

Skills Building Breakdown

Four Square

Four Square: Rules of the Game

1. A standard 4-square area is one large square 10'x 10' divided into four smaller squares (5'x 5'); each box is labeled A,B,C,D or 1,2,3,4. The box labeled A/1 contains a smaller service box (1.5'x 1.5') located in the far outside corner of the square.
2. 4 – 8 players per playing group. One player is in each square and the others wait in line. The player in square A/1 is the server. The goal is to get to box A/1 and stay there.
3. The server controls play of the game. Play begins when the server drops the ball once into his/her square then hits it into a different square (serves the ball) with both feet in the service box. The server must keep both feet in that box until the serve is completed.
4. The ball can only bounce once in any square.
5. Each player needs to hit the ball with any part of their hand into an opposing player's square after it has bounced only once in their own square.
6. If the ball lands on a line, or goes out of bounds before it bounces, the player who hit the ball is out. If a player hits the ball and it bounces again in his/her own square, s/he is out.
7. If the ball bounces more than one time before it is hit into another square, the player who let the ball bounce is out.
8. If the ball is returned before it is allowed to bounce, the player who returned the ball early is out.
9. An out player moves to the end of the line. The person in the front of the line advances to square 4/D, and the remaining players advance to close the gaps between square 1/A and 4/D.

Four Square: Core Skills

Underhand Hit – to return ball instantaneously, without catching it; hands make contact with the underside of the ball, palms facing up

Overhand Hit – to return ball instantaneously, without catching it; hands make contact with the topside of the ball, fingers pointing up, palms angled toward the ground

Four Square: Skills Building

The following methods can be used to teach the core skills. Start with the smaller groups and then advance to larger groups as the children learn the skills.

1. **SELF TRIAL** – students practice on their own

EXAMPLE A: Hitting the ball – Each student tries hitting the ball against the wall, allows the ball to bounce, and catches the ball. This process is repeated until the student feels comfortable with these actions.

EXAMPLE B: Hitting the ball – Each student tries hitting the ball against the wall repeatedly, allows the ball to bounce, and hits the ball again without catching. Try overhand and underhand hits.

EXAMPLE C: **Hitting the ball** - Place targets on wall and have students take turns seeing how many times they can hit the target, let the ball bounce once, and hit the target again without catching the ball.

2. **PARTNER TIME** – students practice in groups of two.

EXAMPLE A: **Hitting the ball** – Students hit the ball against the wall to a partner. The two students take turns hitting the ball without catching it and count the number of hits in a row. Allow one bounce in between hits. Students should practice underhand hitting first, and then overhand hitting.

EXAMPLE B: **Hitting the ball** – Two students can hit the ball to each other while separated by a line (a jump rope is good for this). Each student lets the ball bounce once and then hits the ball over the line to the other student who repeats the action.

3. **GROUP TIME** – students are divided into larger groups with a specific task.

EXAMPLE A: **Hitting the ball** - Have a group of students stand around the perimeter of the 4-square box facing inwards. Take turns hitting a ball around the square to a different person, catching the ball each time. The ball must stay within the square.

EXAMPLE B: **Hitting the ball** - Have a group of students stand around the perimeter of the 4-square box facing inwards. Take turns hitting a ball around the square to a different person each time, without catching the ball. The ball must stay within the square.

Four Square: GRADE LEVEL OBJECTIVES: KINDERGARTEN THROUGH FIFTH GRADE

By the end of the unit, students in the said grade will be able to explain, demonstrate, and/or analyze:

Kindergarten	First	Second
An understanding of the four boxes as boundaries	Everything in the previous grade	Everything in the previous grade
The basic rotation around the squares	The proper serve technique	Mastery of underhand hitting
Underhand hit with catching	Underhand hit with and without catching	Mastery of the rotation
Aiming the ball into another square	The concept of an “out” and some of the ways a player gets out	Mastery of the serve

Third	Fourth	Fifth
Everything in the previous grade	Everything in the previous grade	Everything in the previous grade
Continuous play without catching the ball	Beginning level understanding of the overhand hit	Mastery of the overhand hit
A clear understanding of all the ways a player can be “out”	How to use to whole box to return the ball	Ability to demonstrate good sporting behavior when out
Ability to explain the Suggested Playground Rules/Agreements for the game	Mastery of aiming the ball when hit over or under hand	Mastery of strategy
Beginning level strategy		

Dodgeball

Dodgeball: Rules of the Game

1. 10 – 15 players on each team; each team has one or two playground (or soft) balls and is assigned

one-half of the court.

2. A standard dodgeball court is a 40 playground x 20 playground rectangle with a center line dividing the length. An additional 5 playground end-zone is located on each end of the rectangle. Scale down the size of the court accordingly. An approximate court size for kindergarten is 20 playgrounds x 10 playgrounds; increase as students' age, skill level improves, and space allows.
3. When the whistle blows, players throw the balls back and forth across the center line.
4. All players try to avoid being hit with the ball from the waist down while trying to hit the opposing teams' players from the waist down.
5. If the ball hits an opposing player from the waist down (including a hand or arm that is below waist level) before the ball hits the ground, the hit player must go into the opposite teams end zone.
6. If a player catches a ball thrown by an opposing team player before that ball hits the ground, the player who threw the ball must go to the opposing team's end zone.
7. If a player attempts to catch an opposing team's throw and drops it, the player who dropped the ball has to go to the opposing team's end zone.
8. Players trapped in the end zones cannot go outside the set boundaries but can be released back into team play if they can get possession of a ball (without leaving the end zone) and strike an opposing player below the waist. If they succeed, they get a free walk back to their teams' side and the hit player must go into the other end zone.
9. If a player who is supposed to be in the end zone steps outside the boundaries of the end zone, a player who is trapped in the opposite team's end zone is automatically released.
10. Active players cannot step into an end zone to keep balls out; however, players can run through the end zone to retrieve balls that have gone out of bounds.
11. A ball which has gone out of bounds can only be retrieved by the players on the side which the ball went out on.
12. The game is over when one team has all the players from the other team trapped in the end zone.

Dodgeball: Core Skills

Throwing – Ball in dominant/ “favorite” hand; step with opposite foot in desired throw direction; extend elbow; follow through with wrist.

Evasion – Jump or move the body (or body parts) as quickly as possible out of the path of the ball. Avoid being hit by the ball.

Rolling – Cradle ball in dominant/ “favorite” hand with bent wrist; step with opposite foot; gradually release ball to rotate on ground.

Catching – Watch ball with eyes. Position body under or behind ball; cradle ball with two arms at stomach or grab ball between two hands above head.

Dodgeball: Skills Building

The following methods can be used to teach the core skills. Start with the smaller groups and then advance to larger groups as the children learn the skills.

1. **PARTNER TIME** – students practice skill in groups of two

EXAMPLE A: **Rolling and catching** – Partners quickly roll and catch the ball back and forth at varying distances.

EXAMPLE B: **Throwing and catching** - Partners practice throwing and catching the ball at various distances.

2. **TRIPLE TEAM** – students are arranged in groups of three, each have a role and switch.

EXAMPLE A: **Evading and rolling** – One student is the roller, the other two are dodgers. The two students are lined up with their backs against a wall. The roller stands at least 10’ feet away and rolls the ball towards the two students. When one student is hit with the ball below the waist s/he becomes the roller.

EXAMPLE B: Throwing and catching – One student is the thrower, and the other two are the catchers. The two students are lined up with their backs against a wall. The thrower stands at least 10 feet away and throws the ball, below the waist, towards the other two students. The students against the wall attempt to catch the ball without letting it hit the group. When one student catches ball, s/he becomes the thrower.

3. **GROUP TIME** – students are divided into groups with a specific task.

EXAMPLE A: **Throwing and rolling** – Students are divided into groups with a specific target placed on the wall or ground. The students practice hitting the targets and the team earns a point for each time the target is hit. Cones or pins are great for this drill.

EXAMPLE B: See Circle Dodgeball.

Dodgeball: GRADE LEVEL OBJECTIVES: KINDERGARTEN THROUGH FIFTH GRADE

By the end of the unit, students in the said grade will be able to explain, demonstrate, and/or analyze:

Kindergarten	First	Second
The concept of evasion	Everything in the previous grade	Everything in the previous grades

Beginning level understanding of rolling a ball towards a target	Avoiding a rolled ball when in eye contact with the roller	Avoiding a rolled ball without eye contact with the roller
A basic understanding that the game is to avoid being touched by a rolled ball	Beginning level understanding of throwing a ball underhand towards a target	Mastery of aiming a rolled ball
Throwing and catching an underhand ball	Basic understanding of circle dodgeball rules	The concept of “getting out”
		The role of the outside circle in circle dodgeball

Third	Fourth	Fifth
Everything in the previous grades	Everything in the previous grades	Everything in the previous grades
The ability to evade a thrown ball with eye contact with the roller	Basic rules for standard Dodgeball	Control and precision when throwing the ball at another player
Basic understanding of throwing underhand aiming to hit below the waist	Teamwork strategy for standard Dodgeball	Conflict resolution
The ability to evade more than one rolled ball	Self-control within a fast paced game	Fair play

JUMP ROPE/DOUBLE DUTCH

Jump Rope: Rules of the Game

1. For group play, a minimum of 3 people participate at one time: 2 turners and 1 jumper
2. A standard jump rope, for double dutch or single rope jumping, is 15’ long; thick, medium density climbing rope or plastic phone cord works as a rope. Any pavement or solid floor surface will work for a jumping surface.
3. Waiting players should form a line, or designate and follow a jumping order.
4. The turners each hold one end of the rope and face each other; the rope should be arced and touch the ground at one center point.

5. The jumper stands front facing one turner with the outside of one foot touching the rope at the center point of the rope.
6. At a recess: 1 rope grants one jumping turn, 2 ropes (double dutch) grant two jumping turns. After a jumper has completed her/his turn s/he takes the place of a turner, and the turner goes to the end of the line. Make this clear so there is no confusion about people coming in from the line.
7. No do-overs are allowed; once a turn has happened, the player needs to follow sporting behavior and fair play by taking his/her turn turning the rope.
8. Jump rope is the most common and widely played cooperative playground game - all active participants (turners and jumpers) need to be aware and be paying attention for the jumper to do the best job s/he can.

Jump Rope: Core Skills

Turning – elbows at side; upper body still and strong; eyes watching the feet of the jumper. “Indoors” – hands and forearms turn rope in towards the midline of the body; “Outdoors” – (opposite of indoors) - hands and forearms turn rope out towards shoulders.

Jumping – Two-footed – both feet take-off from and land back on ground at the same time.

One-footed – player keeps one foot suspended in air by bending knee backwards.

Double Dutch – a jogging-type of jump; feet alternate making contact with and separating from the ground.

Entering – Getting under the turning rope, starting from the outside of the rope.

Exiting – Leaving the rope by jumping out (for double dutch) or running out (single rope) while the rope turns.

Jumping Order – Knowing who is first, second, third, etc. in the order to jump.

ADVANCED SKILLS

Turn Around – 180° or 360° turn while jumping; complete the 180° turn in one jump, the 360° turn in two jumps

Criss-Cross – Put one foot in front of the other for a jump, then return to normal jumping position

Pop-Ups – When one jump carries across two complete rope turns

Red Hot – The turners speed up the rope when the jumper calls to turn especially fast.

Changing Places – When jumping doubles, the pair plan and call out to switch places without leaving the rope.

Walk/Run Through – The jumper enters and exits the rope continuously, while it turns, without it pausing

Duck Step – Jump with toes out and heels in or toes in and heels out.

Can Can – A leg kick added to a jump on one foot.

Full Twist – To turn body around a full 360° within one jump before feet touch ground.

1-3/4 Twist – To turn body around a full 540° within one jump before feet touch ground.

Jump Rope: Skills Building

The following methods can be used to teach the core skills. Start with the smaller groups and then advance to larger groups as the children learn the skills.

1. **SELF TRIAL** – students each have own short (6'-10') rope, and create own space and follow leader's directions.

EXAMPLE A: **Jumping** – Each student starts on a spot and tries to jump high to reach a point. Students can practice by jumping over cones or jumping back and forth over the rope as it lies on the ground.

EXAMPLE B: **Turning** – While holding the ends of the rope, move the rope from behind ankles to the front of toes continuously without jumping over the rope.

2. **PARTNER TIME** – students practice skill in groups of two.

EXAMPLE A: **Turning** – Each student pair has one rope. Each student holds one end and practices turning the rope while facing each other.

3. **GROUP TIME** – students are divided into larger groups with a specific task.

EXAMPLE A: **Hopping** – Divide students into relay teams and have the first person hop on one foot to a particular spot and return to line so that the next person can go. Students can also hop on the other foot or both feet.

EXAMPLE B: **Jumping** – Divide students into relay teams and have the first person in each line run to an individual jump rope, jump a specific number of times, and return to line so that the next person can go.

EXAMPLE C: **Entering and exiting** – Have students form large line with while two students turn the rope. While the rope is turning, each student takes a turn entering one side of the rope and exiting the other side. It should appear as if they are running directly through the turning rope without stopping. If the student reaches the other side untouched by the rope then the next person in line can try.

EXAMPLE D: **Jumping** - While one person is attempting to jump inside the rope while it is turning, the other students waiting in line should also jump in order to time the rope as it hits the ground.

Jump Rope: GRADE LEVEL OBJECTIVES: KINDERGARTEN THROUGH FIFTH GRADE

By the end of the unit, students in the said grade will be able to explain, demonstrate, and/or analyze:

Kindergarten	First	Second
How to hold and turn a single rope with a partner	Everything in the previous grade	Everything in the previous grades
The concept of a jumping order	The one try per turn rule	Beginning level entering a single rope
The technique of a two-footed jump	Beginning the technique of a single-footed jump	Beginning the technique of turning around while jumping
	Mastery of single footed jumps	

Third	Fourth	Fifth
Everything in the previous grades	Everything in the previous grades	Everything in the previous grades
Jumping into a single rope	Mastery of jumping into a single rope	Mastery of jumping inside the double ropes
Beginning level turning of double ropes	Beginning level jumping into double ropes	Beginning level entering the double ropes
Beginning level jumping inside the double ropes	Exiting a single rope	Various special techniques while jumping inside the double ropes.

KICKBALL

Kickball: Rules of the Game:

- 9 players on each team. Field Positions: 3 base-players (1st, 2nd, 3rd)
3 outfield (left, center, right)
1 short-stop
1 pitcher
1 catcher
- A regulation kickball field is 60'x 60' between the bases. An approximate size for kindergarten is 30'x 30' between the bases; increase as students' age, skill level advances, and as space allows. A base line marks the running path between the bases.
- The team that wins a coin toss or rock, paper, scissors between the captains, gets to choose whether to kick or field first. The kicking team then settles into their kicking order; the fielding team takes the field in their positions.
- The pitcher controls the play of the game. Play begins with the pitcher rolling (pitching) the ball to

the person up to bat, the kicker. Play stops when the ball is thrown to the pitcher.

5. Teams switch sides after three outs or nine runs are scored.
6. Outs are granted when:
 - a. the kicker kicks a fly ball and it is caught before it touches the ground. Note: when a fly ball is in the air, the base runners must remain on base until after the ball is caught (called tag-up) before they can advance to the next base.
 - b. the base-player has control over the ball and a foot on the base before the kicker (now base-runner) reaches the base.
 - c. the base-runner is tagged on his or her body by a fielder with the ball before s/he arrives at the base. Note: if the base-runner must advance because of another runner or kicker behind, it is called a force-out and the fielding team only has to tag the base to call an out. If there is no runner or kicker behind, it is not a force and the fielder with the ball must tag the base-runner.
 - d. one base-runner passes another.
 - e. a base-runner intentionally interferes with a fielder who is trying to recover the ball.
7. The runner advances one base on an overthrow to the base player.
8. A run is scored for the kicking team when a base-runner touches all 4 bases, in order, without being called out at any time.
9. If the ball is kicked but does not pass first or third base inside the base lines, it is called a foul. Three fouls by an individual kicker equal an out.

Kickball: Core Skills

Throwing – Ball in dominant “favorite” hand; step with opposite foot in desired throw direction; extend elbow; follow through with wrist. Overhand and underhand throws.

Catching – Watch the ball with eyes. Position body under or behind ball; cradle ball with two arms at stomach or grab ball between two hands above head.

Fielding – Watch the ball with eyes. Reach for and get in line with the ball.

Kicking – Kicker makes contact with the ball with the dominant “favorite” foot. Beginning kick: begin with opposite foot out in front and dominant foot behind body; swing foot into ball when it reaches the plate. Advanced: anticipate kick with one or more step(s) into the kick; foot can contact ball with side, toe, or shoelaces.

Base Running – After kicker kicks the ball, proceed to run to 1st, 2nd, 3rd, and then back to home plate – when it is judged safe to do so.

Position Playing – Each player has a specific job and area to cover.

Pitching – Cradle ball in dominant “favorite” hand with bent wrist; step with opposite foot; gradually release ball to rotate forward on ground.

Kickball: Skills Building

The following methods can be used to teach the basic core skills. Start with the smaller groups and then advance to larger groups as the students learn the skills.

1. **PARTNER TIME** – students practice skill in groups of two.

EXAMPLE A: **Throwing and catching** – Students practice throwing and catching ball (or

bean bag) to each other; when whistle blows, partners step further away from each other.

EXAMPLE B: Throwing and catching – Place targets on walls or ground and have students throw at targets.

2. **TRIPLE TEAM** – students are arranged in groups of three, each have a role.

EXAMPLE A: Kicking, fielding, and pitching – Set up a home base for each group of students. The students are divided into kicking, fielding, or pitching positions. Switch positions after each kick or when whistle blows.

EXAMPLE B: Throwing and fielding (Pickle) - Two students throw the ball between two bases. One student attempts to run between the bases and beat the throws to the bases.

3. **GROUP TIME** – students are divided into larger groups with a specific task.

EXAMPLE A: Base running – Follow the leader around the bases as a warm-up.

EXAMPLE B: Base running, throwing, and fielding – Divide students into two groups, one fielding and one kicking. When the ball is kicked, all of the players on the kicking team run around the bases in a single file line. The fielders field the ball and pass it around until all of them have touched the ball. When the last fielder touches the ball the kickers stop running and return to the home base area. Rotate the kicking line until all the students have kicked once.

EXAMPLE C: Kicking and catching – Play kickback. This involves dividing the students into two groups and sending them to opposite sides of the field or play area. Each student takes turns kicking the ball to the other team who attempts to catch it. Practice calling for the ball (“I got it!”) in order to avoid collisions or conflicts. The other team then kicks the ball back. This can be played with any number of students with any number of balls.

4. **RELAYS** – Students are divided into two groups and given a task.

EXAMPLE A: Base Running – Have students line up on opposite sides of home base. Have the first child in each line circle the bases going in opposite directions until they reach home base and tag the next person in line. Repeat this cycle until all the children have circled the bases once. The groups can race or be timed.

Kickball: GRADE LEVEL OBJECTIVES: KINDERGARTEN THROUGH FIFTH GRADE

By the end of the unit, students in the said grade will be able to explain, demonstrate, and/or analyze:

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Kindergarten	First	Second
The order of running the bases	Everything in the previous grade	Everything in the previous grades
Beginning level ball kicking technique (toe and inside of foot)	Basic understanding of the role of a fielder	Mastery of throwing and catching underhand
Throwing a kickball underhand	When to run the bases	Beginning level understanding of kicking with the shoelace part of the foot
Catching an underhand thrown kickball	Mastery of basic kicking technique (toe and inside of foot)	Beginning level understanding of a foul versus a fair ball
Basic understanding of a kicking order	Basic fielding strategy	Beginning level understanding of the base as “safe”

Third	Fourth	Fifth
Everything in the previous grades	Everything in the previous grades	Everything in the previous grades
Mastery of the kicking technique with the shoelace part of the foot	Beginning level understanding of playing a position in the field	Mastery of base running strategy
The concept of an “out” and the three outs per inning rule	Beginning level understanding of “tagging up”	Mastery of fielding skills
The concept of a “run”	Throwing and catching a kickball thrown overhand	Increased awareness of teamwork
Increased understanding of fielding strategy	Basic teamwork	The concept of a double play

BASKETBALL

Basketball: Rules of the Game:

1. 10-12 players on each team
2. 5 on court at a time – 1 center, 2 forwards, 2 guards
3. Standard court size is 92' (28 m) x 50' (15 m). The court is divided into two halves; at the center of each end is a bottomless net basket, suspended by a backboard 10' high. The playing area is marked with lines, or boundaries. Inside the court, foul-shot lines and an arc are marked – evenly on both halves, in front of and under the basket. An approximate size for kindergarten is 45'x 25'; increase as students' age, skill level improves, and space allows.
4. The game begins with a jump ball in the center of the court with each teams' center player jumping to attain possession. The players begin on the opposite half court of their goal basket. Centers jump and attempt to tap the ball to their teammates. Centers may not grab or catch the ball on a jump ball.
5. The offensive team has possession of the ball, the defensive team does not. The players must dribble the ball down the court – bouncing the ball with one hand.
6. A ball going out of play over the boundary stops the game. The ball is thrown back into play by the opposing team of the person who last touched the ball.
7. Points are scored when the ball passes through the net. Foul shots equal 1 point; a basket made behind the arc equals 3 points; all other baskets equal 2 points. After a basket is made, the team that did not score is granted possession; they must throw the ball into play behind the boundary, under the scored basket.
8. A foul and two foul shots (free shots without interference by defense) are granted to the offended team when:
9. a defensive player interferes with the offensive player by making body contact with his/her hands
 - a. an offensive player runs into a planted (standing still) defensive player
 - b. unnecessary and deliberate tripping, pushing, or inappropriate language occurs
 - c. Violations by the player handling the ball result in a turnover – possession of the ball switches teams. The ball is thrown into play from outside the boundary nearest to the violation.
10. Violations by the player handling the ball are as follows –
 - a. **Traveling:** the ball is carried for more than 2 steps; the player stops moving and holds the ball with both hands and then moves his/her pivot foot.
 - b. **Double Dribbling:** the ball is dribbled with both hands at the same time; the ball is dribbled, then held with both hands, and then dribbled again (to avoid this violation, the player must either pass or shoot the ball).

Basketball: Core Skills

Dribbling – keep head up; push ball with pads of fingers to ground and allow it to bounce back into hand; control ball close to body

Passing – three types: a) Bounce Pass – step forward with one foot and push ball with both hands from waist to bounce to teammate; b) Chest Pass – push ball from chest area; step forward with 1 foot; throw ball directly to teammate's chest c) Overhead Pass – throw ball with both hands over head; step forward with 1 foot; throw directly to teammate's chest.

Catching – watch the ball with eyes; elbows and hands extended and facing out; stop and hold onto the moving ball.

Shooting – two types: a) Jump Shot – bend elbows and knees; favorite hand behind ball; other hand on side of ball; straighten elbows and follow through with wrist; b) Lay-Up –run to side of basket; jump off the opposite foot of favorite hand, ball hits backboard then goes into basket.

Pivoting – holding ball, keeping one foot planted; may pivot in a circle.

Guarding – use body to prevent a pass or shot; hands up or out, knees bent, head up; standing between player and basket

Rebounding – grabbing ball after a shot is missed.

Basketball: Skills Building

The following methods can be used to teach the basic core skills. Start with the smaller groups and then advance to larger groups as the students learn the skills. Skills building activities are particularly useful with grades K-2 and can be modified using mini-hoops or trash cans.

1. **SELF TRIAL** – students practice skills on their own

Example A: **Dribbling** – Each student practices bouncing the ball with his/her right hand for a designated number of times. Have the student repeat this with left hand. When the student feels comfortable have her/him dribble the ball walking/running to a certain spot and return to original position while staying under control.

Example B: **Passing** - Each student faces a wall about 10 feet away and practices throwing the ball to the wall so that it rebounds to themselves or some designated spot on the ground. Student can try different passes or move closer/farther away from the wall. Can be done in a line (depending on availability of balls), giving each student a limited number of turns.

Example C: **Shooting** – Students attempt to make as many baskets as they can within a given period of time (i.e. 30 seconds each).

2. **PARTNER TIME** – students practice skill in groups of two

Example A: **Shooting** – Have one person shoot from various spots on the court while the other person rebounds the ball.

Example B: **Guarding and shooting** – One partner tries a shot, the other guards. Switch positions when whistle blows or a shot is made.

Example C: **Pivoting** – One partner has the ball and practices pivoting, while the other tries to get the ball. Switch positions when the whistle is blown or the ball is stolen.

3. **TRIPLE TEAM** – students are arranged in groups of three, each have a certain role and then switch.

Example A: **Passing and catching** – Have each student in each group practice each throw (chest pass, bounce pass, overhead pass) in a triangle formation.

Example B: **Passing and Defending** – Have one student stand in between the other two players who are about 8-10” apart. Players on the outside use different passing techniques to get the ball past the defender in the middle. Switch positions after defender gets the ball or after whistle is blown.

Example C: **Passing and moving** – Have students get in three lines. The middle line has the ball. They first players in each line run to a designated line passing and catching the ball back and forth to each other. The player in the middle rotates passes to the outside players. They then return to the end of a different line.

4. **GROUP TIME** – form a few small groups within class or group.

EXAMPLE A: **Dribbling** – Have students form a circle and give one student the ball. The first player dribbles around the circle and returns to original spot to sit down. The ball is handed to the next person who repeats the same action. Everyone should be sitting when the group is finished.

EXAMPLE B: Passing, ball control, team work - Have students line up in two parallel lines facing one another. Have them try each style of pass (bounce, chest, overhead) all the way down the line. You may add a challenge by timing the group.

EXAMPLE C: **Defense** - Align students in rows facing you and ask them to show a good defensive position (legs apart, knees bent, arms up, eyes straight ahead). Explain that each time you slap the ball all players slaps the ground with hands, get into a defensive position, and yell “defense!” When you dribble in a direction, each student must slide in that direction by shuffling their feet but not crossing or touching them. They should still be facing straight ahead when you change directions so they always can see the ball.

5. **RELAYS/RACES** – students are divided into groups with a specific task, starting and finishing points, and taking turns.

EXAMPLE A: **Ball handling** – Divide students into groups and form a single-file line behind the first player in each group. Have students dribble the ball one direction with their left hand

and back with their right hand.

EXAMPLE B: Ball handling, footwork – Set up two lines of cones. Have students dribble up and back through the cones. Go through each line until every student has had a turn. You can time the two groups or have the two groups race each other. Another variation is to set group goals, like beating a time, doing the exercise silently or going through the relay in pairs.

EXAMPLE C: Ball handling, Shooting – Set up two lines facing the hoop. Have the first player in each line hold a ball. When you give the signal each player takes one lay-up or jump shot. Each time a team scores a point the yell out how many baskets they made. Have team sit when they reach a set amount. Add in dribbling through cones first to work on an additional skill.

EXAMPLE D: Ball handling, Pivoting– Set up two lines facing one direction. Have the first player in each line hold a ball. When you give the signal, each player pivots around to face the player behind them and passes them the ball. When the last player in line gets the ball, s/he dribbles up to the front of the line, pivots, and the process starts again. Have goals set for how long it takes the team’s line to move up to a new spot. Add in taking a lay-up or jump shot to work on an additional skill.

Basketball: GRADE LEVEL OBJECTIVES: KINDERGARTEN THROUGH FIFTH GRADE

By the end of the unit, students in the said grade will be able to explain, demonstrate, and/or analyze:

Kindergarten	First	Second
Dribbling in a standing position	Everything in the previous grade	Everything in the previous grades
Passing and catching	Dribble with either hand in a standing position	Dribble in standing position with head up
Defensive stance	Defensive slides	Walk and dribble with one hand
The concept of a boundary	Different types of passes	Defensive stance and slides
	Introduce shooting with two hands	Introduction to offense and defense

Third	Fourth/Fifth
Everything in the previous grades	Everything in the previous grades
Bounce pass and Chest pass	Bounce pass and Chest pass while moving
Clearly understand defense and offense	Begin one handed dribble switching hands
Introduce defensive concepts	Learning how to guard without fouling
Dribbling while running with one hand	Using the backboard when shooting
Begin to understand how to move on the court to get open from a defender	Developing the free throw
	Begin shooting with one hand

SOCCER

Rules of the Game

1. A major league soccer field is a little larger than the size of a football field. It has a minimum width of 50 playgrounds, maximum of 100 playgrounds; minimum length of 100 playgrounds, maximum of 130 playgrounds. There 11 players on each team divided into a goalie, defenders, midfielders, and forwards

OR

1 goalie	1 goalie
3 fullbacks – backfield (defense)	4 fullbacks – backfield
4 halfbacks – midfield	3 halfbacks – midfield
3 forward – front field (offense)	3 forward – front field

2. The game begins with a kickoff in the center. The two teams stand on opposite sides of the field and wait until the team awarded possession passes the ball forward. First possession is awarded to the team who wins a coin flip or rock, paper, scissors duel. Once the ball has been touched forward, play begins. However, play cannot begin by dribbling the ball; the first touch of the game needs to be a pass.
3. When the ball goes out of play over the boundary line, it is put back into play using a throw in. This is an overhead throw using two hands with both feet remaining on the ground. The throw in is awarded to the team who did not cause the ball to go out of bounds.
4. Tripping, pushing, and deliberate use of the hands are called a foul. A foul, results in a free kick from the point of the foul. Illegal use of the hands includes anything from just below the shoulder and down; including elbows, and arms.
5. A goal is scored when the ball passes through the marked goal area (i.e. cones) at least below head level of the goalie. Play then stops, the ball is returned to the center of the field, and the non-scoring team restarts play with a kick off identical to the one that began the game.
6. A corner kick is awarded when the ball goes over the end boundary but not through the goal, and is last touched by a defensive player. The ball is placed at the nearest corner, and the offensive team gets a free kick.
7. A goal kick is awarded when the ball goes over the end boundary but not through the goal, and is last touched by an offensive player. The ball is placed in front of the goal area, and the defensive team gets a free kick.

Soccer: Core Skills

Dribbling – Using feet to run with the ball

Trapping – Using feet, knee, or chest to bring the ball to a stop

Passing – Kicking the ball to another player using inside or outside of foot

Shooting – Using shoelaces, not the point of the toe, to kick with more power

Throw-in – Throwing the ball back in bounds with two hands from behind the head, both feet on the ground

Head – To hit the ball with the upper forehead area in a specific direction

Punt – When the goalie drop-kicks the ball out of their hands after they have picked it up before the ball has gone out of bounds.

Soccer: Skills Building

The following methods can be used to teach the basic core skills. Start with the smaller groups and then advance to larger groups as the children learn the skills.

1. PARTNER TIME – students practice skill in groups of two.

EXAMPLE A: Passing – Partners position themselves 4’ apart and kick the ball back and forth to one another. Partners practice trapping and kicking the ball back and forth with the **inside of the foot** or kicking the ball immediately without trapping, which may be more difficult.

EXAMPLE B: Passing and moving – Set up three cones about 10’ apart in a triangle. Each player stands at one cone, one with the ball. Player with the ball passes to partner, who traps ball and prepares to pass the ball back. Each time a player makes the pass they move to the open cone to receive the ball back. Once players can easily complete the drill have them advance to passing the ball on a one touch, without trapping.

EXAMPLE C: Ball Control/ Juggling – Two students practice juggling by using their feet, thigh, chest and head to keep the soccer ball from touching the ground. Have players come up with a set amount they would like to reach. Players can take turns juggling or try it together.

EXAMPLE D: Throw-ins – Partners stand 8’ apart and practice throwing the soccer ball to the other person who attempts to trap the ball with his/her feet, thigh, chest, or head. Each player can attempt 5 throw-ins and then switch roles.

EXAMPLE E: One V. One – Set up two sets of goals and have the players play against each other. This is a very tiring game so time the games and make them about 1 minute long. Also, depending in the skill that is being practiced, make the goals different sizes. Small goals are helpful to practice dribbling; larger goals help to practice shooting.

2. TRIPLE TEAM – arrange students in groups of three, each having a role and switching roles

EXAMPLE A: Kicking and Passing – Set up two cones for a goal. The students are divided

into positions – goalie, defense, and offense. Switch positions after each goal attempt, or when whistle blows.

EXAMPLE B: Passing/Defending – Set up a small field with two small goals on each side. Two offensive players attempt to pass and score the goal the one defensive player is guarding. Switch roles after each goal attempt or when the whistle blows.

3. **GROUP TIME** – form small groups within class population

EXAMPLE A: Passing and defending - Play keep away with the soccer ball with four or five students making quick passes to each other in a designated area while one or two students are the chasers and attempt to intercept the ball.

EXAMPLE B: Passing and footwork – Practice juggling in a large group and counts how many times the ball touches each player before hitting the ground.

EXAMPLE C: Head and catch – Line the students up and toss the ball up into the air to each. Give a direction while the ball is in the air. If you say “catch!” the student is supposed to “head” the soccer ball. If you yell “head!” the student is supposed to catch the ball.

4. **RELAYS/RACES** – students are divided into groups with a specific task and take turns with a starting and finishing point. Each group begins at the same time.

EXAMPLE A: Dribbling and stopping – Set up cones for students to dribble through and back. The next player must stop ball before s/he takes turn dribbling through cones.

Soccer: GRADE LEVEL OBJECTIVES: KINDERGARTEN THROUGH FIFTH GRADE

By the end of the unit, students in the said grade will be able to explain, demonstrate, and/or analyze:

Kindergarten	First	Second
Kicking the ball	Everything in the previous grade	Everything in the previous grades
The concept of a boundary	How to stop the ball with the feet	Beginning understanding of positions on the field
The “no hand” rule	The concept of dribbling the ball	How to do a proper throw-in
The concept of a goal	Dribbling the ball in a straight line	Passing the ball between players

Third	Fourth	Fifth
Everything in the previous grades	Everything in the previous grades	Everything in the previous grades
Beginning understanding of offense and defense	Shooting the ball on the goal	Spreading out on the field and staying in your own position
Dribbling the ball in all directions	Accurate passing to teammates	Long distance passing
Trapping the ball	Using the body to stop the ball	Keeping control of the ball when there is a defender

VOLLEYBALL

Volleyball: Rules of the Game

- 10-12 Players on each team, 6 on court (4 players can be used in youth volleyball)
1 server
5 players
All players rotate positions
- A standard volleyball court is 60'x 30', divided by a net standing 8' high, and has lines (or cones) marking the boundaries. An approximate size for kindergarten is 40'x 20' divided by a net standing 5' high. Increase playing area as students' age, skills improves, and space allows.
- Teams are placed on either side of the net. First possession is awarded to the team who wins a coin flip or rock, paper, scissors. Play begins with the server, serving (or hitting) the ball over the net.
- On the serve, the ball must go over the net without touching it; on all other plays, the ball can be played after hitting the net. If the ball hits the net on the first serve attempt, the server is allowed a second attempt.
- After the ball is served, a rally begins. A maximum of 3 hits is allowed per side to get the ball over the net during a rally; a player can only hit the ball one time in a row.
- Only the serving team can score. The serving team earns a point when the receiving team fails to return the ball in 3 or less hits or lets the ball drop within or on their boundaries. A point is also scored if a returned ball lands, without being touched, outside the serving teams' boundaries.
- The serve changes when the serving team fails to return the ball in 3 or less hits or lets the ball drop within or on the boundaries. The serve also changes if the serving team hits or returns a ball those lands, without being touched, outside the receiving team's boundaries.
- A team rotates every time they regain the serve.
- If the ball hits any part of a player's body and can still be knocked over the net in 3 or less hits, the ball is still in play.
- A game is completed when one team reaches 15 points and is ahead of the opposing team by 2 points. Serving and rallies continue until both point score and the 2 point difference is met.
- After one game is played, teams switch sides and first possession is awarded to the previously lower scoring team.
- A match is completed when one team wins three out of five games.

Volleyball: Core Skills

Bump – make a fist with one hand and wrap other hand around the fist with thumbs out and parallel; hands and elbows locked with arms extended completely in front of body; contact ball with forearms; bend knees when making contact but do not swing arms; use forearms as rebounding surface to direct ball to target. (also called a “dig”)

Set – hands above head; bend knees; fingers spread with index fingers and thumbs forming a triangle; ball touches palm and fingertips; instantaneous follow through; ball is hit straight into the air

Spike- one arm back with hand near the ear, other hand is reaching outwards following path of the ball. Jump up to meet ball and swing arm through hitting the ball with the heel of the hand.

Serve – underhand – keep arm straight, hit with heel of hand; hold ball with weak hand and swing dominant hand back and then forward to strike ball

Rotation – clockwise – the player in front right position falls back to serve

Teamwork – each team has three hits per side to get ball over net; pass ball to team players

Shagging – quickly retrieving the ball during drills and activities

Hustle – use of agility and speed to chase down balls and attempt to bump or set

Volleyball: Skills Building

The following methods can be used to teach the basic core skills. Start with the smaller groups and then advance to larger groups as the children learn the skills.

1. **PARTNER TIME** – students practice skill in groups of two.

EXAMPLE A: **Bumping or serving** – One student bumps or serves ball to partner. Partner catches ball and returns it or bumps it back immediately.

EXAMPLE B: **Serving** – Have the students take turns practicing their serve by picking a target on the wall and taking turns attempting to hit the target. A basketball hoop is a good target and adds some excitement to the task.

EXAMPLE C: **Setting** – Have students practice setting, trying to keep the ball in the air above their heads. Partners can shag the ball or set balls back and forth.

2. **TRIPLE TEAM** – students are arranged in groups of three; each have a role and then switch.

EXAMPLE A: **Setting, teamwork, and hustle** – The group passes the ball to each other in a given order using a balloon, beach ball, or volleyball and tries to keep the ball in the air for as long as possible.

EXAMPLE B: **Setting, teamwork, and hustle** – In a triangle, one player faces two others and tosses alternately to each player as they bump or set the ball back to the thrower. Rotate throwers by time or number of repetitions.

EXAMPLE C: **Bumping** – One player, A, faces across a net to two other players, B/C. Player A bumps the ball over the net to Player B, who then returns the ball. Next Player A bumps the ball to Player C, who is in a different position. Player C returns the ball. Players take turns bumping and returning the ball to different positions over the net.

3. **GROUP GAME** – form a few small groups within the class population.

EXAMPLE A: **Bumping, setting, and teamwork** – Have students form a circle, and hit the ball back and forth and across the circle, keeping it in the air for as many counts as possible. Have them practice communication skills when calling for the ball (“I got it!”). More balls can be added as skill level and attentiveness improves.

EXAMPLE B: **Rotation** – Divide students into two teams and assign them positions on the court. Four people should be on the court on one side with the rest of the players standing in the

substitution line on the side of the court. Have each side pass the ball over the net and catch it and pass it back. When the ball is dropped players will rotate on the court and a new person will substitute into the game. This is also an opportunity to teach the players how to keep score.

EXAMPLE C: Bumping and setting - Have the players line up in a straight line except for one or two students who stand across from the group. Toss the ball over the net to the first person in line who will bump or set the ball to one of the other students who will “shag” (retrieve) the ball and return it to the tosser. The setter becomes a shagger and the shagger goes to the end of the line after giving the ball to the tosser.

4. **RELAYS/RACES** – students are divided into groups with a specific task, starting and finishing point, and take turns. Each team begins at the same time.

EXAMPLE A: Bumping, setting – Divide students into groups and form a single-file line behind the first player. The first player has the ball and on “go!” s/he runs with the ball to a finish line. At that point s/he bumps or sets the ball back to the second player on the team. The process continues until the last player crosses the finish line, hands the ball to the first player and all the team members sit down.

Volleyball: GRADE LEVEL OBJECTIVES: KINDERGARTEN THROUGH FIFTH GRADE

By the end of the unit, students in the said grade will be able to explain, demonstrate, and/or analyze:

Kindergarten	First	Second
The concept of a boundary	Everything in Kindergarten	Everything from Kindergarten and First grade
An understanding of the net	An understanding of the hand position for bumping	How to bump to a partner
The concept of getting the ball over the net	A basic understanding of how a team rotates service	A basic understanding of how to hit the beach ball back and forth over the net
The concept of not letting the ball touch the ground	How to serve a beach ball underhand over the net	Ability to set goals for both teams hitting the beach ball back and forth
Hitting a beach ball back and forth over a net		

Third	Fourth	Fifth
Everything in the previous grades	Everything in the previous grades	Everything in the previous grades
An understanding of the three hits per side rule	Mastery of the three hits per side rule	Beginning level understanding of the overhand serve
Mastery of the service rotation	Successfully underhand serving a volleyball	Ability to hit a volleyball over the net several times
Beginning to understand how to underhand serve a volleyball	Beginning level understanding of the concept of setting	Understand the goal of bump, set, spike principal
Can successfully bump a beach ball over the net between teams several times	Beginning level understanding of the concept of hitting	Ability to bump a volleyball with a partner consecutively
	Beginning use of a regular volleyball during a game	Basic understanding of a standard volleyball game

Softball / Baseball

Softball: Rules of the Game

1. 9 players on each team. Field Positions: 3 base-players (1st, 2nd, 3rd)
3 outfield (left, center, right)
1 short-stop
1 pitcher
1 catcher
2. A regulation softball field is 60'x 60' between the bases; a regulation baseball field is 90'x 90'. An approximate size for kindergarten is 30'x 30' between the bases; increase as students' age, skill level advances, and as space allows. A base line marks the running path between the bases.
3. The team who wins a coin toss or rock, paper, scissors gets to choose whether to bat or field first. The batting team then settles into their batting order; the fielding team takes the field in their positions.
4. The pitcher controls the play of the game. Play begins with the pitcher throwing (pitching), the ball to the person up to bat, the batter. Play stops when the ball is thrown to the pitcher.
5. Teams switch sides after three outs or nine runs are scored. Outs are granted when:
 - a. the batter swings and misses the ball three times.
 - b. the batter hits a fly ball and it is caught before it touches the ground. Note: when a fly ball is in the air, the base runners must remain on base until after the ball is caught (called tag-up) before they can advance to the next base.
 - c. the base-player has control over the ball and a foot on the base before the batter (now base-runner) reaches the base. Note: if the base-runner must advance because of another runner or batter behind, it is called a force-out and the fielding team only has to tag the base to call an out. If there is no runner or batter behind, it is not a force and the fielder with the ball must tag the base-runner.
 - d. the base-runner is tagged on his or her body by a fielder with the ball before s/he arrives at the base.
 - e. one base-runner passes another.
 - f. a base-runner intentionally interferes with a fielder who is trying to recover the ball.
6. If the ball is hit outside the base lines, it is called a foul. Three fouls by an individual hitter equal an out.
7. If a fielder attempts to throw the ball to a base- player and the ball is overthrown, the runner advances one base.
8. A run is scored for the batting team when a base-runner touches all 4 bases, in order, without called out at any time.

Softball: Core Skills

Throwing – Ball in dominant “favorite” hand; step with opposite foot in desired throw direction; extend elbow; follow through with wrist. Overhand and underhand throws.

Catching – Watch the ball with eyes. Reach for the ball with hands. If a baseball glove is available, place it on the non-dominant hand. If the ball is above the waist, catch it with fingers up; if the ball is below the waist, catch it with fingers down.

Fielding – Retrieve ball and make the appropriate choice to tag a runner, throw the ball to another fielder or return the ball to the pitcher.

Batting – Batter stands on home plate, on the opposite side of his/her dominant hand. Both hands grab

the handle of the bat (bottom 1/3 of the bat) with the dominant hand above the other hand. Bend elbows and knees. Begin swinging bat just before pitched ball crosses home plate. Make contact with the ball.

Base Running – After batter hits the ball, proceed to run to 1st, 2nd, 3rd, and then back to home plate – judging when it is safe to do so.

Position Playing – Each player has a specific job and area to cover.

Pitching – Underhand or overhand.

Softball: Skills Building

The following methods can be used to teach the core basic skills. Start with the smaller groups and then advance to larger groups as the children learn the skills.

1. **PARTNER TIME** – Students practice skill in groups of two.

EXAMPLE A: **Throwing and catching** – Students practice throwing and catching ball (or bean bags) to each other; when the whistle blows, partners step further away from each other.

EXAMPLE B: **Throwing** – Place targets on walls or ground and have students throw at targets.

EXAMPLE C: **Fielding** – One student quickly rolls the ball to the other, who picks it up and throws it back. Students take turns rolling and fielding.

2. **TRIPLE TEAM** – Students are arranged in groups of three, each have a role and switch.

EXAMPLE A: **Batting, fielding, catching, position playing** – Set up a tee (or large cone) for each group of students. The students are divided into positions – catcher, batter, and fielder. Switch positions after each hit, or when whistle blows.

EXAMPLE B: **Batting, fielding, pitching** – “Pepper” – Have one student bat and the other two field the ball. Have the fielders stand about seven feet away from the batter. Having one fielder pitch the ball underhand to the batter starts the game. The batter hits the ball with a half swing to one of the fielders in a controlled manner. The fielder fields the ball and pitches it back to the batter. The batter then hits the ball to the opposite fielder who also pitches the ball. Repeat this process several times and then rotate. **Note: The object of this game is not to strike out the batter.** The object of this game is to develop bat control and fielding skills.

EXAMPLE C: **Fielding, Running**- Two students are fielding, with one base about 15 feet from either fielder. The “batter” throws the ball and attempts to run to first base before the ball gets there. One fielder goes to get the ball, while the other covers the base.

3. **GROUP TIME** – students are divided into larger groups with a specific task.

EXAMPLE A: **Base running** – Follow the leader around the bases as a warm-up, or divide into two teams and have a relay race around the bases.

EXAMPLE B: **Fielding** – “Straddle ball” – Have students form a circle, standing with their legs about two feet apart, and their each foot touching the next person’s foot. Have students hit a ball around the circle first keeping it inside the circle. Once the students have mastered that skill, they can attempt to hit it through the other students’ legs, keeping the ball on the ground at all times.

EXAMPLE C: **Base Running**- Divide the students into teams. Each team has a player on each base. On a signal (whistle or “go”) the players at home base run to 1st and tag the next runner. That runner continues to 2nd and so on. Can be done as a race or in individual groups as a practice exercise.

4. **RELAYS/RACES** - Students are divided into two separate groups.

EXAMPLES A/B: Refer to kickball relay races.

Softball: GRADE LEVEL OBJECTIVES: KINDERGARTEN THROUGH FIFTH GRADE

By the end of the unit, students in the said grade will be able to explain, demonstrate, and/or analyze:

Kindergarten	First	Second
The order of the bases	Everything in the previous grade	Everything in the previous grades
When to run the bases	Underhand and overhand throwing	Hitting a plastic softball off a tee
Hitting a large rubber ball with a large plastic bat	Catching both underhand and overhand throws	Fielding a ground ball and a fly ball
Basic concept of fielding	The concept of being safe on the base	Understanding of a batting order
How to hold a bat and stand at home base	The concept of making an out and getting out	

Third	Fourth	Fifth

Everything in the previous grades	Everything in the previous grades	Everything in the previous grades
Basic understanding of positions on the field	Basic sliding while at bat	Situational base running
How to hit a pitched ball (both large and small, both plastic and rubber)	Concept of a force out	Fielding techniques
The concept of scoring runs	Role of different fielding positions	Working as a team on offense and defense
The concept of tagging up	Situational hitting (bunt, sacrifice fly etc...)	