

# NASPE National Middle School Physical Education Teacher of the Year

## Jessica Shawley

### Middle School Mania: Games Galore and More!

Achieving MVPA through active play! Learn new modifications, small-sided variations, and pedometer assessments as well as how to incorporate strategy sessions, sportsmanship, health and fitness.

#### **PURPOSEFUL PROGRESSION:**

1. **3 on 3 Small Sided Games (SSGs):** Use as a) lead-up game, b) warm-up activity, c) small-sided work up tournament (if you win you work up one court, if you lose you stay or rotate down a court). I use all three methods as a way to introduce rules a few at a time and allow for quality, repetitive practice of the tactical strategies.
2. **2 Team Coneball:** After small-sided games, move into 2 team Coneball to allow students more skill building and add in the positions so students are now challenged to work together in a different fashion and develop new strategies for success. This helps prepare them for the 'craziness' of 4-corner Coneball.
3. **4 Corner Coneball:** A crazy, fun challenge once class has progressed through steps 1 & 2 above and understands basic tactical strategies. Allows all to be active all the time, for larger class sizes.

**SMALL SIDED GAMES (SSGs):** You can adapt most anything into a small-sided game!

SSGs (I also call them "challenge games") are an important best practice to use.

Smaller teams in a smaller/adapted setting allows for higher participation (less standing around) thereby increasing repetition, skill level, application of tactical strategies, and student self-confidence, etc.

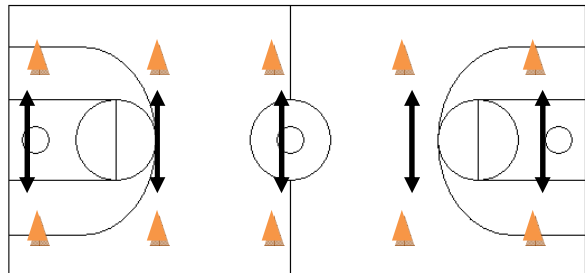
They are great as a warm-up or lead up game or on their own as the content of the lesson.

Using them as a warm-up allows teacher to quickly assess student skill levels and check for understanding of introduced concepts. This helps for when placing students onto larger teams.

#### **3-on-3 Coneball Rules:**

- Use Passing ONLY to move ball and knock over the opponent's cone (1pt. each time).
- Positions: 1 Goalie around cone, 2 Attackers.
- Modifications: Allow 1-2 steps after catch. Or allow one bounce on the pass.
- Options: continuous play, or both teams rotate out goalie after each score,
- Safety: Throw at cone not goalie, stay within your safe space, review proper guarding.

Coneball SSGs Setup: Teams of 3. Setup 5 games using 10 cones, 5 balls, and pinnies.



#### **Other Small Sided Game variations:**

- Use a Frisbee or foam Football. Make the goal a Hula hoop standing up on a hoop holder, a Frisbee golf catcher, or tape a target or outline a square on the wall. No goalie needed, just put two cones out to make a line players can't be past when attempting to score. \*Good lead-up or warm-up SSG for Ultimate Frisbee, Flickerball (see rules at end) and/or PE Rugby.
- Use a foam soccer ball. Make the goal 2 cones, half cones, or poly spots. Use a goalie.

## 2-Team Coneball

### 1. Equipment:

- Jerseys/pinnies to designate teams of 6 – 8 players.
- One foam, indoor soccer balls or 6 ½” to 8” SuperSkin ball or handball, or other ball of choice per game. Keep safety in mind as there are goalie’s guarding.
- Goal/Target of Choice: 2 Oversized Orange Cones (approx. 18” tall parking cones).

### 2. Setup:

- Choose the court setup of your choice (see the 3 options below).
- Use teams of 6-8 players (7 is optimal).
- Always have a goalie box designated by floor lines or cones for a safety area to keep players out of goalie’s space. We use the basketball key area.
- To keep goalie from guarding cone too closely (standing right by it) put down floor tape in a large square around cone to designate a “cone box” that goalie must stay out of while guarding. Use a square of about 6 to 12-inches around the cone (depending on age level).

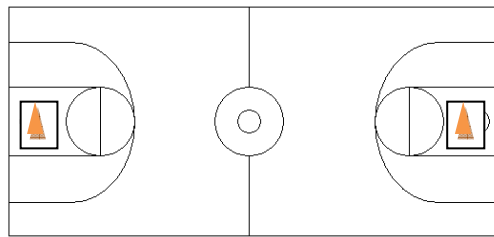
### 3. How to play Basic “Coneball”:

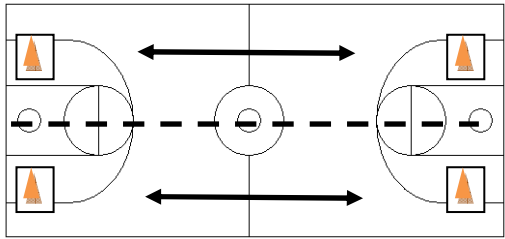
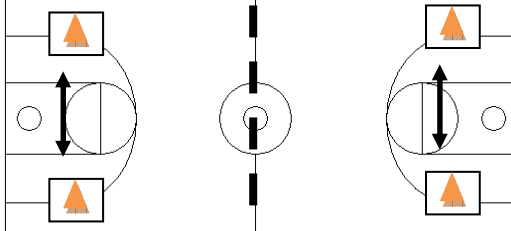
- To start the game: Use a “jump ball” at mid-court, or do a paper-rock-scissors challenge, or ask a health-related fitness trivia question or other creative avenue. Always have a new jumper for each jump ball.
- Ball can move by throwing (and/or bounce passes depending on level of play).
- If ball bounces more than what is allowed then it is a change of possession.
- Scoring: Ball knocks cone over (2 points) or hits cone (1 point).
- Keep one pivot foot while in possession of ball.
- Shots must be taken from outside goalie box (whether that is the “key” or “3-point arch”). Any type of throw allowed unless using specific modifications.
- Once a shot is taken, ball goes to other team unless in continuous play mode.
- Goalie must stay outside of “cone box” to allow space between self and cone.
- Positions: 1 Goalie, 2 Defenders (stay behind half court), 2 Forwards (stay past half court), 1-2 Rovers (can go anywhere). Can have more or less of any position depending on team sizes.
- The rules are similar to Ultimate Frisbee in that if the pass is deflected or knocked down by the opposing team, then it is a turnover and any other team can pick up the ball and go.
- Allow students access to all four sides of the goalie box to provide the opportunity to develop tactics in how to “work” the goalie and find an opportunity to score.

### 2-Team Coneball Floor Setup Options:

#### Standard Gym Floor Setup:

Large Cone in basketball key under hoop. Put down floor tape in a square around cone to designate a “box” that the goalie must stay out of so that they are not directly against the cone while guarding.



<p><b>Option #2 Setup:</b> Play two games simultaneously. Divide gym down middle with cones or poly spots. The new goalie box that players must stay out of uses the side of the key, the baseline of the volleyball court lines and the three point arch (same as 4-corner coneball).</p>	
<p><b>Option #3 Setup:</b> Play two games simultaneously. Divide at half court. Create own goalie boxes with poly spots, cones, or tape.</p>	

**“OH, NO!?!”** What if I have more than 2 teams and a smaller facility?

***Activate the sidelines!***

1. **Live Sideline (original):** Put team(s) not on the field on sideline. They must actively side-shuffle with ball, not to interfere with play. Option: Teams in play can pass to sideline to help move ball down court. Sideline may not score unless you allow this. Pedometers: students are trying to get more pedometer steps in and watch the games for strategy.
2. **Fitness Sideline:** Sideline teams can be in another area working on fitness activities. Utilize fitness stations or Fitness/Strength/Jump Spots (Sportime) as easy options. They do “x-amount” of reps and rotate over to next spot. Can do twice through then rest, or do them continuously and/or see who can get the most steps in on the sideline during these stations (especially if you use the Jump Rope Spots/Stations).
3. **Strategy Sideline:** Sideline teams analyze play of other teams. They are to identify one strength and weakness of a team and report to you before returning to play. Prompt with: “What’s working well?” or “What’s one thing they could do to improve their play?” etc. \*OR, they watch other teams play, analyze their own strengths and weakness and come up with one of their own team strategies that will help them in their next round.

**ASSESSMENT IN ACTION: Quick tips and tricks!**

1. Use **pedometers** (a lot!). Quantifies their actions. Goal is 80 steps per minute of activity.
2. **Quick checks** using “thumbs up, down, or middle” when asking some questions. Students can have eyes closed or not. Gives you a quick ‘pulse’ read for the situation.
3. **Strategy Sessions:** Teams identify and try a new strategy during a certain point in play, then reflect and share its success/weakness at end of lesson. Reinforces concepts.

***\*From a NASPE workshop: Perceived competence sustains participation. Set students up for success!***

## PEDOMETER POWER: Achieving MVPA through Active Play!

1. Step count formula: 80 per min. of activity. Want students are active 50% of class time.
2. Self-assessments: Students set a step goal and try to reach it. Ask them to show thumbs up/down if they did. Can record on team sheet, sheet on wall, or log.
3. Teacher assessment: Check some student's steps during/at end of activity. Or have all line up at end of lesson and hold up pedometer. Go down line & do a quick check (+/-).
4. Meet or Beat Challenge: Stop half-way through activity and check pedometers. Reset and make it a goal to "meet or beat" that step count (or compare it to step count from previous day or a different lesson (maybe you are comparing jogging to game).
5. Inter-activity Challenges: In Round Robin or SSGs, determine winner by step counts and/or goals (goals worth "x" amount of steps). OR each game/round won gives a team an extra x-amount of steps and an overall step winner is crowned for the day.

## UNLEASH THE CREATIVITY!

Modifications-Differentiation-Wacky Rules-Challenges!  
Additional ways to help activities and games appeal to students.

<p><b><u>Differentiate Level of Play:</u></b></p> <p>Beginner:</p> <ul style="list-style-type: none"> <li>• Start with a new jump ball after each score.</li> <li>• After attempt to score or a goal, regardless of outcome, the other team gets ball.</li> <li>• Allow 1 to 2 bounces on the pass.</li> </ul> <p>Advanced:</p> <ul style="list-style-type: none"> <li>• Allow continuous play. Anyone can rebound a shot and continue play.</li> <li>• After a score the goalie throws it in after setting back up the cone.</li> <li>• Do not allow a bounce on the pass.</li> </ul>	<p><b><u>Modifications:</u></b></p> <ul style="list-style-type: none"> <li>• Allow more or less bounces on the pass.</li> <li>• Allow steps (1 or 2) while in possession of ball after the catch.</li> <li>• Add or remove players or positions.</li> <li>• No 'out of bounds'. Play off the walls.</li> <li>• Require a sequence of passes:             <ul style="list-style-type: none"> <li>-Boy-girl-boy-girl to involve all genders</li> <li>-Everyone must touch ball before scoring.</li> <li>-Require a certain number of passes before crossing half-court (emphasizes skills). I say the reminder cue, "quick-short passes" a lot!</li> </ul> </li> </ul>
<p><b><u>For any level:</u></b></p> <ul style="list-style-type: none"> <li>• If you score a goal, you go exchange places with your goalie. This allows for all to play and doesn't hide a 'weak player' or make someone be there that doesn't want to be goalie. It mixes it up.</li> <li>• During 3-on-3 SSGs: if you have teams of 4 but a small facility, then try playing 3-on-3 and whoever takes the shot rotates out with player waiting. Continuous rotation.</li> </ul>	<p><b><u>Change Goal/Target:</u></b></p> <ul style="list-style-type: none"> <li>• Use a Physioball placed on an upside down Frisbee.</li> <li>• Change cone size.</li> <li>• Use different sizes of goals at once!</li> </ul> <p><b><u>Defense:</u></b></p> <ul style="list-style-type: none"> <li>• Use "jumping jack" guarding or remind students to stay 2 arms length away and to "keep arms up and out."</li> </ul>
<p><b><u>Adapt to other sports:</u></b></p> <ul style="list-style-type: none"> <li>• Play with a foam football/rugby ball (called Flickerball). Movement with ball is to run sideways or backwards. Can only pass forward or to side. Scoring: Hit backboard (1 pt.), hit square on backboard (2 pts.), make a basket (3 pts.).</li> <li>• Play with a Frisbee and popup net, Frisbee golf stand or hulahoop on holder as the goal. No goalie needed, just increase goalie box to force a good throw (mark with cones, or use 3-point line).</li> <li>• 4-corner coneball becomes 4-corner soccer or speedball with pop-up nets in each corner.</li> </ul>	

**\*\*MY CLASS FAVORITE!\*\***

## **Four-Corner Coneball**

A game hybrid using Ultimate Frisbee, Basketball, Handball, and Soccer.  
The 4-corner style promotes participation in all class sizes with minimal equipment!

### **Equipment:**

- 4 colors of jerseys/pinnies to designate 4 teams of 6-8 players each.
- 2 to 4 foam, indoor soccer balls/handballs, or ball of choice.
- “Goal” Choice: 4 Oversized Orange Cones, or 4 Stability/Physio-balls (each placed on an upside down Frisbee for stability).
- IF keeping score (progress to this once students grasp the game) then see the scorekeeping suggestions at the end at the equipment for this.

### **Set-up:**

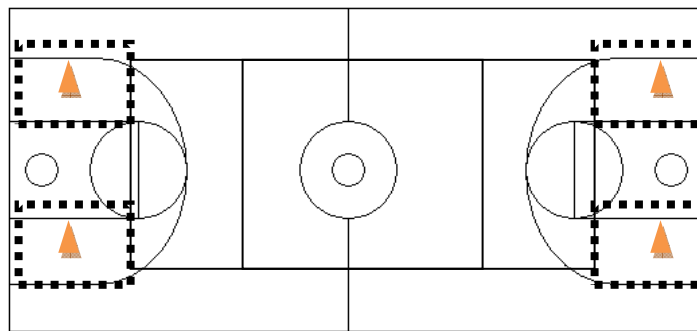
- Each team sets up their own goal in a “corner section” of the basketball court (see diagram) and sets up their Goal.
- Show students the determined “goalie box” area to ensure safety of goalie. You could use floor dots or cones to designate the area. We use the court lines available: from the side of the key to the bottom of the volleyball court line to the 3 point arch and then baseline (forming a semi-circle/box). It was just easier than extra equipment on the floor.

### **How to Play:**

- There are no “out of bounds”, the balls remain in play at all times.
- Begin play with a “jump ball” (depending on number of balls you want in play at one time you can modify how you want to start the game. Multiple “jump balls” or bounce in.
- No contact. Defense remains one-two arms distance away from offensive player; keeping hands up and out. No reaching/slapping in at ball. Or can do “jumping jack guarding”.
- Move the ball by passing only to try and score on any other of the three goals. Students may take two steps after a catch. There can be up to one bounce allowed on the pass if needed (or modify according to your levels—no bounce, two bounces).
- The rules are similar to Ultimate Frisbee in that if the pass is deflected or knocked down by the opposing team, then it is a turnover and any other team can pick up the ball and go. Or if a team has more than one bounce on a pass then it is an automatic turnover, etc.
- Students work together to score by hitting the cone (1 point) or knocking over the cone (2 points), or knocking the stability ball off the Frisbee.
- We allow students access to all four sides of the goalie box to provide the opportunity to develop tactics in how to “work” the goalie and find an opportunity to score.
- Once a goal is scored, the goalie takes the ball and passes it in to their team and play resumes. It is a continuous cycle; keeping the game very active.
- Position options: no positions (go anywhere) or split court (half of the team must remain on a half court at all times and can only score on that side.
- Start with two balls in play simultaneously, add a third once students get the game down.

**How to Keep Score:** At first, we did not worry about keeping score because the game was continuous enough that students did not worry about this aspect and enjoyed its fast-paced nature.

- Scoring system option #1: Keep a small milk crate or bucket against the side wall behind each goal area. In this bucket, each team begins with 5+ bean bags or floor dots (can use a different color for each team if you prefer). The scoring player goes behind that same goalie and takes a bean bag out of the bucket and runs it to their own team's goalie bucket. Whoever has the most beanbags at a certain time wins. \*IF a team runs out of beanbags, shut down goal (lay cone down) and all players go try to score to bring beanbags back in to their box to re-open their goal.
- Option #2: Any team who can score on all of the other three goals wins that round.



**Sample State/National Standards Lesson Alignment and Objectives:**

\*Not all information fit into 6-page limit. Please visit website below for rest of standards/alignment.

<b>Objectives:</b> By the end of the lesson, the student will be able to (SWBAT):	<b>State/National Standard(s) Addressed</b>
<p>Objective 6-8 PE.1.1.1. Improve form in basic skills of more specialized activities (e.g., wall/net, invasion, fitness, etc.) *Today: Improve invasion and movement skills in game.</p> <p>Objective 6-8.PE.1.1.2 Adapt and combine skills successfully in modified games or activities of increasing complexity and in combination with other basic skills. *Today: Apply skills and adapt to a more challenging game version called 4-Corner Coneball.</p> <p>Objective 6-8.PE.1.1.3 Demonstrate movement tactics and strategies that can be applied to a variety of sports and physical activities. *Today: Identify and apply one tactic/team strategy in Coneball.</p>	<p>National Standard #1 and Idaho State Standard #1: <b>Skilled Movement</b> Goal 1.1: Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.</p>
<p>Objective 6-8.PE.2.1.1 Identify and apply the critical elements, strategies, and tactics of higher level movements in wall/net, invasion, etc. *Today: Apply tactic of "Finding an Open Space" to improve team's transition and ability to move ball in play.</p>	<p>National Standard #2 and Idaho State Standard #2: <b>Movement Knowledge</b> Goal 2.1: Demonstrate understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.</p>