

TOSS 3

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.

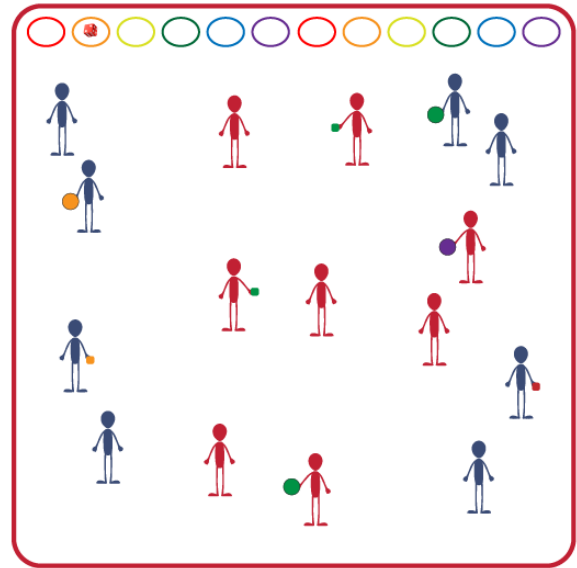
EQUIPMENT & SET-UP

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.
5. You will continue to find a new partner after 3 passes or bumps.
6. 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...)

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?