



# Be the Ball

## INTERACTIVITY IN A SNAP SHOT

Player 1 attempts to keep the ball by maintaining eye-contact



Player 1 can pass the ball using body gestures and eye signals.



Player 2 broke the connection between ball and player 1, so she now holds the ball.

Player 3 tries to break the connection by making eye contact with the ball.





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## COMPETITIVE INTERACTIVITIES

### Student Targets



#### Movement Competence

Perform locomotor and manipulation skills using a partner as a manipulative while responding to the external stimuli of other players they are working with and against.



#### SEL

Apply interpersonal/ relationship skills by learning to communicate effectively (bodily cues that signal the next movement) and interpret information accurately (i.e., responding by making adjustments based on partner's bodily cues).



#### Relationship

Explore the feeling of intuiting and responding to partners movement through space by meeting, matching, leading, following, moving towards and away from others.



#### Physical Distance

This game can be performed at a 2 meter distance by having each participant in their own box, passing and receiving "the ball" around the area at a distance.



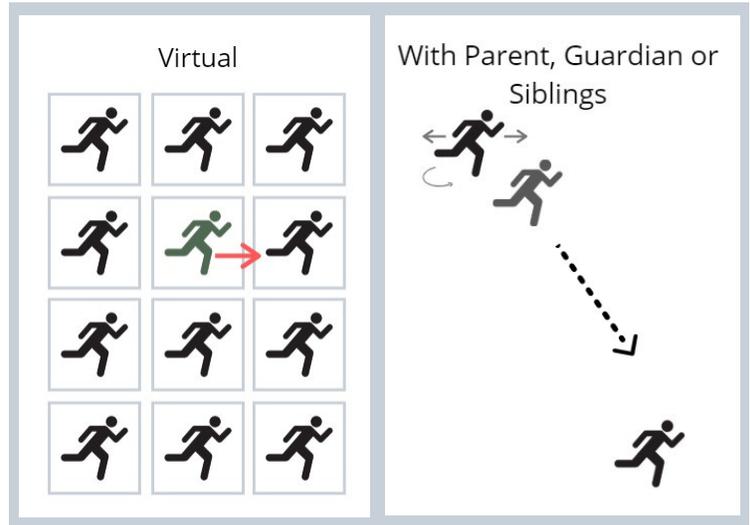
#### Close Proximity

This game can be performed in close contact with someone in the participants' social bubble by having participants receive "the ball" in close contact.



#### Online

This game can be performed online using visual educational technology.



### Activity Overview

In this cooperative group game, students explore the feeling of sensing and responding to their partners changes in movement and effort. Students develop an understanding of connecting with teammates and the manipulative through space in territory games.



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## COMPETITIVE INTERACTIVITIES

### Getting Started:

#### With Virtual Partner:

- One participant will be assigned as “the ball” and all other participants will be “the players”.
- Each participant stands in the center of their screen.
- The ball starts by moving towards one edge of their screen, either up (jump), down (squat), left or right (side shuffle).
- The participant whose screen is on the side that “the ball” moves towards then becomes the ball.
- The new ball must then move to one side of their screen and the participant whose screen is on the side “the ball” moves to then becomes the ball.
- The cycle continues, getting progressively quicker.



#### With Sibling, Parent, or Guardian:

- Find 3 partners. One partner will be “the ball” and the others will be “the players”.
- The ball will start standing facing one of the players. The player will move the ball in a certain direction through eye contact as well as postural and positional adjustments.
- The ball must read the subtle cues and respond by moving.
- The other player must then move to meet the ball through eye contact as well as postural and positional adjustments and send the ball in another direction.
- Whoever does not have the ball (via eye contact) can try to steal the ball.

### Modifications to the Game:

- **Locomotor movement:** A different locomotor can be used to accommodate any movement restrictions, to increase difficulty, or regress the activity (i.e., walking, skipping, or using a scooter).
- **Speed:** Change the speed of movement indicating three levels for easy, moderate, or advanced game play.
- **Size of playing area:** Change the size of the box, indicating three box sizes for easy, moderate and advanced game play.
- **Team size:** The team sizes can be increased to form a soccer game that emphasizes whole-team connections.
- **Use of Manipulative:** More students can be assigned as “balls”. After students become good at this game, real balls could be introduced.
- **Communication:** Participants may have the option to use auditory or more exaggerated visual cues to pass the ball.



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## COMPETITIVE INTERACTIVITIES

### Adaptations to Rules of the Game:

- **Competitive Score:** Make it a soccer game by having two teams trying to score a point by passing the ball within their team and then sending the ball through a net.
- **Cooperative Rally:** All players work together to make as many successful passes of the ball between their teammates while moving around the space.

### InterActive Function2Flow Assessment:

<b>InterActive Function</b> (Connecting Postures)	<ul style="list-style-type: none"><li>• Are the players able to identify where the ball is moving and align their posture and engage in appropriate eye contact to receive the ball?</li><li>• What kinds of subtle head/hand/torso/hip actions indicate that you are ready to connect with the ball?</li></ul>
<b>InterActive Form</b> (Connecting Positions)	<ul style="list-style-type: none"><li>• How can you adjust your position i.e., lean/ turn/ twist/ bend their body (shoulders, waist, hips, knees, arms) in relation to the ball to properly receive the ball and then send it to the right direction or when you steal try to steal it?</li><li>• Is there a degree of leaning in or away that facilitates better connection with the ball?</li></ul>
<b>InterActive Feeling</b> (Connecting Sensations of Timing & Force)	<ul style="list-style-type: none"><li>• What ways can the timing and force of your gestures influence a better connection with the ball (i.e., a quick and powerful versus a slow movement)?</li></ul>
<b>InterActive Flow</b> (Connecting Energies)	<ul style="list-style-type: none"><li>• What feelings of energy/power/life are present when you're experiencing optimal connection with the ball?</li></ul>