



Toss 3

STUDENT TARGETS

- ✔ **Skill:** I will accurately toss and catch with a partner.
- ✔ **Fitness:** I will stay actively engaged and warm up my body.

TEACHING CUES

- ✔ Look for Hands Up, Eyes Ready
- ✔ Step with Opposition, Tick Tock Toss
- ✔ Two Handed Catch with Soft Hands

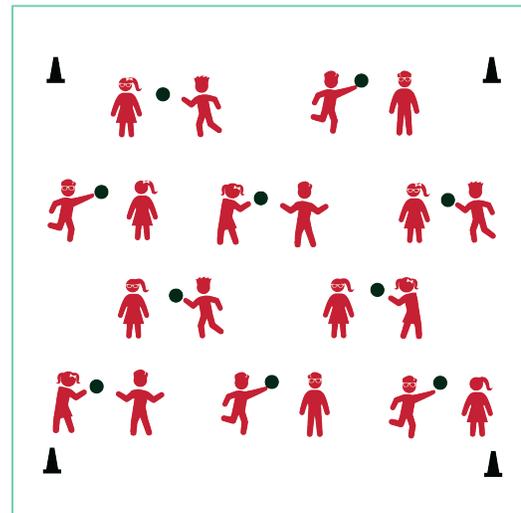
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✔ 1 ball per 2 students
- ✔ 4 cones

Set-Up:

1. Create a large activity space using 4 cones to mark boundaries.
2. Scatter pairs of students throughout the activity area. Each pair with a ball.



Activity Procedures:

1. Today we're going to think about the five food groups while we practice tossing and catching skills.
2. The object of Toss 3 is to work with as many Toss 3 partners as you can while the music is playing.
3. 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.
4. With each toss, name a food from the Grain food group (change food groups each round).
5. Freeze when the music stops.

Grade Level Progression:

K: Play the game with a balloon or yarn ball. Add the nutrition element only after students have mastered the toss/catch task.

1st - 2nd: Play the game as described at a walking pace.

3rd - 5th: Add a variety of locomotor skills. Alternate passing tasks (e.g., basketball bounce pass, floor hockey passing, etc.).

STANDARDS & OUTCOMES ADDRESSED

- ✔ **Standard 1 [E16.3-5c]** Catches a gently tossed hand-sized ball from a partner, demonstrating four of the five critical elements of a mature pattern (3); Catches a thrown ball at chest/waist level using a mature pattern in a non-dynamic environment (4); Catches with accuracy, both partners moving (5b); Catches with reasonable accuracy in dynamic, small-sided practice tasks (5c).

DEBRIEF QUESTIONS

- ✔ **DOK 1:** What does “accurate” mean?
- ✔ **DOK 2:** How does the accuracy of a toss affect a person making a catch?
- ✔ **DOK 3:** What do you think the purpose of this activity is? Can you support your answer with facts and examples?

HEAVY LIFTERS

STUDENT TARGETS

- ✔ **Skill:** I will bend and then stretch with my teammates to safely lift a beanbag high over our heads.
- ✔ **Cognitive:** I will talk about the importance of sharing and cooperation during class discussion.
- ✔ **Fitness:** I will actively participate in physical education.
- ✔ **Personal & Social Responsibility:** I will work with my teammates, sharing equipment and space in order to complete this activity's challenge.

TEACHING CUES

- ✔ Bend Knees Low
- ✔ Back Straight
- ✔ Lift High
- ✔ Move to an Open Cone

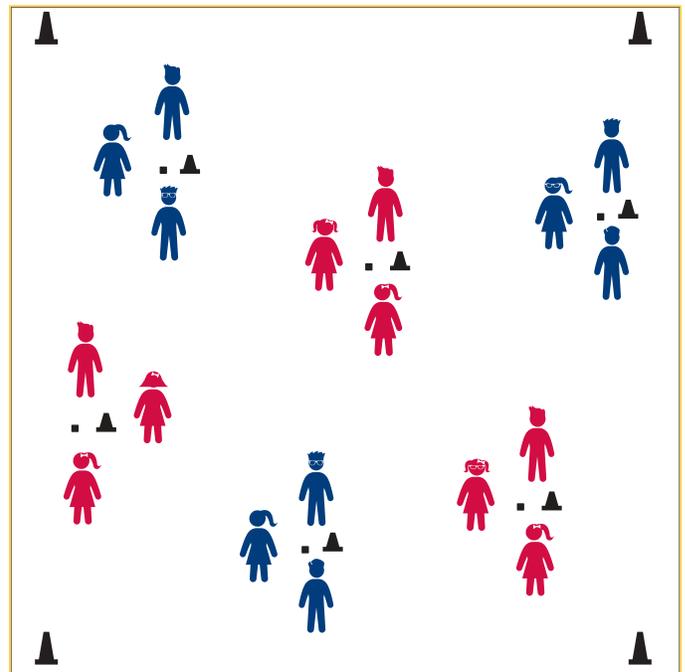
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✔ 1 beanbag per group of 2 or 3 students
- ✔ 1 cone per group of 2 or 3 students
- ✔ Music and music player

Set-Up:

1. Send groups of 2 or 3 students to a cone, each group with 1 beanbag.
2. Students stand facing each other with the beanbag on the floor in between them and the cone next to them.



Activity Procedures:

- ✔ Today your team's challenge is to lift and carry as many different "heavy boxes" (beanbags) as you can. You're going to work with your partners to lift each heavy box safely, bending your knees and keeping your backs straight. Your team will then carry it to a new cone.
- ✔ When the music starts, you and your partners will bend to pick up a beanbag. Lift it safely over your head with everyone touching and holding it together.
- ✔ Next, walk to an open cone where there isn't a beanbag already waiting. Safely place the beanbag next to the cone and then move as a group to a repeat with a new beanbag and a different open cone. Repeat as many times as you can before the music stops, and then freeze.

Grade Level Progression:

K: Young students may have difficulty sharing a beanbag and lifting it as a team. Substitute with a larger item such as a hula hoop.

1st: Add additional cones and beanbags in order to help students find an open cone.

2nd: Play the game as described above.



HEAVY LIFTERS

CHALLENGE PROGRESSIONS

- ✔ Use small medicine balls with an emphasis on muscular fitness.
- ✔ Vary the type of equipment provided for students to lift.

MODIFICATIONS

Use a hula hoop, students only lifting it to waist height.

ACADEMIC LANGUAGE

Share, Work Independently, Follow Directions, Bend, Stretch, High, Low, Under, Near

STANDARDS & OUTCOMES ADDRESSED

- ✔ **Standard 1 [E10.K-2]** Contrasts the actions of curling and stretching (K). Demonstrates twisting, curling, bending and stretching actions (1). Differentiates among twisting, curling, bending and stretching actions (2).
- ✔ **Standard 2 [E2.1]** Travels demonstrating low, middle and high levels. (1a) Travels demonstrating a variety of relationships with objects (e.g., over, under, around, through) (1b).
- ✔ **Standard 3 [E2.K-2]** Actively participates/engages in physical education class (K-1); ...in response to instruction and practice (2).
- ✔ **Standard 4 [E4.K-2]** Shares equipment and space with others (K); Works independently with others in a variety of class environments (e.g., small & large groups) (1); Works independently with others in partner environments (2).
- ✔ **Standard 4 [E3.K-2]** Follows instruction/directions when prompted (K); Responds appropriately to general feedback from the teacher (1); Accepts specific corrective feedback from the teacher (2).

DEBRIEF QUESTIONS

- ✔ **DOK 1:** What equipment did you and your teammates share?
- ✔ **DOK 2:** How did your ability to share affect your ability to move a “Heavy Box?”
- ✔ **DOK 3:** What might have happened if someone in your group was not able to share equipment?
- ✔ **DOK 1:** What does it mean to bend your knees? What does it mean to stretch up high?
- ✔ **DOK 2:** What did you notice about your balance when you were bending and stretching?
- ✔ **DOK 3:** What do you think would happen to your balance if you tried to walk from cone to cone stretched high and standing on your tiptoes? Why?

TEACHING STRATEGY FOCUS

Help students practice skills, strategies, and processes: Although this activity provides a specific way to complete the challenge, each group of students will struggle with sharing and cooperation before finding a common path. Take note of the different struggles that you observe and use each example during the class debrief session. Help students understand struggle with perseverance is in itself an important skill and a part of the learning process.

SHARE

(verb)

To split or divide a portion of something with others.

*We need to **share** the beanbags with other teams so that everyone has equipment to play with.*



MATCH ME IF YOU CAN

STUDENT TARGETS

TEACHING CUES

- ✓ **Skill:** I will do as many consecutive jumps in a row as I can using a self-turned rope.
- ✓ **Cognitive:** I will identify the components of fitness that jumping rope can enhance.
- ✓ **Fitness:** I will explain why jumping rope can enhance fitness.
- ✓ **Personal & Social Responsibility:** I will work safely with my classmates and equipment.

- ✓ Elbows In
- ✓ Wrist Circles
- ✓ Two Feet Together
- ✓ Jump to a Rhythm

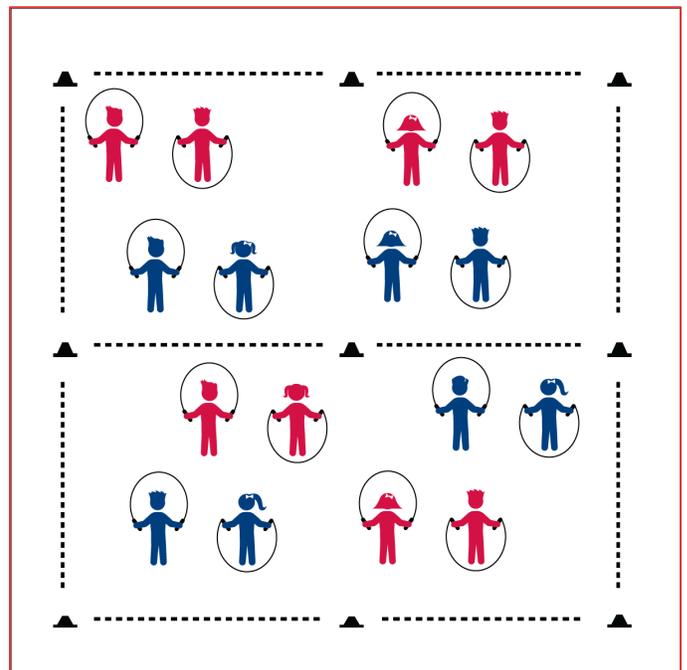
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ 1 jump rope per student
- ✓ 9 half cones for boundaries and mid-line

Set-Up:

1. Create a large activity space using 6 cones.
2. Divide the area in half using 3 other cones. One side is Minor League, the other is Major League.
3. Scatter students with ropes on the Minor League side.
4. Students face one another with enough distance to safely turn a jump rope.



Activity Procedures:

1. Match Me If You Can is a head-to-head jump rope challenge game. The object is for you to make more consecutive jumps than your partner, and then move to the Major League side of the gym where you'll compete with another player for Major League points.
2. The gym is divided in half. We're starting on the Minor League side, and the other is the Major League side. Play Rock, Paper, Scissors (RPS) to determine who will be Partner 1 and who will be Partner 2.
3. When I say, "GO!" Partner 1 will go first and attempt to do 15 jumps in a row. When Partner 1 is done, Partner 2 will attempt to do 15 jumps in a row. If both reach 15 jumps, play RPS again to see who wins.
4. The partner with the most consecutive jumps will move to the Major League side and look for a new partner. The other will stay on the Minor League side and look for a new partner.
5. When 2 partners compete on the Major League side, the winner stays (and earns one Major League point), and the other partner moves back to the minor league side to try again.

Grade Level Progression:

- 3rd:** Play the game as described above.
- 4th:** When students compete on the major league side, require at least 1 jump rope trick in the 15 jumps.
- 5th:** Students play in pairs and perform 16 count jump rope routines to be matched by a competing pair. Provide time prior to the activity for routine development.



MATCH ME IF YOU CAN

UNIVERSAL DESIGN ADAPTATIONS

- ✔ Allow students to use an “invisible” jump rope when playing this activity.
- ✔ Utilize a spot marker. Students make consecutive jumps on and off the spot marker.
- ✔ Remove the two zones and have the students play in one large zone. This allows students with limited mobility to stay in place, with challengers moving to work with them.
- ✔ Allow students to clap or tap to a rhythm as a substitute for jumping. They must stay on the beat of a drum or music in order to complete the correct number of consecutive “jumps.”

ACADEMIC LANGUAGE

Consecutive, Two-Foot Take Off, Routine, Health-Related Fitness, Skill-Related Fitness

STANDARDS & OUTCOMES ADDRESSED

- ✔ **Standard 1 [E27.3-5]** Performs intermediate jump-rope skills (e.g., a variety of tricks, running in/out of long rope) for both long and short ropes (3); Creates a jump-rope routine with either a short or long rope (4); Creates a jump rope routine with a partner, using either a short or long rope (5).
- ✔ **Standard 3 [E3.3-5]** Describes the concept of fitness and provides examples of physical activity to enhance fitness (3); Identifies the components of health-related fitness (4); Differentiates between skill-related and health-related fitness (5).
- ✔ **Standard 4 [E6.3-5]** Works independently and safely in physical activity settings (3); Works safely with peers and equipment in physical activity settings (4); Applies safety principles with age-appropriate physical activities (5).

DEBRIEF QUESTIONS

- ✔ **DOK 2:** How does jumping rope affect your body systems?
- ✔ **DOK 3:** How is jumping rope connected to skill-related fitness?
- ✔ **DOK 4:** With a partner, create a 16-count jump rope routine that you can perform and challenge other pairs to replicate.

TEACHING STRATEGY FOCUS

Review content: This activity provides an opportunity for teachers and students to review basic jump rope cues and concepts before moving on to work with long ropes. Use this opportunity to ensure that students are competent jumpers and understand the importance of jump rope cues and jumping rhythm.

SKILL-RELATED FITNESS

(noun)

A group of 6 psychomotor characteristics that contribute to a person's ability to successfully complete a physical performance. The 6 components of Skill-Related Fitness include Agility, Balance, Coordination, Power, Reaction Time, and Speed.

*Katie knows that working on her **skill-related fitness** can help her become a better athlete.*



ROBOTICS LAB

STUDENT TARGETS

- ✔ **Skill:** I will look for and then recognize open space in order to guide my robots safely into it.
- ✔ **Cognitive:** I will describe the benefits of being active with a group of friends.
- ✔ **Fitness:** I will stay actively engaged in physical education class in order to accumulate a maximum amount of physical activity minutes.
- ✔ **Personal & Social Responsibility:** I will work safely with my group members without teacher reminders.

TEACHING CUES

Robots

- ✔ March Forward
- ✔ Avoid Collisions by Marching in Place with Hands Up

Engineers

- ✔ Tap Shoulders to Turn Robots
- ✔ Keep a Walking Pace

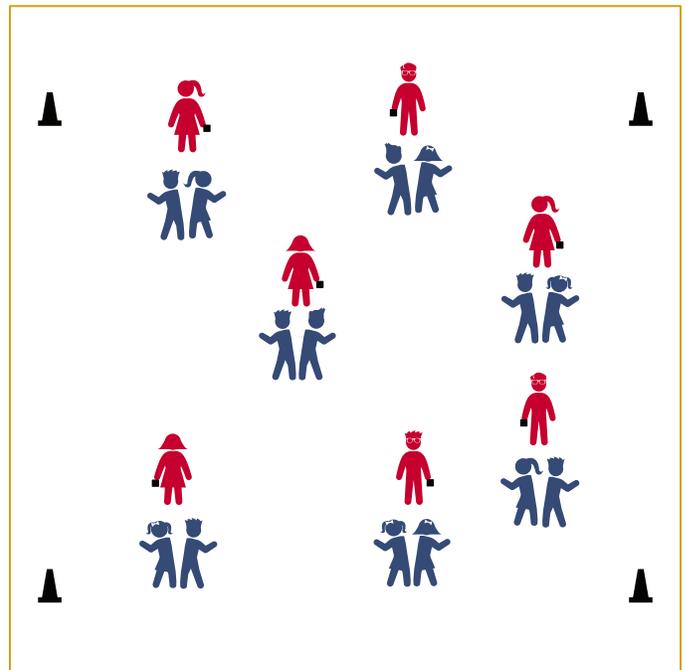
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✔ 1 beanbag per 3 students
- ✔ 4 cones
- ✔ Music and music player

Set-Up:

1. Create area boundaries with the 4 cones.
2. Scatter groups of 3 students inside the activity area, each group with 1 beanbag.
3. One student is the engineer and holds the beanbag (remote control). The other two are robots and stand back-to-back.



Activity Procedures:

1. We're about to turn physical education class into a robotics lab! The student in your group with the beanbag (the remote control) is the engineer. The other two students are the robots. It's the engineer's job to keep the robots under control by tapping them on the shoulder to turn them right or left.
2. When the music starts, the robots will start to slowly march forward (each in opposite directions). Anytime a robot is blocked by a wall or another robot, she/he will march in place with her/his hands over her/his head. Robots must keep marching at all times (forward or in place).
3. Engineers will work to safely steer their robots by tapping them on the shoulders. When tapped, Robots will make a 90-degree turn. Engineers may not run; they will walk to their robots. Everyone freeze when the music stops.

Grade Level Progression:

- 3rd: Play the activity as described above.
- 4th: Vary locomotor skills, allowing engineers to gallop, skip, or slide.
- 5th: Robots travel with an object (e.g., dribbling a ball, waving a scarf, etc.).

ROBOTICS LAB

CHALLENGE PROGRESSIONS

- ✔ Add a third robot to each group.
- ✔ Increase the speed that the robots travel from a slow to a quick march.

MODIFICATIONS

Remove a robot from each group so engineers are only working with one robot.

ACADEMIC LANGUAGE

Work Independently, Safety, Benefits, Social Interaction, Open Space, Actively Engage

STANDARDS & OUTCOMES ADDRESSED

- ✔ **Standard 2 [E1.3]** Recognizes the concept of open spaces in a movement context (3).
- ✔ **Standard 3 [E2.3-5]** Engages in the activities of physical education class without teacher prompting (3); Actively engages in the activities of physical education class, both teacher-directed and independent (4); Actively engages in all the activities of physical education (5).
- ✔ **Standard 4 [E6.3-5]** Works independently and safely in physical activity settings (3); Works safely with peers and equipment in physical activity settings (4); Applies safety principles with age-appropriate physical activities (5).
- ✔ **Standard 5 [E4.3-5]** Describes the positive social interactions that come when engaged with others in physical activity (S5.E4.3); Describes/compares the positive social interactions when engaged in partner, small-group and large-group physical activities (4); Describes the social benefits gained from participating in physical activity (e.g., recess, youth sport) (5).

DEBRIEF QUESTIONS

- ✔ **DOK 1:** What physical activities do you like to do with your friends?
- ✔ **DOK 2:** What do you like about being active with your friends?
- ✔ **DOK 3:** How is safety related to having fun with your friends during physical activity?
- ✔ **DOK 1:** How can you recognize safe behaviors?
- ✔ **DOK 2:** How would you compare and contrast safe behaviors with dangerous behaviors?
- ✔ **DOK 3:** Can you predict what would happen in our Robotics Lab activity if students acted in ways that were not safe?
- ✔ **DOK 4:** Let's develop a plan that we can follow if any of us see unsafe behaviors.

TEACHING STRATEGY FOCUS

Identify Critical Content: Working safely with peers is an essential concept for students to master in physical education class. Safe behaviors make all other activities possible. Be sure to emphasize this before, during, and after the Robotics Lab activity. Look for teachable moments during activity time when you can freeze play and encourage safe behaviors and correct dangerous ones.

SAFETY

(noun)

The condition of being protected against physical, social, and emotional harm.

*During physical education class, Rahim follows all rules related to **safety** in order to protect himself and his classmates from injury.*



SELF-PASSING CHALLENGES

STUDENT TARGETS

- ✓ **Skill:** I will demonstrate below-chest & above-chest passes.
- ✓ **Cognitive:** I will identify the components of skill-related fitness required for successful participation in Roundnet.
- ✓ **Fitness:** I will work consistently to improve my skill-related fitness during all self-passing challenges.
- ✓ **Personal & Social Responsibility:** I will listen to feedback and use suggestions to improve my Roundnet skills.

TEACHING CUES

- ✓ Athletic Stance (Feet, Knees, Hands, Eyes Ready)
- ✓ Hand Placement (Below-Chest: Palms Up, Fingers Away; Above-Chest: Palms Out, Fingers Toward Head)
- ✓ Palm Strike (Palm Flat, Strike Between Heel & Fingers)

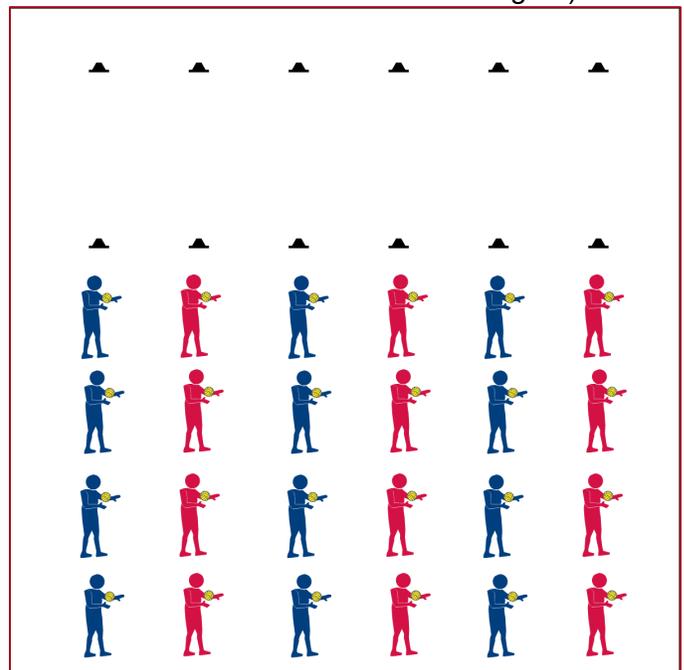
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✓ 2 low profile cones per group of 4 students
- ✓ 1 Spikeball® (or foam ball) per student
- ✓ 1 Task Tent per group of 4 students
- ✓ 1 large cone
- ✓ 1 Self-Passing Challenge Card per group of 4 students
- ✓ 1 Passing Cue Chart per group of 4 students

Set-Up:

1. Create 6 or more lines using 2 low profile cones set 10 paces apart.
2. Divide students into groups of 4, each student with a ball.
3. Line each group of 4 students up behind 1 cone. Provide students with enough personal space for moderate activity.



Activity Procedures:

1. Today we're going to start our Roundnet training by completing a series of self-passing challenges. There are two types of passes used in Roundnet: 1) Below-Chest; 2) Above-Chest.
2. Both passes require you to be ready in an athletic stance, use proper hand placement, and use a Palm Strike to hit the ball (demonstrate and practice critical elements).
3. Below-Chest passing requires hand placement at waist level, palms out, and fingers away from the body.
4. Above-Chest passing requires hand placement at shoulder level, palms out, and fingers pointing up toward the head.
5. On the start signal, work to complete the self-passing challenges found on the Challenge Card. Reach JV level with 10 successful self-passes. Reach Varsity level with 20 successful self-passes.
6. Freeze and be ready to listen when you hear the stop signal.

Grade Level Progression:

- 6th: Completes challenges demonstrating cooperative behaviors and appropriate behavior.
- 7th: Appropriately communicates suggestions for improvement and assistance to partners.
- 8th: Works with partner to develop a play of action for improving challenge performance.



SELF-PASSING CHALLENGES

UNIVERSAL
DESIGN
ADAPTATIONS

- ✔ **Adaptation:** Use a balloon or lightweight ball.
- ✔ **Extension:** Prompt students to create their own challenges.

ACADEMIC
LANGUAGE

Above-Chest Pass, Below-Chest Pass, Athletic Stance, Consistently, Control, Demonstrate, Skill-Related Fitness, Feedback

STANDARDS
& OUTCOMES
ADDRESSED

- ✔ **Standard 3 [M7.6-8]:** Identifies the components of skill-related fitness (6); Distinguishes between health-related and skill-related fitness (7); Compares and contrasts health-related fitness components (8).
- ✔ **Standard 4 (M3.6-8):** Demonstrates self-responsibility by implementing specific corrective feedback to improve performance (6); Provides corrective feedback to a peer, using teacher-generated guidelines, and incorporating appropriate tone and other communication skills (7); Provides encouragement and feedback to peers without prompting from the teacher (8).
- ✔ **Standard 5 [M3.6-8]:** Recognizes individual challenges and copes in a positive way, such as extending effort, asking for help/feedback, and/or modifying the tasks (6); Generates positive strategies such as offering suggestions/assistance, leading/following others, and/or providing possible solutions when faced with a group challenge (7); Develops a plan of action and makes appropriate decisions based on that plan when faced with an individual challenge (8).

DEBRIEF
QUESTIONS

- ✔ **DOK 1:** What are the components of skill-related fitness?
- ✔ **DOK 2:** Which components affect Roundnet performance? Why? (provide evidence)
- ✔ **DOK 3:** How would you adapt one (or several) of the self-passing challenges to work on specific components of skill-related fitness (e.g., coordination)?
- ✔ **DOK 4:** Develop a self-passing practice plan that you can do outside of class in order to improve one or more component of skill-related fitness.

TEACHING
STRATEGY
FOCUS

Identify critical content: Below-chest and above-chest passing (along with spiking) are among the most essential fundamental skills needed for successful Roundnet play. Use a video of competitive Roundnet to provide students with evidence that passing elements and cues are critical to their skill development. Then, provide students with ample time for purposeful practice.



SELF PASSING CHALLENGE CARD

Keep the ball in the air for as long as you can.
How many successful self-passes can you make?

Junior Varsity (JV) = 10 in a Row

Varsity = 20 in a Row

Level 1	Use Below-Chest Pass Only (Stationary)
Level 2	Use Above-Chest Pass Only (Stationary)
Level 3	Use a combination of Above- & Below-Chest Passes (Stationary)
Level 4	Alternate Left/Right Below-Chest Passes Only (Stationary)
Level 5	Use Below-Chest Passes (Walk Around the Cones)
Level 6	Use Below-Chest Passes (Jog Around the Cones)

PARTNER PASSING PLAYS

STUDENT TARGETS

- ✔ **Skill:** I will maintain my balance while focusing on accuracy while passing.
- ✔ **Cognitive:** I will compare and contrast health-related and skill-related fitness as each relates to Roundnet.
- ✔ **Fitness:** I will identify the skill-related fitness component(s) most important for passing.
- ✔ **Personal & Social Responsibility:** I will encourage my classmates by offering positive feedback on their performance.

TEACHING CUES

- ✔ Accurate Passes
- ✔ Maintain Balance
- ✔ Offer Encouragement

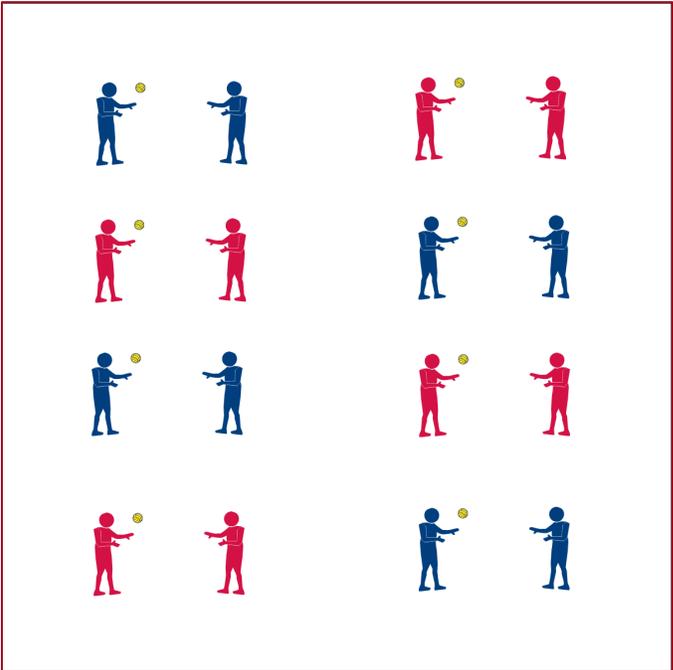
ACTIVITY SET-UP & PROCEDURE

Equipment:

- ✔ 1 Spikeball® per pair
- ✔ 4-8 Partner Passing Challenge Cards

Set-Up:

1. Pair students, each pair with a ball.
2. Post several Partner Passing Challenges Cards throughout the activity area for students to see and reference.



Activity Procedures:

1. We're going to continue our Roundnet passing drills by completing a series of partner passing challenges. This will give us more advanced practice with the below- and above-chest passes.
2. Remember, both passes require you to be ready in an athletic stance, use proper hand placement, and use a Palm Strike to hit the ball.
3. On the start signal, begin working to complete the partner passing challenges found on the Challenge Card. Reach JV level with 10 successful partner passes. Reach Varsity level with 20 successful partner passes.
4. Freeze and be ready to listen when you hear the stop signal.

Grade Level Progression:

- 6th: Students define and discuss the components of skill-related fitness.
- 7th: Students discuss how Roundnet can effect health- and skill-related fitness.
- 8th: Students discuss how health- and skill-related fitness components relate to Roundnet. More specifically, they discuss how each component can impact an individual's performance.



PARTNER PASSING PLAYS

UNIVERSAL
DESIGN
ADAPTATIONS

- ✔ **Adaptation:** Use a balloon or lightweight ball.
- ✔ **Extension:** Prompt students to create their own challenges.

ACADEMIC
LANGUAGE

Accuracy, Balance, Encouragement, Feedback, Transfer Weight

STANDARDS
& OUTCOMES
ADDRESSED

- ✔ **Standard 1 [M15.6]:** Transfers weight with correct timing for the striking pattern (6).
- ✔ **Standard 3 [M7.6-8]:** Identifies the components of skill-related fitness (6); Distinguishes between health-related and skill-related fitness (7); Compares and contrasts health-related fitness components (8).
- ✔ **Standard 4 [M4.6-8]:** Accepts differences among classmates in physical development, maturation, and varying skill levels by providing encouragement and positive feedback (6); Demonstrates cooperation skills by establishing rules and guidelines for resolving conflicts (7); Responds appropriately to participants' ethical and unethical behavior during physical activity by using rules and guidelines for resolving conflicts (8).

DEBRIEF
QUESTIONS

- ✔ **DOK 1:** What is health-related fitness?
- ✔ **DOK 2:** How would you compare and contrast health-related fitness with skill-related fitness?
- ✔ **DOK 3:** How do you think skill-related fitness relates to health-related fitness? How do each of these relate to Roundnet?
- ✔ **DOK 4:** As a class, let's develop a comprehensive training plan that could improve a person's health- and skill-related fitness in order to optimize Roundnet performances.

TEACHING
STRATEGY
FOCUS

Help students process content: Students may not associate fitness components with Roundnet participation. It's important to introduce and infuse fitness concepts whenever appropriate using student-centered dialog and not strictly lecture. Allow students to build off the ideas of their peers to summarize and elaborate on cognitive content. Use the Depth of Knowledge (DOK) questions above to start this type of content-rich discussion.



PARTNER PASSING CHALLENGE CARD

**With a partner, keep the ball in the air for as long as you can.
How many successful passes can you make?**

Junior Varsity (JV) = 10 in a Row

Varsity = 20 in a Row

Level 1	Use either pass. Make consecutive passes with your partner.
Level 2	Use either pass. Make 1 self-pass and then pass to your partner.
Level 3	One partner hits an above-chest pass, the other hits a below-chest pass.
Level 4	Repeat level 3, but switch roles.
Level 5	Make the all-star team. Complete 30 in a row at each level.