



## TOSS 3

### STUDENT TARGETS

- **Purposeful Competition:** I will value my opponent as a partner who allows me to work towards excellence.
- **Skill:** I will demonstrate skill cues for passing, receiving, and dribbling.
- **Fitness:** I will remain actively engaged in all challenges.
- **Responsible Behaviors:** I will cooperate with a variety of partners, respecting all skill levels.

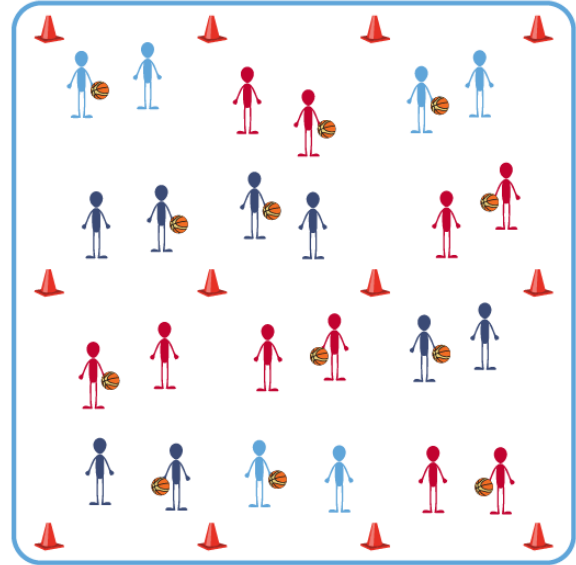
### EQUIPMENT & SET-UP

#### Equipment:

- 1 basketball per 2 students
- 4 cones for boundaries
- Music/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 accuracy and control while we practice passing and receiving during Toss 3.
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 bounce pass. Each pair will make 3 bounce passes. The partner who now has the ball will travel and find a new partner who does not have a ball.
3. When the music stops, we will begin using a chest pass.
4. You will continue to find a new partner after 3 chest passes.
5. On the stop signal put equipment down and be ready for the next set of instructions.

### GRADE LEVEL PROGRESSION

- **Level 1:** Increase the number of passes to any odd number. Odd numbers maintain the change of possession as students change partners.
- **Level 2:** Students must move while completing the 3 passes with their partner and may not stand still to pass/receive.

### TEACHING CUES

- **Cue 1:** Look at your partner to ensure they are ready before making a pass: their hands are up and their eyes are looking at you.
- **Cue 2:** Focus on accurate and controlled passes.
- **Cue 3:** Use two-handed catches with soft hands.



## TOSS 3 (continued...)

### UNIVERSAL DESIGN FOR LEARNING

- **UDL 1:** Increase or decrease the size of activity area as needed.
- **UDL 2:** Use brightly colored cones/equipment to distinguish boundaries.
- **UDL 3:** Use verbal cues and visual aids along with demonstrations.
- **UDL 4:** Use peer partners as appropriate.
- **UDL 5:** Provide equipment of different sizes, textures, and weights (e.g., playground balls, foam balls, auditory balls).

### ACADEMIC LANGUAGE

Tactic, Teamwork, Leading Pass

### PRIORITY OUTCOMES

#### **Purposeful Competition - Association of Failed Attempts with Future Successes:**

- **(HS)** Create higher level tasks to overcome challenges, rather than easily attained victories, in recognition that losses will provide many opportunities to see greater development and lead to growth.

#### **Etiquette:**

- **(HS)** Exhibits proper etiquette, respect for others, and teamwork while engaging in physical activity and/or social dance.

### CLOSURE AND DEBRIEF

#### **Debrief Questions:**

- **DOK 1:** What is a tactic that you used during this activity?
- **DOK 2:** What are some offensive tactics used in basketball?
- **DOK 3:** How are offensive tactics related to opening/creating space?