



TOSS 3

STUDENT TARGETS

- **Skill:** I will accurately toss and catch with a partner.
- **Fitness:** I will stay actively engaged throughout the activity in order to increase my heart rate.
- **Responsible Behaviors:** I will communicate with my classmates and honor the spirit of the game.

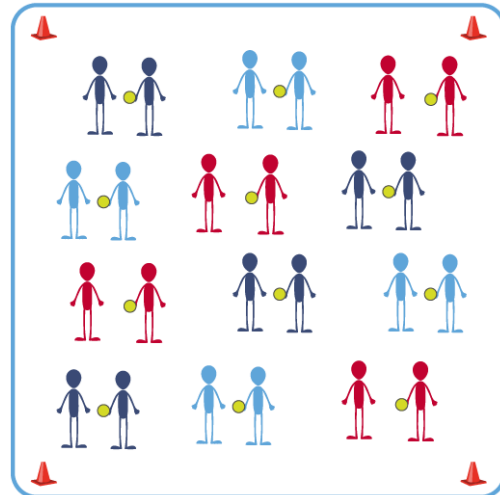
EQUIPMENT & SET-UP

Equipment:

- 1 foam ball per pair of 2 students
- 4 cones for boundaries
- Music and music player

Set-Up:

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



ACTIVITY PROCEDURES

1. Today we're going to focus on using communication skills during the game of Toss 3. Many of our activities during physical education class require us to work with partners or groups. One of the ways we can work successfully with others is by being a good communicator.
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. Use your communication skills to let your classmates know when you are looking for a new partner.
3. For the next round, instead of tossing and catching, we will practice passing with our feet – soccer style! You will pass the ball to your partner with your feet, and they will trap it before passing it back to you. You will continue to communicate with your classmates as you move to find a new partner after 3 passes.
4. On the stop signal put equipment down and be ready for the next set of instructions.

GRADE LEVEL PROGRESSION

Level 1: Focus on reciting skill cues and using correct academic language.

Level 2: Increase the number of tosses to any odd number. Odd numbers maintain the change of possession as students change partners.

ACADEMIC LANGUAGE

Communication, Etiquette, Cooperation

PRIORITY OUTCOMES

Working with Others:

Uses communication skills and strategies that promote positive team/group dynamics.

DEBRIEF QUESTIONS

DOK 1: How would you describe good communication during physical education class?

DOK 2: How do communication skills affect the physical activity experience for a set of partners or the members of a group?



HOOP TOWER RELAY

STUDENT TARGETS

- **Skill:** I will cooperate with my teammates to complete the relay and build the hoop tower.
- **Fitness:** I will stay actively engaged throughout the activity in order to increase my heart rate.
- **Responsible Behaviors:** I will continue to try my best and use encouraging language when challenged.

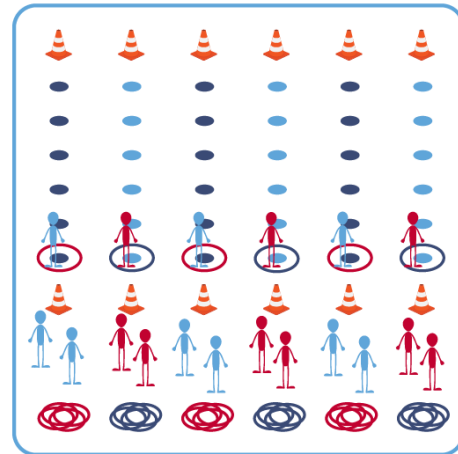
EQUIPMENT & SET-UP

Equipment:

- 12 cones to create start/finish for relay lines
- 36 spot markers (6 for each relay line)
- 36 hula hoops (6 for each relay line)
- Music as a start/stop signal (optional)

Set-Up:

1. Space 6 cones in a line on each side of the activity area (across from each other). The cones on one side should also have 6 hoops.
2. Evenly space out 6 spot markers between each set of cones.
3. Create 6 even groups of students, 1 group begins at each cone with the hula hoops.



ACTIVITY PROCEDURES

1. Today we're going to focus on using positive language when facing a challenge during the game of Hoop Tower Relay. Sometimes we try things during physical education class that we may not be successful at the first few times we try, or that we find challenging. I want you to use positive language with both your teammates and yourself as you face any challenges during this activity.
2. The object of the game is for each team to get all 6 hoops across the activity area and then create a Hoop Tower. On the start signal, one teammate moves to the first spot marker inside a hoop. Remaining teammates work together to lift the hoop up and over their teammate's head without it touching them. All teammates must be touching the hoop at all times (except for the teammate on the spot).
3. After the hoop is safely lifted, place it around the next spot marker. The teammate who started on the spot moves to the next spot as soon as the hoop is placed on the ground.
4. This pattern continues until the team makes it across all 6 spots and leaves the hoop at the cone.
5. Then, the team returns to the start and continues the process with a new teammate on the first spot. Repeat until all 6 hoops have been transported across the activity area.
6. Finally, teams work cooperatively to build a hoop tower using all 6 of the hula hoops.

GRADE LEVEL PROGRESSION

Level 1: Play the game without building the hoop tower at the end.

Level 2: Increase the space and number of spots between the start and finish cones.

ACADEMIC LANGUAGE

Communication, Challenge, Cooperation

PRIORITY OUTCOMES

Personal Challenge:

Develops a plan of action and makes appropriate decisions based on that plan when faced with a challenge.

DEBRIEF QUESTIONS

DOK 1: Was there anything your group found challenging during this activity?

DOK 2: How did your group overcome any challenges faced during this activity?



MOVE WITH WORDS

STUDENT TARGETS

- **Skill:** I will move with the beat and tempo of the music.
- **Fitness:** I will stay actively engaged throughout the activity in order to increase my heart rate.
- **Responsible Behaviors:** I will discuss why leadership is important when working within a group.

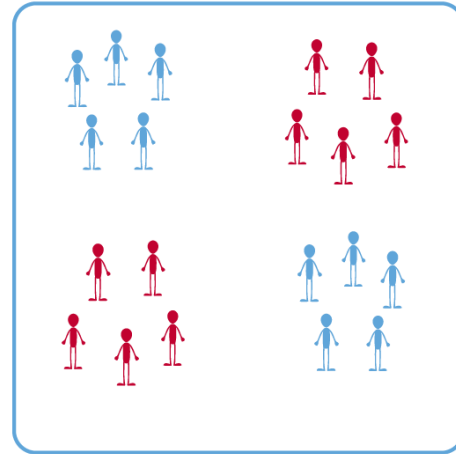
EQUIPMENT & SET-UP

Equipment:

- Music and music player (any song with a strong, steady beat)
- Movement Cards
- Brainstorming Page

Set-Up:

1. Divide students into groups of 4–5.
2. Scatter groups throughout the activity area.
3. Be sure that students have enough space to move safely.



ACTIVITY PROCEDURES

1. Today we're going to focus on demonstrating leadership during an activity called Move with Words. Sometimes you get to be the leader within your group, and sometimes your classmates get to be the leaders. Whether you are working as the leader, or are following the leader, we all have to recognize our role and be respectful to our classmates.
2. The object is for your group to combine 8-count movements into a routine. You will each be handed a movement card. You'll then be responsible for creating your own 8-count movement using that card.
Teachers: Introduce the music and count the 8-count out loud to help groups understand the beat.
3. Next, you'll join your group and work together to create a routine by combining each of your 8-count movements. You will be given time to practice together and then connect the movements to music. At the end of the activity, each group will present their choreography to the rest of the class. You will have the opportunity to see if you can identify the words from the group's movement cards.
4. You get to demonstrate leadership while working with your groupmates to combine your movements into a routine, and also by being a respectful and encouraging audience while other groups are presenting their choreography.

GRADE LEVEL PROGRESSION

Level 1: Play as described above, but without presenting each group's routine to the class.

Level 2: Challenge groups to teach their routine to the rest of the class.

ACADEMIC LANGUAGE

Leadership, Movement, Etiquette, Tempo

PRIORITY OUTCOMES

Etiquette:

Applies rules and etiquette by acting as an official for modified physical activities/games or creating dance routines within a given set of parameters.

DEBRIEF QUESTIONS

DOK 1: How would you describe someone who is a leader?

DOK 2: How did you or one of your groupmates demonstrate leadership during this activity?



SWITCH

STUDENT TARGETS

- **Skill:** I will demonstrate throwing and catching skills in order to pass and shoot accurately.
- **Fitness:** I will stay actively engaged throughout the activity in order to increase my heart rate.
- **Responsible Behaviors:** I will demonstrate teamwork and cooperation during this activity.

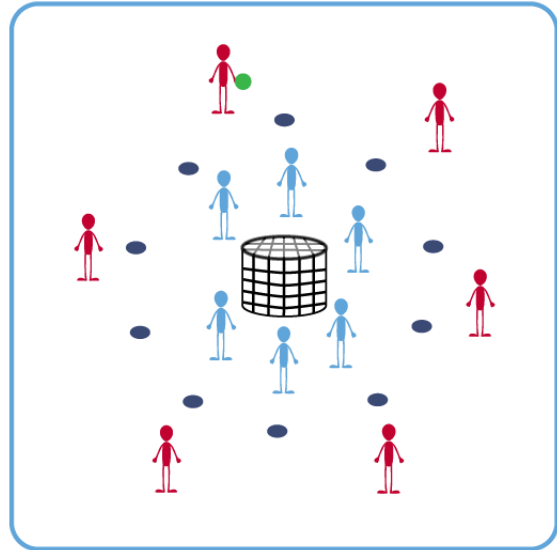
EQUIPMENT & SET-UP

Equipment:

- 1 goal (e.g., multi-goal, basket, cone with a die/foam ball on top) per 2 teams
- 1 ball per 2 teams
- 8-10 spot markers per 2 teams

Set-Up:

- Create a large activity space for each pair of 2 teams, with a goal in the center.
- Create a shooting circle with spot markers to create a defensive area inside of the spots, and an offensive area outside of the spots.
- Create teams of 6 students, with two teams at each goal. One team begins inside the spots on defense, and the other team begins with a ball outside of the spots on offense.



ACTIVITY PROCEDURES

1. Today we're going to focus on teamwork and cooperation during the game of Switch. Many of the activities during physical education class require us to work with partners or in groups. We all need to be respectful and cooperative if we want our team to be successful during games or activities.
2. The object of Switch is to score a goal after your team has completed a minimum of 3 passes. When a goal is scored or an interception is made (defense gains possession), players yell, "SWITCH!" On this signal, the offense becomes defense and defense becomes offense.
3. Defensive teams must stay inside the spots but may move throughout their area. Offensive teams must stay outside of the spots but may move throughout their area.
4. Being a good teammate means that sometimes you have to put the needs of your team before yourself. Even though you want to be the one to score the points, sometimes passing to an open player instead of taking the shot yourself gives your team a better chance to score and/or win.

GRADE LEVEL PROGRESSION

Level 1: Play as described above.

Level 2: Place a 6-sided die on top of a cone as the target. Teams receive points for a "score" based on the number facing up on the dice when it hits the ground.

ACADEMIC LANGUAGE

Teamwork, Cooperation, Respect, Offense, Defense

PRIORITY OUTCOMES

Etiquette:

Exhibits proper etiquette, respect for others, and teamwork while engaging in physical activity.

DEBRIEF QUESTIONS

DOK 1: How would you describe someone who is a good teammate during physical education class?

DOK 2: How does having respectful and cooperative teammates impact the physical activity experience for others?