



2 STEPS FORWARD, 1 STEP BACK

STUDENT TARGETS

- **Skill:** I will demonstrate accurate throwing and catching techniques.
- **Cognitive:** I will describe what positive social interaction should look like.
- **Fitness:** I will stay actively engaged throughout activity.
- **Personal & Social Responsibility:** I will work safely with my partner using positive language.

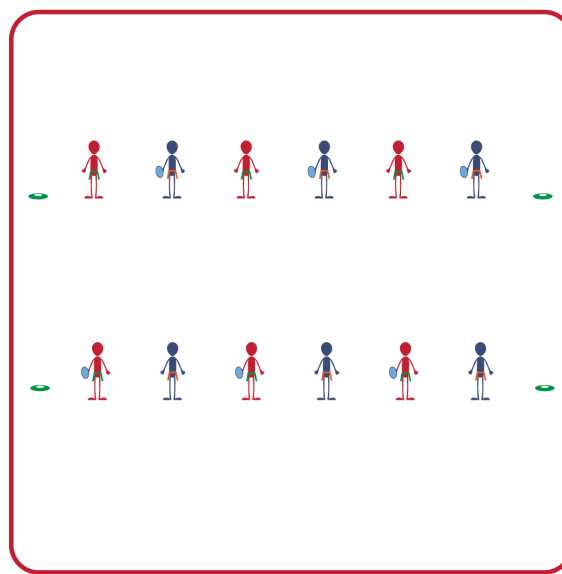
EQUIPMENT & SET-UP

Equipment:

- 1 foam football per 2 students (or other tossable object)
- 4 cones to identify starting lines

Set-Up:

- Create pairs of 2 students.
- Each pair has a foam football (or tossable object of their choice).
- Use 4 cones to identify the two starting lines. The starting lines should be approximately 5 yards apart. Students begin facing their partner, each on one of the starting lines.



ACTIVITY PROCEDURES

1. This activity is called 2 Steps Forward, 1 Step Back. The object of this game is to successfully throw and catch the ball with your partner.
2. The partner who started with the ball will overhand throw it to their partner. The partner will catch the ball before throwing it back.
3. If you are able to successfully throw and catch with your partner 2 times in a row, you will each take 1 step back.
4. At any time if the ball is not caught, each partner will take 2 steps forward.
5. *Teacher Note: set a limit on how far apart the pairs are allowed to get. Once they move 15 yards apart, they remain there while throwing and catching.*
6. Students who have the ball can move with it, but no more than 5 steps.

GRADE LEVEL PROGRESSION

- **Grade 3:** Play as described above.
- **Grades 4 & 5:** Students move 1 step backward or forward after each catch attempt. The maximum distance can be up to 20 yards apart (instead of 15 yards).

TEACHING CUES

- **Cue 1:** Communicate with your partner using positive language.
- **Cue 2:** Make sure your partner is looking in your direction before you throw the ball to them. Call out their name so they know the pass is coming to them.
- **Cue 3:** Have your hands in front of you and watch the ball into your hands, absorbing the catch.



2 STEPS FORWARD, 1 STEP BACK (continued...)

UNIVERSAL DESIGN FOR LEARNING

- **UDL 1:** Allow students to use tossable objects of different sizes, colors, weights, and textures.
- **UDL 2:** Decrease the size of the activity space if needed.
- **UDL 3:** Use peer partners as needed.
- **UDL 4:** Provide verbal cues and visual demonstrations for each challenge.

ACADEMIC LANGUAGE

Catch, Encourage, Overhand, Safety

PRIORITY OUTCOMES

Manipulative Skills:

- Demonstrates manipulative skills using mature patterns for accuracy and control.

Social Interaction:

- Describes and compares positive social interactions when engaged in partner, small-group, and large group physical activities.

DEBRIEF QUESTIONS

- **DOK 1:** Describe what a positive social interaction with a partner would look like.
- **DOK 2:** If you did not feel like you were interacting with your partner in a positive way, how would you communicate with them about it?
- **DOK 3:** How do interactions with partners or other classmates impact your ability to be successful during a task or a game?