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