



## Physical Activity Lesson Plan-Ultimate Relay

By IAN on 01/07/2020

Organization: Indiana Afterschool Network

### Lesson Summary

#### Lesson Description:

This is a large relay race requiring everyone to be doing something the entire time. It will include passing objects, running, team work and more.

**Group Size:** 30+

**Location:** Gym

**Estimate Time for Lesson:** 30 minutes

**Estimated Time for Planning:** 15 minutes

- Subject(s) Check all that apply:
  - Healthy Eating and Physical Activity (HEPA)

#### Other:

- Grade(s) Check all that apply:
  - Kindergarten
  - 1
  - 2
  - 3
  - 4
  - 5

#### Materials/Resources Needed:

2 Hula Hoops per team

10-15 objects per team (can be small balls, scarves, balloons, noodles, anything they can pass or throw)

-I wouldn't use any hard balls for the younger groups.

5-10 Pennies (if you play with defenders)

#### Lesson Objective #1:

Use equipment to illustrate movement concepts.

#### Lesson Objective #2:

Use self-control through structure, expectations and engagement to demonstrate personal responsibility and respect for self and others.

#### Lesson Objective #3:

### Lesson Procedure

#### Introduction/Attention Grabber:

Who likes relay races? Who wants to play an Ultimate Relay Game?!?

#### Instructions:

1. Divide the group into 2 or 3 teams, or more as space and equipment allows. 5-7 per team works well.
2. Place one hoop on one end of the gym, the other hoop on the other end. They should be a straight line to each other. One hoop is empty and is the one the team will try to fill. Fill the other hoop with any kind of equipment you have, about 10-15 items per hoop. (Ex. foam balls, foam frisbees, scarves, bandanas, noodles, anything that is easy for the students to pass. The goal is to get all

equipment/toys from one hoop, across the gym into the other hoop. The first team to do that would win.

RULES:

1. A player cannot move with an object in their hand.
2. Students must pass objects to teammates to move the objects up the floor to the hoop on the other end.
3. If an object touches the floor, one player must take that object back to the beginning hoop and try again.

\*\*This game is similar to the rules of ultimate frisbee, but each team is just working in a straight line to get from one end to the other.

ROUND 2:

Add 2 defenders from the other team. Those defenders try to intercept the balls or knock them down.

OTHER OPTIONS:

Call out a different locomotor skill they have to do while playing. (Ex. skipping, galloping, jumping, side slides)

STRATEGIES: Let students figure out a method on their own. If needed, share these strategies with them.

-One student can stay at each hoop: one to start equipment, the other to place equipment into the end hoop. All others pass equipment up floor until they pass it to the person at the end hoop.

-All students can get a toy at the start and pass it back and forth with a partner until they reach the end hoop.

-Share pros/cons of short passes and long passes.

### **Checking for Understanding:**

Observe and make sure students understand the rules of the game. If they are having trouble, stop them and explain again.

## **Lesson Adaptations**

### **Time Adaptations:**

Play different levels, changing the locomotor skill or the way they have to pass the ball. If the first round goes fast, this will allow you to play numerous rounds.

### **Location Adaptations:**

This can be played in any open space.

### **Age Adaptations:**

3-5: Add 1-2 defenders to the second round of play. Let them play without defenders on the first round to make sure they understand the game.

K-2: Do not add defenders for any of the rounds. If they successfully complete the first round and you have time remaining, play round 2 changing the way they have to throw the equipment. (Ex. only overhand or only underhand.)

## **Learning Style Adaptations**

### **Describe any adaptations for Visual Learners, Auditory Learners, Kinesthetic Learners, Advanced Learners, Special Needs Learners, ESL Students, At-Risk Students:**

Explaining and demonstrating the activity is helpful to most types of learners.