



TOSS 3

STUDENT TARGETS

- **Skill:** I will accurately toss and catch with a partner.
- **Cognitive:** I will identify ways to build trust with my teammates.
- **Fitness:** I will stay actively engaged throughout activity.
- **Personal & Social Responsibility:** I will demonstrate etiquette and respect in order to work cooperatively with teammates.

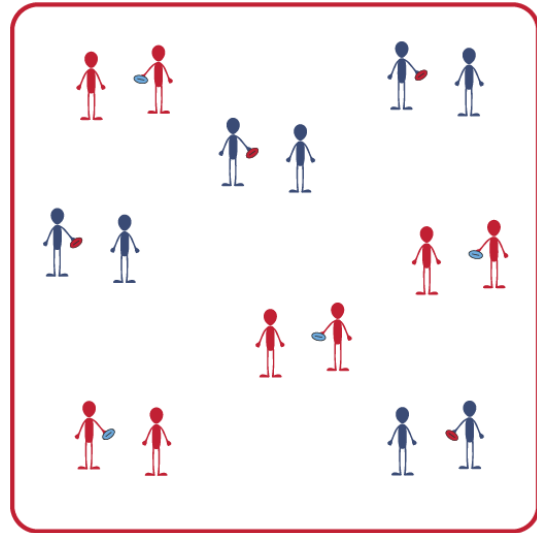
EQUIPMENT & SET-UP

Equipment:

- 1 object per 2 students (e.g., football, foam ball, bean bag)
- 4 cones
- Music and music player

Set-Up:

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



ACTIVITY PROCEDURES

1. Today we're going to focus on creating open space while overhand tossing and catching with a partner.
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 an overhand throw. Each pair will make 3 passes. The partner who now has the ball will travel and find a new partner who does not have a ball. The partner without the ball will travel and find a partner who does have a ball.
3. You continue to find a new partner after each set of 3 passes.
4. Make sure you are communicating with your classmates while moving to open space when you need a new partner.
5. When the music stops be ready for the next set of instructions.

GRADE LEVEL PROGRESSION

- **Level 1:** Focus on working with as many different teammates as possible.
- **Level 2:** Discuss using both verbal and non-verbal communication with teammates. Play a round using only non-verbal communication.

TEACHING CUES

- **Cue 1:** Look at your partner to ensure they are ready before making a toss/pass: their hands are up and their eyes are looking at you.
- **Cue 2:** Look for both verbal and non-verbal communication from potential partners.
- **Cue 3:** Try and pass with as many different partners as possible.



TOSS 3 (continued...)

UNIVERSAL DESIGN FOR LEARNING

- **UDL 1:** Use modified equipment as needed (e.g., foam ball, yarn ball, etc.).
- **UDL 2:** Use verbal cues and visual aids along with demonstrations.
- **UDL 3:** Use peer partners as appropriate.
- **UDL 4:** Modify the size of the activity area as needed.

ACADEMIC LANGUAGE

Etiquette, Cooperation, Communication, Trust, Leadership

PRIORITY OUTCOMES

Etiquette:

- Identifies the rules and etiquette for physical activities/games and dance activities.

Working with Others:

- Accepts differences among classmates in physical development, maturation, and varying skill levels by providing encouragement and positive feedback.

DEBRIEF QUESTIONS

- **DOK 1:** How would you describe proper etiquette in physical education class?
- **DOK 2:** How does demonstrating etiquette and respect impact trust amongst teammates?