

LESSON 10: WATER POLO

Grade-Level Outcomes

Primary Outcomes

Lifetime activities: Demonstrates competency and/or refines activity-specific movement skills in 2 or more lifetime activities (outdoor pursuits, individual-performance activities, aquatics, net/wall games or target games). (S1.H1.L1)

Fitness activities: Demonstrates competency in 1 or more specialized skills in health-related fitness activities. (S1.H3.L1)

Assessment & program planning: Designs a fitness program, including all components of health-related fitness, for a college student and an employee in the learner's chosen field of work. (S3.H12.L1)

Embedded Outcome

Rules & etiquette: Exhibits proper etiquette, respect for others and teamwork while engaging in physical activity and/or social dance. (S4.H2.L1)

Lesson Objectives

The learner will:

- demonstrate basic water polo skills.
- execute basic water polo tactics.
- design a swim workout.

Equipment and Materials

- Kickboards
- Water polo balls or modified balls
- Whistle and a clock

Introduction

Today, you will learn how to play water polo and play a game. Water polo is a very demanding game in terms of skill and fitness, and it's a great way to help you stay fit. In addition, you will start to design a workout for a 25-year-old college student and a 45-year-old worker in a field you are interested in. You can add this workout to your fitness program.

Instructional Task: Water Polo Skill Practice

■ PRACTICE TASK

Hand out one ball per group of four or five students. Have them practice throwing the ball and catching it with one hand only. Practice can start on the deck, if space permits, or in the shallow end.

Extension

Have students do a relay, swimming heads-up freestyle with the ball in front of them, keeping control of the ball at all times.

Student Choices/Differentiation

- Experienced students should use the non-dominant hand only.
- Students may use two hands to catch if using one hand is too difficult.
- Experienced students may practice in the deep end.

What to Look For

- Students are able to throw and catch the ball with one hand.
- Students can control the ball while swimming.

Instructional Task: Water Polo Modified Game**■ PRACTICE TASK**

Students play four 8-minute quarters with 5-minute breaks. Set up multiple playing areas going width-wise. Some courts should be set up in the shallow end and others in the deep end. Use two kickboards leaning together on the deck for goals.

Review the rules:

- No dunking opposing players.
- Play the ball, not the person.
- Catch and throw with only one hand (if all students are capable; otherwise permit two hands).
- Teams must make three or more passes before a shot on goal, or everyone must touch the ball before a shot on goal.
- No contact is allowed.
- A goal is credited when the team knocks down the opposing kickboards.

Extension

Students measure their heart rates or give RPE at the end of each quarter.

EMBEDDED OUTCOME: S4.H2.L1 Review proper etiquette along with the rules. Emphasize the importance of respecting others and safety in the game.

Guiding questions for students:

- What other games are like water polo?
- How are the tactics similar to other invasion games?
- How did you display teamwork in the game?

Student Choices/Differentiation

- Students may use two hands to catch if one hand is too difficult.
- Group teams by ability so that students are playing against others at the same level.
- Adjust the number of quarters or playing time as needed.
- Students choose the shallow or deep end. Those who play in the deep end should review treading water.

What to Look For**Offense**

- Everyone is getting a chance to touch the ball.
- Students are swimming to open space to receive a pass.
- Students are shooting on the target (with accuracy).

Defense

- Students are playing the ball and not the opposing player.
- Students are trying to intercept passes.
- Students are marking offensive players so they do not have a clear shot on goal.

Fitness

Everyone is engaged and keeping their heart rates up. If not, do the rules need to be modified further to make that happen?

Instructional Task: Design a Swim Workout

■ PRACTICE TASK

Drawing on what you've learned about aquatic fitness, create a complete workout for both a 25-year-old college student and a 45-year-old worker in the field you are interested in.

Guiding questions for students:

- What should you consider when making workout plans? (Answers: rest, goals, mixing up strokes, sufficient task length to elevate heart rate, warm-up, cool-down, and so on)
- What might need to be adjusted for the two age groups?

Student Choices/Differentiation

- Students may choose activities from class or their experiences to make an exciting workout.
- Provide a checklist of requirements to help structure the workout.

What to Look For

- Workout includes a warm-up, main set, and cool-down.
 - Heart rate or RPE is taken.
 - Students design a complete body workout.
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Formal and Informal Assessments

Student workout plans

Closure

- What kinds of fitness do you need in order to succeed at water polo?
- Were you able to keep your heart rate elevated throughout?
- What did you find the hardest about planning workouts?

Reflection

- Were students able to transfer their game tactics to the game?
- Did students make the connection between the game and fitness?
- Review workout plans to determine where gaps in knowledge may be.

Homework

- If you did not complete your workout plan, finish it as homework and bring it to our next class.
- Practice the water aerobics exercise you will lead.

Resources

Internet keyword search: "water polo," "water polo fitness," "water polo rules," "water polo techniques"