

Activity: Kinball

Grade: Grade 9

Timing: Week 4 – 6 Quarter 1

**Block Objective:**

Students will learn how to play the game Kinball. This will include combining basic skills, but more focus on team work and the importance of effective communication. Students will work out tactics and strategy in order to be creative to solve problems.

**Essential Questions:**

What are some ways we can communicate to make our team work effectively?  
In what ways can we use tactics and strategy to be successful against our opponents?  
How can I manipulate space in Kinball to make it difficult to return the ball?

**ASH Core Values:**

Communication, Integrity, Empathy

**Content Standard/Benchmark:**

Standard 1 and 3

| Content and Key Vocab                      | Teacher Activity  | Pupil Activity   | Assessment   | Materials/Resources  | Differentiation   |
|--|---|--|--|--|---|
| Invasion<br>Attack<br>Defense<br>“Omnikin” | <p>1.<br/>Teacher to offer visual representation of game.<br/>Set up of warm-up game – Octopus Tag</p> <p>Explain hitting technique and set up 2/3 groups where each cells are in position.</p> <p>2.<br/>Set up of warm-up game – group numbers shouted out.</p> <p>Scoring system explained.<br/>Allocation of space for groups. Possibility to make competitive with regards to teams playing against each other to win points (teachers discretion on score out of 5 as possibility).</p> <p>3.<br/>Warm-up using volleyballs to make partner move into space.</p> <p>Demonstration of the “moving” hit and set up of practices in cells.</p> | <p>1.<br/>Students will question what they see and identify what the game consists of.</p> <p>Student takes time to learn two hitting techniques while others in team set up “cell”.<br/>They will then hit back and forward in two cells (with no competition). This will allow them to catch the ball, and set up within the cell.</p> <p>Student will then progress onto three teams on court and using hit and “call” within more practical situation.</p> <p>2.<br/>Students run into group with number of students called by teacher.</p> <p>Students hit ball within their cell and aim for hula-hoops or spots on floor. This is developing accuracy and more awareness of space also.</p> <p>Use of space to be focus area during game.</p> <p>3.<br/>Students can choose to throw, set or serve (as in volleyball) to their partner. They must move to collect the ball – use of spaces to be discussed and linked to Kinball within larger court.</p> <p>Development of “moving” hit with relation to teamwork as a cell. To be discussed and practiced in small groups before playing full game.</p> | <p>1A<br/>I can apply movement concepts such as body and space awareness, relationships, and qualities of movement to a variety in a variety of ways.</p> <p>1B, C, D, F, G<br/>I can successfully combine actions in a variety of ways, selecting the best movements to ensure I am successful within tasks.</p> <p>1E<br/>I am able to co-ordinate my actions with regards to eye-hand and eye-foot movements.</p> <p>3 A, B<br/>I understand activity specific vocabulary when used to describe movement concepts, and how these movements relate to objects within activities.</p> <p>3C<br/>I can implement space awareness concepts and control my movements.</p> <p>3D<br/>I can identify what certain parts of my body should be doing when performing actions.</p> <p>3E<br/>I understand the variety of training methods I can learn new skills.</p> | <p>1.<br/>Omnikin Ball x 2/3<br/>4 set of Bibs</p> <p>Omnikin Demo<br/><a href="http://www.youtube.com/watch?v=K4u2yMoi03Y">http://www.youtube.com/watch?v=K4u2yMoi03Y</a></p> <p><a href="http://www.youtube.com/watch?v=V1cHHpsFj_I">http://www.youtube.com/watch?v=V1cHHpsFj_I</a></p> <p>2.<br/>Hula-hoops/ spots<br/>Omnikin Ball x 2/3<br/>4 set of Bibs</p> <p>3.<br/>Volleyballs – one per pair<br/>Omnikin Ball x 2/3<br/>4 set of Bibs</p> | <p>Kinball promotes inclusive practical settings – no student has experienced this type of game therefore new activity to discover.</p> <p>Videos to be passed to students before if required allowing base of understanding/research.</p> <p>Inclusive team environment including preparation of teams prior to lessons.</p> <p>Clear explanation of rules – use of whiteboard.</p> <p>Teacher discretion during point games.</p> <p>See lesson 4 – Role to be already planned during lesson 3</p> |

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|  | <p>4.<br/>Student led warm-up in cells.</p> <p>Explanation of tactical awareness with relation to skills.</p> <p>Introduction and implementation of running with the ball with examples of how this can be used with strategic planning.</p> | <p>Student will plan what they want to do to warm up for their group. They must consider skills performed and how to effectively prepare their cell for tournament.</p> <p>Students will plan their tactics for the game with relation to effective communication within cell. They will understand their role and responsibility within certain set movements.<br/>Tournament set up with overall winner of Kinball Season.</p> |  | <p>4.<br/>Omnikin Ball x 2/3<br/>4 set of Bibs</p> | <p>Student to take lead for warm-up (to be prepared and presented prior to lesson)</p> |
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