**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. | |
| **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. | |
| **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. | |
| **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. | |

**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. |
| **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. |
| **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? |