

# FlagHouse Coated Foam Puff Polo Set

Item # 674

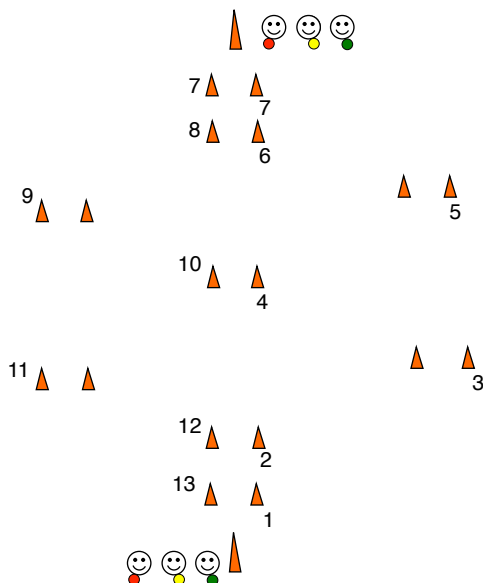


- **Overview.** Play fast-moving polo safely, indoors or out! Improve hand/eye coordination, striking and hockey skills in a fun, safe way. Soft, urethane foam head with tear-resistant skin coating is bonded to 31”L flexible plastic shaft. Set includes 12 sticks and two 6” coated foam balls.
- **What Are the Educational Applications?** The FlagHouse Coated Foam Puff Polo set is useful in developing a variety of skills necessary for sports performance at various ages and ability levels. Puff Polo is an excellent activity to improve cardiovascular fitness, muscular endurance, hand/eye coordination, agility and body control. It is a sport that requires teamwork.
- **How Can I Use This Product With My Students?**
  - **Where:** Can be used indoors, or outdoors on a grassy surface.
  - **Age:** Seven years through adult.
  - **Group Size:** From two people to a group of 12.
  - **Basic Skills Needed:** Ability to move quickly in all directions, holding/running with the stick, dribbling (push, tap) with a stick, passing (push, drive), goalkeeping, fielding, offense/defense strategies, and shooting.

## The Games/Activities

### • Activity #1: Puff Polo Croquet

- Objective:** For each student (in number order) to pass the ball through each wicket, in number order (i.e. 1-13 or 7-13 then 1-7) using the Puff Polo stick to strike the ball.
- NASPE Standard:** 1, 2, 3, 4, 5, 6
- Set Up:** For each group of six students: Create a giant sized croquet course using two cones per wicket. Attach numbered signs to cones to designate order. Place one extra large cone behind the #1 and #7 wickets. Place three Puff Polo sticks and three foam balls (each of a different color: e.g. red, yellow, green) next to each extra large cone.



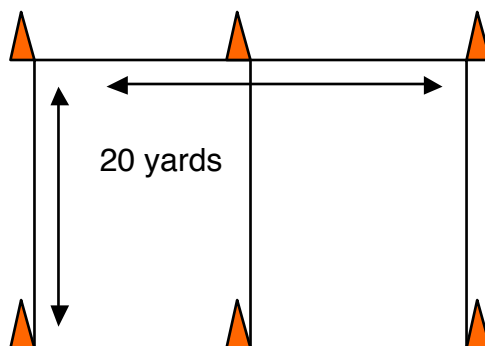
d. How to Play: Divide the students into three students per group. Each group stands next to an extra large cone. Each student claims a Puff Polo stick and a ball (e.g. one student has a red ball, one has a yellow ball, the third student has a green ball). Number each student in the group in consecutive order starting with the number 1 (e.g. 1, 2, 3). Each student (in number order) uses the Puff Polo stick to strike and pass the ball through each wicket, in number order (i.e. 1-13 or 7-13 then 1-7). For example: Student #1 from the group starting at wicket 1, tries to strike the ball through wicket 1. If successful, Student #1 tries to strike the ball through wicket 2. The student continues his/her turn if s/he gets the ball through the wicket on the first try. Student #1 on the other side tries to get the ball through his/her first wicket (wicket 7), then 8, etc. Student #2 takes his/her turn when Student #1 is unsuccessful at getting the ball through the wicket on the first strike. When the students pass wickets 13 and 7, the objective is to strike the ball so it touches the extra large cone. Game continues in this manner until the both groups return to their starting positions. The winner is the first student in each group to complete the course, striking the extra large cone where they began. Once the extra-large cone is struck, indicating course completion, that player has finished the game.

e. Extensions:

1. The winner is the group who finishes first (instead of the individual from each group).
2. Using only one ball: Student #1 passes the ball to Student #2; Student #2 passes the ball to Student #3 in stationary passes to one another while trying to get the ball through the wicket (emphasize the passing skills to be used between players).
3. This game is best played in a large area so that there is an adequate amount of space between the wickets. This keeps the two groups of students from interfering with one another as they travel through the course.
4. To create "realistic" wickets, bend foam noodles (with a hollow center) in an arc. Insert one dowel into each end of the noodle. Place dowels either into the ground, or into the holes of the traffic cones.
5. Do not allow beginners and/or first time players to bump into or knock other balls out of play. Students need to focus on controlled striking in order to get the ball through the wickets.
6. Instead of using extra large cones/dowels at the end of the 1st and 6th wicket, use hockey goals where the students have to score a goal.
7. When the students have mastered stationary passing, encourage passing while moving. This requires the passers to anticipate where partners are moving to and to initiate the pass before s/he gets there.
8. Increase the distance between wickets to increase the difficulty of this activity.
9. Challenge students by having them pass alternating between right and left sides of the wickets.
10. Create your own course (or have the students design a course) using more wickets.

• **Activity #2: Tennis Puff Polo**

- a. Objective: To pass the ball cooperatively to a partner vs. another set of partners while attempting to score a goal.
- b. NASPE Standard: 1, 2, 3, 4, 5, 6
- c. Set Up: Create a 20 yard wide x 20 yards long court for each group of four students. Use tape to divide the court in half (width-wise). Mark the area with cones at the corners and the centerline.



d. How to Play: Divide students into partner groups, with two sets of partners (for a total of four students) sent to each court. Position each set of partners on opposite halves of the playing area. Determine which team gets to serve first. To serve, the serving partner must hit or push-pass the ball over the centerline from behind the back line. To score points, the serving team or receiving team must successfully hit or push the ball out of the reach of the opponents and over their back line. The receiving team attempts to receive the serve, and using only two touches, passes the ball back to the server side of the playing area. Use tennis scoring: the first team to score four points wins the game, and the first team to win six games wins the set. Play one set

and challenge another pair of partners. A point is awarded: when the serve or return goes out of bounds or over the sideline; if the receiving team uses more than two touches when playing the ball; or if a player uses his/her body to stop or control the ball.

e. Extensions:

1. To increase difficulty: increase the playing area; allow aerial lifts; play the best-of-three sets; play singles matches; teach offense/defense strategies.
2. To decrease difficulty: increase the number of players per team; allow three touches to return the ball.

• **Activity #3: Puff Polo Tag**

a. Objective: Avoid being tagged while practicing hockey dribbling skills.

b. NASPE Standard: 1, 2, 3, 4, 5, 6

c. Set Up: Use the lines of a basketball court as the boundaries for the game (or use cones to create your own court dimensions based on the students' skill levels). Each student will be given a Puff Polo stick and a foam ball. A tagger will wear a pinnie.

d. How to Play: Select one student to be the tagger. The tagger wears a pinnie. All students, including the tagger, run inside the boundaries of the basketball court using the Puff Polo stick to move the ball, keeping the ball close to their body. A tagged student stands still and makes an archway with body/stick, holding the foam ball in hand. For the tagged student to rejoin the game, another student must pass the ball under the archway using the Puff Polo stick and continue dribbling the ball with the stick through to the other side.

e. Extensions:

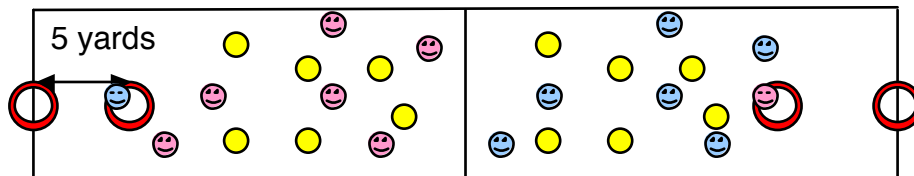
1. Increase the number of taggers (harder).
2. Instead of tagging a person, the tagger uses the ball to touch another ball (harder).
3. Decrease the boundary space (easier for the taggers; harder for the players).
4. Increase the boundary space (harder for the tagger; easier for the players).

• **Activity #4: Puff Polo Round Up**

a. Objective: For each team to work cooperatively to get possession of the balls and pass them to the team's own goalie situated at opposite end of court.

b. NASPE Standard: 1, 2, 3, 4, 5, 6

c. Set Up: Use the basketball court lines as boundaries. Place one plastic hoop approximately 5 yards away from each end line and in the middle of the court. Place another plastic hoop on the end line behind the first plastic hoop. Scatter at least six foam balls on each side of the court.



d. How to Play: Divide the class into two teams. (Only the teacher is allowed to select the teams! Not the team captain, if one has been selected.) Each team selects one goalie that stands in the plastic hoop away from the end-line WITHOUT a Puff polo stick. The rest of the players are scattered on the opposite side of the court that the goalie is on (use pinnies to designate teams), each holding a Puff Polo stick. On the teacher's signal to begin, each team will try to gain control of a foam ball and return it to their goalie using hockey skills. The goalie will then capture that ball by catching it and placing it in the team's plastic hoop located behind the end line. The game continues until all of the foam balls have been captured. The team who captures the most foam balls wins that round. Change goalies after each round. Additional rules of the game include:

- The goalie is the only player who can use their hands.
- Players may steal any ball that is not captured (in a hoop).
- NO body contact.
- Goalies must keep one foot inside the hoop at all times (they may not move the hoop).

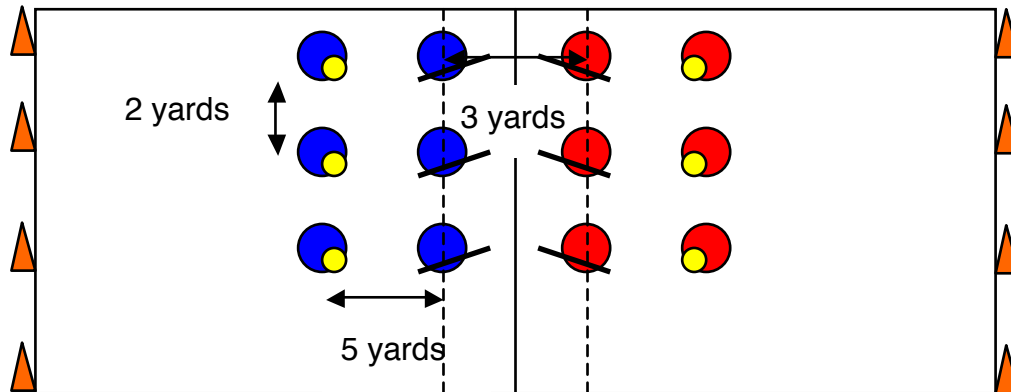
e. Extensions:

1. Create your own penalties for rules that are violated.
2. To make the game easier: do not have the students steal the ball away from another player; use more foam balls; have more than one goalie.
3. The game gets more difficult when there is only one ball remaining. Therefore, stop the game when there are 1-3 balls left and start another round.

4. To make the game harder, use less foam balls.
5. Use more courts and fewer players per team to increase practice time for each student.

**•Activity #5: Splitz**

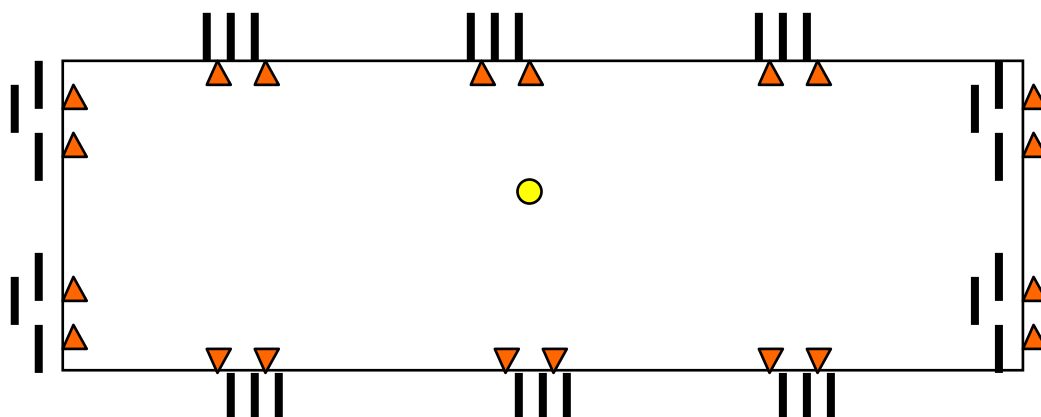
- a. Objective: To listen for a signal and then try to score a goal before the other team catches you.
- b. NASPE Standard: 1, 2, 3, 4, 5, 6
- c. Set Up: Create two lines in the middle of a basketball court 3 yards apart. Place polypspots for half the class in 2 yard intervals on each line. Put a Puff Polo stick next to each polypspot on each line. Place another polypspot 5 yards away and directly behind each line polypspot. Put a foam ball on each of these polypspots. Place four cones equal distance from one another on each of the end-lines.



- d. How to Play: Divide students into partners, with each partner standing on a polypspot with a Puff Polo stick. Partners face one another. One team is the BLUE team the other is the RED team. The teacher calls out a color (red or blue). The team whose color is called turns toward the ball behind them. Each student on the team runs to the ball and tries to dribble the ball using the Puff polo stick to the end line before the partner on the other team tags him/her.
- e. Extensions:
  1. Use only one polypspot and place both the ball and Puff Polo stick on it. When a signal is given, both teams dribble a ball instead of just the team whose color was called in the original game.
  2. Increase/decrease the playing field based on student skill level (smaller field = easier for taggers/harder for dribblers).

**•Activity #6: Pin Puff Polo**

- a. Objective: To be the first team to collect all three pins.
- b. NASPE Standard: 1, 2, 3, 4, 5, 6
- c. Set Up: Use the lines of a basketball court as the boundaries for the game. Place 2-3 goals equal distance apart down each side line and 1-2 goals equal distance apart on each side line. Place a foam ball in the middle of the court. Place 3 bowling pins (or similar item: bean bags, polypspot, etc.) behind each goal.



d. **How to Play:** Divide class into as many teams as there are goals (10 goals = 10 teams). Each team is assigned a goal and designates one player as a goalie for the team. Players should wear pinnies so the students know who the goalie is on each team. All players are given a Puff Polo stick. On the teacher's signal, students play a game of hockey. When a team scores a goal on any of the other team's goal, the scoring team takes a pin from behind the scored upon goal and places it with their team's pins. When a team loses all pins, that goal is closed. That team brings their goalie out, trying to score goals by getting pins back and reopening the goal. Change goalies frequently.

e. **Extensions:**

1. Use two or more courts to decrease the number of students on the court at one time, increasing student participation and skill development.
2. Use more than one ball.
3. Increase or decrease the distance between the goal cones based on students' skill level (increase = easier to score).
4. Increase or decrease the number of pins based on students' skill level (more pins = harder and longer play).

• **Safety Issues & Concerns**

- Students need to be aware of one another as to not bump into each other while playing the games.
- Keep the Puff Polo stick head low, below the knees to avoid injury.
- Remind the students to look up, rather than at the ball on the ground, while moving with the ball to avoid collisions.
- Avoid body contact to limit injuries.

**Meets These NASPE Standards**

1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
2. Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
3. Participates regularly in physical activity.
4. Achieves and maintains a health-enhancing level of physical fitness.
5. Exhibits responsible personal and social behavior that respects self and others in physical activity settings.
6. Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

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