**PASS AND SET CIRCLES**

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| **STUDENT TARGETS** |
| * **Skill:** I will accurately pass the ball back to a partner.
* **Cognitive**: I will describe how hand position and force impacts the level of control.
* **Fitness:** I will actively engage and work to improve my striking and volleying skills.
* **Personal & Social Responsibility**: I will work cooperatively with my classmates.
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| **EQUIPMENT & SET-UP** |  |
| **Equipment:*** Foam ball for each pair of 2 students
* Jump rope (optional) for each pair of 2 students
* Spot marker for each student

**Set-Up:*** Place spot markers 3-5 feet apart.
* Place a jump rope on the ground between each set of spot markers.
* Pair students in groups of 2. Each pair of 2 students will begin with a foam ball and will stand on a spot marker facing their partner (with the jump rope on the ground between them).
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| **ACTIVITY PROCEDURES** |
| 1. This activity is called Pass and Set Circles. The object of the game is to successfully toss and return a foam ball with a partner. You do that by tossing the ball to a partner who will either forearm pass (bump) or overhead pass (set) back to the tosser.
2. On the start signal the tosser will complete 5 tosses to their partner, who will return each toss back to them using a bump (e.g., toss, bump, catch). Then the partners will switch roles after each set of 5 attempts.
3. On the stop signal the partner with the ball will place the ball between their shoes while the partner without the ball will find a new partner. You will then switch to a set instead of a bump.
4. *Teachers: Remind students that a good toss will help set their partner up for an accurate bump or set back to them.*
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| **GRADE LEVEL PROGRESSION** |
| * **Grade 3:** Play as described above.
* **Grade 4:** Toss and bump/set continuously with a partner.
* **Grade 5:** Have partners join another group to toss and bump/set continuously with a group of 4.
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| **TEACHING CUES** |

* **Cue 1:** Body in ready position (knees bent, head up, feet shoulders width apart, hands ready, facing partner).
* **Cue 2:** Toss “rainbows” and not “lightning bolts” to your partner.
* **Cue 3**: Power comes from the legs not the arms.

**PASS AND SET CIRCLES** (continued…)

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| **UNIVERSAL DESIGN ADAPTATIONS** |
| * **UDL 1:** Increase/decrease the size of the activity space.
* **UDL 2:** Use modified equipment as needed (e.g., beeper ball, balloon, beach ball).
* **UDL 3:** Use verbal cues and visual aids along with demonstrations.
* **UDL 4:** Use peer partners as appropriate.
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| **ACADEMIC LANGUAGE** |
| Volley, Toss, Bump, Set, Pass, Rally  |
| **PRIORITY OUTCOMES** |
| **Working With Others**:* **(3)** Works cooperatively with others.
* **(4)** Accepts “players” of all skill levels into the physical activity.
* **(5)** Accepts, recognizes, and actively involves others with both higher and lower skill abilities into physical activities and group projects.
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| **DEBRIEF QUESTIONS** |
| * **DOK 1**: What does it look like when partners work together? Sound like? Feel like?
* **DOK 2:** How does working with a partner compare to working with a group?
* **DOK 3**: In what way does force and hand position affect the pathway of the ball?
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