

<p><b>K-5th Lesson Plans</b></p>	<p><b>P.E. KY Core Content:</b>  <b>PL-EP-2.34:</b> Students perform physical movement skills effectively in a variety of settings. (K-5<sup>th</sup>)  <b>Practical Living KY Core Content:</b>  <b>PL-EP-1.3.1: Safety</b>  <b>Practices:</b> The learner will be able to identify safety practices for dealing with a variety of health hazards while at school, home, and play.  <b>PL-04-1.1.7: Good Health:</b>                  The learner will be able to explain how strategies and good hygiene practices promote good health and prevent communicable and non-communicable diseases.</p>	<p><b>Vocabulary:</b>                  Expectations, rules, rewards, consequences, safety, warm up, cool down, UV rays, safety signs, forearm pass, bump, locomotor</p>	<p><b>Learning Targets (relate all targets to real life)</b>  <b>P.E.:</b> I can identify expectations and safety rules for my PE class. (K-5<sup>th</sup>)  <b>P.E.:</b> (K-2<sup>nd</sup>) I can demonstrate a variety of locomotor movements.  <b>P.E.:</b> (K-2<sup>nd</sup>) I can volley and strike a volleyball.  <b>P.E.:</b> (3<sup>rd</sup>-5<sup>th</sup>) I can demonstrate a variety of locomotor movements.  <b>P.E.:</b> (3<sup>rd</sup>-5<sup>th</sup>) I can perform a forearm pass.  <b>P.E.:</b> (3<sup>rd</sup>-5<sup>th</sup>) I can bump a volleyball.  <b>Practical Living:</b> I can give an examples of why safety signs are important. (K-2<sup>nd</sup>)  <b>Practical Living:</b> I can give an example of how UV rays can be dangerous. (3<sup>rd</sup>-5<sup>th</sup>)</p> <p><b>Tuesday-Thursday P.E. and Health Lesson Plans</b></p> <p><b>Mini lesson:</b> (P.E.) Students will enter gym and sit down on the white circle. Teacher will review classroom rules and expectation, rewards and consequences for behavior. Review that both good and inappropriate behavior will be logged. If time permits, students will hear the joke of the day!</p> <p><b>Warm-up:</b> (P.E.) Teacher will log individual and class for correct type of shoes worn. Teacher will go over how to safely run laps. Students will run two laps as a warm up.</p> <p><b>Mini lesson:</b> (P.E.) Students will review the rules and procedures of P.E. Students will learn about rewards and consequences, finger commands, safety is #1, entering and exiting the gym, bulldog voice levels and their two homework assignments (photos of them being active and a joke of the day submission).</p> <p><b>Warm-up:</b> (P.E.) Mr. Kuhn will get into their personal space. (K-5<sup>th</sup>) Students will be lead in a variety of warm ups by listening and watching Adventures to Fitness-Abominable Ascent.</p> <p><b>Mini lesson:</b> (Practical Living) Students will watch a video from <a href="http://www.brainpopjr.com">www.brainpopjr.com</a> titled "safety signs". (Flashback): Give me example of why smoking is dangerous. (Exit slip): Question: Give me a reason why safety signs are important. (K-2<sup>nd</sup>) Students will watch a video from <a href="http://brainpop.com">brainpop.com</a> titled "UV rays". (Flashback): Give me a reason why drinking alcohol can be dangerous. (3<sup>rd</sup>-5<sup>th</sup>) (Exit slip): Question: Give me a reason why exposure to UV rays can be dangerous.</p> <p><b>P.E. Activity #1:</b> Primary (K-2<sup>nd</sup>) <u>1</u> See <u>1</u> See <u>ASAP</u>, pg. 1: See attached lesson plan!</p> <p><b>Differentiated Instruction:</b> Struggling students will receive one on one and/or small group instruction through additional modeling the movement correctly from the teacher or from peers. Advanced students: Can you</p>	<p><b>Daily Assessment:</b>  <input checked="" type="checkbox"/> Observation  <input checked="" type="checkbox"/> Oral responses  <input type="checkbox"/> Self-Evaluation  <input type="checkbox"/> ORQ  <input checked="" type="checkbox"/> Whole Class  <input checked="" type="checkbox"/> Small Group  <input checked="" type="checkbox"/> Individual</p> <p><b>Formative and Summative Assessments</b>  <input checked="" type="checkbox"/> Entrance (flashback) and Exit Slips  <input checked="" type="checkbox"/> Oral Questions  <input type="checkbox"/> Student Self-Assessment</p>
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P.E. National Standards (NASPE):

1 See 1 See ASAP, pg. 1: #1.2 Spatial awareness, nonlocomotor skills, locomotor skills #3,4 Cardiovascular

<p>Teacher: Clark Kuhn</p>	<p>Subject: P.E./Practical Living</p>	<p>Week: November 4-6, 2015 (Friday 1b)</p>	<p>Topic: safety signs, UV rays, volleyball, locomotor movements</p>
<p>endurance #5,6 Participates, appreciates, enjoys movement, cooperates in large group activities (K-2<sup>nd</sup> grade)</p>	<p><b>Volleying and Striking Introduction (Dribbling, Volleying, and Striking, pg. 11):</b> Spatial and body awareness, strike a balloon continuously #3,4 Participates in enjoyable, challenging activities #5,6 Participates, appreciates, enjoys movement (K-2<sup>nd</sup> grade)</p> <p><b>Perimeter Move (ASAP, pg. 5)</b> #1,2 Locomotor skills, spatial awareness #3,4 Cardiovascular endurance, upper-body strength #4 Understanding warm-up concepts #6 Accepting challenges (3<sup>rd</sup>-5<sup>th</sup> grade)</p> <p><b>Introduction to Forearm Pass (Volleyball, pg. 5)</b> #1,2 Ready position, forearm pass #3,6 Independent work #2,6 Completion of challenges (3<sup>rd</sup>-5<sup>th</sup> grade)</p> <p><b>Bumping Buddies (Volleyball, pg. 7)</b> #1,2 Forearm pass #5,6 Partner passing #2,6 Challenge completion (3<sup>rd</sup>-5<sup>th</sup> grade)</p>	<p>come up with an example of a movement we can do as a class together?  <b>Assessments/Exit Slip:</b> Animals and human beings move in many creative and interest ways. Can you see the beauty and grace in each movement? Do you appreciate how each one of us moves in our own unique way? I do! Give me an example.</p> <p><b>P.E. Activity #2:</b> Primary (K-2<sup>nd</sup>) <u>Volleying and Striking Introduction (Dribbling, Volleying, and Striking, pg. 11.</u> See attached lesson plan!  <b>Differentiated Instruction:</b> Struggling students will receive one on one and /or small group instruction through additional modeling the movement correctly from the teacher or from peers. Advanced students: Can you... strike your balloon straight up in the air? Run under the balloon and catch it? <b>Assessment/Exit Slip:</b> Where should you contact the balloon if you want it to go up? Straight forward? Down?</p> <p><b>P.E. Activity #1:</b> Intermediate (3<sup>rd</sup>-5<sup>th</sup>) <u>Perimeter Move (ASAP, pg. 5),</u> see attached lesson plan!  <b>Differentiated Instruction:</b> Struggling students will receive one on one and /or small group instruction through additional modeling the movement correctly from the teacher or from peers. Advanced students: Can you come up with a different locomotor skill than we have gone over today? If so, demonstrate!  <b>Assessments/Exit Slip:</b> Explain the purpose of the game "Perimeter Move".</p> <p><b>P.E. Activity #2:</b> Intermediate (3<sup>rd</sup>-5<sup>th</sup>) <u>Introduction to Forearm Pass (Volleyball, pg. 5).</u> See attached lesson plan!  <b>Differentiated Instruction:</b> Struggling students will receive one on one and /or small group instruction through additional modeling the movement correctly from the teacher or from peers. Advanced students: How many bumps can you do in a row before the ball hits the ground?  <b>Assessments/Exit Slip:</b> Demonstrate the proper way to perform a forearm pass.</p> <p><b>P.E. Activity #3:</b> Intermediate (3<sup>rd</sup>-5<sup>th</sup>): <b>Bumping Buddies (Volleyball, pg. 7).</b> See attached lesson plan.  <b>Differentiated Instruction:</b> Struggling students will receive one on one and /or small group instruction through additional modeling the movement</p>	

Teacher: Clark Kuhn

Subject: P.E./Practical Living

Week: November 4-6, 2015 (Friday 1b)

Topic: safety signs, UV rays, volleyball, locomotor movements

correctly from the teacher or from peers. Advanced students: How many passes in a row can you and your partner make, Count out loud.

**Assessments/ Exit Slip:** Demonstrate how to bump a volley ball.

**Cool down and Rewarding Positive Behaviors:** Mr. Kuhn will pass out green on track or white clip up tickets. Mr. Kuhn will report to the classroom teacher what color the students ended up on. Students will participate in a cool down activity by running one lap followed by walking one lap, and line up at the door by playing the game "Mr. Kuhn says".

**FRIDAY (1b) P.E. and Health Lesson Plan:**

**Topic:** fire safety, cancer prevention, Ships and Sailors, Castle Ball, dance

**Friday 4 only: "I can" statements:**

Practical Living: I can give examples of what to do in a fire. (K-2<sup>nd</sup>) I can describe what cancer is and ways we can prevent cancer. (3<sup>rd</sup>-5<sup>th</sup>)

P.E. I can correctly perform flexibility exercises. (K-2<sup>nd</sup>) I can help the "squirrel" (a student) find a safe place between 2 Trees. (K-2<sup>nd</sup>)

P.E. I can earn my partner's trust by allowing them to "drive" them through "hazards". (3<sup>rd</sup>-5<sup>th</sup>) P.E. I can correctly serve a ball by kicking it. (3<sup>rd</sup>-5<sup>th</sup>)

**Friday 1b only: Warm-up:** Students will run two warm up laps and will dance to a Just Dance for Kids song on youtube.com. (K-5<sup>th</sup>) See list of Just Dance songs with appropriate lyrics.

**Friday 1b only: Mini lesson:** (P.E.) Go over rules and expectation, check shoes, use power point slides.

**Friday 1b only: Mini lesson:** (Practical Living) Students will watch a video from brainpopjr.com titled "fire safety". (Exit slip): Question: Give me an example of what to do in the event of a fire. (K-2<sup>nd</sup>)

**Friday 1b only: Mini lesson:** (Practical Living) Students will watch a video on brainpop.com titled "cancer". (Exit slip): Question: What is cancer and how can we prevent from getting cancer? (3<sup>rd</sup>-5<sup>th</sup>)

**Friday 1b only: P.E. Activity #1:** Primary (K-2<sup>nd</sup>): Castle Ball: Castle ball is played like "Dodgeball" except instead of the students throwing the ball at students they try to knock down the team hula hoop castles. Each team will have 2 or 3 castles made from hula hoops.

**Practical Living KY Core Content:**

**PL-EP-1.3.1: Safety**  
Practices: The learner will be able to identify safety practice for dealing with a variety of health hazards while at school, home, and play. (K-2<sup>nd</sup>)

**PL-04-1.1.7 Good Health:**  
The learner will be able to explain how strategies and good hygiene practices promote good health and prevent communicable and non-communicable (cancer) diseases. (3<sup>rd</sup>-5<sup>th</sup>)

**PL-EP-2.1.1: Fundamental Motor Skills:** Students will apply fundamental motor skills, non-locomotor, locomotor, and fundamental manipulative skills.

**PL-04-2.1.2 Fundamental Movement:** The learner will be

Teacher: Clark Kuhn	Subject: P.E./Practical Living	Week: November 4-6, 2015 (Friday 1b)		<p>able to explain the fundamental movement concepts (body awareness, space awareness, time, effort, relationship)</p>	<p>Topic: safety signs, UV rays, volleyball, locomotor movements</p> <p><b>Friday 1b only: Differentiated Instruction:</b> Struggling students will receive one on one and /or small group instruction through additional modeling the movement correctly from the teacher or from peers. Advanced students: They will come up with their own variations of the game by adding their own ideas for gameplay.</p> <p><b>Friday 1b only: Assessments/Exit Slip:</b> Give an example of one strategy that you used during this game of Castle Ball.</p> <p><b>Friday 1b only: P.E. Activity #2:</b> Primary (K-2<sup>nd</sup>): Ships and Sailors: Students will be given different commands from the captain (teacher) and will have to quickly obey each command by acting out a physical command. The students that obey the command quickly get to stay in the game. The students that are eliminated from the game are given physical activities to act out (jumping jacks, push-ups, and etc).</p> <p><b>Friday 1b only: Differentiated Instruction:</b> Struggling students will receive one on one and /or small group instruction through additional modeling the movement correctly from the teacher or from peers. Advanced students: They will come up with their own variations of the game by adding their own ideas for gameplay.</p> <p><b>Friday 1b only: Assessments/Exit Slip:</b> Give an example of one strategy that you used during this game of Castle Ball.</p> <p><b>Friday 1b only: P.E. Activity #2:</b> Intermediate (3<sup>rd</sup>-5<sup>th</sup>): Ships and Sailors: Students will be given different commands from the captain (teacher) and will have to quickly obey each command by acting out a physical command. The students that obey the command quickly get to stay in the game. The students that are eliminated from the game are given physical activities to act out (jumping jacks, push-ups, and etc).</p>
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			<p><b><u>Friday 1b only: Differentiated Instruction:</u></b> Struggling students will receive one on one and /or small group instruction through additional modeling the movement correctly from the teacher or from peers. Advanced students: They will come up with their own variations of the game by adding their own ideas for gameplay. <b><u>Friday 1b only: Assessments/Exit Slip:</u></b> What strategies did use in order to stay in the game.</p>	
			<p><b><u>Cool down and Rewarding Positive Behaviors:</u></b> Mr. Kuhn will pass out green on track or white clip up tickets. Mr. Kuhn will report to the classroom teacher what color the students ended up on. Students will participate in a cool down activity by running one lap followed by walking one lap, and line up at the door by playing the game "Mr. Kuhn says".</p>	

Special Education Modifications and 504 plans are located in the back of Mr. Kuhn's lesson plan binder.

• Animals and human beings move in many creative and interesting ways. Can you see the beauty and grace in each movement? Do you appreciate how each one of us moves in our own unique way? I do!

**4. Wrap It Up**

- Kangaroos springing about in the Australian Outback.
- Crabs moving sideways at the beach.
- Bears lumbering slowly through the forest eating blueberries.
- Autumn leaves falling to the ground.
- Deer leaping over fallen trees.
- Butterflies flying gracefully from flower to flower.
- Fairies leaping slowly through the air.
- Rabbits jumping over small rocks.
- Horses galloping in a field of grass.
- Happy children walking quickly with big smiles on their faces.

**3. I see...** (Start with the following prompts, then add some of your own.)

1. Our ASAP is called I see, I see.
2. I will say, "I see, I see, I see..." and you ask, "What do you see?" I tell you what I see, and you make it happen!
3. I see... (Start with the following prompts, then add some of your own.)

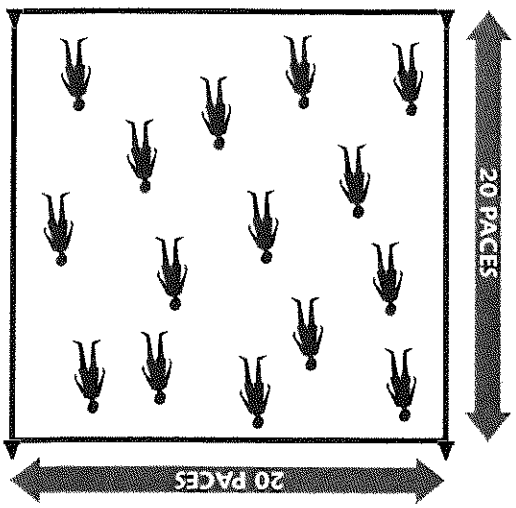
**GO!**

- Create medium (20X20 paces) activity area.
- Scatter students within area.

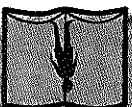
**Set**

- 4 cones (for boundaries)

**Ready**



ASAP



I SEE, I SEE

SPARK ACTIVITY

**STANDARDS ADDRESSED**

- **NASPE**
  - #1, 2 Spatial awareness, nonlocomotor skills, locomotor skills
  - #3, 4 Cardiovascular endurance
  - #5, 6 Participates, appreciates, enjoys movement, cooperates in large group activities

*Your State* (Write in here)

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**TONY'S TIPS**

- Pair any non-English speakers with English speakers.
- Encourage children to use their imaginations and move creatively
- They like making animal noises!

**NOTES**

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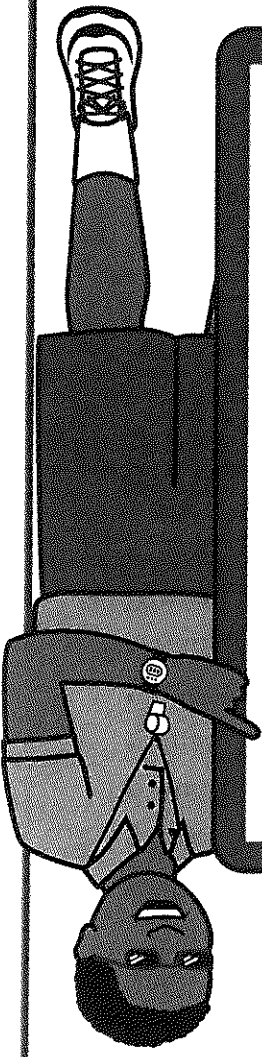
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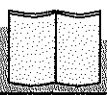
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**★ Kids' Creations**  
 Now it's your turn to tell others what you see. Who would like to say what you want to see?  
**★ Partner I See, I See**  
 (In pairs.) Tell your partner what you want to see and they act it out. Take turns telling each other what you see.

**ACADEMIC** 

**Language Arts**  
 (Before class, read Brown Bear, Brown Bear, What do you See? by Bill Martin.)

(continued)

- Swing your hand forward as if you were doing an underhand toss.
- Let go of the balloon and watch it drop slowly.
- Reach back with your other hand.
- Hold the balloon in 1 hand around shoulder height.
- Today, we'll practice striking with our hands.
- We can strike with our hands (*show with a balloon*), our feet (*show with a soccer-style kick*), and even with an object in our hands (*show with a paddle*).
- Striking is moving a body part towards an object to send it into the air.

3. Striking

- A body part we haven't tried yet?
  - **Each finger** on 1 hand? Each finger on the other hand?
  - Two fingers? Three? Four? Thumb only?
  - Your foot? The other foot?
  - Your head?
  - Your knee? The other knee? Your thigh (upper leg)? Other thigh?
  - Your arm? The other arm? Your elbow? The other elbow?
  - The palm (*show*) of your hand? Other palm?
  - The top of your hand? The top of your other hand?
2. **Volleying Challenges** – Can you keep your balloon up using . . .
- Today, we'll learn how to volley; that is the skill we use to keep an object in the air.
  - (Allow 1-2 minutes of exploration; practice stop and start signals until learned.)
  - When the music stops, hold your balloon by its "button;" freeze and listen.
  - Explore with your balloon while the music plays. Touch it gently so it doesn't pop.
1. **Introduction and Exploration**

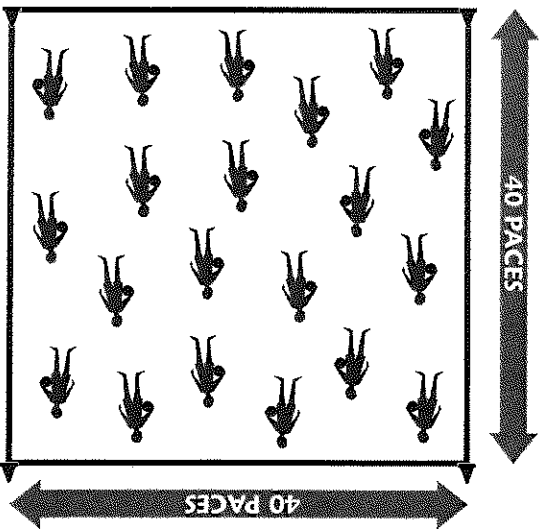
GO!

- Create an extra large (40X40 paces) activity area.
- Send students to select a balloon or beachball, then scatter them within area.

Set

- 4 cones (for boundaries)
- 2 balloons and/or 1 beachball per student
- Music and player
- 1 paddle (for a demonstration)

Ready





# VOLLEYING AND STRIKING INTRODUCTION

**GO!** (continued)

• **Challenges** – Can you...

- o Strike your balloon straight up in the air?
- o Run under the balloon and catch it? Try again.
- o Strike the balloon so it floats for 3-5 seconds? Count out loud.
- o Keep practicing, drop, strike, catch.
- o Strike it with your other hand? Drop, strike, catch.
- o Strike the balloon so it goes forward? To the R? The L? Down?

4. **Wrap it Up**

- Where should you contact the balloon if you want it to go up? (*At its bottom.*) Straight forward? (*On the side facing you.*) Down? (*On the top.*)
- How many of you kept your balloon from popping today? You'll be able to choose the color of your balloon the next time we play.

# VOLLEYING AND STRIKING INTRODUCTION



## ★ Volley on the Move

Can you volley your balloon while moving in a curved pathway? (Then zigzag, changing directions, at different levels.) Can you volley your balloon while skipping slowly? (Hopping, jumping, side-sliding, galloping, etc.)

★ **Double Trouble**

(Each student with 2 balloons and more than double the space between them.) Can you volley 2 balloons at 1 time? What strategy seems to work best?

Practice volleying and striking balloons at home. How many touches can you make before the balloon drops to the floor? Count out loud and try and establish a personal best score. Then play with a family member or friend, and see if the 2 of you can top it!

HOME



## STANDARDS ADDRESSED

### NASPE

- ★ #1, 2 Spatial and body awareness, strike a balloon continuously
  - ★ #3, 4 Participates in enjoyable, challenging activities
  - ★ #5, 6 Participates, appreciates, enjoys movement
- Your State* (Write in here)

## PAULA'S POINTERS

- ★ Balloons can cause allergic reactions in latex-sensitive individuals. (Students with a diagnosis of spina bifida or a history of allergic disorders are particularly at risk.) Use beachballs, gator skin balls or mylar balloons as a substitute.

### Vocabulary

Volley, strike, palm, thigh

### NOTES

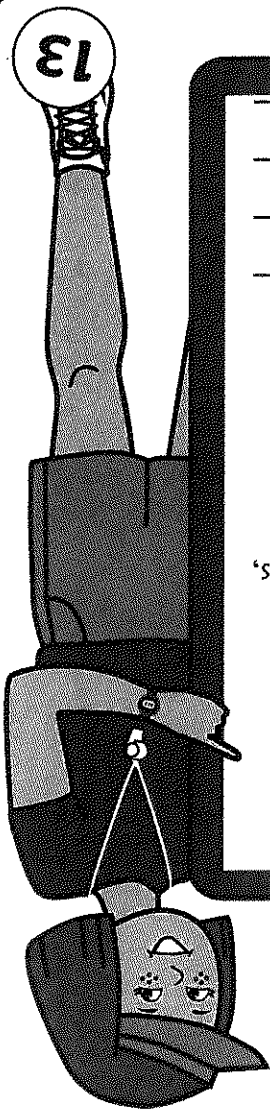
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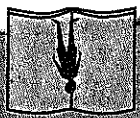
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**Ready...**

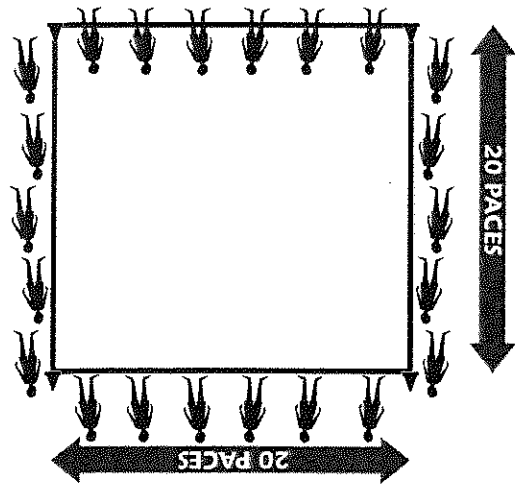
- 4 cones (for boundaries)
- Music and player (optional)

**Set...**

- Create a medium (20X20 paces) activity area.

**GO!**

1. The object of *Perimeter Move* is to warm up large muscle groups using a variety of locomotor skills.
2. Move clockwise around the 4 cones.
3. Passing is allowed only on the outside (farthest from the center of the activity area).
4. Change your locomotor skill on my call. (Build from low to moderate to vigorous locomotor skills, such as walk, power walk, jog, gallop, skip, slide, and leap.)



**CHALLENGES**

- How many cones can you pass before we stop?
- Can you give someone an encouraging remark as you pass them?

**CUES**

- Pass only on the outside.
- This is not a race!
- Listen to your body cues, and pace yourself accordingly.

**Sequence**

(Create your own sequences using a variety of locomotor skills and numbers. For example, 4 steps walking, 4 steps skipping, 4 steps sliding, repeat.)  
I'll call movement sequences for you to move in.

**Animal Walks**

I'll call various animal walks. Change on my call.  
(E.g., Crab Walk, Bear Walk, Frog Jump, 3-Legged Dog, etc. Helps build strength in the upper body.  
Found in Fitness Circuit Skill Cards.)

**STANDARDS ADDRESSED**  
**NASPE**

- #1, 2 Locomotor skills, spatial awareness
  - #3, 4 Cardiovascular endurance, upper-body strength
  - #4 Understanding warm-up concepts
  - #6 Accepting challenges
- Your State* (Write in here)

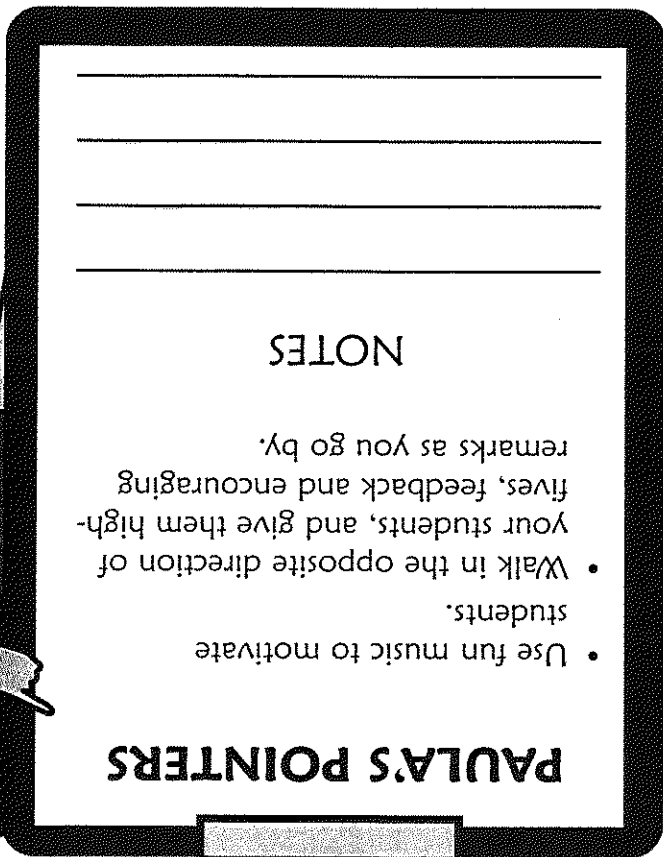
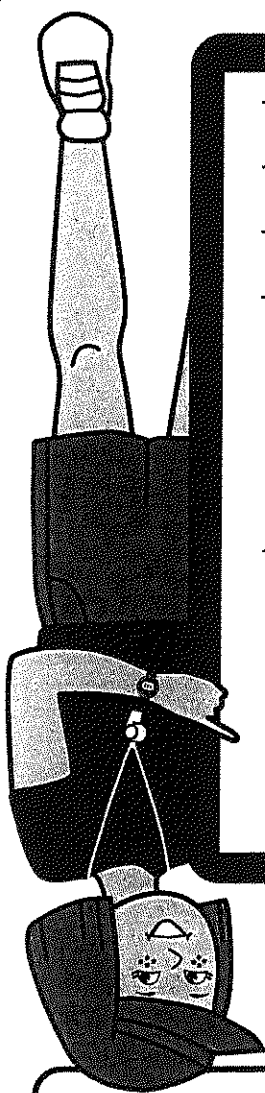
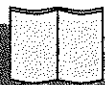
**PAULA'S POINTERS**

**NOTES**

- Use fun music to motivate students.
- Walk in the opposite direction of your students, and give them high-fives, feedback and encouraging remarks as you go by.

**Math (Area and Perimeter)**  
The perimeter of a figure is the distance around the outside. The area of a figure measures the size of the region enclosed by the figure. Area is calculated by measuring the length and width and then multiplying the 2 numbers. (Have students use their own pace distance to measure perimeter and area. They can express the figures in terms of perimeter paces and square unit paces.)

**ACADEMIC**





**Ready...**

- 1 ball per student (soft volley trainer or foam ball)

**Set...**

- Scatter students in area, each with a ball on floor nearby.

**GO!**

1. Today, we'll learn and practice the "forearm pass." Calling it "bump" is easier to say.

2. First, we'll practice without the ball (shadowing). When you show good technique, we'll add the ball.

**3. Bump (Ready) Position**

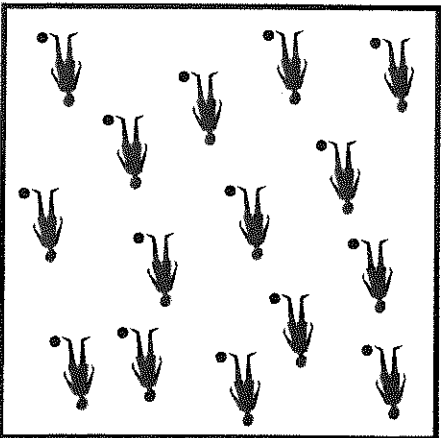
- Toes straight ahead; feet shoulder-width apart, one foot forward; bend your knees, and get low.
- Stretch your arms out in front of you. Keep elbows straight.
- Make a fist with 1 hand; wrap it with the other. Thumbs side by side and point them down.
- Create a flat platform for passing by keeping your arms straight.

**4. To Execute a Proper Bump**

- Move your feet to get your body to the ball.
- Watch the ball contact the platform you made with your forearms.
- Straighten your knees to pass. Move your arms up only until your platform faces your target.

**5. Bumping with the Ball**

- **Catch:** On signal, pick up your ball; then using both hands, toss it up (as high as you can reach); quickly bring your hands together, and "catch" the ball on your platform.
- **Toss, Bump, Catch**  
Toss (toss the ball up); bump (pass it from your flat hitting surface), and catch it with your hands. Repeat. After you TBC 3X in a row, try toss, bump 2X, catch. Then toss, bump 3X, catch.
- **Keep it Up!**  
On signal, toss, bump, and keep bumping.



**CHALLENGES**

- How many bumps can you do in a row before the ball hits the ground?
- How many bumps can you do in 15 seconds? Count out loud.
- Try again. See if you can improve your score.

**CUES**

- Make a flat platform.
- Lock your elbows.
- Contact the ball with both arms at the same time.
- Shrug your shoulders and straighten your knees.
- Don't swing up at the ball.

STANDARDS ADDRESSED

NASPE

#1, 2 Ready position, forearm pass

#3, 6 Independent work

#2, 6 Completion of

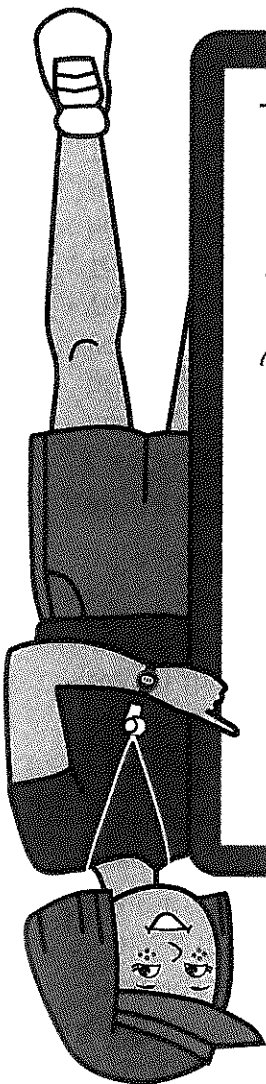
challenges

Your State (Write in here)

PAULA'S POINTERS

- If inside, balloons in a plastic grocery bag or beach balls work well, as they are lighter and easier to control for beginners.
- Hard balls sting forearms, so use foam balls or volley trainers instead. If you don't have any, let some air out of the volleyballs.
- A good toss from a partner is critical to skill development. Allow pairs to practice tossing the ball before practicing the forearm pass.

NOTES



It was discovered on a space mission that a frog throws up its stomach so the stomach dangles out of its mouth. Then the frog uses its forearms to dig out all of the stomach's contents and swallows the stomach back down again. Aren't you glad you use your forearms to "dig" differently?

FUN FACT

Against the Wall - Toss, Bump, Catch

Stand 2-3 paces from a wall. Toss the ball to yourself, pass it to the wall, and catch the rebound.

Step Back

If you make 2 catches in a row, take a step back and try again. How far back can you get in 3 minutes?

Against the Wall

Toss, Bump, Bump: Can you toss, bump, bump, catch? Toss, bump 3X and catch? Keep it going? How many sets can you make in a row?



Ready...

- 1 ball per 2 students

Set...

- Pair students (standing 5 paces apart), scattered in area; each pair with a ball.

GO!

1. The object is to improve forearm passing skills (bumping) by practicing with a partner. One will underhand toss; the other bumps the ball back.

2. Toss to Bump

- Tossers, toss the ball with 2 hands (in an underhand motion with a gentle arch) to your partner's platform.

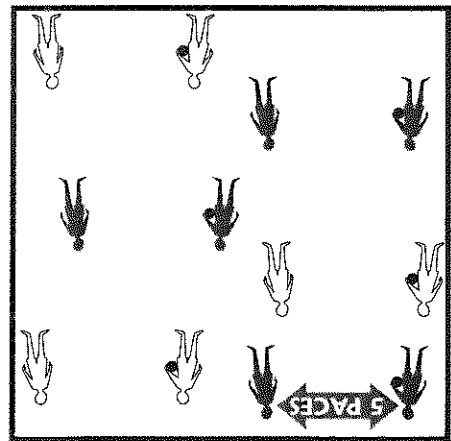
- Passers, ready position: get low. Try and pass the ball back in a high arch, so your partner can catch it just above their forehead.

3. Toss to Move

- Tossers, toss your ball slightly to the R or L of your partner.
- Passers, move your feet to get your body under the ball; then use good form to pass back to your Tosser.
- After 10X, switch roles.

4. Keep it Up

- Begin with a toss from either partner, then bump back and forth.
- Pass with a high arch, and try to keep the ball up as many times as you can.
- Quickly return to ready position after each pass.



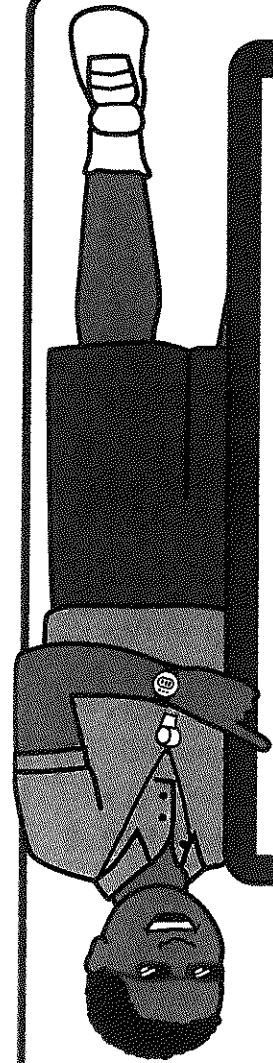
CHALLENGES

- How many passes in a row can you and your partner make? Count out loud.
- Try again. Can you beat your score?
- How many passes can you make in 30 seconds? Count each successful pass.

CUES

- Have your hands overlapping and elbows straight before the ball arrives.
- Move your feet to get under the ball.
- Keep elbows locked.
- Watch the ball all the way into your flat platform.
- Shrug your shoulders and use your legs.





**TONY'S TIPS**

- The toss is critical to skill development. Allow pairs to practice tossing the ball before beginning passing drills.
- Remind students of forearm pass cues.
- Switch partners often.

**NOTES**

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**STANDARDS ADDRESSED**

**NASPE**

- #1, 2 Forearm pass
- #5, 6 Partner passing
- #2, 6 Challenge completion

*Your State (Write in here)*

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**WELLNESS**



For 1 week, take a pass on sweets, soda and junk food. Don't pass on fruits, vegetables, and plenty of water. Do this for 1 week, and see if you notice a heart-healthy difference in how your body feels.

**Pass to Wall** ★ (Give each pair 7 paces of wall space.) Stand 2-3 paces from the wall, and pass the ball back and forth with ball, hitting wall between each hit.

**P.A.S.S.** ★ (Give each pair 7 paces of wall space.) The object is to earn all the letters of P.A.S.S. Stand 2-3 paces from the wall, and pass the ball back and forth to the wall. The ball must hit the wall between each pass and can bounce only 2X on the ground between passes. The player who wins the rally earns the letters P.A.S.S. in sequence. (You can also use this game with Keep It Up if walls are not available.)