



## UNIT 4

### AGES 5-7

## TRAPPING & CATCHING

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Trapping is when a child stops a ball with their legs or feet. Catching is when a child uses his hands to receive a ball that is thrown, bounced or rolled.

Trapping and catching require:

- Visual tracking and eye-hand coordination  
*(Unit 1: Foundational Skills)*
- Stability and strength  
*(Unit 1: Foundational Skills, Unit 3: Balance & Jumping)*

Trapping and catching are required in many sports, such as soccer, basketball, and softball.

This unit focuses on two key skill areas for a variety of sports. Both trapping and catching will be practiced in different ways throughout this unit to allow students time to master and understand these skills. Different sports will be introduced during this unit and will be touched on again in later units. The focus is on introducing the sport, not mastery.

## Skills

### MOTOR SKILLS:

- Visual tracking
- Eye, hand, and foot coordination
- Timing

### COGNITIVE SKILLS:

- Following directions
- Staying focused on an activity
- Remembering cues

### SOCIAL SKILLS:

- Taking turns
- Teamwork

## Equipment

- Playground Balls
- Scarfs
- Cones
- Hula hoops
- Tennis balls
- Cones
- Stacking cups, plastic bowling pins or plastic bottles
- Soft balance beams or tape
- Bowling pins
- Bean bags

## Classroom materials

- Twister board or grid using tape
- Recording sheet for each student
- Balloons
- Bubbles

## Books

- *Not Your Typical Dragon*  
by Dan Bar-el
- *Different is Awesome*  
by Ryan Haack
- *The Hippo-NOT-amus*  
by Tony and Jan Payne
- *Whoever You Are*  
by Mem Fox



## Catching

### BASIC:

- Palms held upwards, thumbs pointing outwards
- Arms outstretched and stiff, fingers tense
- Trap ball on body
- Avoidance reaction (doesn't want to catch the ball)
- Body movement is limited, arms remain stationary while ball is in flight

### PROFICIENT:

- Palms face each other, thumbs point upwards
- Elbows flexed
- Hands and arms brought towards body
- Less avoidance reaction
- Adjusts arms and hands to flight of ball, eyes track the ball

### ADVANCED:

- Eyes follow ball, hands and arms adjust to level of ball in flight
- Hands grasp ball in well-timed motion, arms "give" to absorb force of ball
- No avoidance reaction

**SOCIETY OF HEALTH AND PHYSICAL EDUCATORS  
(SHAPE) STANDARDS**

- 1.2.7 Demonstrates bouncing a ball in a variety of practice tasks.
- 1.2.8 Demonstrates rolling a ball in a variety of practice tasks.
- 1.2.9 Demonstrates catching in a variety of practice tasks.



## **STANDARDS FOR ELA**

Ask and answer questions about key details in a text. (RL.1.1)

Retell stories, including key details, and demonstrate understanding of their central message or lesson. (RL.1.2)

Describe characters, settings, and major events in a story, using key details. (RL.1.3)

Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. (SL.1.1)

Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). (SL.1.1a)

Build on others' talk in conversations by responding to the comments of others through multiple exchanges. (SL.1.1b)

Ask questions to clear up any confusion about the topics and texts under discussion. (SL.1.1c)

Ask and answer questions about key details in a text read aloud or information presented orally or through other media. (SL.1.2)

Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. (SL.1.3)

Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. (SL.1.4)

Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (RF.1.2)

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## **STANDARDS FOR MATH**

Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten decomposing a number leading to a ten; using the relationship between addition and subtraction; and creating equivalent but easier or known sums. (1.OA.6)

Understand subtraction as an unknown-addend problem. (1.OA.4)

Relate counting to addition and subtraction (1.OA.5)

## Leadership Time

- In the book, *Not Your Typical Dragon* by Dan Bar-el, Crispin the dragon is about to turn 7, when dragons start breathing fire. When his birthday comes, he tries to breathe fire but whipped cream comes out! See how Crispin uses his unique abilities to save the day.

## Skills & Games

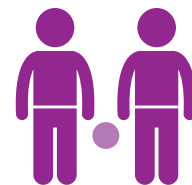
- Follow the Leader
- Floaty Scarf
- Goalie Drill
- Rolling Practice
- Goalie Circle
- Left Hand Throw

## Equipment

- *Not Your Typical Dragon* by Dan Bar-el
- Balls
- Scarves
- Cones
- Hula hoops
- Tennis balls

## Alternative Material Ideas

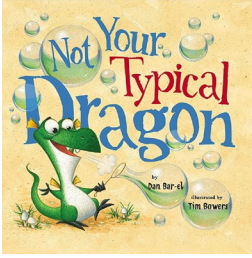
- Instead of a ball for each student, assign students partners and have them take turns participating with a ball



## Things to Note

Encourage students to be the example on how to roll, trap or throw. Highlight different students and have them demonstrate how they do it to show others.

## LEADERSHIP TIME (5 MIN.)



[Not Your Typical Dragon by Dan Bar-el](#) (page 34 of link)<sup>1</sup>

**Lesson 1: Read the book**

Lesson 2: Review book and answer questions

Lesson 3: Review book and pick one activity

## STRENGTH & ENDURANCE (5 MIN.)

[GoNoodle: Level 3 Strength](#)<sup>2</sup>

OR

[Frog Squats](#) (page 34 of link)<sup>3</sup>

1. Stand with your feet shoulder width apart and your arms at your sides.
2. Bend your knees to squat down and touch the ground between your feet.
3. Return to the starting position.



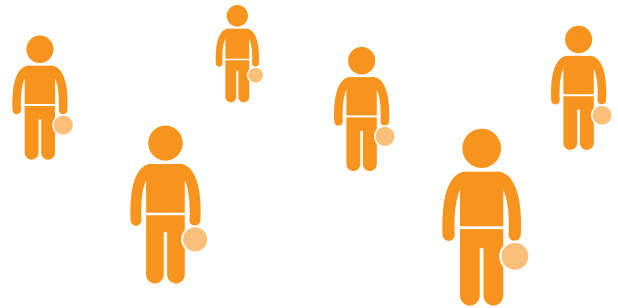
## FOLLOW THE LEADER (5 MIN.)

### Equipment

- 1 ball for each student

### Setup

Students should spread out throughout the space with a ball



- *“Today we will be playing follow the leader.”*
- *“Instead of following me, you will be following my instructions. Let’s play.”*
  - » Roll the ball between your legs and catch it.
  - » Put the ball on the floor and jump over it.
  - » Throw the ball in the air and spin around once.
  - » Roll the ball back and forth from one foot the other.
  - » Put the ball on the floor, jump over it, and then pick it up and toss it in the air.
- Continue to increase the number of directions you give.
- Start with two step directions and add more as students master the listening skill.



## FLOATY SCARF (5 MIN.)

### Equipment

- 1 scarf for each student

### Setup

Students should spread out throughout the space with a scarf



- *"We are going to practice both our catching and throwing with a scarf."*
- *"I want you to throw the scarf as high as you can and try to catch it before it touches the ground."*
- Encourage students to jump up and reach for it or see how close to the ground it can go before catching it.

## COOL DOWN/FLEXIBILITY (5 MIN.)

*"Let's end our time together with a cool down song. I'll start singing and you can do the actions. Join in when you are ready."*

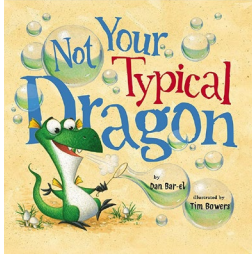
### **Movement Freeze Song (Do You Know the Muffin Man? melody)**

Do you like to touch your toes?  
Touch your toes? Touch your toes?  
Do you like to touch your toes?  
Touch your toes and freeze!

Additional Movements:

- Do you like to reach up high?
- Do you like to swing your arms?
- Do you like to take a breath?

## LEADERSHIP TIME (5 MIN.)



[Not Your Typical Dragon by Dan Bar-el](#) (page 34 of link)<sup>1</sup>

Lesson 1: Read the book

**Lesson 2: Review book and answer questions**

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## STRENGTH & ENDURANCE (5 MIN.)

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1. Stand with your feet shoulder width apart and your arms at your sides.
2. Bend your knees to squat down and touch the ground between your feet.
3. Return to the starting position.



## GOALIE DRILL (5 MIN.)

### Equipment

- Ball
- 4 cones

### Setup

Place 2 cones on the ground, 4–5 feet apart, one set on each side of the room



- *“Today we will start off by playing “Goalie Drill.”*
- *“In this game, we will take turns rolling the ball and trying to make it through the cones.”*
- *“There will be a goalie between the two cones trying to trap the ball.”*
- *“We will start with one student as the goalie.”*
- *“Someone else will roll the ball through the cones.”*
- *“When you are done rolling your ball, the goalie will take the ball and go to the rolling line and the student who just rolled the ball will become the goalie.”*



## ROLLING PRACTICE (5 MIN.)

### Equipment

- Hula hoops
- Balls

### Setup

Lay out the hula hoops on one side of the space on the floor and students line up on the other side



- *"We are going to practice rolling the ball today."*
- *"There are hula hoops on the ground and you are going to try to roll the ball into the hula hoop from this side."*
- *"If the ball goes into the hula hoop and stays there, you can leave it and run and pick up a ball that is not in a hula hoop."*
- *"The goal is to get all of the balls into the hula hoops."*

## COOL DOWN/FLEXIBILITY (5 MIN.)

*"Let's end our time together with a cool down song. I'll start singing and you can do the actions. Join in when you are ready."*

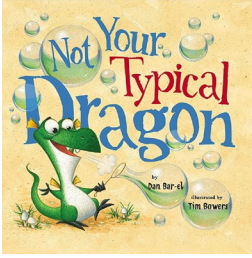
### Movement Freeze Song (Do You Know the Muffin Man? melody)

Do you like to touch your toes?  
Touch your toes? Touch your toes?  
Do you like to touch your toes?  
Touch your toes and freeze!

Additional Movements:

- Do you like to reach up high?
- Do you like to swing your arms?
- Do you like to take a breath?

**LEADERSHIP TIME (5 MIN.)**



[Not Your Typical Dragon by Dan Bar-el](#) (page 34 of link)<sup>1</sup>

Lesson 1: Read the book

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**STRENGTH & ENDURANCE (5 MIN.)**

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1. Stand with your feet shoulder width apart and your arms at your sides.
2. Bend your knees to squat down and touch the ground between your feet.
3. Return to the starting position.



## GOALIE CIRCLE (5 MIN.)

## Equipment

- Ball

## Setup

Students should all stand in a circle with their feet a little more than hip distance apart and touching the foot of the person next to them



- *“Today’s game is called ‘Goalie Circle’ and you all get to be goalies.”*
  - *“We are going to stand in a circle with our feet touching the person next to us.”*
  - *“I will start passing the ball to someone and if it starts to roll towards your legs, you need to trap it before it goes through your legs.”*
  - *“If the ball goes through your legs, you are out.”*
- Once a student is out, wait for 2–3 more students to be out and have them start another circle of ‘practicing’ where no one is out and students can join as they get out in the original circle.



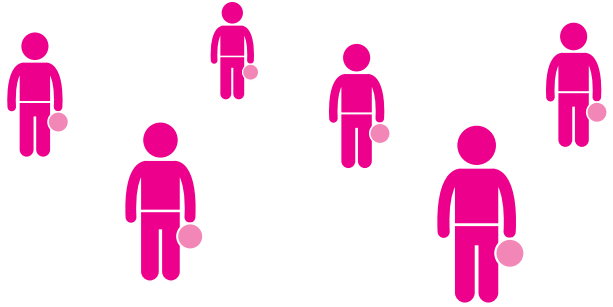
## LEFT HAND THROW (5 MIN.)

### Equipment

- Tennis ball (or similar) for each student

### Setup

Students should spread out throughout the space with a tennis ball



- *“You are now going to play catch with yourself.”*
- *“This activity will work on throwing with your non-dominant hand.”*
- *“Many of you are right handed, which means that your right hand is your dominant hand that you do most things with.”*
- *“Some of you are left handed, which means that you prefer to use your left hand to do things like write or eat or throw a ball.”*
- *“You are going to start off with the ball in your non-dominant hand.”*
- *“For me, it is my left hand. I am going to toss the ball from my left hand to my right hand.”*
- *“Once my right hand catches the ball, I will put it back in my left and and toss it again.”*

### Lead Up Activity

Have students practice throwing the ball back and forth between their hands. Ask them if it’s easier or harder to throw with a certain hand?

### Additional Activity

Try to throw the ball and catch it with your non-dominant hand.

## COOL DOWN/FLEXIBILITY (5 MIN.)

*"Let's end our time together with a cool down song. I'll start singing and you can do the actions. Join in when you are ready."*

### **Movement Freeze Song (Do You Know the Muffin Man? melody)**

Do you like to touch your toes?  
Touch your toes? Touch your toes?  
Do you like to touch your toes?  
Touch your toes and freeze!

Additional Movements:

- Do you like to reach up high?
- Do you like to swing your arms?
- Do you like to take a breath?

## Leadership Time

- In the book, *Different is Awesome* by Ryan Haack, a little boy brings his big brother, born with only one hand, for Show and Tell. The students ask him all sorts of question about how he does things with only one hand. They quickly realize that he can do anything they can do, only he does it differently. Along the way, the students see that we are all different in one way or another.

## Skills & Games

- Train Tunnel
- Twister Addition
- Rolling Practice
- Bowling
- Ten Pin Addition
- Freeze Tag

## Equipment

- *Different is Awesome* by Ryan Haack
- Ball
- Twister board or grid using tape
- Recording sheet for each student
- Cones
- Stacking cups, plastic bowling pins or plastic bottles
- Soft balance beams or tape
- Bean bags

## Alternative Material Ideas

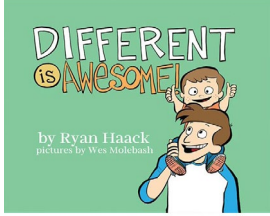
- Instead of a Twister board, use floor markers or tape to create a grid or similar spaces



## Things to Note

This week also is heavy on equipment and setup so save it for a time that you have extra hands or a little extra time in your schedule!

## LEADERSHIP TIME (5 MIN.)



[Different is Awesome by Ryan Haack](#) (page 36 of link)<sup>1</sup>

**Lesson 1: Read the book**

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## STRENGTH & ENDURANCE (5 MIN.)

*“Let’s start our Young Athletes time with a warm up song. I’ll start singing and you can do the actions. Join in when you are ready!”*

### **This is the Way I Move! (Mulberry Bush melody)**

This is the way I jump around, jump around, jump around

This is the way I jump around, when I am at school!

Variations:

- Swing my arms
- Touch my toes



## TRAIN TUNNEL (5 MIN.)

## Equipment

- Ball

## Setup

Students should stand in a line with one student in front of the other and their legs apart, making a "tunnel" with their legs



- *"We will start off today with 'Train Tunnel.'"*
- *"You are going to line up, one in front of the other and step your legs apart to make a 'tunnel.'"*
- *"The student at the end of the line is going to roll the ball forward through the tunnel pretending the ball is the train."*
- *"The ball might not make it all the way through the tunnel so when the ball stops, it needs to 'pick up a passenger.'"*
- *"Whoever is closest to the ball when it stops should pick it up."*
- *"All the other students will move in front of the student with the ball so that he or she is at the back of the line and can roll the ball through everyone's legs."*



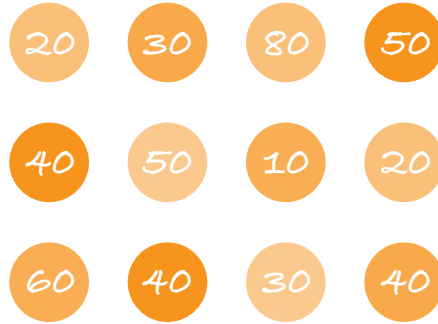
## TWISTER ADDITION (10 MIN.)

### Equipment

- Twister board or grid with tape or chalk
- [Recording sheet printable for each student](#)
- Clipboard and pencil
- Bean bags

### Setup

Write numbers on each colored circle or grid spot



- *"We are going to be using our skill of throwing to help us practice addition today."*
- *"When it is your turn, you are going to throw two bean bags onto the mat."*
- *"You will write down what numbers you land on and run and get the bean bags for the next person."*
- *"When your turn is over you will add the numbers together to find the sum."*

### Lead Up Activity

Keep the numbers smaller (1, 2, 3, 4, 5...) and model how to do this multiple times as a whole group before letting students try on their own.

Use number cubes or manipulatives to help students count.

### Additional Activity

Increase the numbers and write numbers that will require students to regroup while counting.

Other options: subtract numbers or write sight words and have students copy the sight word on their paper while saying it.

## COOL DOWN/FLEXIBILITY (5 MIN.)

*"Let's end Young Athletes with a GoNoodle video (or a stretching exercise). Follow along with the video to work on your flexibility."*

[GoNoodle: Level 3 Flexibility](#)<sup>1</sup>

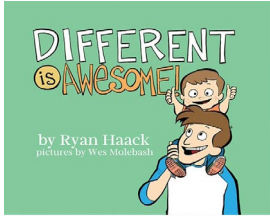
OR

[Spider Pose](#) (page 28 of link)<sup>2</sup>

1. Stand with your feet wider than shoulder width apart and bend your knees.
2. Bend forward and place your hands on the ground between your feet.
3. Reach behind your legs and grab your heels. Keep your feet flat.



## LEADERSHIP TIME (5 MIN.)



[Different is Awesome by Ryan Haack](#) (page 36 of link)<sup>1</sup>

Lesson 1: Read the book

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## STRENGTH &amp; ENDURANCE (5 MIN.)

*“Let’s start our Young Athletes time with a warm up song. I’ll start singing and you can do the actions. Join in when you are ready!”*

**This is the Way I Move! (Mulberry Bush melody)**

This is the way I jump around, jump around, jump around

This is the way I jump around, when I am at school!

Variations:

- Swing my arms
- Touch my toes





## ROLLING PRACTICE (5 MIN.)

### Equipment

- Playground ball or similar
- Cones

### Setup

Place cones about 2 feet apart from each other on one side of the room and have students line up on the other side



- *“Today we will be practicing rolling.”*
- *“Just like throwing, you will step with the opposite foot of your throwing arm.”*
- *“Swing back, and as your arm moves forward, release the ball and follow through to end up pointing where you want the ball to go.”*
- *“You will each have a ball and will be trying to roll the ball to knock over the cones on the other side of the room.”*
- *“After you roll the ball, run after it and bring it back to the line to continue to knock the cones over.”*
- *“You will keep going until all the cones are knocked over.”*

## BOWLING (10 MIN.)

### Equipment

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- Stacking cups
- Soft balance beams
- Ball

### Setup

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Create a bowling lane with two balance beams and cups arranged in a pyramid shape



- *“Today we will be bowling.”*
- *“In your lane are some cups or pins to knock down.”*
- *“When it is your turn, you will roll the ball and try to knock over all of the pins.”*
- *“Once you have thrown the ball at the pins, you will run to retrieve the ball and restack the cups before giving the ball to the next student.”*

## COOL DOWN/FLEXIBILITY (5 MIN.)

*"Let's end Young Athletes with a GoNoodle video (or a stretching exercise). Follow along with the video to work on your flexibility."*

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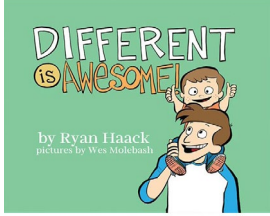
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## STRENGTH & ENDURANCE (5 MIN.)

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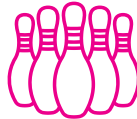
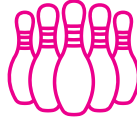
## TEN PIN ADDITION (10 MIN.)

## Equipment

- Bowling pins
- Ball
- [Recording Sheet printable](#)
- Pencil and clipboard

## Setup

Arrange 10 pins, cones or bottles in a pyramid shape for bowling



- *"Today we will be practicing the game of bowling."*
- *"In bowling, you roll the ball down the lane and try to knock over all the pins."*
- *"There are 10 pins in bowling, and you get two tries to knock them all down."*
- *"We are going to do a few warm up rolls and then start our game."*
- Give students a few minutes to practice bowling.
- *"Now that we are warmed up, let me teach you how to play."*
- *"When it is your turn, you will roll two times."*
- *"Roll the first time, count how many pins you knocked down, and write it in the first box on your sheet."*
- *"Then go get the ball, roll a second time, count how many pins you knocked down, and write it in the second box."*
- *"Go get the ball and set up the pins for the next person. Then add up the total number of pins you knocked down."*
- *"Everyone will get 3 turns."*

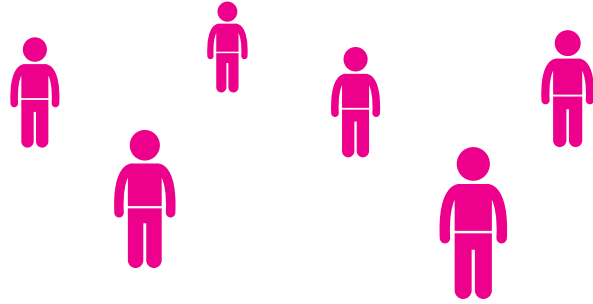
## FREEZE TAG: UNDERHAND THROWING (5 MIN.)

**Equipment**

- Bean bags

**Setup**

Students should spread out throughout the space



- *"We are going to end our lesson by playing 'Freeze Tag.'"*
- *"We will have two students who are the taggers."*
- *"If they tag you, you need to freeze."*
- *"We will also have two students who will be able to unfreeze you."*
- *"In this game, the students who can unfreeze you will have a bean bag."*
- *"They will underhand throw the bean bag to you if you are frozen."*
- *"If you catch it, you are unfrozen."*
- *"If you drop it, they can keep tossing it to you."*



## COOL DOWN/FLEXIBILITY (5 MIN.)

*"Let's end Young Athletes with a GoNoodle video (or a stretching exercise). Follow along with the video to work on your flexibility."*

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3. Reach behind your legs and grab your heels. Keep your feet flat.



## Leadership Time

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- Relationship skills help children make and keep healthy connections with others through communication, cooperation and conflict resolution. Use this week to explicitly teach about relationship skills and give students the opportunity to practice these skills.

## Skills & Games

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- Animal Ball
- Over Under
- Goalie Circle
- Catching Challenge
- Ball-Wall Toss
- Bounce Catch Freeze Tag

## Equipment

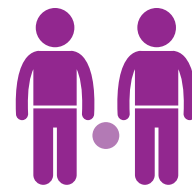
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- Playground balls or similar

## Alternative Material Ideas

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- Instead of a ball for each student, assign students partners and have them take turns participating with a ball



## Things to Note

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The third day of this lesson requires a wall that students can throw a ball against. Plan accordingly.



## LEADERSHIP TIME (5 MIN.)

### Leadership Skill: What are Relationship Skills?

- Relationship skills help children make and keep healthy connections with others through communication, cooperation and conflict resolution.
- *"How can you show a friend or classmate that you want to learn about them?"*

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## STRENGTH & ENDURANCE (5 MIN.)

### Young Athletes in Motion<sup>1</sup>

*"We have special warm up routine today. Let's follow along with the video with Young Athletes around the world!"*

OR

**Turn on a song and have a dance party!**



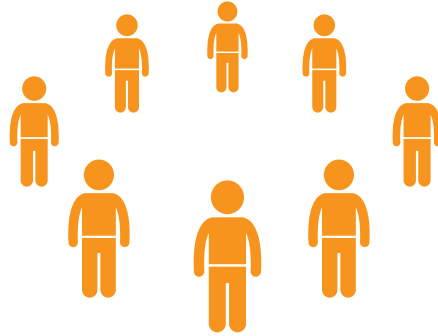
## ANIMAL BALL (5 MIN.)

### Equipment

- Ball

### Setup

Students should stand in a large circle



- *“Today’s game is called ‘Animal Ball.’”*
- *“I will start off with the ball and say ‘A dog says... ruff ruff ruff!’ and I will toss the ball underhanded to someone else in the circle.”*
- *“While the ball is in the air, everyone needs to bark like a dog until it is caught.”*
- *“Whoever catches the ball will pick a different animal and do the same thing. ‘A cow says... moo’ and throw it to someone else.”*
- *“When you have had a chance to say an animal, you can sit down so that we know who has had a turn.”*
- *“You will still join in to make the animal noises when the ball is tossed.”*

### Math Connection

Instead of having students say an animal, they can say an addition or subtraction fact. “3 plus 4 equals...7, 7, 7!” The rest of the group can say the answer until the ball is caught.

### Literacy Connection

Practice your letter sounds or blends by having the student who is tossing the ball say “the letter b says...b, b, b” and the rest of the group will repeat the letter sound.

## OVER UNDER (5 MIN.)

## Equipment

- Ball

## Setup

Students should stand in a line, all facing the same direction with the ball starting on one end



- Have students stand in a line, all facing the same direction.
- Hand the ball to the student who is first in line.
- The first student will pass the ball over their head to the person behind them.
- The second student will pass the ball under their legs to the person behind them.
- Continue to alternate over, under until it gets to the end of the line.
- The student at the end can run the ball to the start of the line and start it all over again.
- **Optional:** Divide students into two lines and have them compete against each other to see who can do it faster.

## COOL DOWN/FLEXIBILITY (5 MIN.)

*"To cool down today, we are going to practice doing some balancing and breathing. Follow along with the video to help bring our heart rate down and increase our balance."*

[Balance Level 1 Video](#)<sup>1</sup>

OR

[Balance Level 1](#) (pages 13-16 of link)<sup>2</sup>

- Tandem Stance
- Heel Raises
- Toe Raises
- Narrow Base Torso Twists



## LEADERSHIP TIME (5 MIN.)

### Leadership Skill: What are Relationship Skills?

*"What does it look like to be a good friend? What would it sound like?"*

Make a chart to keep track of their answers.

What does a good friend look like?

What does a good friend sound like?

## STRENGTH & ENDURANCE (5 MIN.)

### Young Athletes in Motion<sup>1</sup>

*"We have special warm up routine today. Let's follow along with the video with Young Athletes around the world!"*

OR

Turn on a song and have a dance party!



## GOALIE CIRCLE (5 MIN.)

## Equipment

- Ball

## Setup

Students should all stand in a circle with their feet a little more than hip distance apart and touching the foot of the person next to them



- *"Today's game is called 'Goalie Circle' and you all get to be goalies."*
  - *"We are going to stand in a circle with our feet touching the person next to us."*
  - *"I will start passing the ball to someone and if it starts to roll towards your legs, you need to trap it before it goes through your legs."*
  - *"If the ball goes through your legs, you are out."*
- Once a student is out, wait for 2–3 more students to be out and have them start another circle of 'practicing' where no one is out and students can join as they get out in the original circle.

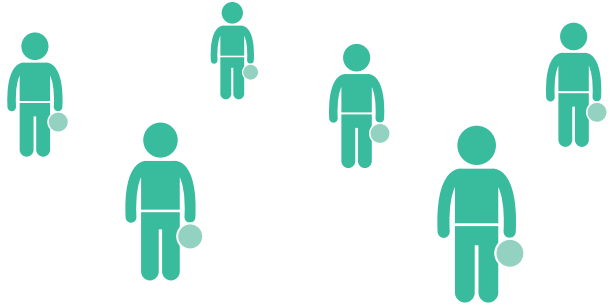
## CATCHING CHALLENGE (5 MIN.)

## Equipment

- 1 ball for each student

## Setup

Students should spread out throughout the space with a ball



- *“We have been practicing catching a ball throughout the last few lessons.”*
- *“Today we have a special challenge.”*
- *“We are going to start by kneeling on the ground with the ball.”*
- *“When you are ready, you will throw the ball into the air and get into a wide leg sit position before catching the ball.”*
- *“This might take a little practice to see how high you need to throw the ball and how quickly you need to move.”*
- Other positions and movements:
  - » Kneel-sit to standing
  - » Stand and turn around before catching it
  - » Stand and toss the ball and sit down to catch it

## COOL DOWN/FLEXIBILITY (5 MIN.)

*“To cool down today, we are going to practice doing some balancing and breathing. Follow along with the video to help bring our heart rate down and increase our balance.”*

### [Balance Level 1 Video](#)<sup>1</sup>

OR

### [Balance Level 1](#) (pages 13-16 of link)<sup>2</sup>

- Tandem Stance
- Heel Raises
- Toe Raises
- Narrow Base Torso Twists





## LEADERSHIP TIME (5 MIN.)

### Leadership Skill: What are Relationship Skills?

- *“What is an appropriate way to share how you feel with the person next to you?”*
  - **Optional:** have students write about what it means to be a good friend
- 

## STRENGTH & ENDURANCE (5 MIN.)

### Young Athletes in Motion<sup>1</sup>

*“We have special warm up routine today. Let’s follow along with the video with Young Athletes around the world!”*

OR

**Turn on a song and have a dance party!**



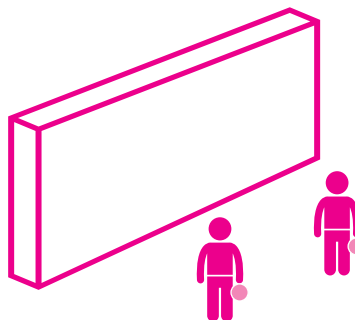
## BALL-WALL TOSS (5 MIN.)

### Equipment

- Ball
- Wall that can be used for bouncing a ball off

### Setup

Students need a ball and a space to face a wall that they can bounce a ball off of



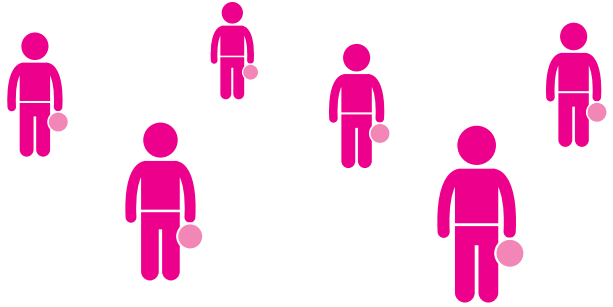
- *“Our next game is called ‘Ball-Wall Toss,’ and we are going to be practicing tossing and catching the ball.”*
- *“Today your partner is going to be the wall.”*
- *“You are going to stand facing the wall and underhand toss the ball to the wall.”*
- *“Make sure you throw it hard enough so it bounces off the wall and comes back to you.”*
- *“When it comes back, keep your hands and arms out to catch the ball.”*
- *“I am going to say ‘go’ and you will continue to toss the ball until I say ‘stop.’”*
- *“See how many times you can toss and catch it in a row.”*

**BOUNCE CATCH FREEZE DANCE (5 MIN.)****Equipment**

- 1 ball for each student

**Setup**

Students should spread out throughout the space with a ball



- *"We are going to practice bouncing and catching the ball today by playing 'Freeze Dance.'"*
- *"I am going to play music, and while I play the music you can move around and bounce your ball on the ground and then catch it."*
- *"When the music stops, you need to hold onto the ball and freeze."*
- **Optional:** *"Count how many times you bounce and catch the ball until I say stop."*



## COOL DOWN/FLEXIBILITY (5 MIN.)

*“To cool down today, we are going to practice doing some balancing and breathing. Follow along with the video to help bring our heart rate down and increase our balance.”*

### [Balance Level 1 Video](#)<sup>1</sup>

OR

### [Balance Level 1](#) (pages 13-16 of link)<sup>2</sup>

- Tandem Stance
- Heel Raises
- Toe Raises
- Narrow Base Torso Twists



## Leadership Time

- In the book, *The Hippo-NOT-amus*, by Tony and Jan Payne, students will be able to use common materials to engage in imaginative play to communicate new ideas.

## Skills & Games

- Balloon Toss and Catch
- Clap Catch
- Bounce Catch
- Over Under
- Low Ball Catch
- Catch and Throw Relay

## Equipment

- *The Hippo-NOT-amus* by Tony and Jan Payne
- Balloons
- Balls

## Alternative Material Ideas

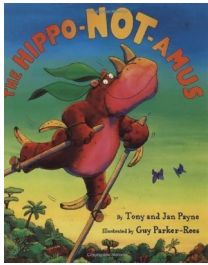
- Instead of a balloon, use a beachball



## Things to Note

We will be using balloons for a lot of the games this week. Blow up enough for every student plus some extras and store them after each lesson for the next time to save you time. Store them in the equipment or large plastic bag.

## LEADERSHIP TIME (5 MIN.)



[The Hippo-NOT-amus by Tony and Jan Payne](#) (page 38 of link)<sup>1</sup>

**Lesson 1: Read the book**

Lesson 2: Review book and answer questions

Lesson 3: Review book and pick one activity

## STRENGTH & ENDURANCE (5 MIN.)

[Fit 5 Endurance Level 3 Video](#)<sup>2</sup>

OR

[Crab Kicks](#) (page 32 of link)<sup>3</sup>

1. Sit with your knees bent and your feet on the ground. Place your hands on the ground behind you with your fingers facing backward.
2. Raise your hips up so you are in a crab position.
3. Kick your right leg up, lower it down, and then kick your left leg up. Keep kicking and switching legs.



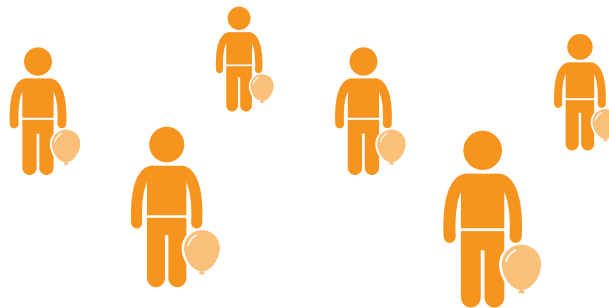
## BALLOON TOSS AND CATCH (5 MIN.)

### Equipment

- 1 balloon/beach ball for each student

### Setup

Students should spread out throughout the space with a balloon



### Additional Information

You will be using balloons for multiple activities this week so save them after each lesson in an equipment bag or large plastic bag.

- *“Today we will practice tossing and catching.”*
- *“You will each have a balloon and you are going to throw it up in the air and try to catch it as it floats down.”*
- *“We will practice this for a few minutes before our next activity.”*
- Other Balloon Activities:
  - » Students should have a partner and practice tossing and catching with a partner
  - » Line students up on one side of the room and have them practice throwing it as far as they can across the room and running to try to catch it before it touches the ground

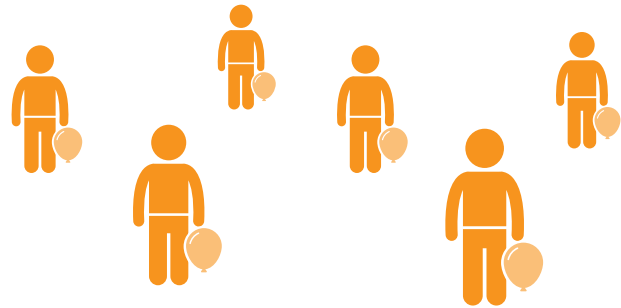
## CLAP CATCH (5 MIN.)

### Equipment

- 1 balloon/beach ball for each student

### Setup

Students should spread out throughout the space with a balloon



- *“In the game ‘Clap Catch,’ we are going to practice catching the balloon.”*
- *“You are going to throw the balloon up as high as you can and try to clap once before you catch.”*
- *“The next time you throw it up, you are going to try to clap two times before you catch it.”*
- *“After that, try clapping 3 times before you catch it.”*
- *“Keep going and see how many claps you can do before catching it.”*



## COOL DOWN/FLEXIBILITY (5 MIN.)

*"Let's end Young Athletes with a song, If You're Happy and You Know It.  
Sing along with me and do what I do."*

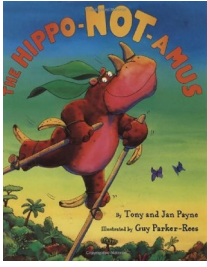
### **If You're Happy and You Know It:**

If you're happy and you know it, touch your toes, knees, shoulders, head, etc.

If you're happy and you know it, stretch up high.

Come up with other ways to move in space and stretch their arms, legs, neck, back, etc.

## LEADERSHIP TIME (5 MIN.)



[The Hippo-NOT-amus by Tony and Jan Payne](#) (page 38 of link)<sup>1</sup>

Lesson 1: Read the book

**Lesson 2: Review book and answer questions**

Lesson 3: Review book and pick one activity

## STRENGTH & ENDURANCE (5 MIN.)

[Fit 5 Endurance Level 3 Video](#)<sup>2</sup>

OR

[Crab Kicks](#) (page 32 of link)<sup>3</sup>

1. Sit with your knees bent and your feet on the ground. Place your hands on the ground behind you with your fingers facing backward.
2. Raise your hips up so you are in a crab position.
3. Kick your right leg up, lower it down, and then kick your left leg up. Keep kicking and switching legs.



## BOUNCE CATCH (5 MIN.)

### Equipment

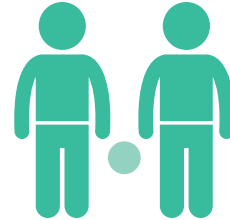
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- 1 ball that bounces for each pair of students

### Setup

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Students should be in pairs and have a ball



- *“Today we will be working on bouncing and catching.”*
- *“You are going to stand facing your partner.”*
- *“You are going to throw the ball so it bounces one time before reaching your partner.”*
- *“This is called a bounce pass.”*
- *“Your partner will catch the ball when it comes to them and bounce it back to you.”*

### Lead Up Activity

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Place a hula hoop between the partners to give them a spot to aim.

### Additional Activity

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Once students have mastered one bounce, see if they increase the number of bounces each time. This will challenge their strength and problem solving of where to stand and how hard they need to throw it.

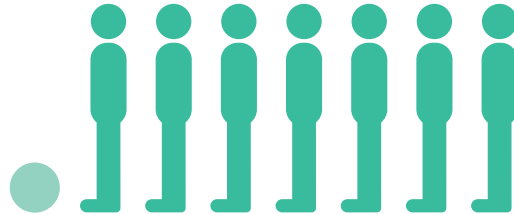
## OVER UNDER (5 MIN.)

## Equipment

- Ball

## Setup

Students should stand in a line, all facing the same direction with the ball starting on one end



- Have students stand in a line, all facing the same direction.
- Hand the ball to the student who is first in line.
- The first student will pass the ball over their head to the person behind them.
- The second student will pass the ball under their legs to the person behind them.
- Continue to alternate over, under until it gets to the end of the line.
- The student at the end can run the ball to the start of the line and start it all over again.
- **Optional:** Divide students into two lines and have them compete against each other to see who can do it faster.

## COOL DOWN/FLEXIBILITY (5 MIN.)

*"Let's end Young Athletes with a song, If You're Happy and You Know It.  
Sing along with me and do what I do."*

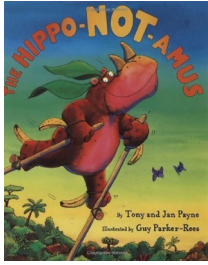
### **If You're Happy and You Know It:**

If you're happy and you know it, touch your toes, knees, shoulders, head, etc.

If you're happy and you know it, stretch up high.

Come up with other ways to move in space and stretch their arms, legs, neck, back, etc.

## LEADERSHIP TIME (5 MIN.)



[The Hippo-NOT-amus by Tony and Jan Payne](#) (page 38 of link)<sup>1</sup>

Lesson 1: Read the book

Lesson 2: Review book and answer questions

**Lesson 3: Review book and pick one activity**

## STRENGTH & ENDURANCE (5 MIN.)

[Fit 5 Endurance Level 3 Video](#)<sup>2</sup>

OR

[Crab Kicks](#) (page 32 of link)<sup>3</sup>

1. Sit with your knees bent and your feet on the ground. Place your hands on the ground behind you with your fingers facing backward.
2. Raise your hips up so you are in a crab position.
3. Kick your right leg up, lower it down, and then kick your left leg up. Keep kicking and switching legs.



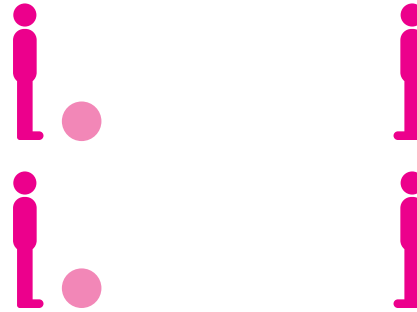
## LOW BALL CATCH (5 MIN.)

### Equipment

- 1 ball for each pair of students

### Setup

Have students stand in a line, facing their partner and a ball for each pair of students



- *"Today we are going to continue to practice catching."*
- *"We also are going to practice some social skills while we do it."*
- *"Let's start off with facing your partner and introducing yourself."*
- *"I'm sure you already know each other, but this is good practice. You can say 'Hi, my name is \_\_\_\_\_'."*

- Let each partner introduce themselves.

- *"Now, we are going to practice tossing the ball at waist level or lower."*
- *"When you are catching the ball, keep your fingers pointing down and arms out."*

- Let students practice with their partner for a few minutes, throwing and catching the ball.

- *After a few minutes, signal that they should pause and say "Now we are going to rotate."*
- *"One line is going to move to the right so that you have a new partner. Before you rotate, you can say 'See you later' to your partner."*

- Have students continue practicing catching and throwing.

## CATCH AND THROW RELAY (5 MIN.)

### Equipment

- 1 ball for each pair of students

### Setup

All students should start with their partner and the ball on one side of the room



- *“Today we are going to really put our catching and throwing skills to the test.”*
- *“You and your partner are going to try to get the ball from one side of the room to the other by tossing and catching the ball.”*
- *“The first student will run in front of their partner and try to catch the ball when their partner throws it to them.”*
- *“If they catch it, their partner will run in front of them and try to catch the ball.”*
- *“If the ball drops, they will need to pick it up and keep going.”*



## COOL DOWN/FLEXIBILITY (5 MIN.)

*"Let's end Young Athletes with a song, If You're Happy and You Know It.  
Sing along with me and do what I do."*

### **If You're Happy and You Know It:**

If you're happy and you know it, touch your toes, knees, shoulders, head, etc.

If you're happy and you know it, stretch up high.

Come up with other ways to move in space and stretch their arms, legs, neck, back, etc.

## Leadership Time

- *Whoever You Are* by Mem Fox, celebrates those qualities that make us different and the same. Children from all over the world are highlighted as they share different customs, languages, food, homes, and schools. It reaffirms the idea that even though we may appear different we share a common bond of joy and pain.

## Skills & Games

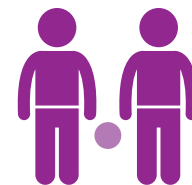
- Ball-Wall Toss
- High Ball Relay
- Clap Catch
- Catch and Throw Relay
- Catching Challenge
- Cone Catch

## Equipment

- *Whoever You Are* by Mem Fox
- Beach ball or playground balls
- Hula hoops
- Cones
- Tennis balls
- Bubbles

## Alternative Material Ideas

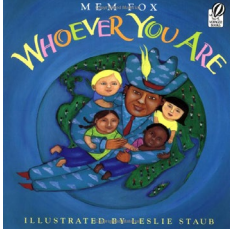
- Instead of a ball for each student, assign students partners and have them take turns participating with a ball



## Things to Note

There are a lot of different games that involve catching, feel free to skip some if they are too difficult or easy for your group and tailor the lessons to what you need.

## LEADERSHIP TIME (5 MIN.)



[Whoever You Are by Mem Fox](#) (page 39 of link)<sup>1</sup>

**Lesson 1: Read the book**

Lesson 2: Review book and answer questions

Lesson 3: Review book and pick one activity

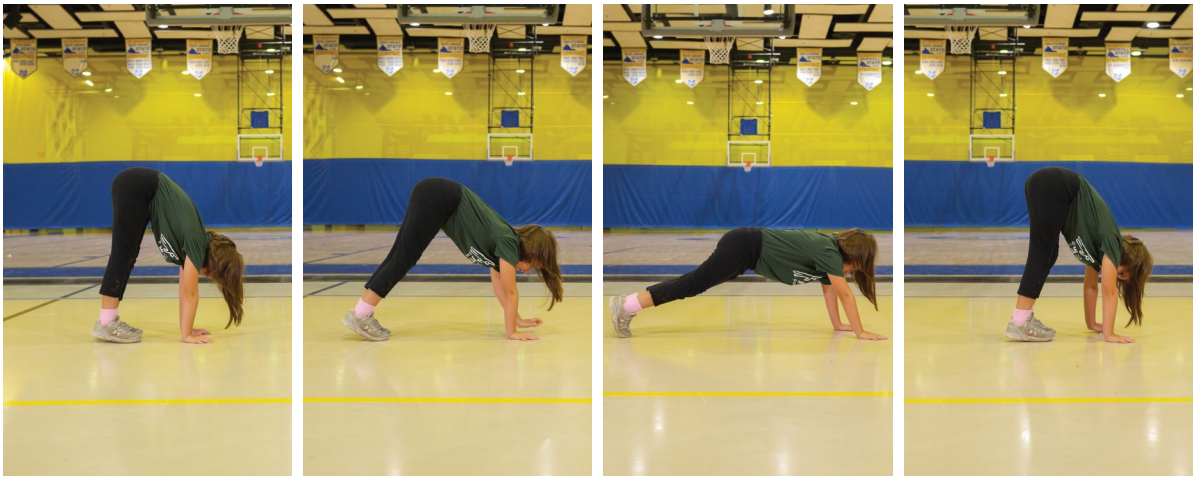
## STRENGTH & ENDURANCE (5 MIN.)

[GoNoodle: Level 1 Strength](#)<sup>2</sup>

OR

[Inchworms](#) (page 14 of link)<sup>3</sup>

1. "Stand with your feet shoulder width apart. Bend forward and place your hands on the ground. Keep your knees a little bit bent."
2. "Walk your hands forward until you reach a plank position."
3. "Walk your feet back in to meet your hands."



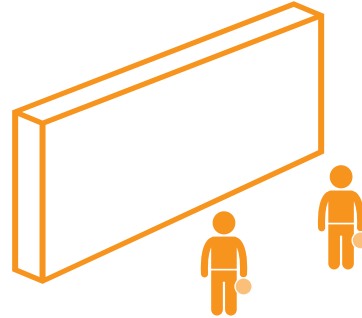
## BALL-WALL TOSS (5 MIN.)

### Equipment

- Ball
- Wall that can be used for bouncing a ball off

### Setup

Students need a ball and a space to face a wall that they can bounce a ball off of



- *“Our next game is called ‘Ball-Wall Toss,’ and we are going to be practicing tossing and catching the ball.”*
- *“Today your partner is going to be the wall.”*
- *“You are going to stand facing the wall and underhand toss the ball to the wall.”*
- *“Make sure you throw it hard enough so it bounces off the wall and comes back to you.”*
- *“When it comes back, keep your hands and arms out to catch the ball.”*
- *“I am going to say ‘go’ and you will continue to toss the ball until I say ‘stop.’”*
- *“See how many times you can toss and catch it in a row.”*

## HIGH BALL RELAY (5 MIN.)

### Equipment

- Ball
- Hula hoop

### Setup

Divide students into 5–6 teams and have them line up on one side of the room. Have the first student in each line move to the other side of the room, in front of a hula hoop and with a ball



- *“We are going to practice our skills from last time and do a high ball relay.”*
- *“In this relay, the first person on your team is going to run to the hula hoop by the tosser.”*
- *“The tosser is going to toss the ball high up to you when you get to the hula hoop and you are going to practice catching.”*
- *“Once you catch the ball, you will throw it back to the tosser and become the tosser.”*
- *“The student who was just tossing will run back to your team and tag the next person.”*
- *“Once the next person is tagged, they will run to the hula hoop and catch the ball.”*

### Math Connection

Give students a math problem to solve before they catch the ball. Adjust the challenge of the problem based on the student.

### Literacy Connection

Write site words on a beach ball and use this ball for the relay. When students catch the ball, they need to pick a word on the ball that their hand is touching and read it.

## COOL DOWN/FLEXIBILITY (5 MIN.)

*"Let's end our time together with a cool down song. I'll start singing and you can do the actions. Join in when you are ready."*

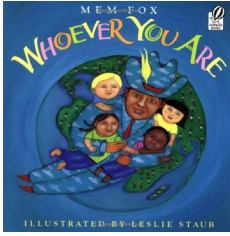
### **Movement Freeze Song (Do You Know the Muffin Man? melody)**

Do you like to touch your toes?  
Touch your toes? Touch your toes?  
Do you like to touch your toes?  
Touch your toes and freeze!

Additional Movements:

- Do you like to reach up high?
- Do you like to swing your arms?
- Do you like to take a breath?

## LEADERSHIP TIME (5 MIN.)



[Whoever You Are by Mem Fox](#) (page 39 of link)<sup>1</sup>

Lesson 1: Read the book

**Lesson 2: Review book and answer questions**

Lesson 3: Review book and pick one activity

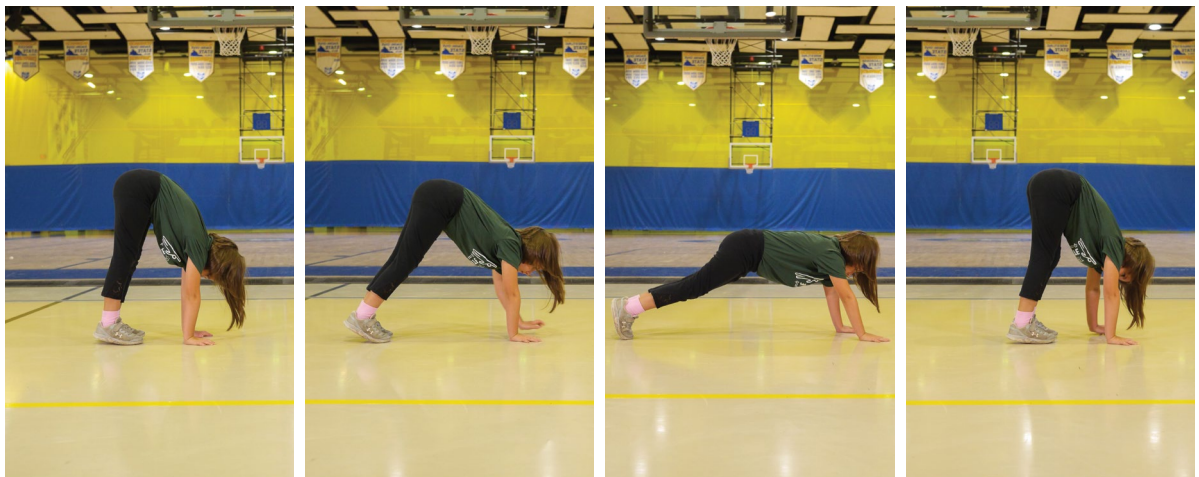
## STRENGTH & ENDURANCE (5 MIN.)

[GoNoodle: Level 1 Strength](#)<sup>2</sup>

OR

[Inchworms](#) (page 14 of link)<sup>3</sup>

1. "Stand with your feet shoulder width apart. Bend forward and place your hands on the ground. Keep your knees a little bit bent."
2. "Walk your hands forward until you reach a plank position."
3. "Walk your feet back in to meet your hands."



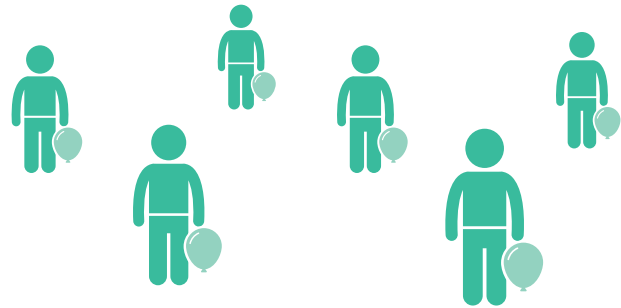
## CLAP CATCH (5 MIN.)

## Equipment

- 1 balloon/beach ball for each student

## Setup

Students should spread out throughout the space with a balloon



- *“In the game ‘Clap Catch,’ we are going to practice catching the balloon.”*
- *“You are going to throw the balloon up as high as you can and try to clap once before you catch.”*
- *“The next time you throw it up, you are going to try to clap two times before you catch it.”*
- *“After that, try clapping 3 times before you catch it.”*
- *“Keep going and see how many claps you can do before catching it.”*



## CATCH AND THROW RELAY (5 MIN.)

### Equipment

- 1 ball for each pair

### Setup

All students should start with their partner and the ball on one side of the room



- *“Today we are going to really put our catching and throwing skills to the test.”*
- *“You and your partner are going to try to get the ball from one side of the room to the other by tossing and catching the ball.”*
- *“The first student will run in front of their partner and try to catch the ball when their partner throws it to them.”*
- *“If they catch it, their partner will run in front of them and try to catch the ball.”*
- *“If the ball drops, they will need to go back to the beginning and start again.”*

## COOL DOWN/FLEXIBILITY (5 MIN.)

*"Let's end our time together with a cool down song. I'll start singing and you can do the actions. Join in when you are ready."*

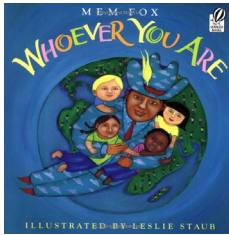
### Movement Freeze Song (Do You Know the Muffin Man? melody)

Do you like to touch your toes?  
Touch your toes? Touch your toes?  
Do you like to touch your toes?  
Touch your toes and freeze!

Additional Movements:

- Do you like to reach up high?
- Do you like to swing your arms?
- Do you like to take a breath?

## LEADERSHIP TIME (5 MIN.)



[Whoever You Are by Mem Fox](#) (page 39 of link)<sup>1</sup>

Lesson 1: Read the book

Lesson 2: Review book and answer questions

**Lesson 3: Review book and pick one activity**

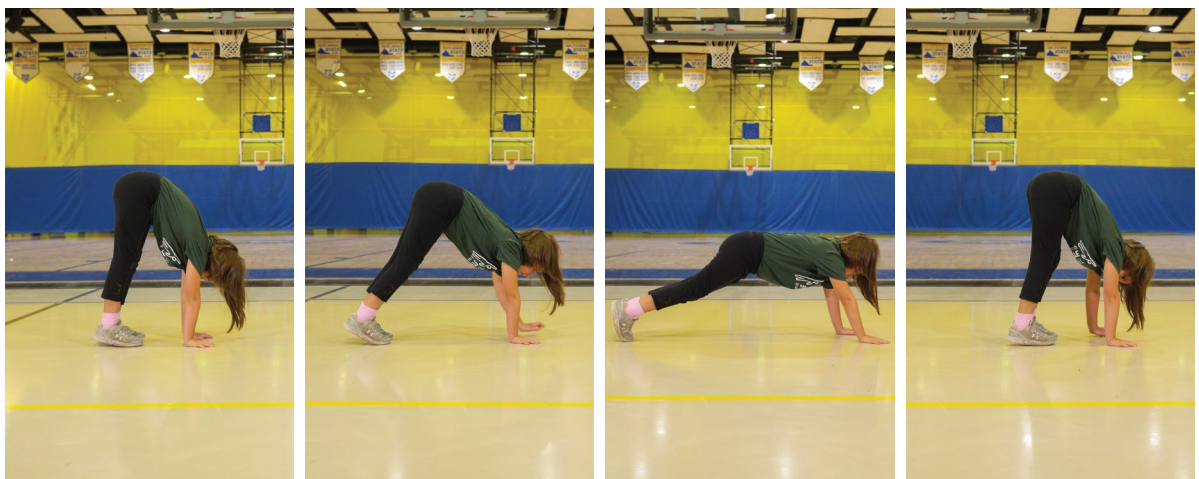
## STRENGTH & ENDURANCE (5 MIN.)

[GoNoodle: Level 1 Strength](#)<sup>2</sup>

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[Inchworms](#) (page 14 of link)<sup>3</sup>

1. "Stand with your feet shoulder width apart. Bend forward and place your hands on the ground. Keep your knees a little bit bent."
2. "Walk your hands forward until you reach a plank position."
3. "Walk your feet back in to meet your hands."



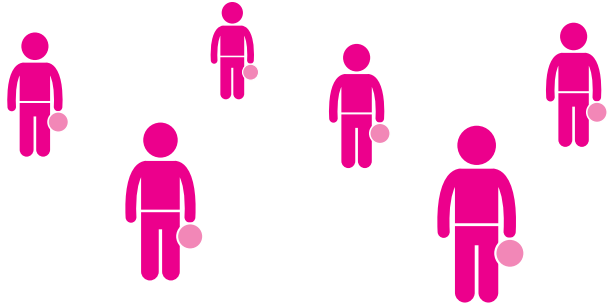
## CATCHING CHALLENGE (5 MIN.)

## Equipment

- Ball

## Setup

Students should spread out throughout the space with a ball



- *“We have been practicing catching a ball throughout the last few lessons.”*
- *“Today we have a special challenge.”*
- *“We are going to start by kneeling on the ground with the ball.”*
- *“When you are ready, you will throw the ball into the air and get into a wide leg sit position before catching the ball.”*
- *“This might take a little practice to see how high you need to throw the ball and how quickly you need to move.”*
- Other positions and movements:
  - » Kneel-sit to standing
  - » Stand and turn around before catching it
  - » Stand and toss the ball and sit down to catch it

## CONE CATCH (5 MIN.)

### Equipment

- 1 cone and 1 tennis ball for each pair

### Setup

Pair up students and have them face each other. One student should hold the cone and the other student hold the ball.



- *“Next we are going to be practicing our catching skills with some cones.”*
- *“One partner is going to toss the tennis ball and the other partner is going to try to catch it inside the cone.”*
- *“Do 5 tosses and then switch with your partner so both get to toss and catch.”*

## COOL DOWN/FLEXIBILITY (5 MIN.)

*"Let's end our time together with a cool down song. I'll start singing and you can do the actions. Join in when you are ready."*

### **Movement Freeze Song (Do You Know the Muffin Man? melody)**

Do you like to touch your toes?  
Touch your toes? Touch your toes?  
Do you like to touch your toes?  
Touch your toes and freeze!

Additional Movements:

- Do you like to reach up high?
- Do you like to swing your arms?
- Do you like to take a breath?

## TRAPPING & CATCHING REVIEW

- *“We have learned a lot of new games and skills throughout this unit.”*
- *“Can you remember some of the things we practiced during our Young Athletes time?”*
- *“Today we are going to wrap up our Trapping & Catching unit.”*
- *“We have worked on skills that are important for a lot of different sports, like basketball, softball, and soccer.”*
- *“We will continue practicing these skills for the rest of the year.”*
- *“To help us remember what we worked on, we are going to create a booklet to bring home to talk about trapping and catching.”*

[Foundational Skills Booklet printable](#)

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## HOME CONNECTIONS

### Games and activities to do at home:

Send home [the newsletter printable](#) and include these game ideas they can use at home with their flashcards.

Activities from skill cards that were covered in this unit:

- Rolling and Trapping
- Goalie Drill
- Bubble Catch
- Big Ball Catch
- Low Ball Catch
- High Ball Catch
- Bounce Catch
- Circle Ball



[Additional Trapping & Catching Skill Cards for home](#)<sup>1</sup>



Want to continue practicing these skills?

Check out [this video](#)<sup>2</sup> to learn how to do all the activities and more at home!



# UNIT 4 PRINTABLES





## Trapping and Catching Skills

Dear Family,

Our Young Athletes activities continue to be wonderful learning experiences. We've been walking, running, balancing, jumping and more. Now we're introducing **trapping and catching skills**. Trapping is stopping a ball with the body and not hands, while catching is stopping a ball with just hands. Both skills require **strength, balance and hand-eye coordination**. That sounds complex, but we start with basic activities and build on each child's success. There is no failure in Young Athletes; we encourage children to have fun as they try new skills.

When it comes to fun, catching bubbles tops the list for many young children. Playing with bubbles is an entertaining activity for the entire family. It's also a no-fail way to strengthen hand-eye coordination. Blow bubbles toward your child and invite him or her to catch them. Ask your child to try catching bubbles with two hands and then with one. To reinforce language skills, say "Pop!" when a bubble bursts and "Splat!" when a bubble touches the ground. Playtimes like this are not only memorable for everyone involved, but they also help your child develop valuable skills.

Sincerely,

Teacher



Children need strength and balance to trap and catch a ball.



### Healthy Habits

Playtime is even more enjoyable for a child when others join in. Invite siblings and other children in your community to play. There's no need for expensive equipment; just grab a ball or two and have children roll, toss and bounce. Everyone benefits by getting fit, learning acceptance, and gaining group play skills such as sharing and taking turns.



### Lessons for Life

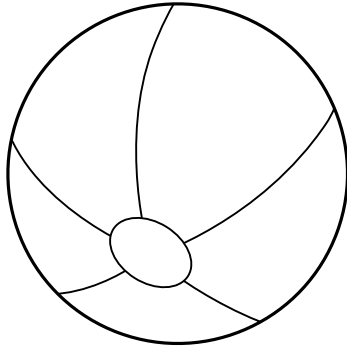
Physical activity is not only a great way to spend free time; it's good for you! That's a message children learn from Young Athletes. The program prepares children for Special Olympics activities that they can participate in when they are older. It also sets the stage for a life of physical activity and friendships.



### Class News

2

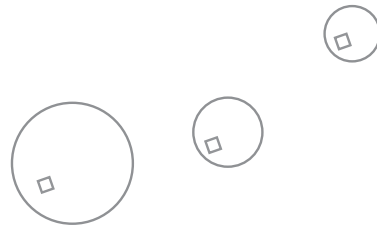
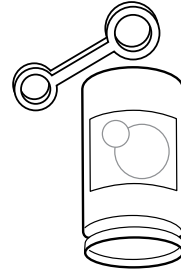
I can catch a big ball.



Color.

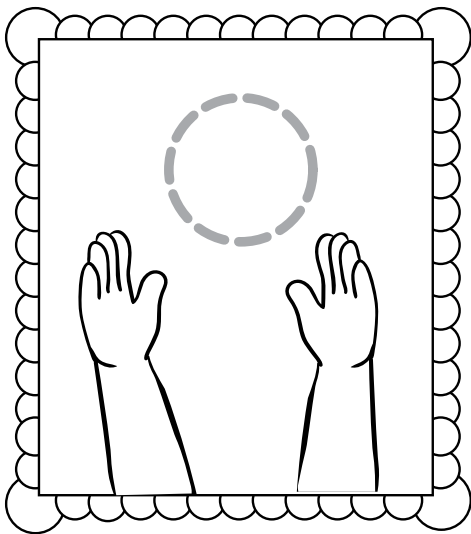
1

I can catch a bubble.



Circle a bubble.

Trace.



I like to play catch!

3

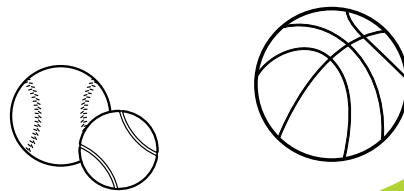
Let's Practice & Play

's

Name \_\_\_\_\_

## Activities

### Trapping and Catching



 Special Olympics  
Young Athletes



**Directions for families:** Cut out the booklet on the bold line. Fold the page on the horizontal dashed line, then on the vertical dashed line so the cover is on the outside. Draw and color with your child to fill in the booklet. As you do, discuss the activities and how much fun they are. Reread the mini-book periodically, especially before or after you've practiced the activities together.

# TWISTER ADDITION

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Write the number of pins you knocked down on your first try in the first box. Write the number of pins you knocked down on your second try in the second box. Add the two boxes together for your total. After 6 rounds add up all of your points!

+	+	+	+	+	+	
=	=	=	=	=	=	

Write the number of pins you knocked down on your first try in the first box. Write the number of pins you knocked down on your second try in the second box. Add the two boxes together for your total. After 6 rounds add up all of your points!

+	+	+	+	+	+	
=	=	=	=	=	=	