

*“Play Your Game”  
Foot Ball-Handling  
by  
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Grade Level: K-12

National Standards:

#1: #2: #3: #4: #5: #6:

Learning Objectives:

- *The student will practice various foot ball-handling techniques.*
- *The student will follow all applicable rules while participating in this activity.*
- *The student will work cooperatively in a group and maintain proper personal responsibility.*
- *The student will use proper social support.*

Space Needed:

- *A large, flat area is best; such as a grassy field, BB courts, cafeteria, or blacktop.*

Equipment & Materials Needed:

- *Make all equipment for the various games available to the students. Most games will include such items as:*
  - *Rainbow Sticks*
  - *Hula Hoops*
  - *Balls-various sizes*
  - *Lollipops*
  - *Cones-various sizes*
  - *Mini-Hurdles*
  - *Jump Ropes*
- *Foot Ball-Handling Activity Sheets*

Set-Up:

- *Place all the equipment in a place that students may access what they need for their particular game or activity.*
- *Laminate the Foot Ball-Handling Activity Sheets.*
- *Divide space into equal sections so each group has their own space.*
- *Pre-design groups of 3-4 students.*

### Description of Learning Activities:

- *Students should be in groups of 3-4.*
- *Each student should be given a number within their group.*
- *Hand out one game/activity per group of students.*
- *Be sure to explain how “Learn One, Teach One” works.*
- *Explain how to read the activity sheet.*
- *Have each group sit together, read their game/activity, know how to play, the rules, and what equipment is needed.*
- *Once groups have completed the above tasks, they are to check-in with the teacher.*
- *The teacher should ensure each group knows what to do according to their particular game/activity.*
- *The teacher should assist students in getting the correct equipment.*
- *Students are to set-up their game/activity and then play it.*
- *At the signal, the first student remains at their game/activity, while the rest of the group moves to the next game/activity.*
- *The student who remained becomes the “teacher” and teaches the new group their game/activity.*
- *On the signal the student who is number two (2) remains, and becomes the “teacher”, while the rest of the group moves to the next game/activity.*
- *On the signal the student who is number three (3) remains, and becomes the “teacher”, while the rest of the group moves to the next game/activity.*
- *On the signal the student who is number four (4) remains, and becomes the “teacher”, while the rest of the group moves to the next game/activity.*

### Authentic Assessment:

- *Ask the students what it was like being the “teacher”? How did it feel? Was there anything that they would do differently? Were there any frustrations or triumphs?*
- *Discuss how group dynamic play an important role when participating together in an activity.*
- *Peer observation of the “teacher”.*
- *Teacher observation of students’ social support and cooperation during the activity.*
- *Teacher may use a check list to determine each student’s throwing assessment.*