

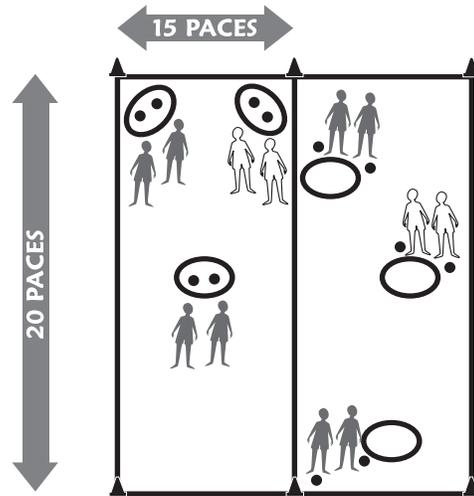


Ready...

- 4 cones per 6 students
- 1 ball per student
- 1 hoop per pair
- 1 pedometer per group of 6

Set...

- Create an activity area (20X15 paces) for each group of 6.
- Form groups of 6 students (3 pairs).
- 1 student per group wears pedometer.



GO!

1. The object is to create a new way of playing a game you have already learned in order to increase the game's MVPA (moderate to vigorous physical activity).
2. If you are the pedometer wearer, clear the pedometer to 0.
3. Your group then decides which game to play *Soccer Hoopla* or *Soccer Golf*.
4. Start and stop on my signal. Game play will continue for 5 minutes.
5. After game has stopped, check your pedometer and note the number of steps you have taken.
6. Now, talk with your group and come up with some type of twist to the game to make it more active. Examples of twists include larger play area, more balls, added tasks (10 top taps before dribbling or shooting), etc.
7. Clear your pedometer and play the new way (with the twist) for exactly 5 minutes. Start and stop on my signal.
8. Check pedometer again and note if the twist added more activity.

CUES

- ★ Be sure the safety strap is attached and the pedometer is closed before activity begins.
- ★ Maximize movement! When it comes to adding steps, look for ways to keep moving at all times, every little bit helps.

★ Add/Subtract Players

Experiment with step counts by adding or subtracting a player from each group (make the groups larger or smaller). Is there a point where there is too much standing around and not enough activity? What could you do about this?

★ Other Games

Try with 2 other activities or games from this unit.



ACADEMIC

Science (The Scientific Method) - Apply the principles of the scientific method to determine how to increase step count.

- 1) Define/Identify the problem.**
- 2) Form a hypothesis.**
- 3) Test hypothesis, and perform experiment.**
- 4) Organize and analyze data.**
- 5) Draw conclusions.**
- 6) Communicate results.**

GRADES 3-6

● STANDARDS ADDRESSED

NASPE

#1, 2 Passing, dribbling, kicking

#3, 4 Cardiovascular fitness

#6 Problem-solving

● #5, 6 Cooperation, following directions

Your State (Write in here)

● _____

PAULA'S POINTERS

- Allow students to come up with their own twists. Offer limited examples so students are more likely to create their own.
- Debrief by asking students: What did you do to the activity? How did you make this decision? Did you problem solve? Did you develop a hypothesis? What variables did you change? What conclusions can you draw?

NOTES

