation: Doves may go to any Falconer and falcons may tag any dove.
Rounders

- Equipment: 6 cones, 2 bases, Kickball or Frisbee

- Directions: Divide the class into two teams. The throwing team lines up behind home base. The fielding team scatters in the outfield.

- The first player throws or kicks the object so that it remains in bounds (between the cones or out the top.) That player then needs to decide how many cones he can get around (each cone is worth one point) before the fielding team gets the object back to the pitchers base. If object reaches the pitchers base before runner can get back to home base it is an out. Three outs and teams switch from offense to defense.
Grass Basketball

- Equipment: 2 large basketballs, two large hoops, and pennies. (four colors)
- Object: Make the ball go into your team's hoop.
- Rules: Same as basketball.
- Divide class into four teams.
- Assign each team a hoop. Two teams per hoop.
- Hoop holders (2) per hoop, one from each opposing team, rotate out every time a basket is made, he who makes the shot becomes the hoop holder.
- Hoops rotate around the playing area. At least as big as a basketball court. (area depends on size of class)
**PFA Indoor Bunco**

Get in groups of 4, each group gets 3 dice. Take turns rolling the dice. The shortest person in the group gets the first roll.

Roll the dice. If the dice are all the same, this is a BUNCO and everyone in the group runs a lap. If the dice are NOT all the same then total the dice and everyone in the group does the following:

- 17 = 17 Jumping Jacks
- 16 = 16 Sit-ups
- 15 = Jump rope 15 times
- 14 = 14 Wall Push-ups
- 13 = 13 Step Ups
- 12 = Use Hula Hoop for 12 seconds
- 11 = 11 “X” Jumps
- 10 = Skip 2 times around the Gym

9 = Runners stretch, 9 seconds for each leg
8 = 8 Basketball Dribbles
7 = Jump over Hoop 7 times
6 = 6 Mountain Climbers
5 = Jump 180’ or 360’ 5 times
4 = Crab Walk around Hoop 4 times

**PFA Indoor Bunco**

Get in groups of 4, each group gets 3 dice. Take turns rolling the dice. The shortest person in the group gets the first roll.

Roll the dice. If the dice are all the same, this is a BUNCO and everyone in the group runs a lap. If the dice are NOT all the same then total the dice and everyone in the group does the following:

- 17 = 17 Jumping Jacks
- 16 = 16 Sit-ups
- 15 = Jump rope 15 times
- 14 = 14 Wall Push-ups
- 13 = 13 Step Ups
- 12 = Use Hula Hoop for 12 seconds
- 11 = 11 “X” Jumps
- 10 = Skip 2 times around the Gym

9 = Runners stretch, 9 seconds for each leg
8 = 8 Basketball Dribbles
7 = Jump over Hoop 7 times
6 = 6 Mountain Climbers
5 = Jump 180’ or 360’ 5 times
4 = Crab Walk around Hoop 4 times
One vs. one- In partner groups trying to outwit the opponent.

a. **Tag Around a Hoop**  
   Face partner on the opposite side of a hoop. Try to tag the partner or snatch the tail without going through the hoop. Imagine that the hoop is a tree. (Place a third person in the hoop to block the partners from tagging through the middle of the hoop.)

b. **Pull the Donkey's Tail**  
   Tuck a scarf in back your shorts/pants to make a tail. Try to protect your scarf tail while the other partner tries to grab it. Stay inside the defined play area. (Poly-spots, etc.) Do not run around the entire gym. Stay on your feet. Do not hold your own tail or lean up against the wall.

c. **Fake out your Partner**  
   One person tries to prevent their partner from stepping in a hoop. Partners may not grab their opponent.

d. **One Person on a Baseline**  
   Try to get by your partner to a safety line without being tagged.

e. **Scoring Goals-One Vs. One**  
   One person is the defender and one is trying to score a goal.
   1. Using hands as in Team Handball, Basketball
   2. Using feet as in Soccer.
   3. Using implements as in Hockey, Tennis or Racquetball

One Vs. Two- Partners cooperating to outwit a single opponent.

a. **Guard the Pin**
   
   Who kept the pin from being hit? (Emphasis on Guarding)
   
   Who were successful _____ times? (Emphasis on Throwing)

One Vs. More Than Two- Three or more people cooperating to outwit one person. The element of choice is introduced. A judgment must be made and acted upon. (Which player is in the best position to receive a pass?)

a. **Guard the Pin**  
   One pin defender vs. three offensive players. The outside players try to hit the cone or pin by throwing or kicking. There can be a circle around the cone to add excitement
b. **First and Back**- Groups of three. Home base, pitcher’s mound and first base. Pitcher pitches “good ones.” Can be a punch ball, paddle or bat depending on the skill level and equipment. When the ball is hit, the batter runs to first base and home. The pitcher and fielder try to field the ball and return it to the pitcher’s mound before the runner gets home.

**Two Vs. Two**- Games involving two against two require the players to adjust rapidly to defense from offense. Players on the offense must dodge and move to the empty spaces in order to free themselves from their opponents. Players on defense must “mark” (Guard or stay very close to) a player until they are able to intercept the ball. They must learn to stay between the ball and the person they are marking.

a. **Keep Away - Two Vs. Two**- Pass to a partner while the other two attempt to intercept the ball. Score a point each time a side succeeds in making five consecutive passes, or the team with the most passes wins the round. Challenge other teams. John Smith’s idea of the “Success” side and the “Try Again” side. If your team is successful stay on one side of the gym or playing area (The Success side). If not you must move to the (Try again) side to challenge another group.

b. **Two Vs. Two Soccer Keep Away**- Played as in Keep Away, Two Vs. Two except that the ball is passed and intercepted as in Soccer.

c. **Hoop Ball**- Played as in Keep away, Two Vs. Two except that each team attempts to work the ball toward a goal at either end of the playing area. Goals may be hoops placed on the floor. Pairs on offense work the ball closer to the hoop until they can bounce/throw the ball into their opponent’s goal. (hoop) The pair on defense attempt to protect their goal and intercept the ball so they can attack the other goal.

**Three Vs. Two**- The introduction of a third player on a side forces a choice of whom to pass to. The passer must, therefore, be discriminating s/he must be able to see in a flash, often before s/he has reached the ball which one of the players on their team is moving to the most favorable open position so that s/he can send the ball to meet him/her when s/he arrives. In order to make it easier for the offense, games of two vs. three usually involve three players on offense working against two on defense.

a. **Hit Pin**- Place a cone or similar object near the wall. Two people defend the pin against three attackers who pass the ball back and forth so that they can knock the cone over. Establish a distance from the pin from which the ball may be thrown.

**Three Vs. Three**- Three vs. three are definitely advanced levels. If the children can handle the two vs. two and three vs. two, then the next level attempted should be three vs. three.

a. **Soccer**

b. **Basketball**

c. **Hockey**
**More Players Vs. More Equipment—**

**Frantic Ball**—All of the balls are scattered on the floor and they must remain in motion at all times by kicking them gently. The leader times the class to see how long they can keep the balls moving without 5 stops. The leader calls out when they see a ball stop moving. When they reach the number five the watch is stopped. The leader reports the results of the time score for each attempt. Have the class attempt to break their own “World Record.”

**Dribble-a-Rama**

**National Standard:** Demonstrates competency in many movement forms and proficiency in a few movement forms

**Music Needed:** Space Jam by Quad City DJ’s

**Equipment Needed:** Basketballs, Dome Markers, Cones, Mini-Cones

**Formation:** Scatter

Each person has a basketball to dribble around the gym or multi-purpose room. Everyone starts the game with four points. One must follow the rules of basketball and dribble with one hand at a time. Try not to give up your dribble by stopping the dribble and catching the ball. Do not crash into other people, walls or equipment or you lose points. Try to keep as many points as you can till the end of the game. Begin to shrink the gym into smaller segments so it becomes more difficult to dribble without stopping. First in half and then in quarters. If you run out of all your points you must see the teacher (“Fairy Godfather(mother)”) who is holding a special magic fairy-godfather(mother) wand and s/he will grant you four more points whenever you need them. Since s/he is watching out for you always.

**Variation:** Add more and more equipment onto the gym floor. More cones, domes and mini cones play in groups of 2 or 3 as teams. Make the space smaller.

**American Gladiators**

**National Standard:** Demonstrates competency in many movement forms and proficiency in a few movement forms

**Music Needed:**

**Equipment:** Hampers Purchased from the Dollar Store, or Clean Garbage Cans to be used as Basketball Baskets, Large Hula Hoops to surround the Hamper to be used as a crease as in Hockey or floor tape, which designates the same crease-type area.

**Formation:** Two vs. Two, Two vs. Three or Three vs. Three

**How to Play:** Play “Rock Paper Scissors” to determine which team begins in possession of the ball. Teammates must pass the ball to attempt to score a goal by tossing the ball into the hamper without having the ball intercepted by the opposing team. Players may not touch or grab the other team. Players must pass the ball to their team and move toward the goal without fouling the other team players. If the opponents intercept the ball they must take it back as in Half-Court Basketball and start the game anew.

**Variation:** Play the game using two hampers as in Full court Basketball
Calculator Toss and Catch

*National Standard:* Demonstrates competency in many movement forms and proficiency in a few movement forms

*Music Needed:* “Catch Me If You Can” by the Dave Clark Five

*Formation: Partners*

*Equipment needed:* Fleece Balls, Rubber Chickens, Bass, Animal Beanbags, Playground Balls, Gatorskin Balls

*How To Play:* While most of us use partners at times to practice tossing and catching skills, there seems to be no "incentive" for the throwers to make an accurate throw and the catchers to make a valid attempt to catch the object. Partners face each other and try to make accurate throws to their partner so they might catch the thrown object. To encourage this type of behavior I asked the students to count the number of correct attempts and report it to me at the end of one minute. One partner from each group would line up in front of me and tell me their score and I would place it on the calculator. After all of the students reported their scores I would press the calculator for the grand total and ask one of the students to read the score aloud.

*After this I would suggest to the class that they could better that score and create a new "World Record" for their grade if they could add a few more to their total the second time around.* It is amazing how their scores improved when they actually had a greater incentive to catch the object. The "Grand Total" plan works...Try it... You’ll Like it

*Variation(s):* Use various size and shape objects. Underhand throws, Overhand throws, Bounce Passes, Chest Passes

Shaq Attack or Nothin’ But Net

*National Standard:* Demonstrates competency in many movement forms and proficiency in a few movement forms.

*Music Needed:* Space Jam-Quad City DJs

*Equipment needed:* One hula hoop for each group of three people and one soft Ball, pinnies may be used as well, if necessary.

*How to Play:* Working with a partner, have one person hold a hula hoop and another person attempts to dunk their ball. Try shooting different types of shots. Use groups of three and perform alley-oop shots. Try to invent creative dunks such as the ones that you see on TV or in sports arenas.

*Variation:* Play two vs. two, three vs. two, etc. Use the NO-Tie pinnies and only allow certain colors to play offense. Change colors frequently.
Make It and Take It

**Equipment Needed:** Polyspots or Foam Circles, Basketballs (8) or one for each team of 3 people

Hampers, Large Plastic Garbage Cans or Regular Basketball Goals

**Fitness Component(s):** cardiovascular efficiency, muscular strength

**Description:** Divide the class into several teams of 3. Place several poly spots near each basket. On the signal, the first person on each team attempts to shoot their ball into one of the goals from the poly spot. If they make the shot on the first attempt they take the spot back to their team and place it on the floor. If they miss, they get the ball and return to their team and hand the ball to the next player on their team. Play the game for several minutes or until all the spots are gone. At the conclusion of the time period each team can count the number of poly spots to determine a winner.

**Variation:** Place numbers on each poly spot and put the lower number spots closer to the baskets. Add up the numbers at the end of each round

---

**Pick Up the Pieces (The Recycling Game)**

**National Standard:** Demonstrates competency in many movement forms and Proficiency in a few movement forms

**Music Needed:** Pick Up the Pieces/ Average White Band

**Equipment Needed:** Buckets 4-6, Counting Circle Shapes or Poker Chips, Basketballs or Playground Balls for each student

**Formation:** Scatter

**How To Play:** Scatter colored pieces around the gym floor. These can be poker chips or various colored plastic pieces that are sold at Staples or other school or Office supplies stores. Dribble a basketball with one hand and pick up the pieces one at a time and place them in the buckets placed around the gym.

**Variation:**
Change hands and dribble with the non-dominant hand and pick up the pieces with the dominant hand. Use defensive players who are also dribbling a ball. If they tag an offensive player’s ball that has a chip in his/her hand the person must drop it back onto the floor or into the defensive player’s bucket.

---

**Fitness Payback**

Use foam pins and Gatorskin balls- Each student has a pin and a ball. Roll your ball and attempt to knock down the other player’s pins. Once the player rolls the ball other people may use their ball too. The ball no longer belongs to the original player. If your pin is knocked down you must do 3 Jumping Jacks/Jills before you can place your pin back to the upright position. If you leave to get a ball and your pin gets knocked down while you are gone you still must do the exercise that is required.

**Variation:**
Note: (You may change the exercise required when your pin is knocked down.)
**Tic Tac Toe Basketball**

**National Standard:** Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

**Music Needed:** Hit Me With Your Best Shot by Pat Benatar

**Equipment:** Basketballs, Hula Hoops, Basketball Court Baskets or some form of Target to shoot a ball into.

**Formation:** If you have three baskets available divide the class into three groups of students (or more if possible) each facing a basket. If you have more baskets available, please use them.

Use Hula Hoops to make a tic-tac-toe board near each basket or use small tic-tac-toe boards.

**How to Play:** Have the first person in each line attempt to shoot a basket. Each person gets one attempt to make a basket. If a player makes a basket they get a beanbag and place it in one of the tic-tac-toe hoops.

Each of the three groups has their own tic-tac-toe board. When one group has formed a straight line they win that round.

**Variations:**
1. Four beanbags in four corners win the next round.
2. Cover all of the tic-tac-toe board to win.

**This Little Light of Mine**

**National Standard:** Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

**Music needed:** “This Little Light of Mine” by Raffi

**How To Play:** One person is designated the leader in a small group of people. (4-6) The leader carries the flashlight and the leader chooses exercises, locomotor movements or dance moves. Change leaders frequently.

**Roller Ball**

**National Standard:** Demonstrates competency in motor skills and Movement patterns needed to perform a variety of physical activities.

**Music Needed:** Hit Me With Your Best Shot by Pat Benatar.

**Equipment Needed:** Foam Reaction Balls

**How To Play:** Choose two teams and place them in front of the lines on each side or end of the gym. Give each team the same number of foam reaction balls. On the signal roll the balls towards the other team’s line. Keep them near the floor and do not throw the ball up high. Each ball passing the line legally counts as a point for the opposing team. Players may not lie down on the floor to block the balls.
Silly Garbage Collector- Spread lots of objects on the gym floor. Fleece balls, beanbags, small balls. On the signal, the students begin picking up one object at a time to place in the garbage truck. The garbage milk crate or box is carried by the teacher or another child. (Note: Caution students- Do not hang on the garbage truck)

Check up For Fitness

Equipment Needed: Exercise Pictures, Check Up For Fitness Sheet w/exercise names listed.

Fitness Component(s): muscular strength, flexibility, muscular endurance

Description: Write your name in the space provided and the date in the first box at the top of the page. Choose an exercise and perform 5-10 of each exercise. Write the number of repetitions that you performed next to that exercise name in the first box. Choose a second exercise and follow the above descriptions. Choose a third exercise and follow the above descriptions. At the conclusion of this session get a highlighter and highlight all the way from the top of the page to the bottom in box #1. By doing this then you will remember to write the numbers in box two for the next time that you work on this activity. Hopefully, by doing this your classes will learn many exercises by the end of the year.

“Fitness Exercises for Children” by Jerry Stillwell and Jerry R. Stockard

“Fitness for Children” by Curt Hinson
The
“Funnest” Way
To Teach P.E.:
A Developmental Approach

JMU Health and Physical Activity Conference
July 18-20, 2011

Gregg Montgomery
7 Marla Terrace
Flanders, NJ 07836
Phone: 973-927-4862
E-Mail: njdj703@aol.com