Ready
- 4 cones (for boundaries)
- 1 7” foamball per 2 students
- 1 3” foamball per 2 students
- Music and player (optional)
- 1 cone per student (optional)

Set
- Create large (30X30 paces) activity area.
- Pair students, give each pair 1 ball.
- Scatter pairs within area, facing their partners, standing 3-4 paces apart.

GO!
1. **Introduction to Throwing and Catching Balls**
   - Before we begin, let’s talk about playing safely.
     - When the music stops (or on “Freeze!”), place the ball between your feet and listen.
     - What else can we do to be safe when we play with balls? *(Be far from others, make sure your partner is ready to catch before tossing the ball at them, watch for loose balls underfoot, stay within boundaries, etc.)*

2. **Rolling with 2 Hands**
   - We are going to practice rolling and catching a ball with our partners.
   - Stand with your feet apart (straddled). Hold the ball with both hands in front of your body. Aim between your partner’s feet.
   - Bend your knees, reach between your legs with the ball, then bring it forward. Release it very low (just above the ground) so it rolls but doesn’t bounce.

3. **Catching**
   - Watch the ball and move your feet until your body is in front of it. Bend your knees to get to a low-level, then catch the ball with both hands.

4. **Rolling and Catching with A Partner**
   - On the music, roll the ball back and forth with your partner using 2 hands. *(Allow 3-5 minutes for practice, then pose challenges.)*
   - **Challenges...**
     - How many catches can you and your partner make in 15 seconds? Do it again; see if you can beat your score!
GO! (continued)

- Stand in a wider straddle. Can you score a goal by rolling the ball through your partner’s legs? How many can you score in 30 seconds?
- If your partner scores 3 goals in a row, bring your feet closer together.

5. **Rolling with 1 Hand**
   - *(Use balls small enough for students to hold with 1 hand.)*
   - Aim between your partner’s feet. Bend your knees to get low, reach back with the ball, step with your opposite foot *(R hand roll, L foot step, vice-versa)*, then swing your arm forward holding the ball just above the floor. Release the ball when it points to your target (between your partner’s feet).
   - On the music, roll the ball back and forth with your partner.
   - *(Repeat Challenges with 1-handed rolling. In time, have students change partners, and choose a different size and color ball to practice with.)*

6. **Wrap It Up**
   - What happens when you roll the ball harder? Softer?
   - What popular activity is based on rolling a ball? *(Bowling.)* Bowling is a game of “accuracy.”
   - What is the difference between throwing for accuracy and throwing for distance?
**Roll to Bowl**

*(Place 2 cones, i.e., “bowling pins,” between each pair.)* Take turns with your partner rolling the ball at your pins. Set up any you knock down for your partner. How many hits can you make before the signal? Now try it with 1 pin. Why is it harder with only 1 pin?

**Rolling For Dollars**

Roll your ball to your partner. If your partner can reach the ball without having to take a step, you earn a point. If the ball rolls onto your partner’s toes, you earn 2 points. If your partner has to take more than 3 steps to touch the ball, subtract a point from your score. Play until the signal or 10 points.

**STANDARDS ADDRESSED**

- **NASPE**
  - #1, 2 Spatial awareness, rolling, catching
  - #3, 4 Participates in enjoyable, challenging activities
  - #5, 6 Participates, appreciates, enjoys movement, cooperates with a partner

*Your State* (Write in here)

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**PAULA’S POINTERS**

- Provide a choice of sizes, densities, weights, and colors of balls.
- Plan time to send students to exchange equipment for a new experience.
- After playing with backs bent, signal students to stand and stretch.
- Allow partners to determine their distance from each other.

**Vocabulary**

- Accuracy, bowling, pins

**NOTES**

Using any ball you can find – in the garage, in a closet, or under your little brother’s bed – roll it to a wall (fence, garage door, etc.) and catch the rebound. Try rolling the ball at different angles, and see how the rebound changes with each roll.