

**WALL PASSING**

**STUDENT TARGETS**

- ✔ **Skill:** I will pass the ball to the wall target using a force that is safe for everyone.
- ✔ **Cognitive:** I will describe a strong pass and a light pass during class discussion.
- ✔ **Fitness:** I will actively engage in class in order to collect as many activity minutes as I can.
- ✔ **Personal & Social Responsibility:** I will follow teacher directions for safe participation and proper use of equipment.

**TEACHING CUES**

- ✔ Thumbs Behind Ball, Fingers Spread, Step to Target, Push with 2 Hands
- ✔ Eyes on the Ball, Fingers Apart, Catch with Hands

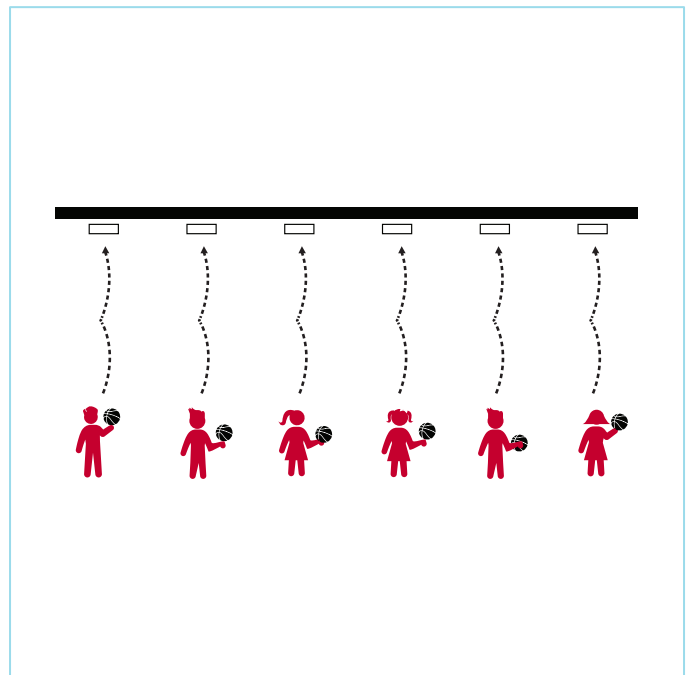
**ACTIVITY SET-UP & PROCEDURE**

**Equipment:**

- ✔ 1 basketball per student
- ✔ 1 target card per student

**Set-Up:**

1. Tape target cards to the wall at the same height as the students' shoulders.
2. Each student with a ball, standing approximately 5 feet away from a target.



**Activity Procedures:**

1. It's time to work on our passing and catching with a Wall Passing game. When I say, "GO!" you're going to pass the ball and hit the target. The ball is going to bounce back quickly, so be ready.
2. Let the ball bounce 1 time on the floor and then catch it with your hands.
3. In order to stay safe, make sure you're far enough away from the wall so that the ball can bounce in between you and the target. Keep practicing until you hear the stop signal.

**Grade Level Progression:**

**K:** Keep passes soft by having students use a two-handed underhand toss. Focus on controlling the force of each toss and catching after 1 or 2 bounces.

**1<sup>st</sup>:** Introduce chest-passing cues, keeping the focus on controlling force and maintaining a safe distance from the wall. Every ball should bounce on the floor before it's caught.

**2<sup>nd</sup>:** Reinforce chest-passing cues and catch with the hands.



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CHALLENGE PROGRESSIONS

- ✔ Play a game of Target Practice. Students will pass to a target, catch after a bounce, and then dribble to a new target.

MODIFICATIONS

- ✔ Use low-bounce foam balls or deflated basketballs to limit the speed of return bounces.

ACADEMIC LANGUAGE

Accurate, Bounce, Catch, Pass, Practice, Target

STANDARDS & OUTCOMES ADDRESSED

- ✔ **Standard 1 [E16.K-2]** Catches a large ball tossed by a skilled thrower (Kb); Catches various sized balls self-tossed/tossed by a skilled thrower (1b); Catches a self-tossed or well thrown large ball with hands, not trapping or cradling against the body (2).
- ✔ **Standard 2 [E3.1-2]** Differentiates between fast and slow speeds (1a); Differentiates between strong and light force (1b); Varies time and force with gradual increases and decreases (2).
- ✔ **Standard 3 [E2.K-2]** Actively participates/engages in physical education class (K&1); Actively engages in physical education class in response to instruction and practice (2).
- ✔ **Standard 4 [E6.K-2b]** Follows teacher directions for safe participation and proper use of equipment with minimal reminders (K); Follows teacher directions for safe participation and proper use of equipment without teacher reminders (1); Works independently and safely in physical education (2a); Works safely with physical education equipment (2b).

DEBRIEF QUESTIONS

- ✔ **DOK 1:** What are the cues for passing a basketball? What are the cues for catching?
- ✔ **DOK 2:** What's the difference between a strong pass and a light pass? Which one is easier to catch? Why?
- ✔ **DOK 1:** What are the safety rules that we need to follow when practicing wall passing?
- ✔ **DOK 2:** Why is it important for us to follow those rules?

TEACHING STRATEGY FOCUS

**Help students practice skills, strategies, and processes:** In the physical education classroom, it's critical to provide students adequate time to practice and develop competence and confidence. Repeating deliberate practice tasks will help students understand the commitment needed for improvement as well experience the rewards of perseverance.