



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.

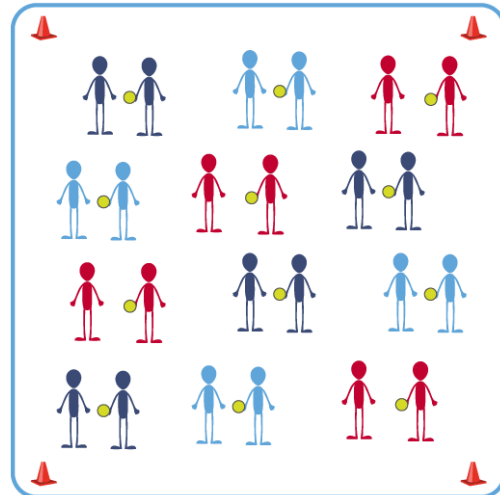
EQUIPMENT & SET-UP

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?



PARTNER FLIP THE HOOP

STUDENT TARGETS

- **Skill:** I will use an underhand throw to get my bean bag inside the hula hoop.
- **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.

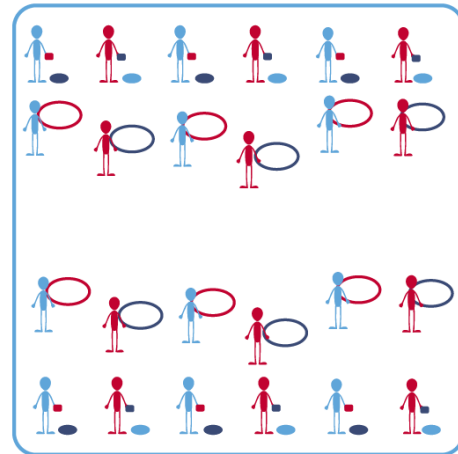
EQUIPMENT & SET-UP

Equipment:

- 1 hula hoop per pair of 2 students
- 1 bean bag per pair of 2 students
- 1 spot marker per pair of 2 students

Set-Up:

1. Along each sideline, create 2 parallel lines. The outside lines are spot markers, and the inside lines are hoops.
2. Put 1 bean bag on each spot marker.
3. Pair students in groups of 2, 1 pair begins at each spot marker.



ACTIVITY PROCEDURES

1. Today we're going to focus on using positive language when facing a challenge during the game of Partner Flip the Hoop. 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 partner and yourself as you push through any challenges during this activity.
2. The object of the game is for you and your partner to move your hoop to the center of the activity area. You'll do that by tossing the bean bag from the spot marker into the hoop. Every successful toss will get your hoop one flip closer to the center.
3. 1 partner begins as the Tosser, and the other is the Flipper. On the start signal, the Tosser tosses the bean bag into the hoop. The Flipper flips the hoop one length toward the center, picks up the bean bag, and changes places with the Tosser. Continue this way until you make it to the center.
4. If a toss lands outside of the hoop, the Flipper will pick up the bean bag without flipping the hoop before changing places with the Tosser.
5. The tosses will get more challenging as the hoop moves further away, so use positive self-talk and encouraging language with your partner until you make it all the way to the center.

GRADE LEVEL PROGRESSION

Level 1: Play the game without flipping the hoop, getting points for each toss that lands inside the hoop.

Level 2: Have students flip their hoop to the center, and then back to the starting point to complete the game.

ACADEMIC LANGUAGE

Communication, Challenge, Cooperation

PRIORITY OUTCOMES

Personal Challenge:

Participates in physical activities that bring confidence and challenge.

DEBRIEF QUESTIONS

DOK 1: What would you include on a list of positive words to use in physical education?

DOK 2: How does encouragement and positive language impact a person's confidence?



FOUR CORNER BOOGIE

STUDENT TARGETS

- **Skill:** I will demonstrate leadership while acting as a boogie captain.
- **Fitness:** I will stay actively engaged throughout the activity in order to increase my heart rate.
- **Responsible Behaviors:** I will identify and discuss why leadership is important.

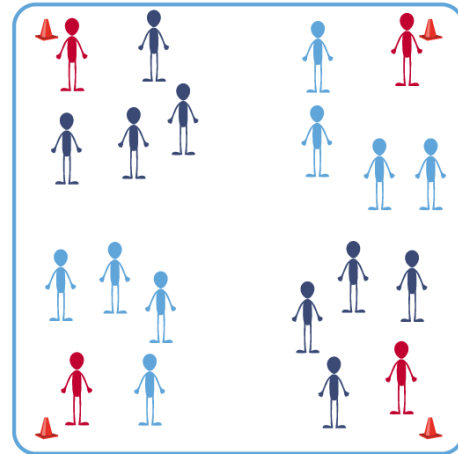
EQUIPMENT & SET-UP

Equipment:

- Music and music player
- 4 cones

Set-Up:

1. Create 4 quadrants in the activity area with the 4 cones.
2. Create 4 equal groups of students, with one group starting at each cone.
3. Allow 1 student from each group to volunteer to serve as the movement leader.



ACTIVITY PROCEDURES

1. Today we're going to focus on demonstrating leadership during an activity called Four Corner Boogie. Sometimes you get to be the leader during physical education class, 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 during the activity and be respectful to our classmates.
2. The object of the game is for you to follow the movements of the leader at each cone while the music is playing. You'll do that by mirroring how they are moving. The movement leaders are responsible for creating safe, fun, and high energy movements that will increase everyone's heart rates while they are active at your cone.
3. When the music stops, everyone except the movement leaders will rotate clockwise to a different cone and begin to mirror the movements of a new leader. Once groups rotate to all 4 cones, we will select a new leader at each cone for the next round.
4. The movement leaders at each cone will get the opportunity to experience a leadership role that is fun and creative. While you are following the movement leaders at each cone, you also get to demonstrate leadership by being respectful and providing encouragement and direction to your classmates while you are moving.

GRADE LEVEL PROGRESSION

Level 1: Play as described above.

Level 2: Challenge students to create fitness focused movements at each cone.

ACADEMIC LANGUAGE

Leadership, Movement, Etiquette

PRIORITY OUTCOMES

Etiquette:

Recognizes the role of rules and etiquette in physical activity with peers.

DEBRIEF QUESTIONS

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

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



SOCCER TAG

STUDENT TARGETS

- **Skill:** I will dribble a soccer ball while rescuing teammates who have been tagged.
- **Fitness:** I will stay actively engaged throughout the activity in order to increase my heart rate.
- **Responsible Behaviors:** I will be a helpful teammate by rescuing those who have been tagged.

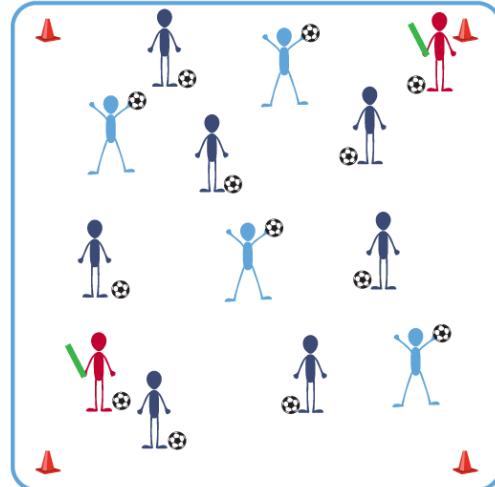
EQUIPMENT & SET-UP

Equipment:

- 1 soccer ball per student
- 4 cones for boundaries
- Pool noodles for taggers (or foam balls)

Set-Up:

- Create a large activity space using 4 cones to mark boundaries.
- Scatter students throughout activity area. Each student with a soccer ball, except the taggers.
- Give 3 students a pool noodle (or foam ball) to indicate they are taggers.



ACTIVITY PROCEDURES

1. Today we're going to focus on teamwork and cooperation during the game of Soccer Tag. Many of our 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 physical education class.
2. The object of Soccer Tag is to dribble in the activity area without getting tagged by a player with a noodle. If you do get tagged, hold the soccer ball above your head and make a goal with your feet spread apart. You are "free" and back in the game when someone scores a goal by kicking their ball between your feet.
3. Being a good teammate means that sometimes you have to put the needs of others before yourself. Even while you are dribbling and trying to focus on avoiding the taggers, I want you to be on the lookout for teammates that need your help to be "freed" so they can come back into the game.
4. On the stop signal put equipment down and be ready for the next set of instructions.

GRADE LEVEL PROGRESSION

Level 1: Play at a walking pace, taggers do not have a soccer ball to dribble.

Level 2: Play at a jogging pace, taggers must dribble a soccer ball while moving to tag others.

ACADEMIC LANGUAGE

Teamwork, Cooperation, Dribble, Goal

PRIORITY OUTCOMES

Working with Others:

Works cooperatively with others.

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?