

<p>Before beginning, teachers should offer accommodations specifically mentioned in a student’s IEP to support their ability to participate in the activity.</p>		
<p>Activity Name: Pipeline</p>	<p>Grade Level: 9-12</p>	<p>Activity Length: 15 minutes</p>
<p>Standard(s) and Grade-Level Outcome(s) or Indicator(s):</p> <p>Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <ul style="list-style-type: none"> ● S4.H3.L1 Uses communication skills and strategies that promote team or group dynamics ● S4.H4.L1 Solves problems and thinks critically in physical activity and/or dance settings, both as an individual and in groups. 		<p>Materials Needed:</p> <ul style="list-style-type: none"> ● Small sections of PVC pipe (1 per person) cut randomly with different angles on ends, random holes in the middle, etc. ● 1 bag of balls per group (small rubber balls, marbles, & BB’s) ● 1 coffee can per group
<p>Objective(s): <i>By the end of the activity, students will be able to...</i></p> <ul style="list-style-type: none"> ● Class challenges are designed to enhance one’s awareness of self and others, to bring positive attitudes with regard to communication, cooperation, and commitment. ● Improve communication skills and encourage positive interactions with classmates. 		
<p>Activity Progression</p>		
<p>DIRECTIONS – Work together to get a bag of balls, 1 at a time, through your pipeline & into the coffee can on the other side of the volleyball court (approx. 30 ft away from start). The team with the most points (balls in the coffee can) at the end of 10 min. WINS!</p> <p><u>Balls are worth different point values:</u></p> <ul style="list-style-type: none"> ● Rubber ball = 1 point (rubber rolls slower) ● Marble = 5 points (rolls faster than a rubber ball) ● BB = 10 points (rolls SUPER fast!) <p><u>Rules:</u></p> <ul style="list-style-type: none"> ● Cannot move your feet when you have the ball in your pipe. ● Cannot touch the ball with your hands (except to pick it up & get started). ● Cannot cover the end of a tube with your hand. ● If the ball falls out/hits the floor, the team must go back to the starting point and start over. ● All must be involved! <p>DEBRIEF: Questions should start with easy/obvious and move towards difficult/insightful. Choose from the following:</p> <ul style="list-style-type: none"> ● Who selected an inferior piece of equipment/PVC pipe? ● How did that feel? Did you still want to participate? ● How many of you thought or even said, “This is impossible.”? ● How many of you wanted to give up? ● What made this challenge difficult? ● What kinds of participants might make this challenge more difficult? Less difficult? ● How did you respond when the challenge was difficult? (give up, quit, get mad at teammates, or try to think outside the box & find a solution?) <p>When we play games, we are NOT all equal, athletically. Our goal is to use each other’s talents to their best but be sure to include everyone!</p>		

Modifications/Differentiations

This activity is designed for group participation, regardless of age, physical limitation, and ability level. The goal of this challenge is for students to develop a strong sense of self-worth and accomplishment, and skills in problem-solving, leadership, communication, decision making, trust and teamwork.

“Challenge produces growth”

MODIFIED MEMBERS Teachers can choose to modify a student's ability by muting a person, have one person only use one arm, sit in a rolling chair, etc.

Debrief when modified members are used:

- Did we include the modified students?
- Did the modified member “check out” & exclude themselves? Or did they find a way to overcome their modification and contribute to the team???
- Does this relate to how we consider people with disabilities in real-life challenges? Do we value them and do we strive to find a way to contribute when the odds are stacked against us for some reason?

Checks for Understanding/Assessment Strategies

Check for Understandings are built into the ‘DEBRIEF’. All challenge activities need to be debriefed! The goal of challenge activities is for students to develop a strong sense of self-worth and accomplishment, and skills in problem-solving, leadership, communication, decision making, trust and teamwork.