**TOSS 3**

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| **STUDENT TARGETS** |
| * **Skill:** I will accurately toss and catch with a partner.
* **Cognitive**: I will identify ways to build trust with my teammates.
* **Fitness:** I will stay actively engaged throughout activity.
* **Personal & Social Responsibility**: I will demonstrate etiquette and respect in order to work cooperatively with teammates.
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| **EQUIPMENT & SET-UP** |  |
| **Equipment:*** 1 ball per 2 students (will need equipment options for throwing/catching, soccer, volleyball)
* 4 cones
* Music and music player

**Set-Up:*** Create a large activity space using 4 cones to mark boundaries.
* Create pairs of students.

Scatter pairs of students throughout activity area. Each pair with a ball. |
| **ACTIVITY PROCEDURES** |
| 1. This Physical Health activity is called Toss 3. We are going to focus on creating open space while tossing and catching with a partner.
2. The object of Toss 3 is to work with as many different classmates as you can while the music is playing. When the music starts, the partner with the ball will begin with a toss. Each pair will make 3 tosses. The partner who now has the ball will travel and find a new partner who does not have a ball.
3. You continue to find a new partner after each set of 3 passes.
4. We are now going to play Toss 3 using some other skills. For the next few rounds, instead of tossing and catching we will move the ball to our partner using other sport skills.
* Use Soccer passes. Can be continuous passes or you can trap the ball before passing it back.
* Use Volleyball forearm passes (bump). Can be continuous bumps or you can catch the ball before passing it back.
1. You will continue to find a new partner after 3 passes or bumps.
2. When the music stops be ready for the next set of instructions.
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| **GRADE LEVEL PROGRESSION** |
| * **Grade 3:** Focus on working with as many different teammates as possible.
* **Grades 4 & 5:** Discuss using both verbal and non-verbal communication with teammates. Play a round using only non-verbal communication.
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| **TEACHING CUES** |
| * **Cue 1:** Look at your partner to ensure they are ready before making a toss/pass: their hands are up and their eyes are looking at you.
* **Cue 2:** Look for both verbal and non-verbal communication from potential partners.
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**TOSS 3** (continued…)

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| **UNIVERSAL DESIGN CONSIDERATIONS** |
| * **UDL 1:** Increase/decrease the size of the activity space as needed.
* **UDL 2:** Use modified equipment as needed.
* **UDL 3:** Use verbal cues and visual aids, along with demonstrations.
* **UDL 4:** Use peer partners as appropriate.
* **UDL 5:** Allow teammates to hand ball off rather than passing/tossing if needed.
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| **ACADEMIC LANGUAGE** |
| Etiquette, Cooperation, Communication, Trust |
| **PRIORITY OUTCOMES** |
| **Etiquette:*** **(Grade 3)** Recognizes the role of rules and etiquette in physical activity with peers.
* **(Grade 4)** Exhibits etiquette and adherence to rules in a variety of physical activities.
* **(Grade 5)** Critiques the etiquette involved in rules of various game activities.
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| **DEBRIEF QUESTIONS** |
| * **DOK 1:** How would you describe proper etiquette in physical education class?
* **DOK 2:** How does demonstrating etiquette and respect impact trust among teammates?
* **DOK 3:** How can having trust among teammates impact the team’s communication during games and their overall success?
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