

**History of Cage Ball**

The cage ball itself is believed to be derived from the early 1900s when students studying at many universities across the United States began competing in a game called “Push Ball.” Push Ball was played with a large leather ball (6 feet in diameter, 50 pounds) which two teams of students would try to push through the other team’s goal (20 feet long, 18 feet high). Because of the simplicity to foster team work and cohesion, Push Ball became a popular activity to enhance team building among more re administrative and executive groups. The game has become less popular with time due to the expense of maintaining the ball, the rough nature of the sport, and lack of support from the faculty at the universities. Although Push Ball has lost popularity, the enjoyment of playing recreational games with this enormous ball has not.

Since its debut in the early 1900s, producers of cage balls have made modifications such as substituting the leather canvas with nylon in order to make it lighter and more suitable for children. In doing so, cage ball games have become very popular in physical education classes at all levels. In elementary schools, cage balls provide fun and exciting activities that all children enjoy while they provide great lead-up and adaptive activities in the middle and high schools. A cage ball can be substituted into almost any ball game, adding variety to any lesson plan.

**Equipment**

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Cage balls come in a variety of sizes:

* 72”, 60”, 48”, 36”, 30”, 24”, 6”, 5”, and 4”

Cage balls are made out of Nylon that is typically water proof for indoor and outdoor play.

The ball is filled up through the “Bladder” which is located inside the ball, under the “laces” of the ball (noted right).

**Safety**

There are protocols to using the Cage Balls:

* Cage balls should never be kicked due to its ability to pop or leak air.
* Cage balls should be filled fully at all times of use to avoid injury to the ball or students.

**Lead-Up Games**

**\*\*\*Lead-Up Activities are to be used before the main activity in the lesson, and can be used throughout the unit to ensure the students have the essential skills for each activity.**

**ACTIVITY 1: TAG BALL**

Players pair up and must hold hands (or ring) or hook elbows. To start, two pairs are each given a ball and then push or hit the ball along the ground with their hands to try to tag other pairs with the ball. Pairs in possession of the ball do not have to stay together. When a pair is tagged or let go of each other, it becomes their turn to tag the others.

**ACTIVITY 2: TAG CIRCLE**

A group of players form a circle around three other players.  Players push or hit the ball along the ground with their hands in an attempt to tag a player in the middle of the circle. If a player tags someone in the centre, he or she takes that person’s place.  Players in the centre of the circle try to avoid being tagged.

**ACTIVITY 3: DOUBLE CIRCLE**

A group forms two concentric circles, the players that make up the inside ring facing those who form the outside circle.

1) Have the players pass the ball between the two circles as many times as possible within a certain time.

2) Position a player between the two circles who runs to touch the ball while it is being passed around.

3) Have the group use the ball to try to tag a player running between the circles.

4) Have the group form two sets of concentric circles, each with its own ball. The groups race to see which one can do a set number of laps in the shortest time.

**ACTIVITY 4: BETWEEN THE LINES**

Players form two lines facing each other. Each line is given several balls. One to four players then try to run the length of the two lines without being tagged by the balls being thrown at them.

\*Balls must not leave the ground.

**ACTIVITY 5: SUMO WRESTLING**

This game works best with the 72 inch ball, and it is limited by the number of balls available. Two students are designated as Sumo wrestlers. They step into a circle and one tries to push the other out of the circle by pressing against the ball. To win, the player must push the opponent’s feet and shoulders out of the circle.  You can play the best two out of three per challenge. Players must stay on their feet. Players should match up according to strength, and they must stay in contact with the ball at all times. Try 2 vs. 2 or 3 vs. 3. A variation would be to play between two lines (larger area), and players try to prevent the ball from crossing their particular line.

**ACTIVITY 6: NO HANDS**

Four to six players practice handling the giant ball, preventing it from touching the ground without using their arms or hands. Techniques can include use of the head, the back, the chest or the feet, or the use of positions such as the wheelbarrow, stretcher, horseback, etc.

**ACTIVITY 7: BUTTERFLY NET**

Students pair up and share one hula hoop. Ball is placed within one hoop, and one player tosses the ball into the air by raising and lowering the hoop quickly. Another pair must catch the ball with the hoop before it hits the floor. The object is to make as many catches as possible before the ball is dropped. Both hands must be in contact with the hoop at all times. A team must wait 2 turns before it can catch the ball again. Variations include play off a wall or allowing one bounce. You can make this game more competitive by calling colors of hoops or forming teams, etc.

**ACTIVITY 8: COOPERATIVE CORRIDORS**

Have the group form four lines in order to create two corridors. Players from each team move the ball from one end of their corridor to the other, in different positions; standing up, seated, lying down, back to back, or using different methods; with the hands or the feet, rolling the ball, in the air or dribbling.

**ACTIVITY 9: THE TRAIN**

Have the class lying on floor, shoulder to shoulder (on back), forming a railroad track. Two volunteers (one on each side of the tracks) roll the ball along the bodies. The object of the game is to continually have a “train track” (students) available for the “train” (ball). In order for this to happen, students must get up and go to end of line as soon as ball has passed over his/her body.The tracks may need to curve to stay within the confines of the gym – if the ball hits a wall, it crashes! Make a small obstacle course (e.g. cones, mats, hoops, etc.) and the track must be constructed around these obstacles. The “conductors” could also change the speed of the train to suit the abilities of the students. You may also allow students to lie on stomachs or their sides.

For safety, have students run to the front of the line on the side where the feet are located.

**ACTIVITY 10: POPCORN**

Form a seated circle with class, feet into circle, leaning on hands. Class must keep an Omnikin/Kinball ball aloft as long as possible, keeping it within the circle. You can count consecutive contacts, and try to beat that record. If the ball is hit out, the teacher (or designated student) simply throws it back in. This game works well with several Omnikin balls, but one will work too! If the skill level is not high, allow the ball to touch the floor, yet class must still work cooperatively to keep the ball within the circle.

**ACTIVITY 11: MOON WALK**

A group of 4 to 6 players cooperate to help a team mate, crouched on hands and knees on top of the ball, to roll it backwards. Another player walks facing the team mate who is on top of the ball to help the player stay on the ball. The others position themselves around the ball, helping the moonwalker to stay balanced on the ball while it is in motion.

**Game Information**

**Game 1: Cage Ball Volleyball**

**Terminology:**

**ATTACK** - The offensive action of hitting the ball. The attempt by one team to terminate the play by hitting the ball to the floor on the opponent's side.

**ATTACK BLOCK** - Receiving players' aggressive attempt to block a spiked ball before it crosses the net.

**BUMP PASS** - The use of joined forearms to pass or set a ball in an underhand manner.

**DIG** - Passing a spiked or rapidly hit ball. Slang for the art of passing an attacked ball close to the floor.

**FREE BALL** - A ball that will be returned by a pass rather than a spike. This is usually called aloud by the defense instructing players to move into serve receive positions.

**HITTER** - Also "spiker" or "attacker"

**KILL**- An attack that results in an immediate point or side out.

**OVERHAND PASS** - A pass executed with both hands open, controlled by the fingers and thumbs, played just above the forehead.

**OVERHAND SERVE** - Serving the ball and striking it with the hand above the shoulder.

**POINT OF SERVICE** - A serve that results in a point (an ace by NCAA standards) as the serve is not returnable due to a bad pass by the receiver, this number includes aces.

**SERVE** - One of the six basic skills; used to put the ball into play. It is the only skill controlled exclusively by one player.

**SERVER** - The player who puts the ball into play.

**SERVICE ERROR**- An unsuccessful serve in which one or more of the following occurs: 1) the ball hits the net or fails to clear the net, 2) the ball lands out of bounds, or 3) the server commits a foot fault.

**SERVICE WINNER** - A point the serving team scores when this player has served the ball. The point can be an immediate (in the case of an ace) or delayed (a kill or opponent attack error after a long rally). Therefore, the sum of the team's service winners equals their score.

**SET** - The tactical skill in which a ball is directed to a point where a player can spike it into the opponent's court.

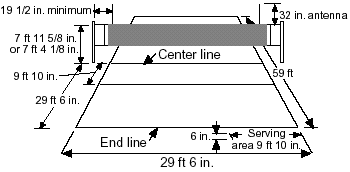
**SETTER**– the player who has the 2nd of 3 contacts of the ball who "sets" the ball with an "Overhand Pass" for a teammate to hit. The setter normally runs the offense.

**SIDE OUT** - Occurs when the receiving team successfully puts the ball away against the serving team, or when the serving team commits an unforced error, and the receiving team thus gains the right to serve.

**SPIKE** - Also hit or attack. A ball contacted with force by a player on the offensive team who intends to terminate the ball on the opponent's floor or off the opponent's blocker.

**UNDERHAND SERVE** – a serve in which the ball is given a slight under-hand toss from about waist high and then struck with the opposite closed fist in an "underhand pitching" motion.

**Court:**



**Rules/Scoring:**

Rules are concurrent with regular volleyball rules, the game is just played with a cage ball.

Volleyball scoring system A point is scored when…

* The ball is successfully grounded in the opponents court
* The opposing team commits a fault
* The opposing team receives a penalty

A set (game) is won when…

* A team scores 25 points with a minimum 2 point lead.
* In the case of a 24-24 tie, play continues until a 2 point lead is taken.
* A match is won when a team wins 2 out of 3 sets.

A playoff game is considered a match and only 1 set shall be played.

**Game 2: Kin-Ball:**

**Outline**

- Three teams of three different colors. Four players of each team playing simultaneously.

- Players of the defensive team form a square around the ball. This same square constantly follows

all the movements of the ball. Each player is responsible of a corner of the square and is placed at

about 10-12 ft from the ball. The four players have to maintain the team’s square formation.

The team called out has to catch the ball before it touches the floor:

- If the called team succeed, then it is its turn to hit.

- If the called team failed, the other two teams get one point each and the faulted team puts the ball

back into play.

- This is a time-regulated game; three periods of 15 minutes. If there is a tie at the end of the game, continue until there is a winner.

**Rules**

The hit (serve):

A player cannot hit twice in a row.

The hitter must say “OMNIKIN®” and the color of a team before hitting the ball.

The ball must be hit at a minimum of 6' in distance.

The ball must have an outward or upward slope; never in a downward slope.

Three members of the same team have to be in contact with the ball before the hit.

Once your team has had three contacts with the ball, the hitter has only five seconds to hit.

The playing area limits:

The walls,

The ceiling,

All fixed objects (like basketball hoop)

Scoring:

Whenever a team commits a fault (like letting slip the ball), the other two teams get one point each.

Voluntary obstruction:

A point is given to the other teams if a player blocks another player intentionally.

Involuntary obstruction:

No points are given; the team who has hit must hit again.

**Game 3: Cage Ball:**

Start the game with each team standing in its own goal zone. On "GO" all the teams will run to the cageball and try to get it back to their own goal zone by pushing it, lifting it or throwing it. For safety reasons, there should be no kicking. The more teams that are competing, the harder the game will be. The game can be played several times and even in a tournament format.

Field Format:

Goals are set up around the area. The ball starts in the middle.

**Lesson Plans**

**Lesson #1**

Objectives:

1. Students will demonstrate proper application of safety equipment.
2. Students will demonstrate upper and lower body strength and coordination using various parts to move an object.
3. Students will demonstrate teamwork to complete the task.

Equipment: Scooters and Cage Ball

Lesson Content:

1. Students will demonstrate proper application of safety while using the cage ball
   1. Introduce students to the Cage Ball
   2. Go over safety protocols
      1. No Kicking of the ball
2. Students will demonstrate muscular strength and coordination to keep the Cage Ball in the air.
   1. Break the class into two groups.
   2. Demonstrate how to hit the ball: Hands/Arms, not feet.
   3. **Lead-Up Activity 10: Popcorn**
      1. Emphasize the importance of keeping the ball off the ground and using their arms and body to keep the ball in the air without kicking it.
      2. Make a rule that everyone must touch the ball and has an equal opportunity to be active.
   4. **Lead-Up Activity 6: No Hands**
      1. Emphasize the use of NO HANDS.
      2. Follow safety protocols.
   5. Students will be introduced to the scooters
      1. Safety Protocol
3. Students will show teamwork during Exhibition Game: Scooter Cage Ball
   1. Instructions: Use previous groups.  Teams are lined up facing each other.  The cage ball will be placed halfway between each team.  The object of the game is to push the ball across to the other team’s wall, or goal.  The first team to hit the opposing team’s wall will earn 1 point.  Once a point is scored, players will return the scooters to their former positions (upside down) and return to their line.
   2. Safety: Review scooter safety with class
      1. No hands, hair, or other parts under the scooter or near the wheels.
      2. Students will be on the scooters by sitting, not on stomach. Move using hands and feet.
   3. Students will use skills from **Lead-Up Activity** to play the game.
   4. Stress the use of communication and teamwork with team.

**Lesson #2**

Objectives:

1. The students will demonstrate their knowledge of the rules of volleyball through their participation in the cage ball volleyball.
2. The students will be able to demonstrate the bump, set, spike, and serve within a series of drills and games.
3. The students will demonstrate teamwork while playing cage ball volleyball and supporting activities.

Equipment: Cage balls, Beach balls, hula hoops and volleyball nets.

Lesson Content:

**Lead-Up Activity 7: Butterfly Net**

Have students pair up and use hula hoops to pass between partners.

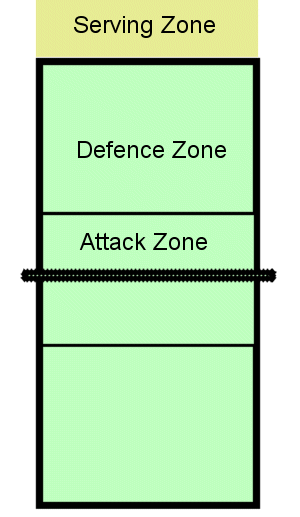
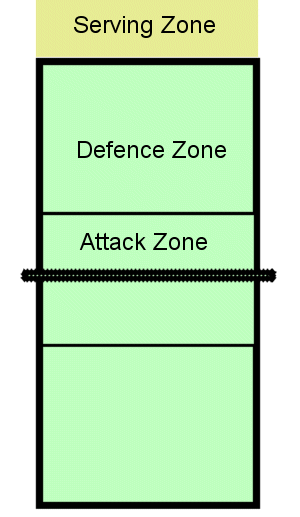
Work with the whole class passing together to improve the communication skills.

1. The students will demonstrate the bump, set, spike, and serve within a series of drills.
   1. The students will demonstrate BUMP pass ability:
      1. Demonstrate the BUMP using the beach ball.
      2. Show the students forearms together, hands together.
      3. Pair up students with beach balls to practice the bump pass properly.
         1. Have one toss and the other pass, then switch… working up to both passing.
   2. The students will demonstrate SET pass ability:
      1. Demonstrate the SET pass using the beach ball.
      2. Show the students catch and toss from the forehead.
      3. Send students back with partners to practice proper setting technique.
   3. The students will demonstrate the SPIKE ability:
      1. Demonstrate the SPIKE using beach balls.

\*\*\*Safety: Do not hit the beach balls hard to avoid popping it.

* + 1. Show students jump and reach high with an open hand.
    2. Have students toss to each other and allow each other to hit.
  1. The students will demonstrate SERVE ability:
     1. Demonstrate the SERVE using the cage ball.
     2. Show the students the under and overhand serve. Allow them to pick their preference. Serving hand straight back and follow through.
     3. Separate the students on the receiving side and serving side of the court. Allow the students to serve whichever way they prefer, all servers serve all those on the receiving side wait till they all have retrieved the balls before they serve.

1. The students will demonstrate knowledge about the rules of volleyball.
   1. Discuss the rules and scoring of volleyball with the students.
   2. Demonstrate when needed (with cage ball).
2. The students will demonstrate communication and teamwork while playing a game of cage ball volleyball.
   1. Set up 4 teams, 2 courts, with 2 cage balls. Allow free play.
   2. When a game ends, have the students switch courts to play other teams.



**Lesson #3**

Objectives:

1. Students will demonstrate the proper knowledge of kin-ball rules.
2. Students will demonstrate the skills necessary for kin-ball.

Equipment: Pennies, Cage ball.

Lesson Content:

1. Students will demonstrate the skills necessary.
   1. **Hitting -** Show the students the ball and explain how the ball it to be hit.
      1. Demonstrate the proper technique of open hands (palms to the ceiling), or closed hands (palms together). Bring out a student to hit the ball to and demonstrate that the arms are used together.
   2. **Catching -** Demonstrate the proper technique: squatting under the ball, hands over head. Label this the OFFENSIVE position.
      1. Bring student out to hold the ball for the first student who demonstrated hitting and bring another to stand and catch the ball.
      2. This will allow the students to get the full effect of the following activity.
   3. **Catching and Holding -** Demonstrate using a group of students to practice hitting to each other and communicating the catching of the ball.
      1. Use the same three positions from the previous drill, and emphasize the importance of changing the hitter after every hit.
   4. **DEFENSE-** Tell the students that they need to make sure the ball does not touch the floor before one of their teammates gets it or all opposing teams gets a point.
      1. Demonstrate position: Squatted under ball.
      2. Any player can catch the ball using any body parts necessary.
      3. The only rule is that the same person cannot serve it twice in a row.
      4. **Lead-Up Activity 3: Double Circle**
2. Students show ability to play Kin-Ball
   1. **Game 2: Kin-Ball**
      1. Students will practice the previous skills to properly play a game of Kin-ball.

**Lesson #4**

Objectives:

1. Students will demonstrate prior knowledge of cage ball safety and protocol.
2. Students will demonstrate muscular strength and coordination while playing Cage ball.

Equipment: Cones (goals), cage ball.

Lesson Content:

1. Students will demonstrate prior knowledge of cage ball protocol.
   1. Review previous lessons in safety and content.
      1. Demonstrate how to hit: No kicking
      2. Demonstrate passing
   2. **Lead-Up Activity 6: No Hands**
      1. Review the use of moving the ball without using your hands.
      2. No kicking
2. Students will demonstrate muscular strength and coordination.
   1. **Lead-Up Activity 5: Sumo Wrestling** 
      1. Readdress safety protocols.
   2. **Game 3: Cage Ball**
      1. Break students into even teams (even out size differences)

**Lesson #5**

Objectives:

1. The students will demonstrate knowledge of a variety of cage ball games.
2. The students will demonstrate proper protocols while using the cage ball in various activities.

Equipment: Cage balls, beach balls, cones.

Lesson Content:

1. Students will demonstrate knowledge of variety of cage ball games.
   1. Demonstrate and review previous skills from various cage ball games.
      1. scooter passing- using other than hands and feet
      2. Volleyball- bump, set, hit, and serve using beach balls and cage balls.
      3. Kin-ball- catch, hit/serve, squat under the ball.
      4. Cage ball- proper passing and pushing technique.
   2. Protocol during various activities.
      1. **Lead-Up Activity 1- Tag Ball**
      2. **Lead-Up Activity 2- Tag Circle**
      3. **Lead-Up Activity 4- Between The Lines**
      4. **Lead-Up Activity 11 - Moon Walk**

**PA and National Standards**

**10.4.9A.** Analyze and engage in physical activities that are developmentally/individually appropriate and support achievement of personal fitness and activity goals.

**10.5.3A.** Recognize and use basic movement skills and concepts.

**10.5.9B**. Describe and apply concepts of motor skill development that impact the quality of increasingly complex movement.

* response selection
* stages of learning a motor skill(i.e. verbal cognitive, motor,automatic)
* types of skill (i.e. discrete, serial, continuous)

**10.5.12B**. Incorporate knowledge of motor skill development concepts to improve the quality of motor skills.

**NPH.K 12.2** Applies movement concepts and principles to the learning and development of motor skills.

**Resources**

Websites:

1. <http://www.mrgym.com/MiscGames/ScooterCage.htm>
2. <http://www.volleyball.com/learn_the_terms.aspx>
3. <http://www.kin-ball.com/SiteA.html>
4. <http://www.ehow.com/how_7562658_use-play-games-large-group.html>

Resource Person:

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