

Unit 4: Kick It Up! Make History!

Lesson 3: Sipa!

Developed by Rudy Acoba and adapted from the A&B Sugar Museum, Puunene, Maui

Background

SIPA is a popular game in the Philippines and it has become common on playgrounds across the United States. This lesson uses the making and playing of SIPA as a metaphor for social action and community. Students create their own and community SIPA ball to represent the knowledge they have learned from the previous lessons and from one other as a class. Students are challenged to keep the SIPA ball moving forward by sharing their acquired knowledge with others and contributing to the making of history.

Connections to NCSS Standards

Culture: The students explore and ask questions about the nature of culture and specific aspects of culture, such as language and beliefs, and the influence of those aspects on human behavior.

Time, Continuity, and Change: The students expand their understanding of the past and of historical concepts and inquiry. They begin to understand and appreciate differences in historical perspectives, recognizing that interpretations are influenced by individual experiences, societal values, and cultural traditions.

People, Places, and Environments: The students relate their personal experiences to happenings in other environmental contexts. They use data and apply skills in analyzing human behavior in relation to its physical and cultural environment.

Individuals, Groups, and Institutions: The students examine the ways in which institutions change over

time, promote social conformity, and influence culture.

Science, Technology, and Society: The students explore the complex relationships among technology, human values, and behavior.

Global Connections: The students examine policy alternatives that have both national and global implications.

Civic Ideals and Practices: The students expand their ability to analyze and evaluate the relationships between ideals and practice.

Lesson Objectives

The students will be able to:

- learn how to make a Sipa ball, and play and teach the game of Sipa
- connect the idea of Sipa to important aspects in their own life
- relate the Sipa ball to vocabulary and concepts learned throughout “The Filipino American Curriculum Project,” and connect Sipa with their plan to share their new knowledge with others

Time: three 1-hour sessions

Materials

Teacher

- strips of 1.5 by 18 inches oaktag
- clear heavy-duty tape

Student

- color tools

Procedure

A. Opening: Sipa Ball of the World

1. Share the word “Sipa” with the class and ask if they can make any connections with the word.
2. Tell the class that “sipa” is a Tagalog term meaning “kick.” There are many variations to this game, but basically, the idea is to keep the *sipa sipa* ball in the air with the feet as long as possible.
3. Ask the students if there are any games that they’ve played that involved the same game concept. Assure them that the game is very similar to playing hacky sack.
4. Moreover, share that Sipa is a traditional sport of the Philippines, which dates back to the Pre-Hispanic period and is related to the game “Sepak Takraw.”
5. Tell the class that before we can “Kick It Up,” we need to make our own sipa balls – one class ball to represent our world’s diversity coming together as one (“different, but same”), and later, one each for ourselves to practice and share with our friends and families.
6. Divide the class into 6 groups and provide each group with 1 strip of 1.5 by 18 inches strip of oaktag paper.
7. Have each person in the group designate an area on one side of the strip to themselves, and with a color tool (preferably a marker or colored pencil), have them respond to the theme of: How I plan to kick up and keep up my part as a responsible citizen of the world OR What can you do to keep our cultures and history alive and be able to pass it on to our community and future generations?
8. As the first group completes their strip, have them match one edge to the other, creating a ring, and join with clear heavy-duty tape.
9. For the second strip, do the same, but interlock with the first strip, and perpendicularly fasten a “blank” section of the face with the inside face of the first ring.
10. For the third, tape one edge onto where the first two strips attach together, and weave the strip between the other strips, until it is met with the other end, and fasten.
11. Do the same to the next three until all the empty spaces are covered, creating the class’ “Sipa Ball of the World”!
12. To play a simple version of the Sipa game with the class ball, have the class stand in a circle – barefoot. The teacher can gently kick the ball in the air, and whoever catches it before it falls to the ground can begin the game by sharing their response to the theme, then gently kick the ball to another student in the circle.
13. Each time the ball is kicked to a student, the students shares what he/she has written on their part of the strip. Remind the students that, along with learning of each others’ personal “plan” to the world, the main point of the Sipa game is to keep the ball and our “plan” from falling to the ground.

B. My Very Own Sipa

1. Tell the students that today, they will be able to create their own Sipa ball!
2. Provide each student with 6 strips of oaktag paper and have them write what the “Sipa” represents to them on each of their strips.
3. Share examples of what it may represent, in terms of what they have learned throughout their “Filipino American Curriculum Project” experiences. Encourage them to use vocabulary and concepts they have learned as it relates to what they value in their own life:
 - a. Cause and Effect → “My choices may affect others, therefore, I need to be thoughtful with them.”
 - b. Diversity → “People may look different from me, but we may also share the same dreams and ideals.”
 - c. Culture → “Sipa represents my Filipino Heritage”

- d. Perspective → “A circle has many sides, as an event or issue. It is important for me to know of the different perspectives of an issue, so that I can make an informed decision.”
- 4. When all students have created their own Sipa, have each of them share one way they can relate Sipa to their own life.

C. Closing: Let’s Play Sipa!

1. Tell the students that the class will work to master the game of Sipa.
2. Share that the sport requires speed, agility and extremely good ball control. When playing alone, each kick scores one point. If a very good player can keep the ball up in the air beyond one hundred counts in one try, he/she can earn over one hundred points!
3. For practice, have the students get together in pairs. Have the partners stand facing each other at a convenient distance. One player tosses the Sipa ball and the ball is kicked back and forth until it touches the ground. The purpose of the game is to keep the Sipa ball in the air as long as possible.
4. To challenge the students, have pairs combine together into a small group and try to kick the ball to each other without letting the ball fall to the ground. As teams may last longer than others, have the “audience” encourage them to “Keep it up and kick it up! Make History!”

Suggested Assessment

In pairs, have the students volunteer to share their concept of the Sipa to another class, demonstrate how to create their own Sipa ball, and teach them how to play the game.

Enrich/Extend

A variation of the game includes having the students in teams of 1, 2, or 4, and playing together on a large court area. The aim of the game is to kick the ball back and forth over a net placed in the middle of the court, similar to that of volleyball or ping pong. The object of the game is to send the ball over to the opponent’s court and hope the opponent will not be able to return it, earning the team one point. The scoring is up to 21 point and is played on a best-of-three games basis.

Resources

1. *A&B Sugar Museum*, Puunene, Maui
2. “Sipa.” <http://en.wikipedia.org/wiki/Sipa>